

Budget for Education in Bangladesh

An Analysis of Trends, Gaps and Priorities

Mustafizur Rahman

Executive Director, CPD

Towfiqul Islam Khan

Research Fellow, CPD

Mostafa Amir Sabbih

Research Associate, CPD

Dhaka: 25 April 2016



CENTRE FOR POLICY DIALOGUE (CPD)
B A N G L A D E S H
a civil society think tank



Acknowledgements

The authors would like to express their deep appreciation to *Ms Rasheda K. Choudhury*, Executive Director, CAMPE for her encouragement and support in the course of preparing this paper.

The authors are grateful to *Dr Manzoor Ahmed*, Professor Emeritus, BRAC University for his insightful comments and very helpful suggestions on an earlier draft of the paper. The authors also received useful comments from the participants of the stakeholder consultation held on 9 March 2016.

Support extended by the CAMPE team is thankfully recognised. Special words of appreciation are due to *Dr Md. Mostafizur Rahman*, Program Manager, CAMPE for his sincere cooperation and dedicated support to the study team.

The authors gratefully acknowledge the valuable support provided by *Ms Anisatul Fatema Yousuf*, Director, Dialogue and Communication Division, CPD and colleagues at the Division in preparing this report. The authors would like to thank *Ms Nazmatun Noor*, Deputy Director, Publication, CPD for copy editing the manuscript.

Mr Zareer Jowad Kazi, Programme Associate, CPD has provided valuable research assistance to the study team.

Content

- Introduction
- Major Findings
 - Past Achievements and Key Challenges
 - Alignment of National Plans/Policies with the SDGs
 - Trends in National Budget for Education
- Policy Recommendations

Introduction

Introduction

- The World Education Forum 2015 in Incheon, Korea, in setting the agenda for Education 2030, has urged countries to increase their public spending for education to at least 4-6% of GDP and/or at least 15-20% of total budget
- The Education 2030 agenda is reflected in SDG 4 adopted at the United Nations in September 2015
- The Oslo Summit on Education and the Third International Conference on Financing for Development (Addis Ababa Action Agenda), both held in July 2015, affirmed that a significant increase in financing is required to achieve the SDG 4
- Education has been considered as a priority sector in all the successive Five-Year Plan documents of Bangladesh
- However, over the years Bangladesh has achieved limited progress in terms of providing the needed resources for education
 - Total expenditure on education was 1.6% of total GDP in 1990 which increased to about 2% in 2000. Since then, it has been hovering around this level

Introduction

- Such level of allocation does not actually correspond to Bangladesh's performance as regards the attainment of education-related MDGs
- Not only has the allocation for education been inadequate, the efficiency of deployed resources in terms of expected outcome has been rather wanting
- The EFA Global Monitoring Report estimates that providing quality education in the areas of pre-primary, primary and secondary education in low and low-middle-income countries will require a total of USD 340 billion per year (6.6% of GDP) over 2015–2030
 - Given the current trend, the estimated funding shortfall (for education) per year may stand at USD 39 billion for these countries

Introduction

Objectives of the Study

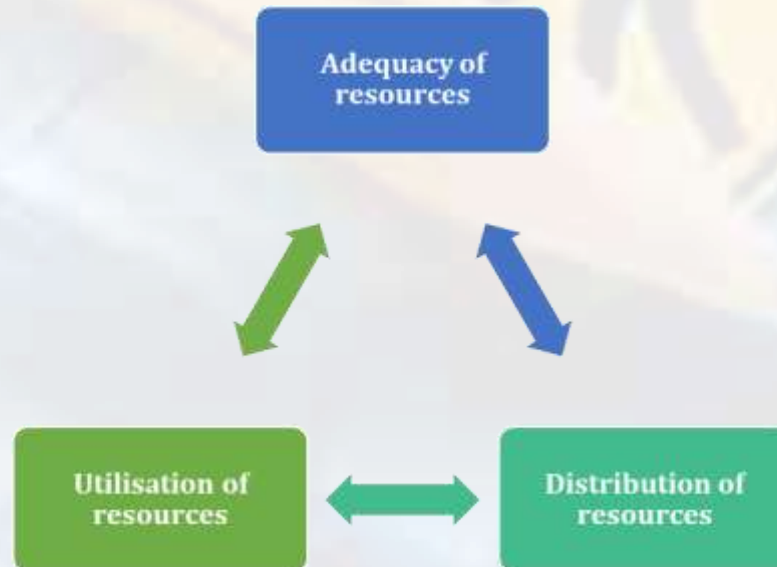
- Highlight gaps and challenges in education sector through the lens of SDGs in Bangladesh
- Identify priorities in the education sector for adequate budget allocation
- Analyse trends and current situation as regards education budget in Bangladesh
- Put forward a set of recommendations towards ensuring quality education in Bangladesh

Introduction

Methodology

- Literature review (national and international reports on education budget)
- Secondary source of data: Data from national sources including MoF, BBS, BANBEIS, DPE, Five-year Plans, IMED's Report, SDGs
- CAMPE reports
- Primary source of data: Field recommendations were collected through public hearing conducted in six divisions jointly by CAMPE and Channel i

With a view to assess the trends in national budget for education in Bangladesh, the present study followed a derived analytical framework



Major Findings

Past Achievements and Key Challenges

Achievements

- Bangladesh has made impressive progress in terms of addressing inequities in schooling enrolment and as regards some of the learning outcomes

MDG 2: Achieve Universal Primary Education

Indicators	Base Year 1990/1991	Current Status (Source)	Target by 2015	Remarks
Net enrolment ratio in primary education, %	60.5	97.7 (APSC, 2014, DPE)	100	On Track
Proportion of pupils starting grade who reach grade 5, %	43.0	81.0 (APSC, 2014, DPE)	100	Need Attention
Literacy rate of 15-24 year-olds, women and men, %	No data	Total 75.4, Women: 76.6, Men: 74.0 (Census 2011)	100	Need Attention
Adult literacy rate of 15+ years old population, % (Proxy indicator)	37.2	61 (SVRS, 2013)	100	Need Attention



Past Achievements and Key Challenges

Achievements

- Bangladesh has made impressive progress in terms of addressing inequities in schooling enrolment and as regards some of the learning outcomes

MDG 3: Promote Gender Equality and Empower Women

Indicators	Base Year 1990/1991	Current Status (Source)	Target by 2015	Remarks
Ratio of girls to boys in Primary education (Gender Parity Index =Girls/ Boys)	0.83	1.03 (APSC, 2014, DPE)	1.0	Target Met
Ratio of girls to boys in secondary education (Gender Parity Index =Girls/ Boys)	0.52	1.14 (BANBEIS, 2013)	1.0	Target Met
Ratio of girls to boys in tertiary education (Gender Parity Index =Girls/ Boys)	0.37	0.67 (BANBEIS, 2013)	1.0	Need Attention



Past Achievements and Key Challenges

The Unfinished Agenda

- Absenteeism declined gradually during 2005-2015 period
- Yet, 13% students in primary school remain absent from schools

Average student absenteeism by gender 2005-2015

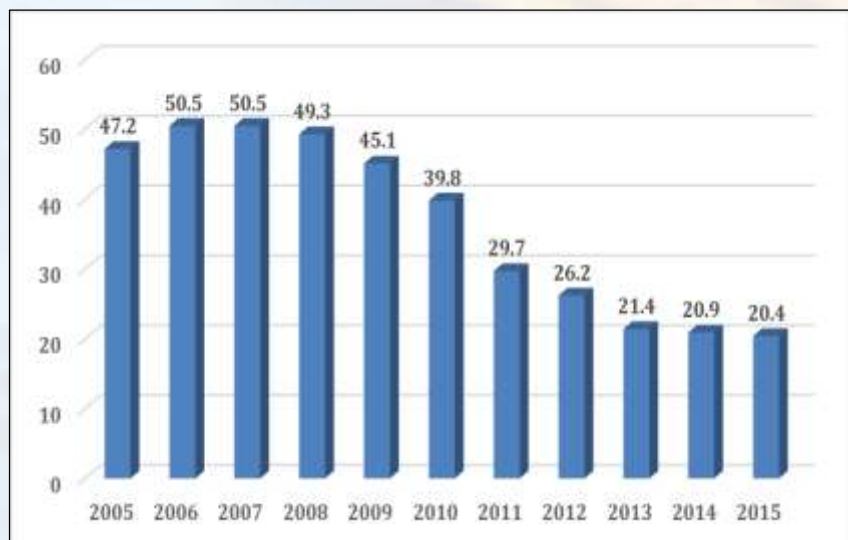
Student	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Boys	23.0	21.0	20.0	20.0	18.2	17.2	15.5	14.0	13.8	13.4	13.1
Girls	22.0	20.0	19.0	18.0	17.2	16.0	14.3	14.0	13.5	13.2	13.0
Total	23.0	20.0	20.0	19.0	18.0	16.5	14.9	14.0	13.7	13.3	13.1

Past Achievements and Key Challenges

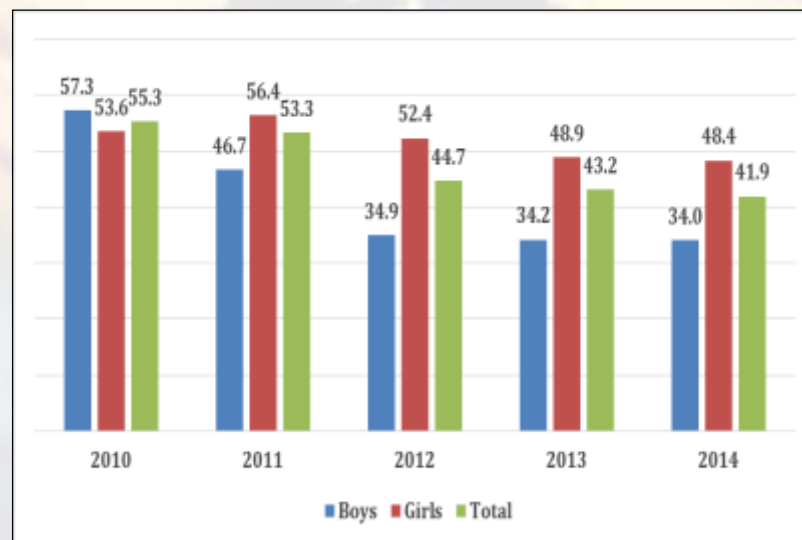
The Unfinished Agenda

- High drop-out rate at the primary and secondary level

*Dropout rate
at primary level (%)*



*Dropout rate
at secondary level (%)*



Past Achievements and Key Challenges

The Unfinished Agenda

- Achievement was not equal everywhere

*Spatial and gender variations in functional literacy rates (%)
(LAS 2011)*

Division	Rural	Urban	Male	Female	Total
National	50.5	65.6	56.9	50.2	53.7
Barisal	57.8	74.9	63.8	59.9	61.9
Chittagong	51.5	64.4	57.1	51.6	54.3
Dhaka	48.6	62.3	54.8	48.2	51.5
Khulna	53.3	68.7	59.2	52.8	56.2
Rajshahi	50.3	65.6	56.9	48.6	53.1
Sylhet	39.9	62.0	49.1	41.1	45.2

Past Achievements and Key Challenges

Key Challenges

- **Quality of Education**

- MDGs focused more on quantity, but not on quality
- Inadequate resources, management capacity and lack of commitment as obstacles to ensure a sustainable means of providing quality primary education for all

Indicators of Quality	2010	2011	2012	2013	2014	Proj. 2015
Teacher-student ratio	1:34	1:30	1:36	1:37	1:39	1:30
Classroom size	72.0	n.a	-	44.0		60.0
% of trained teachers in schools (total)*	68.5	75.4	72.7	73.8	62.3	80.5
% of trained teacher in schools(female)	73.7	77.4	73.8	73.9	60.2	91.0
% of schools having separate toilet facilities for girls+	94.9	96.0	93.8	93.3	94.4	99.0
% of schools with computer facilities	59.2	65.1	70.3	78.8	80.4	85.1
% of schools with internet connection	18.2	29.7	45.7	63.4	69.1	38.9
% of school with electricity connection	71.7	76.0	77.0	81.4	83.2	80.0
% of school having safe drinking water	85.0	87.0	94.5	95.9	96.6	91.0
% of school having multimedia facility	-	-	10.1	57.9	66.2	80.0
% of school having solar system	-	-	-	7.7	7.5	10.0



Past Achievements and Key Challenges

Key Challenges

▪ **Quality of Education**

- Due to the hierarchy of quality among different types of institutions, a small proportion of mostly urban institutions meet acceptable standards for educational provisions and facilities
- The students' learning achievement depended much on the students' background characteristics and private tutoring rather than on school related factors
- ❖ Of the 27 competencies that student had been tested on by the Education Watch, completers of primary school attained 16.1 competencies in 2000, which went up to 18.7 competencies in 2008 (low achievements in the 'understanding' items)

Past Achievements and Key Challenges

Key Challenges

▪ **Quality of Education**

- Low teacher-student ratio particularly in science and mathematics and inadequate quality-enhancing training facilities for teachers affect the quality of education
- Bangladesh has developed Early Learning Development Standards (ELDS) but interventions and practices are mostly substandard and low in most cases
 - ❖ As per MICS 2013, only 13.4% of children below five attend to ECD programme nationally
 - ❖ Annual Sector Performance Report 2015 shows that 51.1% of Grade 1 students in primary schools have attended pre-primary education

Past Achievements and Key Challenges

Key Challenges

▪ **Technical and Vocational Education and Training (TVET)**

- The growth rate of the students enrolled in TVET has increased but it is volatile and still remains low
 - ❖ The proportion of students enrolled in TVET increased from 0.4% in 2001 to only 1.8% in 2013
 - ❖ According to UNESCO (2013), the global average for proportion of secondary school people enrolled in skills development programmes in the year 2010 was 11%
- The government plans emphasises increase in enrollment of secondary level students in TVET
 - ❖ Such an increase, by itself without addressing the weakness, responding to quality and relevance concerns and linking with the job market, is likely to be wasted

Past Achievements and Key Challenges

Key Challenges

▪ Concerns as regards TVET

- Inadequate physical infrastructure acts as a barrier to participation for skills development training
- Deficiency in basic facilities, teaching-learning materials and aids and basic amenities, ineffective teaching-learning practices and style were reported as other potent barriers to TVET course effectiveness
 - ❖ Empirically, it was found that the rural young people (31.1%) were facing the problem more than the urban youth (24.4%)
 - ❖ Girls in both rural and urban areas were suffering more compared to the boys

Past Achievements and Key Challenges

Key Challenges

▪ Access to Education in Hard-to-Reach Areas

- Hard-to-reach areas would be defined, if the way to the area was under water for major parts of the year or big water bodies or hilly areas were located in between
- Education is difficult to access in areas which are geographically and ethnically distinct such as hilly areas of CHTs and Sylhet
- Nath and Chowdhury (2009) found that one-fifth or more of the non-government schools, ebtedayee madrasas and the ebtedayee-attached to dakhil madrasas were in hard-to-reach areas
 - ❖ The figure was recorded at 16.4% in case of the non-formal primary schools
 - ❖ The corresponding figure was only 8% for the government primary schools and the primary institutions attached to high schools

Past Achievements and Key Challenges

Key Challenges

▪ Access to Education in Hard-to-Reach Areas

- Children of the Hill Tracts face multi-faced barriers in their schooling (Islam, 2011)
 - ❖ For primary schools they have to study in Bangla as medium of instruction which is different from their spoken or native language
 - ❖ Other than language barrier, children are faced with the problem of transportation as the schools are located at a fair distance away from the children's residence

Also experienced in Moulvibazar, Sylhet (from field observation) where most of the marginalised children belonged to family who earned their livelihood through working in tea gardens

- The contribution of non-formal education needs to be acknowledged for children from very poor families, those located in remote and inaccessible areas and children with special needs
 - ❖ The enrolment in NFPE for 2015 is likely to be in order of 0.8 million or over 4% of total primary education enrolment, over a third is served by BRAC

Alignment of National Plans/Policies with the SDGs

- SDG 4 urged for ensuring quality education for all
- Apart from target 4.c all the targets are partially aligned with 7FYP

Target alignment: SDGs vs 7FYP

SDG Targets	7FYP Targets
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	By 2020, achieving 100 percent net enrollment rate for primary and secondary education. Percentage of cohort reaching grade 5 to be increased to 100 from current 80 percent
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Development of a framework for early childhood care and development policy
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	By 2020, increase female enrolment in technical and vocational education to 40%

Alignment of National Plans/Policies with the SDGs

Target alignment: SDGs vs 7FYP

SDG Targets	7FYP Targets
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Strengthening education and training programmes to motivate the youth to complete education and to enable the working youth and the older workforce to acquire required skills.
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	By 2020, the ratio of literate female to male for age group 20-24 to be raised to 100 percent from the current 86 percent. Female to male ratio in tertiary education to be raised from current 70 percent to 100 percent
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	By 2020, increase literacy rate by 100%



Alignment of National Plans/Policies with the SDGs

Target alignment: SDGs vs 7FYP

SDG Targets	7FYP Targets
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	No target
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	All children will have access to an appropriate, relevant, affordable and effective education regardless of gender, age, physical or financial ability, ethnicity, autistic & disable, impairment or HIV status

Alignment of National Plans/Policies with the SDGs

Target alignment: SDGs vs 7FYP

SDG Targets	7FYP Targets
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Not applicable for Bangladesh
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	Expand in-service training to teachers Establish 12 Primary Teacher Training Institutes



Alignment of National Plans/Policies with the SDGs

- Apart from these SDG targets there are other 7FYP and National Education Policy 2010 targets which are also important

All primary schools to have at least 1 and all secondary schools to have at least 3 multimedia classrooms; 30% of primary schools and 100% of all secondary schools to have an ICT laboratory

Provide leadership training to head teachers

Increase higher education rate from 12% to 20%

Establish at least one primary school in the villages that have none

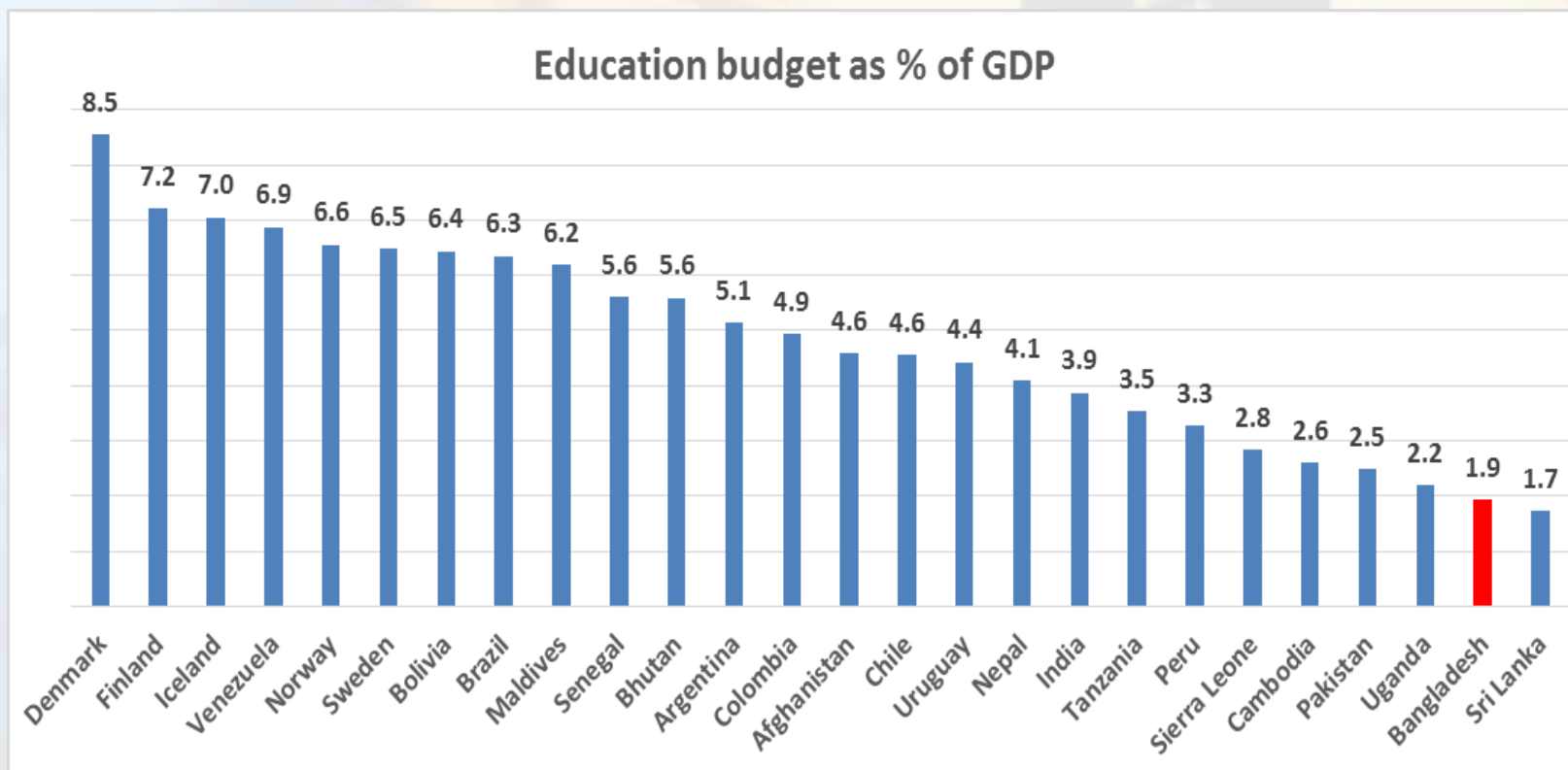
The ratio of teacher and students in primary education will be 1:30 by 2018

Provide non-formal education to diverse types of children deprived of education, like un-enrolled or dropout children and hard-to-reach children to enhance their employability and productivity through skill training

Trends in National Budget for Education

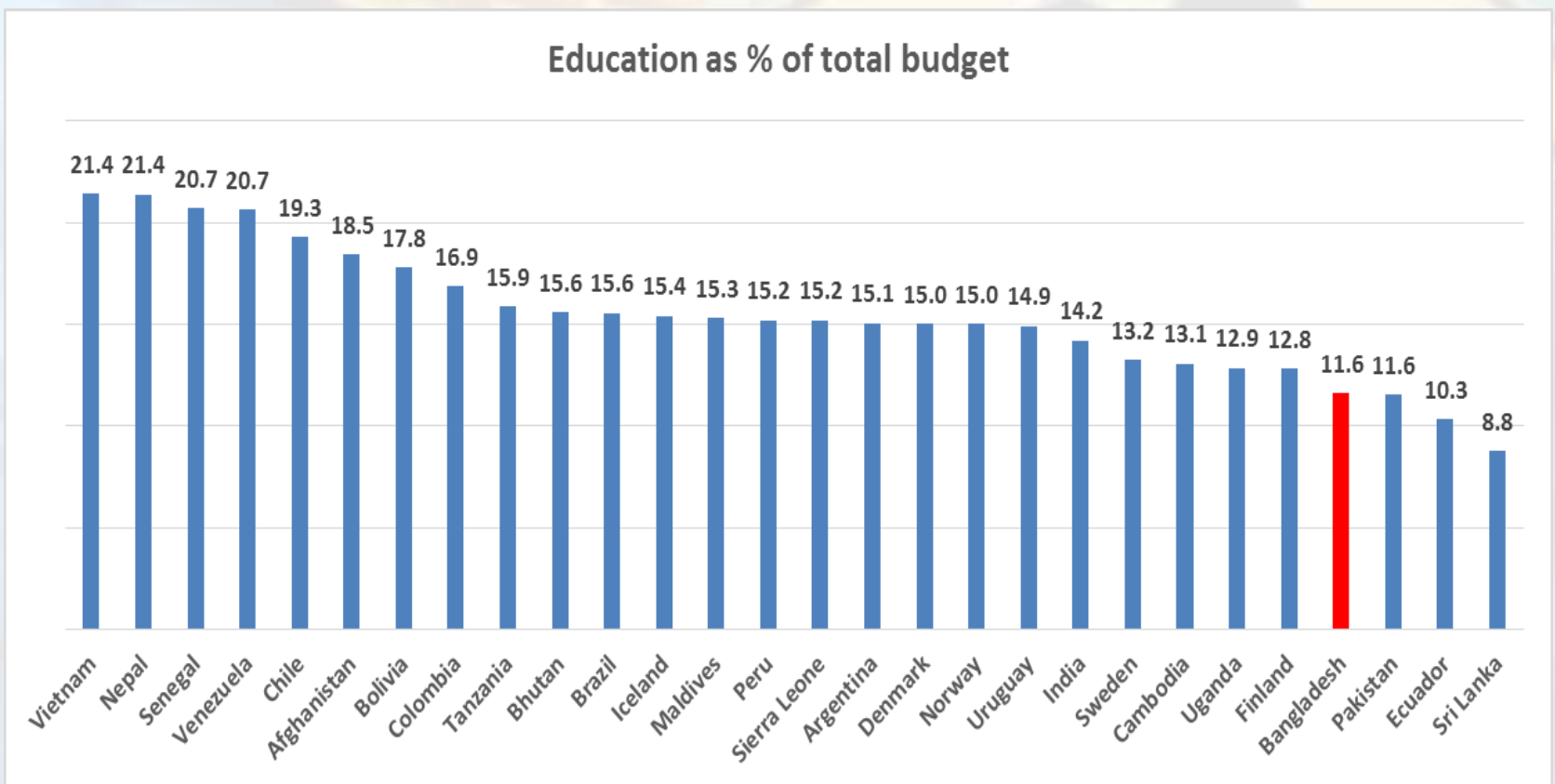
Current level of budgetary allocation for education is, by any standard, well below than what is required

- As % of GDP, education budget in Bangladesh is one of the lowest (1.9%)
- Ranked 155 out of 161 countries (data for 2012/2013)
- Also lower than its other South Asian counterparts



Trends in National Budget for Education

- Allocation for education as % of total budget, in Bangladesh is also not significant
- Ranked 81 out of 155 countries (data for 2012/2013)



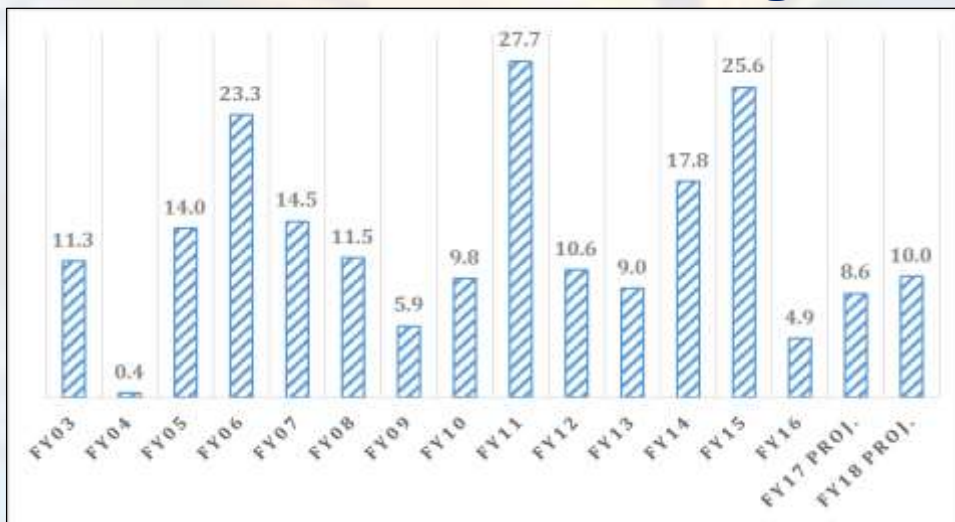
Trends in National Budget for Education

- The share of the education sector budget both as % of the GDP and the total budget, is declining
- Education budget both as % of total budget and GDP is projected to decline further in FY17 and FY18
- Growth of education budget was highly volatile and dropped significantly in FY16 while it is projected to increase marginally in FY17 and FY18

Education budget as % of GDP and total budget



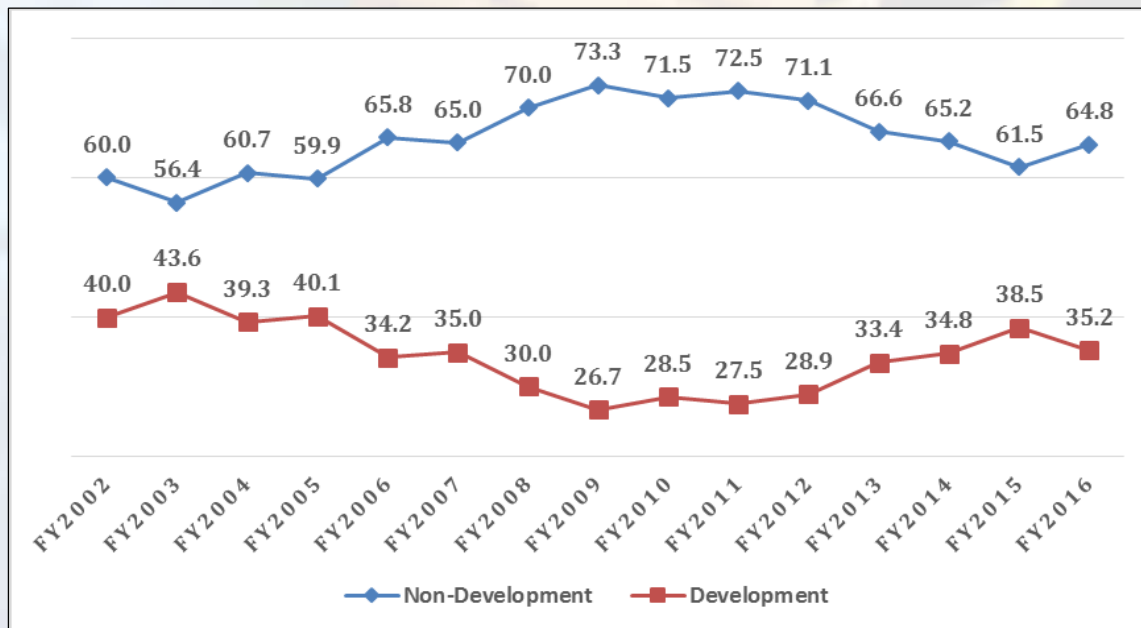
Growth in education budget



Trends in National Budget for Education

- On a positive note, development budget for education has been increasing proportionately since FY2010, but decreased again in FY2016

Development vs. Non-Development allocation



Trends in National Budget for Education

- The current study selected 12 priority projects of ADP for closer scrutiny and find out whether these projects got enough allocation to get completed by FY16
- Among these 12 projects, half of the projects are supposed to be completed by FY16
- PEDP-III, which is also scheduled to be completed by FY16 has only 59% possible completion rate suggesting a further time extension
 - However, as per project profile, the project timeline has extended to December 2017

Trends in National Budget for Education

Top 12 projects in education sector in ADP FY2016

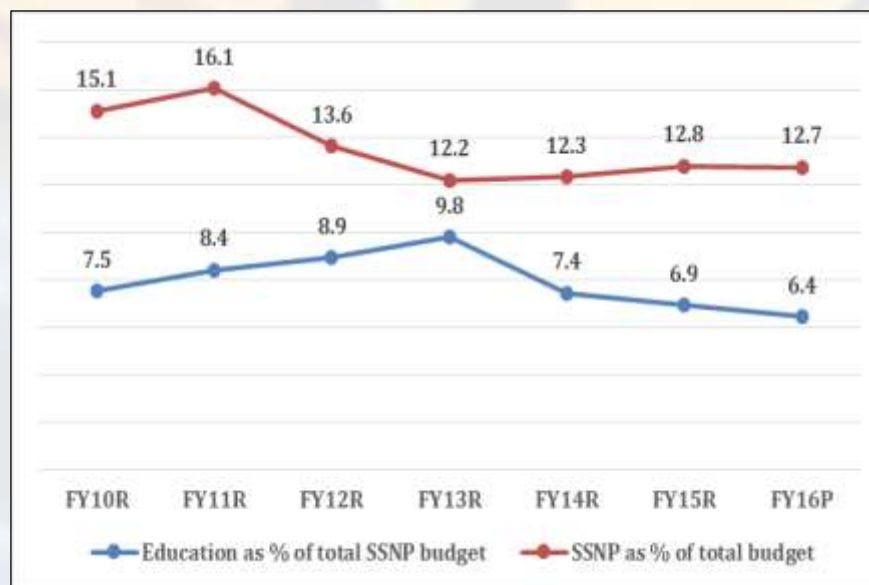
Projects.	Project cost (crore tk)	Maximum possible completion by FY16	End date
PEDP-3 (Revised)	18,154	59.0	30/06/16
Secondary Education Access and Quality Enhancement Project	3,401	71.9	31/12/17
School Feeding Programme in Poverty-Prone Areas Areas	3,146	69.8	31/12/17
Infrastructural development of selected private secondary schools	2,253	73.3	30/06/16
Reconstruction and Renovation of Govt. Primary School (Third Phase)	1,667	94.4	30/06/16
Secondary Education Enhancement Programme (SEEP)	1,658	34.2	31/12/17
Reaching Out of School Children (ROSC) (Second Phase)	1,140	42.1	31/12/17
Establishing One Trenchical School in 100 Upazila	924	18.8	30/06/16
Skills and Training Enhancement Project (STEP) (First Revised)	850	99.8	30/06/16
Establishment of 1500 New Primary School Buildings in the school-less Areas	839	97.2	30/06/15
Secondary Education Stipend Project (Second Phase) (SESP 2)	791	64.3	30/06/17
Teaching Quality Improvement-2 in Secondary Education (TQI-2)	646	52.2	30/06/17

Trends in National Budget for Education

Budgetary allocation for education-related SSNPs remains inadequate

- The share of education-related SSNP budget as % of total SSNP budget has been on declining trend since FY13
- Allowance amounts for SSNPs were unchanged (in nominal value) – serious erosion of real of purchasing power
- Stipend for primary students which is Tk. 125 was unchanged since 2003 – the real value now is about Tk. 50
- Coverage of major education-related SSNPs also remained stagnant or even suffered some erosion over the last six years, except in school feeding programme

Education-related SSNPs (as % of total SSNP budget)



Trends in National Budget for Education

- Real value of allocations for these SSNPs increased by negligible margin when compared with the opportunity cost of schooling for children living in poverty
- The nominal increase of PESP was 63.5% in the last 6 years while it was only 10.4% in real terms
- A huge increase can be observed both in nominal and real terms for school feeding mainly because the initial allocation was very insignificant
- ROSC has almost no increase in allocation in real terms while
- Allocation for Secondary and Higher secondary stipend declined by 25.4% in real terms

Nominal increase in budget for major education-related SSNPs

Programmes	PESP	School Feeding Programme	ROSC	Secondary and Higher secondary Education Stipend Project
FY10R	575	7	110	479
FY11R	865	18	122	673
FY12R	900	295	69	640
FY13R	925	457	94	648
FY14R	853	516	148	425
FY15R	940	455	166	529
Nominal increase	63.5	6,400	50.9	10.4

Real increase in budget for major education-related SSNPs

Programmes	PESP	School Feeding Programme	ROSC	Secondary and Higher secondary Education Stipend Project
FY10R	575	7	110	479
FY11R	775	16	109	603
FY12R	741	243	57	527
FY13R	714	353	73	500
FY14R	613	371	106	305
FY15R	635	307	112	357
Real increase	10.4	4290.0	1.9	-25.4

Trends in National Budget for Education

‘Disguised’ allocations, under education head, going to a number of government entities, is often not well-documented and well-scrutinised

- Apart from the two core Ministries (MoPME, MoE), there are at least five other agencies (MoD, MoRA, MoSW, MoWCA, MoYS) that also receive allocation from the national budget for education-related purposes
- When education resources are channelled through a diverse range of agencies, the rationale and justification of such allocations and criteria as regards optimal use of limited resources may get diluted; transparency and accountability of budgets may also be compromised

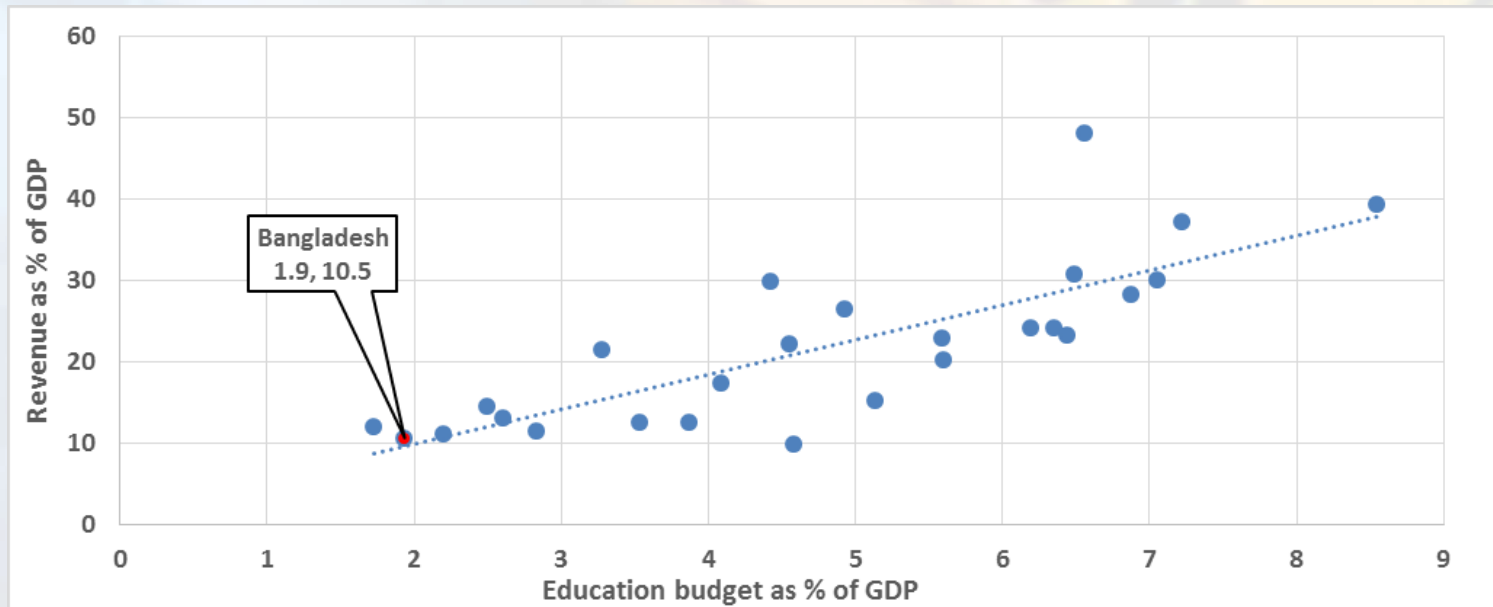
Trends in National Budget for Education

Lack of resources is a major reason for government's inability to provide adequate allocation for education

▪ Revenue and education budget

- Cross-country data suggests, there is a strong correlation (0.8) between domestic resource mobilisation and budgetary allocation for education

Correlation between domestic resource mobilisation and budgetary allocation for education



Trends in National Budget for Education

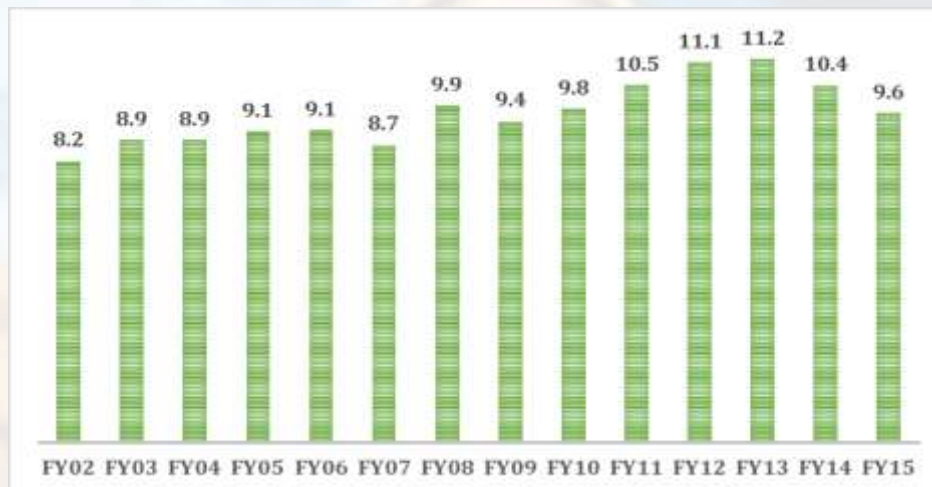
■ Domestic resource mobilisation

- Revenue as a share of GDP is very low and declining in recent years
- Growth target of revenue collection was also missed in most of the years

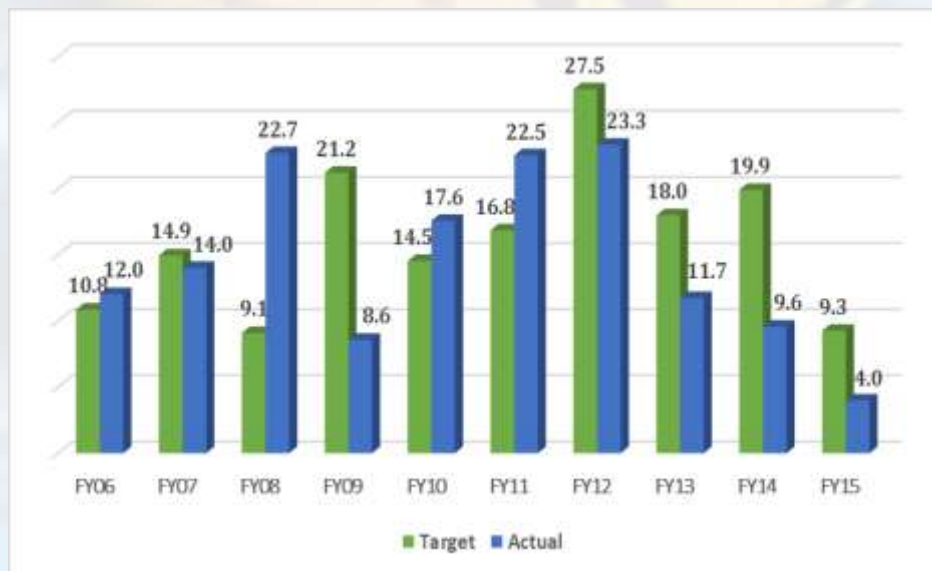
■ Financing from resources generated by ministries

- The resources generated by the two ministries (MoPME, MoE) are very insignificant (around 1 per cent) compared to their overall budget allocation

Revenue as % of GDP



Revenue growth (target vs. reality)

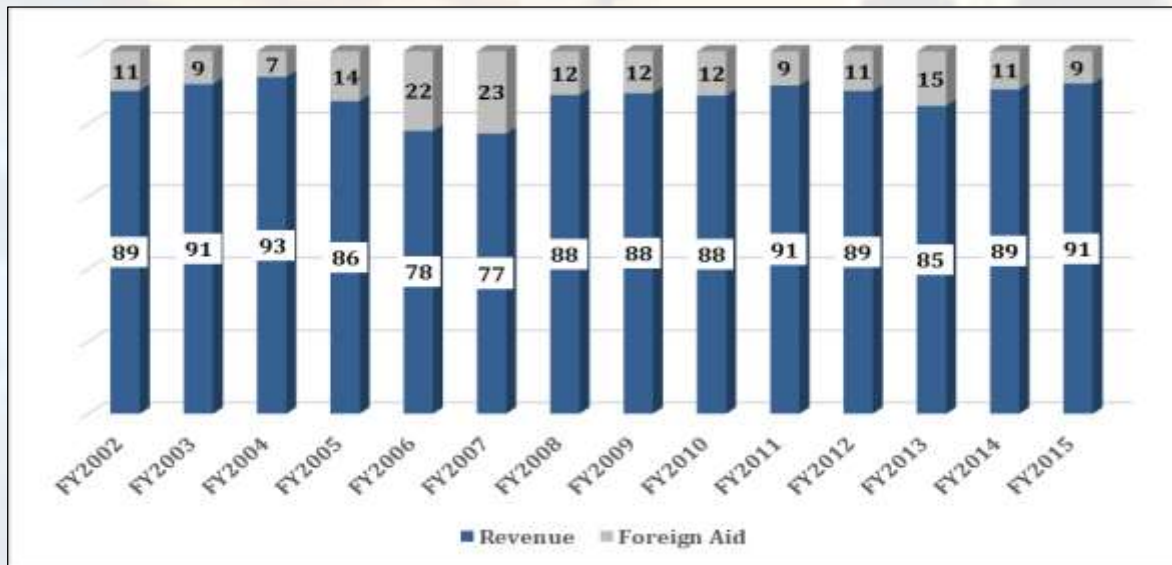


Trends in National Budget for Education

- **Major sources of financing education**

- The share of domestic finance in total education budget has been around 90% on an average over the last 14 years

Share of domestic finance and foreign aid



- Indeed, lack of resources has often been cited as a major reason for GoB's inability to make adequate allocations for education

Trends in National Budget for Education

Allocation of finance to priority education areas is less than adequate

- Distribution was considered here both in terms of allocation and the physical progress (output) made in case of selected government interventions, particularly for primary and secondary education
- Analysed in five clusters -
 - **Increasing facilities for primary education**
 - **Introduction of special incentive programmes**
 - **Quality promoting interventions**
 - **Promoting participation in TVET**
 - **Distribution of resources at hard-to-reach areas**

Trends in National Budget for Education

➤ Increasing facilities for primary education

- ❖ Initially, the government allocated a total of Tk. 533 crore in the RBFY12 for two infrastructure projects followed by Tk. 300 crore in RBFY14 which further declined to Tk. 205 crore in RBFY15
- ❖ However, the government has been successful as it constructed more primary schools in schoolless areas than the target set between FY12 and FY13 but only half of the respective targeted primary schools could actually be constructed in FY14

Activities	Unit	FY12		FY13		FY14		FY15	FY16
		Target	Actual	Target	Actual	Target	Actual	Target	Target
Establish primary schools in the villages without school	Number	800	887	500	478	200	100	172	50

Trends in National Budget for Education

➤ Introduction of special incentive programmes

- ❖ For stipends and other equity measures, GoB earmarked an allocation of Tk.1,439 crore in RBFY12 which increased to Tk. 1,958 crore in budget for FY16
- ❖ Performance of the projects which provide stipends for disadvantaged to prevent dropout and junior scholarship programme, was unsatisfactory

Activities (lakh)	FY12		FY13		FY14		F015	FY16	FY17	FY18
	Target	Actual	Target	Actual	Target	Actual	Target	Target	Target	Target
Implement stipend program for poor students at primary level	78.7	78.7	78.7	78.0	75.0	78.0	78.0	78.0	78.0	
Implement School Tiffin Program for poverty-stricken areas	10.8	10.8	10.8	10.8	10.8	12.0	12.0	15.4	15.4	
Implement education allowances and stipend for disadvantaged to prevent dropout	5.5	5.5	4.8	4.8	7.5	1.0	5.7	2.5	0.7	
Provide stipends/scholarships to eligible female/male students at junior secondary	44.4	43.8	45.0	30.8	45.0	37.4	36.6	44.0	47.0	50.0

Trends in National Budget for Education

➤ Quality-promoting interventions

- ❖ Quality was defined here as activities related to development of training infrastructure, providing training to teachers, promoting ICT-based education and introducing competency-based questions
- ❖ Tk. 2,723 crore was allocated to for quality enhancement in RBFY15; increased to 3,690 crore in BFY16 (35.5% rise)

Activities	Unit	FY12		FY13		FY14		FY15	FY16	FY17	FY18
		Target	Actual	Target	Actual	Target	Actual	Target	Target	Target	Target
Make all classrooms friendly for boys, girls and children with special needs	Number ('000)	10.0	10.0	6.4	6.5	10.0	10.0	10.0	9.0	5.0	3.0
Introduce pre-primary classes in all primary schools	No. of schools ('000)	37.7	36.9	60.8	37.0	60.8	77.4	81.0	81.0	84.0	
Introduce ICT-based education at primary level	Number ('000)	0.5	0.5	1.0	1.5	10.0	7.5	10.0	15.0	20.0	30.0
Organise skill development training for teachers and students in English, Mathematics and Science at primary level	Number ('000)	10.0	12.0	10.0	12.0	13.0	13.0	20.0	20.0	13.0	14.0
Develop training infrastructure to improve the quality of primary education	Number	5.0	0.0	7.0	5.0	5.0	1.0	1.0	0.0	1.0	

Trends in National Budget for Education

➤ Quality-promoting interventions

Activities	Unit	FY12		FY13		FY14		FY15	FY16	FY17	FY18
		Target	Actual	Target	Actual	Target	Actual	Target	Target	Target	Target
Organise training for teachers and officers associated with primary education	Persons (thousand)	0.9	0.7	1.0	3.8	1.2	1.5	3.5	1.1	1.2	1.3
Introduce competency-based question papers in the Primary Education Completion Examinations (PSC)	%			No target set	10.0	25.0	25.0	35.0	50.0	65.0	80.0
Teachers received training in secondary education	Number (Thousands)	6.6	1.0	4.8	1.8	1.3	4.4	5.0	5.0	5.0	5.0
Training provided on creative questions in secondary education	Number (lakh)	1.0	0.9	1.2	0.9	1.2	0.9	1.2	1.4	1.5	1.5

Trends in National Budget for Education

➤ Promoting participation in TVET

- ❖ The government efforts to promote the participation in TVET are justified but the performance and quality of the programmes remain a concern
- ❖ Interestingly, the actual number who got training was recorded at being 8 times higher than the target of 6 thousand in FY13
- ❖ This was matched by the allocation figures. Allocation for promoting TVET and skill development increased from Tk. 165 crore in RBFY12 to Tk. 441 crore in RBFY16

Activities	FY12		FY13		FY14		FY15	FY16	FY17	FY18
	Target	Actual	Target	Actual	Target	Actual	Target	Target	Target	Target
number of training received (thousand)	2.3	4.0	6.0	48.0	8.0	23.0	52.0	52.0	52.0	54.0

Trends in National Budget for Education

➤ Distribution of resources at hard-to-reach areas

- ❖ Initially, the allocated amount to make education accessible to children of hard-to-reach areas was Tk. 30 crore in RBFY12 which declined to Tk. 25 crore for RBFY14, and then fell sharply to Tk. 4 crore for RBFY15
- ❖ Even though the government has been setting targets for each fiscal year, there has been zero progress in this for the last three fiscal years
- ❖ The cause for such a significant dip in RBFY15 can be attributed to the completion of the project titled 'Basic Education for Hard to Reach Urban Working Children (2nd Phase)' during FY15

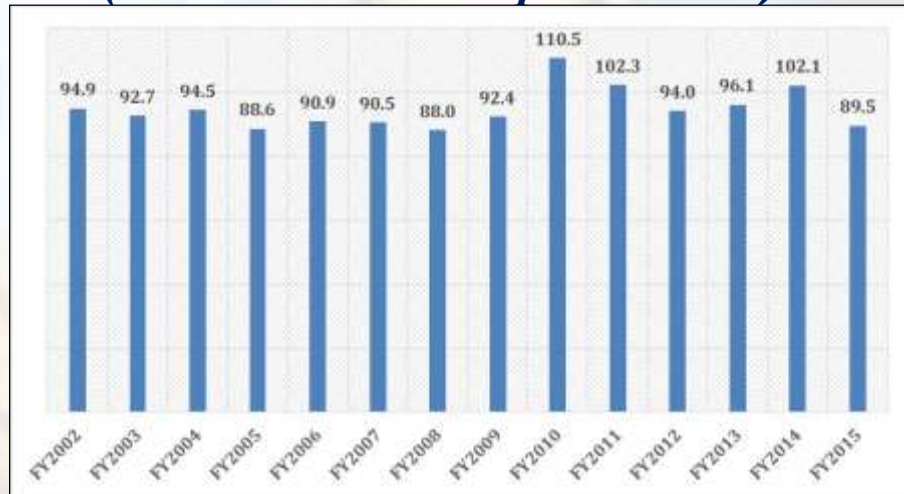
Activities	FY12		FY13		FY14		FY15	FY16	FY17	FY18
	Target	Actual	Target	Actual	Target	Actual	Target	Target	Target	Target
Establish child friendly learning centers in inaccessible areas including char, haor, tea gardens and hilly areas (thousand)	3.5	0.0	3.5	0.0	3.5	0.0	0.0	0.5	1.0	1.0

Trends in National Budget for Education

Utilisation of allocated scarce resources for education falls short of the needed level

- Proper utilisation of resources is major concern for most of the ministries and education is no different
- The situation is much worse when it comes to the utilisation of project aid

Implementation of resources (allocation vs. expenditure)



Utilisation of ADP for education (by types of funding)

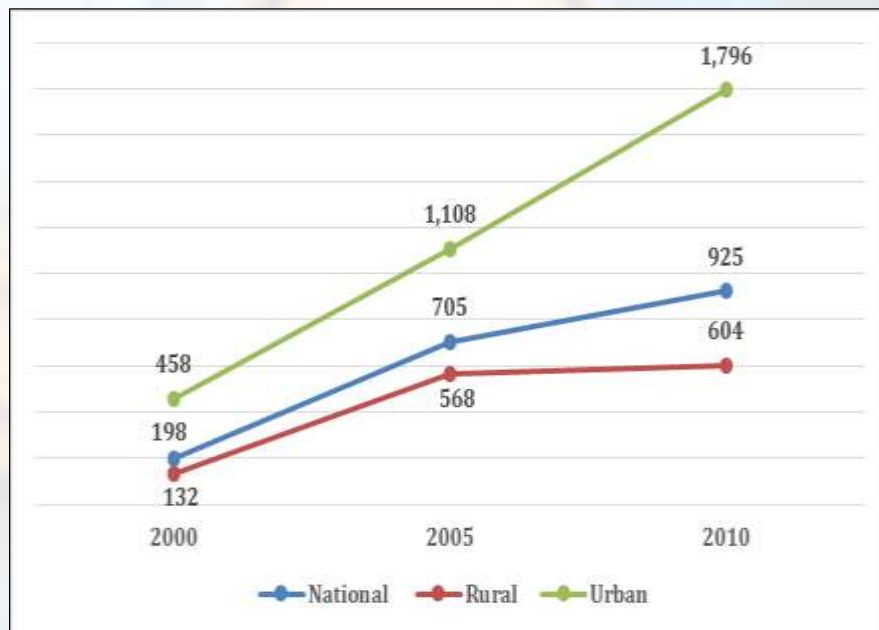


Trends in National Budget for Education

Out of pocket expenditure for education is increasing

- Per household expenditure on education reached to Tk. 925 nationally while households spent Tk. 1,796 on an average in urban areas
- However, these numbers are likely to be highly underestimated

Per household expenditure on education



- CREATE (2010) conducted a Community and School Survey (ComSS) between 2007 and 2009 and found that the average cost per child per year of attending primary school was Tk. 3,812 while the average yearly income per person was Tk. 14,315

Policy Recommendations

Policy Recommendations

- ***Enhance budgetary allocation for education significantly***

- Between FY11 and FY15, the budget deficit was consistently below the respective target levels. For example, in FY15, the budget deficit was Tk. 9,893 crore lower than the target, which was equivalent to about one-third of the total education budget for the corresponding fiscal year
- The government needs to set out a plan to raise the proportion of GDP available for the public education budget to at least 4%, and eventually to 6% (and/or 20% of national budget)

- ***Align 7FYP and sectoral education-related with the SDG 4***

- Relevant objectives and policies will need to be backed up by a set of quantifiable annual targets (indicators) with adequate investment to monitor them
- The exercise to enact a new education law is a good opportunity to improve the legal framework for some of the targets

Policy Recommendations

- ***Improve teaching quality through the budgetary measures***
 - Provide for adequate numbers of teachers and ensure effective teacher-learners ration and improving current in-service training of teachers
- ***Fund non-formal alternatives for out-of-school children more effectively***
 - A partnership needs to be built with non-government actors such as the NGOs
- ***Invest in TVET on a priority basis***
 - Need to link TVET with market demand
 - TVET policy and finance need to take cognisance of other relevant macroeconomic policies including trade and industry policies of Bangladesh
- ***Provide adequate allocation for the education-related SSNPs***
 - Review and revise the allowances on a regular basis
 - Implementation of the recently adopted National Social Security

Policy Recommendations

- ***Put concerted efforts towards generating resources***
 - Raising the revenue-GDP ratio will require increase in tax compliance, broadening of tax base, plugging the loopholes and putting in good governance practices
 - Enhancing the revenue-raising capacity of local government bodies (union and upazila councils, municipalities, and city corporations)
 - An education cess (taking into account the positive and negative lessons from India)
- ***Redesign foreign aid strategy for education in view of the 7FYP and the SDG targets***
- ***Emphasise efficacy of resource utilisation to attain the envisaged outcomes***
 - Proper implementation of development projects will depend on timely completion, and avoidance of wastes and cost overrun



Thank You

