



**Report for the  
Ninth Consultation of Member States on the  
Implementation on the Convention and Recommendation  
Against Discrimination in Education (1960)**

**Ministry of Education  
Government of the People's Republic of Bangladesh**

## **Acronyms**

ASPR-Annual Sectoral Progress Report  
BUET- Bangladesh University of Engineering and Technology  
BNFE- Bureau of Non-Formal Education  
CEDAW- Convention on the Elimination of All forms of Discrimination against Women  
CAMPE- Campaign for Popular Education  
CPD-  
CPEIMU-Compulsory Primary Education Implementation and Monitoring Unit  
DPE- Directorate of Primary Education  
DP- Development Partners  
EFA- Education for All  
HEQEP-Higher Education Quality Enhancement Project  
ICT-Information Communication Technology  
IDP- Internally Displaced people  
IE-Inclusive Education  
LIFE- Literacy Initiatives for Empowerment  
MOPME- Ministry of Primary and Mass Education  
MOE- Ministry of Education  
MPO- Monthly Payment Order  
NEP-National Education Policy  
NFE- Non-Formal Education  
NGO-Non-Government Organization  
NNPS-  
NSDC-National Skill Development Council  
NTEC- National Teacher Education Council  
PEDP-III- Primary Education Development Programme (Phase-III)  
PPE-Pre-Primary Education  
RNGPS-Registered Non-Government Primary Schools  
ROSC- Reaching Out-of-School Children  
SDG-Sustainable Development Goals  
SESDP- Secondary Education Sector Development Project  
SEQAEP- Secondary Education Quality and Access Enhancement Project  
SHARE-  
TVET- Technical and Vocational Education and Training  
TQI-SEP- Teaching Quality Improvement in Secondary Education Project UDHR-  
Universal Declaration of Human Rights  
UGC-University Grants Commission  
UNCRC – United nations Conventions on the Rights of the Child  
WFP-World Food Programme

## Contents

Introduction, *page 05*

### **I. Legislative, Judicial and Administrative Measures taken by State at National Level**

01. Ratification Status of the Convention (1960) *page 05*
02. Legal Frameworks and Policies *page 06*
  - 02.01 Primary Education (Compulsory) Act 1990 *page 06*
  - 02.02 Primary Schools (Taking over) Act 1974 *page 07*
  - 02.03 Registration of Private Schools (Amendment) Act, 1989 *page 07*
  - 02.04 National Education Policy-2010: Main features *page 07*
  - 02.05 National Skills Development Policy (NSDP)-2011 *page 08*
  - 02.06 Non-Formal Education (NFE) Act-2014 *page 07*
  - 02.07 Comprehensive Policy for Early Childhood Care and  
Development 2013 *page 09*
  - 02.08 The Seventh Five Year Plan 2016-2020 *page 09*
  - 02.09 Vision 2021/Perspective Plan 2011-21 *page 09*
  - 02.10 National ICT Policy 2015 *page 09*
  - 02.11 Non-Formal Education Policy 2010 *page 10*
  - 02.12 Draft National Education Act 2016 *page 10*

### **II. Implementation of the Convention (1960)**

03. Non-discrimination in education *page 10*

Measures Taken for Non-discrimination in Education

  - (a) Distribution of Textbooks *page 11*
  - (b) Mainstreaming of Education for the Vulnerable Groups *page 11*
  - (c) MPO (Subvention) *page 11*
  - (d) Prime Minister's Education Assistance Trust *page 11*
  - (e) English Medium Schools *page 12*
04. Equal Opportunities in Education *page*

Measures Taken for Non-discrimination in Education

  - (a) Female Stipend Programme *page 12*
  - (b) Education Stipend for Children with Disabilities *page 12*
  - (c) Quota Facilities for women and ethnic groups *page 12*
  - (d) Gender and Inclusive Education Action Plan *page 13*
  - (e) School Feeding Programme *page 13*
  - (f) Non-formal and Second Chance Primary Education *page 13*
05. Progress Made in Implementing Right to Education *page 15*
  - 05.01. Universal Primary Education *page 15*
    - (a) Initiation of Pre-Primary Education (PPE) *page 15*
    - (b) Upgradation of Primary up to grade VIII *page 15*
  - 05.02. Secondary Education *page 15*
    - (c) Technical and Vocational Education and Training (TVET) *page 16*
    - (d) Madrasa & Religious Education *page 17*
  - 05.03. Higher Education (HE) *page 17*
  - 05.04. Adult Education & Lifelong Learning *page 18*
  - 05.05. Quality Education

(e) Primary level	<i>page 19</i>
(f) Secondary Level	<i>page 20</i>
(g) Higher Education Level	<i>page 20</i>
(h) Go-NGO initiatives/Collaborations	<i>page 20</i>
05.6. Teaching Profession	<i>page 21</i>
05.6.01 Government Initiatives for Teacher Education	<i>page 22</i>
05.6.02 Appointment & Promotion	<i>page 22</i>
05.6.03 Non-Government Teachers Registration and Certification Authority Act 2005	<i>page 22</i>
06. Education Finance	<i>page 22</i>
07. Respect for Human Rights and Fundamental Freedoms	<i>page 23</i>
07.01.Enrolment target Achieved	<i>page 23</i>
07.02.Curriculum and Textbooks Contents	<i>page 23</i>
07.03.Gender Parity Achieved in Primary & Secondary Level	<i>page 23</i>
07.04.Gender Equity in Teachers Employment	<i>page 23</i>
07.05.Private education and religious and moral education	<i>page 23</i>
07.06.Rights of Ethnic Groups	<i>page 24</i>
<b>III. Methods and Instruments used to remove obstacles encountered</b>	
08. Challenges & <i>Obstacles</i>	<i>page 24</i>
09. Awareness Raising	<i>page 25</i>
10. Role of National Commission	<i>page 25</i>
11. Conclusion	<i>page 25</i>
 Annex-01: Committee Members	 <i>page 26</i>

## Introduction

The People's Republic of Bangladesh is a country with 160 million people in a territory of 145,570 sq. km. Having one of the largest education systems in the world with 36802187 students along with 50% female and 162512 education institutions. The enrollment in the primary level schools in Bangladesh is 19.067 million comprising 51% girls. In addition 14.56 (including madrasa and tech. & voc.) million students are there at secondary and higher secondary levels and 3167655 (BES-2016, BANBEIS) students study in pre and post graduate levels. On the other hand, it frequently faces movement of people due to rapid urbanization. Besides, there is huge number of internally displaced people (IDP) due to climate change impact like floods, river erosion, cyclones etc. Although Bangladesh identified education as the sine qua non for achieving its national aspiration and vision, maintaining and ensuring quality education and providing equal opportunity for all is a huge task. But there has always been a sincere attempt since the independence of Bangladesh in 1971 to eradicate discrimination and inequalities in education sector.

The Constitution of the People's Republic of Bangladesh, the highest legal instrument of the country, obligates the Government to adopt effective measures for establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children including physically challenged children. It also obligates the Government to remove illiteracy within such times as may be determined by law.

In line with the Constitution of Bangladesh, the National Education Policy-2010 (NEP) embodies the nation's verdict and aspirations, the spirit of liberation war and independence. It reflects people's ideals and values and thereby follows the basic Constitutional guideline. At this stage of implementation of NEP-2010, the Government of Bangladesh under the leadership of Honourable Prime Minister Sheikh Hasina aims at ensuring the rights and the opportunities for education for all eradicating all forms discriminations focusing Sustainable Development Goals (SDGs).

### I. Legislative, Judicial and Administrative Measures Taken by State at National Level

#### 1. Ratification Status of the Convention (1960):

Bangladesh has not yet ratified the 1960 Convention and Recommendations Against Discrimination in Education (CADE). But since the Eight Consultation Report to till present, Government is actively considering the ratification of the Convention. But even without ratifying the Convention, Bangladesh has already implemented the issues and agenda of the Convention to a great extent. The Government is also working with the vision of CADE and Inclusive and Quality Education.

Bangladesh is a Member of Asia Pacific Forum of Human Rights Institutions. Besides, Bangladesh has a very strong and independent Human Rights Commission, established on 1 September 2008 following *National Human Rights Commission Ordinance 2007*. This Commission plays a significant role in establishing a culture of respect for human rights with the co-operation of all concerned including the civil society, the public and private organizations. Moreover, Bangladesh is one of the active member States of the Convention on the Elimination of All Forms of Discrimination against Women. Bangladesh also ratified the Convention on the Rights of the Persons with Disabilities on 30 November 2007 and its Optional Protocol on 12 May 2008.

To this end, the government is actively considering the ratification of the convention. An action plan will be developed soon by the Ministry of Education.

## 2. Legal Frameworks and Policies

Since independence of the country in 1971, a series of constitutional, legal and administrative measures have been taken to establish an ideal framework for providing education to all the citizens of the country.

Article 15 of the Constitution of Bangladesh vindicates the duty of the State:

“It shall be a fundamental responsibility of the State to attain, through planned economic growth, a constant increase of productive forces and a steady improvement in the material and cultural standard of living of the people, with a view to securing to its citizens-

- (a) The provision of the basic necessities of life, including food, clothing, shelter, education and medical care;
- (b) The right to work, that is the right guaranteed employment at a reasonable wage having regard to the quantity and quality of work;
- (c) The right to reasonable rest, recreation and leisure; and
- (d) The right to social security, that is to say, to public assistance in cases of undeserved want arising from unemployment, or suffered by widows or orphans or in old age, or in other such cases.”

Article 17 further clarifies responsibility of the State:

“The State shall adopt effective measures for the purpose of-

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

Therefore, Bangladesh launched a nationwide universal primary education programme and made primary education compulsory in 1990 to fulfill its constitutional obligation in order to provide access to primary education irrespective of race, sex, religion or any other distinctions, economic or social.

### 02.01 Primary Education (Compulsory) Act 1990

The Government of Bangladesh promulgated an Act on compulsory primary education on February 13, 1990. The Act envisages that primary education can be made compulsory for children aged 6-10 years from any date and for any area of the country through government notification. The Act has no restriction to enroll any child in any type/category of educational institutions which is considered as primary education. The act also provides for creation of compulsory primary education committees with defined responsibilities. The programme of compulsory primary education was first introduced, on an experimental basis, in 68 sub-districts (Upazila) in 1992. Compulsory Primary Education was extended to the entire country in 1993. In order to monitor the progress of implementation of compulsory primary education programme, a Compulsory Primary Education Implementation Monitoring Unit (CPEIMU) was established in 1991.

## **02.02 Primary Schools (Taking over) Act 1974**

The Government took over 36,672 privately managed primary schools in July 1973 and accorded to the teachers the status of the government servant along with concomitant benefit. This was done through an ordinance promulgated in 1973. The ordinance became an act of the Parliament in 1974. The Act accredited as a milestone of structural change to primary education.

## **02.03 Registration of Private Schools (Amendment) Act, 1989**

The Registration of Private Schools Ordinance was adopted in 1962. This ordinance pertaining to registration of the private schools (non-government educational institutions) was amended in 1989. Beside Government Primary Schools 13% of the users are being benefited from privately managed schools. It is an integrated approach of Primary Education for private owned with Government support. The main aims of such schools are to minimize the gaps of education, especially in rural and disadvantaged areas.

The Act also enriched by gender focused teachers recruitment rule lead to at least two female teachers out of four. The Government of Bangladesh has initiated a process of nationalization of Registered Non-Government Primary Schools (RNGPS) which ultimately will enhance the quality of primary education.

## **02.04 National Education Policy-2010: Main features**

The National Education Policy-2010 is a basis for an education system suitable for the delivery of education which is pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it is also working as a strategy to counter all sorts of discrimination in education. The main features of the Education Policy are as follows-

1. Stimulating the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;
2. Inspiring the students with the spirit of our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, awareness of human rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance);
3. Removing socio-economic discrimination irrespective of race, religion and creed and eradicating gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;
4. Creating unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economic situations to establish a society that is free from discrimination; resisting use of education as a commodity to reap profits;
5. Showing tolerance for different ideologies for the development of a democratic culture and helping develop a life-oriented, realistic and positive outlook;
6. Ensuring the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination;
7. Ensuring skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;

8. Putting special emphasis on the extension of education; giving priority to primary and secondary education; motivating the students to show dignity of labour; enabling students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;
9. Developing some uniform and basic ideas amongst all learners; establishing a sense of equal status amongst all citizens of the country to implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; prescribing and ascertaining the learning of some uniform textbooks to attain that; initiating some method of teaching in some basic subjects at the secondary level to achieve similar objectives;
10. Helping students grow up with sound moral character through lessons from their respective religious teachings and moral sciences;
11. Ensuring proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; promoting extension of such knowledge and skills; enabling the learners to acquire these skills; motivating the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education;
12. Ensuring quality of the higher education in all disciplines and motivating students in research and creating a congenial and necessary environment of research within the country through the cultivation of knowledge and sciences;
13. Ensuring the proper context and situations in the education system at the higher level that facilitates ideal cultivation of learning;
14. Taking special measures for the development of education of the backward classes of the country including the street-children;
15. Promoting and develop the languages and cultures of the indigenous and small ethnic groups;
16. Ensuring the education of the physically and mentally challenged learners;
17. Creating a society free from the curse of illiteracy;
18. Initiating special measures to promote education in the areas identified as backward in education;

### **02.05 National Skills Development Policy (NSDP)-2011**

The National Skills Development Policy has been adopted by the Government in 2011. This policy also extends and builds on other major government policies such as the National Education Policy 2010, the Non-Formal Education Policy of 2006, the Youth Policy of 2003, the National Training Policy 2008 and the National Skill Development Action Plan of 2012.

### **02.06 Non-Formal Education (NFE) Act-2014**

The Government has adopted Non Formal Education Act 2014 prepared by the Ministry of Primary and Mass Education. The main motto of the Act is providing literacy for mass people who were deprived of their right to education, creating opportunities for lifelong learning, technical and vocational trainings for livelihood, developing skilled human resources and self-employment as well as creating second chance for educating children who were dropped out and out of schools. The Act provided a whole new dimension of non-formal education in

Bangladesh in adult literacy as well as in providing Basic Education. The main features of Act is following:

- The scope for non-formal primary education will be considered for 08 to 14 years old children who never been to school and dropped out from schools and non-formal adult education and lifelong learning will be considered for men and women from 15 years to above who never been to school or dropped out from primary schools or neo literates or who want to continue to gain life skills.
- The Act considered literacy level of non-formal education equivalent to grade VIII or pre vocational level-2 of national skill development structure.
- Creating scope of education for children and person with disabilities and the population from different socio-economic status and geographically remote areas i.e. children from ethnic minority group, haor-char areas, coastal areas or tea garden who were deprived of their right to education.

In summary the Act provides guidance for modalities and qualities of non-formal education including curriculum, implementation structures, establishment of NFE board, funding, legal actions etc.

### **02.07 Comprehensive Policy of Early Childhood Care Development 2013**

A national children policy was adopted by Bangladesh in 2011, defining children as all under the age of 18, following the definition of the UN Convention on the Rights of the Child. However, specific articulation of policy regarding the development of young children was considered necessary by stakeholders in child development. A comprehensive policy on early childhood development, after an intensive process of consultation, was approved by the government in 2013.

### **02.08 The Seventh Five Year Plan 2016-2020**

The sixth Five Year Plan ended in 2015 within which Bangladesh has accelerated the pace of socioeconomic transformation. In many cases Bangladesh has got result surpassing its targets even in the backdrop of a global recession during this period. In this respect, Bangladesh is a development outlier' to its credit. The seventh Five Year Plan has been formulated with full recognition that the 'outlier' phenomenon is not merely a blip on the development path but rather a sustainable occurrence chartering a new development trajectory. Lauded as a 'Development Surprise' by prominent international media, Bangladesh has emerged as a shining example for countries throughout the world as it continues to defy traditional, linear development models and innovate a novel, alternative pathway for socioeconomic progress.

### **02.09 Vision 2021/Perspective Plan 2011-21**

Vision 2021 reflected the political commitment of the government regarding education and enhancement of skills and capabilities of people, some of which were expressed in the National Education Policy adopted in 2010 and two five years plan, the Sixth Five Year Development Plan and the Seventh Five Year Development Plan. The Vision statement anticipated achievement of universal primary education, extending this stage to grade 8; elimination of illiteracy; creating a new generation skilled in and equipped with technical and scientific knowledge; better remunerations for teachers; and overall improvement of quality and equity in education. It also promised the formulation of an education policy fit for the contemporary age. The key features of ten year perspective plan (2010-21) may shape achievement of SDG goals and the EFA post-2015 education agenda need continuing attention of policy makers and civil society stakeholders in national education and skills development.

## **02.10 Draft National Education Act 2016**

Bangladesh is in process for enacting Education Act which is aimed at ensuring inclusive and quality education. The Act will provide policy support for eradicating illiteracy and providing free, compulsory and quality education for all irrespective of age, gender, race, socio-economic status of culture. The draft National Education Act will provide proper guidance to implement National Education Policy 2010 with a vision to develop a modern, contemporary and technology based education system from pre-primary, primary level to secondary level continuing to higher education level.

## **02.11 National ICT Policy 2015**

National ICT Policy 2015 aims at building an ICT-driven nation comprising of knowledge-based society. In view of this, a country-wide ICT-infrastructure will be developed to ensure access to information by every citizen including people from low income, disadvantaged group, women and persons with disabilities to facilitate empowerment of people and enhance democratic values and norms for sustainable economic development by using the infrastructure for human resource development, governance, e-commerce, banking, public utility services and all sorts of on-line ICT-enabled services.

## **02. 12 Non Formal Education Policy**

Non-formal Education Policy have been formulated in 2006 to enact the rights to education for all as envisaged in the Constitution. This NFE policy implied as part of human resource development in the country specially those who dropped out and are illiterate adults. It focused on flexible learning strategies from different age group of people in separate time and place through a flexible curriculum apart from formal education system. The target of this policy was to eradicate poverty and reduce illiteracy through a community based learning approach.

## **II. Implementation of the convention (1960)**

### **3. Non-discrimination in Education:**

The Constitution of the People's Republic of Bangladesh has a provision under fundamental rights as follows:

#### **Article 28**

- (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place-of birth.
- (2) Women shall have equal rights with men in all spheres of the State and public life.”

On the basis of the guideline of the Constitution the following actions were taken to provide equal opportunities in education for all the citizens of Bangladesh.

Bangladesh has fully achieved most of the EFA Goals by 2015. Primary education is free and compulsory in Bangladesh. The government introduced Inclusive Education (IE) in schools. Legally there is no discrimination in primary education. At present, about 51% of primary school children are girls. 60% quota is reserved for female teachers in recruitment system. Various initiatives are taken for basic education of children including ethnic minorities, special need children, girls and underprivileged groups. All available resources are mobilized for ensuring education for all in the society.

## **Measures taken for Non-discrimination in education:**

### **(a) Distribution of Textbooks:**

Government distributes books and other education materials up to secondary level with a view to provide equal access to learning equipment for all the school-going children. In 2016 on January 1, the textbook festival day 44.41 million textbooks were distributed free of cost to the primary, ebtedayee (primary level Madrasha education), secondary, dakhil and technical students. As a result, children are enthusiastic about going to the schools and guardians especially in the poorer section of society are much happier as they don't have to spend money for the education of their kids. The result is reflected in the increased enrolment of the students in primary and secondary level.

For the first time pre-primary books in the languages of five small ethnic groups (Chakma, Marma, Tripura, Sadri & Garo) would be distributed free of cost on January 1, 2017. At the same time, Braille system textbook would be distributed among the visually challenged students. Besides, government now publish colour books and make electronic version of these books available in websites so that anyone can have access of the books.

### **(b) Mainstreaming of Education for the Vulnerable Groups**

The Government has made a situation analysis of the vulnerable children for mainstreaming them in education and strategies and an action plan has already been taken which is at the implementation phase. The children identified as of vulnerable groups are children living in streets, living in poor families, working children, sex workers, children in disaster prone areas, living at the urban slums, children of special occupation groups (gypsy, sweeper, cobbler, etc.), orphans, fishing community children, ethnic groups children. The rights of education for the vulnerable groups are ensured by various projects and programmes like second chance education, developing texts for small ethnic groups children etc.

### **(c) MPO (Subvention)**

The government has been providing 100% salary subvention to the teachers engaged in non-governmental institutions. The number of non-government educational institutions are increasing day by day. As a result the government has to spend an increasing amount of money from revenue budget. It is to be mentioned that the Government of Bangladesh has decided to provide 100% of the salary for the non-government teachers to bring a balance with other professions and uplift the status of the non-government teachers in the society.

### **(d) Prime Minister's Education Assistance Trust**

Prime Minister's Education Assistance Trust Law has been adopted by the parliament on 14 March, 2012. The Trust is formed to ensure the continuing education of the poor meritorious children by providing scholarship and free tuition for the students from grade -6 to graduation level. Thus the Trust aims at contributing to tackle drop out at the secondary and higher secondary level due to poverty. The Trust has contributed a generous sum to the project called Stipend Project for the Students of Degree (Pass) and Equivalent Level. Under this Project a total of 3,50,000 students got stipend from June 2012 to June 2016. Among stipend recipients there were 75% girls and 25% boys. The Trust has the seed money of 120 million US\$.

#### **(e) English Medium Schools:**

At present there is no regulations for the education of the foreign national residents in Bangladesh. Most cases they go to English Medium Schools which are independently run. Annual Education Survey 2015 reveals that there are 162 English Medium Schools in Bangladesh with a total number of students 125233 and 43% of them are girls. They are providing an alternative form of private education at the primary, secondary and higher secondary levels. However, it cannot be denied that such schools are generally unregulated by any national education boards or monitoring bodies in terms of their syllabus, recruitment policy, admission procedures or their tuition fee structure. Consequently, they enjoy a kind of autonomy like no other education system in Bangladesh. Most of them have their own curriculum and choice of textbooks but follow the exam system of Edexcelor Cambridge.

#### **4. Equal Opportunities in Education:**

##### **Measures taken for equal opportunities in education:**

##### **(a) Female Stipend Program:**

In order to enhance educational opportunities, particularly for the girls, the Government of Bangladesh has undertaken the nationwide female stipend program for the primary, secondary level, higher secondary and graduation level. As a result the gross enrolment rate of girls at secondary level comes to 77.84%. The stipend programme is expected to have far-reaching impact on education and empowerment of women as well as on overall socio-economic development of the country. Stipend is being provided to nearly 3.9 million secondary to degree level students under four development projects. The Government has already made the stipend program more target oriented and pro-poor. Secondary Education Quality and Access Enhancement Project (SEQAEP) also operates stipend project for the poor and meritorious students. The SEQAEP project is designed to enhance the quality of education at the secondary education level in Bangladesh by facilitating access to information through quality teaching materials and audio-visual demo of classes to teachers and students. The goal is to bring the entire project areas into internet accessibility to facilitate the performance of various activities of SEQAEP.

##### **(b) Education Stipend for children with disabilities**

In order to establish constitutional rights for children with disabilities who are from poor families and disadvantaged families, an education stipend has been formulated since 2007-2008. Under this programme each children with disability will get 300 Taka in primary level, 450 Taka in secondary level, 600 Taka in higher secondary level and 1000 Taka for Higher Education level under the umbrella of Ministry of Social Welfare. In 2015-2016 year, 60,000 children with disabilities received stipend and the total amount was 4.2 million in Taka.

##### **(c) Quota facilities for women and ethnic groups**

To encourage women in technical education 10% quota facilities for women in addition to their normal opportunities, 2 seats are reserved for the ethnic students in each institute to bring them in the mainstream society and 15% quota for vocational students for admission to Diploma course. In addition to that Government has reserved 30% quota for women and 30% for small ethnic groups in all recruitments. The assurance of jobs inspires the girls and the people of small ethnic groups to complete their education up to graduation level.

#### **(d) Gender & Inclusive Education Action Plan**

To achieve all children's access to and completion of primary education without discrimination, an Inclusive Education (IE) and Gender Action Plan was developed under PEDP2 and in PEDP3. The goal of IE and Gender Action Plan was to improve learning outcomes and completion rates for all boys and girls creating a gender-friendly and inclusive learning environment.

Under the gender and inclusion framework actions, recommendations, and guidelines for addressing inclusive education and gender issues have been developed. The four major PEDP3 components- a) learning outcomes, b) participation and disparities, c) decentralization, and d) planning and management- have been looked at with a gender and inclusive education lens. Some specific measures have also been taken such as school infrastructure development, separate toilets for boys and girls, building ramps, school management and leadership training for head teachers, student-teacher ratio etc.

#### **(e) School Feeding programme:**

The government has been implementing School Feeding Programme to improve quality of primary education by ensuring hygiene and nutrition of students since 2009. Initially the programme eyed the government primary schools in 10 upazilas, but later all non-government primary schools, majority of which nationalized recently, have been included in this programme.

The programme now covers 3.4 million students under 93 upazilas of which Government funding covers 72 Upazillas (sub-district) and WFP supports students in 21 upazilas. The next phase of this programme has already been chalked out with bigger expansion.

#### **(f) Non-formal and Second Chance Primary Education**

Bureau of Non-formal Education (BNFE) is the national level lead agency for NFE to provide the professional leadership to implement NFE policy framework and priorities in non-formal education as a part of overall human resource development strategy. BNFE has been working with the mechanism for building partnership and collaboration between Government agencies, education and training providers, business and trade bodies, employers and those who can help in entrepreneurship development and marketing of products. BNFE facilitates the development and implementation of a coordinated NFE sub-sector program with support from GOs, NGOs, Civil society and Development Partners.

At present BNFE runs the project titled Basic Literacy Programme (BLP). The project aims at providing NFE to 4.5 million men and women of the age group 15-45 at 250 upazillas in 64 districts. The estimated budget of this project is taka 4525.9 million which is entirely financed by the Government.

Recognizing persistent inequities arising from economic, ecological and other socio-cultural differences, flexible, non-formal and "second chance" approaches have been promoted as initiatives complementary to formal primary education, the main focus of PEDP2 and 3. Second Chance Education Framework is already underway with PEDP-4 planning.

BRAC as the largest NGO with NFE program in Bangladesh, operating both primary schools and Learning Centers. There are about 324,438 students in 7,779 schools or centres either managed directly by BRAC or through partner NGOs. DPE's Reaching Out-of-School Children (ROSC) project supports one-teacher learning centers known as Anandya schools. According to the APSC 2014 report a total of around 106,884 students enrolled in 3,818 ROSC learning centers (Anandya schools) in 2014.(ASPR 2015).

Another second chance initiative known as SHARE (supporting the hardest to reach through Basic Education) is funded by the European Union. Started in 2011, with funding pledged for six years, it is carried out through partnership with four clusters of NGOs- Save the Children, Dhaka Ahsania Mission and Caritas. In 2012, the four sub-projects served 655,000 children in 219 sub-districts both in rural and urban locations. SHARE includes a specific innovative component designed "to learn and disseminate lessons about what works best and why and to help build result-based management capacity and culture."(ASPR 2013, p. 107).

## **5. Progress made in implementing Right to Education:**

Two Ministries Ministry of Primary and Mass Education (MOPME) and Ministry of Education (MOE) organize and manage the Education sector in the country. The Ministry of Primary and Mass Education (MOPME), established first as a PME Division (PMED) in 1991, following Jomtien Conference, to give high importance and closer attention to primary and mass education to accelerate achievement of the relevant EFA goals. Renamed as the Ministry of Primary and Mass Education (MOPME) in January 2003, it is responsible for basic education, comprising pre-primary, primary education, literacy and non-formal education covering basic literacy, post-literacy and continuing education. That makes it the lead Ministry for EFA.

MOPME has two programme directorates. Directorate of Primary Education (DPE) is responsible for pre-primary, formal primary (universal primary/basic education) and non-formal primary education. The Bureau of Non-Formal Education (BNFE) is responsible for organising and managing basic literacy and continuing education, lifelong learning activities through Literacy/NFE, and Literacy Initiatives for Empowerment (LIFE) programmes. It generally targets illiterate, including primary school dropout population of the 11-45 age group.

A unit named Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU) also works under MOPME. It was established in 1992 when primary education was made compulsory. It now deals with assistance to Registered Non-Government Primary Schools and periodical child education and literacy survey, among others.

Ministry of Education is the apex policy making institution of the Government regarding administration and development of post-primary education sector. Ministry of Education formulates policies and programs for the development of post-primary to higher education including Madrasah, Technical and Vocational education. It also formulates laws, rules and regulations for the management and administration of post-primary education sector. There are several attached bodies for supervision and management of formal education in post-primary and secondary schools, colleges, madrasahs, technical schools and colleges, polytechnic institutes and university, engineering colleges and universities.

### **05.01. Universal Primary Education**

There are different categories of primary level educational institutions in the country. Some are entirely run by the Government, and some are privately managed, but the government provides 100% salary subvention to the teaching staff of these institutions. At the primary level both boys and girls are studying in the same school and same classroom. All children are entitled to get them admitted into any type of institution. Parents have the choice to admit their children in any school and in any place of the country. For the foreign nationals, some of the High Commissions/Embassies run English medium schools of international standard.

#### **(a) Initiation of Pre-primary Education (PPE)**

Bangladesh has made substantial progress in expanding pre-primary education (PPE), initiating a public sector programme in 2010, and reaching coverage of at least 50% of children entering primary school in 2013. In Bangladesh, pre-primary education, known as the “baby class” has been in existence for long. Under Primary Education Development Programmes PEDP2 (2004-11) and PEDP3(2011-16), pre-primary education of one year prior to primary school entry at age 6 has been supported. Introduced in government primary schools in 2010, the numbers participating in the one-year pre-primary education increased very substantially since then. There are 16.91million pre-primary children enrolled in all types of schools compare to 2.96 million in 2013. The enrolment in GPS/NNPS becomes more than double in comparison with the enrolment of PEDP3 baseline year in 2010. In 2014, nearly 99.3% of GPS and 91.8% of NNPS are now offering pre-primary education which is up from 99% GPS and 88% NNPS in 2013. (ASPR 2015).

Besides, several NGOs have also been active since long in pre-primary education and there works made it more evident to expand the pre-primary education in Bangladesh. INGOs and NGOs like Save the Children, PLAN International, BRAC, DAM, World Vision, Phulki, SHUROVI and others have significant experience in preprimary education and largely contributing in this sub-sector to reduce the opportunity gap.

#### **(b) Up-gradation of primary up to grade VIII**

In light of the National Education Policy 2010, the government has finalised its decision to extend primary education level up to class VIII instead of V. All the decisions regarding class VI, VII and VIII will be the matter of Ministry of Primary and Mass Education and it is in plan to start from 2018.

### **05.02 Secondary Education**

Secondary education is generally available and accessible in Bangladesh. Total number of general secondary schools are 20297 out of which 17795 are in plain land and 2502 are in hilly, coastal, haor and river basin areas. A total of 5790 institutions offer technical and vocational courses to total 872658 students.

Secondary education in the public institutions is mostly free of charge. In addition, poor students also get stipend support to continue their education. All the secondary level students are given free textbooks. There are also scholarship opportunities for the meritorious students.

### **(c) Technical and Vocational Education and Training (TVET)**

Bangladesh's 6th Five Year Plan (FY2011-FY2015) was entitled as "Accelerating Growth and Reducing Poverty". Bangladesh wants to achieve Middle Income Status by 2021 and in order to achieve this goal must increase the proportion of higher value added manufacturing from 18 to 25 % of the gross domestic product (GDP). This will require a number of factors but three primary ones are: increased investment, improve labour productivity through increased skills, and increase trade. The Plan stresses employment as a major instrument for poverty reduction. It acknowledges the important contribution that the private sector as well as non-government organizations can have in strengthening government provision of TVET and the role TVET can have in productivity improvement as well as in meeting the needs of disadvantaged groups who need to acquire skills for employment. In this regards Government of Bangladesh adopted many policies and implemented many recommendations for strengthening TVET system. The policies and strategies implemented by the Government of the People's Republic of Bangladesh are in many cases commensurate with 1960 Convention and Recommendation of UNESCO against Discrimination in Education.

Government initiatives for strengthening TVET sector those are compatible with 1960 Convention and Recommendation of UNESCO against Discrimination in Education are categorically described here as:

- The NSDC is the highest and apex skills development body and is responsible for the approval and implementation of all governance, regulatory and legislative provisions related to human resource development and training.
- Special quota facilities for women, ethnic minorities and vocational students for admission to Diploma course.
- Approval and Implementation of National Education Policy-2010 & National Skill Development Policy 2011.
- Monitoring and Evaluation of Training Institutes.
- Appointment of Trainers for Educational Institutes.
- Allocating required budget for the Educational Institutes.
- Formulation of admission procedure.
- Establishment of new TVET institutes
- Increased enrollment capacity.
- Introduction of emerging and job market demand technology.
- Qualified teachers are appointed in 64 Technical School and Colleges
- Double shift enrollment launched.
- ICT subject made compulsory for Grade 9-10 and 11-12.
- To ensure quality, increase access the three projects are under implementation : i) TVET reform project (2008 / 2012) – implemented by the International Labour Organization; ii) Skills development project (2009-2013) – funded by the ADB and SDC and iii) Skills Training Enhancement Project (2010/2014) – funded by the World Bank .
- Formation of Industrial Skill Council (ISC) and National Skills Development Council (NSDC )
- Development of curriculum for new technologies.
- Maintain liaison with other TVET service providing institutes in country and in overseas.
- Allocation of budget as monthly payment order (MPO) for Non-Government Technical Schools.

Many citizens acquire skills and knowledge through work and other life experiences without access to formal education or training. In order to recognise the skills and knowledge acquired and provide enhanced pathways into further education and training. National Skill Development Policy provides a system for the Recognition of Prior Learning (RPL).

#### **(d) Madrasa & other Religious Education**

At present, Madrasa education is an integral part of the national education process. Therefore, necessary steps have been taken to keep the originality of this stream and it is being updated according to the demands of present times so that it imbibes new vigor. Currently, in Bangladesh 5-year Ibtedaye, 5-year Dhakil, 2-year Alim, 2-year Fazil and 2-year Kamil courses are in practice. To maintain equivalence to other streams, Madrasa courses are being redesigned where Ibtedaye courses will be of 8-year and Dakhil and Alim 2-year each. 4-year Fazil honours and 1-year Kamil course are being introduced to coordinate these with the higher education of general stream.

At the Ibtedaye level, curriculum of different classes has also been tuned with other streams by introducing compulsory subjects such as, Bangla, English, Science, Bangladesh and World Studies, General Mathematics, Environmental Science, Physical Education with the inclusion of the concepts of 'climate change' and Information Technology. These subjects are compulsory for all. From Classes VI to VIII, pre-vocational and communication technology education will be offered. At Dakhil and Alim level, Bangla, English, General Mathematics (up to Class X), Information Technology and Bangladesh and World Studies are also made compulsory subjects.

Bangladesh Madrasah Education Board conducts all the activities and programmes related to texts and examinations at various levels. Recently Government has established Directorate of Madrasah Education for the further development of the management system of the Madrasah education as it was reflected in the National Education Policy -2010.

#### **05.03 Higher Education**

Higher Education (HE) in Bangladesh at the public sector is a legacy of the British education system reflected in teaching, students' evaluation as well as financing. At present there are 122 universities in Bangladesh of which 85 are private (including newly approved 8) and 37 are public universities. Of the public universities eleven are general, five engineering, three agricultural, seven Science and Technology, one is for arts and culture, one as a affiliating and one is Open University. The number of students in the public universities is around 872891 excluding those in the affiliating National University and Bangladesh Open University offering distance mode of education. Under the National University there are 2,350 affiliated public and private colleges, spread all over the country offering Graduation Degree (pass) programmes. It is open to all. There is no discrimination in terms of sex, tribe or religion at the HE system. Everyone has the equal right to acquire HE.

But due to social condition and economic situation majority of young pupils live in rural areas. Since, HE institutions are located in big cities, therefore, female students do not make HE as easy to come at the universities. Even then, proportion of female students is increasing. In 2011-2012, about 74.8 per cent of students in public universities are male and 25.2 per cent is female. The percentage of male-female students was 75.7% and 24.3% respectively in 2004. Thus, there has been a slight rise in the enrolment of female students in the recent year. Enrolment in HE in Bangladesh reflects interdisciplinary imbalance in favor of humanities, social sciences and general science. There is gender wise difference in selection of areas of studies. The priority area of enrolment for male students is science, while the female it is liberal arts and social science.

On the other hand, out of total enrolment 7,667 in BUET in 2010-2011 only 14.38% of the students were female and most of them were enrolled in Civil Engineering and architecture. Besides, in Bangladesh Agricultural University 4,888 students were enrolled in the session of 2010-2011 and only 21.35 per cent of students were female and enrolled in the faculty of agriculture. (UGC Annual Report-2014)

The enrollment pattern in degree colleges and general universities shows predominance of liberal arts. The causes of this may be traced back in the secondary level of education. In many of the secondary level schools, particularly those located in rural areas, there is shortage of qualified and trained teachers of science, English and Mathematics. Most of the schools do not have well equipped laboratories. The situation compels many boys and girls to study humanities at secondary level. Therefore, the country loses a good number of prospective students who could have demonstrated their aptitude to study in science and technical subjects in HE.

The cost of receiving higher education in private universities is relatively expensive and sometimes difficult for students from middle income and lower middle income families. Therefore, the Government has plans to establish more public universities all over the country, so that students of different regions can receive HE at local level. Thus, the aim is to establish at least one public university in all the administrative divisions of the country.

#### **05. 04. Adult Education & Lifelong Learning**

The normal expectation would be that the rate should be higher for this age group than the rate for all 15+ population. The lower rate based on assessed competency indicates alimentionation of the self-reporting method and the need to apply a tested literacy assessment approach to ensure accuracy. The 2014 assessment of the 15-45 age-range also showed an urban rural gap of over 16 percentage points – 47.9% for rural and 64.3% for urban (Ibid.)

The expanded vision of literacy presented for the United Nations Literacy Decade (UNLD, 2002-12) strongly urged a rethinking of conventional literacy concepts and practices. The UNLD view of literacy that advocates political, social and economic transformation and recognizes that people acquire and use literacy for multiple purposes is particularly relevant if literacy is seen as a means of empowering people – much more than decoding the alphabet at a rudimentary level. A broad view of literacy as a tool of empowerment of learners has to place literacy activities within a programme of lifelong learning as a step in a continuum of learning as underscored by in the Sixth World Conference on Adult Learning and Education (UIL, 2010).

Under the adult literacy programme of the government of Bangladesh, the targeted illiterate population of age-group 15-45 years was over 35 million for the decade from 1990 under different projects (Table 2.4.2.). Data from the erstwhile Directorate of Non-Formal Education indicate that 56 percent of the targeted people were actually enrolled in programmes.

It was considered necessary to link literacy activities directly with skills development aiming at sustainable socio-economic development of the learners. Thus the Post Literacy and Continuing Education for Human Development (PLCEHD) projects were launched in 2001 and a relatively high level of participation of the targeted population was reported.

### **05.05 Quality Education**

Bangladesh Government is trying its best to ensure quality education at all level. Several projects along with sector wide approaches have been taken to enhance quality of education from primary to higher education level.

#### **(e) Primary level**

Primary education for all children in the society. Initiatives have been taken for curriculum development, ensuring physical facilities in schools, recruitment of teachers, supply of sufficient teaching aid and supplementary reading materials, activities of social mobilization for education, strengthening program supervision, monitoring and evaluation. Priority is given on teachers training program. All primary level teachers have to take minimum one year in service training for effective teaching in schools. There are provisions for professional development of employees.

- Redesigning the curriculum to suit the needs of the knowledge-based and technology oriented society of the 21st century,
- Enhancing the teachers' basic qualification, giving the teachers a career path and forming a primary education cadre,
- Strengthening the training program for classroom instruction as well as overall performance of primary education
- Strengthen academic supervision and enhance the professionalism of supervising personnel.
- ICT in policy 2015 have been approved for ICT in Education initiatives i.e. multi-media classroom, teacher training, digitization of textbooks etc.

#### **Assessment and Achievement of Learners:**

- Using both Continuous Pupil Assessment (CPA) for grades 1-2 and Continuous Learning Achievement (CLA) for grades 3-5,
- Identifying the weak pupils and organizing remedial classes,
- Primary School Completion Exam

#### **Governance, Management and Accountability:**

- Strengthening the Ministry of Primary and Mass Education (MoPME) for policy and strategy management, coordination with other Ministries,
- Establish and managing a central database and website,
- Developing management and financial authority down the line from division to the school.
- Enhancing transparency and accountability from headquarters down to school regarding financial and management transactions.

**(f) Secondary Education Level:**

Curriculum structure has been designed to ensure equivalent standard in the same levels of public educational institutions. In the new structure, uniform curriculum introduced for core subjects (Bangla, English, Maths, ICT, Bangladesh & Global studies) of grades VI-X of general, madrasah and technical & vocational stream. Assessment system reformed to make it reliable, consistent and valid. Uniform questions are now being used for public exams under different education boards. Teachers are trained at a large scale under Teaching Quality Improvement Project to maintain equal standard at all public and private secondary institutions. The Government is sponsoring additional classes for weak students in poor performing schools. Projects taken to provide facilities in backward schools to ensure equal standard. A special project taken to provide education through ICT in all secondary level institutions. Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Ministry of Education established Upazila ICT Training and Resource Center for Education (UITRCE) in 125 upazila to train all the teachers in ICT at secondary level within shortest possible of time for ensuring ICT based quality education. More 160 UITRCE shall be established within next two years.

**(g) Higher Education Level:**

According to the Annual Education Survey-2015, there were 122 Universities in Bangladesh, 37 (30%) were public and 85(70%) were private. Total number of students was 872891. Among all students, 32.85% were girls. In Public University, this percentage was 37% and in private University this percentage was 28%. Gender parity index was 47.55% in both public and private University, 60% in public and 37% in private university. Total teachers in 122 Universities were 26319. Among them only 25.47% were female. In public University this percentage was 21.92% and in private University this percentage was 28.64%.

Not all these institutions are running with the same quality. But the Government has specific programmes and projects to maintain quality education in tertiary level. University Grant Commission (UGC) strictly monitors and is fully committed to ensure quality education in all these public and private universities. Ministry of Education and World Bank have jointly undertaken a project called "Higher Education Quality Enhancement Project (HEQEP)" to improve the quality of higher education. The project has funded 196 Academic Innovation Fund (AIF) sub-project spending a total of 4.68 Billion US Dollar. HEQEP is also a component of establishing high speed internet networking called Bangladesh Research and Education Network (BdREN). This network has been linking the universities with Trans-Eurasia Information Network-3 (TEIN-3). More than 40 universities are connected to this network.

**(h) GO-NGO Collaboration /Initiatives :**

Bangladesh Government has achieved universal access and tried to enhance quality but still quality is a concern. Therefore, Government, development partners and civil society organizations started focusing on Quality Education. Under, PEDP III, a project titled Each Child Learn project is piloting in more than 600 schools. Besides, several NGO/INGO projects are also contributing in the primary education system mostly to reduce quality gaps, like READ project of SCI has been working in more than 2000 schools to improve reading

skills and practices, English in Action is working at scale to improve learning outcomes in English and developing a model of inclusive education project of Plan International Bangladesh is contributing to develop a practical model of inclusion in existing primary education system in number of schools. Besides, a few NGO projects are also run in secondary education level focusing girls' access and continuing education to stop child marriage.

### 05.06 Teaching Profession

Seven types of educational institutions comprise this sub-sector. These are: PTIs, TTC, TTTC, VTTI, Physical Education College, HSTTI and Bangladesh Madrasahs Teacher training Institute (BMTTI). Total number of institutions was 68 in 1995, 143 in 2003 and 215 in 2015. Among 215 institutions, 38% were government and 62% were privately managed. Average enrolment per institution was 135 in PTIs, 164 in TTCs, 70 in TTTC, 122 in VTTI, 117 in Physical Education College. 437 in HSTTI and 1862 in BMTTI. The 2015 institutional survey found 2679 teachers in 215 institutions, average 12.46 teachers per institution. Among all teachers 20.83% were female. This percentages show variation between types of institutions. Gender parity index for all types of institution was only 26%. Teacher-student ratio was 1:13 in the teacher education sub-sector.

The Governemnt is trying to develop quality of teacher training through different projects; mainly PEDP-III, TQI-SEP, SESDP, SEQAEP and ICT project. As a result, large numbers of secondary teachers have received in-service and subject based training. The curriculum of TTCs has already been revised and also the curriculum of PTIs is going to be renewed and modernized. Primary school teachers have been undergoing subject-based training through Upazilla Research Centres (URCs).

The following table shows the existing institutional state of teacher education:

**Table: Teacher Education: Number of institutions by Management**

Type	Public	Private	Subtotal
TTC	14	104	118
Physical Education College	05	25	30
HSTTI	05	00	05
BMTTI	01	00	01
PTI	56	03	59
VTTI	01	00	00
TTTC	01	00	01
Total	83	132	215

Source: BANBEIS (2015): <http://www.banbeis.gov.bd>

### **5.6.01 Government Initiatives for Teacher Education**

- Approval and Implementation of National Education Policy (phase-wise)
- Establishment of National Teacher Education Council (NTEC)
- Establishment of Non-government Teacher Registration Certification Authority (NTRCA)
- Introduction of Mobile ICT Van to cater students and teachers from remote and under-served areas
- Establishment of IT Laboratories in Public Teachers' Training Colleges, Higher Secondary Teachers' Training Institute and schools
- GoB financed ICT Project to provide laptops and multimedia projector to 20,500 secondary institutions.
- More than 400,000 secondary level teachers received CPD.
- School monitoring and mentoring system piloted.
- CPD through mobile technology piloted in 2 islands ( Hatya&Sandweep)
- Starting 152 credit hours B.Ed honors course under TTCs.
- Diploma-in-Education (Dip-in-Ed) affiliated by University of Dhaka for Teachers where a separate chapter on inclusion is enclosed.

Recently Ministry of Education has formed the National Teacher Education Council for ensuring quality in teacher education. This council is working for setting up a national standard of teacher education. Government has a plan to set up a national university of education for meeting the nation needs through teacher education.

### **5.6.02 Appointment & Promotion**

To fill in the vacancies of teachers in government schools appropriate measures have been taken to appoint new teachers and officers according to the staffing pattern. It is to be mentioned that in the appointment system at secondary schools 30% of the posts are reserved for the women.

### **5.6.03 Non-Government Teachers Registration and Certification Authority Act 2005**

To improve the overall educational system of the country, the Government has formulated "Non-Government Teachers Registration and Certification Authority Act 2005". By implementing the new Act, scope will be made to appoint eligible and competent teachers in non-govt. institutions. This act has been enforced from 20 March, 2005. The recruitment is free for all race, religion and minorities to preserve the right of all the citizens of the country.

## **06. Education Finance**

The share of Education Sector in the national budget has increased in the year 2016-2017. It is Taka 3.41 trillion and has got the share of more than 11.6% of the total budget. Moreover, due to sector wide approaches, development partners and donors also provide a number of funds in education sector in government projects as well as in different NGO/INGO projects. These contributions are also countable in reducing inequality in education in Bangladesh.

## **07 Respect for Human Rights and fundamental Freedoms:**

### **7.01 Enrolment target Achieved**

Bangladesh achieved 97.7 percent Net Enrollment Rate (NER) in primary education in 2014 (ASPR 2015), while the rates were below 60 percent in 1972, 65 percent in 1980, 73 per cent in 1990 and 95 percent in 2000.

### **7.02 Curriculum and Textbooks Contents**

In the latest revised curriculum in 2012, the issues of human rights and fundamental freedoms are incorporated from pre-primary to secondary level. There are specific subjects that contains the issues of human rights and fundamental freedom i.e Bangladesh and Global Studies, Moral and Religious Studies etc. It also reflected as cross cutting issues in various subjects.

### **7.03 Gender Parity Achieved in Primary & Secondary Level**

In the primary level the boys and girls enrolment ratio is 49:51. The secondary education enrolment for female students has increased significantly with girls' enrolment surpassing boys'. It was 48: 52 for boys and girls in 2015. Unlike the success at the primary and secondary education levels, gender parity at the tertiary education level remains low and was hovering around 0.39 (76% boys vs. 24% girls). In 2015, the enrolment of students at the tertiary level increased significantly with more rapid increase in the number of female students. Measures have been taken to increase female participation in tertiary and higher education. Asian University for Women, an international university has been established in Chittagong.

### **7.04 Gender Equity in Teachers Employment**

The proportion of female teachers in primary school increased from 36.3% in 2005 to 64.9% in 2014, whereas the proportion of girl students has been reported as 50.7% this period (ASPR, 2015). Teachers' employment ratio at secondary level is 26% whereas the girls' student ratio is 53%. (BES, 2015). Therefore, it can be said that Bangladesh has to go a long way to bring gender equity in teacher employment.

### **7.05 Private education and religious and moral education**

Private Educations are offered by different educational institutions at different level from primary to higher education. Private education at primary level is offered by the different categories of educational institutions. Some institutions offer religious education for the Muslims, the Hindus, the Buddhists, the Christians and children of other religious and ethnic community.

Under fundamental rights the Constitution has the following provisions:

#### **Article 41**

(1) Subject to law, public order and morality --

- (a) every citizen has the right to profess, practice or propagate religion;
- (b) every religious community or denomination has the right to establish, maintain and manage its religious institutions.

The values on moral education have been included in the curriculum of primary education. Different religious subjects are taught at the primary level of education.

Madrasah education is provided by two types of Madrasah– Alia and Quomi. Alia Madrasahs are government-recognized institutions that follow government approved curriculum. Quami Madrasahs are privately owned and operated with their own syllabus, with no formal linkage with the government curriculum. These Madrasahs are not subject to government licensing and quality control. Madrasahs (Arabic for educational institution) have similar core courses as in the general stream (primary, secondary, post-secondary) but have additional emphasis on religious studies.

Moreover, most secondary schools and colleges are run by private education institutes and there are a number of private universities who provide higher education.

#### **7.06 Rights of Ethnic Groups**

In Bangladesh there are some ethnic groups. Providing equal opportunities and rights is a challenge due to their cultural and geographical diversities. After the adoption of National Education Policy 2010, government is trying to provide equal opportunities in education for children all the people including ethnic groups. Initiatives have already been taken so that they can acquire basic education in their own languages up to grade three. Starting from 2017, the process will be completed by 2019.

In 2005 under Second Primary Education Development Program the government made a situation analysis, developed strategies and action plan for main streaming ethnic groups children's education. In addition, an action plan has been prepared for the disadvantaged children of hill districts. This will run parallel to normal inputs for primary education.

### **III. Methods and Instruments used to remove obstacles encountered**

#### **08. Challenges & obstacles**

Bangladesh is a small country with huge population. Only the sheer number of people poses the biggest challenge to ensuring access to education, equal opportunities for all and providing quality education.

Though education is free for girls up to graduation level in the country, dropout rate is still high among the girls. The challenge in completing the full cycle of primary and secondary education and achieving terminal competencies requires attention as it is reflected in the lower level of female enrolment at the tertiary levels. Ensuring quality of education at all levels is a big challenge. Quality teaching depends mainly on factors like teachers' qualification, teacher-student ratio, contact hour, teaching method or process, skills stimulated through training, curriculum and textbook, teaching learning material, teaching environment and positive motivation. Despite the resource constraint Government has taken all out measures to overcome these challenges in education sector.

## 09. Awareness Raising

Each year Government undertakes lot of programmes for raising awareness about the necessity of education, right of education and quality of education etc. Relevant Ministries and other directorates and divisions including many NGOs and private organisations working in the field of education organize programmes on the occasion of International Literacy Day, World Teachers Day, Education Week, Global Action Week, National Book Festival etc. Special issues are circulated on these days in the popular dailies. Educational institutions also arrange various programmes for the wider disseminations of education issues.

In Bangladesh scores of NGOs including local and international are working for the promotion of education. They have lot of activities, in Non-formal education as well as enhancing quality of education but their activities are mostly limited to primary level education.

## 10. Role of National Commission

Bangladesh National Commission for UNESCO (BNCU) has been playing a pivotal role in the preparation of the Report on CADE in cooperation with UNESCO Dhaka. It invites relevant ministries and other stakeholders including NGOs working in the field of education for the wider consultation. Besides, BNCU observes the days related to education and UNESCO in close cooperation with UNESCO Dhaka and other relevant GOs, NGOs and INGOs. BNCU also provides policy support to the Government in relevant education policies and programmes.

## 11. Conclusion

Bangladesh has never seen leniently any trace of discrimination in education. Even though, due to the socio-economic factors, natural calamities, hard to reach areas and rapid urbanization there prevails some inequities in education. But the latest education policy and National Education Act (draft) of the present government have set a comprehensive plan for eradicating the roots of all forms of discrimination in education. A fruitful partnership among GO, NGOs, CSOs and other Development Partners will accelerate the pace of gradually removing all forms of discrimination in education.



## Members of the Committee

Sl no.	Name & Designation	Remarks
01	Chowdhury Mufad Ahmed Additional Secretary (Secondary) Ministry of Education	Convener
02	Mr. Md. Monjur Hossain Secretary Bangladesh National Commission for UNESCO	Member Secretary
03	Mr. Md. Gias Uddin Ahmed Additional Secretary (Development) Ministry of Primary and Mass Education	Member
04	Dr. Fakhru Islam Joint Secretary (Admin.) Bangladesh University Grant Commission	Member
05	Ms. Sun Lei UNESCO Dhaka Office	Member
06	Mr. Jahid bin Maten Senior Specialist National Curriculum and Textbook Broad	Member
07	Mr. Mohammad Anisur Rahman Deputy Director Directorate of Secondary and Higher Education Bangladesh	Member
08	Mr. Masum Billah BRAC Education Programme	Member
09	Dr. Nurul Amin Chowdhury Assistant Director (plan & Development) Directorate of Primary Education	Member
10	Mr. Tapan Kumar Das Director CAMPE	Member
11	Mr. Talat Mahmud Programme Director (SHIKHON) Save the Children	Member
12	Ms. Shireen Akther UNESCO Dhaka Office	Member

<b>Sl no.</b>	<b>Name &amp; Designation</b>	<b>Remarks</b>
13	Mr. Murshid Aktar Head of Education Plan International Bangladesh	Member
14	Mr. Mohammad Mohsin UNICEF, Dhaka	Member
15	Ms Farhana Yasmin Jahan Assistant Secretary Bangladesh National Commission for UNESCO	Member
16	Dr. Ashok Kumar Biswas Assistant Director International Mother Language Institute	Member
17	Mr. Habibur Rahman Research Officer BANBEIS	Member