Bangladesh EFA 2015 Review: Process and Method Focusing on Goal 2

Regional Technical Feedback Meeting
Bangkok, 29-30 April 2014
BANGLADESH – SOME BASIC FACTS

- People’s Republic of Bangladesh - Born as an independent country in 1971
- Area: 147,570 Sq. Km.
- Population: 153.6 million (2011)
- Population growth rate: 1.37 (BDHS 2011)
- Per capita income: US$ 1,044 (2013)
- Literacy rate (15+ years): 57.53%
- No. of primary level schools: 104,017 (2012)
- No. of primary students (6-10 age group): 19 million
- Gross primary enrollment (6-10 years): 104% (2012)
- Net enrollment: 98% (2010): 60%
**Education Management - National Level**

- The Ministry of Primary and Mass Education (MOPME) is responsible for primary and mass education that includes education related to ECCE, UPE, Literacy and partly Gender and Quality Education goals of EFA.

- The Ministry of Education (MOE) is responsible for secondary, tertiary, and technical education, including faith-based education. EFA Goal-3 (Life Skills and Lifelong Learning), Goal-5 (Gender), and Goal-6 (Quality) come within the sphere of MOE responsibility.

- In addition, the Ministry of Women and Children Affairs (MOWCA) is involved in education related to gender and early childhood care and education as well as life skills programs for women.

- The Ministry of Youth Development and Sports (MOYS) manages various activities related to EFA Goals 3 & 5.

- The Ministry of Health and Family Welfare (MOHFW) has programs related EFA Goal-1 (ECCE)

- The Ministry of Chittagong Hill Tracts Affairs (MOCHTA) has responsibility for managing programs related to education of ethnic minorities in the Hill Tracts.
KEY POLICIES AND LAWS RELATED TO EFA GOALS

- Constitution of Bangladesh (1972) – provision for primary education and literacy a state responsibility
- Primary education made free and compulsory by Primary Education (Compulsory) Act 1990.
- Pre-primary Education Operational Framework (2008).
- Sixth Five Year Plan (2011-16) and National Perspective Plan 2011-21 (Vision 2021).
- National Education Policy (2010)
- Comprehensive Early Childhood Care and Development (CECCD) Policy (Approved on 04 November 2013).
- National Education Act (under process of approval).
Ministry of Primary and Mass Education (MOPME) is the focal point for the Bangladesh EFA 2015 Review.

A National EFA 2015 Review Coordination Committee was established with GO, I/NGO, CSO, DP, UN, Academia – 59 members.


A TOR for EFA 2015 Review developed with inputs from Coordination and Technical Committees, taking into account and adapting guideline from UNESCO.

A draft work-plan with provisional budget was developed and approved by MoPME.
ACTIVITIES....

- With lead from MoPME and support from UNESCO, a lead writer and a 7-member study team were engaged in November 2014.

- Agreed, given short time and resources available, study would rely on secondary sources -- government policy and strategy documents, program and project plans and progress reports, evaluations and assessment reports of programs, research reports of research, academic and civil society organisations.

- Also agreed, following the first draft, to be completed by March 2014, work would be undertaken to enrich the review with empirical perspective based on limited field-work-based, case studies and existing empirical evidence, if resources become available timely.
ACTIVITIES....

- Initial draft (Draft 0) was presented on 19 January 2014 to a meeting of the 51 member National Coordination Committee and the 15-member Technical Committee. The meeting was chaired by Secretary, MoPME.

- Comments/observations were received in the meeting and afterwards in writing. Draft 0 was placed on MoPME website and comments were invited.

- A meeting of the Technical Committee for EFA Review on March 13, 2014, held at MoPME, chaired by ATM Zakir Hossain, Joint Secretary, discussed the preliminary draft and offered suggestions.

- The present draft (Draft 1) incorporates comments and observations received so far. The contribution of those who took the time to offer their thoughtful comments is gratefully acknowledged.
## Goal 2 - Gross & Net Primary Enrolment 2012

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<td>87.2</td>
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<td>94.8</td>
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<td>90.1</td>
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<tr>
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<td>91.2</td>
<td>92.8</td>
<td>103.2</td>
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Goal 2 - Cohort completion rate by year and sex

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<tbody>
<tr>
<td>Total</td>
<td>52.8</td>
<td>50.7</td>
<td>60.2</td>
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<tr>
<td>Boys</td>
<td>56.8</td>
<td>52.3</td>
<td>60.7</td>
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<tr>
<td>Girls</td>
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<td>49.1</td>
<td>59.7</td>
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NSA Class V Competencies by Divisions 2011

% of Class 5 students

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<tr>
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<td>Chittagong</td>
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<td>42</td>
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<tr>
<td>Total</td>
<td>25</td>
<td>33</td>
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Promising Practices and Initiatives

Positive outcomes - results of a combination of policy and programme actions to expand opportunities, reach out to disadvantaged groups, raise awareness and remove gender-related and other barriers to participation in education. Some salient policy and programme measures:

- A sub-sector programme approach for primary education
- Conditional Cash Transfers in primary education and for rural girls in secondary education.
- Distribution of Free Textbooks.
- ICT initiatives in education.
- The Pre-primary initiative.
- School Learning Improvement Plan grants.
- Co-curricular activities – sports, nationwide football tournament and student councils in primary school.
- School meal pilot.
Some Key Action Areas

- Overcoming adverse economic status effects – PPE, school meal and school/community based initiatives to identify and act on pupil disadvantages.
- Late enrolment – age-grade incongruence has to be overcome including effective birth registration.
- Upazila-based action on compulsory education – Comprehensive/coordinated area planning, management, monitoring and mobilisation (CAP-MMM) - Piloting.
- Children in urban slums – Focused action required.
- Public investment in education - A major increase in expenditure for education planned with a time-frame; short and long-term steps on teachers, which absorb most resources.
IN CONCLUSION...

- The Study Team has attempted to produce a coherent report reflecting as much as possible views and observations of diverse commentators.
- MoPME, responsible government entity for the review, has encouraged the study team to make full use of available factual/evaluative information and provide an objective account indicating both accomplishments and challenges.
- In the spirit of the review guidelines provided by UNESCO, the study team has formed opinions, judgments and recommendations contained in this report, which is still in draft.
- The review report, further revised and refined, will be disseminated widely and will contribute to dialogue involving all stakeholders on future plans and priorities up to 2015 and EFA beyond 2015.