

Glorious 14 Years

*Global Action Week on Education
in Bangladesh*



Campaign for Popular Education, Bangladesh
www.campebd.org

Glorious 14 Years
Global Action Week on Education
in Bangladesh

October 2016

Glorious 14 Years
Global Action Week on Education
in Bangladesh

October 2016

Contributors

Mostafizur Rahaman
Mohammad Abdul Quddus

Editors

Rasheda K. Choudhury
Tasneem Athar



Campaign for Popular Education, Bangladesh
www.campebd.org

First Edition

October 2016

Published by

Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE)

5/14, Humayun Road, Mohammadpur

Dhaka-1207, Bangladesh

Phone: +88 (02) 9130427, 58155031, 58153417, 8142024-5

Fax: +88 (02) 9123842

Email: info@campebd.org

Web: www.campebd.org

Copyright © Campaign for Popular Education (CAMPE)

All rights are reserved. No part of this publication may be reproduced or transmitted in any form or by any means without prior permission in writing from the publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN: 978-984-34-1458-8

Cover Design

Md. Hemaet Uddin

Design & Printing

Olympic Product Printing and Packaging

Contents

Preface	ix
Section One	
Introduction	1
Global Campaign for Education (GCE)	1
Global Action Week (GAW)	2
CAMPE and GCE	3
GAW in Bangladesh	3
Section Two	
Issues Raised during GAW Campaigns over the Years	5
Financing Education	5
Right to Education	6
Disparity	7
Quality Teacher	8
Early Childhood Care and Education (ECCE)	8
Girls' Education	8
Youth and Adult Literacy	9
Poverty Alleviation	9

Section Three

GAW - Campaign and Mobilization	11
Mass Mobilization	11
Involving Policy Makers, Government Department/Officials	12
Ways of Collaboration	12
Media Engagement	12
Real Life Stories	13

Section Four

Demands Raised during GAW Campaign	17
------------------------------------	----

Section Five

Education in Bangladesh: Moving Forward	21
-----------------------------------------	----

Section Six

Conclusion and Recommendations	25
Way Forward	26

Reference	27
------------------	----

Photo Gallery	29
----------------------	----

Abbreviation and Acronyms

BBS	: Bangladesh Bureau of Statistics
BNFE	: Bureau of Non-Formal Education
CAMPE	: Campaign for Popular Education
CLCs	: Community Learning Centers
CPD	: Centre for Policy Dialogue
CSEF	: Civil Society Education Fund
DPE	: Directorate of Primary Education
ECCE	: Early Childhood Care and Education
ECD	: Early Childhood Development
EFA	: Education for All
GAW	: Global Action Week
GAWE	: Global Action Week on Education
GCE	: Global Campaign for Education
GDP	: Gross Domestic Product
GO	: Government Organization
GPA	: Grade Point Average
ICT	: Information and communications technology
ILO	: International Labour Organization
MDGs	: Millennium Development Goals
MoF	: Ministry of Finance
MoPME	: Ministry of Primary and Mass Education

NCTB	: National Curriculum and Textbook Board
NEP	: National Education Policy
NGO	: Non-Government Organization
PEDP	: Primary Education Development Program
PTA	: Parents Teachers Association
PTI	: Primary Teachers Training Institute
SDGs	: Sustainable Development Goals
SLIP	: The School Learning Improvement Plan
SMC	: School Managing Committee
TVET	: Technical and Vocational Education and Training
UDHR	: Universal Declaration of Human Rights
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNICEF	: United Nations International Children's Emergency Fund
7FYP	: 7 th Five Year Plan

Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign coalition promoting quality education, retention and completion of primary & secondary education cycle for both boys and girls of Bangladesh. It has gradually grown into a reputed and credible coalition of thousands of education NGOs, researchers, education rights' campaigners and teacher associations. In 2016 CAMPE family celebrated its Silver Jubilee with great festivity and renewed inspiration to continue further.

CAMPE has been working relentlessly with the Government, decision-makers and international community to achieve the national goals and targets in view of the Education 2030 Agenda. CAMPE has also been actively engaged with the Global Campaign for Education (GCE) since 1999 as one of the Co-Founders. Currently CAMPE is proud to be the Vice President of GCE.

Global Action Week (GAW) is observed across the world since 2003 following the Education for All (EFA) declaration adopted in the World Education Conference in Dakar in April 2000. Each year GAW is observed across the world focusing on a single theme picked up from the education related issues that need attention. Since then, it has become one of the major campaign tool for education movement and has earned immense global and in-country popularity.

CAMPE has been coordinating Global Action Week in Bangladesh from the very beginning of the campaign. Each year the week is aimed towards bringing about change in people's mindset that eventually influences policy changes. Over the years CAMPE has been voicing

demands for improvement in different areas of education. We believe that the interventions of the week have contributed to a large extent to the continuing progress in education sector both globally and in Bangladesh as well.

The publication of this booklet comprising the “facts and faces” of the Global Action Week observed in Bangladesh since 2003 is an attempt to give a visual picture of the GAW campaigns. I would like to express my gratitude to students, parents, teacher associations, our partner NGOs, well-wishers and media friends for their invaluable support. My sincere gratitude also goes to the Government officials who have been involved in the GAW movement every year. Without their earnest support it would have been simply impossible for us to make the week into a successful joint effort of raising citizen’s voice and participation. Last but not the least I would like to acknowledge with gratitude the role of our members, partners and other national and regional coalitions of Global Campaign for Education (GCE) who are the driving force behind such a campaign like GAW. Special thanks to my colleagues in the Board of GCE who have always been a source of inspiration for us. GCE Secretariat in South Africa deserves special acknowledgement for their hard work to make GAW a voice of the education rights campaigners all over the world.

We are grateful to GPE and its Civil Society Education Fund (CSEF) as well as to EU and DFID, our development partners in Bangladesh for their support to CAMPE’s initiatives.

We hope that the “facts and the faces” of GAW described in this booklet *Glorious 14 Years of Global Action Week in Bangladesh* will inspire education rights campaigners to strengthen this global movement.

Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE), Bangladesh

&

Vice President, Global Campaign for Education (GCE)

'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.'

... .. Article 26, Universal Declaration of Human Rights, 1948

Over sixty years ago education was declared a basic human right for every person, and enshrined in the Universal Declaration on Human Rights in 1948. Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989), among many other international human rights instruments.

In 1990, over 150 governments adopted the World Declaration on *Education for All (EFA)* at Jomtien, Thailand to boost efforts towards delivering the right to education. Ten years later, in 2000 the World Education Forum in Dakar, Senegal reaffirmed this commitment and adopted the six EFA goals that run to 2015. But at the initial stage the progress was slow.

Global Campaign for Education (GCE)

Voice was raised around the world to create awareness among the mass and put pressure on the government for policy changes to ensure Education for All. At that time the Global Campaign for Education

(GCE), a civil society movement working to end the global education crisis came forward with a mission to make sure that governments take actions to deliver the right of everyone to a free, quality public education.

It needs to be mentioned that Global Campaign for Education (GCE) has been acting as an active driving force behind the education movement since 1999. It works to strengthen the voice of civil society in the development of national education. Through quality resources, shared learning and programmes such as the Civil Society Education Fund (CSEF) national campaigners hold governments to account to ensure Education for All.

Membership of GCE is comprised of a huge variety of national, regional and international civil society organizations, teacher unions and child rights campaigners who work to bring about positive change in their education systems, monitor commitments made by their governments and represent their countries on the international political stage. There are education campaigners and advocates from over hundred countries in its General Assembly. The Secretariat is the international staff body of the campaign which supports the development of the members, produces campaign resources such as advocacy reports and campaign materials and leads international campaigns and campaign launches.

Global Action Week (GAW)

Since its inception GCE has continued to grow and some important progress has been made, including *40 million more children in school*. However, far more still needs to be done to realize the right to Quality Education for All. In that regard, GCE took initiative to campaign under the title *Global Action Week (GAW)* at the national and regional level throughout the year, mobilizing pressure from all sectors and holding governments and international institutions to account.

The week is being observed since 2003 recalling the *Education for All (EFA)* of Dakar Declaration adopted in *World Education Conference* in April 2000. Each year GAW is observed across the region focusing on a single theme and demanded its implementation by the government.

Since then, Global Action Week (GAW) has become one of the major focal points for education movement. To avoid confusion with other evolving campaigns and specify its focus on education, title of the campaign was renamed in 2015 to *Global Action Week on Education (GAWE)*.

CAMPE and GCE

Following the World Declaration on *Education for All*, few like-minded Bangladeshi non-government organizations and individuals undertook the initiative to start collaborative efforts to ensure education rights in Bangladesh. *Campaign for Popular Education (CAMPE)* as it was named is an output of this effort of those 15 organizations and individuals. CAMPE has been working as an advocacy and campaign network in Bangladesh. Since 1991 it has come a long way and grown into a credible coalition of more than thousands of NGOs, researchers, educators and other civil society organizations and individuals sharing similar vision. In 2016 CAMPE family celebrated its Silver Jubilee with great festivity and renewed inspiration to continue further.

CAMPE has been actively with Global Campaign for Education since 1999 engaged as one of the Founder Board Members. CAMPE provides input to policy development of GCE and coordinates campaigns like GAW in Bangladesh. Currently CAMPE is proud to be the Vice President of GCE. The Executive Director of CAMPE represents the organization in GCE. It may be mentioned that in 2009 GCE held its Board Meeting in Bangladesh.

GAW in Bangladesh

Each year GCE selects a global issue considering its need in education. It also develops theme based slogans and other resource packs with prior input of its members and delivers to their member organizations and coalitions around the world. The week aims to raise voice among the mass to create awareness on specific issue of education.

As part of GCE, CAMPE has been coordinating country-wide events in Bangladesh focusing on the themes of Global Action Week (GAW) since 2003. CAMPE has been applying the 4C's (Careful Planning,

Compelling Messaging, Campaign Tool, Coordinated Grassroots Engagement and Advocacy) to make the Global Action Week (GAW) fruitful. Being a coalition of education campaigners, CAMPE turns the GAW into *a joint effort of national and local level organizations that raise citizen's voice.*

From planning to implementation of the week CAMPE members are the important actor. The long participatory process includes several planning meetings, before observing the week. Messages and events are also defined to deliver through the campaign. Stakeholders including media are defined to organize the campaign and convey the messages to the mass, government and policy makers. Events are organized at both national and local level. The messages and materials are translated into Bangla for wider understanding.

The national level events engaged policy makers, academia, researchers, teacher associations and campaigners who are instrumental in bringing about change. The local level events engage local administration, local government representatives, SMCs, teachers, parents, students and the community as a whole. Media plays important role both at the national and local level.

The events of the week include round table, seminar, policy dialogue, TV talk show, press briefing, education fair, and publication of open appeal in national dailies. It also develops and publishes different IEC materials i.e. posters, stickers, leaflets and Bangla calendar etc. Local level events also included press briefing, sharing meeting, rally, human chain, court yard meeting, street drama, education fair etc. Children are also engaged in the process through essay writing competitions, debate competitions, art competitions including cultural and sports programs.

2

Issues Raised during GAW Campaigns over the Years

Every year GCE selects a theme from the education related issues that need attention. The theme is finalized with prior feedback of its members and coalitions across the world. The issues are highlighted on during Global Action Week campaigns.

Financing Education

Education financing is a burning issue in most countries over the past few years. CAMPE had been advocating with the government for gradual increase of allocation in education (20% of national budget or 4% - 6% of GDP) in National Budget for more than a decade.

✓ *1 GOAL Education for All: Financing Quality Public Education* (19-25 April 2010)

✓ *Fund the Future: Education Rights Now!* (24-30 April 2016)

Persistent demand was continued for increase in budget allocation for education. Although each year there was increase of education allocation in amount, but the allocation for education, in terms of percentage was going down compared to the national budget which was inadequate to cover all of the necessities to ensure quality education for all.

The Global Action Week in 2010 (*1 GOAL Education for All: Financing Quality Public Education*) and again in 2016 (*Fund the Future: Education Rights Now!*) reinforced the issue of education financing. As part of this, numbers of events were organized at the national and local level

and in 2016 a study was also conducted titled *Budget for Education in Bangladesh: An Analysis of Trends, Gaps and Priorities* in cooperation with a think-tank organization *Centre for Policy Dialogue (CPD)*. Every year CAMPE has been submitting memorandum to the Ministry of Finance prioritizing the need for adequate allocation in education. During the GAW 2016, CAMPE placed the issue of adequate allocation for education in national budget (2016-17) with greater emphasis to the Ministry of Finance, Ministry of Planning, Ministry of Education and Ministry of Primary and Mass Education.

Right to Education

Education is a fundamental human right and essential for the exercise of all other human rights. The right to education is a universal entitlement to education that has been recognized since the Universal Declaration of Human Rights (UDHR) in 1948. In Bangladesh education is as basic right, not as human right.

- ✓ *JOIN UP for Education Rights Now!* (23-29 April 2007)
- ✓ *Vote for Education!* (26 April-2 May 2015)

The issue of Education Rights was focused in Global Action Week 2007 with the slogan *JOIN UP for Education Rights Now!* while Education for All (EFA) was half its way. Thematic discussions related to Pre-Primary, Primary, Secondary to TVET & Literacy, Lifelong learning, Non-formal Education was held followed by a policy round table. The recommendations from the previous thematic discussion was presented. Media was used to disseminate the messages to a wider audience through publication of open appeals and supplement. TV talk shows were also conducted. Press Briefings were organized at the local level prior to the events. Public events like rally, human chain, cultural programs etc. were held.

Focusing on the theme *Vote for Education!* Global Action Week 2015 duly prioritized education and emphasized actions necessary for education. The slogan for GAW 2015 in Bangladesh was *"I am fifteen, the future is mine! I Vote for Education"*. A rare gathering of 15 year old's sharing their experiences following the EFA initiatives was held. It captured the inclusion and exclusion factors in education along with policy ask. The voices and expectations of 15 year old boys and girls

were highlighted in the campaign. Children who were born in the year 2000, the starting year of EFA and MDGs and were either continuing education, dropped out from the education system or never been to any educational institution were reached out to hear their experiences. With support from Grameen Phone a private telecom operating company, boys and girls born in 2000 were reached through SMS and invited them to participate in *Story-Telling* festivals. A collection of these life stories was also published both in Bangla and English language.

Disparity

Disparity is a major obstacle in achieving targets of *Education for All*. It is part of the social structure. Socio - economic - cultural norms, religious beliefs, lack of parental education, less expectation from girls, geographic isolation, disability, and ethnicity create disparity and inequality in education.

Due to prevailing disparity, even today a substantial number of children are out of education in Bangladesh and globally. The issue of disparity caused by poverty,

- ✓ *No One will be missed out!* (19-25 April, 2004)
- ✓ *Quality Education to End Exclusion: The World's Biggest Lesson* (21-27 April, 2008)
- ✓ *Education and Disability: Equal Right, Equal Opportunity* (4-10 May, 2014)

disability, belonging to ethnic minority groups and living in geographically hard to reach areas continue to remain as challenges. The theme of GAW belonging to 2004 “*No One will be missed out*”, in 2008 “*Quality Education to End Exclusion: The World's Biggest Lesson*”, and in 2014 “*Education and Disability: Equal Right, Equal Opportunity*” were aimed to draw attention of policy makers and all others to consistently reduce the difference. Asia South Pacific Education Watch Reports titled *Reversing Education Disadvantage: Time for all to act* was also launched during GAW 2008. The reports were published by ASPBAE in collaboration with Global Campaign for Education (GCE). The study tried to summaries the key finding of the county level studies in Bangladesh, Cambodia, India, Indonesia, Nepal, Pakistan, Philippines, Papua New Guinea, Sri Lanka, Solomon Islands and Thailand.

Quality Teacher

“I like my teacher because she always smiles”. A teacher is a role model in the eyes of a child. It’s not just knowledge a teacher’s behaviour also makes a difference. Collective voice was raised while celebrating Global Action Weeks in 2006 and in 2013 focusing on teachers. The theme “*Every Child Needs a Teacher*” rightly focused on the importance of quality teachers for quality education. At that time in Bangladesh teacher student ratio was as high as 1:50 in primary (2013) and 1:40 in secondary level (2013). Demands including recruitment of adequate teachers, quality improvement of teachers etc. were placed to government and policy makers during the weeks.

✓ *Every Child Needs a Teacher* (24-30 April 2006 & 21-27 April 2013)

Early Childhood Care and Education (ECCE)

Pre-primary education is the most common and promising intervention of Early Childhood Care and Development in Bangladesh that was reflected in EFA Goal 1. The National Education Policy, approved in 2010, recognized pre-primary education as an integral part of primary education and government is now committed to introduce one-year pre-primary through the primary education system. Early childhood development provides children a solid foundation for success in education.

✓ *Rights from the Start: Early Childhood Care and Education Now!* (22-28 April 2012)

This issue of ECCE was duly emphasized during Global Action Week 2012 – *Rights from the Start: Early Childhood Care and Education Now!*. Different events were organized including big picture, round table, discussion session, rally, court yard meeting, mother’s gathering, cultural program etc. on demanding for adoption of ECCE Policy and others issue.

Girls’ Education

The first campaign of Global Action Week in 2003 was focused on “Hands up for Girls Education” that raised voice in favor of EFA Goal 5 that established girls’ right to education. Girls were considered necessary as household workers to be able to fulfill household responsibilities. Parents were rarely ready to pay for girls’ education

and were rather willing to invest for boys' education. Thus, the girls were left to go for early marriage. Even teasing and other social pressure force them to lag behind in education.

- ✓ *Hands up for Girls Education* (6-13 April 2003)
- ✓ *It's a Right! Make it Right! Education for Women and Girls Now!* (2-8 May 2011)

An educated girl ensures the welfare of the entire family in terms of health, nutrition and education. So, again in 2011 GAW reinforced the issue of girls' education when drop out and completion of education by the girls become another challenge. The theme rightly focused on the issue *It's a Right! Make it Right! Education for Women and Girls Now!* At that time the percentage of girls began to decline in the secondary education. Although tremendous efforts led to successful enrollment of girls into school, completion remained a challenge.

Youth and Adult Literacy

Literacy is crucial for the acquisition of essential life skills that enable us to address the challenges we face in life. While gender parity is improving, women and other disadvantaged groups like young adults, ethnic minorities and people with special needs are still being denied of their right to literacy. Although Bangladesh has made a commitment

- ✓ *Youth and Adult Literacy and Lifelong Learning* (20-26 April 2009)

to EFA goals, there is still a lot that needs to be done with the overall literacy rate at 53.7% for population of age 11 to 44 years (Literacy Assessment Survey 2008). Furthermore, the teaching-learning process, development of curriculum and materials, and the ability of learners and providers to exercise choice are very limited. However, though BNFE and some other NGOs are operating Community Learning Centres (CLCs) to fill in the gap to provide youth and adult literacy and lifelong learning.

Poverty Alleviation

Bangladesh is a glaring example of a success story in poverty alleviation. Whereas poverty incidence was as high as 49% at the beginning of the 2000s it declined to 40% in 2005. In 2005 drop-out rate was 47.3% in primary education and 82.02% in secondary education.

Poverty and drop-out in education are interconnected that contributes to each other. Poverty is one of the worst causes of drop out in education. On the other hand education is the main driving tool for creating poverty. In that context, Global Action Week raised voice in 2005 with the slogan *Educate to End Poverty* in Bangladesh.

✓ *Educate to End Poverty* (24-30 April 2005)

During past 45 years Bangladesh has relentlessly worked towards reducing poverty through various government & Non-government initiatives like mid-day meal, stipend programs, social safety net, micro credit etc and today Bangladesh is a lower middle income country.

The success of an awareness campaign depends on the engagement of its primary stakeholders. Campaign on the occasion for GAW successfully mobilized millions of people on education issues in Bangladesh.

Mass Mobilization

CAMPE in its 14 years of GAW observance organized different events of mass mobilization. The largest event was the *World's Biggest*

Guinness World Records Acknowledged the Largest Simultaneous Lesson in the world

Global Campaign for Education (GCE), a coalition of civil society organizations facilitated campaign on *Simultaneous Lesson* to promote education as a basic human right. CAMPE, being part of GCE coordinated the campaign in Bangladesh. The largest simultaneous lesson involved 8.8 million students across over 100 countries of which around 2.8 million students from Bangladesh. This largest simultaneous lesson was acknowledged by the authority of Guinness World Records in 2008.

Around 200 partner NGOs including UNESCO, UNICEF, ILO, Teachers Associations, and other civil society groups in Bangladesh cooperated CAMPE to make the campaign successful. The lesson held on 23 April 2008 was lasted 30 minutes and addressed the importance of having a quality education for all to end exclusion.

Lesson which ensured participation of 889,734 people in 2003 and in 2008 around 2.8 million students across the country. The second one contributed to the *Largest Simultaneous Lesson* across over 100 countries acknowledged in Guinness World Records in 2008.

GAW campaign has been so far able to reach a huge number of mass people from 2003 to 2016 and that number should not be less than 4 million across the country.

Involving Policy Makers, Government Department/Officials

CAMPE has been successful to draw the attention of government officials and policy makers on the education issues flagged up over the years. During the observance of Global Action Week, number of events was organized at the local and national level. Members of Parliament, ministers and other government officials participated in the events which included submission of memorandum to the relevant ministers, sharing meetings, policy discussions, seminars etc. Their presence and input strengthened the campaign efforts and sometimes brought positive/favorable changes. It may be mentioned that in response to a student's complaint about her school library, the Hon'ble Education Minister who was present in an event of GAW gave instruction for immediate action.

Ways of Collaboration

Being a coalition of NGOs, civil society organizations, teacher associations, CAMPE always seeks support of its partners to raise collective voice and demands needed to address various issues of education. There was spontaneous response and they have been organizing many events during Global Action Week in their respective areas. More than 100 NGOs, civil society organizations and teacher associations participate in the week long events of GAW either directly or indirectly each year.

Media Engagement

Media has been an important stakeholder in the Global Action Week campaign. The electronic media covered the national events, countrywide mobilization, TV talk show, frequent airing of TV spots etc on the GAW themes. Print media also published op-ed focusing on

the theme, reports highlighting the local and national events, supplement, wake-up call etc. Besides, the folk media organized street drama and folk theatre on the week.

Real Life Stories

Global Action Week is not only observed through meetings, seminars and other awareness raising events. It is also observed in a festive mood. It captured the voices and expectations of children who are either continuing education, dropped out from the education system or never been to any educational institution. Some of the real life stories are as follows.

I wish I could be a teacher

I am Kalpana Kurmi. My father Lokhindar kurmi used to work in the Barajan Tea Estate and my mother Shonamuni Kurmi was also a tea garden worker. I was the youngest of 5 sisters and a brother. My elder sister studied till Class IX. One day my father broke his arm in an accident. This was a big blow for our family since there was no other earning member. I was in Class V at that time. We had to give up going to school. I needed a lot of money to join the 6th grade. Although my mother and brother took over the responsibility of the family we could not cope with the expenses, so I left school.

If I can continue my education I would like to become a teacher. I always dreamt that I would someday help remove illiteracy from the society especially in our community. But my dream remained a dream.

Now I would like to get an opportunity to learn technical skills like tailoring which would help me and my family to overcome our financial misery and contribute to the economy of the country. Given a chance I can prove that I can also contribute to the development of the country.

The story was collected from Story Telling/Writing competition organized in Sylhet Division on GAW 2015.

I have overcome disability; I will go for higher education in IT

My name is Faisal Mohammed Ebrahim. My mother's name is Hosne Ara Begum and father's name is Mohammed Ismail. My father works abroad and my mother is a homemaker. I was born on 8 August 2000 in Saudi Arabia.

I brought boundless joy to my family when I was born. This joy continued until I was three months old when I fell ill. I contracted Chickenpox and the infection spread in my eyes too. The doctors there advised surgery but that was the worst decision. I lost my vision completely. A shadow of gloom came over my family. I became a burden to my family. My parents returned to Bangladesh. A few years went by. I used to watch my friends play but could not join them. In terms of schooling I had no scope whatsoever despite my strong desire. I used to often despair. I would often cry but none could see me because my tear ducts had gone dry.

My eye doctor informed my parents about a school for blind children. The school was near to my home in Chittagong. My parents agreed and so my journey to school began in 2008. This opened a new window for me. I soon started to get the feeling of success. I used to envy the success of others. As I lost a few years, so my Head teacher helped me to complete Grade VIII in four years. I started enjoying my new life, new environment, and new friends. My life was filled with hope. Now I can do everything on my own. I have appeared for the Secondary School Certificate exam in 2015.

I have many dreams; firstly I want to emerge as a good human being. My other dream is to do my Post Graduation in IT from Birmingham University. I am absolutely determined to work my way towards fulfilling my dream despite all odds. I am not ashamed to be a visually impaired person. I want to help others like me to overcome the barriers of life and live like a complete person.

The story was collected from Story Telling/Writing competition organized in Chittagong Division on GAW 2015.

I want to join the police force

My name is Shadhin Talukdar. My father Mongshui Talukdar works in Rangamati. My mother Apruma Talukdar is a housewife. I grew up in my village Lemuchori para. My village is very beautiful.

My schooling started from Niranvita School at Lemudapara. I am in Class VIII at the moment. I have no barriers to continue my education. My parents are very cooperative and want me to continue my studies. I want to pursue higher education and join the police force to protect the girls of my village and restore peace and order. People in my village often quarrel and engage in dispute over land. This sometimes gets very serious. Most of the villagers are from the Marma community but recently some Bengali settlers have moved in and this is creating tension.

The story was collected from Story Telling/Writing competition organized in Chittagong Division on GAW 2015.

Quite a number of demands on education had been raised in the campaigns of Global Action Week since 2003. Those demands were also placed to draw the attention of the government and policy makers for their necessary intervention. Some major demands are as follows:

- Formulate National Education Policy to ensure Education for All;
- Ensure speedy implementation of the National Education Policy 2010 for quality education;
- Build adequate number of schools and recruit professionally trained teachers;
- Ensure adoption of ECCE Policy in the national parliament;
- Formulate Non Formal Education Act for formal education deprived children;
- Finalize the proposed Education Act recognizing basic education as a fundamental right for all human being;
- Allocate adequate budget for proper trainings for teachers and all those related to education including curriculum, text book, school governance and management to ensure better quality of teaching learning practices in schools;
- Increase education stipend amount including its coverage considering the situation of geographically hard to reach areas and disadvantaged groups;

- Develop disability-friendly curriculum considering the various types and dimensions of disability and produce specific education materials;
- Make education materials available at affordable cost;
- Provide life skill based learning for missed out, dropped out and left out people
- Ensure positive environment for girls' education at all level and increase awareness against social superstitions and other discrimination including early marriage, dowry system and eve teasing;
- Separate sanitation facilities in school for girls and its usage by the girls;
- Social security for girls on the way to school;
- Address issue of students absenteeism in schools especially of the girls;
- Ensure education accessible to all disadvantaged groups people including children with disabilities, street children, hard to reach areas and brothel children;
- Ensure adequate infrastructural facilities and children friendly environment in schools;
- Develop roadmap to allocate for education in National Budget gradually to 20% of national budget or 6% of GDP by 2018;
- Align country's 7FYP (7th Five Year Plan) and sectoral plan with SDG 4;
- Redesign foreign aid strategy for education in view of the 7FYP and the SDG targets;
- Establish partnership with non-government actors to fund non-formal alternatives for out-of-school children;
- Invest in TVET on a priority basis and link it with market demand;
- Provide adequate allocation for education related Social Safety net Programs;

- Put concerted efforts towards generating more resources and raising the revenue-GDP ratio for education;
- Introduce Education cess (taking into account the positive and negative lessons from neighboring countries e.g. India);
- Emphasize efficacy of resource utilization to attain the envisaged outcomes through proper planning and distribution;
- Formulate appropriate rules to facilitate proper and speedy implementation of Persons with Disabilities Rights & Protection Act 2013.

Global Action Week (GAW) has been celebrated globally including Bangladesh for more than a decade. It has already earned global and in-country acceptance. The interventions of the week have contributed so far to the progresses in education sector of Bangladesh. It has been moving on since 2003 aiming towards individual behavior change that attempts to bringing change in individual about the education issue and public will to mobilize action for policy change. In course of time CAMPE raised demands for improvement of different issues in education. Government also took interventions to bring changes in education within the 2015 deadline of EFA and MDGs.

During this period, Bangladesh has achieved considerable success in education including adoption of Education Policy 2010, enrolment and gender parity. The large majority of children in Bangladesh do enroll in basic education and there have been improvements in completion of five-year primary education and progress in respect of indicators of efficiency and effectiveness of the system. Extreme poverty has been brought down to 12.9 percent in 2016. This progress has contributed in Bangladesh to enter into the arena of lower middle income countries with a vision to be a middle income country by 2021. The positive outcomes are the results of a combination of policy measures and programme actions aimed at expanding educational opportunities, reaching out to disadvantaged groups, raising awareness and removing gender-related and other barriers to participation in education.

26,192 primary schools with 104,000 teachers have been brought under government facilities. Distribution of free text books have been ensured on the very first day of the year. Among the major policy changes included formulation of National Education Policy 2010, National Skills Development Policy 2011, Comprehensive ECD Policy 2013, Rights & Protection of Persons with Disabilities Act 2013 and Non Formal Education Act 2014.

Under the second Primary Education Development Program– PEDP II (2004-11) and PEDP III with extension (2011-17), one year pre-primary education prior to school entry has been supported with every government primary school having a pre-primary class. DPE reported 67% of pre-school children to be receiving some form of pre-primary education in 2013. An operational framework and GO-NGO collaboration guidelines have been developed to promote pre-primary education with common quality standards.

Remarkable progress has been recorded in enrolment reaching 97 percent by 2013. Progress also has been made in reducing dropout and improving completion rate of the primary education cycle. Recently government has officially declared the extension of primary education up to class viii expecting the target to be achieved by 2018 as proposed in the Education Policy 2010. A recent study by the Education Watch shows increase in literacy rate though gains at a slow pace.

Bangladesh has overcome gender disparity in access to primary and secondary education over the last two decades. Female enrolment and completion rates in fact surpass males, raising a concern about disadvantage of adolescent boys who may be drawn into child labour to support their families. The gender gap in adult literacy and in vocational-technical education and training, though improving, still persists. The rule has been adopted in 2015 that will ease the proper implementation of Rights & Protection of Persons with Disabilities Act 2013 to ensure the rights of all types of disabled people. Stipend (Upobritti) in education has greatly contributed to enrolment and completion of primary education. Government has recently declared stipend for all children (100%) in primary education which was earlier available for 40% - 60% students. But the stipend money per child which was remained unchanged since 2003 demands its immediate revision.

Education quality is a continuing concern, especially in respect to achievement of essential competencies by learners. Teacher-students ratio remains short of the interim target of 1:40. 80 percent of the schools run double shifts with learning time in a school year is about half of the international average of a thousand hours. Efforts are on going to establish competency-based assessment of learning and improve the skills and professionalism of teachers.

Major noticeable policy and programme measures include sub-sector programme approach (PEDP), formulation of different policies including Education Policy, education stipend (Upobritti) in primary education and for rural girls in secondary education, grading system (GPA), creative question system, distribution of free textbooks, use of ICT in education, pre-primary education initiative, School Learning Improvement Plan (SLIP), sports and student councils in primary school, school feeding and school meal piloting etc.

CAMPE has been placing demands on policy asks necessary for education through GAW interventions. Many of the issues were addressed and included in different policies i.e. National Education Policy 2010, National Skills Development Policy 2011, Comprehensive Early Childhood Development Policy 2013, Rights & Protection of Persons with Disabilities Act 2013, and Non Formal Education Act 2014 etc. National Education Policy comprehensively addressed demands related to Pre-Primary, Primary, Adult and Non Formal Education, Vocational and Technical education, girls' education, text books etc. while other policies considered sectoral issues of education.

Persistent advocacy for adequate financing for education has finally paid off in Bangladesh. In 2016 the government has taken a significant move by creating a new trend in education budget. The government has allocated 14.39% of the total national budget for education, which is 2.49% of GDP. This figure is 32% higher than the last fiscal year allocation. CAMPE as an education coalition can claim to be the part of this success.

It is not merely a matter of discussion on the achievement of efforts and plans in education. Concerns still remain in spite of substantial success in education brought out in Bangladesh.

It has challenges in ensuring better learning outcomes. Over one-fifth of students do not complete the five year primary cycle due to dropout and grade repetition. Less than half of children aged 11-15 years are enrolled in school. High dropout at the secondary level results in less than one third of the age group completing the secondary school certificate (10 years of schooling). Only around 11 percent of out-of-school youth participate in formal or non-formal work-related training, with informal apprenticeship counting for more than half. Though government increased allocation for education significantly in FY 2016-17, there is no clear indication as to how the implementation process of the national education policy 2010 will be further strengthened through adequate allocation and its judicious utilization. It was expected that education act will be developed to ensure the efficient implementation of the Education Policy. So, the Education Act was drafted. CAMPE also provided feedback on the draft collecting from civil society, academics and other relevant stakeholders. But still Bangladesh is waiting for finalization of Education Act.

In terms of Global Action Week (GAW), though the immediate effect of a campaign is unpredictable, it has influence on the raised issues to some extent. Gaps exist between the knowledge gain and practice change at different level. Though CAMPE has partner NGOs in all districts, it could not engage all districts under its campaign coverage due to financial constraints. So, CAMPE had to maintain a priority and selection process while choosing the local partners for the campaign. This often leads to unhappiness among other partners. However, some motivational efforts were made to overcome the situations.

Way Forward

The EFA and MDGs have left behind some unfinished agendas in education. Considering the issues, one comprehensive goal (*SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*) for education has been adopted as part of the Sustainable Development Goals (SDGs) to guide actions in the next 15 years up to 2030. Substantial rethinking is required regarding priorities for action in education 2030 focusing on the immediate future and beyond. It needs short and long term plan to achieve SDG 4.

As Global Action Week has contributed to the progress of education globally and in Bangladesh by this period, it has further opportunity to promote the unresolved agendas including the new issues related to education 2030. In this regard, this campaign may be redesigned in future and CAMPE can highlight the unsolved issues both at the national and local level to raise voice through more partners NGO prioritizing the geographic location.

Reference

BBS (Bangladesh Bureau of Statistics) (2013): *Literacy Assessment Survey (LAS) 2011*, (Available online at: <http://www.bbs.gov.bd/PageWebMenuContent.aspx?MenuKey=236>)

CAMPE (Campaign for Popular Education): *Sakkeharata Bulletin*, Global Action Week related Reports, (Issue no- 110, 122, 134, 146, 158, 170, 182, 194, 206, 218, 240, 252, 263), (Available online at: <http://www.campebd.org/page/Generic/0/30/24/6>)

CAMPE (Campaign for Popular Education): *Annual Report 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014 and 2015*)

DPE (Directorate of Primary Education) (2014): *Annual Sector Performance Report 2014*, (Available online at: http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e65_d871_446e_a5f5_3ab69fee590b/Final%20ASPR%202014.pdf)

GCE : www.campaignforeducation.org

IGS BRAC University (2014): *Dropout at Primary and Secondary Level: A Challenge to Ensure Rights to Education for the Government of Bangladesh*, (Available online at: <http://dspace.bracu.ac.bd/xmlui/handle/10361/4909>)

Ministry of Finance (2015): *Poverty and Inequality in Bangladesh Journey Towards Progress (2014-2015)*, (Available online at:

http://www.mof.gov.bd/en/budget/14_15/poverty/poverty14-15EN.pdf

MoPME (Ministry of Primary and Mass Education)(2013): *Country Report on Early Childhood Care & Education in Bangladesh*, (Available online at: http://ecdbangladesh.net/document/documents/Country_Report_ECCE_Bangladesh.pdf)

MoPME (Ministry of Primary and Mass Education) (2015):*EFA 2015 National Review - Bangladesh*, (Available online at: http://www.bafed.net/pdf/E_December%202014.61-66_5.pdf).

Planning Commission, Bangladesh (2016): *Seventh Five Year Plan: Accelerating Growth, Empowering Citizen* (Available online at: http://www.plancomm.gov.bd/wp-content/uploads/2015/11/7FYP_after-NEC_11_11_2015.pdf).

World Bank (2016): *Bangladesh Development Update*, (Available at: <http://www.worldbank.org/en/country/bangladesh/publication/bangladesh-development-update-economy-moving-forward-despite-challenges>).

Daily Newspaper

1. The Daily Prothom-alo
2. The Daily Star
3. The Daily New Age
4. The Daily Samakal
5. The Daily Ittefaq
6. The Daily Jugantor
7. The Daily Amadershomoy
8. The Daily Janakantha
9. The Daily Independent
10. The Daily Financial Express
11. The Daily Dhaka Tribune
12. The Daily Alokito Bangladesh
13. The Daily Bonik Barta
14. The Daily ShokalerKhabor
15. The Daily AmadarOrhoneeti
16. The Daily ManabZamin
17. The Daily Janakantha
18. The Daily Bangla Tribune

Photo Gallery



Celebrating 25 years of Advocacy



Acknowledging the great visionary leader and Founder Chairperson of CAMPE - Sir FH Abed

Inauguration of Education and Development Fair, GAW-2016





Consultation with policy makers on Budget for Education in Bangladesh

Celebrities join civil society in their commitment to promote One Goal Education for All





A 15 year old shares her real life experience during I Vote for Education campaign 2015

GAW planning meeting in 2007





Policy makers, Development Partners, NGOs and Civil society groups launch the BIG READ

Community gathering on the occasion of GAW - 2008





Press briefing on the eve of GAW - 2009

Interaction with local media





Minister and local administration pledge to promote Education for All

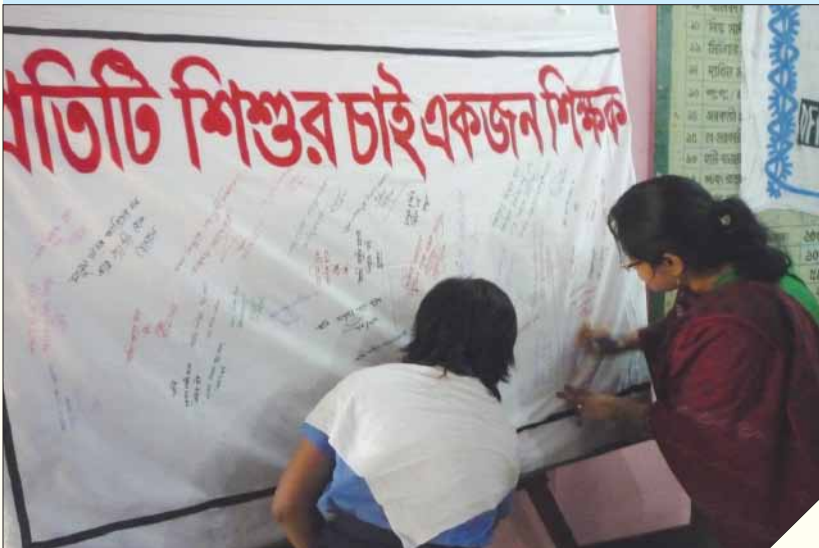
Children raise their voice demanding Right to Education





Children presenting their dream school in color

Signing up for their demand “Each Child Needs a Teacher”





Colleagues of GCE in Bangladesh

Photo itself speaks the GAW theme 2009



Some of GAW Materials in Bangladesh

1GOAL EDUCATION FOR ALL

শিক্ষা একটাই

সবার জন্য শিক্ষা



Financing Quality Public Education: A Right For All

শিক্ষার অধিকার, তাই শিক্ষাকে গরীব অর্থায়ন ও যত্ন সহকারে

Global Action Week 19-25 April 2010
গ্লোবাল একশন সপ্তাহ 19-25 এপ্রিল, 2010

GLOBAL CAMPAIGN FOR EDUCATION
www.globalcampaign.org

GLOBAL ACTION WEEK

on ECCE April 22 - 28, 2012

Right to Join the Story!
Early Childhood Care and Education NOW!

Global Campaign for Education - GCE

Join the BIG PICTURE event and express your solidarity

Early Childhood Development - Why, What and How

Why? What? How?

GLOBAL CAMPAIGN FOR EDUCATION

গ্লোবাল একশন সপ্তাহ

22-28 এপ্রিল 2010

মানসম্মত শিক্ষা থেকে বা

Quality Education to End Extremism

গ্লোবাল একশন সপ্তাহ

GLOBAL CAMPAIGN FOR EDUCATION

গ্লোবাল একশন সপ্তাহ

Global Action Week

22-28 এপ্রিল 2010

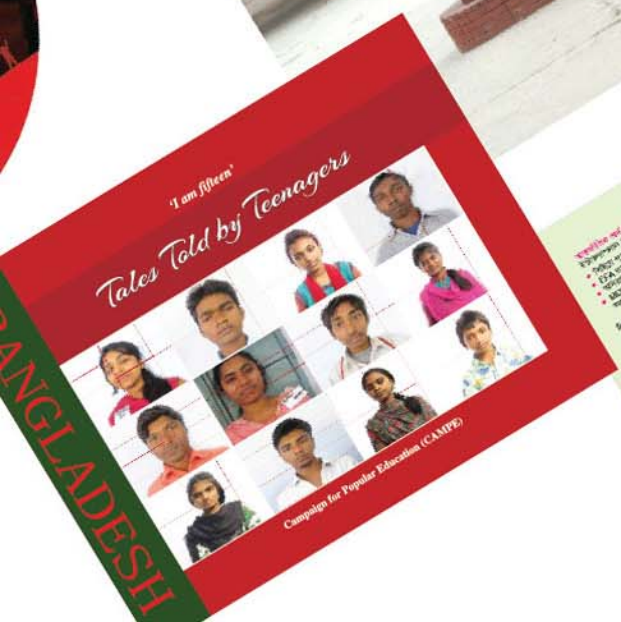


মানসম্মত শিক্ষা থেকে বা

Quality Education to End Extremism

গ্লোবাল একশন সপ্তাহ

GLOBAL CAMPAIGN FOR EDUCATION



GAW Coverage in Local Newspaper

Biggest Lesson of The World About Quality Education : To End Exclusion

Biggest Lesson of the World was held at Surovi's all schools and Surovi Narayangonj area from 10:00am to 10:30 am on the 23rd April 2008. Total 9,793 participants were present on that day. About 1224 participants were present at Surovi, Dhammond School. This event was held at 59 working location of Surovi. Many elite persons CMC, SMC members and political persons were present on that biggest lesson. They committed to give some facilities to our education projects. All participants learned a lot from that lesson.



Boost education budget for enhancing quality

Speakers insist at Campe, CPD dialogue; also press for competent teachers, rule of law, training

STAFF CORRESPONDENT

The nation is alarmed over the quality of education, said Abdur Razzak, chairman of parliament's standing committee for education, during a dialogue on the release of budget in the capital yesterday.

"We have to address the concern of the youth, adding that there should not be any doubt in the budgetary allocation for education must increase."

The MEX pattern of question in the name of creative exam method has been repeatedly asked as an easy way

to obtain A and golden grades, he said. Such tension high grades have these meanings in most case and the these harm to the young learners, said the ruling party lawmakers, commenting that they may lead to students committing suicide when desperate as happened in the case.

Razzak also said only five schools in his constituency get access to new building over past seven years, lacking educational facilities, equipment and sanitation.

"A rule of law should be established in the education sector," he said.

Campaign for Popular Education (CPE) jointly organised the dialogue on Budget for Education on the occasion of the ongoing Global Action Week on Finance Education in Bangladesh.

Chairman, cam percent education has been claimed at primary education but only 66 percent of them go to secondary school and 30 percent of them go to secondary school.

SD: PAKIRI/CPA-1

গুণগত পরিবর্তনে দরকার মানসম্মত শিক্ষা ও সুশাসন

শাসনকে ত্বরান্বিত করে গুণগত পরিবর্তনে দরকার মানসম্মত শিক্ষা ও সুশাসন।

আজকের বাংলাদেশে গুণগত পরিবর্তন আনার জন্য মানসম্মত শিক্ষা ও সুশাসন অত্যন্ত গুরুত্বপূর্ণ।

শিক্ষার মানসম্মত হওয়া এবং সুশাসনের প্রচলনই দেশের উন্নয়নের মূল চাবিকাঠি।

আজকের বাংলাদেশে গুণগত পরিবর্তন আনার জন্য মানসম্মত শিক্ষা ও সুশাসন অত্যন্ত গুরুত্বপূর্ণ।

শিক্ষার মানসম্মত হওয়া এবং সুশাসনের প্রচলনই দেশের উন্নয়নের মূল চাবিকাঠি।



শিক্ষার মানসম্মত হওয়া এবং সুশাসনের প্রচলনই দেশের উন্নয়নের মূল চাবিকাঠি।

আজকের বাংলাদেশে গুণগত পরিবর্তন আনার জন্য মানসম্মত শিক্ষা ও সুশাসন অত্যন্ত গুরুত্বপূর্ণ।

শিক্ষার মানসম্মত হওয়া এবং সুশাসনের প্রচলনই দেশের উন্নয়নের মূল চাবিকাঠি।

আজকের বাংলাদেশে গুণগত পরিবর্তন আনার জন্য মানসম্মত শিক্ষা ও সুশাসন অত্যন্ত গুরুত্বপূর্ণ।

শিক্ষার মানসম্মত হওয়া এবং সুশাসনের প্রচলনই দেশের উন্নয়নের মূল চাবিকাঠি।

“Education is the best tool to make Bangladesh a middle income country by 2021 and a developed country by 2041”

— **Sheikh Hasina**
Hon’ble Prime Minister of Bangladesh

Published by



CAMPE Bangladesh

Email: info@campebd.org

Web: www.campebd.org

 www.facebook.com/campebd

 www.twitter.com/campebd



In Cooperation with



GLOBAL CAMPAIGN FOR
EDUCATION