

# ANNUAL REPORT 2015



**CAMPAIGN FOR POPULAR EDUCATION (CAMPE)  
Bangladesh**

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## Contents

Acronyms .....	4
Preface .....	5
2015 Highlights .....	7
About CAMPE .....	16
Governance Structure .....	17
Operational Structure of CAMPE .....	18
Programs in 2015 .....	20
Advocacy .....	20
Right to Education .....	20
Financing Educaiton .....	27
Campaign .....	30
Global Action Week 2015 .....	30
World Teachers Day 2015 .....	32
Campaign on “Books We Want to Read” .....	35
Other Campaigns .....	36
Participation in Bangladesh Development Forum (BDF) 2015 .....	43
Speaking Through Media .....	44
Research, Studies, Documentation and Dissemination .....	50
Education Watch Study Report .....	50
Other Studies .....	54
Capacity Enhancement of Stakeholders .....	57
Community Engagement – Amplifying Grassroots Voice .....	75
Publication/Advocacy Materials .....	80
Coordination and Networking .....	86
ICT Service and Support .....	90
Working Towards Gender Equity .....	90
Program Planning and Monitoring .....	93
Project Planning and Reporting .....	97

## Acronyms

ASPBAE	Asia South Pacific Association for Basic and Adult Education
ATEO	Assistant Thana Education Officer
BTEB	Bangladesh Technical Education Board
CAMPE	Campaign for Popular Education
CBOs	Community Based Organizations
CEWG	Community Education Watch Group
CSEF	Civil Society Education Fund
CSOs	Civil Society Organizations
DC	Deputy Commissioner
DFID	Department for International Development
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EFA	Education for All
ERC	Enrolment, Retention and Completion
EU	European Union
EW	Education Watch
GAAP	Generally Accepted Accounting Principles
GAW	Global Action Week
GCAP	Global Campaign Against poverty
GCE	Global Campaign for Education
GPE	Global Partnership for Education
MDG	Millennium Development Goal
MLE	Multi Lingual Education
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NGO	Non-Government Organization
NSDC	National Skills Development Council
ODA	Official Development Assistance
PEDP3	Third Primary Education Development Program
PERI	Privatisation in Education Research Initiative
PFM	People's Forum on MDGs
PPP	Public Private Partnership
QEA	Quality Education for All
SDC	Swiss Agency for Development Cooperation
SDG	Sustainable Development Goal
PTA	Primary Teachers' Association
SMC	School Management Committee
SRHR	Sexual and Reproductive Health Rights
SWAN	South Asia Women's Network
TRP	Television Rating Points
TVET	Technical and Vocational Education and Training
UNO	Upazila Nirbahi Officer/ Sub-district Executive Officer

## Preface

Year 2015 has been yet another year of advocacy and lobby at both national and international arena to influence policy decisions in favour of the right to education for all. Enhancing community voice through their close engagement has been the focus of CAMPE alongside national and international policy level engagement. CAMPE has been representing civil society voice in many councils formed by different government agencies. As the leading Civil Society voice and network CAMPE actively participated in global forums and contributed in the global discussion for setting the Sustainable Development Goals particularly for Quality Education and Gender Justice.

It has been a year of transition from EFA to SDGs. Taking into account the achievement of EFA goals and the remaining gaps a national review was undertaken to identify future direction. The year 2015 marked the end of EFA and MDGs and therefore a crucial year for setting new targets and goalpost. Although much has been achieved in Bangladesh the concern remains in terms of quality, equity, inclusion and investment in education. Debates around privatization, national level investment, rate of developed countries in keeping their commitment to support education in developing and under developed countries were high in the agenda.

CAMPE has worked tirelessly towards building the capacity of individuals and groups and unlocking the potential of communities at the remotest parts of the country. The voices of children, adolescents and youth groups, parents, teachers and the community as a whole were amplified through various campaigns, seminars, sharing meetings and dialogues with public functionaries, policy makers and the media.

At this point of time, CAMPE, besides implementing its projects-Protyasha (funded by DFID), ONGIKAR (EU) and CSEF has worked together with think thank like CPD.

The Annual Report 2015 offers a glimpse of CAMPE's programs, under its Prottyasha, Ongikar, CSEF and SRHR E projects funded by DFID, UKAID, European Union, Civil Society Education Fund and Oxfam Novib respectively. It is a difficult task to put down everything that has been happening but we hope to give the readers an idea of CAMPE's multi-dimensional activities around EFA and MDGs.

We wish to express our sincere thanks to all members, teachers, learners, concerned government officials, development partners, media and all other stakeholders who have cooperated with us in our effort to achieve our objectives during the period.

Special thanks to the Ministry of Primary and Mass Education and the Ministry of Education for acknowledging CAMPE's role as the national education coalition and for extending their cooperation whenever required.

Our hearty appreciation go to our Development partners particularly DFID, UKAID, EU, ON, and CSEF for being with us in this journey and for upholding the spirit of partnership.

We also thank our Chairperson Kazi Rafiqul Alam and other Council (Board) Members for their invaluable support and guidance whenever required.

Thanks to the entire team of CAMPE whose efforts have made it possible to pursue our goal.

**Dhaka**  
April 2016

**Rasheda K. Choudhury**  
Executive Director

## Our Partners

### *in this Journey through the year* (In Alphabetic Order)

- Adivasi Forum
- Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- Bangladesh ECD Network (BEN)
- Bangladesh NGOs Network for Radio and Communication (BNNRC)
- Bangladesh Technical Education Board (BTEB)
- Bureau of Non-Formal Education (BNFE)
- CEDAW Forum
- Civil Society Education Fund (CSEF)
- DFID UK Aid
- Dhaka North City Corporation (DNCC)
- Directorate of Technical Education (DTE)
- Education Local Consultative Group (ELCG), Bangladesh
- Education Watch Group
- European Union (EU)
- Global Campaign for Education (GCE)
- Global Partnership for Education (GPE)
- Institute of Education and Research (IER, Dhaka University)
- Ministry of Education (MoE)
- Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE)
- Ministry of Labour and Employment (MoLE)
- Ministry of Primary and Mass Education (MoPME)
- Ministry of Social Welfare (MoSW)
- Ministry of Women and Children Affairs (MoWCA)
- Multi Lingual Education (MLE) Forum
- National Committee of Indigenous People (NCIP)
- National Curriculum and Textbook Board (NCTB)
- National Skills Development Council (NSDC)
- NGO Affairs Bureau
- Oxfam Novib (ON)
- Social Action Committee (SAC)
- Teacher Unions

We appreciate the support and cooperation of all our member NGOs & partners, think tanks, academia, research organizations, concerned private sector groups, print, audio visual and folk media.

We are especially grateful to DFID UK Aid, The European Union (EU), CSEF and Oxfam Novib for their financial contribution.



## 2015 Highlights

### Introduction

CAMPE, a network of more than a thousand NGOs, hundreds of researchers, teachers and human rights activists, has been engaged in promoting Education for All since 1990. It has come a long way and have contributed significantly in issues like access to quality education. CAMPE has been working closely with relevant government ministries, departments and other stakeholders to bring about positive changes in the basic education sector.

Year 2015 was a busy year for CAMPE particularly in terms of implementation of its new programs Protyasha supported by DFID UK Aid, Ongikar supported by European Union, CSEF supported by GPE through UNESCO, GCE and ASPBAE and SRHR-E supported by Oxfam. The program activities were primarily focused on Influencing/complimenting PEDP3 through community engagement and raising voice for addressing quality issues. Interaction at the grassroots and at policy level marked the year since it was nearing the EFA and MDG Goal posts.

The year was also crucial for CAMPE's own institutional development as its internal policies and guidelines were revisited and revised based on lessons learnt over the years and its commitment to ensure good governance through transparency and accountability.

### Governance and Institutional Development

#### Statutory Meetings: Council (Board Meetings)

During the year 2015 CAMPE Council met every four months and provided strategic directions and other guidance as and when necessary. The 21 Member Council is accountable to the General Body of member organizations. They provide guidelines to CAMPE Management.

#### Annual General Meeting

The 18<sup>th</sup> Annual General Meeting of CAMPE took place on 25 April 2015 at the LGED Auditorium, Dhaka. CAMPE Chairperson Kazi Rafiqul Alam presided over the meeting. A Total of 138 members participated in the meeting where some important decisions were taken.



#### Membership Management

CAMPE has a *Sub-Committee* responsible for identifying partners who meet the criteria of eligibility of becoming affiliated member. An *Internal Sub-Committee* comprising of representatives from different units of CAMPE assist this Sub-Committee through preliminary scrutiny based on set criteria including physical verification. This year 12 organizations from different areas of Bangladesh were awarded new membership.

## Advocacy

CAMPE reiterated its demand for a Right to Education Act. After some progress in its drafting, the Right to Education Act or “Education Act” has gone into a limbo and pending approval of the parliament for the past 3 years. To expedite the process CAMPE organized a ‘Right to Education Act Conference’ which was attended by Nurul Islam Nahid, M.P. Hon’ble Education Minister, as Chief Guest, Dr. Qazi Kholiquzzaman Ahmad, Co-Chairperson- National Education Policy Formulation Committee as the special guest and Kazi Rafiqul Alam, Chairperson, CAMPE & President, Dhaka Ahsania Mission (DAM) as chair. Tanvir Mohammad Muntasim, Member, Education Watch, shared the policy asks on behalf of the civil society. Jürgen Heimann, Minister Counsellor, Human and Social Development, EU also joined the program as a Guest Speaker.

**Kailash Satyarthi** the Nobel Peace Laureate 2014 and a renowned Human Rights Activist from



India promoting rights of children also joined the *Conference*. While sharing his Indian experience he urged Bangladesh Government to increase Allocation for Education in the National Budget. He emphasized on the 5E’s in education namely i) enhanced employability, ii) entrepreneurship, iii) excellence, iv) equity, and v) ethics. To ensure child-friendly education he call for i) abolition of all fees, ii) deployment of professionally qualified and trained teacher, iii) adequate budget allocation, iv) ensuring inclusive education irrespective of disability, ethnicity, and children in difficult conditions besides this the following initiatives were also undertaken.

- 7 consultations involving diverse stakeholders were organized to share the SDG goals. At the international level, CAMPE also contributed in the debates and discussions leading to the formulation of SDGs.
- 2 consultations were arranged on EFA Post 2015 Development agenda at the sub-national level.
- The Multi Lingual Education (MLE) Forum has been persistently advocating for the implementation of education in mother tongue for ethnic children.
- CAMPE has been jointly working with National Skills Development Council (NSDC) in promoting TVET and Skills Development.
- Interaction with legislators, Parliamentary Standing Committee members and other policy actors were organized for demanding full implementation of National Education Policy 2010.
- To make Early Childhood Care & Education (ECCE) an effective and efficient initiative CAMPE organized several national level and sub-national seminars demanding at least two trained teachers for every pre-primary class.

- CAMPE also joined other campaign groups like the Women’s Movement and carried out advocacy with relevant stakeholders demanding 18 years to be retained as minimum age for marriage of girls.
- CAMPE contributed significantly at the pre-meeting and follow up meetings of regional and international platforms like ASPBAE, GCE and ICAE for preparing the Incheon Declaration was actively engaged in the processes and mechanisms related to the World Education Forum.
- CAMPE also worked on promotion of SRHR to ensure safe health for adolescents.
- CAMPE has also been demanding proper implementation of government directives to bring children with special needs into mainstream education.
- CAMPE has been involved in developing Inclusive Education Policy with National Academy for Educational Management (NAEM).
- 12 consultations organized on ‘Challenges of Teaching & Learning Process’.
- 4 Public Dialogues were organized on the ‘Rights of Children with Disabilities’.
- 3 Sharing Meetings held on ‘Sustainable Development Goals (SDGs)’ and ‘EFA Post 2015 Framework’ with youth, partner NGOs and other stakeholders at national and sub-national level.

## Campaign

- To mark the end of the EFA Agenda in 2015, CAMPE organized a campaign **“I am fifteen, the future is mine! I Vote for Education”** to listen to the experience and challenges of 15 year old boys and girls (who were born in 2000 the year when the EFA and Millennium Deceleration were adopted by world Leaders ) who are either in school, dropped out or never been enrolled. The events were organized in Barisal, Chittagong, Dhaka, Faridpur, Khulna, Rajshahi, Rangpur and Sylhet and attended by children born in 2000 Grameen Phone Ltd extended its support to hold the event by facilitating the registration process through free SMS service.
- **“Books We Want to Read”** campaign was held with the aim to collect learners’ views and expectation about their text books. The findings were shared with relevant department and ministries for their consideration. Some of these are already reflected in the new edition of text books.



- **ERC Campaign** was held to create awareness among the community about the *enrolment, retention and completion (ERC)* of primary education. The events included rickshaw plate campaigns and court yard meetings for promoting the importance of education and reminding the people and parents about the next date of enrolment in schools.
- **4 Public Dialogues** were organized on Education Budget in collaboration with *Channel i* to collect people's feedback on the need for more budget allocation and its judicious utilization in education where around 11,000 people including learners, guardians, teachers, SMC members, journalist, local government representatives, civil society representatives, relevant government officials and national level policy makers were present.



A student drawing attention of policy makers by speaking about the challenges faced by her and

- 32 school based **Sports and Cultural events** were organized as part of promoting joyful learning environment using CAMPE's guidebooks. 2 **School Based Campaign** on 'Education in Emergency' were organized to orient people on safety and security measures and coping strategy at pre, during and post disaster situation.
- 'International Mother Language Day', 'International Women's Day', 'Global Action Week on EFA', 'World Environment Day', 'International Literacy Day', 'World Teachers' Day' were observed in a befitting manner. A number of events were held as part of the observance of the days highlighting human rights.

## Media Advocacy

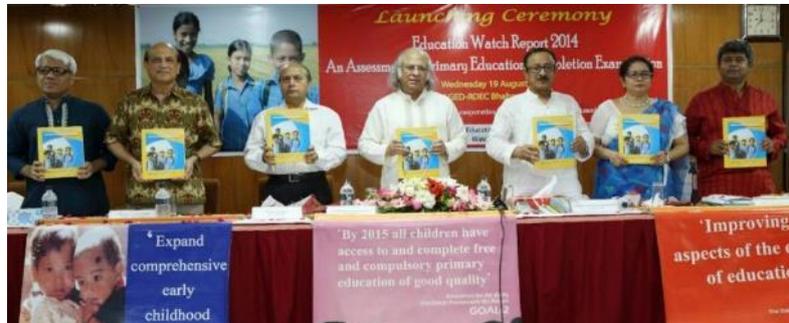
- 335 episodes of Investigative Reports (Education News) were aired in Channel i leading to some major/significant actions taken by concerned authorities. For example after the news was aired in the 2<sup>nd</sup> week of April, 2015 Pirojpur district education authority issued a show-cause letter to the Dotterhatt Government Primary School. The Headmaster and other teachers were warned for humiliating punishment practices in classrooms and for late attendance of teachers.
- 4 Public Hearings on Education Budget were aired in Channel i.
- 50 segments on "**Bere Othar Jana Ojana Kotha**" (The mysteries of growing up) on SRHR were aired through 5 Community Radio in local dialect.



- Awareness Raising Campaign was also carried out on Gender through Community Radio.
- 40 investigative reports on SRHR issues were shown on Shomoy TV.
- 1 Interactive talk show on SRHR issues was aired in Shomoy TV, based on the investigative reports.

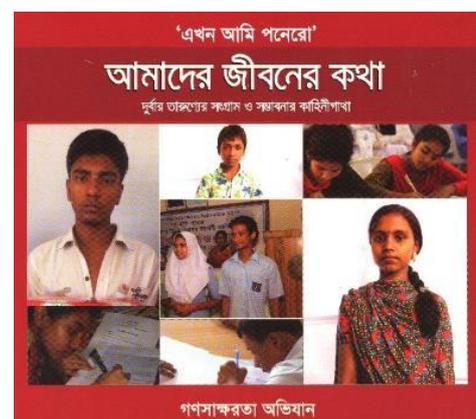
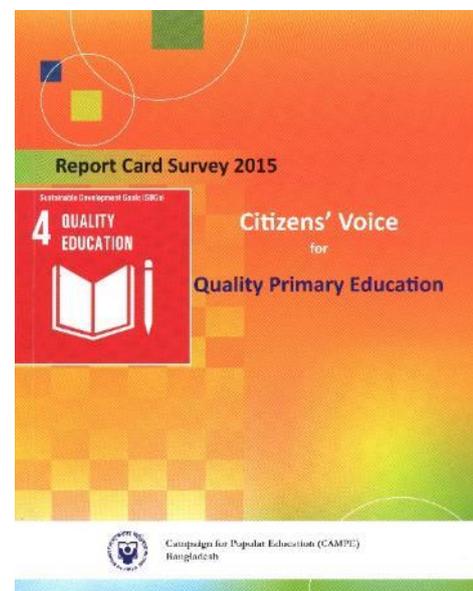
## Research, Studies and Publications

- Education Watch Report 2014 - **Wither Grade V Examination: An Assessment of Primary Education Completion Examination in Bangladesh** was launched in the report



explored the issues around the Primary Education Completion Examination in Bangladesh and suggested policy options for consideration by the Government.

- Education Watch Report 2015 - **Moving from MDG to SDG: Accelerate Progress for Quality Primary Education** was launched. It tried to explore quality of educational institutions, equity, access to education and examine competencies of students, trends in education and literacy situation of population by residence, school type and socio-economic strata.
- A Report Card Survey 2015 - **Citizens' Voice for Quality Primary Education** was published on 24 govt. primary schools in 8 districts.
- 2 Small Scale study on **Education Issues in Chars of Gaibandha** and the **Status of Multi Lingual Education (MLE) in Chittagong Hill Tracts**.
- A Manual on **Prevention of Early Marriage** was produced.
- A Study on - **Quality Teachers for the Next Generation** published.
- A compilation of the findings of Public Hearing on **Education Budget** was published and disseminated among the parliamentarians and other stakeholders.
- A compilation of selected stories of 15 year old boys and girls **Ekhon Ami Poneru - Amader Jiboner Kotha** was published as part of Global Action Week (GAW) 2015.



- A Factsheet on **Teacher Quality and Status in Primary and Secondary Education of Bangladesh** was developed. Besides, an **Advocacy Toolkit for Teachers to Provide Quality Education, Guidelines Towards A National Competence Profile for Primary Teachers**; and Booklet on **No educational system is better than its teachers** were published (Translated Version) in Bangla and disseminated among teachers and other stakeholders.
- Regular Publications like **Shakkarata Bulletin, Parua, Kishoree Katha, Proyash, Pohor** were also produced.

## Capacity Building

- 15 Orientation Workshops on the concept of 'Joyful Learning'.
- 8 Basic Orientations on Good governance in Planning & Management of Primary School.
- 34 Refreshers Courses on Good Governance in Planning & Management of Primary school.
- 8 Dialogues with Community Education Watch Groups (CEWGs) & Parents on disparity issues.
- 1 Basic Orientation Workshop on Good Governance in Primary Education.
- 26 Sharing Session/Orientations of SMC, PTA, UPSC on Community Participation in Primary Education.
- Sharing on 'Good Practices on Teaching & Learning' (2 audio visual documentaries).
- 16 Sharing meetings held using video documentary on Latifpur Model School and 32 sharing session on 'Subject based Class Room Presentation'.
- 8 Dialogues with SMC & members parents on quality education issues.
- 2 in Country Exposure visits organized with teachers, SMC members and representatives of CEWG.



K.M. Abdus Salam Director General (in Charge) NGO Affairs Bureau, distributing certificate among the participants of a training program organized by CAMPE.

## International Participation



- Rasheda K. Choudhury, Executive Director was been elected Vice President of Global Campaign for Education (GCE) on behalf of CAMPE



- 2 teams of CAMPE comprising government officials, representatives of member organization and CAMPE staff visited mainstream Education System and TVET programs of Malaysia and Maldives. The teams visited government institutions/ministries, local NGO, Teacher Unions and educational institutions.

### Community Engagement

- 32 Community Education Watch Groups (CEWG) were formed in 32 unions of 8 districts. Through these groups CAMPE engaged civil society representatives to take responsibility of monitoring the progress of educational interventions at the local level which also have link with the national level. The problem perceived by the local level watch groups are channeled to Education Watch Group at the national level.



*Smiling Sarah Cook, Country Representative of DFID Bangladesh with school children in Khulna CEWG area*

- 32 baseline reports were published during the year 2015 and disseminated among the stakeholders.
- 49 workshops were held on the concept of ‘Social/Community Audit’ at the community level. A total of 2,245 community people participated in the workshops. As follow-up of the workshops, Community Education Watch Groups reviewed (SLIP) implementation in five schools.
- 129 meetings on community audit were held in 8 CEWG areas where a total of 2,842 people participated.
- ‘Community Score Card in Primary Schools’ initiated in CEWG areas.

### External Partnership

During this year CAMPE partnered with:

- HSBC-Prothom Alo to facilitate the ‘Bhasha Protijog’ process.

- Channel i, Shomoy TV, Independent Television produced news reports and talk shows etc on different occasion.
- PKSF on organizing Right to Education Conference and with CPD on a study titled 'Education Budget Scenario in Bangladesh: A Trend Analysis' to develop an analysis of the recent trend of education budget, present status and the ways for prioritizing the essential areas of education for adequate budget.

## Financial and Human Resources

- Advance Accounting and HR Software was upgraded to Sage 300 ERP Ver 6.2 Accounting package.
- Total fund utilization in 2015 is a total of BDT 181,584,291 (One hundred eighty one million five hundred eighty four thousand two hundred ninety one only) which was 92% of the total fund received from different development partners (DFID, EU, Education International through ASPBAE, Oxfam Novib, and HSBC).
- 73 staff member were involved in the delivery, monitoring and management of the programs.

## Major Challenges

- Disruption in fund flow from Development Partners hampered pace of work at times and required rescheduling.
- Due to series of audit, end of SRHR E, QEGC project and completion of Protyasha Phase-1 a lot of reporting and proposal writing for the extension period had to be done towards the last six months of the year which created a lot of pressure on regular programs.
- Political unrest leading to closure of educational institutions for the first quarter led to temporary suspension of field level programs and campaigns.
- Shrinking of education budget at both national and international levels has compelled many local NGOs to discontinue their education programs which negatively affected CAMPE's networking strength.
- Prioritizing partners based on capacity and credibility for implementing some programs of CAMPE often became difficult.

## Major Achievements

2015 was a busy year for CAMPE to engage in the EFA Post 2015 Agenda including facilitating consultations in Bangladesh and participating in a number of national, regional and global forums. CAMPE Participated in the 'World Education Forum' held on 19-22 May 2015 in Korea. The ED of CAMPE has chaired the inaugural session of the NGO Forum and also contributed to the 'Incheon Declaration' process for setting the agenda on Education 2030.

- *Two Education Watch Reports* were published in 2015 which set a new milestone in generating evidence for creating public opinion in favour of quality education. *The first report* has provided evidence of efforts of schools, children and parents along with challenges that lead to inequality through Primary Education Completion Examination (PECE). *The second report* has captured the progress in the state of education over the last decade, focused on the emerging challenges and provided policy options for decision makers.
- CAMPE has become a formal member of the Working Groups of Primary Education SWAp of Government of Bangladesh.

- *32 base line survey reports* were published during the year 2015 and disseminated among the stakeholders. These baseline reports show that community engagement on identified issues have strengthened and relationships with local education authorities have been improved as a result of effective efforts of the Community Education Watch Groups (CEWG).
- A *mobile app* has been developed to improve the data management system for better monitoring of the program interventions of CAMPE.
- Budget advocacy continued throughout this period. The discussion on Union Parishad Budget and Pourashava Budget was initiated.
- CAMPE also contributed to institutionalizing pre-primary education in mainstream primary schools.
- Government / NSDC replicated the 'job fair' concept that was initiated by CAMPE and its partners earlier.
- CAMPE's relationship with the government and donors strengthened through continued partnership in promoting skills development policy. CAMPE has been nominated as the Member Secretary of the Skills Development Committee formed by NSDC.
- Proposed list of writers for developing Multi-lingual Education (MLE) materials by the MLE forum, coordinated by CAMPE in selected 5 proposed languages such as Chakma, Marma, Garo, Sadri and Tripura, was accepted and approved by MOPME.
- A 'Core Committee' was formed under the leadership of the Director General of BNFE, CAMPE was been nominated as the Member Secretary of the Committee
- A set of *Recommendations* on MLE issues formulated and communicated to the Parliamentary Standing Committee.
- People's opinion on different parts/issues/chapters of the 'Education Act' (draft) were collected through sub national and national sharing meetings. The compiled feedback was handed over to the policy makers like- Education Minister and Chairman of the Parliamentary Standing Committee for Education;
- Demand for more budget allocation (20% of national budget or 6% of GDP) was placed before the policy makers and a '*Memorandum*' incorporating the peoples demand was submitted to the Finance Minister demanding more allocation for education and its effective utilization.
- The '*Education News*' in the electronic media promoted by CAMPE drew the attention of the decision makers. Moreover, different measures like 'Show Cause Letters' were issued by the administration, in some cases new schools were constructed.
- For example, as an outcome of investigative reporting on Channel I *Gonoshakkharata Ovijan Shikkha Sangbad* (Education News) an acid victim from Habiganj was able to return to school and continue. Initially she was refused entry to school due to her physical deformities and scars which resulted from the acid violence. The reporting drew attention of the concerned authority and she was taken back. She appeared in the PSC exam and secured GPA5.
- *Increased community participation* in school level planning & management of development activities has been observed in all the CEWG areas.
- Practice of *activity based joyful learning process* in the schools of CAMPE's intervention areas has been increased.
- Demand raised for further advocacy with Government authorities for decentralization of education management.
- CAMPE managed to link more than 5 thousand young people with prospective employers and facilitated their employment process.
- Commitment for inclusion of disabled children in schools was demonstrated by government officials, public representatives and teachers including the members of Community Education Watch Groups.

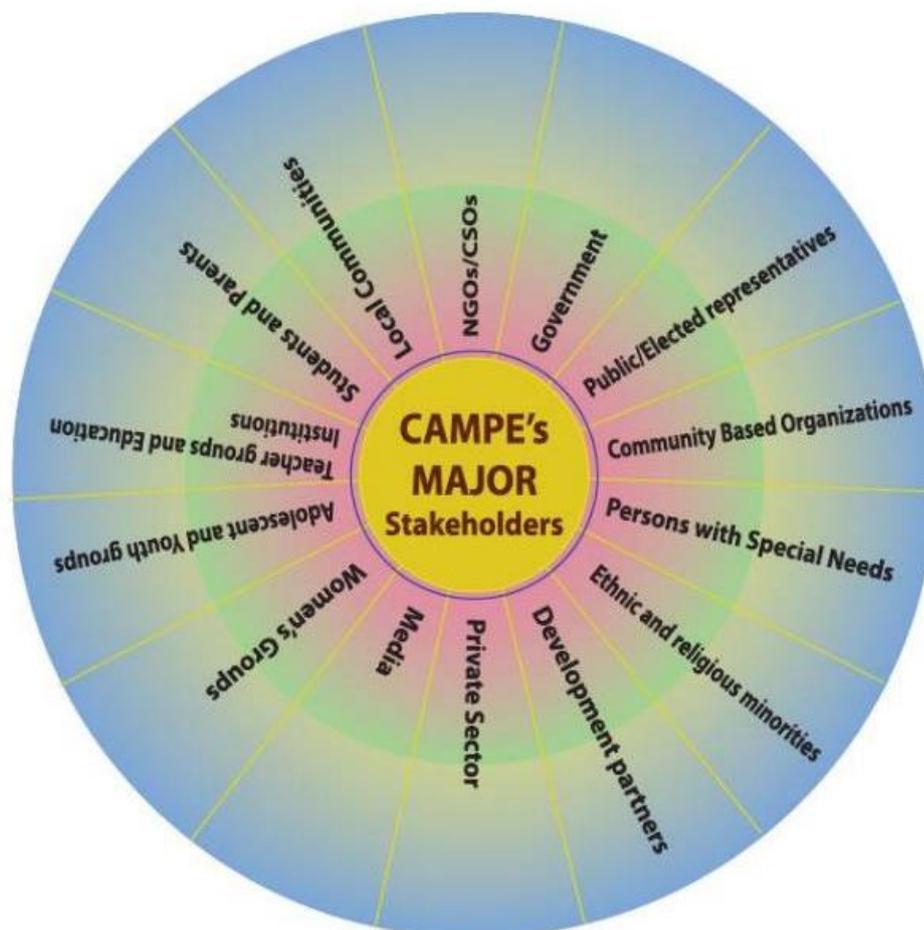
# About CAMPE

## Background

Campaign for Popular Education (CAMPE) is an advocacy and campaign network operating in Bangladesh since 1991. It started its journey in 1990 with only 15 member organizations and individuals but gradually grown into a well-known, credible coalition on of more than 1300 education NGOs, hundreds of researchers, teacher’s, education rights campaigners and individuals sharing similar vision and mission.

At its inception stage CAMPE mainly focused on access to education & literacy issues but gradually moved to quality of education, retention and completion of the primary & secondary education cycle for both boys and girls. Issues related to teachers, classroom environment, equity, skills development, technical and vocational education (TVET), early childhood care and education (ECCE) multilingual Education (MLE), youth development and global citizenship, right to education and education financing have been picked up over the years to address the emerging challenges of achieving EFA goals in Bangladesh.

## Major Stakeholders



## Vision

An educated, creative, democratic, secular, humanitarian, equitable and poverty free Bangladesh promoted through education and learning for all.

## Mission

CAMPE, as a coalition of NGOs and other non-state actors, works with the Government, decision-makers and international community to achieve the goals of Education for All (EFA) by 2015 and beyond through advocacy, research, documentation and dissemination, capacity building, networking, campaigning and awareness raising in the context of development vision and priorities articulated by civil society and political process.

## Core Values of CAMPE

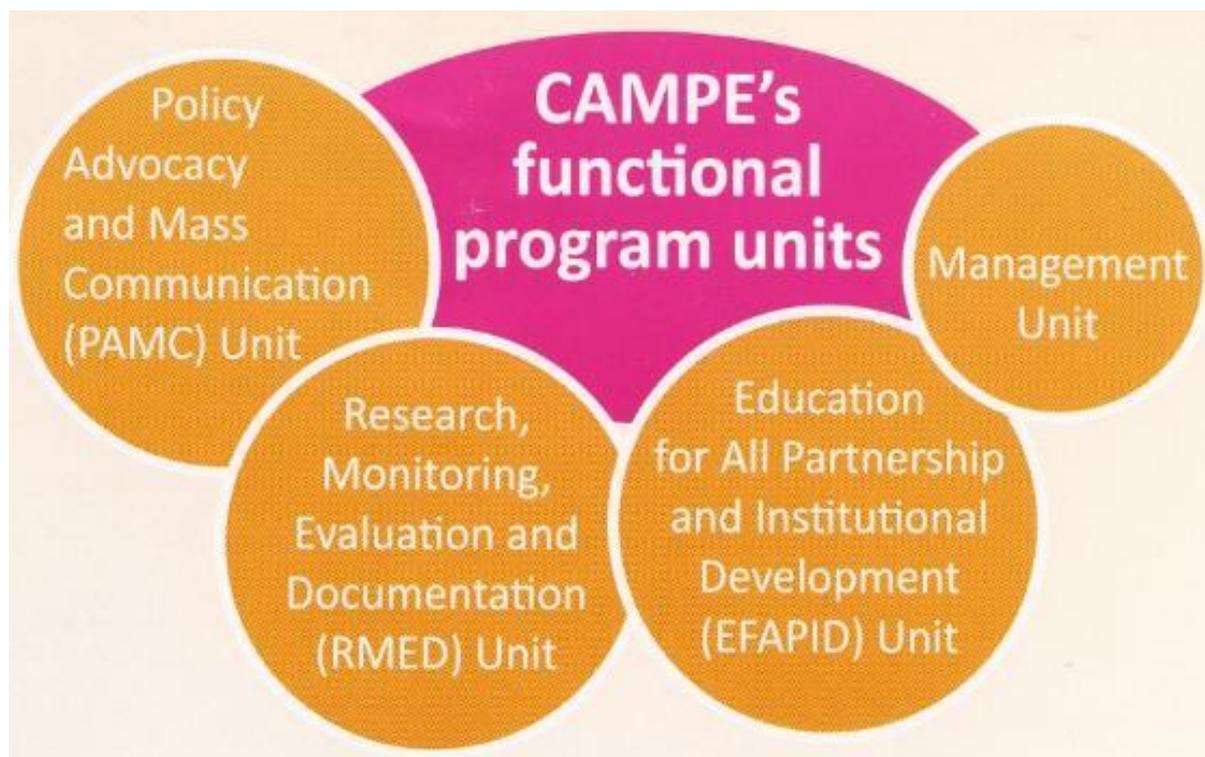
CAMPE believes that ensuring right to education of each and every citizen is a state responsibility although there may be multiple actors to supplement and complement national efforts. It tries to promote ownership and hence values the opinion of its stakeholders. It has identified the following organizational core values in carrying out its programs and in fulfilling its mission:

- Focuses on the poor, disadvantaged and excluded
- Pursues Inclusiveness
- Follows a participatory process at every step
- Values transparency and accountability
- Pursues Professionalism
- Follows Secular and democratic practices
- Maintains Gender responsive policies and practice
- Respects people's rights and dignity
- Tries to be innovative and adaptive

## Governance Structure

CAMPE has a 21 Member elected Board (called the Council) representing 18 non-government organizations namely Dhaka Ahsania Mission (DAM), BRAC, PRIP Trust, Save the Children, Gono Unnayan Procheta (GUP), FIVDB, Gono Shasthaya Kendra (GK), Village Education Resource Centre (VERC), Gono Shahajjo Sangstha (GSS), PROSHIKA, Bangladesh Association for Community Education (BACE), RDRS, CCDB, UCEP, Sightsavers International, Access Toward Livelihood and Welfare Organization (ALWO), CARITAS-Bangladesh, Zabarang Kalyan Samity and 2 distinguished individual members from the private sector. Executive Director (CEO) of CAMPE works as the Member Secretary to the Board.

## Operational Structure of CAMPE



### **Policy Advocacy and Mass Communication (PAMC)**

The activities of policy advocacy unit include organizing campaigns, conferences, seminars, debates, roundtable dialogues, meetings and discussions on policy issues regarding literacy, education and other rights based issues. As part of mass communication, CAMPE works closely with the media, national and folk cultural groups, community radio, other civil society organizations and individuals. It participates in and organizes various events like book fairs, rallies, popular programs like folk theatres, concerts etc. Under the operational framework of media campaigns and advocacy, CAMPE is involved in facilitating a literacy movement across the country.

It has been promoting right to education for all and sometimes uses public interest litigation as a tool for ensuring it.

### **Research, Monitoring, Evaluation and Documentation (RMED)**

The RMED unit collects and generates information from stakeholders and provides evidence to support policy advocacy initiatives of CAMPE. One of the flagship program of the organization is Education Watch, a civil society initiative facilitated by CAMPE since 1988 aim towards monitoring the progress of EFA goals in Bangladesh. Education Watch Reports have been internationally accredited and also used as a ready reference by governments, donors researchers and interested groups.

RMED unit explores new areas of research, maintains a database and conducts nation-wide surveys from time to time to obtain updated information of NGOs working in the Primary and basic education sub-sector. This unit is assigned to conduct process and result monitoring of

performance of stakeholders in the basic education sub-sector. It maintains a database to meet the emerging needs of stakeholders in terms of statistical data and quantitative information and publishes these through Directory of NGOs with Education Program. The RMED unit also engages in capacity development of Teachers Union and motivates them to work for quality education. It is the responsible unit for process and result monitoring of state performance and basic education sub sector.

CAMPE has its own Documentation and Information Center known as A N M Eusuf Library, which has a wealth of materials of academic and intellectual interest and is accessible to all.

The website of CAMPE provides updated information of its program activities and research findings in brief for wider audience. It is the responsible unit for process and result monitoring of state performance and basic education sub-sector.

### **Education for All Partnership and Institutional Development (EFAPID)**

The EFAPID unit focuses on capacity building of its partner/member NGOs and teacher groups through facilitation of training programs and institutional development support in diverse areas like literacy promotion program, classroom management, environmental awareness creation, transparency, accountability mechanisms, monitoring and evaluation. The activities of EFAPID unit also help to supplement the mainstream national curriculum as well as basic and continuing education curriculum. It publishes relevant and need based learning materials for different groups of stakeholders and takes initiative to popularize new concepts on education by organizing action research, sharing sessions, seminars and workshops.

Early Childhood Care and Education (ECCE), Environment Education and junior secondary level education initiative for learners who are drop outs from either formal or non-formal education are also implemented through some specific initiatives of EFAPID.

### **Management**

The management unit of CAMPE is responsible for operational management of the organization and is supported by a number of committees such as, Tender and Procurement Committee, Counselling Committee, Gender Action Committee and the management team. The major focus of this unit is to ensure transparency, accountability and good practices in management.

CAMPE runs a Training Center with residential facilities for providing training in a user friendly environment as part of its sustainability plan.

## Programs in 2015

### Advocacy

#### Right to Education



CAMPE invited Nobelaureate Kailash Satyarthi In order to learn about the Indian experience on RTE and push for Comprehensive Education Act increased education budget in Bangladesh. CAMPE organized a series of programs.

#### Meet the Press

A Meet the Press event was held on 29 May at the Pan Pacific Sonargao with Honorable Nobel Laureate and child rights activist Kailash as the Guest of Honour shared some important insight related to influencing policy and practice change discourse based on his experience in India He also shared his personal straggle and succed in life. He also reflected on CSO role in Post 2015 era and potential role of Civil Society aligned with the World Education Forum 2015 held in Inchoen, Korea. He also highlighted the emerging challenges of middle income countries, quality of teacher, and national & global citizenship issues along with challenges of expansion of basic education up to grade 12 of which 9 years to be provided free of cost.

#### Policy Dialogue

A Policy Dialogue on Education Sector focusing on PEDP-3 priorities and disparity issues was held on 31 May at the LGED Auditorium Dhaka where CAMPE put forward some key policy asks to the policymakers. The Speakers highlighted the draft comprehensive Education Act under consideration by the government for ensuring Right to Education. The issues selected to NEP, WDP, SDP, SWAp, pre-primary education, financing education, gender, disability, ethnicity, marginalization, education governance, monitoring, decentralization, curriculum development, teacher capacity research, SLIP, UPEP, URC were also raised.

The Hon'ble Education Minister Nurul Islam Nahid, M.P. The Hon'ble Education Minister, graced the occasion as Chief Guest. Nobel Peace Laureate 2014 Mr. Kailash Satyarthi present was as Guest of Honor. Dr. Qazi Kholiquzzaman Ahmad, Co-Chairperson- National Education Policy Formulation Committee & Chairman- PKSf spoke as special guest. Education Watch shared the policy asks on behalf of the Civil Society Groups and the session was moderated by Rasheda K Choudhury, Executive Director of CAMPE. The Policy Dialogue was Chaired by Kazi Rafiqul Alam, Chairperson, CAMPE & President, Dhaka Ahsania Mission (DAM). Policy-makers, legislators, senior government officials, diplomats, development partners, corporate

sectors, media leaders, academia and civil society leaders) on right to education and financing education participated in the meeting.

Kailash Satyarthi in his speech shared the experience of enacting the Right To Education bill and how it has helped India in realising the rights of the excluded segment of the society, particularly those who live below the poverty line. He emphasised on the importance and necessity of mid-day meal in school, and prevention early marriage issue. He stated that the government of Bangladesh should rethink about the reduction of marriage age for the girls and opined that no marriage should be legalized before 18.



He also expressed his concern about reduction of education budget in proportion to national budget and reduction of ODA by OECD countries. He acknowledged that expansion of terrorism in the name of religious fundamentalism, conflict on material aspects, migration challenges and environmental challenges are some of the key barrier to development.

**“Illiteracy is a global challenge”.** He emphasized on **5E’s** in education namely (i) enhanced employability, (ii) entrepreneurship, (iii) excellence, (iv) equity, and (v) ethics. To ensure child-friendly education he call for (i) abolition of all fees, (ii) deployment of professionally qualified and trained teacher, (iii) adequate budget allocation, (iv) ensuring inclusive education (ensure inclusion of all children irrespective of disability, ethnicity, and children in difficult conditions). Education ministry alone can’t ensure that active participation and collective action of ministry of Finance, health, labour and Ministry of Home needs to be ensured.



As part of his visit, he also paid a courtesy call the Honourable Prime Minister, Finance Minister, Education Minister and Commerce Minister to advocate for immediate enactment

of Right to Education and ensuring there is no child labour and none of the children are denied of their right.

### **Policy dialogue on Right to Education Act**

CAMPE, in cooperation with PKSF, organized a Policy dialogue on the draft Education Act 2015 on Tuesday 27 Oct 2015 the PKSF Conference Room, Agargaon, Dhaka. Dr. Q. K. Ahmad, Co-chair of the National Education Policy Formulation Committee and Chairman PKSF presided over the session.

### **Ensuring joyful learning through Community Participation for Achieving Quality Education**

On 14<sup>th</sup> September 2015 an experience sharing meeting on 'Ensuring Joyful Learning through Community Participation for Achieving Quality Education.'

**was organized at** SPECTRA Convention Centre, Gulshan. Ms. Rasheda K. Choudhury, Executive Director, CAMPE presided over the meeting. Hon'ble Deputy Speaker, Jatiya Sangshad, Advocate Fazle Rabbi Miah M.P attended the sharing meeting as chief guest while State Minister, Ministry of fisheries and livestock, Mr. Narayan Chandra Chanda. M. P was present as special guest.



The Hon'ble Deputy Minister in his address stated that he is aware of the Community Education Watch activities within his constituency and he had attended several programs under this initiatives at Shagata, Gozaria & Fuljhuri of Gaibandha District. He also pleased to observe the enthusiasm and praiseworthy of students in academic & non- academic activities. He urged CAMPE to extend such initiatives in all primary schools across the country. The State Minister Mr. Narayan Chandra Chanda. M.P noted that these initiatives are crucial needs to be replicated in all primary schools in order to improve learning environment.

Professor Shafi Ahmed, Jahangirnagar University. Professor Abdul Halim, Dhaka University & Professor Abu Zayed Mohammad, North South University also described the achievement of this program collected through the findings of their field study. They appreciated the initiatives taken by community to change school environment for ensuring quality education.

Representatives from grassroots including as primary school teachers, Upazilla Education Officers, SMC members, Union Parishad Chairmans, PTA members & Community Education Watch Group (CEWG) members also gave their opinion in favour of expansion of CEWG activities.

Ms. Rasheda K. Choudhury in her concluding remarks emphasized the importance of community participation for achieving targets of quality primary education. She thanked everyone for their efforts particularly DFID for their assistance in implementation of this

project. Ms Tahera Jabin, Program Officer, DFID was also present at the occasion. A total of 96 participants including 19 females attended the program. 60 participants came from community level.

### **Sub-national level Consultations on Governance and Decentralization in Education**

To share the experience of CEWG on Governance & Decentralization issues in Primary Education CAMPE organized 3 consultations at Kushtia, Nilfamari & Barisal during 2015. The first consultation was organized at Kushtia on 8<sup>th</sup> December'15 Jointly with Setu-an NGO working at Kushtia.

The second consultation was organized at Nilfamari on 14<sup>th</sup> December '15 jointly with Unnoyanmukhi Somaj Kollaayan Somiti (USKS)- an NGO working at Nilfamari & the third



consultation was organized at Barisal on 28<sup>th</sup> December'15 jointly with Saint Bangladesh- an NGO working at Barisal. The Deputy Commissioner (DC) & concerned government high officials of the districts attended the consultations. Teachers, students from college & universities, members of School Management Committees, members of UP standing committees, NGO representatives who are related with primary education, disability, ethnicity also participated in the consultations. Community Education Watch members shared their experiences on community role for ensuring good governance in concerned primary schools. The participants shared their views on the local challenges & opportunities in governance & decentralization. Each consultation came-up with a set of recommendations for ensuring good governance and decentralization in primary education. A Total of 238 Participants including 65 female attended the consultations. Consultation wrap up with number of recommendations.

## National level Policy Dialogue on Governance and Decentralization in Education

A national level dialogue on 'Governance & Decentralization Issues in Primary Education' was held on 29<sup>th</sup> December 2015 at a Family World Grand Hall, Dhaka. The compiled

recommendations from the sub-national level consultations were presented at the national level dialogue to the policy makers present.

CAMPE members, Government officials, Media personals, NGO activists & representatives from grassroots & sub-



national levels participated the national level dialogue. Community Education Watch program partners also presented their learning experiences on local education governance & decentralization issues including the challenges & success stories. In his remark the Chief Guest Dr Abu Hena Mostofa Kamal, NDC, Additional Secretary & Additional Director General (ADG) Directorate of Primary Education (DPE). He remarked that this is the prime time for amplifying the voice of right holders to point out the roles & responsibilities of concerned



duty bearers for ensuring quality education for future generations. Government stands for zero tolerance against all sorts of corruption which hinders to build Bangladesh as a prosperous country. Negligence of duty is also a kind of corruption. He also appreciated CAMPE for organizing this dialogue & the CEWG programs implements in selected areas. He suggested CAMPE to expand CEWG program in other

areas of Bangladesh. Mr. Abu Hena requested CAMPE to arrange such dialogues at DPE in near future. Dr. Manzoor Ahmed Professor Emeritus, BRAC University & vice chairperson of CAMPE council was present as Key note speaker while Dr.Ehshanur Rahman, Executive Director Dhaka Ahasania Mission (DAM) presided the event.

A documentary film on 'Community Participation' focused on the initiatives on Community Education Watch shown at the program. Around 100 representatives from respective field participated in the dialogue where a good number of recommendations were made.

## **National Sharing on Quality Education: Teachers for the Next Generation**

A Sharing Meeting on **Quality Education: Teachers for the Next Generation** was organized by CAMPE in association with Oxfam Novib at the Spectra Convention Centre, Dhaka on 9 December 2015. The meeting was held as part of CAMPE's advocacy effort with different stakeholders including relevant ministries and departments on the issue quality teacher issue.

"Can the teaching profession be made the first choice?" Professor Emeritus **Dr. Manzoor Ahmed** began the discourses with the question along while delivering a power-point presentation. Principal Quazi Faruq Ahmed -Chief Coordinator, National Front of Teachers and Employees said "**Teachers should take the learners to the dream world. For that, they should first learn how to dream and then inspire learners to dream**" as guest speaker.

**Mr. Conor Moloy** -Program Manager, Oxfam Novib also there, spoke on the importance of quality teachers for good delivery of education while Ms. Monika Malakar from ADB remarked, "**Quality should be clearly defined so that everyone can perceive what it entails.**"

Guest of Honor of the meeting **Chowdhury Mufad Ahmed** Additional Secretary, Ministry of Education mentioned that due to prioritization on other issues by the government, the education budget is comparatively low. Other Guest of Honor **Md. Alamgir**, Director General of DPE said that government has taken many initiatives to improve education scenario including stopping the recent trend on leakage of question paper. .

Executive Director of CAMPE **Rasheda K Choudhury** moderated the meeting. More than 50 guests including govt. high officials, educationist, and representatives of teacher association, researchers and civil society organizations, development partners-Oxfam, EU, JICA, ADB, USAID, Save the Children, Action aid attend the meeting and shared feedback on the quality teacher issues.

## **National Sharing on Sexual and Reproductive Health Right issues**

To encourage media professionals into covering news/information related to SRHR. CAMPE has been working closely with both print and electronic media. The strength of media in disseminating information is undoubtedly very effective. To break the age old beliefs around SRHR CAMPE has been engaged in holding interactive sessions with various sections of people including parent, teachers, community leaders, religious leaders and of course the ultimate target adolescents . The issues of positive reporting, informative reporting and special focus on SRHR were highlighted. During the year 2015 CAMPE organized several meetings in partnership with Oxfam Novib on SRHR and media.

A National level meeting was organized with print and electronic media personnel on 27 October 2015 at the Dnet conference room. About 40 media personnel from national and local level print and electronic media organization participated in the sharing session. Ms. Rasheda K. Choudhury, Executive Director of CAMPE chaired the meeting. Ms. Farzana Brownia, media personnel and CEO of Shornokishori Foundation and Mr. Sharifuzzaman Pintu from Prothom Alo shared their well known experiences.

Another National experience sharing meeting was also organized on 1 November 2015 at the Daily Star Conference room with relevant Government officials and departments where representatives from adolescent groups, parents and teachers share the experience and challenges. The Dr. Jnanendra Nath Biswas, Additional Secretary, Ministry of Primary and

Mass Education attended the meeting as Chief Guest, Ms. Roohi Rahman, Joint Secretary, Ministry of Education and Professor Narayan Chandra Pal, Chair of NCTB were present as special guest.

More than fifty participants from program areas spoke in the meeting. The SRHRE project interventions were also shared. The distinguished guests expressed their concern over the issue and the youth and future generation. The meeting was chaired by Dr. Manzoor Ahmed, Vice Chair of CAMPE.

The last sharing meeting was held on 30 November 2015 with development partners and SRHR partners. They assured that they would do their best to address it in various forms. The positive learning of the project and challenges of the project were shared with the development partners. It was expected that considering the importance of the issue, other development partners will come forward to implement such type of project and contribute to create an enabling environment for the youth of Bangladesh. Executive Directors/Directors of partners NGOs, different development partners, representatives of Oxfam Novib and partner organizations participated in the meeting.

### **Sharing meeting on Ethnicity issues**

A sharing meeting on Education and Socio-economic Development of Adibashi people was jointly organized by CAMPE and local partner IDEA, Sylhet on 15 June 2015. The event was presided over by Dr. Abul Fateh Fattah, President of IDEA. The aim of the meeting was to discuss the scenario of education and socio-economic conditions of the ethnic groups of Sylhet divisions.

More than 120 people including representatives of different Adibashi groups living in four districts of Sylhet division, government officers, local government, teachers, parents, SMC members, NGOs representatives, civil society members, local education officials and journalists participated in the program.

Md. Jamal Uddin Ahmed, Divisional Commissioner of Sylhet was present as chief guest in the meeting. A key note on the situation of the Adibashi groups was presented by Dr. Sourav Sikder, Professor- Department of Linguistic, University of Dhaka.



## Financing Educaiton

### Sub-national level Sharing/Civil Society Orientation of the Budget Process

CAMPE organized 4 sub-national levels sharing on education budget to discuss the issue of national allocation with the community people and share the findings at the policy level.

Government duty bearers for education at district and sub-district level also attended the sharing and responded to the issues raised by the guardians, students and teachers. The 4 sub-national levels sharing were organized in Pabna, Jhenaidah and Jessore. More than 210 people including students, teachers, and government duty bearers, journalists, SMC members, and civil society representatives participated in the meeting. The demands raised in the shearing meeting were later shared with the relevant ministries for necessary action at their end.



### Sustainable Development Goals and EFA Post 2015 Framework

During the year 2015 CAMPE organized several National and subnational level sharing meetings with youth, grass-root partner NGOs and other stakeholders on Sustainable Development Goals (SDGs) and EFA post 2015 Framework. 2015, the end year of EFA and MDGs, the next new agenda for development was set for fifteen years. Prior to the declaration of the SDGs in UN Assembly, The sharing's were organize to marked and gather people's opinion and feedback on the proposed SDGs. Proposed SDGs, EFA post 2015 Framework, Incheon Declaration on education, role of youth, role of non-government organization and upcoming challenges to implement SDGs were discussed in the meetings.

**Dr. Safiqul Islam**, Director of BRAC Education Program, **Principal Quazi Faruk Ahmed**, teacher union, **Joyti F Gomes**, Advisor of CAMPE Baord, Farzana Brownia, Renowned media personnel were present as discussant in the meetings held at Dhaka. **Dr. Qazi Kholiquzzaman Ahmad**, Chairman, PKSf, **Adv. Sultana Kamal**, Executive Director of Ain-O-Salish Kendra, **Khushi Kabir**, Co-ordinator of Nijera Kari were present as guest speakers in the sharing meeting held at Sylhet. **Rasheda K Choudhry**, Executive Director of CAMPE chaired and facilitated the meetings. About 150 participants from different stakeholders including youth, teacher, media, education specialist, NGOs working in education participated in the meetings.

## Education 2030 and Sustainable Development Goals (SDGs): Role of Civil Society

Following the declaration of SDGs another consultation on Education 2030 and Sustainable Development Goals (SDGs): Role of Civil Society was held on 5 December 2015 at Chittagong jointly organized by Bangladesh College University Teachers Association (BCUTA) and CAMPE. A total of 120 participants were present.



CAMPE also organized two sub-national level consultations on Education-2030 at Barisal and Patuakhali to update stakeholders on the status from EFA 2015 to EFA 2030, globally and nationally. It also contribute in priorities issues and facilitate a platform for initiate dialogues and debates, raising voice for strengthening accountability of the duty bearers.

The participants included Member of Parliament MP, Chairman of Barisal Education Board, DD



Primary and Secondary, District Primary Education Officer, District Education officer, Upazilla Education Officer, Assistant Upazilla Education Officer, Upazilla Resource Centre Instructor, Primary Teachers Institute and other education administration, teachers from different University, College, school, Madrasha, management committee members, representative of

local government, guardians, Journalist, representatives from civil society, representatives from local government Teacher Associations and representatives from youth groups.

## Consultation on Good Governance and Decentralization on Education

The issue of Good Governance and Decentralization in education sector is one a of the priority issue of CAMPE's advocacy. Accordingly a consultation titled **Education for All: Governance & Decentralization** was jointly organized by CAMPE and local partner Shaw Unnyan, Rajshahi on 3 September 2015. The consultation was presided over by Professor Md Nurul Alam Ex-Chairman of Secondary and Higher Secondary Board of Rajshahi. Ex-Vice Chancellor of Rajshahi University M. Saidur Rahman Khan was present as Chief Guest in the consultation. Different aspects of governance & decentralization, present status of education sector and importance of governance & decentralization were presented in the consultation by Dr Abu

Zayed Mohammad, Professor of North South University. His presentation also focused on the present initiatives of the government regarding decentralization.

More than 100 representatives from different districts of Rajshahi division including education offices, teachers, students, parents, SMC members, local leaders, members of Education Standing committee of UP, members of Community Education Watch Groups from Gaibandha & Sirajgong district, NGOs working with education, disabled & ethnic group and electronic & print media participated in the consultation. Participants also shared their views on the issue including local challenges in decentralization. They also provided recommendations for ensuring good governance and decentralization in education.

## Public Hearing on Disability issues

There have been a number of successes achieved in the education sector of Bangladesh during the last fifteen years. However there are thousands of children, youth and adults, from the disable groups inside the classroom excluded from education facility or services. As part of CAMPE's efforts for bringing in those excluded groups in education. 4 events **titled Public Hearing on Education & Disability** were organized highlighting the education rights of children with disabilities. These events were held in collaboration with local partner NGO- Manab Unnayan Kendra (MUK) in Meherpur, YPSA in Chittagong, ASED in Habiganj and SEERA in Netrokona district. Respective Community Education Watch Group members also cooperated to hold the hearing in their areas.

These hearings ensured participation of around 500 people including children with disabilities, their parents, disabled people's organizations, teachers, SMC members, NGOs representatives, civil society members, govt. officials including DC, journalists and representative of respective Community Education Watch Groups. In the hearing some children with disabilities and their parents talked about their unfavorable experience. The audience also demanded for inclusion of children with disabilities in mainstream education including the implementation of **Persons with disabilities and Protection Act 2013**. Magsaysay prize winner A.H.M. Noman Khan, Executive Director of CDD, an organization working with disabled people was present as resource person.



## Campaign

### Global Action Week 2015

#### **I am fifteen, the future is mine! I Vote for Education**

Global Action Week 2015 was observed at the divisional level with participation of boys and girls born in 2000, the year of adoption of the Dakar Declaration (Education For All) and MDGs. The event was designed around the theme **ACTION** with the slogan ***I am fifteen, the future is mine! I Vote for Education. Story Telling/ Writing Festival*** was planned for children in 8 places covering all divisions of Barisal, Chittagong, Dhaka, Faridpur, Khulna, Rajshahi, Rangpur and Sylhet. The program was aimed to bring out the voices and expectations of those children who are continuing in education, either dropped out from the education system or never been to any educational institution. It captured the inclusion and exclusion factors in education along with policy ask. In each area around 150 children (15 years old) both girls and boys wrote their life stories while those children who have never been to school spoke about their present situation and future dreams for 2030. Children's response was spontaneous and honest. 9 children (3 from each group) were selected for their best stories and immitted to present their stories at the national event.

Prior to the events, children from all 3 groups (who are continuing in education, dropped out from the education system and never been to any educational institution) were registered through phone call, e-mail and direct contact. Grameen phone Ltd extended its support to hold the event by facilitating the registration process through free SMS. Local cable TV operators and Community Radio Stations also disseminated the registration information.

Around 400 participants including representatives from government agencies, international development agencies, non-government organizations, corporate houses, celebrities, teacher associations, adolescents, their guardians and other stakeholders attended the session. Professor Abdullah Abu Sayeed-Chairman, Bishwo Shahitto Kendro and Dr. Muhammad Zafar Iqbal, Professor- Shahjalal University of Science and Technology joined the program to inspire the young participants. Hon'ble Education



Minister Nurul Islam Nahid, MP was present as Chief Guest and gave a patient hearing to the stories narrated by the participants. He appreciated their courage to come out and speak about the hurdles they are faced with in their pursuit for education. He assured those who were dropped out or never went to school that there was still hope i.e. non-formal and second chance education for them.

The fifteen year old boys and girls share their real life stories, dreams & challenges in the program.

"I study during the day and work at night. My one eye is full of dream and the other is full of sleep. I don't want to miss my studies..." says an adolescent girl named Rozina Khatun from Khulna in Amader Jiboner Kotha.

"I earn my own living. I support myself by selling newspaper during the day. After my work, I go to UCEP School. I want to be the top singer in the country. But my family doesn't support me. . . .", says an adolescent boy from Netrokona in Amader Jiboner Kotha.

The national event was the culmination of 8 local events organized earlier across Bangladesh. A booklet was also published titled **Ekhon Ami Poneri - Amader Jiboner Kotha** on the theme of GAW.

### **I will overcome disability, I will be a Ph D in IT**

**Faisal Md Ibrahim (Chittagong)**

*My name is Faisal Md Ibrahim. My mother is Hosneara Begum and my father's name is Md Ismail. My mother is a housewife and my father lives abroad. I was born In Saudi Arabia on Aug. 8, 2000. Three months after my birth, I became ill. I suffered from small pox. My eyes also got affected. My family could not primarily understand the magnitude of illness. Surgery was done on my eyes. That undid me. I became blind. After a year, my parents came back home. Everyone was very happy when I was born, but now I have become a burden for them. As I grew up, I came to understand that. I could hear the joyous sound when my friends play in the ground. But I can not take part in it. That depresses me very much. I moan, I will never see the beauty of this earth. Will never feel the joy of this world.*

*Anyway, I had to see an eye specialist regularly. One day, he informed my parents of a school for the blind in the locality. In 2008, I got admitted into Class I of that school at Chittagong. Beginning of a new chapter in my life. I was older than other students. My Head Master was very kind and caring. He managed special tutoring for me. I could catch up with others. I have now gained a different confidence. I think I can do everything and any thing. This year, I have appeared at school leaving certificate exam. Now I am a fuller person.*

*I nurture a dream. I will be a good human being and one day I will study Information Technology and earn a doctorate degree in that discipline.*

### **Had a Dream to Become a Doctor**

**PolyAkter (Habiganj)**

*My name is Poly Akter. My father is Phul Miah. He is a mason. My mother is Saheda Begum. She is a housewife. The name of my village is Baniachong. A lovely nice village with 7 schools in it. I very much like to go to the school. But my parents didn't allow it. There is a garment factory in our village. My father wants me to join the factory. He thinks that women don't have to have any education. Sometimes he had been furious on me as I wanted to go to school. But my mother is on my side. They often have debate on that,*

*In my childhood, I had a dream to be a doctor. I still hope there could be some chance for me to go for higher education. But as things stand at the moment, in another 2/3 years, I will be married off. But I nurse a desire in me. I will see that my issues can go to the schools and come out successful in their life.*

## World Teachers Day 2015

World Teachers Day 2015 was celebrated in Bangladesh on 5<sup>th</sup> October 2015 in 17 locations. Campaign for Popular Education (CAMPE), as the national education coalition, coordinated the effort to commemorate the day.

**“Empowering Teachers, Building Sustainable Societies”** is the theme for 2015. Representatives from 15 Teachers Association/Union and a number of NGOs took part in the events that included (i) awareness raising campaigns, rallies, cultural program, acknowledgement of teachers for their valuable contribution in education, art and essay competition etc., (ii) facilitating dialogues like organizing seminars, teachers conference, and (iii) media



mobilization publication of articles and sub-editorials in national dailies and other local newspapers, TV Talk Show and news coverage. The national level programs were organized in Dhaka and sub-national level programs were organized in different districts including Barisal, Chandpur, Chittagong, Gazipur, Jessore, Jhalakathi, Jhenaidah, Khulna, Madaripur, Moulavibazar, Munshigonj, Narayanganj, Norail, Pabna, Panchagarh, Rangpur, and Sylhet.

A public rally was organized following a discussion meeting on this occasion, at the Teacher-Student Center (TSC) auditorium of the University of Dhaka. Mr. Nurul Islam Nahid, MP, Hon’ble Education Minister graced the occasion as Chief Guest. The Vice-Chancellor of Dhaka University, Vice-Chancellor of Bangladesh University of Engineering & Technology (BUET), Executive Director of CAMPE, and Officer in Charge of UNESCO, Dhaka were present among others. The discussion was chaired and moderated by the Chief Coordinator of National Front of Teachers & Employees (NFTE) and Chairman of Initiative for Human Development (IHD). More than 500 people participated in the event.

In observance of World Teacher’s Day CAMPE also organized a series of workshops on **Quality Teacher: People’s Perception and Expectations**. Relating to the issue of quality teachers for quality education, the theme of the **World Teachers’ Day 2015** was **Empowering Teachers, Building Sustainable Societies**. Considering theme of the world Teachers’ Day 2015 the workshops on **Quality Teachers: Present Status and Vision for Future Generation** were organized in 25 districts across the country.

The workshops brought together more than a thousand Primary and Secondary school teachers, SMC members, guardians, students, civil society representatives including government officials in the workshops. They discussed quality aspect, challenges and expectations of teachers to deliver quality education.

The Participants unanimously demanded the introduction of a separate education calve and revised working conditions. Characteristics of Quality Teachers identified ie Knowledge on Subject, proper training on teaching–learning method or Teaching Methodology & some Personal Traits (punctual, honest, confident, patient, patriots friendly and warm etc).

## **International Literacy Day 2015**

International Literacy Day (ILD) was observed throughout the world on 8 September to highlight the importance of literacy to individuals, communities and societies. The theme for ILD 2015 was '**Literacy and Sustainable Societies**'. The theme was linked with **Sustainable Development Goal-4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"**, which was agreed to ensure equitable and quality education for all.

Like in previous years, CAMPE organized a wide range of activities to observe the day at both national and local/grassroots level. At the national level CAMPE coordinated the participation of civil society representatives in the national level event of ILD organized by the Ministry of Primary and Mass Education.

CAMPE joined the inaugural ceremony of the main event of ILD organized by the Ministry of Primary and Mass Education (MoPME) and Bureau of Non-Formal Education (BNFE) at the Osmani Memorial Hall Dhaka. The event was graced with the presence of **Honourable Prime Minister, Sheikh Hasina** as Chief Guest, **Mostafizur Rahman, MP** Minister for Primary and Mass Education as Special Guest. Prior to the inaugural ceremony a colorful rally was also organized by the Ministry of Primary and Mass Education (MoPME) and Bureau of Non-Formal Education (BNFE).

On this occasion the Ministry of Primary and Mass Education organized different program in electronic media and focusing the importance of literacy. A poster and a souvenir were published with the support from UNESCO, BNFE, Save the Children, Dhaka Ahsania Mission and CAMPE. Carrying the message of ILD. CAMPE also produced caps with ILD theme and disseminated among students and teachers. Later on September 2015, a roundtable discussion was organized by MOPME and BNFE at the Auditorium of the Bureau of Non-formal Education, to discuss important issues concerning the promotion of literacy and the need for comprehensive strategies and plans of government and NGOs in the country lending towards sustainable societies. In order to observe the day across the country CAMPE facilitated the coordination of government and other development organization.

CAMPE also organized various programs like rally, human chain, discussion meeting, handover Memorandum to the policy maker, art & essay competitions, street drama etc in 13 districts (Patuakhali, Pirojpur, Noakhali, Comilla, Tangail, Madaripur, Magura, Chapainawabgonj, Pabna, Kurigram, Thakurgaon and Sylhet with collaboration of CAMPEs partner NGOs Society Development Agency (SDA), Peoples Development Foundation (PDF), BRAC , Darpan Samaj Unnayan Kendra, Trinamul Unnayan Sangstha (TUSA) Gono Unnayan

Prochesta (GUP), Action In Development (AID), Rural Organisation for Voluntary Activities (ROVA), Chetona Manobik Unnayan Sangstha (CHETONA), Diganta Samaj Kalayan Samity (DSKS), Solidarity, Samajik Kallyan Sangstha (SKS) and Institute of Development Affairs (IDEA).

## International Mother Language Day 2015

In observance of the International Mother Language Day and National Martyrs Day CAMPE organized two Book Fairs (3 to 7day long) at the local level.

The fairs were organized in **Meherpur and Netrokona** district in cooperation with partner NGOs. Education and literacy related publications (books, posters, charts, research materials and other publications were displayed in the stalls of the fair. Besides the fair, cultural programs and various competitions like art, recitation, essay writing etc. were also held for students and community people. People from different walks of life including govt. representatives, local leaders, educationists, researchers, NGO representatives, teachers, students, guardians, SMC members, civil society representatives, media professional, celebrities and general mass visited the fair.

## World Environment Day 2015

CAMPE observed World Environment Day 2015 on 5 June jointly with the Directorate of Forest under the Ministry of Environment and Forest and partner NGOs. The theme for WED 2015 was "**Seven Billion Dreams. One Planet. Consume with Care.**" The well-being of humanity, the environment, and the functioning of the economy, ultimately depend upon the responsible management of the planet's natural resources. Living within planetary boundaries is the most promising strategy for ensuring a healthy future.

The Ministry of Environment & Forest (MoEF) on behalf of the Government of Bangladesh organized three day long Environment Fair from 11 to 14 July 2015 where CAMPE and partner NGOs participated. Hundreds of people from government departments, NGOs, schools, colleges, universities and environmentalists visited the fair. CAMPE displayed and disseminated environment-related



publications of CAMPE and its partners in the fair. To make the people aware on climate change as well as motivate people to protect the natural environment CAMPE organized 10 sub-national level program at 10 districts e. g. Chittagong, Patuakhali, Pirojpur, Feni, Shariatpur, Khulna, Netrokona, Sylhet, Barisal, Noagoan in collaboration with PNGOs. The following programs were organized to observe World Environment Day.

- Colorful Rally
- Competition of Children's painting, Easy writing etc.
- Environmental fair and cultural program
- Publication of special supplement in national newspapers
- Publication of souvenirs
- Seminar

A total of 950 School Students including Female-355, Male-595 attended World Environment Day 2015 and made aware of the environmental issues, adverse effects of pollution and raised voice for environment friendly society.

Prior to this a planning meeting was also organized by CAMPE with the representatives of selected PNGOs and representatives of community Radio's to prepare detailed programs. A presentation titled 'Climate change & Banglades' followed by a plenary session was held where participants shared this experience and made a tentative plan and budget to observe world environment day.



### Campaign on “Books We Want to Read”

As a continuation from CAMPE and its local partners Grameen Jono Unnoyn Shangstha, BSDA and Isol organized 3 school-based campaign “Books We Want to Read” program at Bhola, Dinazpur and Jamalpur.

Bangladesh mountaineer M A Muhit was present there to inspire the students into talking up challenging expeditions. Deputy Commissioner, Additional Police Super, District Education Officer, and Assistant Primary Education Officer including Chairman of Community Education Watch Group of these areas attended the discussion sessions.

Students from class V and class VIII gave their feedbacks on 5 text books (Bangla, English, Math, Social Science and General Science). Teachers from both the primary and secondary schools also shared their opinion on the books they are teaching their students. Cultural programs were also arranged where the local artists including students performed. More than five hundreds of people including students, guardians, teachers, SMC members, government representatives, development activists, local political leaders and journalists attended and

expressed solidarity with the campaigns of each area. To enhance the reading habit of the students CAMPE handed over around 500 books to school libraries.

National Sharing of the feedback collected from the school based campaigns at the local level on “Books We Want to Read” was held on 16 September 2015. This intervention was aimed to share the expectation of learners, teachers and parents with relevant department and ministry for integration in textbooks.

The session held at the Azimur Rahman Conference Hall of the Daily Star Bhaban, Dhaka was chaired by Ms. Rasheda K. Choudhury, Executive Director of CAMPE. Ganendra Nath Biswas additional Secretary of the Ministry of Primary and Mass Education was present as Chief Guest. Prof Narayan Chandra Paul Chairman - National Curriculum and Textbook Board (NCTB) was present as special guest. Dr. Md. Mostafizur Rahman presented a summarized of the learners’ perspective on their textbooks.

About 80 participants including students, teachers and local NGO representatives from different places participated in this national sharing. Students, teachers and CAMPE text book review committee members and other concerned persons also shared their opinions during open discussion.

## Other Campaigns

### Sub-national Level Sharing Meeting on ECCE

Enhancing the quality of young children’s lives is now a national and international priority. It

emphasizes on a holistic approach focusing on the child’s physical, emotional, social as well as cognitive development.

ECCE focuses on appropriate nurturing of a child leading to a long lasting positive impact. Considering its

importance CAMPE has been carrying out awareness raising programs for sensitizing the mass and policy makers on the necessity of ECCE program.



As a consequence of persistent advocacy initiatives of CAMPE and other stakeholders, Government of Bangladesh has introduced Pre-Primary class in every primary school (GPS & RNGPS) under PEDP-3. There are still a significant number of children who are yet to be reached particularly those however living in different isolated areas, especially hills and char areas.

During the reporting period, CAMPE organized 6 sub-national level `sharing meetings and 23 courtyard meetings on ECCE' in collaboration with BEN, Bangladesh Shishu Academy and CAMPE's member's organizations, where a total of 1200 teachers, SMC members, guardians, concerned government officials, NGOs, journalists, member of civil society groups attended. In addition to that a Press Briefing was organized and a set of 6 posters on ECCE issue were published and



distributed in the respective areas to promote ECCE and make the people aware. At least 21 local and national dailies and electronic media covered the news. The detailed information of the sub-national level seminars are furnished below:

Table: Summary of Sub-national Level Seminar on ECCE

Sl.	Date and Venue	Participants of the Seminar		Participants from FGD		In collaboration with
		M	F	No. of FGD	No. of Participants	
1.	19 <sup>th</sup> May 2015 Upazilla Auditorium, Choudanga	64	24	4	105	WARP
2.	1 <sup>st</sup> June 2015 Conference Room, DC Office, Joypurhat	56	14	4	112	CCDB
3.	9 <sup>th</sup> September 2015 Conference Room, GUK Ghaibandha	55	15	4	192	GUK
4.	26 <sup>th</sup> October 2015 LGED Auditorium, Lalmonirhat	54	24	4	105	NAZIR
5.	19 <sup>th</sup> November 2015 Public Library Auditorium, Jamalpur	34	68	3	82	ISOL
6.	8 December 2015 Conference room, DC Office, Bagerhat	65	26	4	102	Udayan- Bangladesh

The discussion of the meeting was initiated through the presentation of a key note paper followed by a panel discussion.

Members of Parliament, City Mayor, Respective District Commissioners, Additional District Commissioners, District Primary Education Officers, Principal of Government Colleges were present in the seminars. **Advocate Mir Showkat Ali Badsha, MP and Chairperson, Fisheries & Livestock Standing Committee, National Parliament, was present as Chief Guest in Bagerhat district. He requested CAMPE to organize such event in each union of coastal areas in his speech.**

### Major recommendations:

- Organize workshop, seminar and meeting at upazilla and UP level to sensitize and motivate concerned people on ECCE.
- Provide Training/ Orientation on ECCE for respective teachers, parents and service provider at local level.
- Ensure sufficient child friendly learning materials in the classroom.
- Recruit at least 02 teachers for each pre-school/classroom and create joyful learning atmosphere.
- Establish day-care center in schools and office premises for ensuring holistic development of child.
- Ensure nutritional food and immunization for all children from the childhood.
- Establish pre-primary class in every private/non-government primary schools.

### National level dialogue on Education in Emergencies

As part of World Environment Day observance as well as to share recommendations collected in the sub-national level seminars, CAMPE organized a national dialogue on Education and



Emergency Issues on 25th May 2015 at CAMPE Training Centre. Mr. Toufiqul Arif, Director, Directorate of Environment (DOE) was present as chief guest and Prof. Nazrul Islam, Dr. Ainun Nishat & Dr. S.M.A.Rashid were present as key discussants. A total of 64 including 13 female participants from concerned government agencies/departments, representatives from NGOs and community Radio's were present in the dialogues.

CAMPE also organized an Environmental Science fair at Dautia Gov't Primary School in Manikganj, where 254 including 220 female Student, Teachers, parents, Community people and Journalists etc. attended and made aware on DRR issues.

## Multi Lingual Education (MLE)

### Coordination and collaboration Meeting on state and other MLE providers

Since its inception Multi Lingual Education Forum (MLE Forum), CAMPE has been striving to ensure the Right to Education in Mother Tongue for the children of indigenous community through organizing regular meetings, seminars, lobbying with policy makers and other stakeholders. During the reporting period, 6 meetings of the Multi Lingual Forum (MLE) were held on 1<sup>st</sup> January 2015, 12<sup>th</sup> March 2015 and 24<sup>th</sup> June 2015 and 29<sup>th</sup> October 2015 respectively. The meetings reviewed the overall progress of MLE situation of Bangladesh at a regular interval and came-up with a number of important decisions. These are:



- Provide financial and logistics support to NCTB for organizing residential workshops on Adaptation of PPE Teaching Learning Materials in five indigenous languages.
- Continue advocacy and lobbying with the government to conduct a survey to identify the number of indigenous schools, children and teachers as well as accelerate the recruitment process.
- Carry-out advocacy and lobbying with the government and concerned authority to take similar initiative for other indigenous groups.
- Push the government to call on the meeting of the National Steering Committee on MLE.
- Observe International Indigenous Day in a coordinated manner.

It may be mentioned that a joint meeting was held at NCTB Conference room with MLE Forum members and NCTB. On basis of decision of the joint meeting MLE Forum helped NCTB to organize 3 residential workshops at national level. The workshops were held from 08<sup>th</sup> to 11<sup>th</sup>



March 2015, from 22<sup>nd</sup> to 31<sup>st</sup> March 2015 and 5<sup>th</sup> to 9<sup>th</sup> May 2015 respectively, where the selected writers, illustrators developed draft materials children into 5 indigenous language.

## Sub-national Level Seminar on Multi Lingual Education (MLE) Issue

To promote the issues related to Multi lingual Education issue and to raise grassroots voice, CAMPE organized a sub national level seminar on August 31, 2015 in collaboration with Northern Development Foundation at NDF conference room in Dinajpur. A total of 72 participants including 22 female from concerned high officials from government agencies, local bodies, representatives from NGOs, journalists, indigenous community leaders etc. attended the seminar.

The discussion was initiated through a key note paper followed by a panel discussion. The participants formulated some recommendations which are mentioned below:

- Organize more orientation/seminar on the issue to sensitize the people at grass root level.
- Government should gradually develop and publish textbook in to indigenous language from pre-primary to higher class for indigenous children.
- Conduct comprehensive study on the issues especially in the northern region.
- Engage media to make aware the people and recruit teachers from the respective ethnic community
- Develop and publish supplementary reading materials in indigenous language for understanding and mental development of indigenous children.



## Publication and Dissemination of MLE Newsletter POHOR

Following the Constitution of Bangladesh, the National Education Policy 2016 stated the right to education in mother tongue for indigenous communities. In order to translate policy into action, CAMPE has taken initiative to raise the voice in favor of MLE by creating awareness of the mass as well as push the MLE related issues for advocacy and lobby with policy makers and relevant stakeholders through publishing a quarterly MLE newsletter titled POHOR under Ongikar project funded by the European Union.

During the reporting period of January-December 2015, CAMPE published and distributed 4 issues of POHOR. It is worth mentioning here that considering the limited circulation as well as cost effectiveness, CAMPE has also made the newsletter available in its website.

In addition to that CAMPE organized a need assessment meeting at Khagrachari in collaboration Zabarang Kallyan Samity, where a total of 25 contributors, readers, teachers, journalists etc. attended and given feedback and suggestions for the improvement of the newsletter. One of the major suggestion was to include and highlight the writings/ opinion of adivasi groups in the PAHAR.

## CAMPE Joined GLOBAL CLIMATE MARCH 2015 program on 28th November 2015

CAMPE joined worldwide wave of Global Climate March '15 on 28<sup>th</sup> November '15 at the eve of Cope-21 climate change conference in Paris. 'A Global Climate March '15 demonstrated worldwide at the same time to flag up the climate change issues. A colorful 'Global Climate March' was organized by BAPA on 28<sup>th</sup> November 2015' from Central Shahid Miner to Shahbag, Dhaka. Thousands of peoples from different age sex & Stata participated the March.

Global Climate March'15 was also organized in 30 other districts at same time to raise the voice against Climate Change issues. On the eve of these protests, French president Francois Hollande, host of the November 30 - December 11 talks, warned of the



obstacles ahead for the 195 nations seeking new limits on heat-trapping gas emissions from 2020. ***"The goal is to limit average global warming to two degrees Celsius, perhaps less, over pre- Industrial Revolution levels by curbing fossil fuel emissions blamed for climate change"***.

CAMPE Executive Director and Co- Chairperson Bangladesh Poribesh Andolon (BAPA), Rasheda K. Chudhury urged the youth groups to use their positive energy for turning Bangladesh into a safe and clean habitat. "The youth of today needs to unite and stand against the perpetrators of climate change". Professor Abdulla Abu Sayeed, Chairperson of BAPA stated that ***"Environmental hazard created around the globe is primarily man made. Man's greed for luxury and other means of "development" has overridden the law of nature and is responsible for its destructions leading to climate change, but this cannot go on. So it is time for everyone to act sensibly and protect the earth we live in."*** Advocate Sultana Kamal Co- Chairperson BAPA, read out a public declaration.

## School based campaign on Sports and Culture

In order to improve learning environment in school CAMPE has been promoting the practice of launching sports and cultural activities. A total of thirty two (32) school based campaigns were organized by CAMPE in collaboration with local level member/partner organisations, various sports and cultural events were organized where around 16000 participants particularly students, teachers, parents, representatives of SMC, PTA, Local government, community education watch committee members, journalists and concerned government

officials attended the Campaign. The campaign program ended with a prize giving ceremony at Union level competition.



During the reporting period, CAMPE organized 2 school based campaign programs on education in emergency at Mankgong on 2<sup>nd</sup> April 2015 in collaboration with PASA at Dautia Government Primay School alongwith other 4 school of Manikgong and 23<sup>rd</sup> December 2015 at Shahid Minar Chatter of Borguna with a view to orient on safety and security measures and coping strategy of with *pre, during and post* disaster situation among the students, parents, teachers and other educational personnel. A total 384 including 160 female students, teachers, parents, journalists attended the program where environment and science fair, drama, art competition etc. held.



### **Enrolment, Retention and Completion (ERC) Campaign 2015**

Getting children admitted in schools at the correct time of the academic year which is usually the beginning of the year often go unnoticed by parents. To inform people living in remote villages regularly admissions in schools a rickshaw plate campaign was organized in 21 districts. The rickshaws carried slogans written on metal plates and were accompanied by people with colourful placards and festoons.

The rallies were led by local people beating loudly on drums and announcing the date. Other messages related to importance of regular attendance of children and their completion of the primary cycle were discussed in courtyard meetings.

For further dissemination of information and related issues of ERC, folk theatre group Dosh Opera was commissioned to perform on the streets and common places of 7 districts.

## Participation in Bangladesh Development Forum (BDF) 2015

CAMPE participated at the Bangladesh Development Fair organized by Bangladesh Development Forum (BDF) – 2015 a high level flagship event of the Government of Bangladesh at Bangabandhu International Conference Center (BICC) on 15-16 November 2015. **Prime Minister Sheikh Hasina** inaugurated the program and opened the Development Fair. She said that she hopes that the global community will continue to assist Bangladesh in its efforts to achieve the Sustainable Development Goals (SDGs).



CAMPE stall was selected as one of the best stall for the display. It may be mentioned that CAMPE not only showcased its own materials but also from its materials but also from its partner like BRAC, CARITAS, DAM, UCEP. The theme and the materials displayed were on “Education for All, All for Education”. CAMPE team and representatives of these organizations helped by providing exhibits and continued support in making the booth an attractive one. CAMPE has been awarded and became one of the 3 top recipients of the Award given by the BDF Committee. Bangladesh Development Forum gathered Ministers, top government bureaucrats, political representatives of donor countries, senior development partner officials and civil society to ensure a strengthened partnership for the country's development.

## Speaking Through Media

### **Education News (Shikkha Sangbad): Advocating for facilitating RTE, marginalization and inclusion**

Over the recent past our Government has been taking various initiatives to increase the rate of enrolment in primary education and have succeeded as well. But various obstacles still exist in education sector on the way to ensure Education for All. While enrolment rate in education is increasing, at the same time the drop out is also in the race. An alarming number of children including working children, street children, children in char-haor, geographically hard to reach areas, indigenous community, enclave, children with disabilities, children growing up in brothels, orphanage and vagrant shelter are not of school. Bangladesh is still lacking in quality education and other relevant facilities for children, who are our ultimate future generation of the country.

In course of its journey forward, CAMPE has observed the effective role of electronic and print media for issue based advocacy to raise voice for proper realization of policies and reach the attention of the relevant authorities and policy makers for necessary measures. CAMPE extended its intervention to utilize electronic media as effective advocacy strategy tool. Keeping it in mind, CAMPE initiated Gonoshakkharata Ovijan Shikkha Sangbad (Education News) to look for the pitfalls and improvements including the overall situation in education especially the primary education of Bangladesh and is still continuing the effort. It is aimed to create awareness of the community and draw attention of policymakers on education or other related issues. Impress Telefilm Ltd has been providing their technical cooperation to develop 2-3 minutes duration news and air on Channel i, a private TV channel.

CAMPE continued its partnership with Impress Telefilm Ltd to share progress and pitfalls in primary education. During 2015 total 335 episodes were developed and aired on Channel i that focused on enrolment of children in schools, unfair means in education, leakage of exam question, drop out of learners, less school infrastructure, unstable political situation, allocation and proper use of education budget, the marginalized and excluded groups, good practices and quality of education etc. During April the news focused on Global Action Week 2015 observance in Bangladesh with the boys and girls born in 2000 who were continuing education, dropped out and never enrolled in education, more budget in education, quality teacher for quality education, drop out issue, joyful learning & Joyful environment in school, mid-day meal, Commercialization of education, digitalization in educational institution, the marginalized and excluded groups, good practices etc. The news also reflected on the opinions of educationists, teachers, students and response of policy makers regarding the situation including the expectations from different levels and diverse groups of people.

Education News program has been continuing since 2011. Approximately 30 million viewers watched the program across the globe according to Channel i estimation through their Television Rating Points.

## Results:

- Court order was issued to respective schools to return the additional fees taken by them during SSC exam form fill up.
- Hon'ble Minister of Primary and Mass Education told that question bank will be introduced to avoid question leakage in PSC exam.
- A teacher of Gulshan Commerce College was dismissed after the news aired on physical punishment. Tarikul Islam, student of the same college was brutally beaten by his English teacher and lost sight of his left eye. After the news was aired, a fact findings committee was formed by SMC and as per their recommendation the teacher was dismissed and all treatment related cost of the student borne by the college.
- Pirojpur district education authority issued show-cause letter to the Dotterhatt Government Primary School. Authority warned the Headmaster and other teachers for humiliating punishment practices in classrooms and for late attendance of teachers after the news aired in 2<sup>nd</sup> week of April, 2015.
- Boundary wall built between 11 No Alka Palli Mangal Government Primary School and local brickfield in Dumuria Upazila under Khulna. A investigative TV report on *student's suffering and becoming ill due to pollution caused by dust and smoke from surrounding brickfield* aired in 1<sup>st</sup> week of May, 2015. Local education officials and SMC who jointly visited the school and forced the brick field authority to build a boundary wall between the school and brickfield and finally it has been completed.
- Several episodes showed that formation of formulation of Community Education Watch Group is the best practice for community involvement in improving education system at the very local level.
- A girl, victim of acid violence in Habiganj achieved GPA 5 in PSC exam 2015. The school authority refused to let her continue school after she returned from the incident due to the scars on her body and face resulting from deformity due to acid violence. A report on this was aired in Education News. After the news was aired, she again got chance to continue education in school. Now she made good result in the exam.

## Investigative Report on SRHR issues

To find out about the challenges related to SRHR issues and youth perception on SRHR CAMPE in partnership with SOMOY TV came up wieht 40 Investigative Report on Titled **Boyosondhi**.

SRHR issues people perception of SRHR issues (adolescent boys and girls, their parents, teachers, social leaders). A group of SRHR experts and youth participated in the discussion.

- Most adolescents boys and girls do not have any knowledge about the physical and mental changes during their period;
- Parents do not have enough knowledge about SRHR, the adverce effects of early marriage and how to deal with this issues;
- Adolescents girls are often harassed by the boys on their way to schools often compel parents to get therir daughtermarried off at an ealy age;
- Parents and teachers find it uncomfortable to discuss those issues with the adolescents;
- Teachers avoaid to teaching SRHR chapters included in the text books in classroom;

- Most of the parents and teachers are conservative and consider SRHR as a secret matter and not an issue to discuss in public;
- Girls getting married at an early age start their conjugal life without any prior knowledge of SRH and its negative impact of early marriage;

### **Recommendations**

- Parents should share information on SRHR the physical and mental changes of growing up period with the children; which may help the adolescents to deal with the challenges
- More dissemination of SRHR information is required
- Parents should raise their understanding on SRHR
- Parents should develop a friendly relationship with children and guide them on SRH
- Parents and teachers should be sensitive and friendly towards the children
- There should be awareness program for parents and adolescents
- Teachers should be trained properly to teach and deal with SRHR issues
- Ill effects of early marriage need to be shared with parents, adolescents and other relevant stakeholders so they can stop early marriage;
- Young boys should be taken under SRHR awareness program, they should be aware about negative effects of eve teasing, sexual harassment and early marriage
- Law and order situation need to be improved to ensure safety of adolescents girls, community people should be involved in social campaign.

### **Interactive discussions on SRHR issues through Community Radio**

#### ***“Bere Othar Jana Ojana Kotha” (‘The mysteries of growing up’).***

CAMPE used Community Radio to disseminate information on SRHR issues among the grass root people. As a strong tool of information dissemination, CAMPE developed and broadcasted a magazine program on Adolescent Health Rights issues, named Bere Othar Jana Ojana Kotha (‘The mysteries of growing up’) and broadcast in five Community Radio during the project period.

Community radio was found as an effective tool in mobilizing community people. Since one of the SRHR-E campaign program objectives is to empower adolescents of Bangladesh to access sexual and reproductive health information and encourage them to exercise their sexual and reproductive health rights. It created opportunity to reach the underprivileged, illiterate and poor communities.

A total of 50 episodes (10 per station) of the program were aired in Radio Jhenuk (Jhainaidoho), Radio Shagorgiri (Chittagong), Radio Chilmari (Rangpur), Radio Sundarban (Khulna) and Radio Pallikantho (Moulavibazar). The target groups of the program were adolescents and their parents. The duration of each episode was 25 minutes. The program was divided into different segments such as report on specific components, mini drama related to adolescents sexual & reproductive health rights, interview and a song. The content of the radio program focused on the issues of puberty of adolescent girls and boys, early marriage, sexual abuse and harassment, planning a family, mobile phone crimes, and smoking is hazardous, moral degradation, taking the right decision.

## **Newspaper supplements**

CAMPE published an Open Appeal for drawing attention of the Hon'ble Prime Minister for adequate allocation for education in National Budget 2015-16. The aim of the appeal was to mobilize Government attention to prioritize education and increase allocation in the necessary areas. The appeal was published in 8 Bangla and English National dailies (Daily Prothom Alo, Daily Star, Daily Samakal, Daily Amader Orthoniti, Bonik Barta, Dhaka Tribune, Alokito Bangladesh and Daily Amader Shomoy) on 10, 11 & 12 June 2015.

## **Audio Visual Documentation on the Good Practices to promote shared learning**

Education plays a significant role in the development of a country. The expansion of education is indispensable in a developing country like Bangladesh. As a fundamental ground of institutional training, primary education has no alternative. The aim of the present Government of Bangladesh is to ensure quality primary education with greater effort. Implementation of quality education has become the demand of time due to failure in achieving the acceptable level of quality primary schools. Shibram Model Government Primary School has created an ideal example in implementing to promote shared learning for quality education at primary level in Bangladesh.

CAMPE felt the need to an Audio Visual Documentation on the Good Practices in Education lessons learnt by Shibram Model Government Primary School to promote shared learning for quality education at community level primary School, particularly community participation in Education and how it help in teaching learning environments, the role of Head teacher in school level improvement by ensuring active role played by the School Management Committee (SMC) and local community. It has emphasized on community participation in education governance for transforming schools towards ensuring quality education.

## **Documentation of Good Practices on Learning Achievements**

Bangladesh has made significant progress in getting children to schools but the quality of primary education needs to be improved. In order to promote the quality primary education, CAMPE has been carrying out number of activities like orientation on joyful learning, learning by seeing etc., where teachers, SMC members and other respective stakeholders gathers a real life experience. But it is not possible to bring all the teachers, SMC member and respective stakeholders under this program. considering the importance of the issue and voluminous of work, CAMPE prepared a video documentary of good practices in primary education, and shared among the stakeholders including teachers, who have limited scope to access good performing schools.

As a part of this initiative a taskforce was formed with relevant experts from DPE, NCTB, BNFE, media & partner NGOs. Taskforce members set on several informal & formal meetings & as per the suggestion of the taskforce documentary film on model primary schools has developed jointly with DPE. In January to June 2015 the documentary was disseminated mostly in CEW working areas.

The documentary was formally approved by the Directorate of Primary Education (DPE) which was part of the process. DPE provided all sorts of cooperation to develop the documentary & agreed to include their name & logo as joint owner or developer of the documentary on

model primary school. DPE has also given formal consent to show the documentary in other (out of CEW areas) areas.

CAMPE also developed 1 audio visual documentary on good practices of 5 subject based teaching–learning form class 3 to 5 (Bangla, English, Mathematics, Science & Social Science & Environment).

## Shared Documentaries

### Latifpur Govt. Primary School, Kaliakoir, Gazipur

To document best practices of teaching & learning CAMPE developed a video of a model primary school Latifpur Govt. Primary School, Kaliakoir, Gazipur. 16 sharing's were organized where the video was viewed by around 5000 people. Teachers, students, SMCs, PTAs, CEWGs, and parents attended the sharing.



### Good practise of 5 subject based class room presentation

CAMPE shared documentary on good practices on 5 subject based (Bangla, English, Mathematics, and Science & Social Science & Environment) among Teachers, SMC, Instructors from Upazilla Recourse Centre (URC) local education Officials. The documentaries were shown at 32 unions during this Quarter. Were present the Video show. The documentary was targeted to improve the teaching – learning process of teachers & the SMC members were also included to getting some techniques to improve their monitoring skills.

### Popular Communication and collaboration with radio networks on education & gender issues

Realizing the importance of media, CAMPE's has made successful partnership with the private TV channels to telecast education related news reports, discussion etc. that has created positive impacts on education sector. From its success, CAMPE has been working in close collaboration with radio networks as a popular and inexpensive means of communication for promoting new concept, ideas as well as sensitizing people on selected issues. **During the reporting period, CAMPE organized number of events in collaboration with FM and Community Radios. These are**

- In January 2015, enrolment campaign through 13 community radio across the country.

- In April 2015, promotional campaign through 13 community radio on Story Telling and Essay Writing competition to observe Global Action Week (GAW)



- In June 2015, Awareness raising campaign on Environment to observe world Environment Day.
- In August 2015 Awareness campaign on prevention of Early Marriage, promotion of Girls Education through 3 community radio
- In September 2015, Awareness campaign to observance of International Literacy Day 2015 through 9 community radios.

Besides this, CAMPE also organized a meeting with the representatives of community radio to identify the role and responsibilities of community radio at CAMPE training Centre on 17<sup>th</sup> August 2015 for achieving post EFA and SDGs. A total of 42 representatives including 11 female from different community and FM radio representatives attended. Mr. Ganendra Nath Biswas, Additional Secretary, Ministry of Primary and Mass Education (MoPME) was present as Chief Guest. Md. Azharul Amin, Director, Bangladesh Betar and Anna Minz, Director, BRAC were present as special guest.

## Research, Studies, Documentation and Dissemination

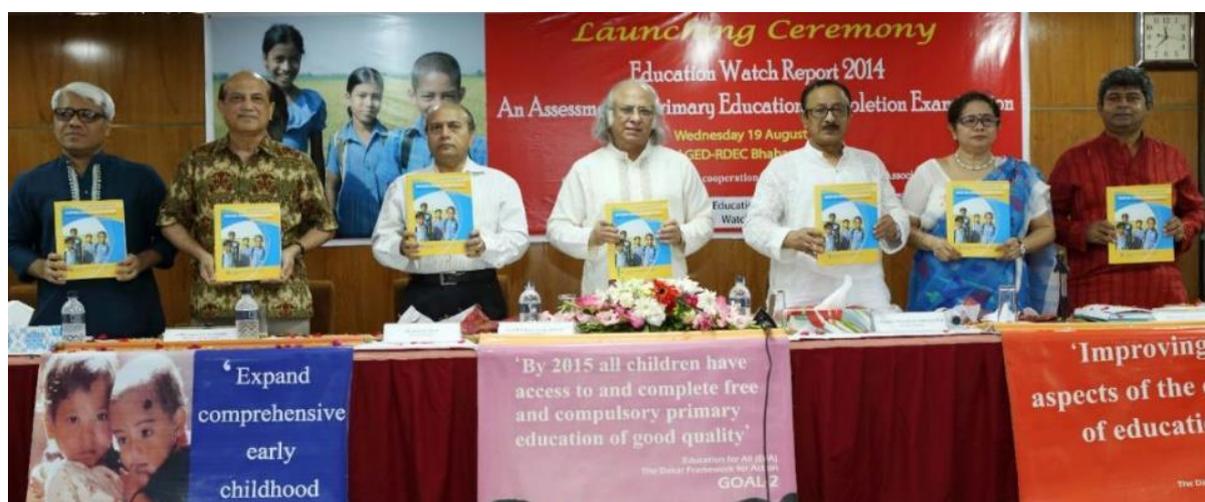
As a regular activity CAMPE published different research/study findings on education for use by interested groups like researchers, academics, government policy makers, development practitioners and evidence based advocacy. Findings of small scale study on remote and inaccessible pockets are also shared to inform media and other interested groups for further action. The Education Watch reports are used by the Government, development partners, development activists, and international universities as a credible reference material. The findings are also shared at the local level through sharing meetings to inform the community about the status of education in terms of facts, interpretation and identification of policy implication. A national level launch is also organized with policy makers and other relevant stakeholders to inform the progress, problems and challenges of the state of education along with policy recommendations.

### Education Watch Study Report

#### ***Whither Grade V Examination: An Assessment of Primacy Education in Bangladesh (Education Watch Report 2014)***

CAMPE facilitated the above-mentioned Education Watch study to explore the issues around the Primary Education Completion Examination in Bangladesh. The Specific objectives of the study were to (i) explore various aspects related to Samapani Examination and their consequences; (ii) explore individual and school level activities in the preparation of students after introduction of Primary *Samapani* Examination (PECE) and their consequences; (iii) identify differences in practices between previous scholarship examination and present PECE; (iv) examine the link between PECE result and competencies achieved; and (v) the relevance of PECE as an assessment method.

#### **Launching Ceremony of Education Watch 2014**



The Education Watch Report 2014 titled ***Whither Grade V Examination: An Assessment of Primacy Education in Bangladesh*** was launched at the LGED-RDEC Auditorium, Agargaon, Dhaka on 19 August 2015. Advocate Mostafizur Rahman MP, Hon'ble Minister for Primary and Mass Education, Government of People's Republic of Bangladesh was present as the Chief Guest on the occasion. Mr. Mesbah ul Alam was present as the Special Guest. The session was

chaired by Mr .Qazi Kholiquzzaman Ahmad, Chairman of PKSF and Co-Chair of National Education Policy 2010. Samir Ranjan Nath, Principal Researcher of the Study and Mr. A. M. R. Chowdhury, Convener Education Watch shared the key findings and policy recommendations. Ms. Rasheda K Choudhury, Executive Director CAMPE and Member Secretary of the Education Watch, and along with more than two hundred person representing concerned Government agencies, development partners, civil society, right-based groups, woman group and journalists were present on the occasion.

### **Result:**

The findings of the study has initiated the debates around the purpose and need for PECE examination. Issues around how the high-stake exam like PECE put pressure on children, their parents, and teachers have also been flagged. The study appreciated some of the preparatory process while raising concern about the governance and corruption around the exam In addition to contributing in enhancing the household cost of education.

The issue was well taken by both concerned authority and media. In addition to regular news there was a series of sub-editorial and articles published in national dailies and different talk shows on the issue.

The Education Watch Study has contributed in advocacy at global level as well, for example, CCNGO Coordination Group used the Education Watch 2014 report as reverence in their lobby letter to the UNESCO headquarter for expressing concerned that a results-based approach for small children place an overemphasis on measurable learning outcomes and testing procedures as proxy for quality education and expected outcomes within the Framework for Action and Indicators. We are pleased provide an extract of the letter as follows:

*Evidence from a 2014 study based on primary data, carried out by Education Watch of CAMPE in Bangladesh, has similarly found out that nationally carried out public assessment mechanism called Primary Education Completion Exam (PECE) has had negative impacts on children. It has, since its inception in 2009, deprived children from joyful learning environment both inside the classroom and at home due to heavy pressure of doing well in the exam. Also, evidence shows that families are having to spend more money on private tuition & guidebooks. The public education system is being undermined by a "shadow education system" and textbooks are being replaced by privately produced guidebooks. It is creating more inequity, particularly between the rich and the poor families. It is furthermore acting as a disincentive for teachers for pursuing regular classroom based assessment as they have to focus on getting "better results" only for the PECE, which is being considered as the "performance indicator" for the schools and their teachers.*

### **Moving from MDG to SDG (Education Watch Study 2015)**

The 14th report of the Education Watch on "Quality of Primary Education in Bangladesh: A Trend Analysis (Draft)" was aimed to review the progress of quality of primary education in selected categories of schools in Bangladesh over the past one-and-a-half decade. It also tried to identify the gaps in current provisions and help formulate policies for future development. The specific objectives of the study included, among others, to (i) explore quality of educational institutions using input and process related indicators and see changes over

time; (ii) investigate access to education, its socio-economic correlates and trends of change; (iii) examine competencies achievement of students, correlates and trends; (iv) explore trends in education and literacy situation of population; and (v) examine equity in the above cases in terms of gender, residence, school type and socio-economic strata.

### **Multi stakeholder sharing of Education Watch 2015- Moving from MDG to SDG**

A multi-stakeholder sharing session was held on the Education Watch Study 2014-15 report (draft) on 12 November 2015 at LGED-RDEC Auditorium, Agargaon, Dhaka.

A total 68 people participated in the sharing meeting. Based on the analysis and key findings, the Education Watch Groups have recommended to change the title of the report as Moving from MDG to SDG and the reference year as 2015.



### **Launching Ceremony of Education Watch 2015**

The 14th Education Watch Study 2015 Report, *Moving from MDG to SDG* was Launched 19

December 2015 at the LGED auditorium, Agargaon, Dhaka. Minister for Primary and Mass Education Mustafizur Rahman MP was present as the Chief Guest while Dr Caroline Sunners, Team Leader (Health, Education), DFID Bangladesh, Dr Hossain Zillur Rahman, Former Advisor, Caretaker Government and Dr Waheeduddin Mahmud, Former Advisor, Caretaker Government attended the



event as special guests. The program was chaired by Kazi Rafiqul Alam Chairperson CAMPE and President of DAM. The study findings have indicated the general progress made in the primary education sector. A total 175 people have been participated in the launching program.

## Popular/User friendly version of the Education Watch Report

A user-friendly version of the Education Watch report 2014 was also published. 3000 copies of user-friendly version of education watch report 2014 have been printed and distributed.

## Primary Education Completion Examination in Bangladesh: An Exploration

During this period three sub-national level sharing was held on the Education Watch User-friendly version focused on Primary Education Completion Examination in Bangladesh: An Exploration at Manikgonj, Jessore and Chittagong district. More than 240 people of different works of life have participated in the consultation.



## State of Literacy and Lifeskills in Bangladesh (Education Watch Study 2016)

The Education Watch Group after reviewing the national and global context of education and considering the Post 2015 development agenda selected the theme 'Literacy and Lifelong Learning' for the 2015-16 Education Watch Study focusing on foundational and functional skills. The main objective of the Education Watch Study 2015-16 was to review the status of literacy and life-skills in the context of basic education and life-long learning as stated in the framework adopted in the World Education Forum 2015 and look into the progress made in Bangladesh over the past one-and-a-half decade. This study was also expected to identify the gaps in current provisions and help formulate policies for future development about how literacy skills can be made the foundation of lifelong learning.

The specific objectives of the study are to (i) explore that how literacy and life-skills are defined in the context of lifelong learning; (ii) have an understanding of what proportion of the population are at the different level of literacy and life-skills and what are the demand and supply side issues around the business; (iii) what are the possible socio-economic correlates of literacy and life-skills; (iv) look into how the national education policy and skills development policies among others are relevant to meet the current need; and (v) identify key policy implications for further development. In all cases, attempts would be made to analyse the situation by gender, residence (rural/urban) and other classification as deemed necessary during the instrument development and methodology finalization process.

The principal researcher, lead research agency and research team have been finalized and deployed/engaged. The literature review, technical detail for methodological preparation and instrument development is in the process. It is expected that the report will be ready by October 2016.

## Other Studies

### Community Report Card 2015

Bangladesh Government has taken different initiatives to ensure quality education for all children and has been successful in many cases including enrolment and gender parity. But the quality of education is still an issue to improve. Children could not get to the competency level up to the mark. In this context to assess the quality of public education services both in delivery and administration end, CAMPE carried out a survey for developing Citizen's Report Card (CRC) on primary education. The study was conducted in 8 selected locations with the help of the Community Education Watch Groups facilitated by CAMPE. The study was finalized and published both as main Report and Popular Version. The study covered 24 Government Primary Schools with 1675 sample sizes in 8 unions (CEW area) under Gaibandha, Meherpur, Khulna, Bhola, Netrokona, Jamalpur, Sirajgonj and Habiganj districts. Through the Citizen's Report Card, the quality and access to services in government primary schools, level of satisfaction of service receiver were identified and assessed. Beside of these some challenges were also identified in government interventions in primary education and recommendation was made for further improvement in service delivery.

The major findings were shared at a Multi-stakeholder Sharing meeting on **24 August 2015** at the PKSF Meeting Room, Agargaon, Dhaka. The meeting was chaired by **Ms. Rasheda K. Choudhury**, Executive Director, CAMPE. **Md. Alamgir**, DG, DPE graced the program as Chief Guest. A total of 70 participants including educationists, researchers, NGOs representatives, SMC members, teachers, parents, government officials, civil society groups attended the meeting.

The draft final report was shared with different level stakeholders including renowned academics, representatives of concerned government agencies, development partners, NGOs and other civil society groups for their feedbacks. The major findings revealed a positive indication in primary education that covered guardians satisfaction over the services provided from government.

An Advisory Committee member was formed to finalize the study. **Professor Abu Zayed Mohammad**, lead researcher of the study shared major findings and participants provided feedbacks and recommendations in open discussion session after the presentation.

#### Major Findings of the study is below:

- The study reveals that the teacher-student ratio is high and that is 1:49.
- The schools have insufficient infrastructure like shortage of classrooms, lack of electricity, playground, safe drinking water and toilet facilities. The water and sanitation facilities are very poor in NNPS schools.
- On an average 78.7% students had taken private tuition at home.
- Admission in class I is at free of cost, the study found approximately 17.1% who had to pay an average admission fee of taka 20.85 for admission. Though it is not much significant, it is a violation of government policy. Almost all students (98.8%) have paid annual examination fee as per policy of the schools.
- The study revealed that on an average, 52.7% students have faced corporal punishment.

## **Teacher Competency Profile, present status and gaps**

The world is at the end of the deadline for EFA 2015 Goals and MDGs. Now a new agenda for Education 2030 has been adopted as part of the Sustainable Development Goals (SDGs). One comprehensive goal for education will guide action in the next 15 years. Bangladesh has achieved considerable success in education, especially in enrolment and gender parity. However, in spite of efforts and commitments, Bangladesh still lags in quality and outcome of education, for which quality and performance of teachers are seen as major factors. There is no alternative to quality educators to achieve quality education, fulfill the Education 2030 agenda, and become a middle-income country in all its dimensions.

Considering the situation and importance of quality teacher CAMPE initiated a study **Teachers for the Next Generation** in 2015. The study was led by Professor Emirates of BRAC University Dr. Manzoor Ahmed. The study critically looked at the current quantitative and qualitative dimensions of teachers in primary and secondary education including numbers, educational qualifications and professional training, the challenges in improving quality of teachers, required characteristics of the 21st century teachers, ways of attracting and retaining sufficient numbers of talented young people into teaching and keeping them in the profession and recommended advocacy strategies and actions aiming at concerned agencies and policymakers.

## **Study on The status of MLE in Chittagong Hill Tracts**

The Education Watch study has highlighted the issues related to national level challenges of literacy, primary (including pre-primary) education, secondary education, youth development and technical and vocational education and training including financing education. It provide sex (male/female) and residential status (rural/urban) disaggregated data and information on the selected indicators. Considering the challenges of ethnic communities an small scale study have been initiated to have a better understanding on the issues related to MLE in Pre-primary and transition to primary level in Chittagong Hill Tracts and to identify key issues to be highlighted in CAMPEs advocacy.

The study is looking into the following:

1. Assess the achievement of children under MLE in pre-primary schools and inputs by the key providers including (i) testing of learners (Rural, Urban and Boys and Girls and ethnic communities), (ii) Identify key services provided by different service providers (Hill District Council, NGOs (national and INGOs, UN Agencies, GoB, etc.)
2. Assess status of MLE children's at the Government Primary Schools, particularly (i) comparison between those who are from PPE in MLE and control groups, and (ii) compare the outputs of different service providers.
3. Identify key interventions of PEDP3 for promoting MLE in early grades and implications for Post-PEDP3 programs that includes (i) literature/documents review, (ii) Key Informant Interview -CHT Hill District Council, UEO, DPEO, PTI Instructor, UNDP, NGO Officials, Think-tanks/ Enlighten Citizens, Teachers Association Leaders, etc., (iii) Focus Group Discussion (multi-stakeholder groups including parents, teachers, concerned government officials, CSO and Think-tanks/ Enlighten Citizens), and (iv) classroom observation.

4. Document the views of local NGO officials, community leaders, parents and primary school teachers successes and failure of student of MLE through (i) Key Informant Interview - CHT Hill District Council, UEO, DPEO, UNDP, NGO Officials, Think-tanks/ Enlighten Citizens, Teachers Association Leaders, etc., (ii) Focus Group Discussion, and (iii) Classroom Observation.

Identification of resource persons, formation of research team and methodological preparation for the study has been completed. *The data collection process is on going.*

### **Education Issues in Chars of Gaibandha**

One Small Scale Study on the Education Issues in Chars of Gaibandha has been initiated and the initial draft has been prepared. Although Bangladesh has made significant progress in various aspects of education during the past two decades but ensuring 100% enrolment is still a big challenge. According to the Annual Sector Performance Report (ASPR) 2014 the gross enrolment rate is 108.6%, net enrolment rate is 97.3% and the primary education compilation rate is 79%. But Education Watch 2009-10 find the rate much less. Even the ASPR considered as updated information still there are 6.9% repetition in all grades and 21.4% student dropout from the system before completing the Primary cycle. However, there are some pockets of exclusion with significant characteristics. The Annual School Census shows that the dropout rate is highest in Gaibandha (42.9%) that followed by Bhola (40.4%) and Netrokona (39%). The government of Bangladesh recognized the geographical and cultural diversity within the country which was also recognized by the national education policy 2010.

During a mission in 2014 it was observed that char areas are facing some significant challenges in implementing the third Primary Education Development Program (PEDP3) that identified the area as high exposure to climate change, particularly, flood during monsoon and drought during summer. To explore deeper into the issue CAMPE carried out a short study on selected Char areas of Gaibandha and came up with inclusion and exclusion factors. The study tried to capture the inclusion and exclusion factors in selected chars that located in Community Education Watch interventions area and control area i.e. non-Community Education Watch areas. 4 Chars were selected purposively in consultation with the downstream partner organizations of CAMPE.

Both quantitative and qualitative methods have been used for the study. The qualitative part included Key Informant Interview, Focus Group Discussion, reflection meeting, school observation etc. where people's perspective and administrative perspective have been captured. Secondary source have been used for quantitative part that includes literature review, scanning PEDP3 documents, scanning of government circulars and directives along with reports, if any.

The report has highlighted number of issues including (i) students and teachers absenteeism, (ii) effect of climate change on teachers, students and parents, (vi) school level accountability issues among others. It shows that the schools in Community Education Watch areas are in advantaged situation comparing to the control groups. It has also provided some insights about the socio-economic correlates and role of different stakeholders and duty bearers including upazila education officer, local government institutions, and community in the lens of voice and accountability.

## Capacity Enhancement of Stakeholders

### Community Score Card

In order to promote social accountability in primary education CAMPE introduced Community Score Card (CSC) on 32 primary schools in 32 unions under Community Education Watch Groups in 8 districts. The Community Score Card is a citizen-driven accountability measure for the assessment, planning, monitoring and evaluation of service delivery. It is a tool to exact greater accountability and responsiveness from service providers, as well as a strong instrument for community empowerment. Initially CAMPE used score card in 8 primary schools of 4 Community Education Watch Group areas (Meherpur, Gaibandha, Sirajganj and Khulna) to gather feedbacks from service providers (teachers, SMC members) and service recipients (community) and improve communication between communities and service providers.

Prof. Abu Z. Mohammad from North South University and Md. Enayetullah, Project Coordinator of RDRS Bangladesh was present as resource person and facilitated the sessions. 4 CEWG coordinating partner NGOs CAMPE facilitated the score card implementation in primary schools following the process of CSC i.e. Input Tracking in School, Performance Score Card (FGDs with teachers/ SMC and community) and Interface Meeting (Teachers, SMC, community and local government/ education office) etc. Eight (8) score cards finalized with the mutual understanding of Teachers, SMC and the Community were printed and fixed in a visible place near the respective schools in 4 areas. 8 teams were formed comprising the SMC, Community Education Watch Groups and the community to monitor the implementation as planned in the score card.

The Community Score Card (CSC) process brought together community members, service providers, and local government in identifying service utilization and challenges. Those score cards will be reviewed and updated every six months.

### Training Workshop to promote Inclusive Education

Bangladesh has many success stories around 'Education for All'. However there are still thousands of children, youth and adults particularly those with disability excluded from access to education. CAMPE has been working to ensure the inclusion of all excluded groups in education.

As part of these efforts, CAMPE organized two training workshops named "Ensuring Mainstream Education for Children with Disability" to enhance the understanding and skills of primary school teachers in dealing with children with disability. Both of the workshops were organized in cooperation with Centre for Disability in development (CDD) from 31 May-1 June & 09-11 June 2015. Teachers from 35 primary schools across the country participated in the training workshops. Respective local partner NGOs assisted in selection of the teachers for training.

## Divisional level sharing on Capacity building

To promote competency-based teacher training during World Teachers day 2015 total 5 divisional level sharing were organized focusing the status of teacher, required teacher competency and training. The sharing meetings were organized at Rajshahi, Sylhet, Chittagong and Khulna 2015 respectively in cooperation with partner NGO Shaw Unnayan, IDEA, Songshoptaque and JJS. **Dr. Nazmul Haq**, Professor of IER, Dhaka University was the key note speaker in the sharing meetings. In the key note he share the teacher gap in primary and secondary schools, challenges for ensuring quality teachers and way forward to meet the challenges. More than 400 participants including teachers, students, parents, SMC members, media, representatives from relevant government department and NGO participated in the sharing meetings.

## Orientation on the Concept of Joyful Learning

The main focus of Primary Education Development Program (PEDP-3) is to bring all children to school and ensure that **each child learns**. But the major challenges is getting all children



to school and retaining them to complete the full primary education cycle due to the absence of joyful teaching learning environment in schools. In order to popularize the concept of Joyful Learning & to implement its practice in school fifteen (15) orientations were organized during January-March '15 quarter. A total of 328 participants including 43 female from SMC, PTA, Local government, and Primary School Teachers attended the orientations. Resource persons from local administration, District and Upazila Primary Education office took part in the facilitation of some of the sessions.

## Challenges of Teaching & Learning process: Consultation with teachers and education officials

Quality education requires the development of education systems that closely connect a child-centred learning environment with the help of the community. Whereas in the past, government's commitment to education was measured according to physical inputs and gross numbers of schools, government is now confronted with the task of strengthening the process of teaching, learning, teacher's capacity development, community participation etc. Under the Primary Education Development Program (PEDP)-3, improving the quality of primary education is top priorities. Considering this, CAMPE planned to organize "Consultation on Challenges of teaching-Learning process" with participation of community level Primary education stakeholders.



The participants of the consultation workshops came up with number of challenges like lack of Joyful learning process, limited use learning methodologies etc,

A total of 12 consultations were organized during the reporting period, where 415



participants including 114-female from SMC, PTA, Local government representatives and Primary School Teachers attended. District and Upazila Primary Education

Officers, Instructors of Primary Teachers Training Institutes (PTI) took part in facilitation of the sessions as resource person.

## Basic orientation on Good Governance in Planning & Management of Primary Education at Community Level

To best utilize resources and ensure efficient and effective delivery of services, it has been found that Community engagement can play an important

In order to make people aware, the community people including SMC, PTA, local government, and primary school teachers, 8 Basic Orientations on Good Governance in Planning and Management of Primary Education were organized at 8 Community Education Watch group areas during this year.



### Basic orientation on good governance in primary education

All national and international declarations related to EFA have attached high importance on good governance in education system. Education Watch and many other researches also emphasized on quality and transparent primary education system through active community participation. But unfortunately, teachers, people’s representatives and communities are not in a position to promote good governance.

CAMPE has taken initiatives to orient concerned people, especially who are involved in community & school management as a part of these initiatives CAMPE planned & organized a 4 daylong orientation from 6 to 9 December 2015 at CAMPE Training Centre, Dhaka.



Members of Union Parishad, members of School Management Committee (SMC) & education program organizers from partner NGOs participated in the orientation. Md.Serajud Daher Khan, Chief Executive, Interaction & Md Mahfuzur Rahman Jewel,

Education Officer, Directorate of Primary Education (DPE) were present as resource person. K. M. Abdus Salam Joint Secretary & DG (in Charge) NGO Affairs Bureau was present as Chief Guest in the closing session of the orientation.

while he his speech as Chief Guest at the closing session said, “The Head Teachers of primary schools should be a role model for the students and community” He opined that moral, values & ethics of children develop during their childhood so, primary schools should instilled these values through various activates and lesions. Mr. Salam requested CAMPE to include more teachers, SMCs, Community leaders, NGO activists in such orientations. He assured that NGO Affair’s Bureau is always ready to provide all sorts of cooperation in this regard.



At the end he distributed certificates among the participants and joined in a cultural program organized by them. A total of 29 participants including 7 female took part of this orientation.

### Refreshers Orientation Courses

To reinforce the learnings of basic course on good governance in planning & management of primary schools at community level 34 batches refreshers course was designed & organized. The main agenda was to review the learnings of basic training & update the issues, review the implementation status of previous action plan, identify the challenges to implement the plan & finally prepare a new action plan.

### Dialogue with CEWGs & Parents on Disparity Issues

Although ‘Education for All’ indicates the situation or place where no one excludes from the education cycle but still a number of children are being excluded from the education. Despite significant progress in enrolment issues of disparity are still prevalent in some pockets of Bangladesh where there are ethnic minorities and presence of children with disabilities etc.



In order to sensitize the CEWEG members & the parents on how the children are being discriminated in the class room or from entire school activities, clarify the importance for addressing disparity issues, role of CEWGs & parents to address the disparity issues etc. CAMPE planned & organized 8 dialogues in 8 unions of Community Education Watch areas during 2015.



### Sharing Sessions/Orientations for Members of SMC, PTA, Union Parishad Standing Committee on Education

A key dimension of PEDP-3 is to expand decentralized planning management and monitoring at district, upazila and school levels with the aim to strengthen local level education governance a “sharing session on education” was planned to be organized under PROTYASHA project at the community level with the participation of representatives from school management committee (SMC), parents-teachers association (PTA), education related Union Parishad (UP) standing committee and community education watch group. Twenty six (26) sessions were organized during the reporting period as per the plan.



### In Country Exposure visits for Education Officials, Primary School Teachers and Civil Society Representatives

Over the years, a number of primary schools have emerged as role model in primary education. Each year one government primary school is awarded from the government for best performance. Exposure visits for teachers CEWGs, SMCs, PTAs & education officials were



organized under **PROTYASHA** project to facilitate the process of learning from others by seeing.

During the reporting period 2 exposure visits were organized with the participants from 2 districts Hobigonj & Jamalpur .In the 1<sup>st</sup> visit 17 participants including 6 female visited Basirul Hosen , Govt. Primary School, Kulaura , Molvibazar from 15 to 17 April 2015. ASED, Hobigonj organized this program as local partner.

In the 2<sup>nd</sup> visit 20 participants including 6 females visited Melondoho Govt Primary School & Beltoil Govt. Primary School of Melondoho Upazilla, Jamalpur from 20 to 22 May 2015. APUS, Jamalpur Organized the program as local partner.

### **Dialogue with SMC & Parents on Quality Education issues**

In order to conceptualize & sensitize SMCs & parents on quality education issues, 8 dialogues were organized in 8 unions during 2015. The main topic of the discussions were ways & means of ensuring 100% enrolment, regular attendance & creating school friendly environment of their localities. Roles & responsibilities of all concerned actors were discussed during the dialogues. During the reporting period (October-December 2015) EFAPID unit accomplished all the planned activities within the time-frame. A few numbers of variance shown in the statement of budget variance. The reasons for variance have been explained in the financial report.



### **Orientation on Knowledge, Skills and Practices on ECCE**

As per the commitment to achieve the 1<sup>st</sup> goal of EFA, Government of Bangladesh has introduced pre-primary class in every government primary schools in order to implement country wide ECCE program. But still PNGOs are implementing ECD program for supporting smooth transition from home or ECCD centre into the early primary grades (prenatal – 8 years of age).

To enhance the capacity of CAMPE's stakeholders as well as to address this demands CAMPE organized 5 batches of management orientation course titled **Knowledge, Skill and Practices on ECCE** in collaboration with Bangladesh Shishu Academy, ICDDR'B, Save the children and Bangladesh University of Health Services from January-December 2015.

A total of 124 participants including 64 female from 58 NGOs attended the course. The course-wise information are presented below:

Table: Summary of Participants in Orientation on Knowledge, Skills and Practices on ECCE

Sl. No.	Date	Venue	Participants		
			Male	Female	Total
1	05-10 April,2015	CAMPE training center	07	15	22
2	17-22 May,2015	CAMPE training center	13	12	25
3	23-28 June,2015	CAMPE training center	11	14	25
4	06-11 september, 2015	CAMPE training center	10	14	24
5	22-27 November,2015	CAMPE training center	16	09	25

A total of 121 participants including 64 female from 58 NGOs trained.

At least 85% of the participating organizations have re-designed their existing ECCD program in line with the gained knowledge and skill from the orientation by which 11,000 learners have been benefitted.

At least 15 NGOs started early learning centers with 375 learners as follow up action of CAMPE training.



### Follow up and Need Assessment workshop on ECCE orientation

As follow-up of previous orientations on ECCE, CAMPE organized a day long follow up and need assessment workshop *where 15 participants including 7 female from 7 different batches participated*. The objectives of the workshop was to find out about the initiatives taken by the participants and accumulate the suggestions for further improvement of the training in future. *During the follow-up some results/initiatives were identified by the participants as well as challenges also*. The major initiatives taken by them are as follow:

- ECCE issues were discussed regularly in SMC /parents meeting. As a result enrolment and attendance in pre-primary classes has been increased.
- Play and learning materials were developed, distributed and displayed accordingly. The learners enjoy coming regularly and learning through activities.
- Parenting sessions are being conducted focusing on Early Child Development issues. The parents are becoming more aware towards Early Learning of their child with holistic development.
- Pre-primary schools and ECCE centres have been opened and run by community participation and contribution.

## Challenges

- Trained Teachers and other professionals are needed to design and implement such important programs at the field level.
- Financial resource allocation is important to implement the program at disadvantaged areas

Shahidul Islam, Executive Director, Voice of South at Bagerhat working in ICT program with children. Had attended a 7 day long management orientation on Knowledge, Skills and Practice on ECCE from 28<sup>th</sup> March to 2<sup>nd</sup> April 2015. "This was the first time I had a scope to learn about ECCE comprehensively from CAMPE.

Uddayan Bangladesh requested me to prepare a key note paper on the importance of ECCE which was presented in the sub-national seminar held on -8 December 2015. The chief guest along with other guests and experts of the seminar gone through the paper and was very much impressed that they mentioned in their addresses. I think it was possible only for attending the ECCE training courses organised by CAMPE. Now I will be able to speak on ECD issue and I can represent CAMPE in coastal area as an expert professional of ECD".

## Learning by Seeing

### Exchange visit and cross country learning for better understanding of Education issues

#### Exposure visit to Malaysia

Bangladesh has made significant progress in *achieving Education for All (EFA) and Millennium Development Goals (MDGs)*. Policy formulation and increasing attention of government, in primary and secondary education has resulted in increased access to education in terms of gross and net enrolment rate and gender parity. Addressing the quality in education, professional development of teachers, planning and management (including decentralization) and reaching the hard to reach groups and locations include the current priorities for achieving EFA. There are countries in the Asia Pacific Region who have made significant progress in improving quality of education and learners performance by better management and governance practices. Malaysia is one of these countries, CAMPE organized an exposure visit to Malaysia on 24-30 January 2015 as part of learning from neighbors.

As a developing country the Malaysian government has taken some remarkable steps to improve the quality of education which could be replicated in Bangladesh.

#### Learning from Education Ministry, Malaysia

- Malaysian Government has allocated 24% of its total budget for education.
- Malaysia has a national blueprint (Planning) for ensuring better & quality Education for the Nation.

#### Learning from Schools of Malaysia

- Online entry system of the daily attendance of the students is used as monitoring tool.
- Connecting Malaysian Schools with other countries for better learning.
- Co- curricular activities are in practice.

- Parent – Teacher Association (PTA) is active & take up different initiatives for school improvement.

### **Learning from National Union of the Teaching Professionals (NUTP) of Malaysia**

- NUTP is providing legal support for teacher recruitment, transfer, leave, Salary, Pension, Career development, workload, health support, Insurance & other issues regarding teachers' welfare & professional development.

### **Learning from Suriyana Welfare Society- NGO working for the Rights of Migrant workers of Malaysia**

- NGO is providing Food, Health service, education & TVET to the children & other family members of migrant workers

### **Learning by Seeing (In country) on ECCE**

Recognizing the importance of sharing ideas and learning from other organizations as well as to be able to visualize the real life application of ECCE, CAMPE regularly organizes study tours for the government officials, local level NGOs and members of the civil society groups.

During the period January-December 2015, CAMPE organized an in country *Learning by Seeing* program on ECCE from 8<sup>th</sup> to 9<sup>th</sup> May 2015 at Gaibandha. A total of 12 participants including 2 female officials from Directorate of Primary Education (DPE)-Sylhet division (Deputy Director, District Primary Education Officer and Upazila Education Officer) attended this exposure visit.



During the program the team were taken to see the visited Per-Primary activities in the best primary school at national level Shibram Adorsha Govt. Primary School, Sundorgonj, Gaibandha.

### **Orientation on Linking TVET with NFE and other development initiatives**

To improve livelihood of the poor and disadvantaged people, numerous initiatives were taken by the government agencies and non-government organizations since the independence of Bangladesh. As a result, although a large number of people have turned literate but it could not bring meaningful change in their life due to lack of technical and vocational skills required to get self-employment or wage employment at home and abroad.



Perceiving this reality, CAMPE has been promoting TVET to integrate with literacy and other development initiatives implemented by the NGOs. In continuum to this initiative, CAMPE organized 2 orientation courses titled “Linking TVET with Non-formal Education Program” at



the district level and divisional level during the period. A total of 87 representative including 42 female from concerned government agencies, NGOs, technical training institutes, small entrepreneurs and teachers from secondary schools from the respective areas

attended the orientations.

The major contents of the course were focused on concept of Literacy and Continuing Education, concept of TVET & its importance, TVET scenario in Bangladesh, National Skills Development Policy 2011, Recognition of Prior Learning (RPL), considerable factors for section of trade, integration process of NFE with TVET, action plan etc. Along with classroom discussion, the participants also visited 2 Technical Training centers to observe its activities.

The courses were facilitated by CAMPE resource team and respective external resource persons nominated by the National Skills Development Council (NSDC). **The detailed information of the orientation courses are furnished below:**

Table: Summary of participants in the orientation courses TVET and NFE Linkage

SL	Date of Activities	Venue	Participants			Collaboration with
			M	F	Total	
01	26 -29 April 2015	Training Center, Speed Trust, Barisal	10	20	30	Speed Trust Barisal
02	14 -17 June 2015	EPSHA Training Center, Chittagong	16	11	27	NOWZWAN Chittagong
03	30 August to 2 September 2015	The Zannat Training and Resource Center, Habigang	19	11	30	Hobigang Unnayan Sangstha (HUS)

### Outputs:

- A total of 87 participants including 42 females from concerned government agencies, NGOs, technical training institutes, small entrepreneurs and Teachers from Secondary schools from the respective areas gain real life experience and realized the necessity to link TVET and NFE and other development initiatives.
- Organization-wise action plan was prepared by the participants to promote TVET
- Participant's capacity to link TVET with NFE and other development initiative enhanced
- At Least 5 NGOs started TVET programs.

### Challenges:

- Job opportunity is very limited at grassroots level, as a result target people lose their interest to be involved in TVET program.
- Less opporchunity for girls to join TVET program due to lack of residential -----

### Orientation on Monitoring of NFE-TVET Program

To increase efficiency and quality of NFE-TVET program through establishing strong monitoring system as well as to equip NGOs CAMPE developed a 10 day long orientation course in consultation with BTEB, DTE, NSDC and UCEP-Bangladesh.

During the reporting period, CAMPE organized 2 orientation courses titled Monitoring of NFE-TVET program from 26<sup>th</sup> April to 3<sup>rd</sup> May 2015 and 28<sup>th</sup> December 2015 to 6<sup>th</sup> January 2016 at CAMPE Training Centre. A total of 47 participants from different NGOs participated the orientation.



The content of the course included TVET situation in Bangladesh; National Skills Development



Policy 2011; proposed TVET model; concept of monitoring; process of monitoring; setting monitoring objective: setting of indicators; monitoring tools: format, questionnaire, interview; skill measurement; data collection, processing and analysis and Report preparation. Along with a classroom discussion, participants visited SOS Technical and Vocational Training centre for collecting data and report preparation.

The course was facilitated by resource persons from DTI, NSDC, BTEB and CAMPE. Mr. Golum Mezbah Uddin, Director, NGO Affairs Bureau inaugurated 2<sup>nd</sup> course as chef guest and Mr.

Abdus Salam, Director, NGO Affairs Bureau was present in the closing session of both the orientation and awarded certificate to the participants.

**“Active Teaching Learning Methodology and School Management” Training’ for Primary & Secondary School teachers and Education Officers.**

Considering the commitment of National Education Policy 2010, CAMPE undertook some initiatives to popularize the concept of Active Teaching Learning and Community Driven School Management through organizing orientation and training for the Teachers and Education Officials of Primary and Secondary Schools.



Moreover, number of partner NGOs of CAMPE and concerned school teachers also expressed their interest to attend such training organized by CAMPE. In this perspective CAMPE regularly organize school management training for the primary and secondary school teachers and education officers on different issues.

During the reporting period, CAMPE organized two batches of orientation courses titled **“Active Teaching Learning Methodology and School management’** at CAMPE Training Centre dated from 22<sup>nd</sup> to 27<sup>th</sup> February 2015 and 11<sup>th</sup> to 18<sup>th</sup> October 2015 respectively, where a total of **51 teachers including 19** female from 27 different primary and secondary schools attended.

The major contents of the course were: concept of education and quality education, National Education Policy 2010, PEDP-3; challenges to achieve the target and quality primary education; concept of joyful & active teaching learning & role of teachers, importance of group teaching and its strategy, school environment development, importance of co-curricular activities, school level planning & management, presentation and communication skills of teacher, community participation, gender in education, creative question and assessment system etc.

The courses were facilitated by external resource persons from DPE, NCTB, IER- Dhaka University, Bangladesh Open University etc. along with CAMPE professionals.

Along with classroom discussion, the participants also visited Dhaka Residential Model School



and College, Rajuk Model School, Uttara, Dhaka and observed its activities like, teaching learning process, co-curricular activities, classroom environment, classroom & school management, lesson demonstration, others Club activities etc.

In the closing session of the orientation, Peter Ditzel, Executive Director, Netz Germany, Ruhi Rahman, Joint Secretary, Ministry of Education was present as chief guest and distributed certificates to the participants.



Ruhi Rahman in her address said that, the government of Bangladesh has taken number of initiatives improving the quality of secondary education. Along with the government initiative, CAMPE is also working for ensuring Quality Basic Education. CAMPE is helping government to formulate and implement different government policies and this is appreciable.

### Outputs:

- 27 school teachers directly benefitted through participating in the training courses and became aware about their role and importance of active teaching learning process and classroom management.
- 27 school teachers prepared school wise action plan to implement the following activities:
  - Regular assembly and national anthem in school.
  - Regular change in seating arrangement in classroom.
  - Introduce group teaching learning.
  - Introduce activity base teaching learning.
  - Organize co-curricular activities on regular basis

- Ensure community participation in school management.
- At least 13,500 students have directly benefited in 27 schools through introduction of active and joyful learning process.

Mr. Uttom Kumar Chowdhury, Head Teacher, Bhadsha High School in Joypurhat along with 2 other teachers participated in the orientation course on Secondary School Management at CAMPE. After training, they went back and shared their experiences with their School Management Committee and others colleagues. The teachers of the school undertook number of initiatives with support from SMC under the leadership of the Headmaster. These are:

- Conduct regular assembly with national anthem in school.
- Rolate of seating arrangement in classroom.
- Moral education Introduce
- Introduce group teaching learning.
- Introduce activity base teaching learning.
- Organize co-curricular activities on regular basis
- Organize debate competition with the participation of teachers and students
- organize Parents meeting on a regular basis
- Use teaching aids and materials in teaching learning

Mr. Uttom Kumar Chowdhury, Head Teacher, Bhadsha High School said that ***'we have taken number of initiatives with the help of other teachers in the school. As result of this initiative, students are doing well. There is an improvement in student attendance and interest in school as well as the quality of education. I believes that similar training for others secondary school teachers should be offered.'***

### Sub National Levels seminars on Skills Development Policy (SDP) 2011

Skills development initiative is considered as an important vehicle for economic and social development of any country.

Earliar in 2011 the government of Bangladesh adopted a National Skills Development Policy with a view to develop a skilled nation. Considering the importance of the issue as well as to achieve the related goals of EFA & MDGs, CAMPE intends to share the Skills



Development Policy 2011 and promote TVET with concerned stakeholders to make people aware on the issue.

During the reporting period, CAMPE organized 5 sub-national level sharing meetings on SDP 2011 in collaboration with National Skills Development Council (NSDC) and CAMPE's member and partner organizations, where 431 representatives including 105 female from concerned government agencies, different NGOs, Government and Non-government technical training institutes, entrepreneurs, teachers from schools and colleges, media representatives and members of the civil society groups attended in the meetings.

In addition to that 2 posters on TVET issues were published and distributed in the respective areas to promote TVET and make people aware. A press briefing was also organized with the representatives from 7 local newspaper & 2 national dailies.

Respective District commissioners and Additional District Commissioners, District Education Officer, Deputy Director of Youth development and Social Welfare, Principal of respective Polytechnic institutes etc. were present as chief guest and special guest respectively. The detailed information of the sub-national level seminars are furnished below:

Table: Summary of Participants at the sub-national sharing

Sl.	Date	Venue	Participants			In collaboration with
			M	F	Total	
1.	12 April 2015	Conference room, DC Office, Sirajgonj	55	15	70	SHARP
2.	19 June 2015	Zilla Parishad Auditorium, Nilphamari	72	24	96	USS
3.	13 August 2015	Conference room, DC Office, Magura	57	23	80	ROVA Foundation
4.	24 November, 2015	Conference room, Shahara Plaza, Natore	57	25	82	NEDA Society
5.	22 December 2015	Conference room, DC Office, Patuakhali	85	18	103	SDA, Patuakhali
			199	66	265	

Each of the meetings started with a presentation of key points of SDP-2011 by a resource person nominated by NSDC followed by an open discussion. During the open discussion, the participants made valuable suggestions and recommendations.

The Major recommendations are:

- Sensitize people on TVET through workshop, seminar, training and meeting at sub-national level.
- GO and NGO can work together to popularize the TVET program across the country.
- Employment opportunities should be increased for disadvantage groups in sub-national level.
- Competent skill trainers should be recruited with handsome compensation package.
- Media should be engaged for expansion of TVET program.

- Allocation of budget should be increased and the budget should spend efficiently.
- Create awareness among the guardians to let their children to get involved in TVET.
- Assessment & monitoring system should be strengthened for TVET Program.

#### **Outputs:**

- 431 participants including 66 female made aware directly through participating the seminars.
- A set of recommendations were formulated for influencing policy as well as expansion of TVET program.
- At least 2000 people watched poster on TVET issue and they might be aware on the issue.
- At least 14,000 readers read the news on the meeting, which motivated them to take part to motivate targeted people to be engaged in TVET.

#### **Learning by Seeing (In country) on TVET**

The National Education Policy 2010 has attached high importance on capacity development and digitalized Bangladesh through TVET and technology based education followed by National Skills Development Policy-2011. Aiming to develop a skilled human resource through facilitating government initiatives and to disseminate the concepts and ideas of TVET.

During the reporting period CAMPE organized 3 in-country Learning by Seeing programs on TVET. A total of 67 participants including 13 female from concerned government Depts. NGOs teachers from secondary schools, small entrepreneur, people's representatives, local journalists etc. participated.

During the program, participants visited General and Technical and Vocational Education program of UCEP, Technical Education and Training program of MAWTS-Caritas, Technical Training program of Dhaka Ahsania Mission, Bangladesh Korea Technical Training Center, Sheikh Fazilatunessa Mujib Technical Training centre and Bangladesh Industrial Technical Assistance Center (BITAC) at Dhaka

The Chief Executive Officer of National Skills Development Council (NSDC) made a presentation on National Skills Development Policy-2011 along with initiatives of government and the concept of NTVQ, Recognition of Prior Learning (RPL) and Industry Skills Council (ISC). The participants of the program were highly impressed and expressed their commitment to share and implement their learnings in respective areas. All the participants prepared area wise Action Plan to be implemented by them through ensuring support from the local host organization.



#### **Learning by Seeing (Abroad) 2015**

In order to develop capacity of concerned stakeholders and introduce new and modern ideas of skills development CAMPE has been regularly organizing "Learning by Seeing Program" for the policy makers and practitioners with the aims to exchange ideas and views on non-

formal education linked with skills development and technical and vocational education and training (TVET);

During the reporting period CAMPE organized a visit to Maldives under its “Learning by seeing” Program from 29 March 2015 to 4 April 2015 in cooperation with European Union. A total of 11 participants including Dr. Ganendra Nath Biswas, Additional Secretary, MOPME, Md. Alamgir, Director General, Directorate of Primary Education (DPE), Ms. Ruhi Rahman, Joint Secretary, MOE, Md. Shafiqur Rahman, Joint Secretary, BNFE, Professor Dr. Sourav Shikder, DU and representatives from CAMPE and PNGOs participated.

During the visit, the team visited the Ministry of Education, Maldives, Technical Colleges, and High Schools which are implementing skill development program for disadvantaged groups. The team also visited Bangladesh Embassy in Maldives and shared their learning with the Hon’ble High Commissioner of Bangladesh in Maldives.

UNICEF Maldives and the Ministry of Education, Maldives jointly hosted the program and 3



orientations sessions were organized for the team where 3 State Ministers, 2 Director General spoken on the education and skill development activities of Maldives. The team members learned a lot from the orientation especially on the equivalency of Maldives’ education curriculum with Cambridge University, Multi Lingual Education for all Maldives children and School Happiness Program (SHP) of

Maldives. It could be mentioned here that under the SHP program disadvantaged and unwilling students can have opportunity to be involved in skill training linked to job market in Maldives and in abroad.

From the visits of different education institutions it was learned that Compulsory Education must be same, inclusive and unite for all children living in any situation of any country. Quality issues of education and training also highlighted during the visit.

It was also observed that around one hundred thousand Bangladeshi workers reached Maldives by this time and most of them are working there as unskilled labor whereas, they could work as skilled worker if they had proper training. These issues were raised during the visit of Embassy and the Hon’ble High Commissioner was requested to take initiatives to train the people considering the demands of Maldives job market.

A strong collaboration was made through this visit among GO & NGOs, which will help all concerned to work together for achieving targets of EFA & SDGs in Bangladesh.

## Community Engagement – Amplifying Grassroots Voice

The Community Education Watch is a demand driven community based social audit initiative to raise voice of the citizen and strengthen accountability of the duty bearer for ensuring primary education with quality and equity. The idea was evolved during the sub-national level consultation on the Education Watch reports on the state of education and facilitating dialogue and debate around Education for All. The sub-national level actors shared their concern about the exclusion in education issue and demanded to CAMPE for facilitating a platform for them so that they can engage with school, local government institutions and education administration. The major objective was to raise awareness of the community and make duty bearers more responsive to the stakeholders demand through performing a watchdog role.

CAMPE has been facilitating the process of---- Community Watch Groups as part of its community engagement strategy since 2008. The first Community Education Watch Group was formed in 2008 in Meherpur (district), a low literacy area in the western part of the country. The interventions kicked off with strengthening accountability mechanism through creating a campaign to promote enrolment, retention and completion of primary education with quality at the Union level (the lowest tier of the administration). 32 such groups have been formed till 2015, which have benefited more than 125,000 households as mentioned in Table -5. Further details have been annexed to this report (Annexure –1). Local member organizations of CAMPE facilitates the process as downstream partner in the selected unions.

Table: List of Community Education Watch Groups

District	Partner Organization	Upazila (Sub-district)	Union
Bhola	GJUS	Bhola Sadar	Charsamaya, Veduria
	GJUS	Lalmohon	Dhulighar Nagar
	GJUS	Tujumuddin	Chansra
Gaibandha	USS	Fulchari	Fulchari, Gazoria
	USS	Saghata	Muktinagar, Shaghata
Habiganj	ASED	Hobijong Sadar	Gopaiya, Laskarpur, Nizampur, Tegoria
Jamalpur	APUS	Madarganj	Jorkhali, Sedhuli
	APUS	Malendha	Fulchochha, Ghoserpara
Khulna	Asroy Foundation	Batiaghata	Amirpur, Baliadanga
	Asroy Foundation	Dhumuria	Sahosh, Sarabpur
Meherpur	MUK	Meherpur Sadar	Amdoh, Amjhupi
	MUK	Mujibnagar	Dariapur, Monakhali
Netrokona	SERAA	Durgapur	Brishri, Durgapur
	SERRA	Purbodhala	Agia, Hogla
Sirajganj	NDP	Raiganj	Dhangora, Panghashi
	NDP	Kamarkhand	Bhadrohat, Jhawai

Through these Community Education Watch Groups, CAMPE has been engaging local civil society representatives to take responsibility of monitoring the progress of educational

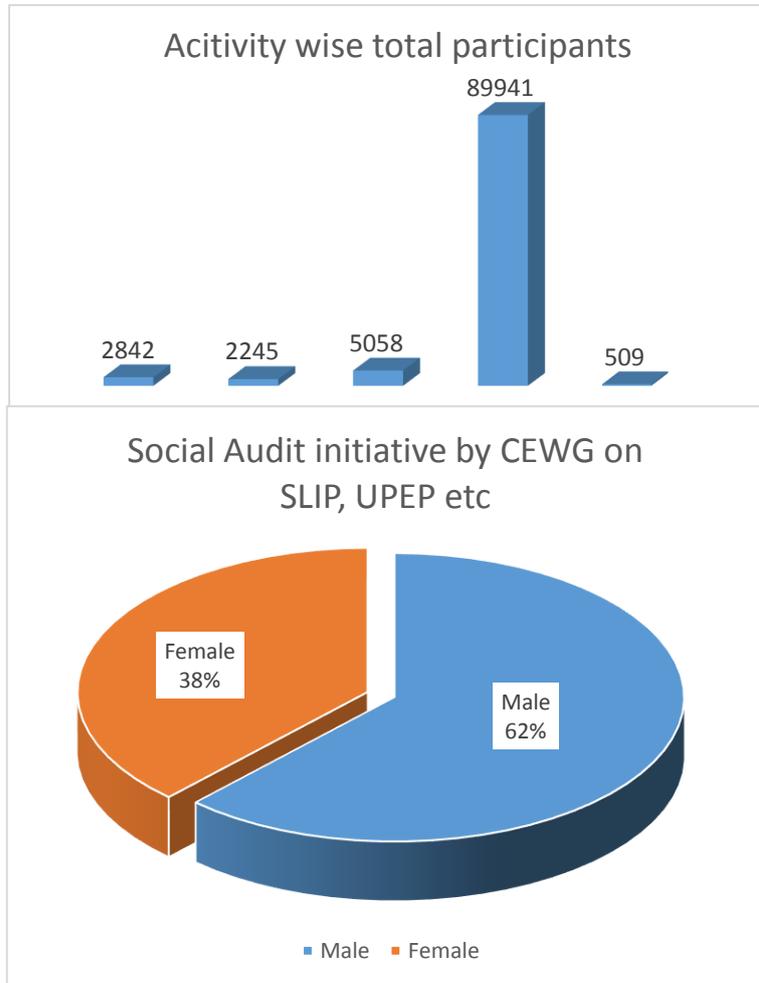
activities at the local level which eventually makes an impact at the national level. The problems perceived by the local level watch groups are channeled to EW group at the national level advocate at the policy level.

### School Level Annual Accountability

During this reporting period 129 meetings on Community audit was held in 8 CEW activity areas. A total of 2,842 people participated in these sessions among which 1,054 were female. These initiatives lead to changes in mindset of stakeholders including parents, teachers, and community along with education officials at the sub-district level.

#### Results:

- Teachers have become more responsive of the students needs
- Gap between teachers, school and community reduced and helped in addressing numbers of issue at the community level including improved student attendance
- The local community and the Unions Parishad among others have come---- with financial and other support
- Improved learners performance (community perception)



### Social Audit of School Level Improvement Plan

49 workshops were held on the concept of Social/Community Audit at the community level. A total of 2,245 people from the selected community participated in these workshops of which 853 were females. As follow-up of the workshops SLIP implementation of five schools each was reviewed by the community Education Watch Groups. The community started talking about the SLIP money allocated and how those are being used. It was observed that all the schools don't have access to SLIP money. Even those who get SLIP money are not aware. In most of the cases the Head Teacher and some other selected people know about the issue. The community played a crucial role in formulation of oversight committee and also asked to know about the use of resources.

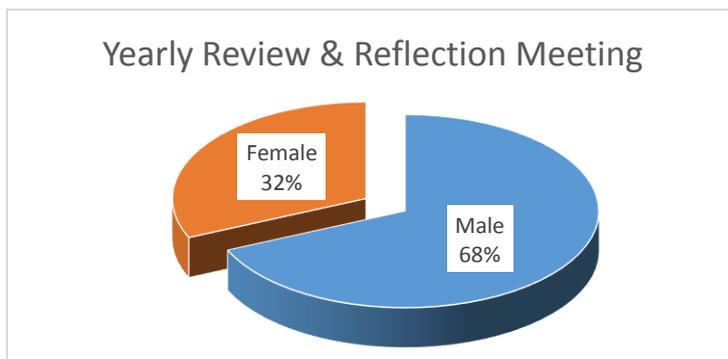
Based on some of the initial exercise, a refresher and planning meeting of the downstream partners was organized in Habiganj on 30 April 2015 where 30 representatives from 8 districts participated and reflected on their past performance. Based on the lessons learnt some key principles were developed to maintain uniformity in action across Community Education Watch Groups ie: (i) Community Auditing group formation process, (ii) data collection and sharing process. Gap between CAMPE's expectation and Community Education Watch implementing partner's perception were recognized and minimized.



**Result:**

- Selected communities have better understanding of watchdog role and process which lead to better use of SLIP money in a transparent manner

**Review and Reflection Meeting at the Community Level**



48 Review and Reflection Meeting were organized during the year 2015 in 32 communities. A total of 5,058 people from the selected communities have participated in these meetings of which 1,600 were female.

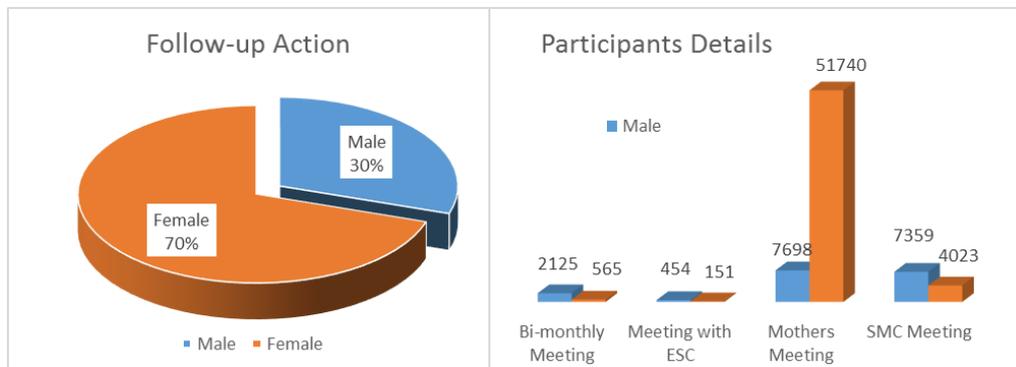
**Result:**

- Developed a draft guideline for smooth operations of the Community Audit programs
- Enhanced transparency and accountability at the school level
- Capacity of community Education Watch Groups on social/community audit initiatives have been enhanced and used in real life situation



## Sponsorship and Downstream Partnership Management

Overall management of downstream partnership related to Community Education Watch initiative has brought about significant change during the year 2015. Significant progress has been made in carrying out due-diligence process to ensure legal compliance, internal control, transparency, and accountability of the selected organisations. The MOU with the downstream partners for recurring cost for CEWG Partnership Management has been revised to cover the cost until December 2015 and paid as per MoU signed with 8 downstream partners. Initiatives



have been taken to revise the MoU for further extension until December 2017. During the year all downstream partners have appointed one accounts officer/finance office each.

During the reporting period a total of 1,955 interventions have been carried out by the downstream partners and Community Education Watch Groups under the follow-up interventions. A total of 89,941 persons were involved in these interventions of which 62,918 were female. A summary of major interventions have been attached as (Annexure-2). The Community Education Watch Groups reviewed local issues, prepared action-plan to address those issues and initiated follow-up actions as mentioned above.

### Results:

- Coordination among community Education Watch, downstream partners and CAMPE has been improved in terms of planning, coordination, implementation and reporting
- Improved transparency and accountability both CAMPE and downstream partners and fiduciary risk reduced
- Upazila education administration took note of the school level issues and addressed numbers of issues
- Meeting of the School Management Committee (SMC) and Parents Teachers Association (PTA) have been regularized in selected communities
- Absenteeism of both teachers and students reduced
- Frequency of mothers gathering in selected area have been increased and now mothers started talking on the school factors in learning of their children
- CEW groups visits home of children at risk of dropouts and provide counselling to their parents
- CEW visit schools more frequently comparing past
- Demystified student and teacher absenteeism and other exclusion in education factors in local newspaper.
- Enhanced periodic interaction with the Upazilla Education Officials and raise school related issues (both infrastructure and performance).
- Community has capitalised the opportunity created to engage with local level education governance and preformed the citizenship role.

## Bringing About Change

### Case 1: Nayeem a physically challenged boy now goes to school

*An eight year old physically challenged boy now makes it to the school every day. He is now a favorite of the teachers. He earned this through his intellect and creativity .Once he was neglected. Now he is in the scholarship list of the Government. Nayeem come from a village named Kukhia of Shashos Union in Dumuria Upuzilla, He is now a student Khukia Government Primary School. A year earlier the parents of Nayeem tried to get him admitted in play group. But the teacher did not agree to take him in because of his physical disablement. This issue was noticed by the members of the Community Education Group. After consultation among themselves they met with the Headmaster, Debashish Chandra Chanda. They draw his attention the right to education for physically disabled children and finally the headmaster agreed to admit Nayeem. Then Nayeem was promoted to class one on his own merit and has continued to progress.*

*Once a labour in agriculture shahidul Islam failed to admit his son in the school. The members of the Community Education Watch managed to open the door of opportunity for him.*



### Case 2: Rizon drop out student now goes to School regularly

*Rizon Hossain, came from a poor family living the village Biswanathpur, Union Monakhali, Upazilla Mujibnagar and district Meherpur. They are two brothers. His younger brother Habib reads in class one in a School of that village. His father is a day laborer and mother is a house wife. They some how live on hand to mouth.*

*After getting promoted of Class five Rizon stopped going to school. Teachers did not enquire about his absence as they were very poor. Rizons education remained stopped for some months.*

*At that time the vice president Mr. Akkas Ali found this out. He and the member of the Education Watch Group Mr. Rakibul Islam went to Biswanathpur Government Primary School and after discussing with the Headmaster Ms. Serina Begum they came to know that Rizon was promoted to Class Five with brilliant result. But he stopped coming to School because of the lack of the awareness of his parents. After hearing this information they went to rezon families member of Watch group went to Rizons family. They informed his parents about the importance of education and convinced Rezons parents to send him to school. Mr. Akkas Ali and Rafiqul Islam of Watch Group helped Rigon to get readmitted in that School.*

*Rizon now goes to School regularly and is back in the classroom with his friends.*



## Community Engagement in Local Level Education Governance

CAMPE organized 85 meetings with School Management Committees, SLIP committee and Union Health and Education Standing Committees and raise the citizens' voice. A total of 509 persons were present in these meeting of which 188 was female.

## Publication/Advocacy Materials



Advocacy materials help to raise people's awareness about different problems/issues. Visual materials are always found effective communication tool to draw attention of common mass.

During the year 2015, at the beginning of Bangla New Year CAMPE published **1500 calendars linked with** the EFA slogan **"I am fifteen, the future is mine, I Vote for Education"**. It was disseminated among different stakeholders including government officials and civil society. As part of GAWE observance CAMPE produced 1000 booklet **Ekhon Ami Poneru - Amader Jiboner Kotha** featuring real life stories of 15 year old adolosecents. CAMPE also produced **1500 caps** with the slogan of ILD focusing on the theme of International Literacy Day 2015 (Literacy and Sustainable Societies) and disseminated among the stakeholders including students, teachers, government officials and NGO workers.

At the same time CAMPE also joined with BNFE, UNESCO, & Save the children to produce a **Souvenir** on ILD 2015 as advocacy material. It was disseminated among the stakeholders in cooperation of Ministry of Primary and Mass Education and CAMPE Partners.

A Year Planner was also published focusing on Quality Teacher for Quality Education. 10,000 copies were disseminated among schools and other stakeholders. CAMPE has been regularly printing Bangla Calendar to retain the tradition of Bangla months and season.

## **Shakkharata Bulletin**

*“Shakkharata Bulletin”* a monthly newsletter of CAMPE is published on a regular basis to disseminate information on NGO activities and updates on changes in the education sector as well as other pertinent issues among the policy makers, government officials, public functionaries, NGO workers and activists and other members of the civil society. The newsletter covers features on discussion/debates, important events, popular articles, news and information on NGO programs as well as government plans and policies.

CAMPE published 12 regular issues (30000 copies of each) of ***Shakkharata Bulletin*** which were disseminated during the reporting period among educationists, teachers, standing committee of relevant ministries particularly primary and mass education, donor agencies, UN organizations, international organizations, journalists & media (printing and electronics), intellectual bodies and the civil society namely lawyers, teachers, writers, artists, women organizations, teachers union, FNB Executive Committee members, FNB District Conveners, District Education Officers. Besides this a special issue was published with the write ups on Adibashi people and their rights.

## **Training Manual for Prevention of Early Marriage**

A Training Manual to prevent Early Marriage was developed and published aimed to raise awareness among young learners, parents and teachers.

Through a participatory process an Advisory Committee was formed with relevant experienced individuals and representatives from GO/Ngo i.e. NCTB, DPE, BNFE, DSHE, DWA, RDRS, BRAC, BNWLA, RDRS, IER, PLAN to guide the whole development process including the content of the manual. Feedbacks from the teacher and students were collected through field testing. A training of teachers also organized as a part of piloting the manual. Total 500 copies of the manual were published and disseminated among the trainers, partner NGOs and teachers of secondary schools. Besides this a poster on prevention of early marriage was also developed as a part of the manual.

Prior to the publication a Training of Trainers (ToT) was organized from 31 October to 2 November 2015 at CAMPE. Total 24 trainers from SRHR and other partner NGOs participated in the training session. The consultant Monjun Naher and Md. Nasir Uddin Faruk facilitated the training session. The sessions were conducted following the manual and ensured practice session of the participants.

## **Fact Sheet, Guideline, Toolkit on Quality Teacher**

A Factsheet on **Teacher Quality and Status in Primary and Secondary Education of Bangladesh was developed** to focus the present status of teachers in primary and secondary schools. The Factsheet focused on the number of teachers, their education, training, status etc. The Factsheet was shared with the different stakeholders including teachers, education officers, policymakers, NGOs working on quality issues and development partners. This will be used as an advocacy document for demanding more quality teacher for all learners. Dr. Nazmul Haq, Professor of Dhaka University developed the fact sheet as lead consultant.

Focusing quality teacher, an advocacy guideline, a toolkit and a booklet namely **a) Advocacy Toolkit for Teachers to Provide a Quality Education, b) Guidelines Towards A National**

**Competence- Profile for Primary Teachers; and c) Booklet- No educational system is better than its teachers – Quality Educators for All** translated in Bangla and published for wider dissemination among teacher and other stakeholders.

### **Baseline of State of Basic Education and Socio-economic Conditions in 32 Selected Communities**

32 base line reports were published during the year 2015 and disseminated among the stakeholders. The baseline reports showed the member 222,325 households in the selected communities with a total population 908,746 (F 441,543). A total of 161,882 children of age group 5-12 lives in these communities of which 77,791 girls and 84,091 boys. The gross enrolment ratio in these areas varies from 85.55% to 98.46%. Non-formal Education institution among others. Each union has specific characteristics including geographical exclusion (e.g. Char, Haor, hills), vulnerable to climate change (at risk of cyclone effect, river erosion, flood and drought), ethnic and linguistic minority area among others. Most of them are located in UNDAF areas as well and lagging behind in terms of literacy, food security, and other socio-economic correlates.

### **Community Newsletter on Primary Education**

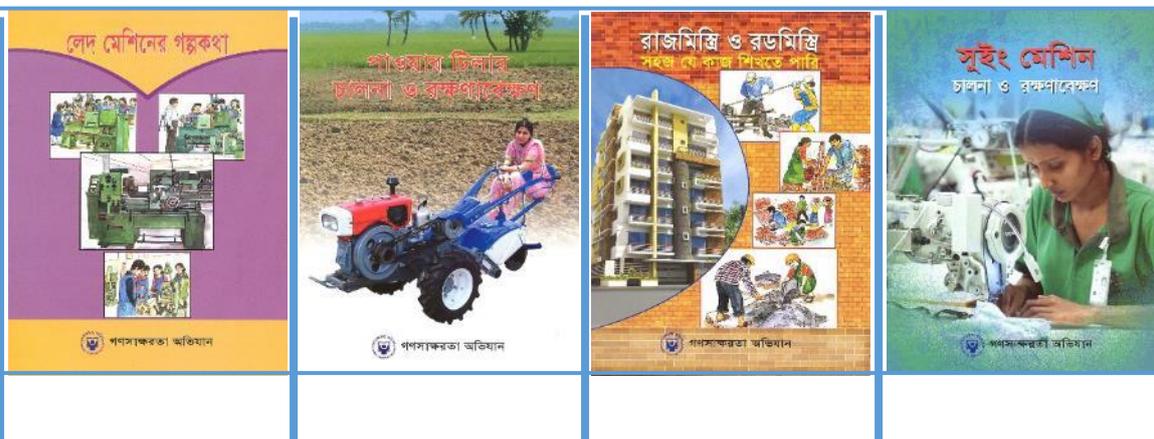
During the year 2015 CAMPE published six issues of **PROYASH** a newsletter on local community updates on primary education and distributed among relevant government agencies, all primary institutions of CEWG areas, SMCs, UPs, PTIs, URCs, CEWGs etc. during this 2015. The major contents of this issue included write up on classroom environment, community engagement in primary education, good practices of teaching-learning process, case studies, reports on baseline survey, survey findings on effectiveness of joyful teaching & learning initiatives, CEWGs news, news of PROTYASHA project activities, education news etc.

Feedback sessions for improvement of **PROYASH** was also organized at Hobigonj & Gaibandha CEWG areas jointly with ASED Hobigonj & USS during 2015.



## TVET Material

During the reporting period, CAMPE published 4 TVET related materials on different topics like, Operation and maintenance of Shallow Machine & Power Tiller, Use of Drill Machine, Operation and Maintenance of Industrial Sewing Machine, Operation of Lathe Machine, Masonry and Steel Structure Fixing/Rod Binding; House Keeping etc. with a view to develop reading habit and popularize the necessity technical and vocational skills of neo-literates. Although the manuscripts of the booklets were developed in a workshop. But a long process was followed for publication of the booklets. The booklets were edited and finalized by a team comprising of language and technical expert.



## Annual Reporting

500 copies of the Annual Report was printed and disseminated among the concerned stakeholders that contains overall report of CAMPE on different thematic area inclusive of all projects.

## EFA and the Post 2015 Agenda: A Civil Society Perspective, Bangladesh

During this reporting period a study report on *EFA and the Post 2015 Development Agenda: A Civil Society Perspective, Bangladesh* have been printed.

## Sharing of Good Practices on ECCE

Considering the long lasting impact of ECCE on one's life as well as on education system as a whole different NGOs and institutes have been developing some unique practice that has been proven to work well and produce good results. These can serve models for replication. As a constituency based organization, CAMPE promotes these model through organizing visit programs for potential stakeholders to these centres. But considering the resource constraints, it is not possible for CAMPE to address needs of all stakeholders.

Moreover, these model can contribute in developing newly introduce pre-primary class in government class in government primary schools. To facilitate country wide scaling of ECCE program through replication and adaption CAMPE has taken initiative to document and disseminate best practices on ECCE.

During the reporting period, CAMPE developed a concept paper, TORs and made a contact to commission an external resource person, organized presentation of different existing model.

## Sharing and Documentation of Good Practices on TVET

To assist in developing skills of the potential neo-literates and semi literates in non-formal education sector as well as to popularize ICT based learning /training materials among the stakeholders, CAMPE has developed learning video on Building Construction. It was done jointly with MAWTS-Caritas Bangladesh.

A long and participatory process was followed for developing the video. As per the suggestion of National Skills Development Council (NSDC), the contents of the video were identified and discussed in an expert meeting attended by DTE, BTEB, UCEP. During the developing stage, a number of feedback meetings were organized with construction workers, plumbers, electric and contractors, concerned instructors and ICT materials developers etc. As per feedback and suggestions, the learning video was finalized.

This video was disseminated through training programs of CAMPE & MAWTS-CARITAS and other interested NGOs.

## Primer and Teachers Guide for Pre-voc-1 & 2

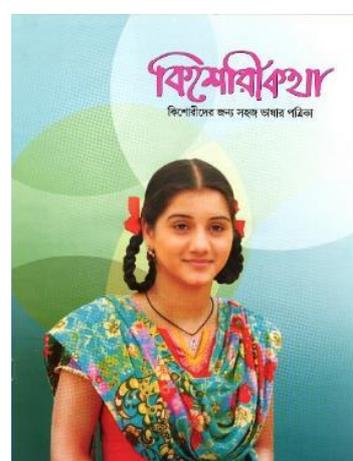
On request from Bureau of Non-formal Education (BNFE) CAMPE undertook a joint initiative with BNFE to develop primer and Teachers Guide for Pre-voc-1 & 2 level. In this regard, a taskforce was formed with the representatives of NSDC, BTEB, DTE, UCEP and others to guide the process for developing these materials. In this regard, number of meetings of the Taskforce were organized. According to the decision of the taskforce meetings, CAMPE commissioned a resource person who had prepared a draft primer for Pre-Voc-1 level, which was finalized through a review meeting.

It is expected that these primers would be published jointly with BNFE with the help of National Skill Development Council (NSDC). BNFE & NGOs will have opportunity to use these primers in the literacy centers for linking literacy with TVET.

## KISHOREE KATHA for the neo-literates

To ensure proper physical and mental development as well as meet the different learning needs of the adolescent girls, CAMPE has been publishing a monthly magazine named “Kishoree Katha” on a regular basis. The magazine provide health tips, skin care, hair style, beautification, life sketch of legends, sports news, amusement etc.

During the period, CAMPE published 12 issue of **Kishoree Katha** and distributed it among the adolescent girls through CAMPE’s member and partner organizations.



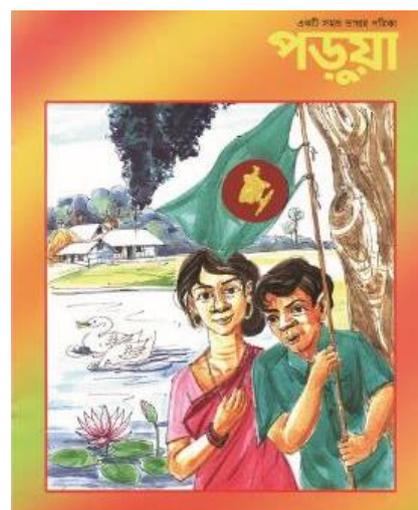
## Results

- 24,000 copies of 12 Issues of Kishoree Katha Magazine published and disseminated
- Demand created in PNGOs for Kishoree Katha
- Young reader’s interest created.
- Learners/young readers’ acquire necessary information for their mental and physical development.

- The profiles of young achievers success as inspiration to the young readers.

### PARUA - magazine for neo-literate adult

To provide recent information on different life skills, CAMPE has been publishing a monthly magazine named “PARUA” for the neo-literate since October 1992. The magazine contains short stories, writings of the neo-literates on social issues like early marriage, human trafficking, anti-drugs etc. health care, environment, agriculture, legal education, herbals, traditional games, small entrepreneurship, technology etc. From January-December 2015, CAMPE published 12 issues of PARUA and distributed among the neo-literates through CAMPE’s member and partner organizations.



### Results

- 24000 copies of (12 issue) PARUA magazine published and disseminated among the learners.
- A significant number of adult learners have access to information through this magazine for their livelihood development.

To collect reader’s feedback and generate new ideas, CAMPE regularly organizes learner conference, where learners share their views and comments on Kishoree Katha and PARUA.



During the reporting period, CAMPE organized 11 Learner/Reader Conference of Kishoree Katha and PARUA at Cox’sbazar, Natore, Faridpur, Rajshahi and Dhaka where a total of 403 young readers including 50 male attended and expressed their views and comments. They also came up with couple of recommendations for further development. The major recommendations are as follows:

#### Kishoree Katha

- Success stories of disadvantaged women and girls should be added with history of their struggle
- News of heroism, new inventions, neo-technological developments should be included.
- News, features on fashion, beauty culture, cinema, TV, drama and life sketch of famous artist should be highlighted in the magazines

#### PARUA

- Articles on Skill Development including job opportunities should be highlighted.
- Life sketch of famous people and their success stories should be provided in the magazines.
- Sports news, games and cultural activities should be included.
- Health tips can be included in the magazines.

## Coordination and Networking

### Membership Management

The fact that makes CAMPE unique from other NGOs is that CAMPE works through its partners and attaches high priority to its constituency that extends from huge NGOs like BRAC and DAM to a small one located in a remote point of Bangladesh. CAMPE is the outcome of a joint collaboration of 15 leading national NGOs in 1990. All these organizations along with some other benevolent individuals represent CAMPE Council which is the highest decision making body of CAMPE. Over the period CAMPE Council felt the need to establish it as a sectoral coalition broad based participation and in 1997 the platform became open for membership. Currently it has 212 members including Council member (both organisational and individual) and Affiliate Members. In addition CAMPE has more than 1300 partner organizations across the country. Members are supposed to pay a nominal membership fee while the partners are the recipients of the services provided by CAMPE.

A Council sub-committee meets every year to screen the application of interested organization and identify partners who are eligible for becoming Affiliate Member. An internal sub-committee comprising of representatives from different units assists the Council sub-committee through preliminary scrutiny/scoring based on set criteria including field level verification prior to place in front of the Council and AGM. The members and partners get priority in organizing local level events by CAMPE as per its capacity.

During the year CAMPE received 23 membership applications. On scrutiny of the documents it was observed that 14 organizations have fulfilled the membership criteria or close to the required competencies therefore the membership management sub-committee representatives have visited all potential organizations. It was found that only 12 organization have fulfilled the required competencies. Summary report of the visit was reviewed by the Council Sub-committee for membership. Accordingly, new membership proposal was placed before the General Body of CAMPE during the Annual General Meeting held on 25 April 2015 and approved as proposed thus the membership enhances to 224. The following organization has been awarded membership during this reporting period:

Table: List of New Affiliated Member of CAMPE

Sl. No.	Name of the organization	Address of the Head Office	Represented by (Name and Designation)
1.	Association for Rural Advancement in Bangladesh (ARAB)	Bewtha Road, Manikgonj Town, Manikgonj-1800	Mr. A S M Rurul Alam Executive Director
2.	Center for Community Development Research (CCDR)	Swarnotilla, PO: Rangamatti, Tabalsari Dist: Rangamati Hill Tracts	Md. Jahedul Alam Executive Director
3.	Chetona Manobik Unnayan Sangstha (CHETONA)	Jhilim More, Sabuj Sangha More, PO & Upazilla: Chapai Nawabganj Sadar Dist: Chapai Nawabganj	Md. Zafrul Alam Executive Director
4.	DAKBHANGA	Nur Villa, Shipaherpara Thana Road, Ramu	Md. Masum Billah Khan Country Representative

Sl. No.	Name of the organization	Address of the Head Office	Represented by (Name and Designation)
		Dist: Cox's Bazar	
5.	NETZ Partnership for Development and Justice (NETZ Bangladesh)	House # 40, Road # 4A Dhanmondi, Dhaka 1209	Mr. Peter Dietzel Executive Director
6.	RUPANTAR	19, Akbarabad Asset Sirish Nagar, Khulna-9100	Mr. Swapan Kumar Guha Executive Director
7.	Samaj Kalyan O Unnayan Shangstha (SKUS)	110, Shantinagar, Nilufar Building (1 <sup>st</sup> Floor) Dhaka-1217	Ms. Jesmin Prema Chairman
8.	Shayestabad Altruism Institute of National-wide Task (SAINT) Bangladesh	C&B Road, Barisal Sadar Dist: Barisal	Kazi Jahangir Kabir Executive Director
9.	Society for Sylhet Resource Advancement Community (SRAC)	Nabarun 231 (1 <sup>st</sup> Floor) Upashahor Road, Shibgonj, Dist: Sylhet	Md. Kais Ahmed Executive Director
10.	Somannita Promila Mukti Prochesta (SPMP)	Vill: Alongkarpur, PO: Jangle Bazar Upazila: Baliakandi Dist: Rajbari	Mr. Md. Mocarrom Hossain Executive Director
11.	Sunity Sangha (SS)	132/03, Purba Suri PO & Upazilla: Sherpur Sadar District: Sherpur-2100	Mr. S.M Shueb Hossain Executive Director
12.	Village Development Organization (VDO)	Brahmanbazar, PO: Kajaldhara Upazilla: Kulaura Dist: Moulvibazar	Mr. M. A .H Shahin Executive Director

### Statutory Meeting

Three council meeting were held on 31 January 2015, 18 April 2015, 29 October 2015, to review the organisational management and strategic issues and to approve the annual report, audit report, budget to place before the general body for further reflection, approve and provide directions for the future. They have also revisited the progress of the strategic planning exercise. A 3 member's sub-committee has reviewed the SP process and reported to the CAMPE Council.

### Annual General Meeting

The 18th Annual General Meeting (AGM) and a sharing session with CAMPE members took place on 25 April 2015 at LGED-RDEC Auditorium, Agargaon, Dhaka. Chairperson of CAMPE Kazi Rafiqul Alam, presided over the meeting. A total of 138 (female: 20) members participated in the meeting. The following important decisions were taken in the meeting:



- The proceedings of the 17th AGM were read out and unanimously confirmed by the members.
- The draft *Annual Report 2014* was approved with some amendments.
- The *Audit Report 2014* was approved and Auditor for 2015 was appointed
- Guidelines and strategic decisions on CAMPE's future strategies made.
- Auditor for the period of January-December 2014 was appointed.
- Affiliated membership was given to 12 new organizations.
- Re-elected the office bearers of the CAMPE council for 2 years
- Two council members were coopted namely SUROVI and SAS for a period of two years
- Revisited and updated policy documents
- Discussed on the overall performance of the NGOs in education sector including problems and challenges faced by local NGOs and their expectation from CAMPE as national coalition.

Due to the earthquake, the meeting was interrupted twice and considering the security situation it was ended quickly then the schedule. In addition to CAMPE constituency members, Dr. Zafor Iqbal, member of the National Education Policy Formulation Committee was present in the meeting and responded some of queries of the members.

#### **NGO Database and NGO directory**

CAMPE maintains a database of *NGOs in Education Program* and periodically publishes it as a *Directory*. This helps in addressing the emerging needs related to changes in the local, national



and global context focused on promoting right to education and pro-poor development in terms of planning, implementation, monitoring and evaluation. To facilitate the process

CAMPE updates and upgrades the database of NGOs working in the basic education sub-sector time to time. Under the project the database system has been upgraded in 2013-14 and initiated the data collection process. During the reporting, data collection has been completed from all districts. There was an initial plan for collecting online data from 5 districts but in reality CAMPE could collect online data from 8 districts. As safety measure, data was collected in hard copy too to avoid any disruption during the development phase of new system. 5% of the data, selected randomly, have been rechecked by CAMPE officials for enhance quality and credibility of the collected data by the enumerators.

On completion of data entry and processing, 18 validation workshops were held. Districts were divided into clusters (2-6 districts) based on the geographical location (administrative division and communication/transportation) and number of NGOs work in those districts. However, Dhaka district was divided into two cluster considering the number of NGOs. It could be worthwhile to mention here that the data was collected form the Head Office of each NGOs but the validation was carried out based on the location of the program implantation (e.g. ABC organization has a Head Office in Bogra but it has program coverage in 3 districts namely Bogra, Rajshahi, and Rangpur. The information of ABC was shared in all three districts in the presence of representative from these organizations. Concerned government officials namely District Education Officer. A total of 910 participants form 835member and partner organisation have joined the validation workshops of which 161 were female and rest 750 wer male. A summary table has been annexed to this report (Annexure –3).

### Coordination with Teacher Associations

CAMPE, as a national education coalition, engaged in policy and practice change discourse focused on Quality Education for all and addressing the marginalization and exclusion issues.

Considering the strategic importance of Teachers Associations/ Unions, CAMPE has systematically engaged with different teacher



unions/associations. We value engagement of stakeholders in planning, implementation, monitoring and evaluation of programs and projects for achieving desired results.

As part of the process, CAMPE emphasizes on periodic coordination meeting for transparency, better governance and efficient use of resources, In this regard 4 coordination meetings were held with a total 140 teachers attending.

## ICT Service and Support

CAMPE used new media for information dissemination and management that include website, facebook, twiteer, Youtube and internal computer network. The major interventions during the year 2015 under the ICT based information exchange mechanism included (i) facilitate regular ICT system support, (ii) implementation of ICT based communication improvement plan for server and network monitoring, (iii) management of website, website hosting, software and system support to program, human resource management and financial resource management teams, and (iv) provide updated information through CAMPE website, Facebook and twitter among others.

Information and Communication Technology (ICT) is an important component of CAMPE as it has a Local Area Network (LAN) including Wi-Fi that supports more than 100 devises (including computers, Laptop and smartphones) and 7 network printers and 7 scanners connected in two different office buildings along with a server and a replica for backup. RMED unit is responsible for LAN administration, ICT troubleshooting, database server administration, systems support and keeping computers free from virus. Developing need based software and maintenance of email server is also part of the ICT support. As extension of existing service, there Computer Lab which is used for Computer Training as well as to process data collected for different surveys and small scale studies.

CAMPE website updates the recent events, development of CAMPE on the education sector. Links to the Education Watch Reports, other CAMPE publication, videos, other audio visual documents are also shared in the website on a regular basis.

## Working Towards Gender Equity

Gender is considered as a cross cutting issue in all of CAMPE's activities. The gender action group of CAMPE not only participates in various gender related programs but also promotes the issues of equality and equity within and outside the organization. CAMPE is an active member of Shamajik Protirodh Committee which is a platform of 64 organizations, working on Women's right through education.

### **International Women's Day 2015**

CAMPE, like in previous years, observed International Woman's' Day by participating in different programs organized by Ministry of Women and Children Affairs (MoWCA), Bangladesh Mohila Parishad, other women rights based organizations and development partners. The main program on 8 March 2015, International Women's Day was inaugurated by the Hon'ble Prime Minister of Bangladesh at Bangabandhu International Conference Centre, Dhaka. The theme of the International Women's Day 2015 was Empowering Women, Empowering Humanity: Picture it! (UN Theme). In addition, hundreds of programs were organized by local NGOs as women's groups in different parts of Bangladesh to mark the occasion.

CAMPE partner organizations also attended various local level programs ( like Rally, Human Chain, Round Table Discussion, Candle Light Vigil, Cultural Program etc, ) and expressed solidarity with the theme and demands for ensuring women rights.

Besides this, CAMPE also organized an experience sharing session with the staff of CAMPE on 11 March 2015, where staff of CAMPE shared their personal experiences on how they value women’s rights within their family, workplace and community.

### Promoting Gender Responsive Learning Environment

Considering the importance of mainstreaming gender issues as well as to address the



obstacles behind the gender equity, CAMPE has been organizing orientation course on Gender Responsive Learning Environment at sub-national level.

During the reporting period, CAMPE organized 5 orientation course on Gender Responsive Learning Environment at sub-national level, where a total of 144 participant’s including 64 female from concerned government Dept., local government institutes, teachers from primary and secondary schools, members of school management committees, guardians etc. attended. At the end of the orientation, the participants made commitment to help in creating Gender Responsive Learning Environment in the respective schools from their end. The detailed of the courses are as follows:

Table: ummary of orientation course on Gender Responsive Learning Environment

Date	Place	Name of Partner Organizations	No of Participants		
			Male	Female	Total
10-11 June 2015	Rajshahi	ACD	16	18	32

15-16 June 2015	Chittagong	Jugantar	14	14	28
17-18 June 2015	Khulna	Jagrata Jubo Sangha(JJS)	16	10	26
19-20 June 2015	Barisal	Bikalpa Unnayan Karmochuchi (BUK)	19	11	30
31 <sup>st</sup> August-1 <sup>st</sup> September	Sylhet	IDEA	14	14	28

### Sharing of Gender Guideline

In the development sector, gender issue is considered as cross cutting issue with a view to establish equity and equality between male and female and Bangladesh has significant progress in closing the gender gap in school enrollments at both primary and secondary levels but still girls and women have been struggling to establish their right and facing discrimination, exclusion and injustice all spares of life especially in education sector. In order to remove the obstacles and broaden the participation, gender friendly materials can play an important role. Nazrul Islam Manjoor, Coordinator, FIVDB said, CAMPE's initiatives will accelerate the process of achieving target of gender friendly learning materials.

Considering the importance of gender friendly education materials and school environment, earlier CAMPE had developed a gender guideline through a participatory process be followed by the materials developers and other practitioners who are directly involved in training and communication as well as teaching learning process with a view to eliminate gender discrimination in learning materials and in schools.

During this period, CAMPE organized a sharing workshops on gender guideline in collaboration Gram Bikash Kendra, Dinajpur from 24-25 June 2015, where a total of 28 participants including 16 female from NGO's (Trainers and materials developers), School teacher, Journalists etc orientated.

The participants of the sharing Session expressed their interest to ensure that they would do their utmost to create gender friendly environment in the classrooms and within the the schools. very much enthusiastic and shown interest to keep it in mind to do their respective professional duties especially Schools teachers made commitment to create gender friendly environment in the classroom and NGOs representatives committed to prepare gender friendly training and instructional materials.

## Program Planning and Monitoring

CAMPE follows a continuous process of project monitoring and hold regular meetings, field visits for this purpose.

### Review and Reflection of Ongikar Project

CAMPE has been implementing Ongikar project since July 2013 with support from EU. By this time, CAMPE completed half of the project period.

In order to reflect on the progress, challenges and achievements, CAMPE organised a Review and Reflection session on Ongikar project on 25<sup>th</sup> June 2015 at the CAMPE training centre, where all staff members of CAMPE were present.

Representative of each unit of CAMPE made a brief presentation of activities implemented activities since July 2013 to till to date followed by a general discussion. Later on, participants were divided into 4 groups for identifying the achievements, where CAMPE significantly contributed as well as formulated couple of pragmatic recommendations to accelerate the project implementation. The major achievements/through CAMPE's contribution are as follows:

- Operationalised ECCD Framework
- Enhanced capacity to implement ECCE program at the grassroots level
- A positive discussion to increase the duration of ECCE program started
- Pre- voc-1 and Pre-voc-2 curriculum and primer for Pre-Voc-1 for NFE developed
- Government adopted pre-primary materials in five indigenous languages.
- Government has decided to establish Technical Colleges at upazila level
- CAMPE become member of different committees formed by the government for promoting skill Development activities.

### ***The major recommendations are as follows:***

- Prepare a detailed work plan as per Incheon Declaration
- Establish inter unit coordination mechanism in CAMPE
- Establish systematic Monitoring system to accelerate implementation process as well as identify the results and challenges

### Review and Reflection Workshops of Protyasha Project

Six project review and reflection workshops have been organized during the reporting period. Major results of the Protyasha project have been identified along with, Key achievement and strengths, areas of improvement and implication have been identified.



## **Facilitate partnership management – promote transparency and accountability focused on value for Money**

A capacity building workshop was held on 25 June 2015 at CAMPE for the new members focused on Transparency and Accountability. There were specific sessions on Value For Money, National Integrity Strategy and understanding CAMPE as a national coalition. 34 participants form from 18 organisations including teachers association participated in the workshop.

## **Project Planning and Reporting**

Under this initiatives, 4 progress reports and plan of operation was prepared and submitted to DFID that followed by Result Based Monitoring and Evaluation. As part of monitoring, CAMPE has arranged monthly meeting at the unit level, management team meeting to review progress and preparation of quarterly reports.

## **Project Monitoring and MIS**

During the year CAMPE has emphasized on Result Based Monitoring and Value For Money. A mission was launched by DFID to assess the Value for Money (VfM) and European Union has launched another mission on Result Oriented Monitoring (ROM) and CSEF has introduced a Monitoring matrix linked to the half-yearly report. In compliance to all development partners CAMPE has maintained MIS of different projects based on the project needs that provide with information to facilitate management decision.

## **Monitoring and Evaluation of the Project**

CAMPE introduced a Result Based Monitoring system in Phase IV for monitoring of the project interventions. CAMPE developed this report based on the result framework agreed at the beginning of the project. At the unit level, there was monthly meeting held every month to review the progress of the program interventions. In 2015 Five Management Team meetings were held to check progress and provided with input to improve the results of CAMPE interventions.



Mobile apps have developed to collect regular data form field which will be communicated with them for engagement with local education officials and CAMPE to use it in national level advocacy.

**Result:**

- Established effective system by using advance technology
- Tracking filed level activity by community education watch group

**Revisit Strategic Plan and Develop Project Pproposal for future action**

The strategic planning exercise was initiated in March 2015. During this reporting period a concept note was developed and shared with CAMPE council. A series of consultation were organized with CAMPE partners, member organizations, downstream partners and CAMPE staff members. It was suggested that CAMPE should carried out the stakeholders analysis, SWOT analysis, and check of partners/members expectation, analyse key documents and prepare an outline and indication strategic plan. Later on expert(s) will be engaged to finalize the Strategic Plan and major interventions including the strategic direction. World Education Forum 2015, GPE membership of Bangladesh and CAMPEs formal inclusion in PEDP3 process has been identified some key milestone to consider strategic direction and major interventions. Detail information of the events is given below:

Table: Summary of Consultaitons for Strategic Plan

Sl.	Date	Venue	Participants			Host org.
			M	F	T	
1	13 April 2015	CAMPE training center	17	5	22	CAMPE
2	18 April 2015	CAMPE training center	28	12	40	CAMPE
3	25 April 2015	CAMPE training center	8	14	22	CAMPE
4	27 June 2015	FIVDB	32	12	44	FIVDB
5	27 June 2015	Janoshrijan Institute- Mukundhapur	22	2	24	CDA
6	27 June 2015	Speed Trust	36	8	44	Speed Trust
7	28 June 2015	NDP Bhaban	38	8	46	NDP
8	28 June 2015	RRF seminar room	41	11	52	RRF
9	29 June 2015	Caritas Bangladesh				Caritas Bangladesh
10	4 July 2015	CODEC seminar room	3	30	33	CODEC
11	20 September 2015	NGO Forum Hall room	15	7	22	
12	2-3 December 15	RIGGS INN	21	10	31	CAMPE
13	29 December 15	CAMPE training center				CAMPE

## DFID Team visits Community Education Watch Khulna and Habiganj



### Result

- The DFID team had opportunity to have a better understanding of the project and expected result and reconcile them with the project document
- Consultation with community helped in understanding of the process and grassroots realities
- Have an opportunity to interact with other projects of DFID
- Revisited due diligence issues at the downstream partner level

### Review and Reflection of Ongikar Project

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- Government has decided to establish Technical Colleges at upazilla level
- CAMPE become member of different committees formed by the government for promoting skill Development activities.

***The major recommendations are as follows:***

- Prepare a detailed work plan as per Incheon Declaration
- Establish inter unit coordination mechanism in CAMPE
- Establish systematic Monitoring system to accelerate implementation process as well as identify the results and challenges

## **Project Planning and Reporting**

One yearly planning meeting was held for ONGIKAR project and two half-yearly plan was prepared during the reporting period. One progress and financial report have been developed and shared with the development partners. In addition, CMPE has complies with the NGO Affairs Bureau regulation and participated in 12 monthly coordination meeting with the Deputy Commissioner of Dhaka district.

A consolidated Annual Report for the year 2014 was prepared during the reporting period and 500 copies of the same was printed and distributed among the concerned stakeholders. Cost of this report was shared by two major development partenrs namely DFID and European Union delegation in Bangladesh based on the proportion of their budget.

### **Financial Control and Operations**

CAMPE follows its Financial and Administrative Control Documents, Human Resource Management Manual for guidance and compliance. Considering changing environment we have developed Staff Welfare Policy Guideline, Conflict of Interest Policy and register, Corruption, Fraud and Suspicion Policy. The Financial and Administrative Control Documents, Human Resource Management Manual have been reviewed and amended in 2015 which is approved by CAMPE Council. From time to time the Bangladesh Accounting Standard (BAS) and Bangladesh Financial Reporting System (IFRS) is updated to maintain similarity with IAS and IFRS. CAMPE finance is in touch with reputed audit firms and preparing financial report in alignment with latest updates of the Accounting Standards and Financial Reporting Systems in Bangladesh.

CAMPEs financial report is prepared according to going concern basis, under the historical cost convention and accrual basis method of accounting which is a combination of Cash and Accrual method. CAMPE is maintaining automated financial management system (FMS) with Sage ERP, where separation of responsibilities is well managed. During end of 2015 the software has been upgraded from version 6.0 to 6.2. With the upgradation of the software new module “Norming” for maintaining Fixed Assets records and Payroll for maintenance of salary & benefits of the staff members. Moreover, for Human Resource Management (HRM), the software named ‘SHAMPAN’ is in use since it is a part of Sage ERP System. The service provider of the software is now engaged to customize the report module as per requirement of CAMPE. The ability to provide accurate, complete and timely financial information as per

Generally Accepted Accounting Principles (GAAP) enables CAMPE to comply with the rules and regulations of its Donors and other regulatory agencies.

**Finance and Accounts:** The Finance section ensures compliance of regulatory requirement and proper recording of financial transactions. Finance section prepares reports and statements for CAMPE and Development partners identifying its programs activities according to budget line item and their costs, disclose control over the use of Assets and help the user to evaluate the organization's ability to accomplish its objective. Reports were prepared on the basis of the following principles:

*Completeness and Clarity, Understandability, Relevance, Accuracy and Reliability, Comparability, Timeliness, Status of Reports.*

**Financial Performance:** During the period January to December 2015 CAMPE received (including closing balance of 2014) BDT 198,423,671 from UK Aid (DFID), European Union (EU), Education International through ASPBAE, Oxfam Novib, HSBC and other Partners i.e. BDT 88,081,816 from UK Aid (DFID), BDT 65,253,836 from EU, BDT 12,121,786 from Education International, BDT 11,668,924 from Oxfam Novib, BDT 5,916,816 from HSBC and BDT 1,282,354 from Other Partners of which CAMPE utilized total BDT 181,584,291 which is 92% of the total fund. Please note that BDT 5,500,000 has been taken loan from CAMPE General Fund and Training Centre for running program activities of Ongikar project due to delay disbursement of grants from European Union.

**Financial Statements:** The financial statements is sent to development partners on quarterly/half-yearly/yearly basis and as per requirement of DP. The report was also supplemented by the following documents:

- *Balance Sheet*
- *Income & Expenditure Statement*
- *Receipts and Payment Statement*
- *Financial Report with Budget Variance*
- *Statement of Forecast Expenditure*
- *Invoice (Request for Funds)*
- *Statement of Fund Receipts and Exchange Gain/(Loss) along with bank advice*
- *Bank Reconciliation Statement with Bank Statement*
- *Narrative/Progress Report*
- *Narrative and Financial Interim Report*
- *A Forecast Budget for the Subsequent Reporting period*
- *Request for Further pre-financing payment period*

During the year 2015 CAMPE's implementation focus put a lot of emphasis on developing its internal capacity and institutional strength through review and update of its existing policies and internal control environment. CAMPE also committed to address the recommendations/suggestions of the evaluation / VfM Assessment/Financial & System Audit/ Due Diligence Assessment (DDA) through Development Partners or commissioning external experts. A matrix of the assessments is given below:

Table: Overview of Assessment/Audit Carried out

Sl. No.	Assessment/Audit Particulars	Audited/Reviewed by	Timeframe
1	DFID Internal Audit - Asset checkup for Protyasha Project	DFID	August, 2015
2	DDA for Downstream Partner of Protyasha Project	CAMPE - Self Assessment	Aug - Sept, 2015
3	Staff Welfare Guideline	Self/DP	November - January, 2015
4	Annual review (April 2014 to March 2015) of Protyasha project	DFID	Sept, 2015
5	Value for Money (VfM) Assessment of Protyasha project	Michael Latham	Sept, 2015
6	Yearly Project Audit (Apr 14 to March 15) for Protyasha project	S. F. Ahmed & Co.	April - May, 2015
7	Expenditure Verification Report / Yearly Project Audit (Ongikar Project)	A. Qasem & Co.	July - Sept, 2015
8	ROM (Results Oriented Monitoring) of Ongikar Project	Valerie Emblen	Oct - Nov, 2015
9	EU Financial & System Audit (July 2013 to June 2014) of Ongikar project	Huda Vasi Choudhury & Co.	Sept - Dec, 2015
10	CSEF Yearly Project Audit (April 2014 to March 2015)	ACNABIN	Apr - May, 2015
11	Financial Review/Audit of SRHR & QEGC projects	Oxfam Novib	Nov 2015
12	QEGC Yearly Project Audit	Huda Vasi Choudhury & Co.	Oct - Nov 2015
13	SRHR Yearly Project Audit	A Qasem & Co	Nov - Dec 2015

### Strengthen Internal Control Environment

#### Advance Accounting and HR Software (Sage 300 ERP Ver 6.2 Accounting package)

During end of 2015 the software has been upgraded from version 6.0 to 6.2. With the upgradation of the software new module "Norming" for maintaining Fixed Assets records and Payroll for maintenance of salary & benefits of the staff members. Moreover, SHAMPAN for HRM has been established during the year for maintaining of staff's record. CAMPE determines to (i) ensure smooth and effective program operation of the organization, (ii) timely and efficient financial and Management information report, (iii) secured and strong back-up system, and (v) strengthen internal control system in the organization. Financial transparency is the key component of the organization.

#### Updated Policies are in practice for Compliance

CAMPE revisited the existing policy manuals, i.e HR Policy, Financial and Administrative Manuals, Gender, Partnership policy etc. which are also approved by the Council / Board and shared with the development partners as well. During the year some policy guidelines have also been developed to comply with donors' recommendations. Apart from this, we are

following the compliance under Due Diligence Measures and updating this on a regular basis to ensure (i) good governance through transparency and Accountability, (ii) organizational goals are met effectively and efficiently, (iii) reduce staff turnover, (iv) enhance the reputation of CAMPE nationally and internationally, (v) ensure timely recruitment, and (vi) increase staff motivation.

In addition, CAMPE acts as reporting organization to the Bangladesh Bank for compliance on Anti-money laundering (AML) and Combating the financing of terrorism (CFT). A team from CAMPE also attended the assessment of Bangladesh country level on AML and CFT conducted by Asia Pacific Group (APG) as well as participated in the trainings & workshops organized by Bangladesh Financial Intelligence Unit (BFIU) under Bangladesh Bank.

### **Human Resource Management and Development**

CAMPE believes that skilled manpower and its proper management is the main tool to reach the target. So, CAMPE sent 31 staff in abroad for trainings, conference, meeting and exposure visit and 37 staff for local trainings, workshops and seminar from the renowned training institutes in the period of 2015.

### **Vacancy and Recruitment**

- 06 personnel joined
- 08 personnel left during the reporting period
- Total vacant position till December 2015 is 03
- 01 Position (Program Officer-PAMC) is in the process of being filled soon.

### **Administrative and Logistic Support**

CAMPE HR and Administration played its responsibility for general day to day administration, personnel management and providing all kind of logistic support for the smooth functioning of program activities.

### **Procurement**

During this period CAMPE procured a few number of products and services like, Computer, Fan, Deep-Freezer, Telephone Set, Event Management, Appeal at Print-Media, Airing of TV Spot at Electronic Medias and a huge numbers of publications, printed materials & other logistic support as required by the program activities of different projects within the approved budget frame.

### **Office Management & Maintenance**

It is a regular activity of CAMPE administration. During the reporting period, the administration section has maintained & supported programs and training facilities. CAMPE Administration has also been monitoring utility management, vehicle management, dispatch, all repair & maintenance of equipment and office cleanliness & maintenance. CAMPE Administration is committed to provide all support to the program units so as to contribute to the success of the organization.

**Council Members of CAMPE (2015-2016)**

Sl.	Name	Position in the Council	Designation in Representing Organization
1	Mr. Kazi Rafiqul Alam	Chairperson	President Dhaka Ahsania Mission (DAM)
2	Dr. Manzoor Ahmed	Vice Chairperson	Professor Emeritus BRAC University
3	Ms. Aroma Dutta	Vice Chairperson	Executive Director PRIP Trust
4	Mr. M. Habibur Rahman	Treasurer	Senior Education Sector Advisor Save the Children International
5	Ms. Rasheda K. Choudhury	Member Secretary	Executive Director Campaign for Popular Education (CAMPE)
6	Mr. Nasir Uddin Ahmed	Member	Director Gono Unnayan Prochesta (GUP)
7	Mr. Zahin Ahmed or Represented by Mr. Bazle Mustafa Razee	Member	Executive Director (FIVDB)
8	Mr. Ghulam Mustafa Dulal	Member	Senior Director, Planning, Monitoring and Evaluation Gono Shasthaya Kendra (GK)
9	Mr. Sheikh A Halim	Member	Executive Director Village Education Resource Centre (VERC)
10	Ms. Shamse Ara Hasan	Member	Head, Education Program Gono Shahajjo Sangstha (GSS)
11	Mr. Mahbubul Islam	Member	Executive Director Bangladesh Association for Community Education (BACE)
12	Dr. Salima Rahman	Member	Executive Director RDRS
13	Mr. Pabon Ritchil	Member	Team Leader, CCDB-UNIQUE Project Christian Commission Development in Bangladesh
14	Ms. Rokia Afzal Rahman	Member	Chairman, Arlinks Group & former President Bangladesh Employers' Association
15	Ms. Parveen Mahmud, FCA	Member	Former Present, Institute of Chartered Accounts of Bangladesh (ICAM) &

			Managing Director, Grameen Telecom Trust.
16	Mr. Md. Abu Taher	Member	Executive Director SUROVI
17	Khondoker Ariful Islam	Member	Country Director Sightsavers International
18	Ms. Shamima Laizu Neela	Member	Executive Director Access Toward Livelihood and Welfare organization (ALWO)
19	Mr. Shishir Anjelo Rozario	Member	CARITAS-Bangladesh
20	Mr. Lalit C. Chakma	Member	Executive Director Strategic Actions Society (SAS)
21	Mr. Jyoti F. Gomes	Adviser to CAMPE Council	Treasurer, Notredam University Dhaka

## List of Affiliate Members of CAMPE

SL.	Name	Designation	Organization
1	Mr. Prodip Marcel Rozario	Executive Director	Abdur Rashid Khan Thakur Foundation
2	Mr. Tarikul Islam Palash	Founder Chief Executive Officer	Action In Development
3	Ms. Farah Kabir	Country Director	ActionAid-Bangladesh
4	Mr. Syed Arifuzzaman	Executive Director	Activity for Reformation of Basic Needs
5	Mr. Md. Abdul Hai	Director	Adarsha Polly Unnayan Sangstha
6	Mr. Tarikul Islam	Executive Director	Alliance for Co-Operation and Legal Aid Bangladesh
7	Mr. Md. Amir Hossain	Director	ANUVAB
8	Mr. Jafor Iqbal Choudhury	Chief Executive	ASED- Hobigonj
9	Mr. Swapan Kumar Gain	Executive Director	Ashar Alo Sangstha
10	Ms. Momotaz Khatun	Executive Director	Ashroy Foundation
11	Mr. Md. Tofiqul Islam	Chief Executive Officer	ASROY
12	Ms. Salima Sarwar	Director	Association For Community Development
13	Mr. Mizanur Rahman	Executive Director	Association for Integrated Socio-Economic Development for Underprivileged People
14	Mr. Muhammed Kamal Uddin	Coordinator	Association for Realisation of Basic Needs
15	Mr. A S M Rurul Alam	Executive Director	Association for Rural Advancement in Bangladesh
16	Mr. Kaid E Azam	Chief Executive	Association for Women Empowerment and Child Rights
17	Mr. Md. Forhad Hossain Mondal	Chief Executive	Attha Unnayan Sangstha
18	Mr. Md. Matiur Rahman Zakir	Executive Director	Auntaranga Samaj Kallyan Sangstha
19	Mr. Md. Abdul Mannan Khan	Chairman	Bandhan Samaj Unnayan Sangstha
20	Md. Golam Ahia	Executive Director	Bandhu Kallyan Foundation
21	Md. Mahattab Hossain	Executive Director	Bangladesh Association of Rural and Social Advancement
22	Mr. Md. Hasan Ali	Executive Director	Bangladesh Development Service Center
23	Mr. Saiful Islam Rabin	Executive Director	Bangladesh Extension Education Services

24	Ms. Aili Maria Manninen	In Charge	Bangladesh Lutheran Mission– Finnish – Finnish
25	Dr. Shamim Ferdous	Executive Director	Bangladesh Protibandhi Foundation
26	Mr. M. M Anower Ullah	Executive Director	Bangladesh Rural Advancement Through Voluntary Enterprise
27	Mr. Md. Abdus Salam	Executive Director	Bangladesh Social Development Academy
28	Mr. Md. Jahurul Islam	Executive Director	Bangla-German Sampreeti
29	Mr. M. Nazrul Islam	Executive Director	Barabelgharia Agrani Service Organization
30	Mr. Akhtar Hossain	Executive Director	Barendra Development Organisation
31	Mr. Albert Malakar	Director	Basic Development Partners
32	Mr. Qazi Shamsul Alam	Executive Director	Bikalpa Unnayan Karmashuchi
33	Mr. Md. Jahir Uddin Shibu	Executive Director	Bornomala Gram Unnayan Sangstha
34	Mr. Zakir Hossain	Executive Director	BURO Bangladesh
35	Ms. Jamie Dimitra Terzi	Country Director	CARE Bangladesh
36	Ms. Akhtari Asaf (Swapna Reza)	Secretary General	Caring Glory
37	Eng. Musbah Alim	Executive Director	CATALYST
38	Mr. Md. Jahedul Alam	Executive Director	Center for Community Development & Research
39	Dr. Muhammad Ibrahim	Chairman	Centre for Mass Education in Science
40	Ms. Salina Khanam	Presedent	Chetana Foundation
41	Mr. Md. Zafrul Alam	Executive Director	Chetona Manobik Unnayan Sangstha
42	Mr. Shyamol kumar Biswas	Chief Executive	Coastal Development Organization for Women
43	Md. Zahidul Islam	Executive Director	Commitment For Advanced Learning Society
44	Mr. S. M. Sarwar Jahan	Executive Director	Community Association for Intregrated Development Service
45	Mr. Shah-I-Mobin Jinnah	Executive Director	Community Development Association
46	Dr. Khurshid Alam	Executive Director	Community Development Centre
47	Mr. Md. Shafiqul Alam	Executive Director	Concern for Environmental Development Research
48	Mr. Kieran Crawley	Country Director	Concern Worldwide

49	Md. Nurul Haque	Project Director	Co-operation In Development
50	Mr. Md. Masum Billah Khan	Country Representative	DAKBHANGA
51	Mr. Shapon Kumar Das	Executive Director	DALIT
52	Md. Iman Ali	Executive Director	Daridra Samaj Unnayan Sangstha
53	Mr. Md. Mahabub Morshed	Executive Director	Darpon Samaj Unnayan Kendra
54	Mr. Md. Nurul Islam Dulu	Executive Director	Debi Chowdhurani Palli Unnayan Kendra
55	Ms. Shamsun Nahar	Executive Director	Diganta Samaj Kalayan Samity
56	Mr. Rafayel Khan	Chief Executive	Dipte Bangladesh
57	Mr. Shyamal kumar Saha	Executive Director	Disabled Development Organization
58	Mr. Md. Nizamuddin	Country Director	Education and Development Foundation
59	Mr. Samim Ahmed Wahab	Executive Director	Education, Development and Services
60	Mr. M. A Latif	Executive Director	Garib Unnayan Sangstha
61	Ms. Roushan Ara Rekha	Executive Director	GHARONI
62	Ms. Sayma Yesmin	Executive Director	Gono Kalyan Sangstha
63	Mr. Moazzem Hossain	Chief Executive	Gram Bikash Kendra
64	Mr. A. K. M. Maksud	Executive Director	Grambangla Unnayan Committee
65	Mr. Zakir Hossain Mohin	Executive Director	Grameen Jano Unnayan Sangstha
66	Mr. M. Mahbubul Asraf	Director	Grameen Unnayan Sangstha
67	Mr. Mahfuzul Hoque Chowdhury	Chairman	Green Bangladesh
68	Md. Rajab Ali Khan Nojib	Executive Director	Green Disabled Foundation
69	Adv. Akram Hossain Rumi	Executive Director	Homeland Association for Social Improvement
70	AKM Asaduzzaman	Executive Director	HOPE
71	Mr. Ataur Rahman Miton	Country Director	Hunger Free World
72	Dr. Hasib Mahmud	Director	Impact Foundation Bangladesh
73	Mr. Sajjad Ansary	General Secretary	In Search of Light
74	Mr. Nazmul Haque	Chief Executive	Institute of Development Affairs

75	Mr. Md. Mokbul Hossain	Executive Director	Integrated Rural Development Center
76	Mr. S. M. Nazer Hossain	Executive Director	Integrated Social Development Effort
77	Mr. S. M. Mostofa Kamal Bhuiyan	Executive Director	Intregrated Village Development Society
78	Ms. Samsun Nahar Mili	Executive Director	Jago Nari Progati Sangstha
79	Mr. A. K. Arzoo	Director	Jagorani Chakra Foundation
80	Mr. A T M Zakir Hossain	Executive Director	Jagrata Juba Shangha
81	Mr. ATM Badrul Islam	Executive Director	Jaintia Shinnomul Songstha
82	Mr. Md. Sharifuddin Mulla	Chief Executive	Jana Kalyan Kendra
83	Mr. S. M. Liton	Executive Director	Janakallyan Forum
84	Mr. Mustafa Kamal	Executive Director	Jhanjira Samaj Kallyan Sangstha
85	Ms. Yesmin Parvin	Executive Director	Jugantar Samaj Unnayan Sangstha
86	Mr. Mosharraf Hossain Bhuiya	Executive Director	Jui Society
87	Mr. Shubhadarshi Bhikkhu	Executive Director	Jumchab Metta Foundation
88	Ms. Anita Ray	Executive Director	Karapara Nari Kalyan Shangstha
89	Mr. A. M. Shamsujzaman	President	KAROK Samajik Unnayan Karmosuchi
90	Ms. Shova Dhar	President	Kokdondi Nari Unnayan Mohila Samity
91	Mr. Zakarias Dumri	Executive Director	Mahali Adibasi Arth-Samajik Unnayan Sangstha
92	Mr. Asaduzzaman Selim	Chief executive	Manab Unnayan Kendra
93	Ms. Fahima Khanam	Executive Director	Mothers Development Society
94	Ms. Momtaz Rummy	Executive Director	Mukti Nari-O-Shishu Unnayan Sangstha
95	Ms. Majeda Shawkat Ali	Executive Director	Naria Unnayan Samity
96	Mr. Md. Alauddin Khan	Executive Director	National Development Programme
97	Md. Nurul Haque Sarkar	Executive Director	NAZIR (Nutun Zibon Rochi)
98	Mr. Shahabuddin Panna	Executive Director	Nazrul Smriti Sangsad

99	Ms. Jahanara Beauti	Executive Director	NEDA Society
100	Mr. Peter Dietzel	Executive Director	NETZ Partnership for Development and Justice
101	Prof. Suraiya Siddiquy	Executive Secretary	Nijera Shikhi
102	Khan Roknuzzaman	Executive Director	Nobo Jibon
103	Mr. Victor Lakra	Director	Northern Development Foundation
104	Mr. Mohammad Imam Hossain Chowdhury	Chief Executive	NOWZUWAN
105	Mr. Jashim Uddin Ahmed Jahangir	Chief Executive	Organization for Social Advancement
106	Mr. Md. Alamgir	Executive Director	Organization for the Poor Community Advancement
107	Mr. Md. Humayun Kabir	Executive Director	Palli Bikash Kandra
108	Md. Nasirul Hakim	Executive Director	Palli Rakkha Sangstha
109	Mr. Harun-Or-Rashid	Executive Director	Pally Sahitya Sangstha
110	Mohammad Farid Khan	Chairman	People Advancement Social Association
111	Mr. Shamal Kumar Chowdhury	Director	Peoples Integer Progressive Association For Social Activities
112	Mr. Abu Yusuf Chowdhury	Director	PIACT Bangladesh
113	Mr. Ziaul Ahsan	Executive Director	Pirojpur Gono Unnayan Samity
114	Senait Gebregiabher	Country Director	Plan Bangladesh
115	Mr. Ali Naki Khan	Executive Director	Pochesta
116	Ms. Daisy Ahmed	Director	Polli Karma Shahayak Sangstha (PKSS)
117	Mr. Sazzadur Rahman	Executive Director	Polly Advancement and Disaster Management Association
118	Mr. Murshed Alam Sarker	Executive Director	POPI
119	Mr. Md. Foysal Rahman Jasim	Executive Director	Protibandi Unnyan Sangstha
120	Dr. Md. Nazrul Islam	Executive Director	PROTYASHA
121	Mr. Md. Abdul Mannan	President	PUSPO
122	Ms. Asma Akter Mukta	Executive Director	RACINE
123	Ms. Shomita Begum Meera	Executive Director	Reliant Women Development Organization

124	Mr. Md. Hemayet Hossain	Executive Director	Resource Integration And Social Development Association
125	Mr. Moslem Uddin Swapan Ahomed	Executive Director	ROOTS- Social Development Program
126	Ms. Baby Akter	President	Rupali Adorsha Dustho Mohila Kallan Sangstha
127	Mr. Swapan Kumar Guha	Executive Director	Rupantar
128	Mr. Kazi Kamruzzaman	Executive Director	Rural Organisation for Volantary Activities
129	Mr. Philip Biswas	Executive Director	Rural Reconstruction Foundation
130	Mr. Subrata Das Baishnob	Executive Director	S.D.M Foundation (Sukumar Das Mohanta Foundation)
131	Ms. Begum Rokeya	Executive Director	Sabalamby Unnayan Samity
132	Md. Hasinul Islam	Executive Director	SACHETAN
133	Mr. M. Motiur Rahman Sagor	Executive Director	SAD- Bangladesh
134	Mr. Md. Anwar Hossain	Executive Director	Samahar
135	Ms. Jesmin Prema	Chairman	Samaj Kalyan O Unnayan Shangstha
136	Ms. Ambiatun Jannat	Executive Director	Samajik Kallyan Sangstha
137	Mr Chowdhury Md. Masum	Executive Director	Sangathita Gramunnoan Karmosuchee
138	Mr. Mohammad Shafiqur Rahman	Executive Director	SANGJOG
139	Sk. Eman Ali	Director	Satkhira Unnayan Sangstha
140	Md. Yousuf Akanda Mojibur	Executive Director	Seba Foundation
141	Mr. Md. Joynal Abedin	Executive Director	SEBA Parishad
142	Ms. Priya Saha	Executive Director	Self Help Association for Rural People through Education and Entrepreneurship
143	Mr. M. A. Quader	Executive Director	SETU
144	Mr. N. I. Rintu Chowdhury	President	Shahid Sheba Sangstha
145	Mr. Michito Uchimoto	Country Director	Shapla Neer
146	Mr. Md. Nazrul Islam	Executive Director	Shapno Foundation
147	Mr. Md. Shiblee Sadique	Director	SHATHI
148	Mr. Md. Nurul Islam	Director	Shathi Environment Foundation

149	Mr. Kazi Jahangir Kabir	Executive Director	Shayestabad Altruism Institute of National-Wide Task SAINT Bangladesh
150	Mr. Md. Motabbor Hossain	Executive Director	Shetu Rural Development Society
151	Mr. Md. Wazed Ali	Executive Director	SHIMANTIK
152	Ms. Nasima Begum	Director	Shishu Niloy
153	Mr. S. S Alam Chaudhury	Director Programe Support	Shishu Polli Plus
154	Ms. Mahmuda Begum	Executive Director	Shobujer Ovijan Foundation
155	Ms. Manju Rani Pramanik	Executive Director	SHORONEY
156	Mr. Mostafa Nuruzzaman	Director	SHUSHILAN
157	Mr. Murshidur Rahman Khan	Project Director	Sinnomul Mohila Shomittee
158	Mirza Azim Haider	Chief Executive	Sirajganj Flood Forum
159	Mr. Md. Shamsul Haque Mohsin	Executive Director	Social & Environment Development Association
160	Mr. M. Shamim Khandokar	Executive Director	Social Development Programme
161	Ms. Ayesha Akter	Executive Director	Social Development Service
162	Mr. K. M. Anayet Hossain	Executive Director	Society Development Agency
163	Mr. Badal Mazumder	Executive Director	Society Exhort Relation and Vocational Education
164	Mr. AKM Harun-Ar-Rashid Majumder	Executive Director	Society for Arban & Rural Human Integreated Development
165	Mr. Md. Kais Ahmed	Executive Director	Society for Sylhet Resource Advancement Community
166	Mr. Prosanta Kumar Biswas	Executive Director	Socio Economic Development Organization for the Poor
167	Mr. Samsul Alam	Director	Socio Economic Health Education Organization
168	Md. Showkat Ali	Executive Director	Socio Health And Rehabilitation Programme
169	MR. SM Mazibur Rahman	Executive Director	Socio-Economic and Rural Advancement Association
170	Sk. Shamauzzaman Ahmed Selim	Chairman	Socio-Economic Development Alliance
171	Ms. Jamila Sultana	Executive Director	SOHAY

172	Mr. Harun Ar Rashid Lal	Executive Director	Solidarity
173	Mr. Md. Mocarrom Hossain	Executive Director	Somannita Promila Mukti Prochesta
174	Mr. Shibu Pada Biswas	Executive Director	Sonar Bangla Foundation
175	Mr. Sawrav Barua	Chief Executive	Songshoptaque
176	Mr. Syed Nurul Alam	Executive Director	South Asia Partnership Bangladesh
177	Mr. A. H. M. Shamsul Islam Dipu	Head of Mission	SPEED Trust
178	Mr. M. Nanna Mia	Executive Director	Sramajibi Unnayan Sangstha
179	Mr. S.M Shueb Hossain	Executive Director	Sunity Sangha
180	Mr. Md. Akter Hossain Khan	Executive Director (Incharge)	SWANIRVAR-Bangladesh
181	Ms. Dilara Afroz	Executive Director (Operation)	Tabibur Rashid Chowdhury Health and Education Development Society
182	Mr. Razan Mehadi Mukul	Executive Director	Tact for Rural Development
183	Nicoletta Del Franco	Country Representative (Bangladesh Delegation)	Terre Das Hommes Italia
184	Mr. Rezaul Karim Chowdhury	Executive Director	The Coastal Association for Social Transformation Trust
185	Major Jagot Roy	Officer Commanding	The Salvation Army Integrated Children's Center
186	Mr. Abma Razzak	Executive Director	Trinamul Unnayan Sangstha
187	Md. Asaduzzaman Sheikh	Executive Director	Udayan Bangladesh
188	Mr. Alauddin Ali	Executive Director	Udayankur Seba Shangstha
189	Mr. Md. Shahadat Hossain Mandal	Executive Director	Udyan Swabolombi Sangstha
190	Md. Asaduzzaman Sayem	Executive Director	UK-Bangladesh Education Trust
191	Mr. Zaki Hasan	Executive Director	Underprivileged Children's Educational Programs-Bangladesh
192	Mr. Shah Md. Anwar Kamal	Executive Director	Unnayan Shahojogy Team

193	Mr. Ahsan Rahim Maongil	General Secretary	Unnayanmukhi Samaj Kallan Somiti
194	Ms. Hosneara Khondker	Program Director	USC Canada-Bangladesh
195	Mr. M. A .H Shahin	Executive Director	Village Development Organization
196	Mr. Amranul Hoque Kamal	Executive Director	Voluntary Association for Rural Development
197	Mr. Md. Alamgir Talukdar	Executive Director	Vorsa Brahmanbaria Paribesh Unnayon Society
198		Executive Director	VPKA Foundation
199	Mr. Md. Abed Ud- Dowlla	Executive Director	Welfare Association for Rural People
200	Mr. Farid Ahmed	Chief Executive	Women Development Program
201	Mr. Prodip Dowa	Country Director	World Concern - Bangladesh
202	Mr. Vincent Edwards	Field Director	World Vision of Bangladesh
203	Mr. Mathura Tripura	Executive Director	Zabarang Kalyan Samity

### Summary of Participants of the Validation Workshop for the NGO Database

Sl. No.	Date	Venue	Organization	Number of Organisations	Number of Participants		
					M	F	T
1	12.07.2015	Rotary Club of Comilla	Darpan Comilla	61	48	14	62
2	13.07.2015	NGO Forum Rangpur	Debi Chowdhurani PUK	54	49	3	52
3	12.07.2015	MBSK Dinajpur	BSDA Dinajpur	51	57	9	66
4	13.07.2015	Hotel Suprem	IDEA	58	57	8	65
5	25.07.2015	TMSS CCM Bogra	TMSS Bogra	38	45	15	60
6	26.07.2015	Sahara Plaza Natore	ALWO Natore	69	57	20	77
7	27.07.2015	Zela Porishad Auditorium	ARBAN Netrokona	44	40	3	43
8	28.07.2015	SDA Training Center	SDA Potukakhli	33	42	1	43
9	29.07.2015	Saint Bangladesh Hall Room	Saint Bangladesh	38	28	7	35
10	29.07.2015	Officers Club Satkhira	Satkhira Unnoyon Snagstha	47	47	8	55
11	30.07.2015	Zela Porishad Auditorium	RACINE Faridpur	63	52	15	67
12	04.08.2015	AID Complex	AID Jhinaidah	48	33	6	39
13	16.08.2015	Press Club Khulna	Dalit Khulna	47	38	17	55
14	16.08.2015	Shilpokala Academy	Sangsaptok Chittagong	52	40	8	48
15	17.08.2015	Zela Porishad Auditorium	SUS - Rangamati	46	33	6	39
16	27.08.2015	Buro Training Center	Buro- Tangail	39	41	1	39
17	30.08.2015	CAMPE Training Center	CAMPE	27	23	11	27
18	31.08.2015	CAMPE Training Center	CAMPE	20	20	9	20
<b>Total</b>				<b>835</b>	<b>750</b>	<b>161</b>	<b>910</b>

## INDEPENDENT AUDITORS' REPORT

### To the members of General Body of Campaign for Popular Education (CAMPE)

We have audited the accompanying financial statements of Gono Shakkhorata Obhijan [Campaign for Popular Education (CAMPE)], which comprise the Statement of Financial Position as at 31 December 2015, the Statement of Income & Expenditure, the Statement of Receipts & Payments and the Statement of Changes in Net Assets for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management of CAMPE is responsible for the preparation and fair presentation of these financial statements in accordance with the accounting policies as summarized in Note-3 to the financial statements and for such internal control as management determined necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Bangladesh Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Gono Shakkhorata Obhijan [Campaign for Popular Education (CAMPE)], as at 31 December 2015, and its financial performance for the year then ended in accordance with the accounting policies as summarized in Note-3 to the financial statements and complies with applicable laws and regulations.

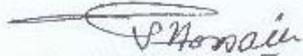
Dated, Dhaka;  
11 April 2016

*S. F. Ahmed & Co.*  
**S. F. Ahmed & Co.**  
Chartered Accountants

**GONO SHAKKHORATA OBHIJAN**  
**[Campaign for Popular Education (CAMPE)]**  
**Statement of Financial Position**  
**As at 31 December 2015**

	Notes	Amount in BDT	
		2015	2014 (Restated)
<b>ASSETS</b>			
<b>Non-current assets</b>			
Property, plant and equipment	4	38,130,770	44,794,037
<b>Current assets</b>			
Investment in FDR	5	22,410,010	3,200,000
Advances	6	4,065,420	3,494,450
Grants and others receivable	7	19,246,462	35,945,877
Inventories		-	3,565
Cash and cash equivalent	8	10,310,565	17,815,111
		<b>94,163,227</b>	<b>105,253,040</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Liabilities</b>			
Long-term liabilities	9	8,149,945	8,129,821
Deferred income / Fixed asset fund	10	9,458,962	13,648,656
Grants received in advance account	11	3,171,920	16,043,617
Liabilities for expenses and others	12	9,344,386	5,224,598
Current account with project	13	8,500,000	16,000,000
<b>Net assets</b>			
Capital fund		55,538,014	46,206,348
		<b>94,163,227</b>	<b>105,253,040</b>

The annexed notes form an integral part of these statements.

  
**Deputy Director (Finance & Admin)**  
 Campaign for popular Education

  
**Executive Director**  
 Campaign for popular Education



Signed in terms of our separate report of even date annexed.

Dated, Dhaka;  
 11 April 2016

*S. F. Ahmed & Co.*  
**S. F. Ahmed & Co.**  
 Chartered Accountants

**GONO SHAKKHORATA OBHIJAN**  
**[Campaign for Popular Education (CAMPE)]**  
**Statement of Income & Expenditure**  
**For the year ended 31 December 2015**

	Notes	Amount in BDT	
		2015	2014 (Restated)
<b>INCOME</b>			
Donor grants	14	181,584,291	178,260,856
Bank interest income	15	1,522,963	282,541
Training center income	16	17,979,143	10,156,606
Income from office rent		1,269,672	1,110,075
Other income	17	13,274,678	12,368,759
<b>Total</b>		<b>215,630,747</b>	<b>202,178,836</b>
<b>EXPENDITURE</b>			
Project expenses	18	177,369,251	174,805,714
Training center expenses	19	8,750,188	5,562,706
Salaries and benefits		1,738,077	1,793,157
Travelling and transportation	20	35,270	10,191
Office expenses	21	386,684	781,384
Activities against partners contribution	22	7,255,126	7,984,183
Printing of magazine and publication		-	89,500
Office accommodation		2,274,530	2,284,080
Utilities		359,985	284,577
Bank charge	23	207,938	103,767
Interest on DBH loan		739,800	820,136
Repair and Maintenance for CAMPE building		160,422	79,656
Treatment support from staff welfare fund		8,426	-
Income tax paid		240,563	63,281
Depreciation		6,772,821	6,063,615
<b>Total</b>		<b>206,299,081</b>	<b>200,725,947</b>
Excess of income over expenditure for the year		9,331,666	1,452,889
		<b>215,630,747</b>	<b>202,178,836</b>

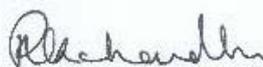
The annexed notes form an integral part of these statements.

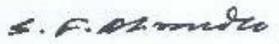
  
**Deputy Director (Finance & Admin)**  
 Campaign for popular Education



Dated, Dhaka;  
 11 April 2016

Signed in terms of our separate report of even date annexed.

  
**Executive Director**  
 Campaign for popular Education

  
**S. F. Ahmed & Co.**  
 Chartered Accountants

**GONO SHAKKHORATA OBHIJAN**  
**[Campaign for Popular Education (CAMPE)]**  
**Statement of Receipts and Payments**  
**For the year ended 31 December 2015**

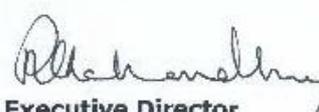
	Amount in BDT	
	2015	2014 (Restated)
<b>Receipts</b>		
<b>Opening balance</b>		
Cash in hand	202,986	89,695
Cash at bank	17,612,125	39,424,805
	<b>17,815,111</b>	<b>39,514,500</b>
<b>Project receipts</b>		
Foreign donation receipts	177,126,362	162,697,693
	<b>177,126,362</b>	<b>162,697,693</b>
<b>Other receipts</b>		
Bank interest	134,854	477,718
Other receipts	5,604,959	3,971,874
Income from office rent	1,206,189	1,110,075
Annual subscription	191,000	199,100
Training center receipts	16,094,977	10,861,156
Partners contribution	6,806,220	7,594,205
Advance realised	335,074	47,166
Provident fund	-	40,838
CAMPE welfare fund	435,801	1,289,095
Outstanding obligation	51,105,682	48,574,548
FDR encashment	-	2,566,004
Current A/C with projects	34,231,929	42,418,295
	<b>116,146,685</b>	<b>119,150,075</b>
<b>Total receipts</b>	<b>311,088,158</b>	<b>321,362,268</b>
<b>Payments</b>		
<b>Project payments</b>		
Protyasha	97,524,393	121,446,138
Ongikar	51,283,479	42,375,931
CSEF - 2nd Phase	14,136,370	10,689,164
SRHR-Phase II	5,823,289	7,717,192
Quality Educators for Generations to Come (QEGC)	5,125,796	-
	<b>173,893,327</b>	<b>182,228,425</b>



	Amount in BDT	
	2015	2014 (Restated)
<b>her payments</b>		
Training center expenses	7,563,649	4,597,077
Advances	1,380,504	3,937,752
Salaries and benefits	1,737,660	1,793,157
Travelling and transportation	24,375	12,407
Office expenses	969,959	722,957
Activities against partners contribution	4,214,411	6,158,540
Office equipment	39,000	-
Investment in FDR	18,000,000	3,200,000
Gratuity fund	-	-
Provident fund	6,986,709	6,873,680
CAMPE staff welfare fund	-	886,561
Office rent	1,679,824	1,926,036
Utilities	235,406	190,236
Income tax deducted at source (Salary)	-	1,675,578
Outstanding obligation transferred	42,628,993	38,480,771
Bank charge	52,024	102,348
Leave without pay	-	389,328
Loan paid	503,748	423,412
Interest on DBH loan	739,800	820,136
Repair and maintenance for CAMPE building	160,422	79,656
Audit and professional Fees	-	-
Treatment support	8,426	-
Current A/C with projects	34,231,929	42,418,295
Unutilised fund refund to SDC	-	2,723,980
Unutilised fund transfer to GF as outstanding obligation	-	1,066,747
Transfer to CSEF Phase - II as interest income	10,140	-
Accounts payable	3,962,796	190,805
Accounts payable (Tax)	1,696,604	688,531
Accounts payable (VAT)	57,887	1,960,741
<b>total other payments</b>	<b>126,884,266</b>	<b>121,318,732</b>
<b>total payments</b>	<b>300,777,593</b>	<b>303,547,157</b>
<b>closing balance</b>		
Cash in hand	67,564	202,986
Cash at bank	10,243,001	17,612,125
	<b>10,310,565</b>	<b>17,815,111</b>
	<b>311,088,158</b>	<b>321,362,268</b>

  
**Deputy Director (Finance & Admin)**  
 Campaign for popular Education



  
**Executive Director**  
 Campaign for popular Education