



COMCEC



# **11<sup>th</sup> Meeting of the COMCEC Poverty Alleviation Working Group (PAWG)**

## **Efforts of CAMPE for Improving Education Quality in Bangladesh**

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# Who are we?

- CAMPE is an advocacy and campaign network operating in Bangladesh since 1990;
- Started our journey with only 15 member organizations and individuals;
- Grown into a well-known, credible coalition of more than 900 education NGOs, dozens of teacher groups/associations, researchers, education rights campaigners and individuals sharing similar vision and mission.

## CAMPE's Current Strategies

- Networking
- Informing
- Developing
- Influencing

**NIDI**

# What is Our Strategic Focus?

- **Enhance understanding of the stakeholders** >> new development agenda >> quality with equity in education, and definition of basic education
- Explore and **use democratic spaces** for policy engagement
- Increase use of **Information Communication Technology (ICT)** for information generation and dissemination
- Generate evidence through various **research** initiatives
- Include **civil society voices** beyond the NGO sector
- Continuous **advocacy** for influencing policy and practice change
- Encourage **local level advocacy** >> raise grassroots voice
- Promote **equity and equality** >> gender rights >> SRHR >> pluralism >> disability, ethnic and linguistic minority groups and people living in urban slum and streets including homeless population
- Facilitate **Lifelog Learning** >> Skills development >> school to work transition >> access to decent job with req. skills >> income and employment
- Contribute in **Right to Education** >> availability, accessibility, acceptability and adaptability
- Sharpen focus >> **out of school, quality with equity, and financing**
- **Expand the horizon** >> Basic Education to Tertiary education

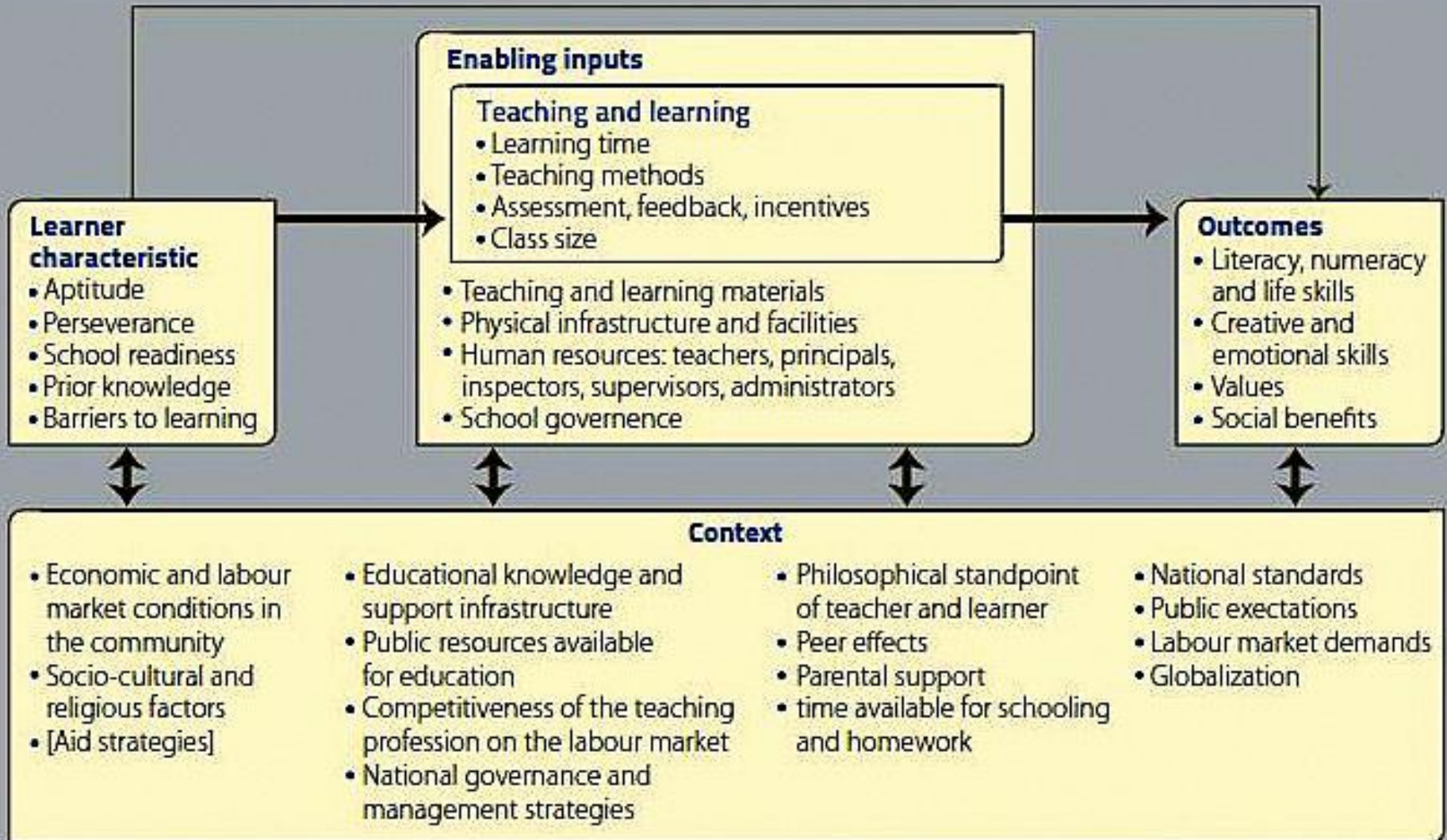
# Our Strengths

- Focus on Policy and Practice Change
- Nationwide mobilization capacity
- Official representation of Education Civil Society in different GO-NGO platforms
- Linkage with diverse stakeholders
- Specialized in basic education/Education 2030 issues
- Credible research on education
- Entrepreneurial approach
- Knowledge hub
- Channel raising voice and sharing relevant information
- Strategic leadership in the sector
- Dedicated team of NGO partners and staff

# International References on Quality

- EFA GMR Quality Imperative
- UNESCO General Education Quality Analysis/ Diagnosis Framework (GEQAF)
- UNICEF Education in the Post-2015 Development Agenda
- Thematic Indicators to Monitor the Education 2030 Agenda (Including TCG of UIS led process)
- OECD PISA on Learning Achievement and Equity
- Quality Assurance Framework and the Inspectorate in the UK
- Global Alliance for Monitoring Learning (GAML)
- school as learning organisation - the OECD-UNICEF (2016)

# Framework for understanding education quality



# Carryover targets from EFA to SDG

SL. No.	EFA indicators	Current status	Target by 2030
1	Gross Enrolment Rate (Primary)	112.1% (boys 109.3% and girls 115%) in 2016(ASPR 2017, DPE)	100
2	Net Enrolment Rate (Primary)	97.96% (boys 97.1% and girls 98.8%) (ASPR 2017, DPE)	100
3	Proportion of pupils starting grade 1 who reach grade 5	96.4% (MICS 2012-13) 81% (Boys 77.7% and Girls 83.9%) (ASPR 2017, DPE)	100
4	Gross Enrolment (Secondary)	74.23% (BANBEIS 2017)	100
5	Net Enrolment (Secondary)	67.84% (BANBEIS 2017)	100
6	Enrolment in Madrasah	3.83 million in 2016	-
7	Enrolment in TVET	875,270 + in 2016	-
8	Adult Literacy Rate	<b>72.3%</b> Bangladesh Sample Vital Statistics 2016 (BBS 2017)	100

# Facts for Bangladesh

- During the past decade NER has increased, GER has decreased and proportion of out of school children has also decreased
- Major initiatives in Bangladesh education system is focused on *fundamental quality*;
- Inadequate initiatives around the *excellence*;
- However, among fundamental qualities
- Memorization and rote learning is still dominant
- There are some initiatives focused on communication, analytical and critical thinking skills
- Literacy rate among 15 to 24 years population are significantly higher comparing to adult literacy
- However, Bangladesh never participate any international test for math, reading and science like TIMSS, PIRLS, PISA, EGRA and EGMA.

# Key Challenges in Bangladesh

## Supply-side interventions and inputs

- Inadequate infrastructure (physical and human)
- Unfavourable Teacher – Student Ratio
- Double shift school and low contact hours
- Lack of trained teachers, teaching learning materials and their use in classrooms
- Inadequate national budget for education is the key challenges

# Key Challenges in Bangladesh

## **Policies that shape incentives and influences behaviour and preferences**

- Inadequate teachers education and continuous professional development
- Lack of career development pat for teacher
- Private cost of education and high reliance on guide book and coaching centers
- Assessment system and malpractice around the examinations
- issues related to exclusion and inclusion in education e.g. disability, ethnicity, early marriage, and people living in difficult to access and remote area and urban slums

# Key Challenges in Bangladesh

## Participatory management interventions

- Different system for primary and secondary education
- Highly centralized decision making process
- Challenges of school management and community engagement

# How CAMPE built on issues?



## 1990-1992

- Networking and coalition building
- Stocktaking of policy environment
- Enhance understanding
- Legal set-up

## 1992-1995

- Identifying issues
- Focus on adult literacy

## 1999-2000

- Education Watch
- Continuing Education
- engagement with ELCG
- Strengthen linkage with regional and global process of CS engagement

## 2002-2006

- Institutional Assessment
- Emphasis on Primary Education
- Out of school Children factor
- Quality Education
- Education Financing
- Increased engagement of youths

## 2007 - 2012

- Voluntary engagement in Sector-wide approach
- Raising community voice for right to education
- Engagement with Teachers Association
- Strengthening media engagement
- Emphasis on Pre-Primary Education

## 2013-2017

- Formal engagement in Primary Education SWAp
- Strengthening Community Engagement
- Emphasis on MLE
- Emphasis on TVET and Skills Development
- Emphasis School to Work transition

## 2018-2022

- Education for Sustainable Development
- Engagement in Education Sector Plan
- Strengthening Citizens Engagement including children and youth
- National and Global Citizenship Education
- Strengthening Peace and Values Education

# Major Initiatives

- ***Education Watch Study:*** 16 studies since 1998, looked into all three factors (i) Supply-side interventions and inputs, (ii) policy issues and (iii) participatory management
- **Other Survey and Studies:** Citizens Report Cards, Social Audits, Number of policy briefs, small scale studies and quick surveys
- ***Community Education Watch:*** direct beneficiaries 148,000 learners from 600 schools in 32 communities
- ***Submissions:*** Charter of Demands, Memorandum, oral submission and open appeal
- **Raising voice for ensuring accountability:** Consultations, dialogue, campaigns, roundtable, media engagement (print, electronic and new media as well as folk media). CAMPE facilitate daily education news in partnership with media
- **Public Interest Litigation (PIL):** In favour of marginalized learners, Particularly Physical and Humulating Punishment (PHP) and excessive school fees charged by public funded schools
- **Engagement:** with sector plan and operational level through committees, task-force and by providing technical support


# Major Interventions

- **Representation:** Representation of Civil society in different national and regional forums
  - National:**
    - Represents in 32 government committees, taskforce, technical team (including high-level advisory group for the Education Minister, Education sector plans, ERD Expert group of Fin Ministry, National Curriculum, second chance education, technical education and training, Multi-lingual education among others)
    - Education Local Consultative Groups
  - Regional:**
    - APREC, APMED and ASPBAE lead process
  - Global:**
    - UN Gen. Assembly , CCNGO ED2030, UIS TAG, UNESCO Headquarter, GCE led process, etc.
- **Networking:** With NGOs, academia, teachers association, rights based organization, think-tank and humanitarian organization for raising collective voice for making public system accountable

Education Watch

# Hope not Complacency

State of Primary Education in Bangladesh 1999




Campaign for Popular Education The University Press Limited

Education Watch 2000

# A QUESTION OF QUALITY

State of Primary Education in Bangladesh

Volume I  
Major Findings: A Synthesis




Campaign for Popular Education The University Press Limited

Education Watch 2001

# RENEWED HOPE DAUNTING CHALLENGES


State of Primary Education in Bangladesh



Campaign for Popular Education The University Press Limited

Education Watch 2002

# LITERACY IN BANGLADESH NEED FOR A NEW VISION




Campaign for Popular Education

Education Watch 2003/4

Education Watch 2014

# WHITHER GRADE V EXAMINATION?


An Assessment of Primary Education and Knowledge in Bangladesh



Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2005

# Financing Primary and Secondary Education in Bangladesh




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2006

# Moving from MDG to SDG

Accelerate Progress for Quality Primary Education




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2007

# Literacy, Skills, Lifelong Learning

SDG4 in Bangladesh: Where Are We?




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2008

# State of Primary education in Bangladesh

## Progress Made, Challenges Remained




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2009-10

# Exploring Low Performance in Education

## The Case of Sylhet Division




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2011-12

# Skills Development in Bangladesh

## Enhancing the Youth Skills Profile




Campaign for Popular Education (CAMPE) Bangladesh

Education Watch 2013

# Addressing Old Challenges

State of Pre-primary Education in Bangladesh



Campaign for Popular Education (CAMPE) Bangladesh

# Photo Gallery



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# Challenges and way forward

## Challenges:

- Despite numerous initiatives, shrinking of democratic space
- Shift of development aid priority
- Inadequate access to state resources
- Some of the CSOs are also engaging in promoting privatization (commercialisation) in education

## Way forward:

- Proper implementation of Paris declaration of harmonization/Busan agreement for partnership
- Enhance capacity to face new challenges
- Continuity of aid to CSO/NGOs
- Increase collaboration with strategic initiatives including the OIC
- Exchange of learning among OIC member
- Consider support to NGO and CSOs from the development budget support
- OIC should consider knowledge exchange and technology transfer
- As well as extend support to LDCs and emerging economies

# Thank You

for further information please contact

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