

B A N G L A D E S H

INCLUSIVE AND QUALITY EDUCATION



Bangladesh: Inclusive and Quality Education

Introduction

Bangladesh has made remarkable achievements over the past decade by ensuring access to education at all the levels, especially for girls. The country's net enrollment rate at the primary school level increased from 80 percent in the year 2000 to 100 percent in 2015. Furthermore, the percentage of children completing primary school is more than 80 percent and the country achieved gender parity in access to primary and secondary levels. Notable changes have taken place in education system during the successive tenures of Awami League government. National policies and resources are now directed towards ensuring access, retention, inclusivity and quality education at all levels of education.

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01 Landmark Achievements



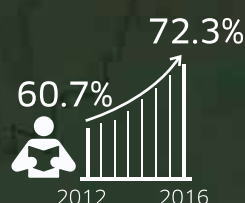
Total number of students doubled in last 8 years standing at about **37 million**



Faith-based education revised to be mainstreamed with **science and ICT education**



32,000 educational institutes equipped with multimedia facilities for digital classrooms



Bangladesh's adult literacy rate increased to 72.3% in 2016 from 60.7% in 2012



Over **17 million** students from first grade to higher studies received scholarship and stipend



113 high schools and 365 colleges received approval for nationalization since 2009



Primary education completion rate over **80%** since 2015



2.3 billion free textbooks for all subjects distributed among school students since 2011








1.1 Textbook Distribution

The free textbook distribution initiative was introduced by the ruling government and has been effective since 2011. Bangladesh government distributes free textbooks from grades 1 to 9 to ensure that all children pursue education. Textbooks are distributed on the very first day of every academic year. In the academic year 2017, more than 362 million copies of textbooks were distributed among the students of pre-primary, primary, secondary and technical education schools and madrasas (faith-based education). The government also provides books for visually impaired students, distributing more than 9,000 braille books to visually impaired students in 2017.

1.2 Quality Primary Education

Bangladesh has one of the largest primary education systems in the world with an estimated 16.4 million primary school aged children (6 to 10 years). The Primary Education Compulsory Act passed in 1990 made primary education free and compulsory for all children up to grade 5. In order to ensure quality primary education, the government continues to improve its existing programs. This includes free distribution of books and learning materials, appointment of teachers and their training, construction and renovation of primary schools and training institutes. Teacher training programs and a strong monitoring and supervision system has also been implemented.

Major initiatives to improve quality of basic education

Quality	Human Resource	Infrastructure
<p>Student-Teacher Ratio improved</p>  <p>2011 2015</p> <p>Primary Education Development Program III (PEDP III) second phase in progress</p> <p>Operational pre-primary education program introduced</p> <p>Diploma in Primary Education (DPED) introduced replacing Certificate in Education (CinED)</p>	<p> 35,000 teachers recruited and trained</p> <p> 30,100 teachers newly recruited</p> <p>Pre-Primary Education</p> <p>11 new Primary Teachers Institute (PTI) established</p> 	<p> New primary schools established at 1,500 villages</p> <p> Multimedia classroom facilities now available in 9,000 primary schools</p> <p> Guide books distributed among 6 million primary level teachers</p>



02 Policy Support



A time-befitting education policy – the Education Policy 2010 has been formulated and is being implemented in phases. This policy is considered as one of the best and most practical education policies ever formulated in Bangladesh. It is a combination of the liberalism of Kudrat-e-Khuda's policy formulated back in 1972 along with the aspirations of modern Bangladesh. This policy introduced some drastic modifications that have aims to bring in some significant qualitative changes in the education system of Bangladesh. The Policy emphasizes on education that promotes economic productivity as well as social and humane qualities. It introduces an education process that is creativity, practicability and productivity oriented and is designed to further advance the economic and social fields of the country. These include:

2.1 Introduction of Pre-primary Education

Despite the abundance of kindergarten schools, there was no policy on the curriculum used for children aged 4 to 6 years. In the 2010 policy, one-year pre-primary education was made compulsory. The policy also stated plans to gradually create new positions and specially equipped classrooms in every government primary schools for the pre-primary classes.

2.2 Universal Primary Education Up to Grade 8

In line with the first education policy, level of compulsory primary education in all streams (General, madrassa, vocational) was extended from grades 5 to 8. A common core curriculum for primary education was made compulsory for all the schools.

2.3 Introduction of New Compulsory Subjects in School

Since many schools following international curricula

did not teach national history and cultural heritages, the government introduced a new subject called Bangladesh Studies. In this education policy, it has been made compulsory to teach Bangla, Information and Communication Technology (ICT) and Bangladesh Studies up to secondary level in all the educational institutions. 'Ethics' has been introduced to the textbooks of religious studies and these textbooks have been redesigned accordingly.

2.4 Reforming Madrassa Education and Setting up Commission on Qawmi Madrassas

According to the policy, Madrassa(faith based school) education are to undergo massive changes in their curriculum, so that its students can be integrated into all sectors of employment. Scholarship, free textbooks, ICT education, library were also ensured in the policy. Moreover, in this policy, the government pledged to form the much awaited Qawmi Madrassa Commission to upgrade the teaching and learning process.

2.5 Introduction of New Compulsory Subjects in Universities

To reduce unemployment, four-year bachelor degree was fixed in this policy as the acceptable higher educational qualification for most of the professions except for university teaching and researches that need special expertise on a particular discipline. Besides, universities were instructed to include three credits of compulsory English and ICT course in all the departments of the universities.

2.6 Teachers as The Key to Ensure Quality

In this education policy, enhancing quality of the teachers was emphasised. It was assured in the policy that teachers of all kinds of institutions are

to revive training, incentives and satisfactory remuneration. This is expected to result in higher quality teaching being ensured in the classroom and to help students and parents from resorting to private tutoring.

2.7 Banning of Corporal Punishment

Corporal punishment has been prohibited in all kinds of institutions. Teachers who physically punish the students are to undergo legal procedure.



03 Ensuring Inclusive Education



National education policies and plans adopted the tenets of inclusive education. The general education system is now more responsive to the education needs of children from diverse cultural, social, physical and intellectual backgrounds. Students with disabilities are now getting access and education in conventional schools.

3.1 Social Inclusion



Children of 5 ethnic communities (Chakma, Marma, Tripura, Sadri and Garo) received textbooks written in their mother tongues



Education and rehabilitation facilities created for children with disabilities in every districts



77,000 copies of pre-primary textbooks, written in 5 ethnic languages were distributed in academic year 2017



9,703 copies of Braille textbooks were distributed among 12,100 visually impaired students in the 2017 academic year



Students of backward communities like Dalit, Bede, Horijan receive monthly stipend as incentive for education



Mainstream schools now have quotas for students with mild to moderate disabilities



21,000 students with disability received stipend each month since 2015



To prevent child hunger, over 3 million students of 15,700 schools are under the government's school feeding program



3.2 | Reaching The Hard to Reach

A number of special initiatives were taken to cater basic education for out of school children so that they can participate in national development. Government of Bangladesh with support from the World Bank (WB), launched 'Reaching Out-of-School Children (ROSC)' Phase-2 project. Approximately 300,000 out-of-school children are currently enrolled in 11,162 Ananda Schools located in 123 poorest rural areas.

Another project is being implemented, under which 50,000 slum children, targeted by the government, are given primary education in eleven city corporations in the country. Bureau of Non-Formal Education (BNFE) runs Basic Literacy Program and Sustainable Non-Formal Education Program at Community Learning Centers (CLC) in backward areas to provide basic education to out of school children and adults.

3.3 | Promoting IT Based Education

Government is firm on its resolve to make the country's education system completely based on technology. It envisions the country as a future leader of ICT driven knowledge-based world. Due Emphasis is given on efficient and effective use of modern ICT in education. Some major steps helped to make education get digitized all regions of Bangladesh.



32,000 educational institutes
equipped with multimedia facilities



23,000 multimedia classrooms
in secondary schools



3,000 Digital Lab
and Language Club
established in high schools and madrasas since 2016



61,000 teachers
have been trained on
ICT and digital content
development



125 Upazila
ICT Training and
Resources Centre for Education
(UITRCE) established



Digital versions of textbooks have been
launched for Madrasa

3.4 Teachers' Welfare Ensured

Teachers' welfare tops the priority-list since they are the leaders of the movement for quality education. Government is keen to make sure that the teachers get opportunity for professional development, financial and social security.

Major initiatives

Jobs of **120,000 primary school teachers** have been nationalized

New MPO guideline prepared

Monthly Pay Order (MPO) distribution process is online now

Allocation of **\$ 62 million as endowment fund and \$ 12.5 million** as one-time grant to "Non-Government Education Institute Retirement Benefit Board" for the welfare of non-government teachers

Teachers of schools and colleges covered under the government's **MPO program getting salaries** in line with the new pay scale

3.5 Mainstreaming Technical & Vocational Education

Present government has a target to increase enrollment in Technical and Vocational Education and Training (TVET) by 20 percent by 2020. Numerous initiatives including big reform projects, setting of high standard polytechnic schools, college and institutes and new curriculum and resource development are currently under implementation. Enrollment rate in TVET now stands at 15 percent; which was only 1.8 when the current government took over power.

The public sector, comprising of 19 ministries and 18 organizations, provide skills to youth. Being endowed with the responsibility of overseeing policy and implementation, National Skill Development Council (NSDC) is playing a significant role in coordinating among different implementing agencies.

Key initiatives



National Technical and Vocational Qualifications Framework (NTVQF) implementation



Teacher training program launched under NTVQ Framework



Number of **poly-technic institutes** increased to 49



7,773 private training institutes approved since 2009



Curriculum, training manual and materials are updated to match with international standard



Two Centres of Excellence has been established, in the leather sector and in the agro-food processing sector



Twelve Industry Skill Councils established to strengthen linkages between industry and the national training system



Skills for Employment Investment Program (SEIP), Bangladesh Skills for Employment and Productivity (BSEP), Skills and Trainign Enhancement Project (STEP) are currently being implemented to reform and strengthen skill training system

3.6 Increased Budgetary Allocation

The budgetary allocation was recorded at \$ 6.1 billion for the fiscal year 2016-17 for education sector which is 14.40 percent of the total budget. There has been a steady rise in allocation for the sector in the last 9 years.

Bangladesh's investments in human development have yielded commendable results bringing millions of girls into school, increasing literacy rate, enrollment and completion in secondary, tertiary and vocational education.

04 Expansion of Higher Education

Opportunity of higher education for the youth of the country is rapidly expanding in the last one decade. Eight public universities were set up in the country from 2009 to 2016. At the same time, the government has given approval for establishing 42 private universities. At present, there are 39 public universities in the country and 96 private universities. Due to a number of pragmatic steps taken by the government, Science and IT graduates are on the rise. Recent years have seen more and more allocation for science studies, research and innovation in the national budget.

Ministry of Science and Information & Communication Technology provides grants to young researchers and scientist. Between 2016-17 200 persons received Bangabandhu Fellowship, 1,500 students/researchers received National Science and Technology (NST) Fellowship and about 1,400 projects funded

Key initiatives



Approval for establishing **42 universities** at the private sector in 2009-17



The government to establish **2 new medical universities** in Chittagong and Rajshahi



Bangladesh Research and Education Network (BdREN) **provides universities with high-speed internet connectivity.** BdREN connectivity is fully functional in 35 public and private universities



A quality assurance mechanism has been introduced through the establishment of Institutional Quality Assurance Cells (IQAC) in 61 public and private universities



University Grants Commission has enabled access to their digital library containing over **30,000 research databases, e-journals and e-books** for 44 member universities and research institutions



Academic Innovation Fund (AIF) has awarded 345 academic innovation grants to 27 public and 9 private universities (World Bank)

Conclusion

Significant progress has been made in increasing equitable access, reduction of dropouts, improvement in cycle-completion, and implementation of a number of quality enhancement measures in primary, secondary and higher education. Bangladesh has already achieved gender parity in primary and secondary enrolment. Initiatives have been taken to introduce pre-school education to prepare the children for formal schooling. Introducing modern technology for learning is of the important measures taken by the Government to improve the quality of education in the country. The country seems firmly poised to achieve the education related Sustainable Development Goals (SDG) well ahead of 2030.



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Published by Centre for Research and Information(CRI), September 2017

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