

## Japan Education Forum XIII

### EFA 2015: Achievement of Bangladesh and the Contribution of Japan

*Presented by*

**Shyamal Kanti Ghosh**

Secretary, Ministry of Agriculture  
Former Director General, Directorate of Primary Education  
Government of Bangladesh

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## Outline of the Presentation

### Part-I :

- Background of Primary Education of Bangladesh
- Introduction and Six Goals of Education for All (EFA)
- Major Policies and Reforms to Achieve EFA
- Achievement so far
- Post-2015 Education Development and Vision

### Part-II :

- JICA's Involvement in Education Development (PEDP)
- JICA's Major Activities under PEDP-II & III
- Initiatives to Achieve EFA & Role of External Cooperation
- Challenges and Way Forward in Bangladesh Context

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## PART - I

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### Bangladesh Country Profile

Independence Day	26 March, 1971
Geographical Location	In South Asia, between 20°34' and 26°38' north latitude and 88°01' and 92°41' east longitude
Area	147,570 square km
Capital City	Dhaka
Population	160 Million (approx. according to census 2011)
National Language	Bangla
Administrative Units	Division – 8, District – 64, Upazila – 480
Primary Education Administrative Units	Division – 7, District – 64, Thana/Upazila – 504

## Introduction

- Bangladesh is one of the most densely populated countries in the world with total population 160 million [BBS Population Census 2011].
- Sex ratio 105 males per 100 females
- Density of population 1222 people/sq.km

Source: BBS-2011

## The Constitutional obligates of Bangladesh

- .... establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law ....
- Relating education to the needs of the society and producing properly trained and motivated citizens to serve these needs; and
- Removing illiteracy within such time as may be determined by law.

## Background

The primary education system in Bangladesh is one of the largest systems in the world. The country has undertaken a number of measures to improve primary education since its independence. Commendable progress in access and gender equity is the major achievements of these efforts.

However, quality of students learning achievement and problem of dropout is still a major concern.

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## Background- contd.

The People's Republic of Bangladesh has been working actively toward achieving universal implementation of primary education since the signing of "Education for All (EFA)" declaration in 1990.

With a view to improve the quality of primary education, the Government of Bangladesh has undertaken an integrated sub-sector wide programme known as PEDP ( Primary Education Development Programme) since 2004 in assistance with development partners.

Now the Third Primary Education Development Programme (PEDP 3) for 2011-2016 (extended upto 2017) is running to improve the quality at all levels of the primary education sub sector.

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## EFA : An Introduction

- **Education For All (EFA)** is a global movement led by [UNESCO](#) (United Nations Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015.
- [UNESCO](#) has been mandated to lead the movement and coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations, media and other partners working toward reaching these goals.
- The EFA goals also contribute to the global pursuit of the eight [Millennium Development Goals](#) (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.

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## Six Goals of EFA

- Goal 1: Expand early childhood care and education
  - **Goal 2: Provide free and compulsory primary education for all**
  - Goal 3: Promote learning and life skills for young people and adults
  - Goal 4: Increase adult literacy by 50 percent
  - Goal 5: Achieve gender parity by 2005, gender equality by 2015
  - **Goal 6: Improve the quality of education**
- Among six goals, JICA has been supporting as technical assistant in achieving goal 2 and 6 particularly.

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## Major Policies, Strategies, and Reform Initiatives to Achieve EFA

- Apart from Article 17 of the Constitution ; the following legislative, policy and planning actions have guided basic education development in the country since 1990:
  1. Compulsory Primary Education Act 1990
  2. EFA National Plan of Action I and II (1992-2000, 2003-15)
  3. National Non-Formal Education Policy 2006 and Act 2014
  4. National Education Policy 2010
  5. National Skill Development Policy 2011
  6. The Sixth Five Year Plan 2011-15
  7. Vision 2021/Perspective Plan 2011-21
- In addition, there are other policies and laws. These include: Comprehensive Early Childhood Care and Development Policy 2013, National Women Development Policy 2011, National Children Policy 2011, and Disabled Persons Rights and Protection Act 2013.

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## Achievement in Goal 1 – ECCE

- (2004-11) and PEDP III (2011-16), one year of pre-primary education prior to school entry has been supported with every GPS having a pre-primary class.
- More than 80 percent of preschool age children were receiving some form of pre-primary education since 2012.
- An operational framework and GO-NGO collaboration guidelines have been developed to promote pre-primary education with common quality standards.
- A Comprehensive ECD Policy was adopted in 2013.

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## Achievement in Goal 2 – UPE

- **Goal 2: Provide free and compulsory primary education for all**

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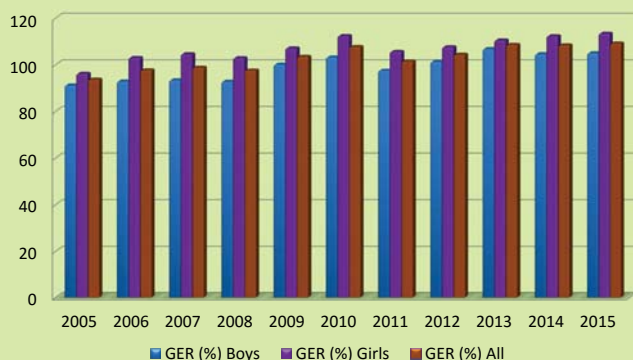
## Year-Wise Gross & Net Enrolment Rate

Year	GER (%)			NER (%)		
	Boys	Girls	Total	Boys	Girls	Total
2005	91.2	96.2	93.7	84.6	90.1	87.2
2006	92.9	103.0	97.7	87.6	94.5	90.9
2007	93.4	104.6	98.8	87.8	94.7	91.1
2008	92.8	102.9	97.6	87.9	90.4	90.8
2009	100.1	107.1	103.5	89.1	99.1	93.9
2010	103.2	112.4	107.7	92.2	97.6	94.8
2011	97.5	105.6	101.5	92.7	97.3	94.9
2012	101.3	107.6	104.4	95.4	98.1	96.7
2013	106.8	110.5	108.6	96.2	98.4	97.3
2014	104.6	112.3	108.4	96.6	98.8	97.7
2015	105.0	113.4	109.2	97.1	98.8	97.9

Annual Primary School Census (APSC) – 2015

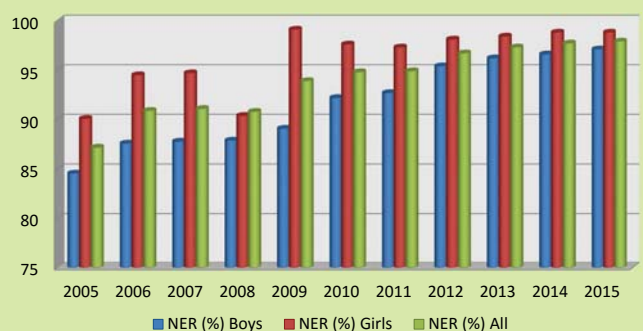
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## Gross Enrollment Rate (%) 2005-2015



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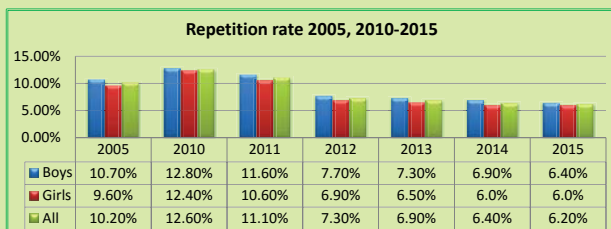
## Net Enrollment Rate (%) 2005-2015



Annual Primary School Census (APSC) – 2015

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## Repetition Rate by Year and Gender



## Repetition Rate by Grade and Gender 2015(APSC)

Gender	Grade I	Grade II	Grade III	Grade IV	Grade V	All grade
Boys	8.1	6.3	6.2	7.5	3.1	6.4
Girls	7.8	5.1	6.8	7.9	1.9	6
All	7.9	5.7	6.5	7.7	2.4	6.2

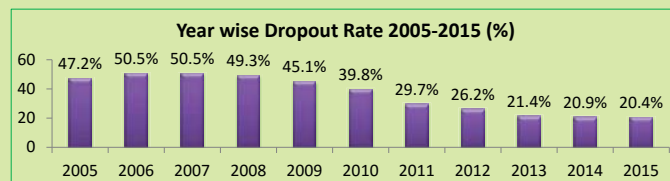
Annual Primary School Census (APSC) – 2015

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## Grade-Wise Dropout Rate 2015

Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	All Grade
Boys	2.3%	4.0%	4.0%	11.8%	2.2%	23.9%
Girls	0.8%	2.5%	3.0%	08.5%	2.0%	17.0%
All	1.6%	3.2%	3.4%	10.1%	2.1%	20.4%

## Year wise Dropout Rate, 2005-2015



Annual Primary School Census (APSC) – 2015

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## Year wise Coefficient of Efficiency 2005-2015

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Boys	58%	56.6%	56.5%	57.5%	59.1%	62.8%	67.7%	75.6%	77.3%	77.3%	77.8%
Girls	63.2%	61.3%	61.1%	59.1%	62.8%	61.8%	70.5%	79.2%	82%	82.7%	82.3%
All	60.6%	59%	58.8%	58.3%	61%	62.3%	69.1%	77.4%	79.7%	80%	80.1%

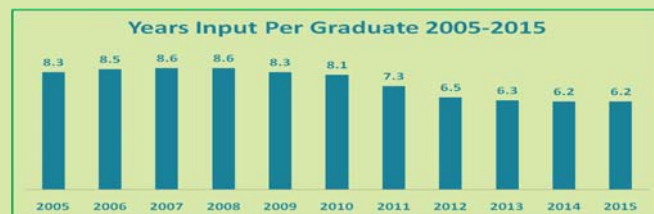


Annual Primary School Census (APSC) – 2015

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## Years Input Per Graduate 2005 -2015

Gender	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Boys	8.6	8.8	8.9	8.7	8.5	8	7.4	6.6	6.5	6.5	6.4
Girls	7.9	8.2	8.2	8.5	8	8.1	7.1	6.3	6.1	6.0	6.1
All	8.3	8.5	8.6	8.6	8.3	8.1	7.3	6.5	6.3	6.2	6.2



Annual Primary School Census (APSC) – 2015

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## PECE 2009-2014

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2009	81,389	907,570	1,072,325	1,979,895	830,880	992,585	1,823,465	751,466	868,588	1,620,054
2010	85,891	1,007,066	1,149,655	2,156,721	894,369	1,045,962	1,940,331	829,531	962,120	1,791,651
2011	87,832	1,066,828	1,249,693	2,316,521	1,000,757	1,184,990	2,185,747	975,529	1,150,340	2,125,869
2012	92,328	1,206,694	1,435,209	2,641,903	1,125,834	1,355,285	2,481,119	1,098,073	1,317,268	2,415,341
2013	87,197	1,215,332	1,423,713	2,639,045	1,154,805	1,364,227	2,519,032	1,138,898	1,344,244	2,483,142
2014	89,912	1,281,218	1,508,045	2,789,263	1,226,936	1,456,845	2,683,781	1,200,876	1,427,207	2,628,083

Annual Primary School Census (APSC) – 2015

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## PECE 2009-2014

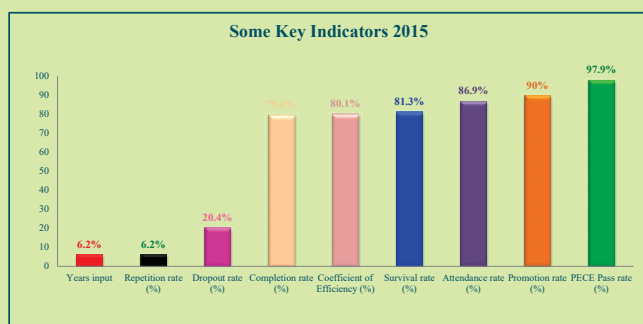
Year	Number of students participated in PECE	Absent in PECE	Pass Rate in PECE (%)		
			All	Boys	Girls
2009	1,979,895	156,430	88.84	90.44	87.51
2010	2,156,721	216,390	92.34	92.75	91.98
2011	2,316,521	130,774	97.3	97.48	97.08
2012	2,481,119	160,784	97.35	97.53	97.19
2013	2,519,032	120,013	98.58	98.62	98.54
2014	2,683,781	105,4821	97.93	97.74	97.97

## EECE 2010-2014

Year	Numbr of stdnparticipated in EECE	Absent in EECE	Pass Rate in EECE (%)		
			All	Boys	Girls
2010	264,866	66,	83.93	86.19	82.01
2011	272,171	48,989	91.28	92.51	90.23
2012	276,373	53,396	94.33	94.88	93.77
2013	273,979	48,213	95.80	96.18	95.44
2014	265,974	40,084	95.98	96.11	95.84

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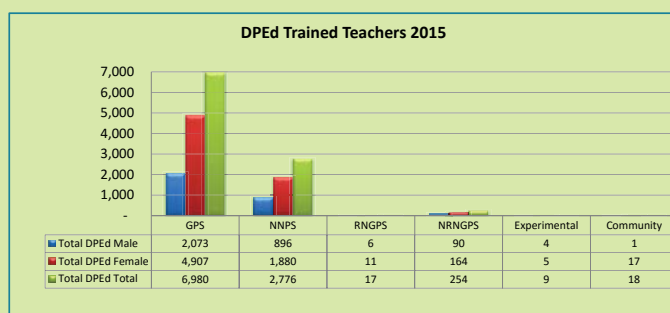
## Some Key Indicators 2015



Annual Primary School Census (APSC) – 2015

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## DPEd Trained Teachers in 2015



Annual Primary School Census (APSC) – 2015

7/29/2016

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## Achievement in Goal 3

- Less than half of children aged 11-15 years are enrolled in school.
- **And** High dropout at the secondary level results in less than a third of the age group completing the secondary school certificate **at that time but the scenario has recently changed radically.**
- Only around 11 percent of out-of-school youth participate in formal or non-formal work-related training, with informal apprenticeship counting for more than half.
- The Education Policy 2010 proposes raising compulsory primary education up-to grade 8 by 2018 and expanding vocational/technical training. **More than 10% students are already in the technical vocational education.**

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## Achievement in Goal 4 – AL

- Adult literacy rate reached **59.8%** in 2010 (2010 Literacy Survey).
- A recently approved literacy project (February 2014) will be the first major adult literacy project since 2003 and is expected to serve 4.5 million young adults in 3 years.

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## Achievement in Goal 5 – G&E

- Bangladesh has overcome gender disparity in access to primary and secondary education over the last two decades.
- Female enrolment and completion rates in fact surpass males, raising a concern about disadvantage of adolescent boys who may be drawn into child labour to support their families.
- The gender gap in adult literacy and in vocational-technical education and training, though improving, still persists.

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## Achievement in Goal 6 – EQ

- Education quality is a continuing concern, especially in respect of achievement of essential competencies by learners.
- Pupil-teacher ratio remains short of the interim target of 40:1.
- 80 percent of the schools run double shifts with learning time
- These factors combine to limit effective contact hours.
- Efforts are continuing to establish competency-based assessment of learning and improve the skills and professionalism of teachers.
- For improving the quality of classroom teaching, a pilot project entitled *"Shikhbe Protiti Shishu" ("Each Child Learns")* – which is being implemented in selected schools in parts of the country.
- Professional Development of Primary School Teachers and SMC Members

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## Contact Hours in DPE Managed Schools 2015

Grade	Contact Hours for Classroom Teaching			
	Double Shift School		Single shift school	
I and II	150m X 240 days	600 hours	240m X 199 days 180mX41 days	920 Hours
III,IV and V	210X199 days 135mX41 days	810 Hours	315X199 days 270mX41 days	1230 Hours

Annual Primary School Census (APSC) – 2015

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## Review of All Goals

- This summation indicates challenges in ensuring better learning outcomes.
- It is not merely a matter of accelerating current efforts and plans up to 2015. Substantial rethinking is required regarding priorities for action in the immediate future and beyond 2015 agenda.
- Review and assessment in current programs, such as PEDP III, implementation of skill development strategies, and designing actions regarding the comprehensive ECD policy may offer new opportunities.

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## Some Key Lessons

- The discussion on the six EFA goals indicating progress and constraints as well as other recent analyses suggest a few key general policy and operational lessons.
- These lessons, among others, which merit special attention, relate to coping with economic and poverty effect on school participation, late enrolment of children, area-based planning and management of education access and participation, and disadvantages of children in urban slums.
- The priorities in the immediate future and the post-2015 agenda have to take these into account.

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## PART – II JICA'S CONTRIBUTION

### MAJOR ACTIVITIES UNDER PEDP-II & III

### INITIATIVES TO ACHIEVE EFA & ROLE OF EXTERNAL COOPERATION

### CHALLENGES AND WAY FORWARD IN BANGLADESH CONTEXT

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## PART – II

### JICA'S

## CONTRIBUTION

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## JICA's Major Activities under PEDP-II & III

### Initiatives to Achieve EFA & Role of External Cooperation

### Challenges and Way Forward in Bangladesh Context

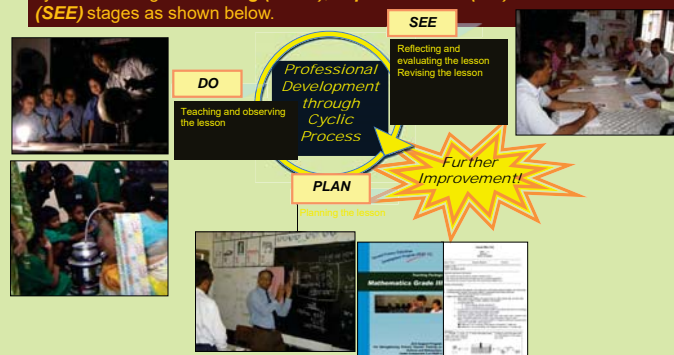
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### JICA Support Programme (Teachers' Guide Math & Science Development)

- Developed Teachers' Guide with the following features:
  - Lesson planning based on the analysis of contents of learning
  - Particular attention and consideration to students' learning processes
  - Detailed instruction with a help of visual explanations
  - Frequent use of open-ended questions
  - Facilitation of interaction between students
  - Assessment and evaluation of every lesson from various angles
- Employed Lesson Study method during the development stage in collaboration with the piloting schools
  - Teachers' Guide in Quality Teaching Cycle
  - Field verification and Feedback mechanism
- The Government approved the use of Teachers' Guide
- Conducted training for the dissemination
- Distributed to the all primary schools

### Quality Teaching Cycle (QTC)

The establishment of "Quality Teaching Cycle (QTC)" is a key for sustainable and self-reliant improvement of education. Quality Teaching Cycle is a virtuous cycle consisting of **Planning (PLAN)**, **Implementation (DO)** and **Evaluation (SEE)** stages as shown below.



### Help students develop and improve Science Process Skills!



Skills development of students is one of the main concerns.

### Teachers' Guide Development through Lesson Study process

- Usability of Teachers' Guide are improved through the process
- Primary teachers participated in development stage
- Primary teachers' commitment to Teachers' Guide is strengthened
- Students find Math and Science lessons interesting
- Practitioners discussed with curriculum developers

### JICA Program supports the improvement of Quality of Primary Education in Bangladesh under PEDP-3

#### 1. Training system and contents of teacher training curriculum

# Assist the primary teacher training curriculum revision and integrate mathematics and science teacher's reference manuals - "Teaching Package" in Diploma in Education (DPED) for pre-service teacher training  
# Assist Primary Curriculum and Textbook revision.

#### 2. Strengthen the Professional capacity of Primary Training Institute (PTI) for Quality Teacher Training by developing Primary Teacher support network

# Develop collaborative network among Primary Training Institute (PTIs) through Study Group Activities (SGA)  
# Develop collaborative network among PTIs, Upazila Resource Center (URC), Sub-Cluster and Primary Schools through Study Workshops (SW)

#### 3. Teaching techniques in Primary Schools

# Assist to improve teaching techniques recommended by Teaching Packages through Study Group Activities (SGA) and Study Workshops (SW)

Assess the success of the activities by conducting survey before and after the program's intervention.

## PEDP-II: JICA's Involvement

The Government of Bangladesh (GOB) started the Second Primary Education Development Program (PEDP II) from 2004 as the second phase of the PEDP I under the cooperation of eleven donor organizations. PEDP II aims to improve the quality of education, and includes four major components, namely

- 1) organizational reform,
- 2) improvement of educational quality in schools and in classrooms,
- 3) improvement of infrastructure and
- 4) improvement of access.

Among them, regarding component (2) the GoB requested technical assistance to the Government of Japan on the improvement of educational quality at the classroom level.



## JICA's Major Activity under PEDP II

### •Year 1 (2004-05):

- Introductory Seminar on Primary Science and Mathematics
- Overseas Training in Japan for Education Administrators from MOPME and DPE, and Math & Science Experts from NAPE and PTI organized at Hiroshima

### •Year 2 (2005-06):

- Teaching Package Development (G1-2 Math, G3 Science)
- Overseas Training in Japan for Math & Science Subject at Hiroshima
- Technical Exchange Training in Philippines from NAPE and PTIs organized at Department of Education and NISMED at University of Philippines

### •Year 3 (2006-07):

- Teaching Package Development (G1-2 Math, G3 Science, G3-4 Math, G4 Science)
- PTI Superintendent Training at NAPE

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## JICA's Major Activity under PEDP II

### •Year 4 (2007-08):

- Teaching Package Development (G3-5 Math, G4-5 Science)
- PEDP II distributed TP to all Government Schools (15,000,000 Taka)

### •Year 5 (2008-09):

- Teaching Package Development (G5 Math, G5 Science)
- PTI Monitoring and its Superintendent and Instructor Training
- Teaching Package Development (G5 Math, G5 Science)
- PEDP II distributed TP to all Government Schools (15,000,000 Taka)

### •Year 6 (2009-10):

- Math & Science Curriculum and Textbooks Analysis conducted
- Curriculum Seminar and PTI Superintendent and Instructor Training
- PEDP II distributed TP to all Government Schools (12,000,000 Taka)

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## JICA's Major Activity under PEDP III

### • Year 0 (2010-11):

- DPED Resource Material revision (Math & Science) (JICA Experts attended workshops)
- PTI Cluster Activity Introductory Training (9-10 Jan) for 57 PTI Superintendents at NAPE (Study Workshop & Study Group Activity were introduced)
- PTI Cluster Activity Introductory Training
- PTI Cluster Activity Manual (Lesson Study) developed and distributed to all PTIs
- TV Drama "RupantarKotha" developed

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## JICA's Major Activity under PEDP III

### • Year 1 (2011-12):

- DPED Resource Material revision (Math & Science)
- Primary Curriculum Workshop and Seminar
- Overseas Training in Japan for Curriculum Experts from NCTB organised at Hiroshima University
- Quality Learning Workshop jointly organised by UNICEF (ECL)
- Sample Textbooks (Math & Science) developed
- Teaching Package Booklet & Leaflet were developed and distributed to all primary schools (60,000) and teachers (300,000)
- TV Drama "RupantarKotha" telecasted and distributed to all PTIs and URCs

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## JICA's Major Activity under PEDP III

### • Year 2 (2012-13):

- DPED Resource Material revision (Math & Science) (JICA Experts attended workshops)
- Primary Curriculum Seminar
- Overseas Training in Japan for Curriculum Experts from NCTB and IER organised at Hiroshima University
- Small Scale Tryout of revised textbook was implemented
- Subject based Training Manual (Math & Science) developed
- Teacher Support Network through Lesson Study was assisted
- TV Drama "RupantarKotha 2" developed
- School Diary and Community Radio piloted

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## JICA's Major Activity under PEDP III

### • Year 3 (2013-14):

- DPED Resource Material revision (Math & Science) (JICA Experts and Consultants attended workshops and revised materials)
- Review of revised textbook of math and science was done and report was submitted
- Large Scale Tryout of revised textbook (JICA Expert team assisted NCTB to refine science and math textbook from G1 to G3)
- Teachers' edition refinement (JICA Expert team assisted NCTB to refine science and math teachers' edition from G1 to G3)
- Lesson Study Banner was developed and distributed
- Overseas Training in Japan for Curriculum Experts from NCTB and IER organised at Hiroshima University

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## JICA's Major Activity under PEDP III

### • Year 4 (2014-15):

- Teachers' edition refinement (JICA is assisting NCTB to refine science and math teachers' edition from G1 to G3)
- TV Drama "RupantarKotha 3" has been developed and distributed, and later monitored
- Large Scale Tryout of revised textbook
- Leadership Training for Head Teachers training manual is being reviewed

### • Year 5 (2015-16):

- Video Lesson Evaluation
- TV Drama "RupantarKotha 4" is nearly completed ( Theme: Head Teachers' Leadership Quality)
- Refinement of Science and Math Textbook
- JICA Team completed refinement of Teachers' Edition of Science and Math

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## Promising Initiatives for Achieving EFA

A few of the salient policy and program measures which have contributed to the positive results, as listed below

- -- A sub-sector-wide program approach for primary education pursued since 2004.
- -- Conditional cash transfer to children from poor families
- -- Distribution of free textbooks
- -- Use of ICT in education
- -- The pre-primary education initiative
- -- The School-level Improvement Plan (SLIP) Initiative
- -- Co-curricular activities – sports and student councils
- -- School feeding and school meal piloting

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## External Cooperation Needed

- Cooperation among the nations is necessary;-
  - a) International,
  - b) Regional,
  - C) Sub-regional and also bi-lateral,
- in the form of
- 1) Technical Cooperation
  - 2) Financial Support

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## Challenges and Way Forward

- Commitment from the highest level of the government,
- Involvement of all stakeholder towards common goal
- Planning & management
- Monitoring ,evaluation & assessment in all level
- Accountability
- Quality curriculum and text
- Teacher's knowledge and motivation
- Continuous up gradation of knowledge and skills
- Community participation
- Decentralisation
- Resources and it's distribution
- Parental motivation and involvement
- Reward and punishment

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**Activities are not outputs**  
**Completed activities are NOT short term results or outputs**

Thank You for Your Attention  
Goseicho Arigato Gozaimashita

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