



Report
On
EIU Situation in Bangladesh

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List of Acronyms

B.Ed.	Bachelor of Education
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
BBS	Bangladesh Bureau of Statistics
BISE	Boards of Intermediate and Secondary Education
BNEF	Bureau of Non Formal Education
BOU	Bangladesh Open University
CEDAW	Convention on Eliminate All Forms of Discrimination Against Women
C-In-Ed	Certificate in Education
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
DU	Dhaka University
EFA	Education For All
EIU	Education for International Understanding
H.S.C	Higher Secondary School Certificate
HSTTI	Higher Secondary Teachers Training Institute
ICT	Information and Communication Technology
IE	Inclusive Education
IER	Institute of Education and Research
M.Ed.	Master of Education
MGD	Millennium Development Goal
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MTTI	Madrasah Teachers Training Institute
NAEM	National Academy for Educational Management
NAPE	National Academy for Primary Education
NCSC	National Curriculum & Syllabus Committee
NCTB	National Curriculum & Textbook Board
NFE	Non Formal Education
NPA	National Plan of Action
PTI	Primary Teacher Training Institute
S.S.C	Secondary School Certificate
SESDP	Secondary Education Sector Development Project
TTC	Teachers Training College
TTTC	Technical Teachers Training College
UDHR	Universal Declaration of Human Rights
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VTTI	Vocational Teacher Training Institutes
WB	World Bank

1. A Brief History

After 9 month intense liberation war, Bangladesh emerged as an independent nation in 1971. At its 42nd years of independence, Bangladesh is now one of the promising developing countries in South-East Asia. Bangladesh is a country with 153 million people in a territory of 147,570 sq. km. with a density of 1036 per sq. km. (BBS 2011). Therefore, this large population makes its education system one of the largest in the world serving a huge number of people. The GDP growth in 2010-2011 was 6.3% while 4.8% were in the 1990s. The average per capita income is 848 US dollars.

In 1971 when the country got her independence the literacy rate was only 17.61%. Through taking some necessary steps, this rate gradually increased as the literacy rate was 25.8 % in 1974, 29.2% in 1981, 35.3% in 1990 and 52.8% in 2000. In 2010, the literacy rate was 59.82% (BBS, 2010).

The structure of education systems of Bangladesh has three major stages-primary, secondary and higher educations. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and another 2 years of higher secondary. It was proposed to broaden primary education from class one to class eight in National Education Policy 2010.

Primary education is free and compulsory for all the children through the constitution of Bangladesh. It also obligates the Government to adopt effective measures for establishing a uniform, mass-oriented and universal system of education. A developed education system will facilitate the Bangladesh's journey towards becoming a developed country. For this, through the Vision 2021, the present government is committed to ensure 100% enrollment of primary school 5+ age children by 2011 and to ensure 100% literacy in the country before 2014.

2. Constitutional Guarantee for Education and Human Rights

In the Constitution of Bangladesh, education for all and human rights is committed to ensure for all respects. The Constitution of the People's Republic of Bangladesh (Article 15, 16, 17, 19 and 26 to 47) guarantees human rights like equality before law, rights to protection of law, right to life and personal liberty, freedom of thought and conscience and of speech. These constitutional provisions evoke that this will usher in the democratic process to ensure a society free from exploitation and a society in

which the rule of law, fundamental human rights and freedom, equality and justice will be secured for all citizens.

Article-17: Free and compulsory education

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 to 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;
- (c) Removing illiteracy within such time as may be determined by law.

Article-19: Equality of opportunity

- (1) The State shall endeavor to ensure equality of opportunity to all citizens.
- (2) The State shall adopt effective measures to remove social and economic inequality between man and man and to ensure the equitable distribution of wealth among citizens, and of opportunities in order to attain a uniform level of economic development throughout the Republic.
- (3) The State shall endeavor to ensure equality of opportunity and participation of women in all spheres of national life.

3. International Commitments

Bangladesh follows the Universal Declaration of Human Rights were declared “Everyone has the right to education” (Article-26). Bangladesh is a signatory to the Declaration of the World Conference on 'Education for All' held in Jomtien, Thailand in 1990 and World Education Forum in Dakar, Senegal in 2000 with strong commitments towards the achievement of EFA by 2015.

In 1984 Bangladesh signed the Convention to 'Eliminate All Forms of Discrimination Against Women' (CEDAW) an international treaty backed by the concept of human rights embodied and upheld in other UN treaties. The Convention provides the ethical and legal basis for protection and promotion of human rights of women as guaranteed under the Universal Declaration of Human Rights (UDHR-1948). Following the guidelines, the Government of Bangladesh has submitted five reports on CEDAW to the UN, the last being in 2004.

Bangladesh signed 'Convention on the Rights of the Children on 3 August 1990 and ratified it in 1991. Since then, the Government of Bangladesh has undertaken many

commitments to guarantee the rights of children. A national policy on children in 1994 and a National Plan of Action for Children, 1997-2002 identified seven major and 26 supporting spectral incorporated in the International Summit Plan of Action. A slogan and public campaign "*Say Yes for the Children*" began in 2001 as a part of the global children's movement.

As a highly populated country, Bangladesh signed The Delhi Declaration, 1993 with another 8 densely populated developing countries to meet the basic learning needs of all people. These 9 countries contain more than half of the world's people and the achievement of the goal of education for all depends on their efforts.

4. Governmental Initiatives framing policies and goals

In order that the aims enunciated in the Constitution and the international commitments are realized, a number of programmes were undertaken during the last three decades. In addition, a number of Education Committees and Commissions were constituted by different governments. In almost all reports submitted by the commissions/committees, following goals have been reiterated:

- To inspire and create enthusiasm among the learners in their thoughts, deeds and daily life to establish moral, humanitarian, religious, cultural and social values of personal, social as well as in national life.
- To create awareness among the learners to protect the independence, sovereignty and integrity of Bangladesh.
- To inspire the learners with the ideals of the Liberation War and to instil the spirit of patriotism, nationalism and the quality of good citizenship in their character (such as, righteousness, a sense of duty, politeness, conscience about human rights, discipline, fellow feelings and perseverance).
- To make education pragmatic, productive and creative with a view to bringing about changes in the socioeconomic conditions of the country and making the students into a dutiful and responsible manpower with scientific outlook and help them develop the qualities of leadership.
- To give special emphasis on primary and secondary education to expand education, to instil respect and eagerness for physical labour and enable the learners acquire skills for self-employment.

- To promote fraternity, secular values, generosity and fellow-feeling in people and make them respectful of human rights.
- To promote democratic values through fostering tolerance of one another's views and help develop life-oriented, realistic and positive attitude for blossoming democratic awareness.
- To ensure proper quality at every level of education; to strengthen and widen the knowledge, skills and attitude acquired in the previous stage (in accordance with various aims and objectives of education): to enable acquisition of new knowledge and skills and to encourage people to contribute in the system of education, especially in the field of primary, secondary and vocational education.
- To create awareness about national history, tradition, culture and moral values.
- Ensure its transmittal to succeeding generations,
- To emancipate the country from the curse of illiteracy.
- To create equal opportunities for education in accordance with merit and aptitude for the purpose of building a society free from disparity.
- To remove gender-bias in education irrespective of caste and creed.
- To reflect a constitutional guarantee in all levels of education.
- To create awareness about the environment.
- To create high level skill in different phases and fields of education to enable successful participation in expanding the process of globalization.

5. Structure of Education System in Bangladesh

The present education system of Bangladesh broadly divided into three major stages, as primary, secondary and tertiary education. Primary level institutions impart primary education basically. Junior secondary/secondary and higher secondary level institutions impart secondary education. Degree pass, degree honours, masters and other higher-level institutions or equivalent section of other related institutions impart tertiary education. The education system is operationally categorized into two streams: primary education (Grade I-V) managed by the Ministry of Primary and Mass Education (MOPME) and the other system is the post-primary education which covers all other levels from junior secondary to higher education under the administration of the Ministry of Education (MOE). The post-

primary stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education.

Flow diagram of Education Structure of Bangladesh																			
Age	Grade																		
26+																			
25+	XX							Ph D (Engr)	Ph D (Medical)										
24+	XIX			Ph. D	PostMBBS Dipl					Ph D in Edu.									
23+	XVIII		M. Phil		M.Phil(Medical)														
22+	XVII	MA/MSc/MCom/MSS/MBA	LLM	MBBS BDS	MSc (Engr)	MSc (Agr)		MBA	M.Ed & MA (Edn)		MA (LSc)								
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB (Hons)	BSc. Eng	BSc (Tech Edn)	Diploma (Engr)	BBA	B.Ed & Dip. Ed	BP ED	Dip. (LSc)	Kamil							
20+	XV		Bachelor (Pass)		BSc. Agr	BSc. Text			BSc. Leath	Diploma in Nursing	Dip. (LSc)			Fazil					
19+	XIV											Examination	HSC	TRADE Certificate/SSC Vocational	ARTISAN COURSE e.g. CERAMICS			Alim	
18+	XIII															Secondary Education	JUNIOR SECONDARY EDUCATION		
17+	XII	Examination	HSC	TRADE Certificate/SSC Vocational	ARTISAN COURSE e.g. CERAMICS														
16+	XI	Higher Secondary Education																	
15+	X	Examination	SSC																
14+	IX	Secondary Education																	
13+	VIII																		
12+	VII	JUNIOR SECONDARY EDUCATION																	
11+	VI																		
10+	V																		
9+	IV																		
8+	III	PRIMARY EDUCATION																	
7+	II																		
6+	I																		
5+																			
4+		PRE-PRIMARY EDUCATION																	
3+																			

Figure 1: Education Structure of Bangladesh

6. Present Situation of Education in Bangladesh

6.1 Formal Education

Formal education is defined as “the institutionalized, hierarchically structured, chronologically graded education system starting from primary to post-primary levels of education” (BANBEIS, 1999). UNESCO defines it as “education provided in the system of schools, colleges, universities and other formal educational institutions

that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age six and continuing up to 20 or 25 years of age". Formal basic education usually comprises at the primary school grades, but may extend to grade 8 level. as many countries, including India, have extended 'basic education' to grade VIII, IX and even X (as in the Philippines). Thus, formal education comprises 'an institution, hierarchically structured, and sequentially graded continuous 'ladder' of full-time education, and beginning at age 6 and continuing through 20/25 years of age'.

Bangladesh offers formal education at four levels: an informal early childhood education in formal schools, primary education, and secondary education (comprising junior secondary, secondary and higher secondary) and tertiary education from bachelor's onward. Madrasah or Islamic religious education follows the same structure. Primary education covers a cycle of five years (grades I-V), secondary education covers seven years (grades VI-XII, 3+2+2 years). The bachelor's degree takes 3 years (pass course) and Honors' degree 4 years. It takes two years to get a Master's degree (MSS, M.Sc, M.Com, and MBA.) with a bachelor's (pass) and one year with a bachelor's (honors) degree. Post-Master's education takes 2-5 years, depending on the discipline pursued. The levels of education and average age ranges of students are shown in Table 1 below though it should be pointed out that in reality actual time taken to complete these various stages may be quite lengthy due to various system deficiencies:

In addition, according to our new 'Education Policy 2010' the Primary Education level is grade/level I to VIII, Secondary Education level is IX to XII and Higher Education level after grade XIII.

Table-1: Stages of formal education and relevant average age range of students

Stages of Formal Education	Typical Age Range (approx.)
Pre-Primary/ Early Childhood Education (Play group/ Nursery/Non-formal)	3-5 years
Primary Level Education, Grades I-V (5 year course)	6-10 years
Junior Secondary Education Grades VI-VIII (3 year course)	11-13 years
Secondary Education (Secondary School Certificate - SSC) Grades IX-X (2 year course)	14-15 years
Higher Secondary Education (Higher Secondary Certificate	16-17 years

Stages of Formal Education	Typical Age Range (approx.)
(HSC), Grades XI-XII (2 years course)	
Bachelor's Degree (General Education) (3 years Pass and Honors 4 years)	18-19/20 years
Master's Degree, (General Education) (1 year with Honors/2 years with bachelor's pass course)	19/20-21 years
Bachelor's Degree (Professional Education – Agriculture, Engineering, Medicine) (4-5 years)	18/19-22 years
M. Phil (2 years)	23-24
Ph.D. (3-4 years)	23+

A parallel system of formal religious education (Islamic) is offered through madrasahs. Starting with Ebtedayee (equivalent to Primary), it advances through Dakhil (SSC), Alim (HSC), Fazil (Bachelor's) and Kamil (Masters) level. These courses are of the same length as in the primary schools to universities and follow a parallel curriculum. Privately managed Nizamia / Khariji/ Qaomi madrasahs also offer a primary level (Ebtedayee) education. There are also mosque-based and residential Maktabs/Hafezia/Forkania and Qiratia madrasahs, which offer childhood and religious teachings. The Bangladesh Madrasah Education Board, under the MOE, conducts public examinations from Dakhil to Kamil level courses and awards certificates to successful candidates. Recently, a private Qaomi Madrasah Board has been set up, which prepares curricula and syllabi of Qaomi madrasahs, conducts examination and awards certificates and degrees.

Religious education streams also exist for the Buddhists, Christians, and Hindus. Sanskrit and Pali Board, with the Director General of the Directorate of Secondary and Higher Education, overseeing the tolls (schools for teaching Sanskrit), chopathies and colleges, which admit students with SSC to a three year course. Buddhist religious education is offered in Buddhists' religious language Pali. It follows a similar three-year course as in Sanskrit. The Sanskrit those graduates get the title "Teertha" while the Buddhist Tol graduates get the title "Bisharad". The Christian religious education is offered in bible schools and Intermediate seminaries to SSC pass students while HSC pass students are admitted in major seminaries and theological colleges. Managed by Church bodies of different denominations, the

theological colleges offer Bachelor and Master's degrees to successful candidates. The subject of Islamic studies is compulsory for Muslim students up to secondary level (BANBEIS, 1999).

6.1.1 Primary Level

Utmost importance is emphasized on Primary Education possesses in our national life. Primary Education is the basis of building up a skilled citizenry and the path to include the whole population within the education system. So, equal opportunities will be created to ensure access to all sections of children to Primary Education irrespective of ethnicity, socioeconomic conditions, physical or mental challenges and geographical differences. This is the Constitutional responsibility of the state.

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 5+ years of age up to 11 years. Primary Education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it. The Primary Education Completion (PSC) examination has conducted to the end of this level.

Table: 2 Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	37672	212653	9904254	1:47
Private	41013	182628	7053640	1:39
Total	78685	395281	16957894	1:43

(Source: BANBEIS, 2011)

6.1.2 Secondary Education

The Second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as Junior Secondary; the next 2 years (grades IX -X) is Secondary while the last 2 years (grades XI - XII) is called Higher Secondary.

There is diversification of courses after three years of schooling in Junior Secondary level. Vocational and Technical courses are offered in vocational and trade institutes/schools. Moreover, there are high schools where SSC (vocational) courses have been introduced.

In Secondary Education, there are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies.

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education. For example: cadet college, Viqarunnesa Noon School and College etc. The Junior School Certificate (JSC) examination has conducted to the end of this level.

The academic programmes are terminated at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are eight such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, Barisaland Dinajpur.

The Secondary Education is designed to prepare the students to enter into the higher secondary stage. On Higher Secondary stage, the course is of two-year duration (XI - XII) which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges.

Table-3: Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	582	17995	1359772	1:75
Private	21963	301180	7281976	1:24
Total	22545	319175	9066297	1:28

(Source: BANBEIS, 2011)

6.1.3 Tertiary Education

A. College

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to Higher Education is the Higher Secondary Certificate (H.S.C). HSC holders are qualified to enroll in 3-year degree pass courses while 4-year for honours courses, they may enroll in 4-year Bachelors' degree honours courses at degree level colleges or in the universities. After successful completion of a Pass/Honours Bachelors' degree course, one can enroll

in the Master's degree course. Master degree courses are about one year for Honours Bachelor degree holders and 2 years for pass Bachelor degree holders. For those aspiring to take up M. Phil and Ph.D. courses in selected disciplines or areas of specialization, the duration is about 2 years since M. Phil. and 3-4 years for Ph.D. after completion of the master's degree. Higher Education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

B. University

There are 82 universities in Bangladesh. Out of these, 31 universities are in the public sector, while the other 51 are in the private sector. Out of 31 public sector universities, 29 universities provide regular classroom instruction facilities and services (MOE, 2012 & BANBEIS, 2011). Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. But in case of fine arts this university also offers Pre-Degree BFA Course (which is equivalent to HSC). After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates. The degrees are B.A., B.S.S., B.Sc., B.Com. (Pass & Honours), BFA (Pass), M.A., M.Sc., M.S.S., M.Com. and MFA. Moreover, this university also offers LL.B., and other degrees. The Bangladesh National University offers part-time training to university teachers.

There is only one medical university, namely, "Bangabandhu Sheikh Mujib Medical University", like other public universities, offers courses on a different system where FCPS Degree is offered in the disciplines of medical education; diploma courses are offered in 12 disciplines. MD degree in 15 subjects and MS courses in 8 subjects are also offered.

Table-4: Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	31	9634	297582	1:31
Private	51	6204	257089	1:41
Total	82	15838	554671	1:35

(Source: BANBEIS, 2011)

6.1.4 Madrasah Education

The old scheme of Madrasah Education was introduced in 1780 with the establishment of Calcutta Madrasah. In Madrasah Education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The Madrasah Education system has continued with some modifications according to the demand of the time, and many madrasahs grew up in this sub-continent. The aims and objectives of madrasa education are:

- To establish firm belief in Almighty Allah in the minds of the learners and his Prophet(s.m.) and to enable them to understand the true meaning of Islam;
- To build them up as students motivated to preach and propagate the tradition of Islamic virtues; to build up their character in a way so that they can make the communities aware of different aspects of Islam, its religious customs and rituals and to inspire the learners to the codes of life as prescribed in Islam;
- To build them up in a way that they can know and understand the true idealism and spirit of Islam and accordingly become persons of sound moral characters and are able to reflect those ideals and principles in all aspects of life;
- To instruct and follow the general and compulsory subjects as recommended for different levels of others streams.

The government has been providing grants to the teachers and employees of the non-government madrasahs like other non-government education institutions (schools and colleges). There are three levels in the Madrasah Education system, namely:

A. Ebtedayee Education

This is equivalent to the primary level of general education. The first level of Madrasah Education is comprised of 5 years of schooling (grades I - V). Normally,

the children of 6 years of age begin in class 1 and finishes class V at the age of 11 years. Ebtedayee Education is imparted in independent Ebtedayee Madrasahs and Ebtedayee sections of Dhakhil, Alim, Fazil and Kamil Madrasahs. It is also imparted in some of the private Quami - Kharizi madrasahs.

B.Dhakhil

The secondary level of Madrasah Education is comprised of 7 (5+2) years of formal schooling. It takes five years in Dhakhil stage (S.S.C. level) from grade VI - X while the last 2 years in Alim (Higher Secondary) stage. Dhakhil level education is imparted in Dhakhil madrasahs and in Dhakhil level of Alim, Fazil and Kamil madrasahs. Alim is equivalent to Higher Secondary certificate education imparted to Alim madrasahs and in Alim level of Fazil and Kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of Dhakhil stage and grade XI of Alim stage. There are streams of courses such as Humanities, Science and Business Education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; Dhakhil and Alim after the completion of 10 years of schooling and twelve years of education, respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

C. Fazil & Kamil

This level is comprised of 5 (3+2) year degree (pass) and masters and 5 (4+1) years for the Honours and Masters of formal education. The minimum requirement for admission to higher level of Madrasah Education is the Alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 3/4 year Fazil Education. This level of education is imparted in Fazil madrasah and in Fazil level of Kamil madrasahs. After successful completion of Fazil degree one can enroll in 1/2 year's Kamil level education. There are four streams of courses in Kamil level education; streams are Hadiths, Tafsir, Fiqha and Adab. Islamic University, Bangladesh conducts these two Fazil and Kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations. Out of the total Kamil, the government manages only three

madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to Madrasah Education: grants affiliations to different levels of madrasahs from Ebtedayee to Kamil; prescribes syllabi and curricula; conducts public examinations (Dhakhil to Alim) and scholarship examinations. Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: Hafizia, Qiratia, Quami and Nizamiah. Most of these madrasahs are residential. These type of madrasah are sometimes called Kharizia as these are beyond the purview of the general system of education. Recently, these Quami madrasahs have been organized under the umbrella of a private board known as 'Befaulq Madaris or Quami Madrasah Board which constitutes curricula and syllabi of Quami madrasahs, conducts examinations and awards certificates and degrees.

Table-5: Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	3	115	4273	1:37
Private	9327	107062	2193604	1:20
Total	9330	107177	2197877	1:21

(Source: BANBEIS, 2011)

6.1.5 Vocational & Technical Education

For the students whose interest are not strictly academic may find technical-vocational programmes more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market. According to National Education Policy, 2010, the aims and objectives of vocational and technical education are:

- To increase competent manpower in diverse sectors including Information and Communication Technology at a fast pace keeping in mind the national and international demands,
- To build up skilled manpower at a fast pace to create opportunities of economic development and to increase dignity of labour;
- To create wide-ranging employment opportunities through export of skilled manpower and to enhance foreign currency earnings.

A. Primary level

There is no technical-vocational institution in the primary level of education. Ebtedayee in the first level (Primary level) of madrasah education has no scope for technical-vocational education. Accordingly, technical - vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

B. Secondary level.

Vocational courses start from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over 1 to 2 years duration. Recently, 2 year duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute (renamed as Technical School & College). Diploma courses prepare the diploma engineers at the polytechnic institutes. This course is spread over 4 years duration after passing the secondary school certification examination. There is a technical educational board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates.

Table- 6: Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	251	4448	149620	1:34
Private	2730	18471	356936	1:19
Total	2981	22919	506556	1:22

(Source: BANBEIS, 2011)

6.1.6 Teacher Education

There are several institutions for imparting education and training leading to the award of Non-Bachelor certificates as well as degrees for teachers at different levels of the education system. There are 54 public sector Primary Training Institutes (PTIs) which offer 1-year certificate in Education (C-in-Ed) course for the teachers at

the primary schools. There are 14 public and 74 private sector (affiliated by National University) Teacher Training Colleges (TTC) offering 1-year Bachelor of Education (B. Ed) Course and 1-year M.Ed. Course for the teachers of the secondary level schools. The Dhaka TTC also conducting 4 years Honours in Education course. Bangladesh Open University (BOU) also offers C-in-Ed, B. Ed. and M.Ed. course through distance education mode. The Institute of Education & Research (IER) of Dhaka University offers 4-year Honours and 1 year Master of Education course, as well post-graduate studies leading to M.Phil. and Ph.D. in Education. Higher Secondary Teachers Training Institutes (HSTTIs) conduct in-service training for Non-Government college teachers. For the technical-vocational stream, there are Vocational Teacher Training Institutes (VTTIs) offering 1-year courses for the teachers of VTIs. There is also a Technical Teachers Training College (TTTC) which conduct training courses for the teachers of polytechnic institutes. Madrasah Teachers Training Institute (BMTTI) located at Gazipur is responsible for Madrasah teacher's in-service training and one year B.M.Ed. course. National Academy for Educational Management (NAEM) is an apex institute under the Ministry of Education responsible for training and research support to the teachers and education functionaries of secondary and higher education sub-sectors.

Table-7: Number of Institutions, teachers and students

Management	Number of Institute	Number of Teacher	Number of Student	T & S Ratio
Public	80	1159	23431	20
Private	129	1463	15260	10
Total	209	2622	38691	15

(Source: BANBEIS, 2011)

6.1.7 Professional Education

The University Textile engineering and Institute of Leather Technology offers four - year degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teacher training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Generally, in-service teachers undertake this professional training course along with some

unemployed graduates. Professional education is also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, and Law Colleges etc.

6.2 Non-Formal Education (NFE)

Non-formal education is defined as “any organized educational activity outside the established formal system that is intended for specific objectives and to serve an identifiable clientele” (BANBEIS, 1999). NPA I defined NFE as "That form of education which consists of mostly assortment of organized and semi-organized educational activities operating outside the regular structure and routines of formal system, aimed at serving a great variety of learning needs of different sub-groups of the population, both young and old". UNESCO states, “Non-formal education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, may have varying duration, and may or may not confer certification of the learning achieved”.

The NFE Policy Framework approved and instituted by the Government in 2006 defines NFE, as “Non-formal education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place and may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development; it may or may not follow a "ladder" system, and may be of varying duration”. NFE sub-system in Bangladesh, as elsewhere, cover four types of non-formal learning by age ranges as shown in tabular form below:

Table-8: The areas of Non-Formal Education in Bangladesh

ECCE (Age group 3-5 years)	NFBE (6-14 years)	Adult Literacy (15 + years, generally 15-45 years)	CE and lifelong learning opportunities
It can be provided at both Family and Community levels. Introduces children to pre-school education and deals with their health, nutritional and personal, motor and mental development needs	It provides a safety net and a second chance to un-enrolled and dropout children of primary school and adolescents (age-group 6/7-10 and 11-14 years)	Provides NFE covering literacy, numeracy, life skills for Youth and Adults (age-group 15-45), consisting of three levels: I. Basic level II. Middle level III Self-learning level, And special work skills training for 15-24 age group	Types of Continuing Education* · Post-Literacy Program · Vocational Education/Livelihood skills Training Program · Equivalency Program · Quality of Life Promotion Program · Individual Interest Promotion Program, · Future-Oriented program

Source: UNESCO PROAP, 1992; * Only PL and Skills Training under CE programs are available now in Bangladesh

NFE provides an alternative channel, a second chance to drop out and un-enrolled primary school-age children, adolescents to go to mainstream and adults who missed formal education, to acquire basic literacy and life and employable skills to improve their social and economic conditions. Both the government and NGOs organize and manage NFE programs for different age groups as indicated above and discussed in details in Chapter XI. The Government (MOPME) has developed through wide consultations an NFE Policy Framework to guide and help coordination of NFE programs in the country; and has published it in the official gazette in February 2006.

7. Components of Education for Peace and Human Rights

These are some of the important legislative, judicial, and administrative measures taken by the State at the national level:

1972: Pledge for universal primary education

1973: All primary schools in Bangladesh were nationalized

1974: Formation of first Education Commission in Bangladesh

1981: Separate directorate for primary education

1990: Promulgation of universal primary education

1992: formation of separate ministry for primary and mass education

1993: Implementation of Primary education Law. Establishment of Directorate of Non-formal education

1990 – 99: year marked for Education for all. It includes

- Compulsory primary education
- Adult education programme
- Mass education programme
- Mosque based education
- Free education for girls from classes 8-12
- Free textbooks distribution up to class 5
- Admission rate 95%
- Completion rate 70%
- Rate of adult education 62%

1995: Introduction of the 2nd curriculum

1990-99: Education for all

2005: Inclusion of SBA

2010: Examination reform

2010: Education Policy

2012: National curriculum-2012 (Pre-primary to Secondary level)

2013: New textbooks (Pre-primary to Secondary level)

Following MDG the Government aims at 100% admissions to schools and completion of education.

There have been efforts in publicizing the need of education (including the primary, informal, and adult education) in the media. The constitution of Bangladesh and the National Education Policy 2010 accommodate the recommendations made by the

EIU. The national Education Policy 2010 includes the following purposes to be reflected in the effective measures taken:

- (a) 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;
- (b) Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;
- (c) Removing illiteracy within such time as may be determined by law

The recommendations of EIU on the ground of human rights also reflected in the Education policy. It goes on to say:

- (1) The Stateshall 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 of public life.
- (3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.

The new curriculum also acknowledges the recommendations in line with the clauses stated in the constitution, and aims and objectives of education stated in the Education policy.

In section 4.2.1 it is stated that the curriculum is based on the following principles:

- emphasizing morality and human values
- increasing opportunities for inquisitiveness, creativity and innovation
- grooming learners as science minded and work oriented
- acquiring skills to use modern technology
- underlining scopes for realistic and applied education besides theoretical knowledge
- enhancing opportunities for life skills
- highlighting human rights with a view to removing all kinds of discriminations
- developing human resources as per the demand of the globalized world

8. Practical Cases on EIU Related Themes

8.1 Education

The present situation of Education in Bangladesh depends on national education policy 2010, primary, secondary and tertiary level, curriculum, textbooks, teachers' training etc. all those things are presented below:

8.1.1 Education policy

In 2010, the government established a new Education Policy to achieve the vision 2021 for digital Bangladesh. This policy was formulated by national professor Kabir Chowdury and his 17 associates. The policy was totally influenced by the EIU. For example, 30 aims and objectives were included in 2010 Education Policy. One of them (subsection: 11) was affected directly and another six aims and objectives (subsection: 2, 6, 7, 8, 9, 11, 12, 14, 15, 18 & 21) were influenced positively. In subsection 11 presented that 'to ensure skills of a high standard at different areas and levels of education so that learners can successfully complete at the global context'. On the other hand some new subject and issues were included in National Education Policy 2010 such as social environment, natural environment with emphasize on climate change and information technology. In this policy, pre-primary education has given importance and duration of primary education has changed from 5 to 8 years. The technical and vocational education, higher education, teacher education & training and madrasah education are inspired by EIU components.

Aims and Objective of Education

- to reflect the Constitutional guarantee at all levels of education and make learners aware of the freedom, sovereignty and integrity of Bangladesh;
- to stimulate the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;
- to evolve an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership;

- to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;
- to create 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; to resist the use of education as a commodity to reap profits;
- to show tolerance for different ideologies for the development of a democratic culture and to help develop a life-oriented, realistic and positive outlook;
- to attach substantial importance to information and communication technology (ICT) along with maths, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;
- to develop some uniform and basic ideas amongst all learners; to establish a sense of equal status amongst all citizens of the country implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; to prescribe and ascertain the learning of some uniform textbooks to attain that; to initiate some method of teaching in some basic subjects at the secondary level to achieve similar objectives;
- to ensure a creative, favorable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development;
- to help students grow up with sound moral character through lessons from their respective
- to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment;
- to extend the use of information and communication technology (ICT) instrumental in educational process at every level

8.1.2 National Curriculum

On the recommendation of the National Education Commission 1974, a National Curriculum and Syllabus Committee (NCSC) was formed with a view to developing an updated and modified curriculum to meet the needs as well as the hopes and aspirations of the people of Bangladesh, after its emergence as a new nation in

1971. Accordingly the NCSC developed a Primary Curriculum that had been in practice in primary schools from 1978. The Government of Bangladesh launched a movement for the implementation of the objectives of Universal Primary Education (UPE) in 1981 through special projects assisted by the World Bank, UNESCO/UNDP. The project endeavored to construct physical facilities and introduce reforms in administrative structure and strategies and some other aspects of primary education. It was felt that the qualitative aspects of primary education were important and needed urgent attention. Hence from 1985 onwards the UNICEF and other donor agencies came forward to support the qualitative reforms of primary education through initiating the Curriculum Renewal Programme at National Curriculum and Textbook Board (NCTB).

A long term process of curriculum renewal based on concepts and approaches which were envisaged to have a significant impact on the quality of the teaching-learning in Primary Schools in the context of UPE was thus launched in NCTB in 1986 (for the first time, curriculum development was planned to be executed as a process which included all the interrelated elements leading to effective curriculum implementation).

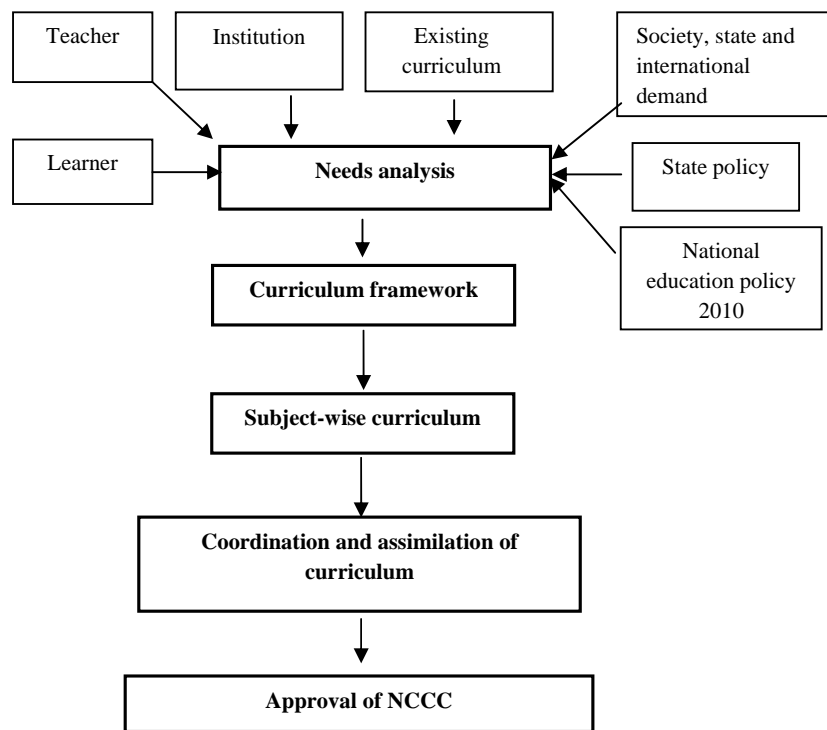
In 2012, the new curriculum was designed with a view to removing discriminations in terms of gender, religion, race, ethnicity, profession and financial status through uniform education. The curriculum was established on the following principles:

- emphasizing morality and human values
- increasing opportunities for inquisitiveness, creativity and innovation
- grooming learners as science minded and work oriented
- acquiring skills to use modern technology
- underlining scopes for realistic and applied education besides theoretical knowledge
- enhancing opportunities for life skills
- highlighting human rights with a view to removing all kinds of discriminations
- developing human resources as per the demand of the globalized world emphasise

Process followed in curriculum development

The new curriculum is developed with the technical and financial assistance of Secondary Education Sector Development Project (SESDP) under the full guidance of the National Curriculum and Textbook Board (NCTB). A panel consisting of curriculum specialists of SESDP, officers of the secondary wing of NCTB, selected national level curriculum experts, subject specialists, educationists, teacher educators and experienced classroom teachers were involved in this process. The following flowchart shows the different stages of curriculum development.

National Curriculum Development Process



EIU related new issues in curriculum

In the new curriculum of Bangladesh, the Global Studies are included as a compulsory subject. The issues of peace and human rights are included there. From class 6 to 8 there are sufficient materials on them in the textbooks. The textbook for class 6 has a chapter on rights for children, the textbook of class seven has a chapter on rights for women, and class eight textbook has a chapter on the rights for underprivileged children. However, more components are included in the curriculum which is yet to be reflected in the textbooks.

The Government has decided that there will be an optional subject at the 11-12 grades which will inclusively focus on human rights, gender studies, population and development studies, and human resource management. Tough decisions were taken in the curriculum framework to design separate optional subjects on each of the issues, which are on the process of implementation.

Language and culture of ethnic minority groups are also an optional subject for students of classes 6-10. Government acknowledges the need of imparting primary education for the small ethnic groups in their own language.

Moreover, the following objectives of the curriculum reveal the national human rights plans to be used in the teaching and learning situation.

- to guide learners to be respectful towards other religions and followers of other religious practices in addition to their own religious beliefs, values and practices
- to develop among learners a feeling of fraternity and a sense of respect for human beings irrespective of gender, race, clan, language, culture (Bangalees and other small ethnic groups), class or occupation

Some Special features of National Curriculum 2012

- introduction of an identical and unitary curriculum for all education streams including general, madrasah and English up to class 8
- inclusion of ICT, and Career Education as new subjects; and Bangladesh and Global Studies instead of conventional Social Science
- inclusion of issues like climate change, reproductive health, autism, etc.
- inclusion of 'Small Ethnic Group's Language and Culture' as elective subject
- emphasis on moral learning in all subjects including religious studies
- emphasis on patriotism and national integrity on the basis of the Language Movement, the Liberation War, and secularism
- emphasis on developing science-minded, rational, work-oriented, skilled human resources
- special emphasis on four skills such as listening, speaking, reading and writing instead of content memorization in case of teaching and learning of mother tongue, Bangla and International language English

- making learners creative through teaching-learning strategies, i.e ensuring creativity and innovation through the exercise of analytical and thought-provoking work along with creative questions
- maintaining a balance between theory and practice in subjects with practical work such as science, physics, chemistry, biology, agriculture, home science, physical education and hygiene, career education, ICT and fine arts
- focusing cooperative learning and learning by doing
- promoting the use of technology in classroom teaching
- emphasising life-oriented and pragmatic education
- highlighting the achievable knowledge, skill, values and attitudes at the beginning of each chapter and relating them to the cognitive, affective and psychomotor domains
- creating human resources compatible for local contexts
- removing discriminations in terms of gender, religion, race, ethnicity, profession and financial status through uniform education
- developing human resources in line with the demand of globalization
- increasing the number of periods and annual work days, and determining the number of periods for each chapter
- introducing measures for observing national days keeping schools open
- introducing formative assessment to identify learners' weak areas and taking remedial measures accordingly
- reforming summative assessment and terminal or public exams

8.1.3 Primary Education

The Constitution of the People's Republic of Bangladesh acknowledged education as a basic right of the people and enjoined on the State to ensure the provision of universal and compulsory free primary education to all children, relating education to the needs of the society and removing illiteracy. The Government nationalized and took over 36,165 primary schools in 1973 and regularized it under the Primary Education (Taking Over) Act 1974, and declared 157,724 primary school teachers as government employees. Primary education was free and made compulsory under the Primary Education (Compulsory) Act 1990, implemented initially in 68 upazillas (sub-districts) in 1992 and extended to the rest of the country from 1993.

Considering the importance of primary education, a separate division named Primary and Mass Education Division was established in 1992 and it became as a full ministry named Ministry of Primary and Mass Education (MoPME) in the year 2003. National Plan of Action-II (NPA-II) has been prepared for achieving MDG & EFA goals by the year 2015. The present government is committed to achieve the said goals by 2014. With this end in view enrollment of 99.47% school eligible children has been ensured in 2011. Various initiatives have been taken for reducing dropout rates in primary education. National Education Policy- 2010 has provision to upgrade primary education up-to class/grade VIII (at present it is up-to class V).

The Directorate of Primary Education (DPE) is the largest organization of the Government of Bangladesh presently managing 68 thousand Primary Schools, about 330 thousand Teachers, more than 18 million Students, 503 Upazila (sub-district) Education Offices, 481 Upazila Resource Centers, 55 Primary Teacher Training Institutes, 64 District Offices and 7 Divisional Offices. In addition to that the DPE is collecting information from institutions for providing free textbooks to all types of primary schools and totally covering more than 20 million students from more than 103 thousand schools all over the country in every year. Moreover, the DPE is conducting Grade V Terminal Examination for about 3 million students those who are completing primary education cycle in every year and this number will increase gradually. Information is one of the most important components of any functional system and this is equally true for Primary Education System of Bangladesh. DPE needs to strengthen its monitoring and supervision capability to manage this robust (from Dhaka to a very remote village) Primary education system and improve quality of its service delivery resulting into quality education. DPE has taken an initiative to design and implement an efficient online Education Management Information System namely 'e Primary Education System' a full functional system with individual school component namely 'e Primary School'. At present the DPE collects information in segregated manner such as school information for Annual School Census, student's information for Textbook distribution, Teachers, Staffs and Officers Information to provide them various benefits, Terminal Examination, Teacher Recruitment related information as and when required.

National and International Commitment in Primary Education:

- Constitutional Obligation

- Signatory to the Declaration on EFA (WCEFA-1990, Jomtien)
- Signatory to the Declaration of E9 countries
- Signatory to the Dakar Framework for Action (2000)
- EFA Ministerial Review Meeting (1995, 1997, 2001)
- Millennium Development Goals (MDG)
- National Plan of Action (NPA-I & II, 2003-2015)
- National Education Policy-2010

Equal Opportunities in Education to attain education for all (EFA)

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 female. 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. For example some initiatives have been taken by the government for equal opportunities in education:

- Stipend for education (almost 8 million children get this opportunity in primary schools)
- School Feeding Program (About 3 million children of backward sub-districts)
- Free textbooks (multi-color) for all children in all categories of primary schools
- Need based school infrastructure development, ensuring water and sanitation as well as toilet facilities.
- Raising public awareness through motivational programs, guardian meetings, interactive popular theatre, observation of the Primary Education Week, education fair, educational programs in print and electronic media etc.

Universal Primary Education

Bangladesh authority is committed to ensure universal primary education in the country. The growth and development of primary education have accelerated since Bangladesh embraced the Millennium Development Goals (MDG) and Education for All (EFA) goals. The MDG goals pertinent to primary education have achieved universal primary education; ensure that by the 2015 all children will be able to complete a full course of primary schooling and eliminate gender disparity in pre-

primary as well as primary education. Both formal and non-formal system of education is encouraged to ensure universal primary education in Bangladesh. Eleven categories of schools/ institutions are engaged in implementing primary education in the country. Probable resources are mobilizing for ensuring EFA goals. National Plan of Action-II desires; all primary school age children (3-5 pre-primary and 6+-10+ primary), boys and girls, including all ethnic groups, disadvantaged and disabled/ special need, are enrolled and successfully completing the primary cycle of education.

Various strategic plan and programs are implemented to ensure- “by 2015 all children, particularly girls, children in different communities and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”.

Some Important Projects in Primary Education

Thirteen different projects (run by the government) are ongoing to implement their activities for primary education in Bangladesh. Government, development partners and Non-government Organizations work for better education in the society. PEDP-II and PEDP-III one of them-

- **PEDP-II** (January 2004- June 2011)

PEDP-II was an integrated coordinated program covering the formal primary education sub-sector. This entailed using a common set of purposes, Key Performance Indicators (KPIs) and a common implementation framework for the Government and its Development Partners. The Program was the principal channel for realizing the Government’s commitments to Education for All, the Millennium Development Goals, and poverty reduction strategies. PEDP-II has a great contribution in the expansion and development of primary education in Bangladesh.

PEDP-II implemented under four major components:

- a) Quality Improvement through Organizational Development and Capacity Building
- b) Quality Improvement in Schools and Classrooms
- c) Quality Improvement Through Infrastructure Development
- d) Improving and Supporting Equitable Access to Quality Schooling.

- **PEDP-III** (July 2011-June 2016)

Overall objectives of the PEDP-III are to ensure quality primary education for all primary school age children of the country. The main objective of the program is to establish 'an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh's children from pre-primary to grade V.' PEDP-III activities are implemented under 4 major components and 29 sub-components. The four major components are:

1. Learning and Teaching
2. Participation and Disparities
3. Decentralization and Effectiveness
4. Planning and Management.

Bangladesh Government is trying its best to ensure quality 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 in the teacher 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.

8.1.4 Secondary and Higher Education

Most of the educational institutions are situated in rural areas. About all the teachers are trained on gender equity, learner-centered method, inclusive education, and so on, but the psychological environment and organizational climate of classrooms, schools and other learning spaces in rural areas are not equal to the institutions of urban areas. The learning environments of the institutions of urban areas are better than those of rural areas. Some educational institutions of urban areas have more students than standard teacher-student ratio, but a lot of institutions of both urban and rural areas have fewer students than the standard ratio. The average teacher-student ratio at school level is 1:34.

Values and principles such as peace, human rights, democracy, tolerance, non-violence and respect to all are trying to be maintained in our educational institutions by prohibiting mental and corporal punishment by enacting law and recently by

introducing ramps for disabled students and separate washrooms for girls and boys in newly constructed school buildings; favorable attitudes to autistic students, rotational sitting arrangements in classrooms; and supplying pure drinking water, etc. However, all these activities have just been started and it will take time to introduce similar facilities in all other educational institutions.

8.1.5 Teacher Training

Directorate of Secondary and Higher Education (DSHE) organized some teacher training and other educational personnel training courses for developing peace and human rights. Such as-

- There is no compulsory pre-service teacher training in Bangladesh. But there is no restriction to have B.Ed. (Bachelor of Education) degree and M.Ed. degree under National University and Open University as pre-service training to be a secondary school teacher. Education for peace and human rights are included in some subjects like Essential Teaching Skills, Education Studies, Bangladesh and Global Studies, Social Studies, Political Science in Bachelor of Education (B.Ed.) course.
- B.Ed. for secondary school teacher, C-in-Ed (Certificate in Education) for primary school teachers under NAPE (National Academy for Primary Education), Cluster Training, Refreshers Course and Continuous Professional Development (CPD) are some courses of in-service teacher training. Though Cluster Training, Refreshers Course and Continuous Professional Development (CPD) courses are mainly subject-based, some topics of peace and human rights are included in some subjects such as Inclusive Education, Gender Issues, and Life Skill Based Education.
- Head teacher training is mainly focused on educational administration and management but topics on education for peace and human rights are covered in training sessions on inclusive education, gender issues, Life Skill Based Education, Transparency and Accountability, Service Conduct Rules, Discipline and Appeal Rules etc.
- The participation in the training is obligatory for all teachers.

Furthermore, NAEM organizes some in-service training course for teachers' and other educational personnel. The content of human rights is included in all these courses. But directly peace content is not included. In near future it will be included.

Table 9: List of Training

Sl. No.	Name of courses	Duration
1	Foundation Training Course for BCS (General & Tech.) Education Cadre officers	4 months
2	Senior Staff Course on Education and Management (SSCEM)	45 days
3	Advanced Course on Education and Management (ACEM)	45 days
4	Educational Research Methodology Course for position holders in different FTCs.	30 days
5	Educational Planning & Development Course for officers under MoE	30 days
6	Educational Administration and Management Course for Principals of Colleges & Sr. Madrasahs	3 weeks
7	Educational Administration and Management Course for Heads of Secondary Schools and Madrasahs	3 weeks
8	Computer Application Course for Lecturer of Colleges and officers under MoE	3weeks
9	Computer Application Course for School Teachers	3 weeks
10	Education Administration Course for Education Functionaries Administrators (DEO& Others)	2 weeks
11	Library Planning and Management Course for Librarians of college levels institutions	2 weeks
12	Refreshers Course on Educational Administration and Management Course for Principals of Colleges & Sr. Madrasahs	2 weeks
13	Refreshers Course on Educational Administration and Management Course for Heads of Secondary level Institutes	2 weeks
14	Refreshers Course on Foundation Training Course	2 weeks
15	TOT Course for officers of NAEM, HSTTI, BMTTI, TTC& other Educational Institutes	2 weeks
16	Secretarial Science & Office Management Course	2 weeks
17	Communicative English Course for Lecturer (English) of Colleges	3 weeks
18	Communicative English Course for Officers under MoE	3 weeks
19	Communicative English Course for School/Secondary level English teachers	3 weeks
20	Office Management Course for Officers under MoE	2 week
21	Project Management Course for Officers under MoE	2 week
22	Satellite Training Course for Secondary level Teachers	1 week
23	Satellite Training Course on College level Teachers	2 weeks
24	Training Course on Pedagogical Issues and Trends for Secondary Teachers	2 weeks
25	Training Course on Pedagogical Issues and Trends for Selection Grade Lecturers and Assistant Professors.	2 weeks
26	Advanced Training on English for Higher Secondary Teachers	2 weeks
27	Advanced Training on English for Secondary Teachers	2 weeks

Moreover, NAEM also prepared an 'Educational Administration and Management Course' for heads of Secondary Schools and Madrasahs. This course has been arranged for enhancing institutional capacity to ensure efficient management of secondary and higher education levels of secondary school heads.

The main objective of this course is-

- describe about the past and present system of education,
- analyze the education plan and programme adopted by the government,
- identify and analyze the problem areas now prevailing in different spheres of education administration and management and to find out means to resolve them,
- demonstrate efficiency in personnel management,
- explain the changing perspectives and ideas in institutional management,
- analyze the financial laws,
- rules and regulation for effective implementation,
- demonstrate positive attitudes and leadership qualities

The course contents of this program are-

- Educational Administration and Development,
- Management of Educational Development Programme,
- Institutional administration and Office Management,
- Human Resource Management,
- Human Right,
- Financial Management,
- Communicative English,
- Computer: Concepts & Use

Implementation organization in Education

- **Education policy**

National Education policy development committee under MOE is responsible for the development of Education policy. The Nation Education Policy 2010 was formulated by national professor Kabir Chowdury and his 17 associates. This policy has employed by MOE in difference education level.

- **Curriculum**

National Curriculum and Textbook Board (NCTB) under MOE is responsible for the development and implementation of Curriculum. The National University develops the B. Ed and M. Ed curriculum. The educational institutions of all levels (Primary, Secondary and higher) cooperate in implementing curriculum.

▪ **Teachers Training**

Under the coordination and supervision of Directorate of Secondary and Higher Education (DSHE) under MOE (Ministry of Education) and National Academy for Primary Education (NAPE) under Ministry of Primary and Mass Education, the TTCs, (Teachers' Training Colleges), HSTTIs And BMTTI. & PTIs (Primary Training Institutes) provide training to the teachers.

▪ **Teaching Materials**

NCTB, PTIs, TTCs and HSTTIs develop teaching materials. DSHE and MOE provide support in this regard.

▪ **Learning Environment**

The educational institutions are responsible for creating and maintaining learning environment. MOE supports for maintaining a learning environment through providing logistic support.

Teaching Aids/ Materials

Various types of teaching aids/materials have been used in teacher training in Bangladesh. For example, NAEM is one of the prominent training institute and they used some auxiliary materials, Curriculum materials, Non Projected Aids, Projected Aids and Audio visual Aids in training sessions. Those are-

- **Auxiliary materials** (To be collected) : Bag, File, Folio, Folders, Pen, Pencil, Paper, Pad etc.
- **Curriculum materials** (To be developed)
 - Reading Materials: Hand out, Leaflet, Module, Manual
 - Activity Materials: Work Book, Practical Guide, Practice Sheet
- **Non Projected Aids-** P.A system, Mixture Amplifier, Tape recorder, Radio
- **Projected Aids-** Chalk Board, Charts, Poster, Photography, Picture, Flash Card, Flip Chart, Demonstration Board, Flannel Board, Text Based Training Materials (TBT), OHP, Film projector, Opaque projector, Slide projector,

Multimedia projector, Television, V.C.R / V.C.P, Computer, CD / VCD, Technology based Training Materials (TB)

- **Audio visual Aids-** Television, Model, Mock up, Real specimen, Live specimen, VCR, VCP, CD, VCD, film, Computer, Programmed learning package, Technology based Training materials.

8.1.6 Non Formal Education

NFE programmes, implemented in Bangladesh over the last 37 years, have covered diverse areas of non-formal primary education, basic literacy, post literacy and continuing education, aiming at achieving universal primary education and literacy for all. However, there are significant numbers of out of school children including non-enrolled and dropouts and also illiterate youths and adults. Both the Government and NGOs are organizing and managing Literacy/NFE programs for different age groups.

Asserting the strategic needs of literacy in reaching the national and global target of Education for All, the Non-Formal Education Policy was adopted by the government of Bangladesh in 2006. The policy stressed on creating a community-based network of learning centers, extending opportunities for effective skill training and continuing education, and creating lifelong learning opportunities to translate the policy into action, a nationwide program is required.

The main features of the NFE Policy Framework and institutional arrangements for NFE are as follows:

Goal of NFE Policy

To contribute to fulfilling EFA goals and alleviating poverty as spelled out in the National Plan of Action II, PRSP/Sixth Five Year Plan, by creating a community-based network of learning centers, aimed at reducing illiteracy by at least 50% by 2015, extending opportunities for effective skill training and continuing education and creating lifelong learning opportunities.

Specific Objectives of the NFE Policy

- Provide quality and relevant NFE programs and skill training which meet the assessed learning needs of the identity and potential clientele groups,
- Provide opportunities for individuals and groups of persons with learning and skills needs to develop self-reliant, productive and empowered citizens

through engaging in income generating and life skills related activities,

- Establish a working mechanism of government, NGOs and broader civil society including the private sector for policy coordination, planning, implementing, monitoring and evaluation reduce illiteracy, poverty and promote human resource development,
- Establish an organization for management and governance of the NFE sub - sector and
- Institute a decentralized operation system involving local bodies, NGOS, CBOs and communities including learners to ensure community ownership and sustainability of NFE program, structures and facilities for lifelong learning.

The NFE Policy is designed to have specific and concrete action plans for adult learning and education which are integrated with EFA, UNLD, MDG as well as other national plans, and with LIFE activities.

Implications of the NFE Policy

The NFE policy has been formulated in a comprehensive manner to cover the larger audience for basic and continuing education. It entails the process of developing a comprehensive NFE sub-sector programme having combination of literacy and life skills programme for adolescents and adults, post-literacy programme and continuing education programmes, complementing with early child care and education, and non-formal primary education for out-of-school children.

Based on the current experience and future needs, the anticipated nature of the programme components is described below:

- The Literacy and Life Skills Programme (LSP) would cover basic literacy skills to enable learners to acquire how to learn, i.e. essential skills of reading, writing and calculation as determined in the national adult literacy curriculum. The literacy course would have to be integrated with life skills to suit the learning needs of the adults and adolescents. Self-learning levels of literacy skills as set in the national adult literacy curriculum would be targeted.
- The Post-Literacy Programme (PLP) would enable the neo-literates to further consolidate the newly acquired literacy skills and to acquire vocation-oriented literacy skills as preparedness to join vocational training course. Terminal skills for the PLP programmes would have to be determined in terms of

literacy but combining with basic knowledge on vocations.

- There would be diversity in the continuing education to fulfil the learning needs of the adults and adolescents. In pursuance to the NFE policy, there would be three types of continuing education programmes: Vocational, Entrepreneurship and Employment related Skill training programme (VES), Equivalency Education Programme (EEP) and Quality of Life improvement Programme (QLP).
- The focus of vocational programme (VES) would be development of market oriented vocational skills of the young adults based on the findings from the survey as well as the interest and capacity of the learners. The skill training courses would be planned considering the future demands of goods and services facilitating link up of the graduates with the mainstream economic opportunities. Depending on the trade, the duration of training courses would be varied. Trade wise achievable skills would have to be specified in the respective curriculum.
- Equivalency Education Programme (EEP) would be planned for the younger aged neo-literates to enable them to pursue further education in upper level of primary education and/or junior secondary education through non-formal, formal or distance mode of education.
- Quality of Life improvement (QLP) would enable the neo-literates to continue learning for increase of knowledge and life skills of their own choice. A variety of learning package would be offered covering issues like health, water, sanitation, rights, childcare, environment, governance, etc. which would contribute to improved living conditions of the target learners.
- Non-Formal Primary Education programme would be for the children of 6-10 years who remained out-of-school because of non-enrolment to the school or drop-out from the school. The broad framework of the primary education curriculum would be disseminated for this component with the ultimate aim of developing these children to join in mainstream education of their choice.

Major initiatives of NFE in Bangladesh

After Jomtien, in pursuance to achieving EFA Goals, Bangladesh has been implementing various literacy and NFE basic education projects since 1990s. These are:

Integrated Non Formal Education Program (INFEP)

The government of Bangladesh launched a major Non-Formal Education program titled “Integrated Non Formal Education Program (INFEP)” in 1991 while the literacy rate was 35.3%. During the period of 1991-1997, a total of 2.47 million illiterates has been provided with literacy by INFEP. The components of INFEP were Pre-primary Education, Basic Education, Adolescent Education, and Adult Literacy.

▪ **Directorate of Non-Formal Education (DNFE)**

As the success of INFEP, the government formed Directorate of Non-Formal Education (DNFE) in 1995. DNFE extended its activities throughout the country during the period of 1996-2002. The NFE projects under DNFE were Non-Formal Education Project-1, Non-Formal Education Project-2, Non-Formal Education Project-3, and Non-Formal Education Project-4 (TLM).

Besides, Gram Shikkha Milon Kendra is continuing education center and Family Life Education Project has been implemented in this period. Up to September 2003 about 18 million individuals have been provided with literacy services and national literacy rate has been increased up to 52.8 % in 2000.

The greatest achievement of DNFE was ‘UNESCO Literacy Award 1998’. The literacy rate was increased up to 52.8% in 2000 while the literacy rate was only 35.3% in 1991. As the success of such NFE Literacy programs, Bangladesh was awarded “UNESCO Literacy Award 1998”.

Some Important Projects of BNFE

Some major projects of BNFE are related to EIU.

▪ **Basic Education for Hard-To-Reach Urban Working Children (BEHTRUWC) Project (2nd Phase).**

- The project is located in the six divisional cities of the country.
- Project period was July 2004 - December 2012.
- 166,150 urban working children and adolescents of 10 to 14 years age group of which at least 60% are girls was the target group of this project.
- Major achievements of this project-
 - ✓ 146,942 (88.44%) learners already completed the life-skills-based basic education course,

- ✓ 31,089 (19%) learners have been included in main streaming, and
- ✓ 12630 learners (13+ age) are being provided with livelihood training.

- **“Post Literacy and Continuing Education for Human Development Program-2” (PLCEHD-2):**

- The project is located in the 6 divisional cities, 29 districts and 210 upazilla of the country.
- Project period is July 2002 - June2013
- 1.2 million neo-literates of 11-45 age group people is the target group of this project.
- Major achievement up to June 2012:
 - ✓ 955,307 (80%) learners already have completed post literacy and continuing education course in the form of trade based technical training,
 - ✓ 384,731 (40%) course graduates have already been engaged in income-earning activities.

- **Reaching the Out of School Children (ROSC)**

Reaching Out of School Children (ROSC) Project' under the Directorate of Primary Education (DPE), has been providing Non-Formal Primary Education to the children of 7-14 years age group who are never-enrolled and early dropout from primary schools, particularly in hard-to-reach areas since 2005. During the period of 2005- June 2012, about 0.75 million children were provided by Non-Formal Primary Education.

8.2 Peace

Like many other countries, Bangladesh has given emphasis on peace education in primary, secondary and tertiary level. For example, all textbooks on religion and moral studies in primary and secondary level highlight peace, non-violence, good behaviour and tolerance. In addition, the new curriculum of Bangladesh has given emphasis on peace and conflict management. Such as class 11-12 English textbooks have a chapter with the title 'peace and conflict'. Moreover, Bangladesh has also introduced peace education at undergraduate, graduate and postgraduate levels through the establishment of the Department of Peace and Conflict Studies at

the University of Dhaka in 1999. The Department has been trying to contribute as much as possible. On the other hand, the Bangladesh University of Professionals (BUP) also offered M. Phil. and P.H.D. programme on peace and conflict. Finally we conclude that peace education in Bangladesh would be gradually improved and institutionalized.

8.3 Human Rights

Human rights is a buzz word in recent time not only Bangladesh but also all over the world. So, the Government of the People Republic of Bangladesh has given more emphasis on human rights education in different education levels. In the new curriculum of Bangladesh, the issues of peace and human rights are included. From class 6 to 8 there are sufficient materials on them in the textbooks. The textbook for class 6 has a chapter on rights for children, the textbook of class 7 has a chapter on rights for women, and class 8 textbook has a chapter on the rights for underprivileged children. In contrast, the Government has decided that there will be an optional subject at the 11-12 grades which will inclusively focusing on human rights, gender studies, population and development studies, human resource management. In addition, class 11-12 English textbooks have a chapter with the title 'Human rights'.

The South Asian Institute of Advanced Legal and Human Rights Studies (SAILS) offered a masters' programme on Human Rights and Development. This programme is a multi-disciplinary approach, where students will be drawn from wide range of disciplines, including law, human rights, economics, development studies, sociology and politics. Course modules will cover civil and political rights, social justice issues and economic rights, cultural rights, rights of women and children, marginalized and vulnerable groups among others. Furthermore, the University of Dhaka, department of law offer a course at undergraduate level named 'Human Rights in a Changing World' and also offer a course in graduate level named 'Human Rights and Humanitarian Law'. These discussions illustrated the situation of human rights positively that was highly influenced by EIU.

8.4 Cultural Diversity

Bangladesh is a country of cultural diversity in the world. Cultural diversity is our pride for the reason that 45 groups of indigenous people are living in this country.

For this reason, the government has given more importance on Language and culture of ethnic minority groups. In the new curriculum of Bangladesh, an optional subject named ‘Language & Culture of Minority Ethnic Groups’ for students of classes 6-10 was included. Therefore, Government acknowledges the need of imparting primary education for the small ethnic groups in their own language. Additionally, English curriculum in grades 11 and 12 has the following objectives to ensure diversity and knowing about diversity:

- to be skilled in inter-cultural communications for better access to the globalized world.
- to use English language skills for lifelong learning where necessary.

8.5 Environment

The environmental issue is the most conversed matter in the last decade in the world. Most of the world leaders are tensed about the climate change. In Bangladesh, environmental education is the most discussed subjects in present time and it becomes a vital issue. In that case the Bangladesh Government has given more emphasis on environmental education in different education levels. For example, the Government has included an objective in National Education Policy 2010 based on environmental issues. They showed the ways to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about the environment (subsection-18). The government also takes some initiatives in the new curriculum 2012, the issues of the environment are included there. From class 3 to 10 there are sufficient materials on them in the textbooks. For example-

Table 10: Environmental Education in textbooks

Class	Subject	Content
III	Science	<ul style="list-style-type: none"> ▪ Our environment ▪ Water ▪ Soil ▪ Air ▪ Population and natural environment
IV	Science	<ul style="list-style-type: none"> ▪ Animal & Environment ▪ Soil ▪ Natural resources ▪ Atmosphere & Climate

		<ul style="list-style-type: none"> ▪ Population and natural environment
V	Science	<ul style="list-style-type: none"> ▪ Animal & Our environment ▪ Environment pollution ▪ Water for life ▪ Air ▪ Atmosphere & Climate ▪ Climate change ▪ Natural resources ▪ Population and natural environment
VI	Science	<ul style="list-style-type: none"> ▪ The balance of the environment and our lives
VII	Science	<ul style="list-style-type: none"> ▪ Natural Environment & pollution ▪ Climate change
VIII	Science	<ul style="list-style-type: none"> ▪ Environment & Engineering Education
IX-X	Geography and environment	<ul style="list-style-type: none"> ▪ Geography and environment ▪ Natural disaster in Bangladesh ▪ Development activities of Bangladesh and the balance of environment ▪ Human settlement

On the other hand, some public and private university introduced environmental education at their undergraduate, graduate and post graduate levels in Bangladesh. For example, eight public universities offer environmental related courses under different departments (Ross, & Khan, 1995).

Table 11: Environmental Education in public universities

Name of University	Department	No of Env. Course
Bangladesh Agricultural University	Agriculture and Management	4
	Crop Botany	1
	Entomology	2
	Fisheries Biology and Limnology	3
	Irrigation and Water management	4
	Soil Science	5
Bangladesh University of Engineering and Technology	Chemical Engineering	5
	Civil Engineering	13
	Institute of Appropriate Technology	3
	Water Resources Engineering	11
University of Chittagong	Botany	4
	Chemistry	1
	Bio Chemistry	1

	Institute of Environment and Forestry	15
	Institute of Marine Science	5
	Physics	3
	Sociology	1
University of Dhaka	Anthropology	1
	Applied Chemistry	1
	Botany	2
	Economics	1
	Geography	12
	Microbiology	1
	Sociology	1
	Deserter Management	Newly opened
	Soil Science	9
	Zoology	11
Jahangirnagar University	Botany	5
	Geography	13
	Geological Sciences	5
	Zoology	2
Khulna University	Forest and Wood Technology	3
	Forestry	1
	Marine Science	3
	Urban and Rural Planning	12
University of Rajshahi	Botany	3
	Chemistry	1
	Geography	7
	Geology and Mining	2
	Physics	1
	Statistics	2
	Zoology	5
Shah Jalal University	Chemistry	1
Asian University for Women	Environmental science	6

Furthermore, some private universities are also praiseworthy in offering different environmental courses at the present time. The environmental studies at the North South University, the first Private University in the country, were started in 1995, and environmental science and management at the Independent University was started in 1996. Moreover, the following private universities offer directly department of the environmental education programs in Bangladesh now.

Table 12: Environmental Education in private universities

Name of the Universities	Name of the Environmental Department
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International Islamic University Chittagong	Department of Environmental Sciences
Stamford University Bangladesh	Environmental Studies
Independent University Bangladesh	School of Environmental Science & Management
United National University	Natural Sciences and Business and Economic Research.
North South University	Institute of Development, Environment and Strategic Studies
Daffodil International University	Department of Environmental studies
The University of Asia Pacific	Department of Business and Environmental Sciences
Bangladesh University	Environmental Science
Bangladesh University of Business and Technology	Environment and development Economics
University of South Asia	Bachelor of Environmental Science

Some NGOs also work in Bangladesh about the environment. Bangladesh Poribesh Andolon (BAPA) is one of them. BAPA is a common forum of citizens and organizations concerned with the environment of Bangladesh. It was launched in 2000 to create a nationwide, united, and strong civic movement to protect Bangladesh's environment. The major aims and objectives of BAPA -

- To stop the process of further environmental degradation in Bangladesh.
- To reverse, where possible, the damage that has already been done to the environment.
- To build up a nationwide, united, civic movement to achieve the aims of stopping and reversing environmental degradation in Bangladesh.

Finally we conclude that the environmental education and environmental movement in Bangladesh have been influenced by the 1974 EIU recommendations.

8.6 Gender

Gender education is a concomitant part of our education system. After the 2nd world war, gender issues come up as an important agenda in all over the world. But as a developing country Bangladesh has given importance in this sector in the last decade of the 19th century. The present government has given more status about women's education and gender equity in every sector. This government has established a women policy as the guideline of CEDAW. They also have given emphasis on women's education. Neither the education policy nor the curriculum

endorses gender insensitivity or imbalance. Rather textbooks have a good balance between male and female characters and their positions in society. English book are examples. Throughout the book's examples are set for parents doing household chores, mom working outside and father looking after children.

Therefore, female education gradually improved on every level, particularly

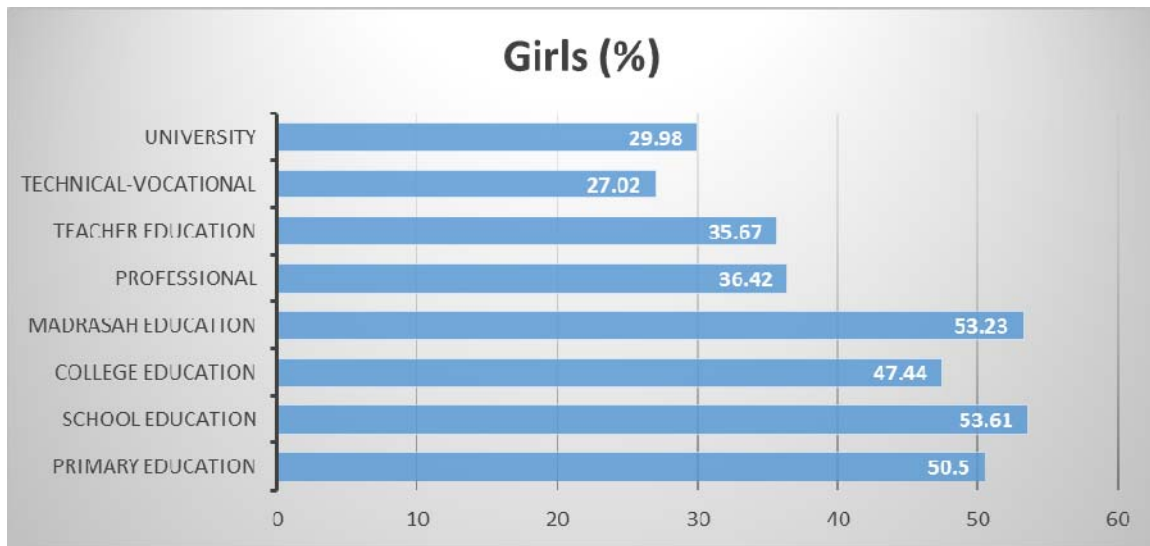


Figure 2: Women Education in Bangladesh

in primary, secondary and madrasah education. For example see this figure-

Furthermore, we find a clear idea about female education in Bangladesh, when we see the S.S.C result picture.

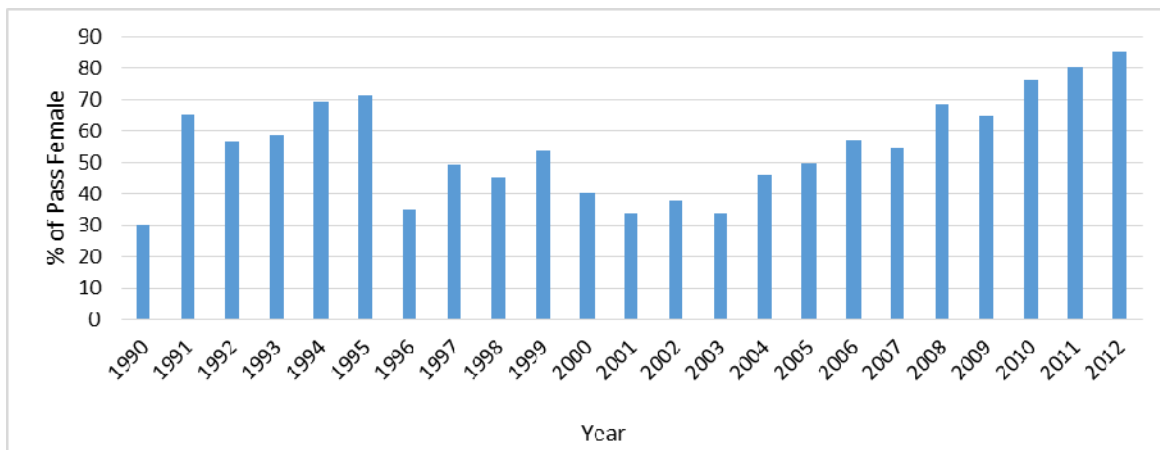


Figure 3: Results of Secondary School Certificate (S.S.C) Public Examination by gender, 1990-2012s (Female)

Moreover, in the past the condition of female education was not so good in Bangladesh. But the present situation of female education (gender) day by day

improved. For example in 1990, 31% female students have completed H.S.C exam. On the other hand in 2011, 72% female students have completed H.S.C exam. As a

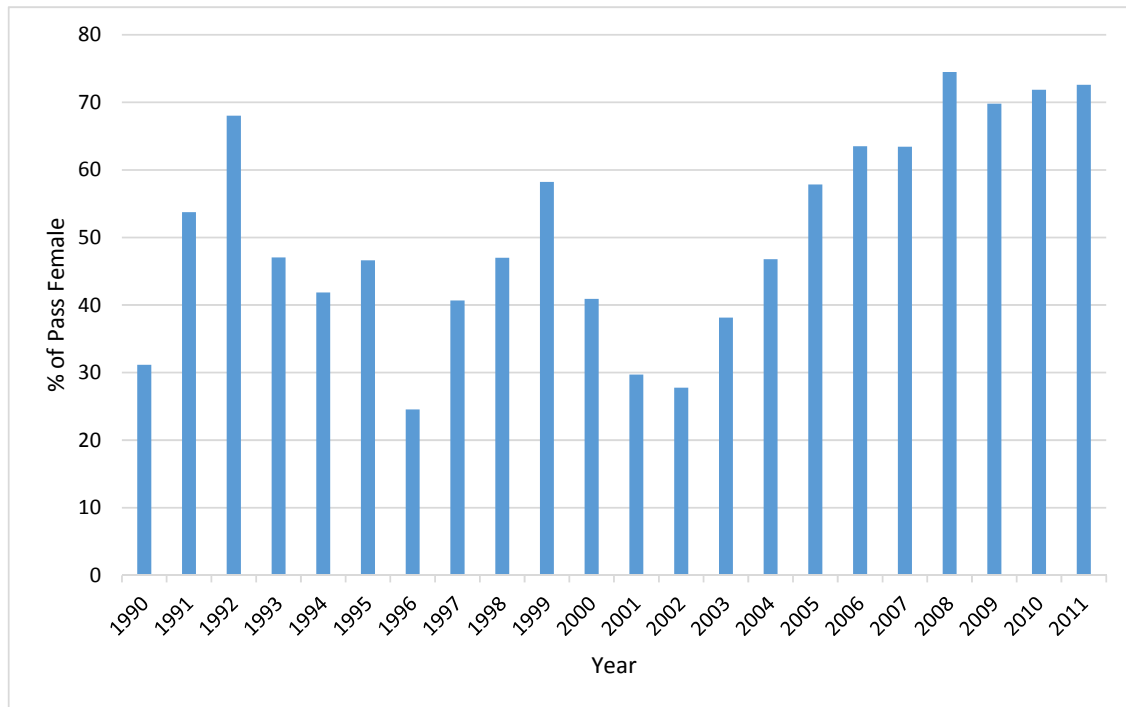


Figure 4: Results of Higher Secondary School Certificate (H.S.C) Public Examination by gender, 1990-2012 (Female)

Therefore, Bangladesh has also introduced gender education at undergraduate, graduate and postgraduate levels through the establishment of the Department of woman and gender studies at the University of Dhaka in 2000. The Department has been trying to contribute as much as possible. In addition, a four credit hour course named 'Gender Education' is offered at the Institute of Education and Research (IER) in University of Dhaka also. On the other hand, a university was established only for women named 'Asian University for Women'. The vision of this university is to graduate women who will be skilled and innovative professionals, service-oriented leaders in the businesses and communities in which they will work and live, and be promoters of intercultural understanding and sustainable human and economic development in Asia and throughout the world. Women from other countries can also read in this university. Finally we conclude that gender education in Bangladesh gradually improved and it is influenced by EIU, 1974 recommendation.

9. Challenges for EIU in Bangladesh

- The majority of the people in Bangladesh does not know about the EIU activities and issues.
- There is lack of efficient, i.e. professionally skilled teachers at all levels.
- Insufficient teaching materials such as teaching aids and supplementary materials work as a barrier against making teaching attractive and student centric.
- Many rural schools are still struggling for ICT facilities.
- Better to mention the rate of Primary and Secondary level.
- More teacher development facilities are needed. The initiative of teacher development is still related to short in-service training.
- Limited budget in education sector. Mainly salary of teachers at all levels is not enough for maintaining standard life.
- Implementations of government policy is still not up to the mark.
- Too much politicization hampers the pace of development
- There are disparities between the rural and urban areas. The poor infrastructural facilities are not always conducive to teaching and learning situations.

10. Recommendation

- The significance of EIU needs should be highlighted at all levels.
- The budget should be allocated for the enhancement of EIU project and education.
- Initiatives are needed for making teaching learning materials more attractive and learner friendly.
- Quality teaching-learning materials as well as international reference books, journals, and other publications need to be available for quality education.
- More need based, institution oriented teacher development opportunities may help teachers gain efficiency. Continuous academic monitoring, more coordination, and support for teachers are also needed to make changes sustainable.
- Inclusive education, peace education, non-violence education, cultural education, mother tongue education could be incorporated in the curriculum.

Moreover, there should be consistent efforts for implementation of curriculum objectives. Initiatives are also needed to update and revise the national curriculum in a timely and systematic way. In-depth survey/research could be taken out to realise the rate of curriculum implementation as well as impediments to overcome on long, mid, and short term basis.

- More cooperative activities should be encouraged among the South Asian Countries or SAARC countries, such as studentexchange programs, Teacher exchange programme, collaborative research in Education, conference and seminars, etc.
- School Infrastructure should be improved for quality teaching to use ICT.
- Initiatives are also needed to evaluate textbook materials which will include whether the contents are developed according to the policy and objectives of the National curriculum, whether they have scopes for student centric learning, as well as to sense whether they are in line with the EIU issues.
- More international, regional, and national networking on EIU issues could be good for achieving more success.
- More insulation is needed to empower some Institutions like the National Academy for Educational Management (NAEM), National University, Teacher education colleges, National Curriculum and Textbook Board (NCTB), and Education Boards. The support will be given so that they work hand in hand, and for some common goals to achieve such as quality teaching, quality teachers; valid and reliable examinations, and quality curriculum and textbook. They can also help achieve EIU goals in context of the country.
- Newsletter and journals on EIU issues could be published.

11. Conclusion

The Education system of Bangladesh has improved gradually. It will be raised as an emerging tiger in South Asia as well as in the world day by day. The government of Bangladesh has given more importance in the education sector to develop their national development. For example, a decrease of dropout rate in primary level, the new National Education Policy has formed in 2010, new National Curriculum has developed in 2012, New Textbook of primary and secondary level has written in 2012. This new book has provided students of class one to ten for free of cost. Furthermore, Environmental Education, Gender Education, Career Education,

Human Rights, globalization and some other courses have included in the Education system of Bangladesh as a result of EIU report 1974. In contrast, some challenges have found like lack of budget, lack of efficient teachers, poor infrastructure and problem of policy implantation. As a result, Bangladesh is trying to fulfill EIU condition.

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“The Fifth Consultation of the Implementation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)”- Committee members

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1.	[Redacted]
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