Annex-6 Country report Bangladesh (2)

The presentation on Regional Workshop On Literate Environment

About Bangladesh
- Bangladesh emerged as an independent and sovereign country in 1971 following a nine month war of liberation.
- Largest deltas of the world with a total area of 147570 sq. km.
- A unique communal harmony prevails
- Population of about 154.69 million
- One of the densely populated countries of the world.

Information of Education
- Over 37 million students (2014) involving many stakeholders.
- 14 types of providers in primary education.
- 10 examination broads at the secondary levels.
- About 98.33% secondary educations are privately managed.
- Tertiary education takes place at 34 government and 83 private universities.
- Bangladesh’s literacy rate 70 percent.

Education Structure of Bangladesh

Present education system of Bangladesh

<table>
<thead>
<tr>
<th>Major stages of Education</th>
<th>Functions of different stages</th>
<th>Operational system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Primary level institutions impart primary education basically</td>
<td>Ministry of Primary and Mass Education (MoPME)</td>
</tr>
<tr>
<td>Secondary</td>
<td>Junior secondary/secondary and higher secondary level institutions impart secondary education (Post-primary stream is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education).</td>
<td>Ministry of Education (MoE).</td>
</tr>
<tr>
<td>Tertiary</td>
<td>Degree pass, degree honors, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education.</td>
<td>Ministry of Education (MoE).</td>
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</tbody>
</table>

Literacy and Literate Environment

For transition of widespread literacy the following roles playing is crucial:
- The spread of formal schooling
- Well-organized literacy campaigns
- Expanded adult learning opportunities

In broader social context: The motivations for acquiring literacy, and the ability to sustain it, are closely related to the literate environments found at home, at work and in society is equally important more generally.
Literate and Literate Environment: DAM’s perception-

DAM perceives literacy and literate environment that it helps individuals and community to empower them to survive, to live and to work with dignity, to improve one’s life, to fully participate in community development.

Elements of Sustaining Literate Environments

1. literacy materials and activities
2. physical environment
3. socio-cultural environment
4. political environment
5. assessment and
6. partnerships.

The first two elements will facilitate the setting up of learning places to be literate environments while the last four will enable the sustainability of these environments.

Bangladesh Country Context as per EFA 2015 National Review

Goal 1 – ECCE (Overall PPE Participation)

- 55% of grade 1 students in 2013 been in some PPE in previous year.
- Out of 88,225 PPE centres DPE supported 69%, NGOs 26% and other govt. agencies (Shishu Academy and ELCDP) 5%.
- Under DPE auspices 62% in GPS and 38% in RNGPS.
- A PPE curriculum and learning materials developed
- Priorities to ensure quality ECD.

MDG Goals Progress at-a-glance & Challenges

- Dedicated teachers and space for PPE in each school
- Comprehensive upazila-based planning and resources for quality PPE for all primary education.
- Coordinated action plan to implement goals of Comprehensive ECD Policy adopted in 2013.

Goal 2 – Universal Primary Education (UPE):

- Enrolment reaching 100 percent.
- Reducing dropout
- Improving completion.

Over one quarter of students do not complete the five year primary cycle

Goal 3 – Youth and adult learning needs

- Only around 11 percent of out-of-school youth participate in formal or non-formal work-related training, with informal apprenticeship counting for more than half.
- Less than half of children aged 11-15 years are enrolled in school. High dropout at the secondary level
- The Education Policy 2010 proposes raising compulsory primary education to grade 8 by 2018 and expanding vocational/technical training.
Goal 4 - Adult Literacy:
Adult literacy rate reached 61% in 2015 (Source-BBS). Recently approved literacy project (February 2014) will be the first major adult literacy project since 2003. The project expected to serve 4.5 million young adults in 3 years.

Goal 5 - Gender parity and equality in education:
Equity Interventions:
- Conditional stipends for poor primary & secondary students
- Free text books for all primary subjects and selected secondary
- Teacher salary grant for registered primary, secondary and vocational schools and madrasas.
- Proactive policy to raise female teacher proportions, especially in primary.
- Mother-language based early grades teaching for ethnic groups
- Inclusive education and gender framework under PEDP II and III.

Goal 6 - Quality of education:
Education quality is a continuing concern, especially in respect of achievement of essential competencies by learners.
- Pupil-teacher ratio remains short of the interim target of 40:1.
- 80 percent of the schools run double shifts
- Learning time in a school year is about half of 1000 Intl. hrs.
- More efforts are needed to establish competency-based assessment of learning and improve the skills and professionalism of teachers.

DAM's Contribution in Achieving Education Goal of MDG
- DAM contributed 8099 learners since inception through 615 SBK (ECCE Center) managed by the communities
- 1299 Pre-schools/centers. On the other hand, 458712 learners have been benefitted through 2028 CLCs.
- Secondary education services provided to 4097 learners from 51 Centers.
- 35,538 beneficiaries served through literacy & continuing education.
- Gender parity and quality in education is main focus
- The Boy and girl ratio reached by 48.52
- DAM has been focusing in quality education from couple of years across its literacy interventions.

DAM’s Contribution in Achieving Education Goal of MDG
- It has covered 35,538 beneficiaries of literacy & continuing education. And also operates:
  - Workplace Literacy (for young female garments workers),
  - FLE & Literacy: (Family Life Education),
  - Maa Literacy: (To make the illiterate mothers literate by their own child) and
  - Mobile Literacy programs
- It may be mentioned here that for the recognition of DAM’s development initiatives it has got eight National and International awards. Among which 4 awards came from UNESCO for Literacy achievements.

Major policies, strategies, and reform initiatives in education and learning:
- National NFE Policy formulated in 2006
- National Education Policy 2010
- National Skills Development Policy 2011
- The Sixth Five Year Plan 2011-15
- The Seventh Five Year Plan 2016-20
- Vision 2021/Perspective Plan 2011-21
- Operational Framework for Pre-Primary Education 2008
Priorities

Learning center, lifelong education and learning society through community based literacy and TVET services: for enrichment of teaching and learning.

Strategy for Literacy and NFE

Some Recommendations:

Bangladesh Country Context as per EFA 2015 National Review

Some Recommendations:

International Cooperation:

South Asia's common concerns and circumstances indicate opportunities for sub-regional collaboration –

• Effective governance of education including school and community level authority and responsibility,

• Better ways of attracting and retaining capable teachers and establishing and improving teacher performance standards,

• Assessment of student outcomes focusing on both assessment of learning and for learning,

• Mobilising and using resources better to achieve the goals of quality with equity,

• Exploiting ICT potentials in education,

• Increasing access and expansion of TVET services.
Thank you all for your patience hearing