গণসাক্ষরতা অভিযান
**Campaign for Popular Education (CAMPE)**
5/14 Humayun Road, Mohammadpur, Dhaka-1207, Bangladesh
Phone: +88-02-9130427, +88-02-58153417, +88-02-58155031
Fax: +88-02-9123842, E-mail: info@campebd.org, Website: www.campebd.org

In cooperation with: CSEF, DFID, EU

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**From EFA 2015 to EFA 2030**
**Are We on Track?**
**A Civil Society Perspective on Education for All**

**Education for All**
**POST**
**2015**

*Published by*

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**Bangladesh**

## From EFA 2015 to EFA 2030
### Are We on Track?
A Civil Society Perspective on Education for All
Bangladesh



**Coordinated by**
Campaign for Popular Education (CAMPE)
In cooperation with Education Watch
Bangladesh

# Foreword

Campaign for Popular Education (CAMPE) is the national coalition of NGOs working to achieve Education for All (EFA) in Bangladesh. Since 1990 it has been the voice of civil society to this end. It is also the secretariat for *Education Watch*, a civil society watchdog of researchers, practitioners and activists in the education sector in Bangladesh since 1998. CAMPE, on behalf of civil society, coordinated the production of annual research-based *Education Watch* reports presenting a civil society perspective on progress and challenges of achieving EFA goals in Bangladesh.

With 2015 around the corner and the EFA goalpost ahead of us, CAMPE and *Education Watch*, like other civil society organizations, started to buzz. Several planning meetings were organized by CAMPE on behalf of concerned civil society bodies. It was agreed that CAMPE would prepare a citizens'/people's report to influence the EFA Post-2015 agenda covering all six goals as suggested by UNESCO. For each goal a lead agency was identified who could prepare a civil society position paper for the report. A common guideline/format was agreed for preparing the report.

The report was intended to be used for strengthening campaigns on early preparedness of children for school, primary and secondary education, adult literacy, and skills development with gender and quality as cross cutting issues. ActionAid Bangladesh, Aga Khan Foundation, BRAC, CAMPE, Dhaka Ahsania Mission, Plan International, Save the Children, and other organizations along with members of the Education Watch group came forward to join the initiative. Accordingly, six thematic papers were prepared and shared with stakeholders. The Hon'ble Minister for Education, Government of the People's Republic of Bangladesh was present at the National Consultation were the final draft was shared with a cress-section of people including academics, researchers, human rights activists and NGOs. The comments received from the Education Minister and officials of the Ministry of Primary and Mass Education enriched the report. We are grateful to them. All the comments received from national, sub-national and community level consultations participated by representatives of concerned government agencies, local government and NGOs were integrated before preparing the final text as it appears now.

The synthesis report was prepared by Professor Nazmul Haq, K. M. Enamul Hoque and S. M. Ahsanul Aziz. Dr. Manzoor Ahmed, Professor Emeritus at BRAC University and Vice Chair of CAMPE has reviewed and edited the final report. Our special thanks go to them.

We would like to take this opportunity to thank each and every individual/organization for their participation in the lengthy process and for helping us to prepare this report. Last but not the least our thanks go to the people at the grassroots level for their spontaneous participation during the sharing meetings. Their inputs reflected their expectations, concerns, realities and enriched the report and have.

The *Education Watch* group deserves our sincere thanks and appreciation for their intellectual inputs throughout the process of articulating the civil society perspective in preparing the report.

The report ***From EFA 2015 to EFA 2030: Are We on Track?*** has been possible due to generous support received from CSEF, DFID and EU. We are greatfull to GCE, ASPBAE and Education International for their continued cooperation.

We would feel happy if this initiative of CAMPE and Education Watch could serve its purpose by providing thousands of EFA campaigners an advocacy tool for establishing the right to education for all and promoting the right to live with freedom and dignity for every human being.

**Rasheda K. Choudhury**
Executive Director (CEO), CAMPE

Dhaka, Bangladesh
14 November 2014

# Acronyms

| | | |
|---|---|---|
| ASPBAE | : | Asia South Pacific Association for Basic and Adult Education |
| ASPR | : | Annual Sector Performance Report |
| BANBEIS | : | Bangladesh Bureau of Educational Information & Statistics |
| BBS | : | Bangladesh Bureau of Statistics |
| BNFE | : | Bureau of Non-Formal Education |
| CAMPE | : | Campaign for Popular Education, the national coalition for education in Bangladesh |
| CHT | : | Chittagong Hill Tracts |
| CSEF | : | Civil Society Education Fund |
| DFID | : | Department for International Development - Gov.UK |
| ECCD | : | Early Childhood Care and Development |
| ECCE | : | Early Childhood Care and Education |
| EFA | : | Education for All |
| EI | : | Education International |
| EU | : | European Union Deligation |
| ELDS | : | Early Learning Development Standard |
| DPE | : | Directorate of Primary Education |
| GCE | : | Global Campaign for Education |
| GDP | : | Gross Domestic Product |
| GER | : | Gross Enrolment Rate |
| GPE | : | Global Partnership for Education |
| ISC | : | Industry Skills Councils |
| LAS | : | Literacy Assessment Survey |
| MDG | : | Millennium Development Goals |
| MoPME | : | Ministry of Primary and Mass Education |
| MOWCA | : | Ministry of Women and Children Affairs |
| NCTB | : | National Curriculum and Textbook Board |
| NER | : | Net Enrolment Rate |
| PEDP | : | Primary Education Development Programme |
| RPL | : | Recognition of Prior Learning |
| TVET | : | Technical and Vocational Education and Training |
| SDGs | : | Sustainable Development Goals |
| SSC | : | Secondary School Certificate |
| SWAp | : | Sector Wide Approach |
| UNESCO | : | United Nations Organization for Education, Science and Culture |
| UNICEF | : | United Nations International Children's Emergency Fund |

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# 1. Introduction

Bangladesh made remarkable progress towards achieving Education for All (EFA) by 2015. The Dakar Framework for Action re-affirmed the vision of the World Declaration on Education for All set out in 1990 in Jomtien, Thailand. It expressed the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.

States have taken numerous steps including policy formulation and reform, setting new strategies, enactment of laws and changing practices for mainstreaming basic education and reaching the marginalized segments of society.

Since the beginning of the EFA initiative in 1990 there have been several reviews for assessing the progress toward the EFA goals, which included (i) Mid-Decade Review in 1996, (ii) Revisiting targets and formulation of Dakar Framework of Action in 2000, (iii) EFA Mid-Decade Assessment in 2005, and (iv) End-Decade Assessment 2010. It is time to carry out a review of progress at the national, regional and global levels to assess the results and identify future actions in education towards building an equitable society and fostering sustainable development.

In the area of skills for life and livelihood, the National Education Policy (2010), National Skills Development Policy (2011) and the 'Vision 2021'emphasised an expanded definition of skills development, TVET mainstreaming, recognition of prior learning and addressing needs of overseas employment market. Bangladesh has recently introduced TVET quality standards and initiated formation of Industry Skills Councils (ISC). As lead ministries, the MoE and MoLE provide support to the formal TVET system.

Country level process has been initiated to review the progress towards EFA by the year 2015 and to come-up with options for policy implications and future directions. As national coalition, CAMPE, in collaboration with its member and partner organizations, the *Education Watch* group, Teachers Associations, and other civil society members, has decided to contribute to the national EFA review process. It has taken an initiative to develop a set of independent civil society assessments of the state of affairs in education which would contribute to and supplement the state initiative. The aim is to strengthen the civil society voice to influence the national, regional and global review process, to bolster plans and programs in the near future and to look forward beyond 2015.

The World Education Forum in Dakar provided the opportunity to assess the achievements, lessons and failures of the previous decade. The vision of Jomtien remained pertinent and powerful. It provided a broad and comprehensive view of education and its critical role in empowering individuals and transforming societies. However, progress had fallen short of the aspirations and a re-visioning of goals and strategies was called for.

The Dakar Framework set six main EFA goals. It put forward twelve major strategies informed by the experience of the previous decade and the changing global context. These included the international development targets for education to which national governments and the international community were already committed.

Bangladesh as a signatory attempted to achieve all six commitments, putting its utmost effort to fulfill the targets set for EFA 2015. This summary report provides a short account of achievements attained in the six targeted goals along with the forward looking agenda for EFA beyond 2015.

# 2. The Process

The experiences and lessons arising from the EFA formulation process have been taken into account in carrying out this civil society exercise. The civil society, non-governmental development and advocacy organizations, and human rights organizations and concerned individuals had formed a loose alliance called *Education Watch* Bangladesh, which was launched in 1998. CAMPE, the national coalition for education served as the secretariat of *Education Watch* Bangladesh. In the context of the EFA Post-2015 discussion, CAMPE and *Education Watch* became proactive and initiated a civil society dialogue keeping in view the UNESCO framework for EFA Review and the Rio+20 focus on Sustainable Development Goals (SDGs).

In formulating the EFA Post-2015 Agenda, CAMPE and *Education Watch* carried out a series of consultations with many stakeholders at various levels of society. The process involved several phases:

(i)   a preparatory phase including methodological preparation and identification of individuals and organizations to contribute to the EFA review process;



(ii)   review of progress of EFA over past decades based on the six EFA goals and strategies;

(iii)   work on each goal/theme to identify the progress, challenges and lessons learnt and prepare six thematic papers with a common structure;

(iv)   thematic papers/concept notes were focused on major concerns, progress in the relevant area, constraints encountered globally and in Bangladesh, and envisioning a Post-2015 Agenda;

(v)   prepare a synthesis report to share with the stakeholders;

(vi)   organise 9 sub-national level consultations across the country to generate opinions and perspectives of people at large;

(vii)   incorporate grassroots level finding in the synthesis and share with the national level stakeholders;

(viii) extract comments from national level stakeholders including Education Ministries, public functionaries, practitioners, NGOs, researchers, educators, development activists, donors, media and representatives from the local level consultations;

(ix) review national, regional and international initiatives and prepare a matrix for EFA post 2015 agenda; and

(x) review and edit the thematic reports and finalize the synthesis report.

The lists of host organisations for the sub-national sharing and resource persons, contributing organizations/groups, and individual contributors in the process have been annexed to this report (Annex-1, 2 and 3).

# 3. EFA goals in Bangladesh: Progress and Challenges

**Goal 1:**

**Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children**

The EFA Global Monitoring Report (UNESCO, 2012) identified the three key dimensions of early childhood development that include child health, nutrition and education. Following the global ECCE guidelines, the Government of Bangladesh also defined the nature and the scope of ECCE in the context of Bangladesh. According to the National Child Policy 2011 (MOWCA, 2011) of Bangladesh, any individual below 18 years of age is considered a Child.





However, as per the National Comprehensive Early Childhood Care and Development (ECCD) Policy 2013 (MOWCA, 2013), ECCD includes the right of an individual in relation to survival, safety, care, growth and development, and access to education since conception (the embryonic stage) to eight years of age (covering the period of a child's transition into school education).

Over the last few years, Bangladesh has made significant progress in the early childhood education. The "Pre-Primary Education Operational Framework" has been approved by MoPME in 2008 for effective implementation of one year pre-primary education for all children of 5-6 years age. The database of DPE reflected that 2,002,624 children were enrolled in pre-primary classes in 2012 which increased up to 3,141,104 in the year 2013. Among the children enrolled in 2013, about 1,560,711 were boys and 1,580,393 were girls. The achievement in terms of enrollment in the pre-primary

level is in line with the EFA target of achieving preschool participation by 55% by the year 2015 (PEDP-3 Program Document, page 48).

NGOs played a pivotal role in promoting early stimulation and pre-primary education. A GO-NGO collaboration guideline for pre-primary education was developed and approved by MoPME to ensure proper collaboration between government and NGOs. As a result of this collaboration framework, the government of Bangladesh has agreed to supply all the books and learning materials to pre-primary school children free of cost to all the NGO-based learning centres.

Early childhood education for the underprivileged and disadvantaged children is given through community based learning centers of government and NGOs known as SBK (Shishu Bikash Kendra). The Government of Bangladesh is also running mosque and temple based early childhood education for 3-5 years age children group. Ministry of Religious Affairs (2010) claimed that in a two years course through 2,687 centres they provided pre-primary education to 161,220 children. In addition, the Ministry also introduced and managed 24,000 mosque-based early learning centres for 4-5 years old children serving some 700,000 children of that age each year.

There is a limited number of government supported day care centres which are available for working mothers. Several NGOs are also running day care centres for slum dwellers, costal belt people and garment-industry workers. Besides these, several corporate organisations are also providing day care centre facilities for their employees. Moreover, private day care centres are also available. However, the number in regard to demand appears to be inadequate; there is no updated data on day care centres as yet.

In addition to policy development and expansion of services,

the development and introduction of the national pre-primary curriculum with DPE and the National Curriculum and Textbook Board (in collaboration with Bangladesh ECD Network) taking the lead have contributed to unified service delivery to all children. The Early Learning Development Standard (ELDS) also has been an initiative to set and apply benchmarks for quality improvement in ECD services.

## Goal 2:

**Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality**

All children must have the opportunity to fulfill their right to quality education in schools or alternative programmes at whatever level of education is considered 'basic. 'According to the National Education Policy 2010 of Bangladesh, 8 years of primary education (excluding pre-primary) is considered as basic education; although currently the state is providing 5 years' primary education under the Compulsory Primary Education Act (1990), free for all children.

There are about 19.5 million learners (50% girls) in primary education in Bangladesh catered through 106,859 institutions by 466,508 teachers (57% female). The gross enrolment rate was 108.6% (110.5% girls) and net enrolment rate was 97.3% (98.4% girls) in 2013 (ASPR, 2014). Irrespective of gender, socio-economic condition and rural or urban set-up, access to primary education has increased overall in all sections of the population. However, disparities in access still persist. For example, the Sylhet division, hard to reach areas, disabled children, and ethnic minorities lagged behind others (CAMPE, 2013).

The number and proportion of out-of-school children have

been reduced significantly over the past decades. The dropout rate has been reduced from 47.2% in 2005 to 21.4% (girls 17.9%) in 2013 (ASPR, 2014).

The Third Primary Education Development Program (PEDP 3) is the flagship program for primary education in Bangladesh. It's a 8.3 billion Dollar program that started in 2011 and is expected to continue till 2016. Besides the Government there are about nine development partners who support the program.

The Compulsory Primary Education Act 1990, pro-poor policies of the government and the NGOs, food for education, stipend programs for poor students and hard to reach areas, free textbooks to all students (grades 1 to 10), infrastructure development in government schools, training of teachers, and mid-day meal in selected food deficit areas, can be listed as important factors which have contributed to progress in basic education sub-sector in Bangladesh. These operational and practical initiatives have been supported by creating a



conducive policy environment by the introduction of the sector-wide approach, efforts to improve harmonisation of donor policies and civil society participation in policy and practice change discourse in the context of PEDP2 and PEDP3.

At the same time, since the liberation of Bangladesh, none of the national Governments, democratically elected or military-backed ones, has shown the political commitment to recognize education as a fundamental human right. Consequently, limited policy based actions and inadequate financing to education have not succeeded to make primary education of acceptable quality equitably accessible to all children. Primary education in Bangladesh is still not free of costs, despite the compulsory education law enacted in 1990, compelling families to bear certain expenses for the education of their children, making it inequitable and depriving children from poor households of their right.

The major challenges of access to quality primary education of

all children include:

(i) further reduction of dropout rate, grade repeaters and number of those out-of-school;

(ii) creating school facilities in remote rural areas, Hill Tracts, and urban slums catering to marginalised children;

(iii) inclusion of children with disabilities and other forms of exclusion, motivation of parents and teachers about inclusion, and training of teachers for this purpose;

(iv) ensuring joyful learning, innovation in teaching-learning, stronger community engagement, and mobilising public support for of Right to Education legislation;

(v) overcoming inadequate public financing in education, especially basic education; and fulfillment of international commitment of allocation of 20% of the national budget or investing 6% of the Gross Domestic Product (GDP) in education.

## Goal 3:

### Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

The learning needs refers to ensuring that young people and adults across the country acquire relevant and recognized functional literacy and numeracy skills that allow them to identify, understand, interpret, create, communicate and compute using printed and written materials in their diverse contexts. Not acquiring these skills would mean that they are not able to achieve their personal and collective goals, develop their knowledge and potential, and participate fully in their community and wider society.

Youth and adult literacy is the foundation for further lifelong

learning and the key to transition to the world of work. The labour market trends show that the workforce of Bangladesh grows by 2 million every year. To meet the 21st century challenges, about 10 million people need to be trained or retrained every year. There will be about 16 million new jobs needed by 2015.

There are about 7.94 million children enrolled in 19,208 secondary education institutions in Bangladesh and the strength of the teaching force of these children was 221,043 in 2012 (BANBEIS, 2013). Gross enrolment in secondary education in Bangladesh stands at 49.72% (girls 54.44%).

Provision for secondary education at various levels, in terms of

number of institutions have increased, as a result their access, both GER and NER, retention (and mean years of schooling) and literacy levels have also increased.

Proportions of both girl students and female teachers have increased in secondary schools. At this level, 53.28 per cent of the total students enrolled are girls. Out of the total teachers, despite recent improvement, only a quarter (24.37 per cent) are women (BANBEIS, 2014). The drop-out rate of students continues to remain high with more than half failing to reach the end of the secondary level.

The pass rate in Secondary School Certificate (SSC) exam was 92.67 percent in 2014, whereas it was 78.19 percent in 2010. As many as 1,426,929 students from 27,435 institutions, including seven abroad, appeared in the SSC exams in 2014 of which 1,303,331 passed. Boys did slightly better than the girls in terms of pass rate, which were 91.84 and 90.81 percent



respectively. These proportions were 78.27 and 72.63 percent respectively in 2010.

The sharp changes in these numbers in a short time, have given rise to debate. While some point to these as proof of improvement in educational quality, others question the validity and reliability of the tests as measures of quality and student competence and argue for more sustained quality improvement actions and better assessment.

Participation in TVET and skills education is significantly low. According to the Education Watch 2011-12 study, only 1.1% of secondary level students in Bangladesh are enrolled in the TVET programs. The proportion increases at the higher secondary level and reaches about 4.7%. Bangladesh aims to increase female enrolment in technical and vocational education by 60% by 2020. But girls currently accounted for only 21% of technical and vocational enrolment, compared

with 51% of general secondary enrolment. This situation means that the achievement in vocational education is very low for the adult population in general, but especially so for women.

Achievements at the secondary level, as noted, are charactrised by increase in enrollment with girls surpassing boys; but high dropout that means a large percentage, both boys and girls, are deprived of a full cycle of secondary education; and extremely low participation in technical and vocational education.

The positive factors contributing to the achievements include:

(i)   boost in primary and junior secondary education created demand for youth education and skills development;

(ii)  policies and plans to take care of the demand through increasing capacity of existing educational institutions and establishing new institutions;



(iii) girls' stipend programs at secondary level that included a tuition waiver and a cash grant to rural girls meeting attendance and performance criteria;

(iv)  government and private initiators coming forward to establish new educational institutions such as higher secondary schools and colleges, and universities; and

(v)   improvement of policy environment through formulation and/or enactment of Private Universities Act, National Education Policy, National Skills Development Policy; Formation of National Skills Development Council, and non-formal education policy framework, among others.

Meeting the learning needs of youths and adults was one of the neglected goals until recent past, the lingering effects of which persist. There is a vicious cycle between incomplete education, poor skills and low income in Bangladesh. Bangladesh aspires to be a middle income country within the next decade, which makes it an imperative that the vicious cycle or chain of deficiencies in education, skills, productivity, employment and income opportunities is broken.

Major challenges in respect of skills and capacities for rewarding life and livelihood include:

(i)   improving quality of primary and secondary education which has to build the foundational skills for young people;

(ii)  reducing mismatch between youth skills, and the job market;

(iii) overcoming traditional distance between public and private sector and lack of coherent policy implementation and coordination;

(iv)  establishing and enforcing quality standards in skills development, including expansion of apprenticeship opportunities with appropriate quality;

(v)    addressing lack of understanding and negative perception among general population about technical and vocational education and skills development;

(vi)     adopting strategic plans and actions to increase competent manpower in diverse sectors including Information and Communication Technology to meet the national and international demands;

(vii)  promoting   economic development opportunities and policies  to recognise and enhance  dignity of labour;

(viii) adopting policies and actions to take advantage of the potential of  exporting skilled manpower in  existing and new markets overseas;  and

(ix)   ensuring social protection of workers, minimising various types of inequality, exclusion and marginalisation in the labour market and work places.

## Goal 4:

### Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

All adults have a right to basic education, beginning with literacy, which allows them to engage actively in transforming themselves, their community and the nation in which they live. There are still millions of people in Bangladesh who cannot read or write. Statistics in Bangladesh show that about half (48.7%) of the adults (15+ aged people) are illiterate (BBS 2013, LAS 2011) and a higher number of them are female particularly in rural areas. Many of the r neo-literates acquire only rudimentary skills, not functionally useful and not sustainable, unless there are opportunities to enhance their skills. Yet the education of adults remains neglected, at the periphery of national education system and budget.



Literacy plays a vital role in lifelong learning, sustainable livelihoods, good health, active citizenship and improved quality of life for individuals and communities. Literacy and continuing education are essential for women's empowerment and gender equality. Closer linkages among formal, non-formal and informal approaches to learning must be fostered to respond to the diverse needs and circumstances of adults.

There has been an acceleration in the achievement of adult literacy in Bangladesh in the decade since 1990. From 37.2% in 1990, the rate changed to 52.8% in 2000. Similarly female literacy changed from 25.8% to 43.2% in the same period.  And rural literacy rate reached 48.7% from 30.1% in the same time. This trend in the scenario of adult literacy has corroborated by studies which applied simple tests for assessing skills, rather than relying

on self-reporting which is often the practice in literacy assessment. (See CAMPE, 2002; DAM, 2005; and BBS, 2008.)

Key contributing factors in improving the adult literacy outcome include:

(i) expansion of primary and secondary education which accelerated literacy improvement in the country;

(ii) non-formal education policy adopted which provided a framework for literacy and NFE programs;

(iii) government and NGOs initiated a number of literacy and non-formal programs with special emphasis on women and adolescent girls.

The Second National Plan of Action for EFA (2003-15) had made provision for adult education program prioritising younger age group for literacy and continuing education. Projects on post-literacy and continuing education have been under implementation by the Bureau of Non-formal Education, targeting some 3 million adults.

However, changes in the literacy rates for youth and adults in last few years have been very slow. The present government expressed its commitment in the 2008 election manifesto to eradicate illiteracy by 2014. But there has been no basic literacy initiative in the public sector since 2003.

It appears that a lack of consensus on the choice between a conventional campaign approach and a more sustained effort making literacy a part of lifelong learning through a network of permanent community learning centers has stymied action. Potential resource providers from both national and external sources have been unenthusiastic until this debate is settled.

Main characteristics of literacy efforts in recent years point to challenges in achieving the literacy goal:

(i) The agenda for adult literacy has not been prioritised by NGOs, the traditional providers of literacy activities; for example, the NFE mapping of 2008 shows that only 27% of the organisations involved in education dealt with adult literacy;

(ii) absence of flexible delivery mechanism and decentralised management and planning;

(iii) lack of initiatives in developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning, by establishing equivalency frameworks;

(iv) inadequate training and capacity-building measures towards professionalization of teachers and facilitators;

(v) absence of long-term and sustainable planning of NFE programmes, and absence of permanent physical set-up at local level, such as, a network of community learning centres.

**Goal 5:**

**Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality**

Bangladesh achieved full gender parity in primary and secondary education access. The net enrolment rate in primary education for both genders is now 97.3% in 2013; 96.2% for boys and 98.4% for girls (DPE, 2014). In secondary education, the net enrolment rate is 49.72% (BANBEIS, 2013); 54.44% for girls and 45.25% for boys.

Secondary education enrolment in Bangladesh has more than tripled and the number of institutions has more than doubled since 1980. The growth of girls' enrolment, spurred by social

mobilisation and incentives, such as stipends and tuition waivers for rural girls, has been spectacular. Girls now outnumbered boys in secondary schools. The ratio of girls to boys in primary education was 103:100 and for secondary education it was 117:100. Interestingly, from 2009 onwards, more girls than boys were attending schools at the primary and secondary levels.

Data show that the percentage of girls' progression to secondary schools is 95% while the rate is only 84% in case of boys. The net attendance rates at the secondary level remain unacceptably low at 53% for girls and 46% for boys. In contrast to advances in initial enrolment, girls lagged behind boys in reaching class ten and in passing the public examination. Boys were ahead of girls in completing the cycle and passing secondary examination although the gap has been narrowed down during the past decade. The participation of girls in technical and vocational education and tertiary education is



also unsatisfactory and below the MDG target of full equality.

Gender-based discrimination remains one of the most difficult constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved. Despite huge progress, and girls surpassing boys in initial entry into primary and secondary education, the majority of both girls and boys among adolescents and youth are still out-of-school, because of high dropout and non-completion.

Education of girls and women has a powerful trans-generational effect and is a key determinant of social development and women's empowerment. Further, progress, therefore has to be made in increasing girls' completion of the different stages of education and participation in technical and vocational education as well as tertiary education, where girls still lag significantly behind.

A major challenge right now is the quality of education at every level. The expansion of the education system has brought out the quality problems in sharper relief.

### Goal 6:

**Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills**

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults.

Evidence over the recent decades has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to

school, kept there and enabled to achieve meaningful learning outcomes. In the context of scarcity, resources have been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in many countries have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master. Problems are evident in defining clearly, teaching properly and assessing accurately what students are meant to learn.

Available recent data show that Bangladesh, as noted above, has come close to universal net enrollment rates in primary education up to grade 5. Gender gap in access to primary and secondary school has been eliminated. From this point of view, it can be said that the status of Bangladesh in achieving the EFA goal 2 is quite satisfactory and good progress has been made comparing to other goals. The other side of the coin,

however, is that high dropout and non-completion in primary and secondary education are indications of serious quality deficiencies. With the concentration on increasing quantity, many aspects of quality remain neglected. The government has taken up a pilot project, namely, Each Child Learns, to enhance quality of primary education, and projects like Teachers Quality Improvement at the secondary level, but the results of these initiatives are yet to be seen.

The deficits in learning achievement in respect of basic skills and competencies in literacy and numeracy have been brought out by several *Education Watch* assessments as well as the assessments carried out by the Directorate of Primary and Secondary Education themselves. These evidences showing quite low achievement in language and math skills of students of grades 3, 5 and 8 in terms of specified competencies in the curriculum are inconsistent with high pass rates in public examinations at the end of grade 5 and grade 8 in recent years.

This situation indicates that there is a range of issues which needs serious attention in respect of how assessment of learning is carried out, the relative importance of formative

assessment in classroom and school and summative evaluation through high-stake public examination of pupil learning at a young age, and how teaching-learning is affected by the assessment approach (so called "teaching to the test" and the "backwash effects").

Research reports and findings have highlighted the challenges in respect of the quality of the teaching-learning process, the school environment and children's learning achievements (UNICEF 2003, ASPR 2013). The *Education Watch* report (2008) observed that a recognised and commonly agreed quality assessment model or framework does not exist. Sets of quality indicators related to inputs, processes and outcomes at the level of students, teachers, schools and the system have to be defined and used for assessment. The findings and their analysis then have to be used systematically for planning, setting priorities, allocating resources and monitoring involving various categories of actors and stakeholders including

students, parents teachers, managers and policymakers, and civil society at different levels. Government authorities including the local government bodies, NGOs and other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programs require:

(i)   healthy, well-nourished and motivated students;

(ii)  well-trained teachers and active learning techniques;

(iii) adequate facilities and learning materials;

(iv)  a relevant curriculum that is taught and learned in a local language and that builds upon the knowledge and experience of the teachers and learners;

(v)   an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (vi) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and, values;

(vii) participatory governance and management; and

(viii) respect for and engagement with local communities and cultures.

The requirements enumerated have to guide action and be applied in managing and monitoring basic education endeavours for completing the unfinished tasks of enhancing quality with equity for EFA 2015 and looking ahead to EFA 2030.

# 4. Recommendations from stakeholder consultations

Following its mandate of promoting and facilitating civil society dialogue and participation in policy development, priority setting and transparency in management and monitoring, as part of the review of EFA 2015 progress, a series of nine sub-national consultations and a national consultation were organized by CAMPE in cooperation with its member/partner organisations. The outcomes of the consultations are summarized below.

## Subnational consultations

The following recommendations were forwarded by the participants of the sub-national level consultations covering the six EFA Goals:

- ECCE Programs should be given adequate importance and the Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education should be involved in these programs taking these as a key area of concern.

- Emphasis must be given on non-formal education along with formal primary education to ensure Education for All particularly for the missed out and left out groups.

- Second Chance Education through non-formal primary education should be an important component of the strategy for universal primary education, with particular focus on deprived and dropped out children

- Specific plans and activities should be undertaken to reduce urban-rural and rich-poor disparity in education

- Intensive education programs for slum dwellers,

disadvantaged communities and hard to reach areas including *haor*, tea gardens, Chittagong Hill Tracts (CHT), and *char* areas.

- Market oriented and demand based skills program for young people must be given priority.

- Provision is needed for adequate resources for meeting the need for trained instructors/teachers and appropriate infrastructure facilities for skills development programs.

- Long term planning for demand-based adult literacy programs linked with ground level realities is necessary.

- Adult literacy programs should be linked with and a part of lifelong learning and life skills education

- GO-NGO collaboration and specific interventions are needed to prevent early marriage and adolescent pregnancy that often cause low enrollment and participation at all levels of education

- To encourage higher education for girls it is necessary to set up higher secondary schools and colleges in locations near hard to reach areas, tea gardens, and CHT, with provision of hostels for girls and other infrastructure.

- Safety and security of girls while travelling to and from (and also inside) education institutions must be ensured.

- Quality of teaching-learning at all levels and types of education has to be ensured with provision of appropriate learning materials, teaching aids and equipment

- More efforts in subject based training for teachers are necessary.

- An appropriate benefit package for teachers should be ensured.

- A national data base for education should be developed.

- In allocating scarce resources, a higher priority should be given to ensuring quality improvement focusing on Quality Education for All

## National consultation

## Right to education

- Ensure that education is available and accessible to all, without exception - education should be free as recognised in the UN Human Rights Declaration 1948 and other international commitments

- There are many actors and providers in education, but basic education should be recognized as a state responsibility

- Consensus-building among stakeholders on right to education and state responsiveness on the issues need to be strengthened and well-articulated

- Enact a Right to Education law for quality basic education that is free and compulsory

## Acceptable quality in education

- Focus on the conditions to provide quality education for every child and adult learner with emphasis on well-trained and well-supported teachers to fulfill the needs of pedagogy and andragogy

- Instead of a narrow focus on test scores, attention must be on genuine quality in education with emphasis on achieving competencies and skills by each learner

- Facilitate educational research, promote science education with adequate laboratory, revisit curriculum and textbooks, and strengthen school to work transition

## Universal, equitable and non-discriminatory education

- Ensure the right to education for all children, young people and adults with a much greater focus on non-discrimination, on tackling marginalisation, and on inclusion

- Consider education as providing tools for realising the potential for economic development with environmental sustainability

- Enhance affirmative action to reduce urban- rural gaps

and other forms of inequalities including gender, ethnicity, disability and ecological and geographical disadvantage

- Generate disaggregated data by relevant indicators and use them for policy options

- Examine budgets for impact on different populations

- Find ways to monitor and measure progress on state efforts to achieve equity and universality

## Education from early childhood to adulthood

- Ensure access to ECCE for all children

- Ensure that every child does not only complete primary education, but makes a successful transition to secondary education, completing that level of education for better transition to the world of work

- Ensure second chance education opportunity for those who miss out or dropout form the system; and develop a system to track learners from enrolment to completion at all levels of education

- Emphasis literacy programs linking these with life-skills for the illiterate adults

- Emphasis TVET and skills education for young adults to meet the international market demand and standard

- Emphasis peace and values education and promote young people to become a global citizen and earn 21st century skills to compete in the global market

## Adequate finance and transparent governance

- To achieve the EFA vision there must be an emphasis on financing and governance as necessary conditions for success

- Consider education budget as investment for nation building and give highest priority to education budget for

ensuring quality of education at different levels

- Emphasis decentralisation and a faster decision-making process

- Strengthen official coordination among actors including the government, development partners and civil society and promote sector-wide approach based on the lessons learnt from the primary education SWAp.

- Strengthen bilateral, regional and international cooperation including South-South Cooperation

**Linking thepost-2015 framework to the education rights framework**

- Integrate explicitly the human rights framework in educational planning and management

- Strengthen linkage of educational planning with the human rights framework and other development goals for ensuring sustainable development

- Develop mechanism to revisit policies and strategies periodically

- Make policies and strategies live documents and instruments for prioritising and responding to national and local needs in development.

# 5. EFA Post-2015 Agenda
## Looking ahead to Education for All 2030

*[The proposed EFA Post-2015 Agenda consisting of the overarching goal, main targets and initial suggestions for related indicators take into account the Muscat Global Education Meeting Agreement of May 2014 and are based on civil society consultations organised by CAMPE and its partners in Bangladesh]*

## The Proposed Goals, Targets and Indicators

## Overarching Goal

**Ensure equitable and inclusive quality education and lifelong learning for all by 2030.**

## Tergets and indicators

| Targets | Provisional Indicators |
|---|---|
| **Target -1:** By 2030, all girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and to the most marginalised. | • Proportion of children with birth registration<br>• Under-5 mortality rate<br>• Percentage of children aged 3 to 5 years who attended some form of organised early stimulation and/or early childhood education program<br>• Gross enrolment ratio (GER) in pre-primary<br>• net enrolment rate in pre-primary (NER)<br>• Moderate and severe stunting (children under age 5 year) |

| Targets | Provisional Indicators |
|---|---|
| | • Availability of adequate learning materials (content, printing quality, timeliness of distribution), such as reading texts, workbooks, and teacher's' guide<br>• Proportion of preschool children enrolled in facilities with a trained and dedicated teacher and dedicated space<br>• Selected data disaggregated for income quintiles, geography, gender, people with special needs, and marginalised groups (e.g., urban slums, *haor*, *chars*, hills, ethnic groups & *dalits*.) |
| **Target 2:** By 2030, all girls and boys complete free and compulsory quality basic education of at least 12 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised. | • Gross Enrolment Rate (GER) in primary and secondary school<br>• Net Enrolment Rate (NER) in primary and secondary school<br>• Completion/survival rate (%) to the last grade of primary and secondary school<br>• Student absenteeism in primary and secondary school<br>• Number and % of out-of-school children of primary and secondary school age (never enrolled and dropouts) with attention to working children<br>• Gross and Net Enrollment Rate of Children with disabilities in primary and secondary education |

| Targets | Provisional Indicators |
|---|---|
| | - The survival rate of the children with disabilities up to the last grade of primary and secondary school<br><br>- Availability of adequate learning materials (content, printing quality, timeliness of distribution), such as text books, supplimentary reading materials, teachers' gude, worksheets, charts and maps, etc.<br><br>- Student-teacher ratio in primary and secondary school<br><br>- Percentage of trained teachers in primary and secondary school<br><br>- Educational expenditure per student (share of total public education resources devoted to education) at the primary and secondary level<br><br>- Proportion of primary and secondary schools meeting essential quality standards for physical facilities, learning equipment and environment and teaching personnel standards<br><br>- Percentage of students served and schools equipped with Information and communication technologies (ICT) for education<br><br>- Proportions of students entering and completing primary and secondary school at designated age. |

| Targets | Provisional Indicators |
|---|---|
| | - Assessed achievement by proportions of students of competency in languages (first language and English), math, and science and computer skills at primary and secondary levels<br><br>- Selected data disaggregated for income quintiles, geography, gender, people with special needs, and marginalised groups (e.g., urban slums, *haor*, *chars*, hills, ethnic groups & *dalits*.) |
| **Target 3:** By 2030, all youth and at least 80% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalised. | - Proportion of adult populations (15-45 years and 15+) with assessed functional literacy and numeracy competencies<br><br>- Proportion (%) of adult population with years of schooling<br><br>- Proportions of youth and adults making regular use of community learning centres, spaces, programmes, and learning technology networks<br><br>- Number and % of adults using communications media (mobile phone users, readers of print media, TV watchers, radio listeners, etc.)<br><br>- Number and % of adults with access to Internet<br><br>- Selected data disaggregated for income quintiles, geography, gender, people with special needs and marginalised groups (e.g., urban slums, *haor*, *chars*, hills, ethnic groups & *dalits*.) |

| Targets | Provisional Indicators |
| --- | --- |
| **Target 4:** By 2030, all youth and at least 80% of adults have the basic knowledge and skills for decent work and life and progressively higher specified proportions participate in technical and vocational, upper secondary and tertiary education and training, with particular attention given to gender equality and the most marginalised. | • The proportion of pupils starting grade one who reach last grades of secondary and higher secondary<br><br>• Secondary and higher secondary gross and net enrolment ratios<br><br>• Secondary and higher secondary school attendance rates<br><br>• Proportions of the adult population with technical and vocational skills at different specified levels<br><br>• Number and proportion of adults participating in tests for Recognition of Prior Learning (RPL)<br><br>• Proportions of TVET institutions meeting specified criteria of quality (facilities, instruction methods and curricular provisions meeting market needs)<br><br>• Opportunities for apprenticeship, meeting quality criteria and demand of youth population (especially 15-25 years)<br><br>• Selected data disaggregated for income quintiles, geography, gender, people with special needs and marginalised groups (e.g. urban slums, *haor*, *chars*, hills, ethnic groups & *dalits*) |

| Targets | Provisional Indicators |
| --- | --- |
| **Target 5:** By 2030, all learners acquire knowledge, skills, values and attitudes to build sustainable and peaceful societies, especially through promoting goals of global and local citizenship and emphasising education and learning for sustainable development. | • Degree of effort and results judged by survey of public perception and survey research in adapting education objectives, content, methods, practices, teacher training and learning assessment to promote global citizenship and sustainable development<br><br>• Degree of effort judged by public perception and research of adapting lifelong learning and adult education activities to goals of global and local citizenship and sustainable development<br><br>• Degree of effort made to improve education governance with greater efficiency, transparency and accountability judged by survey of public perception and research of trends<br><br>• Change in learner knowledge, attitudes and behavior evaluated at different levels of formal education and adult and non-formal learning programs<br><br>• Percentages of youth and adults knowledgeable and concerned about the climate change issues and willing to act accordingly<br><br>• Percentage of secondary students and adult learners participating in citizenship education and activities |

| Targets | Provisional Indicators |
|---|---|
| **Target 6:** By 2030, governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers. | • Proportion of trained teachers meeting specified national standards at different levels of education including pre-primary, primary and secondary<br><br>• Share of female teachers at different levels of education (pre-primary, primary, lower secondary, upper secondary, etc.)<br><br>• Student/teacher ratio and number of students per classroom at pre-primary, primary and secondary education<br><br>• Adequacy of resources for pre-service and in-service training and professional supervision of teachers at all levels of schooling<br><br>• Number and proportion of teachers with training on inclusive education and multi-lingual education<br><br>• Improvement in teacher remuneration, incentives and social recognition to attract and retain in profession best products of the higher education system judged by relevant comparative data, survey research and public perception survey |

| Targets | Provisional Indicators |
|---|---|
| **Target 7:** By 2030, all countries allocate at least 6% of their Gross Domestic Product (GDP) or at least 20% of their public expenditure to education, prioritising groups most in need; and developed countries commit themselves to strengthening financial cooperation for education, prioritising countries most in need. | • Educational expenditure per student at different levels; proportions of GNP and public expenditure devoted to education<br><br>• Amounts and ratios of public and household expenditures per student at different levels of education<br><br>• CSR and other innovative finincing for different lavel of eduation<br><br>• External aid to education for different levels and programmes. |

The Global Thematic Consultation on Education in the post-2015 Development Agenda, held under UN auspices, in endorsing the overarching education goal mentioned above, also recommended that, "while goals should be relevant to all countries, target-setting at the national/local level should remain flexible so as to allow for the diversity of social, economic and cultural contexts" (United Nations 2013, pp.4-5)

The devil of course is in the details. Whatever overall goals and targets are adopted in the EFA 2030 agenda, there have to be adaptation and elaboration at the country level. There will be the need to consider and formulate additional or modified national indicators to adapt and adjust the targets and indicators to specific circumstances of countries. Particular attention has to be given in Bangladesh and similarly placed developing countries on:

1. Assessed results on selected achievement of competencies, at specified grade and age level for participants in compulsory education;

2. Assessment of governance measures -decentralisation, accountability and transparency;

3. Resources - adequacy and their use;

4. Disparities in participation, provisions, and outcome;

5. Teachers - numbers and their quality attributes.

The discussion and dialogue on ideas and suggestions on making global targets and indicators relevant to national and sub-national conditions have to continue in civil society and inter-governmental forums in the run up to World Education Forum adoption of the EFA 2030 agenda in Incheon, Korea in May 2015. More importantly, this discourse has to continue even after then as the international community and countries begin the task of implementing EFA 2030.

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http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/core-processes/assessment/

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UNESCO:
http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/core-processes/assessment/

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# 6. Annexure

## Host Organisations and Resource Persons for the National & Sub-national Consultations

| Date | Host Organization & Location | Resource Persons & Guest Speakers |
|---|---|---|
| 12 March 2014 | IDEA, Sylhet | • Dr. Manzoor Ahmed, Vice Chair, CAMPE<br>• Rupan Kanti Shil, Additional Secretary |
| 15 March 2014 | Shaw Unnayan, Rajshahi | • M. Habibur Rahman, Education Adviser, Save the Children |
| 18 March 2014 | USS, Gaibandha | • Golam Mostafa Dulal, Director, Gono Saysthay Kendra |
| 19 March 2014 | Speed Trust, Barishal | • Professor Nazmul Haq, Member Education Watch |
| 19 March 2014 | Green Bangladesh, Chittagong | • Professor Shafi Ahmed, Member Education Watch |
| 20 March 2014 | RRF, Jessore | • Dr. Manzoor Ahmed, Vice Chair, CAMPE<br>• Rupan Kanti Shil, Additional Secretary<br>• Khandaker Lutful Khaled |
| 22 March 2014 | GUP, Madaripur | • Dr. Mostafizur Rahman, Program Manager, CAMPE |
| 22 March 2014 | SERAA, Netrokona | • Nurunnabi Talukder, Directorate General of NGO Affairs Bureau<br>• Dr. Md. Abul Kalam Azad, Deputy Commissioner<br>• K M Enamul Hoque, Deputy Director, CAMPE |
| 23 March 2014 | JJS, Khulna | • Principal Quazi Faruk Ahmed, Member Education Watch |
| 19 April 2014 | CAMPE, Dhaka | • Nurul Islam Nahid MP, Honorable Education Minister |

| Date | Host Organization & Location | Resource Persons & Guest Speakers |
|---|---|---|
| | | • Dr. Mohammad Farashuddin, Chairperson, National Pay Commission<br>• Kzai Rafiqul Alam, President DAM & Chairperson, CAMPE<br>• Rasheda K Choudhury, Executive Director, CAMPE<br>• Dr. Manzoor Ahmed, Vice Chair, CAMPE<br>• Samir R Nath, Member, Education Watch |

# Contributing Organizations/Groups

*(In Alphabetical Order)*

- ActionAid Bangladesh
- Agakhan Foundation Bangladesh
- Ahsanullah University of Science & Technology
- AISEDUP, Jhenaidah
- Amar Odhikar Campaign (AOC)
- ANUVAB, Panchagarh
- APUS-Jamalpur
- ARBAN, Netrokona
- Ashroy Foundation, Khulna
- ASKS, Narshigdi
- Bandhu Kallayan Foundation
- Bangladesh Institute of Development Studies (BIDS)
- Bangladesh Primary Teacher Samity
- Bangladesh Primary Teacher Samity, Madaripur
- Bangladesh Teachers Association (BTA)
- Bangladesh Unnayan Parishad (BUP)
- Bangladesh Association of Rural and Social Advancement (BARSA)
- Barendra Development Organisation (BDO)
- Bangladesh Extension Education Services (BEES)
- Bangladesh Rural Advancement Committee (BRAC)
- Bikalpa Unnayan Karmashuchi (BUK)
- BRAC University-Institute of Educational Development (BU-IED)
- Campaign for Popular Education (CAMPE)
- CARITAS Bangladesh
- Centre for Policy Dialogue (CPD)
- Centre for Mass Education in Science (CMES)
- Community Association for Integrated Development Service (CAIDS)
- Community Education Watch
- Concern Worldwide
- D Net, Dhaka
- Dalit, khulna
- Daridra Samaj Unnayan Sangstha
- DARPAN, Comilla
- Democracy Watch
- Dhaka Ahsania Mission (DAM)
- Dipte Bangladesh
- Diganta Samaj Kalayan Samity (DSKS)
- Education Watch
- Fedaration of NGOs in Bangladesh (FNB)
- Gram Bikash Kendra (GBK), Dinajpur
- Gonosaystha Kendra (GK)
- Gonokendro, Narayanganj
- Gono Shahajjo Sangstha (GSS)
- Gono Unnayan Prochesta (GUP)
- Grambangla, Dhaka
- Grameen Jano Unnayan Sangstha (GJUS)
- Green Bangladesh
- HOPE, Brahmanbaria
- Institute of Child and Human Development (ICHD)
- Institute of Development Affairs (IDEA)
- Institute of Education and Research, University of Dhaka
- Integrated Social Development Effort (ISDE-BD)
- In Search of Light (ISOL)
- Integrated Village Development Society (IVDS)
- Jagorani Chakra Foundation (JCF)
- Jagrata Juba Shangha (JJS), Khulna
- Jui-Society, Feni
- Karma Kutir, Barisal
- Karapara Nari Kalyan Shangstha (KNKS), Bagerhat
- Manusher Jonno Foundation (MJF)
- Mothers Development Society (MDS)
- Manab Unnayan Kendra (MUK), Meherpur
- Mukti Nari-O-Shishu Unnayan Sangstha (MNSUS), Kushtia
- Natun Zibon Rochi (NAZIR), Lalmonirhat
- Northern Development Foundation (NDF), Dinajpur
- NGO Forum, Dhaka
- Naria Unnayan Samity (NUSA), Shariatpur
- Organization for Social Advancement (OSA), Narshigdi
- Oxfam GB
- Polly Advancement and Disaster Management Association (PADMA)
- Palli Bikash Kandra
- People Advancement Social Association (PASA)
- Participatory Advancement Social Service (PASS)
- Pirojpur Gono Unnayan Samity (PGUS)
- Plan International
- Plan International, Bangladesh
- PRIP Trust
- Prokash Gono Kendra (PGK), Jessore
- Protibandhi Unnayan Sangstha (PUS)
- Protyasa, Joypurhat
- Rangpur-Dinajpur Rural Services (RDRS)
- Resource Integration and Social Development Association (RISDA-Bangladesh)
- ROOTS- Social Development Program (ROOTS), Kushtia

- SAMAHAR, Dhaka
- Save the Children International
- Sonar Bangla Foundation (SBF)
- Society Development Agency (SDA)
- Seba Foundation, Maymensingh
- Social & Environment Development Association (SEDA)
- Socio Economic Health Education Organization (SEHEO)
- SEQAEP, Ministry of Education
- Socio-Economic and Rural Advancement Association (SERAA), Netrokona
- Sirajganj Flood Forum (SFF)
- Shahid Sheba Sangstha (SSS)
- Socio Health And Rehabilitation Programme (SHARP)
- Shathi Environment Foundation (SHATHI), Kurigram
- Shimantik, Sylhet
- Shishu Polli Plus, Gazipur
- SHORONEY, Tangail
- Sightsavers International
- Socio Economic Development Organization for Poor (SEDOP)
- Solidarity, Kurigram
- Songshoptaque, Chittagong
- Speed Trust, Barisal
- Steps towards Development (STD)
- SUROVI, Dhaka
- Sabalamby Unnayan Samity (SUS)
- Satata Unnayan Sangstha (SUS)
- Satkhira Unnayan Sangstha (SUS)
- Sramajibi Unnayan Sangstha (SUS)
- Swanirvar Bangladesh
- SWID Bangladesh
- Tact for Rural Development (TRD)
- TCM Bangladesh, Dhaka
- The Hunger Project
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- Representatives of Development Partners and Media among others

# Individual Contributors

- Dr. Manzoor Ahmed, Professor Emeritus, BRAC University, Institute of Educational Development
- Dr. A M R Chowdhury, Executive Director, BRAC
- Rasheda K Choudhury, Executive Director, CAMPE
- Prof. Md. Nazmul Haq, IER, University of Dhaka
- Dr. Golam Mostofa, Adviser, Aga Khan Foundation
- Iqbal Hossain, Adviser Education, Plan International
- M. Tariq Ahsan, Associate Professor, IER, University of Dhaka
- Khandoker Lutful Khaled, Manager Education Program, ActionAid Bangladesh
- M. Habibur Rahman, Education Adviser, Save the Children
- K. M. Enamul Hoque, Deputy Director, CAMPE
- Dr. M. Ehsanur Rahman, Executive Director DAM
- Samir Ranjan Nath, Programme Head, Educational Research Unit, BRAC
- S. M. Ahsanul Aziz, Deputy Director, Directorate of Environment