Parallel Session A1

SDG4 in Bangladesh: Where Are We?
A Civil Society Perspective

Presented by
Dr. Md. Mostafizur Rahaman
Program Manager, Campaign for Popular Education (CAMPE)

The Spirit of SDGs

In committing to the realization of the 2030 Agenda for Sustainable Development, Member States recognized that the dignity of the individual is fundamental and that the Agenda's Goals and Targets should be met for all nations and people and for all segments of society. Furthermore, they endeavored to reach first those who are furthest behind.

The spirit is to "Leave no one behind"

Methodology

❏ Both primary and secondary data has used;

❏ In primary data, we have used structured and semi-structured questionnaires through email;

❏ Data has collected from 236 affiliated members of CAMPE, 9 members (GG) of CPSB members and 21 INGO those have education programs implemented directly or through partner organizations;

❏ In secondary data we have reviewed number of government reports, frameworks, guidelines and non state data i.e. research reports, annual reports, project progress reports, fact sheets, policy brief, spotlight report etc.

Major Findings/Achievement So Far

State Initiatives on SDGs

❏ Hon'ble Prime Minister has appointed a Chief Coordinator for SDGs;

❏ Partial alignment in the Seventh Five Year Plan (2016-2020);

❏ SDG focal persons are assigned MoPME and MoE;

❏ Target-wise primary and associate role of various stakeholders are identified through a mapping exercise and a number of documents on SDGs particularly focusing on data gaps published by Planning Commission;

❏ Road Map for achieving SDGs including SDG4;

❏ Strategic Framework and Action Plan on SDG4 under the leadership of MoPME and MoE where UNESCO, BNCU and and CAMPE jointly involved as associate partners;

❏ Established an Inter-Ministerial Committee on SDGs Implementation and Review headed by Principal Coordinator (SDGs Affairs).

Major Findings/Achievement So Far

Non-State Initiatives

❑ Involved in PEDP4 process and contributed to on access, disparity, quality and equity issues;

❑ Delivered education services to 2.9 million learners (61.71% girls/female) through 79,573 learning center/schools;

❑ Operated 37,000 formal and non-formal centers/schools with 1.7 million learners (56.56% girls);

❑ Provided pre-primary education support including ECD through 25,000 centers covering 700,000 learners;

❑ Provided lifelong learning through 20,000 community learning center for 700,000 learners;

Major Findings/Achievement So Far

❑ Provided significant role in second chance education for Out of School Children, access to WASH in school, TVET, school feeding program; employment generation etc.;

❑ Provided library support to government primary schools and infrastructural development (renovation);

❑ Promoted peoples' voice for quality education, accountability, mass awareness for enrollment, retention and completion of the primary education cycle, child leadership etc.;

❑ Conduct flagship studies on SDG4 related targets;

❑ Develop CSO framework for Action to achieve SDG4 by 2030;

❑ Develop a Strategic Framework of SDG4 for Bangladesh by UNESCO, BNCU and CAMPE under the leadership of MoE and MoPME.

Gaps and Challenges

❑ **Out of School Children**

- 2.5 million school aged children are out of school;

- vulnerable and disadvantaged;

- children with disability;

- children in ethnic minority;

- some of them got the opportunities, but could not continue.

❑ **High drop out**

- though the NER is 97.97% but dropout rate is 18.8%;

- most of the dropout children are left behind groups i.e. children from hard-core poor areas and urban slums, ethnic and linguistic minorities and children with special needs etc.

❑ **Quality of Education**

- pupil-teacher ratio remains very high (46:1);

- about 77.4% of the schools are run on double shift;

- learning time in a school year less than half of the international average;

Gaps and Challenges

❑ **Quality of Education**
  - according to the NSAs, students' performance has declined since 2011;
  - in 2015, only 65% and 41% of grade 3 students performed at their levels or above on Bangla and mathematics, down from 68% and 50% in 2011, and 75% and 57% in 2013;
  - the performance is even lower for grade 5. only 23% and 10% of grade 5 students performed at their levels on Bangla and mathematics in 2015, down from 25% and 32% in 2011, and 25% and 34% in 2013;
  - assessment system, curriculum and materials.

❑ **Teacher Profile**
  - only 26% teacher has received leadership training;
  - limited subject based specialized training;
  - lack of trained teachers for braille and mother-tongue based classrooms;
  - lack of pre-service teacher education opportunities;
  - shortage of teachers (27% head teacher and 7% assistant teacher);
  - teacher absenteeism.

Gaps and Challenges

❑ **High dropout in secondary education**
- less than half of students complete 5-year cycle of secondary education;
- gender gap in secondary education (51% of boys and 43% girls completing the 5- year cycle).

❑ **Participation in TVET and tertiary education is also unsatisfactory**

❑ **Coordination mechanism among the ministries/departments**

- as SDG mapping;

- 4 ministries involved with the delivery of education, training and technology services;

- ministries are MoPME, MoE, Ministry of Science and Technology; and ICT division of the Ministry of Posts, Telecommunications and Information technology.

Challenges

- ❑ **Inadequate budget allocation**
    - the public expenditure on education increased from Tk. 17,959 crore FY2010-11 to 53,054 crore in FY2018-19;
    - but has been kept at about 2% of Bangladesh's gross domestic product;
    - national budget share in FY 2018-19: 11.41%; FY 2017-18: 12.60%; and FY 2016-17: 14.39;
    - one of the lowest percentages in South Asia and among the developing countries;
    - teacher salaries and school infrastructure development account for more than 90% of the expenses.
- ❑ Governance challenges
    - decentralization;
    - management, corruption etc. (use of SLIP fund).
- ❑ Lack of effective focus on TVET, second chance education for dropped out, missed out etc.

Gaps and Challenges

- ❑ Donor Priority shift;
- ❑ Aid Cut;
- ❑ More emphasis on climate change issues;
- ❑ Focus in conflict zones;
- ❑ Global Terrorism;
- ❑ Discrimination (sex, class, ethnicity, religion etc.)

Way Forward........

❑ *Comprehensive plan*: map out and prepare a comprehensive sector plan considering the targets of SDG4;

❑ *Multi stakeholder monitoring*: develop a multi stakeholder monitoring system consisting both Go, NGO and private sector representatives;

❑ *Increase more allocation in education*: develop a road map to allocate minimum 20% of national budget or 6% of GDP;
  - two pragmatic steps can be taken - an education cess and tax incentives for individual and corporate contribution to education

❑ *Attract scholars in teaching profession:* provide standard salary, benefits and other incentives;

❑ *Teacher training:* Comprehensive pre-and-in-service teacher training for all teachers, which includes teaching for children with diverse ability, development of flexible curriculum etc. and teacher recruitment;

Way Forward........

❑ *Moving towards more inclusive practice:* The school system must change to enable it respond to the educational needs of all children including ethnic minorities, children with disability, gender etc.;

❑ *Classroom size:* the classroom size must be standard, it could be follow the NEP 2010 as 1:30. Recently CAMPE conducted a CRC where we found some classroom size is more-than 200 student for 1 teacher in Moheshkhali, Cox's bazar;

❑ *Inclusive education materials development:* education materials should be developed considering the gender, race, children with disabilities, ethnic minorities etc.;

❑*Special program design for disadvantage groups*: programs should be designed for disadvantage group to ensure their participation and retention in classroom;

Way Forward……..

❑ *Special program:* design and implement special programs to enhance students learning, reduce dropouts at secondary level and promote TVET etc.;

❑ *Coordination mechanism:* develop a coordination mechanism among the government ministries and other offices. For example: the allocation for the welfare of ethnic minority, children with disability, hard to reach areas are in the social welfare ministry basket but it is very important for education;

❑ *Foreign Aid strategy for education:* UN and other development partners and multilateral organizations i.e. WBG, IMF, ABD, IDB etc. may create a space for CSO with financial support to play watchdog role and play an associate role to government to achieve SDG4 by 2030.

Conclusion

Finally, we believe that though implementation of SDGs is a state responsibility, but CSO/NGOs, development partners and local communities have a crucial role to play in terms of financing (DPs), monitoring, implementation and progress tracking. If we work together it will be possible to achieve SDG targets as well as the spirit of……….

"Leave no one behind"

Thank you

Any Question Please........