



# Education Sector Strategy [2009 – 15]

## Strategic Vision:

Envision an enabling environment of quality education reflecting needs of disadvantaged groups of people equipping them to explore and apply appropriate solutions towards improved life and livelihood.

## Strategic Benchmark:

By 2015, at least 50% of the *disadvantaged groups of people including children in the target areas who are deprived of education* would have increased access to education courses of their choice for improved life and livelihood.

Increased both public and private sector human and financial resources and enhanced institutional capacity.

Key organizational units of educational management in DAM are equipped with professional capacity decentralized management and adequate quality assurance measures.

# Dhaka Ahsania Mission 2009

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## 1.0 Introduction

Education must be viewed as fundamental human rights in itself and as an enabling right, catalyst for human development. Poor and marginalized people have the rights to education. Assurance of entitlement to education is not an act of charity. Education must reflect people's demand, problems and equip them with appropriate solution towards improved life and livelihood. From the experiences and analyzing the contextual change, DAM realizes that the traditional forms education is not enough to address the issues of people's empowerment and claiming their rights. DAM thinking is thus to conceive education along with life skill development as an empowerment tool and targeted towards social rights and justice issues.

Education is a major contributor of social progress. Deprivation from education is a key factor for poverty. The number of poor people deprived of education is disproportionately high, and lack of education in turn limits their capacity to overcome income poverty, thus creating a vicious and intergenerational cycle. Empowering people with knowledge and skills is the vital component of human development and poverty reduction, for which reason the Government of Bangladesh adhered EFA and MDG goals in the National Plans and the PRSP.

The education system of Bangladesh is managed in a highly centralized manner without the essential involvement of beneficiaries and without accountability to them. Key organizational units of educational management and professional support lack professional capacity and educational decision-making is often without institutionalized professional involvement.

DAM considers education as a means to empower people through enhancing their knowledge, widening their vision, unlocking their human potentials and unfolding their creativity. Education creates energy that drives people to be more and more proactive to fight for their rights and entitlements.

## 2. Context and Situation:

**2.1. Existing Service & Gaps in Education Sector:** Bangladesh has achieved good results in enrolment of the primary schools though retention is still a big question. Despite efforts taken the primary schools still needs an overhauling in terms of management, pedagogy and governance. The dropout is still a big concern across primary, secondary and specially the girls in higher secondary.

According to a study report, 69 per cent of students who have completed Primary Schools are not able to read news headlines in Bangla newspapers properly. Contact hours between teachers and pupils at primary level should be at least 900 hours annually but it is only 500 to 700 hours annually. One of the main reasons behind lesser contact hours is double shifts run at 90 per cent of the government primary schools and a low teacher student ratio. DPE statistics show that the average teacher-student ratio is 1:55. Private research organizations claim an even lower ratio is of 1:85.

The teaching learning process is traditional, teachers and book centered; there is a lack of child friendly, joyful and attractive teaching learning process in the schools. Involvement of the parent and community in planning, implementation and monitoring of educational activities is insignificant. These all factors are responsible for poor performances and administration of the country's whole primary, secondary and higher secondary education system resulting in low standard of education imparted at primary level.

The combined forces of globalization and the rapid changes in technology have widened the divide. However, the global trends in employment market show that there is increasing demand for service sector employment. Increased investment in human skill development would enhance potentiality of human resource export in the global market. The current scenario of overseas employment is

featured by challenges and sufferings that Bangladesh unskilled human resources face. Every year over 250,000 people migrate abroad and about 3,000,000 are living and working abroad presently. The Bangladesh overseas people have become skewed towards semi-skilled and unskilled workers.

The core strategy thus should be to develop a comprehensive strategy of human resource development by providing diversified quality training and services for employment. From this perspective DAM developed a system of vocational training network covering through rural community based (upazila, CRC, MCRC) rural vocational centers/programs and Institutional services through vocational training institutions at district or central level.

## **2.2. Major Educational Issues in Bangladesh,**

similar to those of neighboring South Asian and other developing countries, which are need to be addressed can be categorized as follows:

- a. Access and equity
- b. Quality of education including its relevance to the overarching development concern of poverty alleviation,
- c. Governance and management of education
- d. Equity in the educational system and its contribution to social mobility
- e. Skilled HR development through vocational training of market oriented short courses
- e. Poverty reduction through equal opportunity for the poor in education is a major concern.
- f. Linkage with livelihood
- g. Linkage between formal and non-formal education
- h. Inclusive policy
- j. Sustainability of interventions
- k. Regional diversity and adverse effects of the new development challenges of Climatic Change and Food Insecurity in ultra Poor's life.

DAM can address the following major critical issues in the education sector:

**Access and Equity:** Inclusion of out of school, drop out, physically/mentally challenged, ethnically disadvantaged and geographically, socially/economically hard to reach children, adolescents and adults) in all streams of education will be considered with a focus of gender parity to get rid of a 'situation of exclusion. Inclusive policy for the children physically/mentally challenged, ethnically/religiously/geographically disadvantaged, socially/economically hard to reach children to be taken up and supplement support the activities initiatives to address inclusive issues.

**Quality:** DAM has been engaging itself in designing, piloting and implementing effective, quality models of teaching learning process. Concerns still prevails on the issues of teachers training on appropriate pedagogical knowledge and skills, attractive classroom organization, increased attendance and completion/retention rate, developing and supplying of attractive and life oriented learning materials (for the learners). Competency-based primary education curriculum has already been introduced.

**Governance and management;** Due attention in the form of orientation, training of the members of SMCs, CMCs, UPs, UZs. Re-organizing and capacitating the management committees of the educational institutes/centers is required. Community/local government's participation is essential for planning, implementation, monitoring, outsourcing of the resources and their effective usage during implementation of the interventions.

**Poverty Reduction:** Equal opportunity for the poor in education is the major concerns. Linkage with livelihood through equal opportunity of men and women towards poverty reduction is the

major concentration. Basic and continuing education for life long learning, creation of opportunities of vocational and technical education/training and subsequent provision of micro-finance for the learners/clientele groups to become either self-employed or be involved in sustainable IGAs is an effective model for adult non formal education..

**Linkage between formal and non-formal education:** Attention is to be given to promote collaboration and facilitate complementation to each other's activities as well as mainstreaming of NFE learners through policy advocacy and establishing the evidence/models of Equivalence Education in the Country.

**Skill HR Development:** Bangladesh is considered to possess a potential human resource. But without skills and jobs, a large portion of this population neither can make a productive contribution in GDP nor can change their socio-economic living condition. Many of this population live under poverty line for many years. In all national plans and policy document poverty is identified as key issue to be addressed by various strategic actions. One of such strategic action is skill development of human resources to make them able to enter in to the world of work either by wage-employment or self-employment. This way they can become asset in this population to make contribution in achieving the status of a middle income country within the next decade.

**Sustainability:** This will be promoted through institutional capacity building to assist the community to create ownership of the interventions/programs taken and take over all responsibilities to sustain the programs.

### **2.3. Challenges of Climatic Change and Food Insecurity in Education:**

Bangladesh is a highly vulnerable country for adverse affects of climate change as well as food security. An assessment report says that the country is already affected by climate change. It predicts that the sea level rise between 0.18 to 0.79 meters will lead to salinity intrusion affecting agriculture which provides livelihood for 60% population. The other related phenomenons are floods, storms, cyclones, draught, increase of temperature, sea surge, have been observed increasing year to year over past 20 to 30 years which affect crop production and displace millions of people. People die and succumbed losses because they are not prepared. The main strategy to address these problems should be to build people's capacity for preparedness and adopting coping mechanism to minimize and reduce losses.

A workshop has identified following 5 common major problems in the education as direct affects of climate change and natural disaster:

#### **The 5 problems are:**

1. Increase of drop out and reduce enrollment due to displacement (Climate Refugees) and internal seasonal migration;
2. Disrupted communications affects timely completion of education courses due to non attendance of learners during floods, draught, continuous rain and starvation;
3. Outbreak of diseases and malnutrition;
4. Unemployment, low income, low production and loss of assts;
5. Lack of motivation to continue education due to increase of poverty

Education makes people competent to be aware and analyze the present situation, foresee and prepare for any future bad situation. It is a powerful means to combat problems, change and bring fortune in one's life. The above two phenomenon of food insecurity and climate change are causing new adverse effects for people life. Education can train and make people aware to adopt a coping mechanism as well as take planned precautionary measures to reduce loss of life and properties and sufferings to minimum.

**2.4. New Developments in South Asia:** Education Ministers from SAARC member states through a meeting in Dhaka, Bangladesh on Monday the 14 December adopted an 18 point Dhaka Declaration to face 23 challenges in reaching the un-reached people to ensure Education for All. In the declaration the SAARC nations resolve to enforce the right to education for all effectively. It vows to identify the un-reached groups, prepare a disaggregated data base and review/enact laws for decentralization of formal and non formal education planning and management. The Ministers further decided to:

- Review and reformulate education policies and practices to reach the un-reached
- Review/prepare necessary policies, strategies and practices for effective decentralization;
- Ensure participation of all stakeholders including community, media and civil society organizations in achieving EFA goals;
- Ensure better coordination and cooperation among the countries of South Asia for resource mobilization and urged the development partners and corporate sector to provide increased funds to ensure realization of EFA goals by 2015.

The meeting observes 10 points progress in the SAARC regions regarding reaching the un-reached including building professional partnerships between government and non-government organizations and private sector for sharing resources, knowledge and practices to meet EFA and MDG goals. The other progress includes, preparation of NPAs in participatory process, continuous dialogue with International Agencies and Development Partners for funding, publication of National Mid Decade Assessment reports with regional synthesis and sharing of the outcomes with all countries of the region and enhanced organizational and institutional capacity building to meet the challenges ahead..

The meeting also identified 23 challenges that include high level poverty and illiteracy, limited awareness among the un-reached about the EFA programs, absence of guidelines for public-private partnership, limited use of Information Communication Technology (ICT) etc.

### **3.0 DAM's Experience and Capacity**

#### **3.1. Introduction:**

In the process of continued effort to serve the disadvantaged and deprived people, DAM has now grown into a large organizational entity. It is now a collective endeavor of thousands of people with more than 3000 committed professional and 20,000 dedicated volunteers. Headquartered in its fully equipped own building all operations of DAM are organized under six divisions such as Program, Finance and Accounts, Administration and HRM, Training and Materials Development, Resource Mobilization and Development and Research. DAM operates through 39 field offices for different projects and program in the geographical areas of south, southwest, central, north and north-east, the coastal, the flood plains and the hills. The multitudes of program activities are categorized in five broad themes: Livelihood, Health, Education, Human Rights and Social Justice. Environment, gender are being addressed as cross cutting themes. Response to the needs of the poor and deprived people, the organization has positioned as one of the leading national NGOs working 55 districts covering 1.5 million populations. The same vigor and commitment led DAM to transcend beyond national boundary and became one of the oldest Bangladeshi NGO with international presence. Till now DAM has registered it in the UK, USA, India and Pakistan.

#### **3.2. Implementation of Education Program:**

Dhaka Ahsania Mission as a leading national NGO has been operating pro-poor education program for long time and made significant contribution in formal and non-formal education. Established as a charity in 1958 the earliest activities of the mission include adult education, night school and free medical service.

For the last three decades DAM has been consistently contributing to improve the life of underprivileged children and people through non-formal primary education and literacy program. Within the framework of EFA & MDG-2 DAM emphasize through its various programs for enrollment and retention of children in primary schools until the completion of course to achieve universal primary education is an imperative when the quality aspect of education must have been emphasized.

DAM believes that education needs to be life oriented and also livelihood oriented. It needs to function as tool for knowledge generation, skill acquisition and self improvement. However it also needs to function as a tool for income poverty reduction where the recipients of education can meet their immediate needs as well as demand of the challenges of local, national and international labor markets.

In its education program, DAM has a long experience to adult literacy and continuing education program adolescent education, early children care and development, pre-schooling, non-formal primary education, non-formal secondary education, vocational technical education/training to formal education in school, college and university.

DAM has been working with non-formal primary education since early eighties to provide basic education to children from very poor families who are for various reasons, unable to get enrolled in formal primary schools, or drop out due to poverty and/or structural construction imposed by the existing social structural systems.

DAM is Implementing Early Childhood Care and Development (ECCD) and primary education program since 1992. These programs ensure physical, social, emotional and behavioral development of children, prepare them from primary school, create an enabling learning environment for out of school children and ensure quality education. The ultimate aim is to demonstrate a replicable model for ECCD through creating learning opportunities and providing quality primary education to influence the mainstream education system of the country.

It has also concentrated on providing education and technical training to ultra poor urban street children through drop in centers there by giving them a chance to enter into the economic mainstream which otherwise would have been farfetched dream for them.

DAM offer non-formal secondary education for adolescent girls and boys, who could not enroll in secondary schools after completing primary education or have dropped out from the secondary schools due to economic or social reasons. It is an opportunity for the adolescent to continue their education in distance education mode and pass out under the secondary school certificate examination of program BAU or rejoin the formal school with necessary academic preparation.

DAM could boast of establishing the first engineering university and Teachers training college in the private sector in Bangladesh. For DAM, education serves as the entry point, other program follow subsequently, DAM's contributions in the education sector is highly acclaimed and awarded by the government of Bangladesh, development partners and international organizations including UN.

One of the unique strengths of DAM is institutionalization and building institutes on education, health and livelihood. Institutes established in education sector to glorify quality education at tertiary level are: Khan Bahadur Ahsanullah Teachers Training College, Ahsanullah University of Science & Technology, Ahsanullah Institute of Information and Communication Technology,

Institute of Technical and Vocational Education and Training, Ahsania Mission *College and Ahsania Mission Book Distribution House.*

Education being the central thread of DAM's work, there has been couple of innovative approaches developed to ensure quality in education for children, adolescents and adults. DAM has made significant contribution in the improvement of curriculum, strategy and engagement of different stakeholders engaged in education work. Ganokendra (people's center) is one of the successful community managed people's multipurpose center evolved through education centers and remain as a development service hub at the community level. DAM's contributions are spread over at community level, national level and international level.

Depending on its program development, research and implementation experiences DAM share its lessons learned to other major stakeholders in both government and NGO sector. DAM along with CAMPE and other stakeholder jointly advocating for ECD policy framework, quality primary education for increased enrollment and retention rates, inclusive education policy and as a whole education to link with life long learning, vocational skills, livelihood and demanding rights to services of both private and public sectors, DAM is advocating with the government concerned ministry for initiating basic education program for fulfilling EFA goals and present government commitments to achieve 100% literacy by 2014.

DAM is now working to advocate and establish Equivalence Education Framework between formal and non formal adult education. The expected or acquired competencies of non formal primary education completed learners is to be formally recognized as pre-requisite qualification to enroll in the appropriate grade(s). Similarly an adult literacy completed learners both adolescent or adults is to be formally recognized as pre-requisite qualification to enroll in various vocational trade courses. This will promote mainstreaming of primary and junior school certificate course learners to further continue education. In case of adults it will encourage learners to participate more in literacy courses but also enhance competency level of the learners. It will ultimately expand the scope of continuing further education towards development of quality manpower in the country.

DAM is pursuing inclusive policy for the children physically/mentally challenged, ethnically/religiously/geographically disadvantaged, socially/economically hard to reach children needs to take up and supplement support the activities initiatives to address inclusive issues.

### **3.3. Training & Capacity Building:**

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance. Dhaka Ahsania Mission established its Training and Material Development Division in early 90's for capacity building of staff members and other stakeholders. In education sector, DAM has been contributing a leading role for capacity development in the area of literacy and NFE, post literacy & continuing education, community capacity building, institutional capacity building and advocacy. DAM has designed, developed, organized and facilitated a good number of need based training courses at organizational, national, regional and international level for staff members and other stakeholders. DAM has conducted the following major training courses on literacy and NFE.

- Training of Trainers on Teachers' Training in Basic Education
- Training on Participatory Education Planning
- Training on Planning and Management in Literacy and NFE
- Training Material Development in Literacy and NFE
- Training on Monitoring and Evaluation in Literacy and NFE
- Training for Facilitators of Children Education Centre

- Training on Planning and Management of Post Literacy
- Training on Role of Teachers/Facilitators in Literacy and NFE
- Training on Community Learning Centre Management
- Training for Facilitators of Adolescent Education Centre
- Training for Facilitators of Adult Education Centre
- Training on Community Participation and Social Mobilization in Basic Education
- Training on Competency Based Learning Assessment
- Training on Creating Literate Environment

DAM is presently running a Regional Training Center in Jessore district apart from its Central Training Center in Dhanmondi, Dhaka. This Central Training Center is providing all kinds of infrastructure and technical equipment support for holding National and International level trainings/TOTs/ workshops. Government, national, international, UN agencies, corporate bodies, NGOs are utilizing DAM's Central Training Center for organizing training, workshops and seminars.

### **3.4. Materials Development:**

Material development is one of the major components of Training and Material Development Division (TMD) of DAM, devoted to develop need based, low cost, quality materials following systematic process of print and audio-visual materials development. This Unit is consistently developing wide variety of materials, such as primers, teachers' guide, training manual for pre-primary, primary, working children, adolescent, and adult learners, also developing supplementary and follow-up materials for post literacy, continuing education and IEC/BCC materials on various development issues. This Unit so far developed and published 436 nos. of material on various need-based issues.

Material Development Unit is closely working with UNESCO, UNESCAP and ACCU for developing package of innovative and effective resource materials for developing capacity of mid and grassroots level NFE personnel, which is being utilized throughout the region. An expert team of highly qualified professionals are working to develop IEC/BCC materials which covers a wide range of attractive forms such as booklet, poster, folder, leaflet, sticker, ludu, puzzle, flip chart, desk calendar, pocket calendar, pocket note book, diary, manual, card set, game materials etc. Major characteristics of DAM materials are need based, graded, easy to read and understand, attractive, illustrative, low cost, and user friendly.

TMD has been involved in developing scripts of audio-video material, cinema slide and organize cultural program, shooting, recording and finally produce need based creative and effective audiocassette, video documentation, digital photograph, still photograph and maintain photo and video library. Motivational film, training film and video film on needs assessment of materials development. TMD disseminates information and support social mobilization in electronic media and entertaining community people. AV materials are found very effective for development communication, motivation and awareness raising in the communities.

Materials developed by DAM are widely used by numerous development organizations, government departments and other agencies throughout the country. Many of the materials of TMD, DAM received national and international awards.

### **3.5. Partnership, Networking and Linkage:**

DAM has previous track record of partnership dated back when it has implemented a large NFE projects. In the recent times, DAM also entered into partnership agreements with a number of local, national and international organizations. Conceptually and Philosophically DAM believes that partnership with any other parties is not merely the working together for a project but it also should have scope to share the common values and spirits. DAM always adhere the following principles as a basis of partnership which will also be applicable for the implementation of the education sector projects. The principles are:

- Shared ownership
- Participation and openness
- Mutual accountability and transparency
- Respectful to the organization's vision mission and core values
- Gender sensitivity
- Commitment to the project/work and the people working with.

DAM's sustained growth has given birth to resilient partnership and collaborative initiative with many other organizations adding further impetus to its growth. It works with and for GoB agencies, NGOs, CBOs, Development partners, INGOs, donors, corporate houses and academic institutions. Significant partners currently working with are: UNICEF, GTZ, CARE, WaterAid, Plan Bangladesh, Concern World-wide, Concern Universal, CORDAID, CAFOD, World Bank, UNESCO, DANIDA and European Union. DAM's resolute dedication to quality is perhaps best demonstrated by the accolades it earned and affiliations achieved. DAM is privileged with consultative status with UN ECOSOC, operational relations with UNESCO and associated with UN DPI. It has been awarded the "Independence Award" the highest national award of Bangladesh, the "International Literacy Prize" by UNESCO, the UNSCO Grand Prize, the "Human Resources Development Award" by UN-ESCAP, the "International Award" on environment by AGFUND and "Global Development Network Award" by GDN, USA.

DAM is an active member of two education network e.g. CAMPE, Bangladesh ECD Network, where through participation; DAM is contributing to make a significance change in the education sector in Bangladesh. Besides, DAM has its membership with a number of International and Regional forums e.g. ASPBAE, ICAE. DAM has contributed internationally in the education sector improvement through policy advocacy and innovation. The present strategy implementation may require continuing support and cooperation from these forums and networks.

### **3.6. Research:**

DAM has a well organized and well equips research division who plan and conducts pure research, action research, studies and evaluation of projects functions. The research division is playing a supportive role to program, division for carrying out base line surveys at the beginning of a project, studies on specific program issues or the issues of national interests, and evaluation of the ongoing project/program activities. Since advocacy is an important strategic program intervention it requires authentic information, data analysis, documentation of best practices and lessons learned. For these purposes there are collaborative relationship exists between two organs of DAM. DAM research division also offers above services to any interested or likeminded agencies on request.

## **4.0 Rationale for proposed education interventions**

### **4.1. Early Child Education and Development (ECD):**

The United Nation Child Right Convention (Convention on the Rights of the Child November 20, 1989,) is a live document, agreed by participated 191 members, out of 193 countries to follow the convention's right and regulation through the state strategic policy and national operational framework approaches.

The convention strongly emphasized to cover under 54 articles to define child (0-18 years) developed a cluster of child right i.e. survival, protection, development and participation. The convention strongly defined the 4 principles i.e. discrimination, the superior interest and welfare of child, role of parents and respect to child opinion in order to established child rights and child development. Correspondence with the above rights and principles, along with EFA declaration, the EFA goal 1 is the "expansion of early childhood care and education programs", and was re-

affirmed in Dakar as “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.” ECD is a vital element to make up the convention commitment. Under this, pre-primary education (ECD) is considered to be the focal sub sector where to incorporate the 4 major issues of *development, survival, protection and effective participation* of children for building human capital and national assets.

**ECD Framework:** The ECD framework has recently been approved by the Ministry of Primary and Mass Education (MoPME) government of Bangladesh with primary focus to introduce pre-school education for the children of the age group of 5 to 6 as immediate vision. It also expresses a long term vision to introduce any other form of pre-school education to cover the children of 5 to 6 age group with focus to improve physical, sensorial, cognitive, linguistic, social, emotional, social norms & values and creativity development for healthy growth of the children of the country. DAM has been an active partner in formulating the draft of the policy.

**National Plan of Action:** The government of Bangladesh has expressed commitment to fulfill EFA goals i.e. 100% rate by 2014 according to their election pledges. Policies and plans are already in existence to fight this gigantic and challenging task. The constitution of Bangladesh, adopted in 1972, acknowledged education as a basic right of the people to ensure the provision of universal and compulsory free primary education to all children.

It has been recognized that, to achieve the above stated goals it is necessary to address the problem in both formal and non formal sectors. Accordingly NFE policy has been approved to bring all citizens, who have earlier could not enrolled or dropped out from the schools (children, adolescents and adults), under literacy and education program coverage. A national Plan of Action (NPA11) 2003 to 2015, entitled “Learning for change” has been formulated to materialize EFA and national goals.

Under NPA II, 2 million children are targeted to cover by formal ECD (Primary School Based) within 2015, of which one million is targeted by 2010. It is expected that 15-20 percent of children of the age-group would be covered by Family and Community Based ECD. To achieve these targets several priorities and have been identified in NPA II, which include, among others: a) significantly reducing the drop out rates of both boys and girls so that enrollment achievements are translated in to comparable completion rates. b) introducing an effective and scaled-up program of Early Childhood Care and Education (ECCE) using community approaches where meaningful. c) improving teaching quality through better recruitment, incentives and training on the one hand and effective performance monitoring on the other.

**National Pre-School (ECD) Policy:** Finally the Ministry of Primary and Mass Education has approved the long waited ECD policy guidelines in March 2008. In the policy document the government has set long term and short term vision, mission and goals. The long terms vision says that all children of the age group of 5 to 6 have the opportunity to participate in any form of ECD program including pre-schools and other development programs for their physical, cognitive and social nourishments. The short term vision is set as all children within 5 to 6 years of age will come under pre-school program to be started from 2011.

ECD activities in Bangladesh consist of a range of programs implemented primarily by NGOs, including parenting education sometimes linked to health or nutrition interventions, as well as home-based, centre-based, and workplace-based programs for children less than 5 years of age. A number of organizations are also experimenting with ‘transition’ programs, aimed at helping pre-school children to effectively transition into grades 1 and 2 without dropping out. There have also been some pilot programs linking ECD with other activities such as adult literacy and microfinance. Government implementation in ECD has generally been limited to MoWCA working through the Bangladesh Shishu Academy (BSA) and with support from UNICEF.

#### **4.2. Primary Education (Formal & non-formal):**

Bangladesh is committed to EFA and Dakar Framework and U.N. Millennium Development Goals for 2015. The National plan of Action (NPA-2) has envisaged a target of achieving net enrollment rate 95%, net completion rate 95% and quality achieving 90% by 2015. Dhaka declaration of the SAARC Education Ministers Meeting has also focused 'Reaching the un-reached with focus on decentralization' in line with Dakar framework. Therefore the education sector would supplement the efforts to ensure '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' along with other targets as set by international forum.

The Dhaka meeting of SAARC Education ministers in December 2009 have resolved to enforce the right to education for all effectively, if needed, identify the un-reached groups, prepare a disaggregated database, and review/enact law for decentralization of formal and non-formal education planning and management. The education ministers, however, fixed some 23 challenges (on which DAM can focus to work ) that include absence of guidelines for promoting public-private partnership, limited use of Information Communication Technology (ICT), lack of effective coordination among the Government, Research Institutions and NGOs, absence of redressal mechanisms for the un-reached, relatively poor quality of education and inadequate learning achievement, inadequate systematic and regular evidence of learning outcomes are also among the challenges identified.

There are significant difference between NGO-run schools and non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society. Although innovative child friendly pedagogic models are followed in most of the NGO schools but still many remote and far off and geo-socially backward regions/areas are un-reached by the government and NGOs alike.

#### **4.3. Secondary Education: Structure:**

Second level education is divided formally in two parts: secondary education (grades VI-X) and higher secondary or intermediate level (grades XI-XII), provided in college. The secondary level is sub divided into two levels: lower secondary (grades VI-VIII) and secondary (grades IX-X). Secondary schools typically include lower secondary level. Lower secondary schools may include grades IX-X if they are seeking government recognition. Two thirds of all higher secondary education is provided by the intermediate sections within degree colleges.

Relatively rapid expansion of secondary education in recent years still permits not more than 45 percent of the eligible children to enroll in secondary schools. Moreover, only one of five who start class six can survive up to class ten and earn the secondary school certificate. This study documents how expansion of the system, although not sufficient, has already aggravated quality problems. High rates of dropout and failure in public examinations indicate serious deficiencies in quality of education. Dropout rates averaged over 50 percent between grades 6 to 10 in recent years. On an average, only half of the candidate, even after they survived the gauntlet from grade VI to X and the "test" examination in grade X, passed the SSC examination.

#### **4.4. Adolescent and Adult Learning and Education (ALE):**

According to EFA Global monitoring Report 2008 Bangladesh is in the group countries that are not likely to achieve EFA Goal 4 on adult literacy at the present rate of progress the adult literacy rate in Bangladesh was 48.8% the annual increase in overall literacy rate was only 1%. The Government of Bangladesh has given importance towards strategies for improving the

literacy situation consistent with its commitment to the MDGs and Education for All (EFA) goals. The NFE policy and strategy of the government has been formulated which has indicated the ways and means to improve the literacy situation in the country. Education for All (EFA) in the year of 2000 in the name of Dakar Frame Work of Action is an international commitment first launched in Jometien, Thailand in 1990 to bring the benefits of education to “every citizen in every society”. The EFA goals 3 and 4 have been formulated to achieve literacy and continuing education for lifelong learning of the adolescent and adults.

The national NFE policy of 2006 states it’s goal, “to contribute to EFA goals and alleviating poverty as spelled out in NPA-11 (2004-2015) by creating a community based country wide network of learning centers aimed at removing illiteracy by 100% by 2014 (revised target of GOB). The present literacy program model is being implemented by the government through the INGOs has extended opportunities to the neo learners for continuing education for creating opportunities for lifelong learning and effective market oriented skills training to link with services for income and employment generation”.

This national NFE policy 2006 further states it’s vision that, “In pursuance of the constitutional commitment, the state shall ensure educational opportunities for all citizens to explore individual potential, be effective members of their family and community and be productive and responsible citizens and capable of facing challenges of the 21<sup>st</sup> century” To reach this vision, the special attention given to special needs those to have missed to formal education those with special needs and those who have missed out formal education.

The specific aim of adult literacy has to be designed and implement in such a way that it helps individuals and community for empowerment to survive, to live and to work with dignity, to improve one’s life, to fully participate in community development, it also need to function as a tool for income poverty reduction where the recipients of education can meet their immediate needs as well as demand of the challenges of labor markets.

*Parenting as a new dimension of adult education and learning:* The parenting education is a non formal education having structured contents, process, materials, specific target groups imparted to the parents and other house hold adult and adolescent members of the family of under 6 children. The aim is to increasing awareness, transfer knowledge and practical skills on modern and scientific care taking issues and practices of children since pregnancy. It opens the door of multifaceted opportunity for further experience on child rearing that brings long lasting positive changes in the children’s life, their family and the community. It brings immediate and visible benefit in practicing improved child health care and application of modern knowledge for healthy growth of the children at rural setting. This may, if adopted, be a new successful horizon of adult education and learning at mass scale. The easy, well articulated and participatory mode of delivery, were found attractive. It has a tested curriculum and materials which has created it’s acceptability across the country.

#### **4.5. Technical and Vocational Education:**

Bangladesh is a country with huge population, which is a potential human resource. But without skills and jobs, a large portion of this population neither can make a productive contribution in GDP nor can change their socio-economic living condition. Many of this population live under poverty line for many years. In all national plans and PRS, poverty is identified as key issue to be addressed by various strategic actions. As the domestic market is growing, the need for skilled manpower is also increasing, but the potential growth sectors are faced with the problem of shortage of skilled manpower, while paradoxically the problem of unemployment is a serious threat to political and social peace and stability. Hazardous child labour is rampant in the urban informal economy and the latter itself accounts to almost 90% of the total non-agricultural employment in Bangladesh. The response to the problem has been significant and varied. Over 4,500 garment factories, located in the greater Dhaka and

Chittagong areas, represent the country's largest employer group of young and unskilled labor. Commonly, the RMG factories provide on-the-job training for their workforce. This especially constitutes a problem for small and medium sized factories, which are faced with high employee turnover rates.

Technological advances of today are more fundamental in nature and are achieved faster than ever before. The policies and strategies on technical and vocational education must keep up with the changes. In Bangladesh the vocational skill development training programs are offering to develop action worthy manpower both in public and private sectors as well as non formal sectors to support productive employment in industry and service sectors. The existing vocational training centers, especially public institutions, find it difficult to respond adequately to the needs of the industry. Moreover, most of these institutes provide limited accessibility for the poor, especially for young women, as they are located away from their residential areas. Non-government agencies also provide non-accredited training, through, though there are no estimates of the size and scope of their operations nationwide. Several NGOs and private providers provide basic skills and training to target groups such as youth, the under privileged, and the rural population. However, while there are few prominent organizations of this type providing training most are very small in terms of enrolment and facilities and usually provide short-term training.

There are other dimensions as well. Global trends in employment market show that there is increasing demand for service sector employment. Increased investment in human skill development would enhance potentiality of human resource export in the global market. The current scenario of overseas employment is featured by challenges and sufferings that Bangladesh unskilled human resources face. Overseas employment has also become a source of employment. Every year over 250,000 people migrate abroad and about 3,000,000 are living and working abroad presently. The Bangladesh overseas people have become skewed towards semi-skilled and unskilled workers. The overseas employers feel that Bangladeshi workers are lack of appropriate skills.

### **Major Issues:**

- § Numbers of unskilled and unemployed among illiterate, neo-literate, drop-out and even those with low level of education.
- § Mismatch between prevailing pattern of education/learning and employment market needs.
- § Addition of people in the labor market along with population growth
- § Increasing demand for skilled manpower at home as well as in abroad.
- § Existing vocational system are not meeting the employment market needs.
- § The export-oriented sectors, is confronted with a great challenge because of the shortage in the supply of skilled manpower.
- § The overseas employer feeling is that the Bangladeshi workers are lack of appropriate skills.

**HRD needs of the country:** Recent analysis (Key findings of labor force survey 2005-06 BBS) estimates the size of the economically active population, or labor force, is 49.5 million (male 37.4 million & female 12.1 million). The survey also shows that total 47.4 million people is currently employed, where 23.0 million in agriculture & forestry, only 13.7 million in professional, technical, production and others sectors.

**Reaching the Poor households:** DAM gives priority to the poor, illiterate, those with low literacy level, educated youths/adults but having education without relevance to market needs, lacking skills appropriate for employment (self-employment or wage employment), and lacking capital for engagement in IGA activities.

**Gender perspectives:** Gender inequalities to the detriment of women and girls persist in all areas and are greater among the poor. It has been well recognized that women's engagement

in income generating work can play an important role in their empowerment. In this context, women's/girls will be given priorities in development of work skills.

## **5.0 Strategic Framework**

### **5.1. Introduction:**

According to the Perspective Plan (2006-15) DAM would like to help poor people to help improve living standard by creating increased access to the available public and private sector services in the areas of education, health, livelihood and human rights.

#### **5.1.1. Strategic Vision:**

Envision an enabling environment of quality education reflecting needs of disadvantaged groups of people equipping them to explore and apply appropriate solutions towards improved life and livelihood.

#### **5.1.2 Strategic bench mark:**

- a) By 2015, at least 50% of the *disadvantaged groups of people including children in the target areas who are deprived of education* would have increased access to education courses of their choice for improved life and livelihood.
- b) Increased both public and private sector human and financial resources and enhanced institutional capacity.
- c) Key organizational units of educational management in DAM are equipped with professional capacity decentralized planning and adequate quality assurance measures.

### **5.2. Core strategies:**

DAM education program implementation will follow a four stroke strategy which includes community capacity building, institutional capacity building, advocacy and service delivery. As mentioned in the strategic vision of the education sector the primary stakeholder for the DAM education sector will be the disadvantaged groups of people irrespective of their age, sex, religion, cast, culture, tribe. Other important stakeholders are community as a whole, local administration, CBOs, associations, employers etc. DAM also adopted an implementation strategy to build partnership with local NGOs for their capacity building.

#### **5.2.1. Community Capacity Building:**

**Creating Demand:** Effective demand creation will be an integral part of DAM's implementation strategy to achieve literacy and education for all people. DAM will give importance to create demand by the community themselves rather generated by the outsider for the communities which will contribute to decentralized system at local level to make decision-making and management of resources meaningfully and accountable to the ordinary people who depend upon government services. Increase entitlement and access to the basic services in education could be increased by organizing people's voice under a people's organization platform and link them with other appropriate network. DAM will utilize its people's organization known as Ganokendra and Community Resource Center to create an effective demand of the services and to bargain and negotiate with public and private education providers for increase accessibility, quality education and gender parity.

**Community Participation:** The core implementation process of DAM will through a highly participatory process which creates an opportunity for all men and women to raise voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation will be built on freedom of association and speech, as well as capacities to participate constructively. Enabling environment will be created for all, especially poor and un-reached community to access to basic education, knowledge, information and decision-making processes of the local level sector actors or education providers. This mutually accountable and transparent process of organizing people will help to protect the interest of the poor and disadvantaged and enable to create increased access to education, vocational skills and livelihood opportunities.

**Institutionalizing Capacity Building:**

Community Based Organisation (CBOs)/Ganokendra/Community Resource Centers and other issue based action group/task force will be activated or formed where necessary within the community. Interested and potential people will be identified to develop capacity to act as catalyst under the CBOs. All community mobilization related activities would be implemented through community-based organizations popularly known as Ganokendra. DAM would facilitate to these Ganokendra for developing capacity to increase their consumer power over the govt. and other service providers at the local level.

**Collective Claim and Bargaining with LGIs and Service Providers:** DAM will facilitate both the LGIs and CBOs for networking and collaborating, so that they undertake joint initiatives with the poor communities to extrapolate optimum level of local resources. LGIs will engage for effective utilization of resources, in a consultative process with the existing service providers, CBOs and poor communities so that they collectively can judge, considering the socio-economic context and decide on the individual families that should be targeted for getting respective facilities. Creating and strengthening internal governance system as well facilitate the governance system of the service providers is an essential try out so that the collective bargaining power can be increased.

**5.2.2. Institutional Capacity Building:**

**Strengthening Institutional Governance (Accountability & transparency- RTI, Citizen Charter)**

Capacity building would be the core strategy of DAM for developing knowledge and skill of local community learning centers, schools, SMCs, CMCs and related government institutions particularly UP education standing committees through training, workshop, exposure visit and on-the-job support to explore internal potentials of the LGIs and build their confidence level to lead implementation. Strengthening the transparent and accountable system within the local government institutions and other institutions working as duty bearer to provide education services are core elements of the strengthening institutional capacity building efforts. These initiatives will enable the skilled persons to be more focused on LG structures, activities and role, good governance, people's participation and disseminate their attained knowledge among institutions and the community people. DAM will ensure, that the local government institutions are adequately involved, so as to ensure that the participatory planning and implementation at local level takes place with an enabling environment for all stakeholders' participation, which can be sustained, mainstreamed and scaled up.

**Human Resource Development of the Duty Bearers** The strategy for integration of various human resources could help to contribute for greater implication in the community. Local level Teacher, SMC and CMC members, religious leader, youth, children group, artists, cultural

organizations and field staffs of local NGOs are regarded as good human resource for community mobilization and awareness creation. As said earlier that ensuring Education for All (EFA) by 2015 is a complex dynamics, adequately sharing of information on relevant issues and clarity of roles are very important to develop the human resources within the duty bearers so that they can function with more accountability.

**Develop Partnership & Collaboration:** Partnership and collaboration among the stakeholders i.e. GO, NGO, Private corporate sectors, among LGIs, private and public service providers etc. and community will be an important strategy of DAM to develop social partnership, work together for creating united movement directed to contribute to EFA goals, recognize comparative advantages and contribution of each stakeholder and to integrate efforts and resources owned by each stakeholders. In fact, the role of DAM would be to act as Facilitator to strengthen coordination and collaboration among GO-NGO, private sector and community people through sharing and consultation for ensuring the coordinated services and resource mobilization.

**Joint Planning:** Joint planning would be an important strategy for institutional capacity building and partnership development as well as collaboration among GO-NGO, civil society leaders, Schools, SMCs, CMCs Youth, Children, private sector and community people at Union, Upazilla and District level. The main objective of this planning is to formulate strategies for achieving the desired objectives, to solve the problem, or to improve the present educational status in the Union/Upazilla by the participation of mentioned stakeholders. The output of the local level planning could be important input to national planning process especially national budget formulation, allocation of resources and safeguarding the interest of the poor and disadvantaged. As denial of right to education or deprivation of the poor, disadvantaged and un-reached citizens from their right to live and livelihood are often been a reference point, the joint planning process may facilitate to listen the voices and opinions of the unheard and hard to reach people.

### 5.2.3. Advocacy – Issues and Approaches

**Introduction:** Advocacy is a pleading technique and support services that is used around the world by non-governmental organizations (NGOs), activists and even policy makers themselves, to influence policies. It is also about creation or reform of policies, but also about effective implementation and enforcement of policies. Advocacy is a means to an end, another way to address the problems that we aim to solve through other programming strategies. It is a combination effect of multi stakeholders' participation for persuasion towards the target considering the present context/problem.

DAM's present advocacy interventions can be categorized into four levels which include: 1. Grassroots or Local level advocacy, 2. National level advocacy, 3. Regional level policy advocacy and 4. International -level advocacy. Hence, the following actions must be in place for harvesting end result towards change:

**Issue based Action Research:** Design different action research on different issues related to the rights. DAM perspective plan can be set up issue based longitudinal and cross sectional studies in the different short term and long term sector project implementation. Under the sectoral approaches, periodic researches and studies with cross-cutting issues can be planned to explore the new interventions i.e. education, food and health, new options, risks identification, coping mechanism etc. for better living of pro-poor factors and environmental issues factors affecting the human lives are aprioristically acknowledge in the strategic advocacy planning. The research results plan to present through advocacy campaign and lobbying among the concern authority for remedial actions and further improve planning.

**Coalition Building and Networking:** In most cases, the success of advocacy depends on the number of people support the particular case for advocacy. For this reason, it is essential to build coalition and strong networking among the stakeholders i.e. GO, NGO, Private sectors and community will be an important strategy of DAM to develop social partnership. Working together for creating united movement directed to common goal, recognize comparative advantages and contribution of each stakeholder and integrate efforts and resources owned by each stakeholder. In fact, the role of DAM would be to act as a Facilitator to strengthen coordination and collaboration among GO-NGO, private sector and community people through sharing and consultation for ensuring the coordinated services and resource mobilization. DAM should lead the process through building a network of friends considering:

- Shared Ownership
- Participation and openness
- Mutual Accountability and transparency
- Gender Sensitivity
- Organization's Vision and Core Values

**Policy Lobbying:** Policy lobbying is one of the strategic approaches for obtaining the result of advocacy. Under this endeavor, DAM will have the opportunity to be involved in national as well as other levels. Multi dimensional initiatives can be undertaken to reach the targets. It is very important to maintain regular lobbying and advocacy relation with policy makers, government officials, politicians, development organizations, journalist and other concerned organizations. For building strength and forceful campaign along with service holders, DAM should make a liaison with multi stake servicing agencies to ensure the lobbying channel, ensure the performances of the channel through accelerating mobility and campaign of need based intervention in the name of advocacy. To run the policy influencing activities it is essential to have policy analysis, identify the loopholes, prepare policy briefing documents and disseminate it to the relevant stakeholders.

### **Means of Advocacy**

There are various means for advocacy campaign in particular cases which are as follows:

- Seminar/workshop.
- Lobbying with the influential persons and meeting with relevant stockholders.
- Publication of materials on the subject of advocacy.
- Media, audio, video.
- Community meeting and community mobilization

DAM in its operation of advocacy campaign shall follow the above-mentioned strategies and means so that it becomes result based successful advocacy.

### **5.2.4. Delivery of Services:**

**Introduction:** All the thematic areas identified for DAM perspective and operational plan, namely education, livelihood, health, and social justice, closely related with the adequate supply of quality services in these four sectors of social development. The following should be the important and considering factors in supply of these services:

- Most affected and vulnerable areas in respect of supply of these items of services.
- Most vulnerable people affected in terms of supply of services of this items of services.
- Provide necessary details related to the supply of this thematic item. For example; in respect of education the vulnerable people should be supplied with NFPE education, books and other necessary materials etc.

- Community level interventions that influence community norms, attitudes, and practices in support of reducing risks behaviour.
- Care management that assists clients in receiving timely coordinated services, support services, counseling, legal advocacy, emergency assistance etc.
- Referral to services not to be directly provided by the organization/ institution etc.
- Coalition building with the agencies those who provide similar types of services to avoid duplication and fill up the gaps.
- Build up solid foundations for sustainable and continuous advocacy, communication and social mobilization activities.
- Increased level of institutional capacity and political and societal commitments related to the particular service area.

### **Activities to be Performed Related to the Target Groups**

- Aware the target group about the problem, improved and required knowledge, attitude and practices.
- Increase engagement and involvement of communities and households in analysis, planning and implementation of activities.
- Increased quality and, client oriented approach among services providers.

### **Activities at the National Context**

- Partnership development with GO/NGO at the national level who are experienced in the particular field to improve both the demand and supply side of the particular problem areas of services.
- Inform journalists, editors about the progress in the area of services and provide them with fact sheets and regular update about field.
- Developing, pre-testing, production and dissemination/ distribution of nation-wide IEC materials.
- Process and change indicators in recording and reporting factors at all levels.
- On-going assistance, support and supervision through focal points at all levels.

### **Other Relevant Activities**

- Development of regular M&E system, demonstration of experiences and best practices, identification of gaps etc.
- Regular reporting system to the higher authorities about the progress of delivery of services.
- One review mission per year by external consultants.
- Conduct impact study by the independent consultants.
- Identification of strengths and weaknesses of the particular service field of DAM.

## **5.3. Major Stakeholders**

Stakeholders are defined as individuals, groups, community or institutions who influence proposed interventions negatively or positively and its interventional outcomes. Stake holders could also be the direct participants (beneficiaries) of the program. Given the priority focus on Early Child hood Development (ECD), Basic education and Secondary education a wide range of shareholders group is considered at different levels of intervention of the education programs.

Strategy	Interventions				
	ECD	PE	SE	Adult	Vocational
Community Capacity Building (CCB)	Households, Gonakendras, Community Resource Centers (CRC), Center Management Committees, Community Action Groups. and others	Households, Gonakendras, Community Resource Centers (CRC), Center Management Committees (CMCs), Community Action Groups. and others	Civil Society Organizations (CSOs), local leaders, interested groups and or people	Households, Gonakendras, Community Resource Centers (CRC), Center Management Committees, Community Action Groups. and others	Households, Gonakendras, Community Resource Centers (CRC), Center Management Committees, Community Action Groups. and employers
ICB	Local Government Institutions (LGIs), School Management Committees (SMCs), Other relevant Institutions	Local Government Institutions (LGIs), School Management Committees (SMCs), Other relevant Institutions such as Upazilla Education Office, District Education Office, Parent-Teacher Associations (PTAs).	Education Institutions (government/Non government), School Management Committees (SMCs), Civil Society Organizations CSOs, Upazilla Education Office, District Education Office, Parent-Teacher Associations (PTAs).	Local Government Institutions Center Management Committees (CMCs), Other relevant Institutions such as Upazilla Education Office, District Education Office	Local Government Institutions Center Management Committees (CMCs), Other relevant Institutions such as Upazilla Education Office, District Education Office
Advocacy	Policy makers in the government ministries, departments, institutes, Bureau, committees, etc.) members of parliament, donors, supporters	Policy makers in the government ministries, departments, institutes, Bureau, committees, etc.) members of parliament, donors, supporters	Academic & research institutions, forums, networks, donors, supporters	Policy makers in the government ministries, departments, institutes, bureau, committees, etc.) members of parliament, donors, supporters	Civil Society Organizations (CSOs) government ministries and departments, employers political parties, donors, supporters and other
Service	Households, Gonakendras, Community Resource Centers (CRCs),	Households, Gonakendras, Community Resource Centers (CRCs),	Households, Gonakendras, Community Resource Centers (CRCs), Center	Households, Gonakendras, Community Resource Centers (CRCs),	Households, Gonakendras, Community Resource Centers (CRCs),

	Center Management Committees (CMCs), Community Action Groups (CAGs) and Union and Upazilla Parishad.	Center Management Committees (CMCs), Community Action Groups (CAGs) and Union and Upazilla Parishad Parents Teachers Associations (PTAs)	Management Committees (CMCs), Community Action Groups (CAGs) and Union and Upazilla Parents Teachers Associations (PTAs)	Center Management Committees (CMCs), Community Action Groups (CAGs) and Union and Upazilla Parishad Parents Teachers Associations (PTAs)	Center Management Committees (CMCs), Community Action Groups (CAGs) and Union and Upazilla Parishad employers
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A mapping of stakeholders in the working areas and at local and national level is important. Building informal and formal relationship with stakeholders may strategically important to mobilize their supports and pull public opinions in favour of a policy change and or policy dialogue and new policy/program formulation.

#### 5.4. Cross Cutting Themes

A number of problems and issues such as gender, quality of education, environment and climate change, information and communication technology etc have been identified as cross cutting across various sectoral interventions to address. According following issues will be addressed in educational program interventions of DAM.

**Gender:** Equity is a major achievement of the last decade was to attain gender parity in primary school enrolment. Other accomplishments are improvement in gross and net enrolment in primary education. A gender mainstreaming policy has already been approved in DAM in terms of organization, management and program priorities. Considering the “Dakar EFA Goals – 5” and the 3<sup>rd</sup> of the Millennium Development Goals (MDG)s Gender issues have been addressed as a cross cutting themes across the program/projects planning. Accordingly, DAM has also given emphasis to achieve gender parity in enrollment to education through its different projects. At present the ratio of target groups in education projects of DAM is 70:30 and in some projects it is 50:50. According this strategic document DAM will continue to give priority for increased enrollment of girl’s child, adolescent girls and adult women to all of its education project as target beneficiaries. Importance will be given to introduce gender friendly environment (separate toilets, indoor games, leisure place etc) in the community learning centers, schools and other educational institutions. Necessary budget allocations will be ensured for materializing this policy.

Besides, DAM will join networks and networking for advocating gender mainstreaming campaign in all the spheres of public and private enterprises and national life including budget allocations.

**Quality:** In the implementation process of the project, both outcomes and process would be equally stressed to ascertain qualitative implementation of the project. Global EFA Monitoring Report indicates that ‘it is useful to distinguish between educational outcomes and the processes leading to them. Since the projects are the demonstration of community-based child-centered interventions towards quality of pre-primary, primary, secondary and adult education, a wider replication of the approach would remain ultimate purpose of the project. While the individual project are formulated with a built in LFA matrix, results and activity wise indicators

both quantitative and qualitative it will facilitate to ensure the quality of project achievements. As such adequate measure would be taken to address the quality requirements in delivery of the appropriate inputs in time and in adequate quantity. Quality assurance would be made built-in in the project monitoring system.

**Disaster Risk Reduction (DRR):** Due to the geographic location Bangladesh is a disaster prone country. Every year the country is affected by various types of natural disasters like flood, cyclone, sea surge, drought, thunderstorms and river erosion. When it occurs the poor people become vulnerable and affected with losses of life and assets. The experts and scientists have suggested a comprehensive preparedness and risk reduction as the most appropriate strategy to face and address disasters. The typical problems in the education sector during any natural disasters are displacement of people as refugees, damages of school and the learning center houses and infra-structures, the poor suffers from un or under employment, hunger, poverty and as a result they decide to discontinue their children and themselves not to go to schools and the learning centers.

Therefore, a special recovery package has to be planned and offered for the poor affected people to address the key educational problems due to disaster. This package shall include following:

- Provide life skill education to the vulnerable groups to cope up with climate change and food in-security problems
- Introduce a specialized life skill and literacy education short courses for the displaced and seasonally migrated people
- Facilitate a process to establish linkages of target people, children and adolescent to other sources of educational and training facilities, other service facilities and job placements;
- Introduce distant learning through community radio;
- Offer market oriented vocational skills training
- Linking to other agencies who works in the same areas and issues
- Offer food for learners in the CLC, NFE during disaster period
- Start satellite center with short and condensed curriculum
- Offer condensed life skill education and disaster preparedness education course
- Introduce food for education during disasters for CLC learners

**ICT in Education:** Globally, the fast ever growing Information & Communication Technology (ICT) sector is opening newer development opportunities everyday & the use of ICT in and for education is now seen worldwide as both a necessity and an opportunity. Especially in Bangladesh, ICT is one of the most important inputs in improving the quality education both is formal & non formal education for the illiterates, neo-literates and enhances the capacity of literate to accelerate the velocity of national development. Integrating ICT into education system can increase the quality of education delivery. Use of ICT in formal & non-formal education also offers the potential to facilitate greater access to information and services by marginalized group & community. Although awareness campaign is launched but still most of the people at the community are yet to benefit from the opportunity ushered by ICT. Therefore Dhaka Ahsania Mission (DAM) is giving a high priority to the use of ICT for more equitable and pluralistic development in education and consider catalytic role of ICT to attract people towards education, to strengthen learning outcome, reinforce maximum potential to increase diversification and flexibility of materials & contents.

The integration of ICT into education, can building the capacity of teachers to utilize ICT to improve teaching and learning, can facilitating the use of ICT for developing and delivering educational content, in non-formal education support the use of ICT for bringing quality education to out-of-school youth and adults through CRC, LRC, CLC, GK & other educational institutes. Improving the quality of education and training is a critical issue, particularly at a time of

educational expansion. DAM strongly believes that ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. Effectiveness, cost, equity, and sustainability are four broad intertwined issues which are considered by DAM for the overall impact of the use of ICTs in education.

**Environment and Climate Change:** Bangladesh is a highly vulnerable country for adverse affects of climate change as well as food security. Due to its geographical location and composition of rivers, mountains, low lying areas and sea in the boarder areas the economy is dependent on agricultural production and other primary activities. The phenomenon which are related to climate change like floods, storms, cyclones, draught, increase of temperature, sea surge, have been observed increasing year to year over past 20 to 30 years. Bangladesh is a flood prone which affect crop production and displace millions of people. People die and succumbed losses because they are not prepared.

Like other sectors, the education sector has also been affected to a great extent by climate change aftermath. Meanwhile, five common major problems have been identified as direct affects of climate change and natural disasters on education sector. These are

- Increased drop-out of children due to displacement and internal seasonal migration;
- Disrupted communications during floods, draught, continuous rain affects timely completion of education courses and resulted in poor attendance of learners
- Outbreak of diseases, malnutrition and starvation out of disasters;
- Unemployment, low income, low production and loss of assts;
- Lack of motivation to continue education due to aggravated poverty

Since the above two phenomenon-climate change food insecurity are causing new adverse effects for people life, education sector/ and sub-sector can take initiatives to train and make people aware of adopting a coping mechanism as well as take precautionary measures to reduce loss of life and properties and sufferings to a minimum level as well as ensure continuation of existing education support to the beneficiaries.

It is mentionable that a UNDP report says that 10% increase of essential commodities push more 2% of the total population go down the poverty line. So change in climate might aggravate the food insecurity and subsequent poverty situation more to the immense suffering of the people. Therefore special measures to be taken in the disaster prone areas through taking appropriate DRR strategies and contingency plan in short term.

In the long term, an adaptation and mitigation plan to be developed to issues out of climate changes. The targeted beneficiaries need to be aware and well prepared through the non formal education program to coping with the climate changes through educational interventions.

## **6.0 Strategic Framework**

### **Phase-wise Focus**

**Phase 1: 2009 – 12:** Quality assurance, Innovation, Research on Education, Lessons learned/documentation and dissemination, Advocacy at macro level, Strengthening monitoring, new projects, Resource mobilization, Capacity building, technical assistance to other organizations

**Phase 2: 2013 – 15:** Innovation, research, Impact study, Scaling up, Advocacy, Continuation and scaling up of the ongoing projects, Documentation and dissemination, Replication of innovation and successful programs in other countries, TA to other organizations

Based on DAM's long three decades experience and track record, the future educational interventions of DAM would be through following five types of program: The following each sub-program of education sector is organized below according to the contents of 1) specific objectives, 2) program components, 3) expected results, 4) target groups, 5) curriculum, materials and methods and finally 6) Sustainability/Flexibility.

- 1) Early child education and development (including Pre-Primary)
- 2) Primary education (both Non-Formal and Formal)
- 3) Adult learning and education (including Parenting and Adolescents' education)
- 4) Secondary Education
- 5) Technical and vocational education

### **6.1. Early Child Development, including Pre-Primary**

Early childhood care and education means providing all the supports necessary for every child to realize his/her right to survival, to protection, to care and to education that will ensure optimal development from birth to age six. The right is set forth in the Convention on the Rights of the Child (UN CRC). It is also a right guaranteed by the Declaration of the World Conference on Education for All (EFA), the World Summit on Children, the Salamanca Statement, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), and others.

**Goal:** Promote all areas of development of the children of the age group of 0 – 6 including physical, sensorial, cognitive, linguistic, social, emotional, social norms & values and creativity development, child preparedness and mainstreaming in the primary school in line with EFA goal 1.

#### **Specific Objectives:**

- 1) To improve capacity of parents and community for caring and overall development of 0 to 6 years old children.
- 2) To nurture the children for their physical and mental development
- 3) To help the children to build their confidence, skill and abilities from early life.
- 4) To encourage parents/caregivers/facilitators to take part for creating early learning opportunity for children.
- 5) To ensure the development opportunity to each and every child.
- 6) To development of social, cognitive, emotional and physical status.
- 7) To prepare under 6 children to go and continue in the primary school with right attitudes and habits.

**Program Components:** There are 3 major components to address ECD:

- Parenting
- Child Development
- Pre-School

The strategic positioning of DAM will concentrate on achieving specific purpose of “**healthy growth and school preparedness of the children of age of 0 to 6.**”

**Expected Results:** In the coming years DAM will endeavor to achieve the following **results** through its ECD intervention package:

- Community based organizations and Local government body’s capacities are to be strengthened and activated for ECD;
- Supports and services provided to materialize community led ECD interventions;
- Information of best practices and research findings are to be generated and disseminated to contribute to national framework on ECD.
- Increase the gross enrollment rate of children to the primary school with right attitudes and habits for mainstreaming.
- Safe and developmentally appropriate environment for children.
- Increased awareness on importance of ECD among working mothers, fathers and other family member, community people and other stakeholders.

**Target Group: 0 to 6 year age-group children:** In the above macro scenario of the ECD sub-sector DAM would serve the following target groups.

- § Children of age group 0 to 6 for ECD
- § Parents of ECD children for parental program including the seasonally migrated displaced families.
- § Ganokendra management committees for sustaining ECD
- § LGI and education task force committee members at different level for capacity building enabling them to plan and implement quality education at community level

**Curriculum:** The curriculum has been designed to develop the children physical, language and cognitive skills and also to develop mother’s literacy and vocational skills. The facilitators will be trained in child-centered based teaching-learning methods. There has been one facilitator in place for each centre with 20 children. The session will run for 3 hours a day. Supervisor would provide technical and academic support to the teachers at the center and through monthly refreshers training. On the basis of lessons learned a curriculum revision and development of DAM on ECD is under implementation process through ECDSP-B project.

**Contents and Competencies:**

Major Contents	Competencies
UN CRC	Increase awareness about survival, development, protection and participation of the mothers and others.
Child Development & Physical Growth (anti natal and post natal care, child growth, nutrition & food, health, hygiene and sanitation)	Care givers are able to ensure scientific care, give local nutritious food including breast feeding and there is regular growth monitoring done at home by the care givers for progressive physical growth of the children which keeps them free of diseases.
Linguistic Development and vocabulary.	The children can develop speaking ability in mother tongue, listen question, response questions, can express name, address etc.
Cognitive Development	The children understands images, pictures, memorize the names, can recollect names of images, pictures, photos, understand speech, can response to questions, familiarity with the name of country, national anthem, national flag. birds, animals, religion etc,
Emotional	Understand love and affection, response to near and dear one’s, including parents, sisters, brothers, other members of the house

	hold, learn politeness, making peer and friendship.
Social Norms and Values	The children learn how to address adults, follow leaders, team work and tolerance, cooperative attitudes,

The ECD framework focuses to improve physical, mental, health & nutrition, cognitive and psychological development for healthy growth of the children of the country.

The NFE policy in Bangladesh 2006 published by the government of Bangladesh expresses its constitutional commitment to provide opportunities for all citizens to participate in education to explore their potentials and be effective citizen for facing 21<sup>st</sup> century challenges. In the stated mission it expresses commitment to provide access to life long learning opportunities for improving the quality of life of children, youth and adults.

DAM has already been working in the sub-sector, gained experiences and competencies particularly to implement community managed ECD activities are in line to this stated standard. DAM's experience has been disseminated through national print media, workshops, seminar across the country.

**Methods:** DAM in partnership with local NGOs implement community based ECD programs across the country by establishing community learning centers which are managed and supported by the local community. A participatory teaching learning process is being followed to reflect the specific learning needs of the target groups.

**Materials:** DAM uses the learning materials for ECD in a package combination of own developed and developed by other organization particularly Plan-Bangladesh, BU –IED/ECD Resource Center, Inner force etc. DAM uses local trained volunteers as teacher/facilitators for running ECD centers. Joy full, attractive and participatory teaching learning process is being followed. DAM encourages parents, teachers, and learners to develop and use local low cost educational materials to make it sustainable. Local contextual learning needs are identified and incorporated in the monthly and daily lesson plans.

**Flexibility & Sustainability:** The major objective of the pre-primary intervention is to be given due importance to prepare a better, well nourished (both physically and mentally) group of children (along with their parents) for their transition into the pre- schooling and then enroll to mainstream primary school and are able to successfully cope up with primary schooling.

## 6.2. Primary Education

**Goals:** To create an enabling environment for the quality learning of all children

### Specific Objectives:

- 1) Ensure that learning needs of all children particularly out-of-school and drop out and hard to reach children are met through appropriately designed life based education program in the target areas.
- 2) Ensure community, LGI members and teachers have comprehensive understanding of issues of quality education in the target areas with improved governance, accountability and capacity so that learning outcomes are achieved
- 3) Support activities to enhance resource flow (physical, human and financial) to primary schools with a focus on livelihood options for parents in the target areas.
- 4) Affirm a mutually beneficial collaborative network of all actors in primary education at local and national level to ensure learning outcomes

- 5) Sensitize community and policy makers alike with the issues of quality education and allocation of budget

**Program Components:** In primary education, DAM would implement following two distinctly different but inter-connected program: Non-Formal Primary Education and Formal Primary Education

**Expected results:**

- All targeted children particularly girls from unreached areas and from disadvantaged communities will receive quality primary education with required life-skills so that they can eventually be able to continue with secondary level education (as suggested by education policy 2009)
- A mechanism with pro-active role of well capacitated community, LGIs, teachers in supporting quality primary education will be established.
- Networking and linkage with GO, civil societies (Urban and rural) and agencies will be constructively and strategically enhanced in the area of issues relating to quality primary education.
- Maintain an equivalency of education at different streams of primary education on-going.
- Parents of the targeted children will be linked with livelihood opportunities to address their poverty.
- Information of best practices and research findings are to be generated and disseminated to contribute to national agenda
- Networking and linkage with the Government, national and international agencies will be enhanced having policy level implications.

**Target groups/beneficiaries:** DAM views education as fundamental human rights in itself and as enabling rights, catalyst for human development. Identifying the beneficiaries hard to reach areas will get the priority. The target beneficiaries will include:

**Formal:** Learners of formal primary schools for supporting them to sustain in education; primary education supervisors and trainers; parents of children learners and community people around the school/centers; SMC and PTA members; LGI and education standing committee members; primary school teachers & GoB personnel at upzilla, district and national level.

**Non-formal:** 6-10 year age-group children, children with disability/otherwise disable/displaced and seasonally migrated families and children from ethnic or any socially excluded minority groups; supervisors and trainers; parents of learners and community people around the education centers; CMC and CAG members; LGI and education standing committee members and other service providers/civil society

**Curriculum & Materials:**

**Formal:** The current curriculum of primary education needs to be revised in light of New Education policy 2009. Supplementary books and materials based on local context and indigenous elements are also a pre-requisite for sustaining the learning of children. All cross cutting issues like gender, DRR, climate change, Human rights or Social justice etc can reflect the curriculum.

**Methods:** Traditional rote learning based teaching learning methods can be replaced by/integrated with the non-formal mode of interactive methods which are already successfully and effectively experimented. The children can as usually follow the NCTB reading materials, but they should be provided with supplementary books, charts, posters, educative games. ICT also can have an important role in the curriculum.

## **Non-formal:**

**Curriculum & Materials:** A common and flexible frame work for non-formal curriculum which will be equivalent to formal curriculum to address different categories of learners can be proposed under which NGOs can implement as such program. Development education for both primary and secondary beneficiaries needs to be given with equal impetus and importance.

**Methods:** Multi-grade method is a specialized non formal teaching learning process which means teaching learning conducted for a group of learners of varying competencies or grades in the same class. DAM has successfully implemented this method in facilitating primary education. Besides, parents of the children can be provided with skills training and linked with livelihood options.

**Flexibility and Sustainability:** Linkage between formal and non-formal education sub-sectors will be given due consideration to promote collaboration and facilitate complementation to each other's activities. Besides, *inclusive policy* for the children physically/mentally challenged, ethnically/religiously/geographically disadvantaged, socially/economically hard to reach children needs to take up and support the initiatives to address inclusive issues. DAM emphasizes on *flexibility* in terms of management, pedagogy and learner's assessment. While, as regards *sustainability*, community led planning and action will be promoted and supported which will start from the beginning of any intervention taken.

### **6.3. Adult and Adolescent Learning and Education (ALE)**

**Goal:** The goal of DAM adolescent adult literacy and continuing education has to help individuals and community for empowerment to survive, to live and to work with dignity, to improve one's life, to fully participate in community development, to make informed decision and to continue learning. Literacy skill has to be recognized as heart of basic education and is essential for achieving the goals of poverty reduction and improved living standard (EFA goals 3 & 4).

#### **Specific objective**

- 1) To provide need based life oriented basic literacy program 11+ age group people.
- 2) To make people of 11+ age group able to reading, writing and their accounting
- 3) To involve neo literates, half literates and drop out and discontinued adolescents and adults in a continuing education process for life long learning and to develop them as enlightened and productive citizens in the society and in the country.
- 4) To achieve gender disparity in enrollments and ensure girls and women friendly learning environment towards women empowerment.
- 5) To provide market oriented vocational skills and livelihood opportunities to the adult marginalized people.
- 6) To motivate the learners to apply their knowledge at individual, family and group levels.
- 7) To help people organized in the form of CBOs for greater empowerments to establish their rights to services and entitlements;

The ultimate aim of DAM literacy and education program is to contribute to EFA goals 3 and 4 and poverty alleviation by creating community based network of learning centers (basic and CE) aimed at increasing functional literacy rates, building life skills, increasing income and

employment opportunities for young adults through vocational skills training and linkages to micro credit facilities.

### **Program Components**

- Basic Literacy;
- Continuing education for lifelong learning
- Vocational skills and linkages to the services for income and employment generation.
- People's organization building

### **Expected Results:**

- 80% of target population are literate can read, write and do simple arithmetic's.
- 75% of the targeted adolescent and adults are aware on social issues and rights.
- 70% of the targeted adolescent and adults are aware on health, nutrition total situation hygienic and practice at house hold level;
- 70% adults equipped with livelihood- and are able to increase' their daily/monthly income/employments for better life.

### **Target Group:**

- Illiterate, neo literate, drop outs adolescents and adults starting from age 11+ of the poor communities, ethnic minorities,
- Vulnerable people of the un-reached areas an communities and special geographic areas vulnerable to disasters;
- Poor disadvantaged girls and women members of poor families given preferences;

### **Curriculum & Materials:**

- Adult literacy materials for nine months (Two hours a day and 5 days a week)
- Post literacy and continuing education materials as designed by BNFE (Chetona 1, 2, 3) for 3 months (Two hours a day and 5 days a week)-Continuing education materials as designed by the DAM / BNFE
- Vocational Skills Training Curriculum as designed by BNFE/PLCEHD-11 project

**Method:** The literacy centers are running by the trained local volunteer teachers preferably women. Dam follows a non formal, participatory, joyful, attractive methods and materials for effective learning. Supplementary materials have been developed and are used for reinforcing learning. DAM staff continues a follow-up of the learning programs to assist the learners for practical use of literacy, life skills and vocational skills.

### **Flexibility & Sustainability:**

- The learners choose facilitators for different programs from their own community;
- Local and special needs are focused in daily lesson plans;
- Low cost locally developed materials are promoted and used
- Local context and time given priority for timing of the centers
- For adults mostly separate centers for men and women are established.
- Participation of local community/guardians are ensured through Center Management Committees (CMCs) to create local ownership;
- Learning lessons through group reflections is given important,
- Increased community contributions are encouraged in all education and learning activities.
- Innovation, model testing, replication and scaling up is promoted;

## 6.4. Non-Formal Secondary Education

**Goal:** The goal of non formal secondary education of DAM will be to provide a second chance to the un-enrolled or discontinued primary graduate adolescent boys and girls for completing junior schools program up to grade V111 in open distant learning method in non formal settings (one or two days class in a week close to their door steps) accompanied by market oriented vocational skills training linked to employment or income generation opportunity. This may further urge the learners in enrolled to secondary program (grade 1X to X) offered by BOU.

### Specific Objectives:

- 1) Second Chance for Adolescent boys and girls
- 2) Contribution to Child Labor Policy:
- 3) Alternate modes of secondary education
- 4) Reaching the children from Ultra Poor/displaced and seasonally migrated households
- 5) Contribution of National Education Progress

### Program Components:

- General Education from grade V1 to VIII.
- Rural Market Oriented Vocational Skills

**Target Groups:** Adolescent girls and boys who have completed primary education but did not enroll in secondary school (above 12 years old) or dropped out from class VI-VIII of primary school.

Secondary Education in the country is provided through collaboration of government and non-government providers within a regulatory framework provided by the government. But very a large number of primary graduates could not enroll into the secondary education system due to various reasons. These un-enrolled primary graduates can be enrolled in non-formal (NFSE) Secondary Education system. The NFSE framework can develop by adaptation of formal secondary education.

DAM is at present implementing a 3 years experimental Junior School Certificate Program in Jessore districts in cooperation with CAMPE and Bangladesh Open University (BOU) for the above targeted adolescent boys and girls. The program is now successfully running for 3<sup>rd</sup> year.

DAM is already working in many rural backward and less developed or in economically vulnerable and disaster prone areas which has the prioritized demand of the development of livelihood of the concerned affected people of the areas. DAM wishes to take the junior secondary education program in it's operational area including Dhaka city, and the rural areas of especially difficult circumstances areas like coastal belt, south-western areas and char and hill district areas.

**Expected Results:** Completion of junior secondary education by above categories of boys and girls in non-formal setting (Open Distant Learning) in terms of time, duration, place, teachers, delivery methods, under open University of Bangladesh, who will then either be mainstreamed or link to vocational training, employment and income generation to equip their life better..

**Curriculum & Materials:** Secondary education up to grade V111 according to the NCTB curriculum along with supplementary materials in joyful manner are used to create the attractive and effective learning in a non formal environment. Market oriented vocational skills will be provided with by using text books. Class-wise & subject-wise test will be administered by a joint assessment team of DAM supervisors & relevant school teachers to continuously identify the learning needs and course designing.

Those who will complete this non formal junior secondary education and vocational training shall be examined their competency level through national standard of examination on weekly and monthly basis. Certificates shall be awarded to the successful learners. The graduates if wishes to continue further may be linked to SSC Program of BOU Referring to BOU centers by DAM

**Methods:** A participatory teaching learning process to ensure the participation of learners is generally followed. The learners form groups to do the practical exercises. The classes are held in the Ganokendra or nearby school premises. Teachers from local schools contracted to facilitate the classes. The open distant learning method developed by BOU is followed. Regular interaction with teachers, parents and supervisors are done to find out problems and difficulties and solve problems on the spot through combined efforts of the teachers, learners, guardians, NGO and local government institutions.

**Flexibility/Sustainability:**

- Learners choose the facilitators place, teachers, delivery methods, non-formal setting (as per non-formal system)
- Participation of local community/guardians is ensured through CMCs to create local ownership.
- Increased community contributions are encouraged in all education and learning activities

## 6.5. Vocational Education

**Goal:** The goal of the SDT program is attaining improved of living conditions by the target people through access to the world of work and contributing to sustainable and increased family income.

**Specific Objectives:**

- 1) Improve work skills of the target population to the levels of national standard technical vocational skills
- 2) Increase employment opportunities of the SDT graduates
- 3) Provide international standard SDT courses in selected fields to facilitate overseas employment

**Program Components:**

- Vocational and skills training
- Linkage to employment and income related support services
- Job placements
- Workplace improvement
- Community mobilization

**Expected results**

§ Disposable income of the target households is increased to provide education, health care and nutrition intake for children and women.

§ Migration for livelihood as unskilled labor from the target communities to urban areas and illegal migration for overseas employment will be reduced.

§ Visible improvement in the socio-economic conditions in the target unions due to reduction in number of household below poverty line.

§

**Target Groups:**

- Working children/child laborers, street children, school drop-outs
- Unemployed adolescents and youths
- Poor and disadvantaged women and women headed family member
- Unskilled labour (specially of garment sector)
- Trafficked victims and disabled

The target people are poor youth and adult members who need to learn international and domestic market related, employment and IGA oriented skills through vocational skills training. The training has to help poverty reduction in the family.

**Curriculum & Materials:** Dhaka Ahsania Mission is affiliated with Bangladesh Technical Education Board. DAM follows the BTEB standard curricula for both the BTEB registered and non-registered courses. DAM has designed offers courses on rural and urban market oriented trades of the duration from 3 months to one year. The subject includes, agriculture, industry, engineering and electrical.

**Methods:**

- Market research and need identification done at regular intervals to develop market-oriented occupational training courses.
- Separate set of courses are developed based on the employment opportunities in rural and urban context.
- Courses are customized to suit the social, cultural and educational background of the adolescent, adults and youths for whom these are organized.
- DAM through its Vocational Training Institutes run the courses according to the demands of projects and outside agencies;
- DAM has a team of trained instructors who are specially oriented to run courses with poor target groups;
- DAM offers linkages to services and employment opportunities for the successful graduates,

Training classes are conducted through institution-based courses through VTIs and outreach centers. DAM organized vocational training courses through rural vocational training centers and community based centers (school, NFE centre, Community Learning Centers (CLCs) and Community Resource Centers (CRCs)). DAM has been implementing national standard skills basic trade courses (360 hours). Besides, DAM provides special courses as well as para trade courses and demand based short courses to the outside agencies. DAM follows both entry qualifications of the learners as well as of the trainers' standards according to Bangladesh Technical Education Board (BTEB). The trained graduates are provided employment support services both in wage and self-employment arrangements. Technical and financial assistance are often provided to start self run enterprise.

**Flexibility & Sustainability:**

- Setting up sufficient and appropriate training facilities accessible to vulnerable and potential target groups
- Having appropriate trainers at local level in different regions, particularly in the remote locations
- Have courses on divers trades as per needs/desire of the people
- Participation in the public sector development projects/programs

- Accessing the trained graduates to the required resources/capital to develop enterprises for self-employment
- § Equivalency framework is being developed to facilitate transferability of graduates from non-formal to formal courses.
- § DAM run VTIs are/shall be affiliated as authorities with BTEB for testing and accreditation at national and international level.

## **7.0 Management, Coordination and Quality assurance**

### **7.1 Roles DAM's Divisions and Institutions**

The program division will be mainly responsible for implementation, monitoring and periodic updating of this strategic document. This document will be utilized as a guiding document for any future program development and program/project. The division will also be responsible for giving orientation and presentation on the document to all concerned within and outside DAM.

The Training & Materials Development Division will extend technical support including supplying relevant information on training, education curriculum and materials development while formulating, revising and implementing this strategic plan document. They will also provide venue support any orientation and presentation of the document.

The Research Division will also extend technical support during formulation by giving information, data and formulating relevant and specific part of the document. During implementation and further updating they will provide feedback, data and information on relevant issues and points.

The Resource Mobilization Division can help in giving updated information on the potential sources funding for any new project formulating in line with this document. They can also help in writing relevant part of the document and making presentation of the highlights of the document.

Khan Bahadur Ahsanullah Teachers Training College may help by sharing their teachers training experiences in formulating new project or programs of education sector. During implementation of the strategic document they can give feedback & recommendations. KATTC can assist by giving training of teachers on new pedagogy, Incorporate best practices in teacher training curriculum, promote DAM's implementation experience/expertise of education program in other institutions. They further can extend technical support in course designing, module and materials designing.

AIICT can help in maintaining and development of database. Staff development on the use of ICT and offering IT courses and material development

Finally the HR & Administration division should help program division by offering all logistic supports and office premises, equipment for document formulation, dissemination and human resource deployment for the purpose.

### **7.2 Inter-Sector Coordination and Team Development:**

Successful implementation of development strategy needs mutual and diversified support, cooperation and coordination. Development is a complex ongoing process and in which education plays an important bearing. Education is not only education issue in our country, it has wider social and economic implications. Inter-sectoral coordination is an in-build mechanism within DAM. The education sector strategy has many linkages with other program

sectors (Livelihood Development, Health and Human Rights and Social Justice) to serve the target people. During preparation process of this strategic plan, relevant work and input in the form of write-ups and data were drawn from concerned thematic focal persons.

Besides an education sector team has already been formulated with members from across DAM who would ensure participation and input from all relevant divisions, departments in the formulation and implementation process of education sector projects and programs in line the strategic document. For capacity development lessons and experience sharing sessions or workshops will be organized as and when needed.

Through periodic meeting, reflection, coordination exercise, team building initiatives are continuing within DAM where education staff members are very much part of that. Team building initiative is proposed to go beyond education sector and within program sectors, it should go in line with Training and Material Development Division, Research Division who could contribute significantly for staff capacity development in education, action research conduction on good practices and documentation of the lessons learned for further advocacy.

Taking joint initiatives would also help further strengthen the Team across the Division and it would create organizational ownership for the sectoral strategy.

### **7.3 Quality Assurance Measures**

**Human Resource Development:** Human resource development is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities. Human resource development includes the opportunities as career development planning, training, performance management and development, on the job support, coaching, mentoring, exposure visit. DAM gives priority on development of staff capacity for effective planning, implementation and monitoring of project activities. Inductions, orientation, training, on the job training, coaching and exposure to in-house and external resources have been institutionalized as the planned and organized process for staff development.

Staff recruitment is carried out according to the required job requirements, qualifications and experiences. Job descriptions are prepared against each position to guide the concerned staff for effective job performances. Assessment of individual staff performances are carried out through participatory process, following structured guideline. The findings of assessment are utilized for planning staff development activities.

When a project is phased out due to funding limitations the experienced staff are mostly retained and deployed for other projects and programs. Assessment of individual staff performances are carried out by the concerned supervisors according to the guidance of HR division. The findings of such assessment are utilized for planning staff development activities and steps.

**Monitoring:** Monitoring keeps track of the progress of project/program implementation. Monitoring helps to provide a useful status of a project/program at any point of time during the course of implementation by giving the progress of implementation and any problems/constraints faced. Monitoring not only provides necessary information to the project/program management but looks into the quality of implementation. In each project formulation LFA matrix is established as a basis for quality and quantitative monitoring. The narrative summary in the LFA matrix succinctly describes the project/program overall objective, specific objective, results/outputs and activities along with indicators.

DAM encourages 3 channels of monitoring in its most education projects/programs. These are a) DAM internal monitoring b) Monitoring from project staff and c) Occasional DAM and donor joint monitoring. All these monitoring provides information on the progress of activities implemented and its contribution towards achieving outputs and objectives. Necessary tools and techniques are developed for collecting quantitative and qualitative data. Participatory tools and techniques are also applied for monitoring.

DAM gives importance on documentation, information and lessons sharing to the donors and other major stakeholders and beneficiaries. Evidence based documentation is done. DAM now a day's conducts participatory monitoring because it:

- Provides an ongoing picture.
- Problems are identified and solution sought early
- Good standards are maintained
- Resource are used effectively
- Information base for future evaluations.

#### **7.4 Knowledge management:**

Knowledge management is a new term that is gaining wider coverage and often performs the following functions:

1. Research
2. Documentation and
3. Dissemination

KM also works for providing new knowledge in the form of documenting valuable lessons and experiences gained from project/program implementation.

**7.4.1. Research:** Thus the first step in knowledge management (KM) is acquisition and storage of knowledge products through research. DAM gives importance to plan and conduct studies, pure research and action research to generate evidence based authentic information and lessons on educational activities particularly in the areas of non formal education. DAM has a well organized and well equipped research division who, in cooperation and consultation with the program division, plan and conduct research and documentation activities on educational issues and on the ongoing projects. The division also carried out impact studies on specific thematic issues of education. In the coming years emphasis will be given on project based action research, formulation of successful case stories and impact studies.

**7.4.2. Documentation:** DAM is regularly producing a number of reports, booklets and different types of publications. Storage of these publications is the first step in knowledge management. To produce these publications, information and knowledge from sources other than the organization are often required. Information and knowledge products should be stored not for the sake of storage and collection but for the quickest use of such information and knowledge products. The best way for the use of such collection is a two-way traffic. One-way is the information about what information and products are in the store of DAM. Another-way is the requisition from different divisions and persons of DAM who require certain information and knowledge products that are essential.

**7.4.3. Dissemination:** Dissemination of knowledge is an important aspect of KM. Dissemination allows people to know what the organization has in store that can be accessed and used. DAM organizes dissemination through seminars, dialogue, workshops, participation in fairs, display in websites of the organization and reporting in electronic and print medias are all important channels for effective dissemination of KM products.

**7.4.4: New Knowledge Building** refers to the process of creating new 'cognitive artifacts' as a result of common goals, group discussions, and synthesis of ideas. These pursuits should advance the current understanding of individuals within a group, at a level beyond their initial level of knowledge and should be directed towards advancing the understanding.

DAM has an excellent track record in education sector. DAM considers education as a means to empower people through enhancing their knowledge, widening their vision, unlocking their human potentials and unfolding their creativity. Education creates energy that drives people to be more and more proactive to fight for their rights and entitlements. In its education program, DAM has a long experience to adult literacy and continuing education program adolescent education, early children care and development, pre-schooling, non-formal primary education, non-formal secondary education, vocational technical education/training to formal education in school, college and university. Through every intervention as such, DAM has created a synergy between practices and lessons learned.

Of all interventions DAM has made so far, Ganokendra has become a resort to 'creating or modifying public knowledge'. DAM floated and started to organize Ganokendra in the early nineties to help retention and development of already acquired literacy skills of the neo-literate adults. Gradually the Ganokendra become community managed centers of continuing and life long learning education and hub of all sort community development activities. Ganokendra members divide themselves into groups and continue to upgrade their literacy and numeric skills, read books and newspaper and participate in issue based discussion sessions.

Through training, orientation, research and sharing of its findings, need-based materials development and publications on good practices have enhanced public knowledge particularly in the area of literacy, life based education, status of education as well as development issues in Bangladesh. The tutors, project staff, teachers, learners, local government representatives common beneficiaries have been benefited from 'advanced learning' out of these activities undertaken by DAM.

## **7.5. Developing and Replicating Innovative Education Models**

- DAM has one of the pioneering roles to introduce adult literacy in Bangladesh through center based and each one teach one approach for the adults belonging to age group 15 to 35 years.
- The non-formal secondary education program for adolescent girl and boys who can not enroll in secondary schools after completing primary education or have dropped out from the secondary schools due to economic or social reasons given these adolescents opportunities to continue their education in distance education mode and pass out under the secondary school certificate examination of program BOU or rejoin the formal school with necessary academic preparation.
- DAM implements early childhood care and development (ECCD) and non formal primary education program since 1992. These program ensure physical, social, emotional and behavioral development of children, prepare them for government primary schools, create an enabling learning environment for out of school children and ensure quality education. Innovative teaching learning methods are instrumental to the uniqueness of these interventions.
- It has also concentrated on providing education and technical training to ultra poor urban street children through drop-in centers and there by giving them a chance to enter into the economic mainstream which otherwise would have been farfetched dream for them.
- At tertiary and specialized education level, DAM has the kind of engineering and pedagogic education for future engineers and teachers for the first time in private sector.

Respective community, parents, local action groups in all the cases above are involved for experience sharing, monitoring and management which by and large have contributed and will be contributing to creating new 'cognitive artifacts.'

## **8. Way forward**

- The strategic document will be treated as guiding document for all education sector staff to plan, design and implement future DAM education projects and programs.
- This will be a reference book to be consulted by all concerned for DAM educational development activities.

The strategic document is a living document and that requires periodic review and update. The next proposed review of this document will be in 2012.

**END OF DOCUMENT**