Welcome to the Presentation
Integrated Education: Elementary Education, Bangladesh

Talat Mahmud

AIIT
AMERICAN INSTITUTE OF INTEGRATED THOUGHT

AMERICAN INSTITUTE OF INTEGRATED THOUGHT (AIIT) *PRESENTS*

Integrated Education: Focus on Elementary Schools

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Moderator: Dr. Hafizur Rahman

03
NOVEMBER 2024
09:30 pm BD
10:30 am EST

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The Constitution of the People's Republic of Bangladesh

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.

Policy(2010) Commitments

- The National Education Policy (NEP-2010) of Bangladesh was developed to ensure that all citizens have access to education and to improve the quality of the education system. The policy's goals include:

- **Education for all**: Make education accessible to all children, regardless of their ethnicity, socio-economic status, physical or mental challenges, or geographical location.

- **Quality education**: Deliver high-quality primary education that forms a strong foundation for future levels of education.

- **Human resource development**: Build human resources through science, technology, religion, and technical/vocational education.

- **National development**: Use education to alleviate poverty and drive national development.

- **Student environment**: Create a creative, favorable, and joyful environment for students.

- **Information and communication technology**: Extend the use of information and communication technology (ICT).

- **Indigenous and small ethnic groups**: Develop the languages and cultures of indigenous and small ethnic groups.

- The policy also prioritizes primary and secondary education, and aims to build students as skilled human resources.

Education Structure in Bangladesh

		General Education (Formal)	Non-Formal	Vocational / Technical	Madrassah
18+yrs	**Higher Education**	General		Vocational / Technical	Madrassah (Fazil & Kamil)
16-17 years		Higher Secondary (grades 11-12)			Madrassah (Alim)
14-15 years	**Secondary**	Secondary (grades 9-10)	Pre-Vocational	Vocational / Technical	Madrassah (Dakhil)
11-13 years		Jr. Secondary (grades 6-8)	Non-Formal Primary Education		
6-10 years	**Primary**	Primary (grades 1-5)			Madrassah (Ebtadayee)
5+yrs	**pre-primary**	Pre-Primary			

Access to Pre-primary and primary education

Participation rate in organized learning (one year before the official primary entry age) by sex
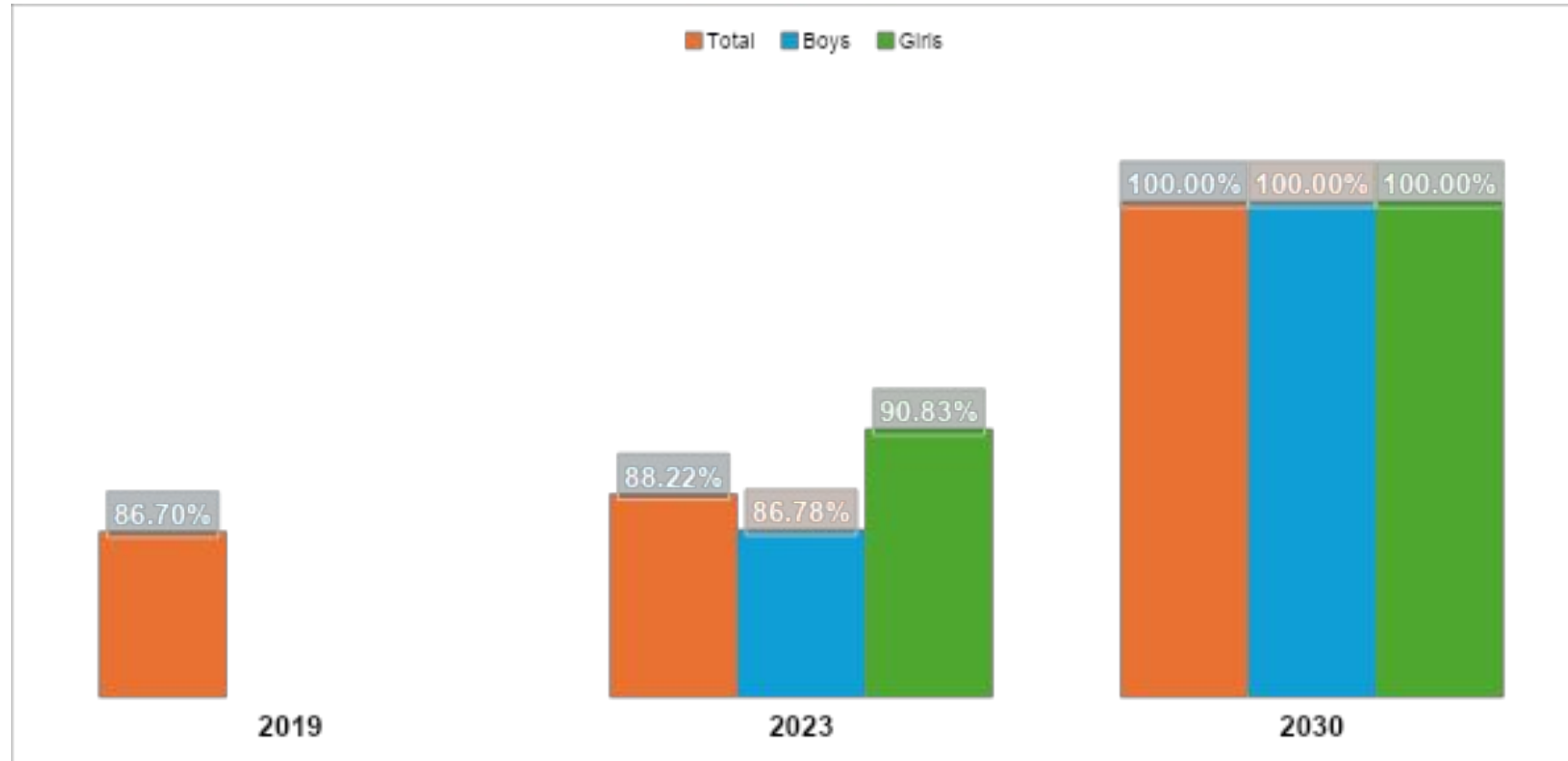
According to SVRS, 2022 and LAS, 2023 the participation rate in organized learning (one year before official primary entry age) for each sex was 41.8% and 35.16% respectively.

Data Source: APSC-2019, APSC-2023, SVRS-2022, LAS-2023

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Pre-primary Education

- One-year of pre-primary education (PPE) starting at age 5-plus has become widely available over the last decade.

- Every government primary school is required to operate a pre-primary class, though attendance of the age-group is still not mandatory.

- From 2010 to 2017 enrolment in preschool increased dramatically by three times, rising to 3.2 million in 2017.

- Multiple Indicators Cluster Survey (MICS) carried out by BBS indicated that 73% of first grade students had attended PPE.

Types and numbers of primary schools

Table 4:1: Number of Educational Institutes (Pre-Primary to Grade V) Covered in 2023

Type of Schools	No. of Schools	% of Schools
Government Primary School (GPS)	65,567	57.2
Private School	6,134	5.4
Ebtadayee Madrasa	4,425	3.9
Kindergarten	26,461	23.1
NGO Schools	3,307	2.9
Primary Sections attached to High Madrasa	2,909	2.5
Primary Sections attached to High Schools	1,892	1.7
Shishu Kalyan Trust School	203	0.2
NGO learning Centers	2,237	2.0
Others	1,495	1.3
Total	114,630	100.0

Table 2: No. of primary education institutes, teachers, and students, by type (APSC 2020)

SL	Type of school	No. of school	Teachers total	Teachers, female	Students, total	Students, girl	Share of girl (%)	STR
1	GPS (previous GPS, NNPS, 1500 project and PTI expt.), **MoPME/ DPE**	65,566	367,708	236,046	10,653,722	5,592,098	52.49%	29
2	Private schools	4,841	20,480	13,670	585,962	293,621	50.11%	29
3	Ebtedayee Madrasah (Independent), **MoE**	5,882	27,435	7,487	731,063	350,307	47.92%	27
4	High Madrasah attached Ebtedayee Madrasah, **MoE**	7,198	32,394	5,530	992,936	484,263	48.77%	31
5	High Schools attached Primary Sections, **MoE**	2,005	18,478	10,163	681,375	353,774	51.92%	37
6	Kindergarten (KG), **Private**	29,897	236,847	144,071	2,883,898	1,384,755	48.02%	12
7	NGO Schools (grades1-5)	4,619	11,606	9,385	489,694	250,537	51.16%	42
8	NGO LCs	9,592	13,034	12,505	356,553	185,598	52.05%	27
9	ROSC Ananda school, **DPE/ MoPME** Discrete Project	325	982	891	5,733	2,831	49.38%	6
10	Shishu Kalyan School (SK), DPE/ **MoPME** Discrete Project	205	1,806	1,235	27,586	14,237	51.61%	15
11	Other[2] **Tiny LCs** – runs by different authorities	2,872	9,664	5,960	194,522	95,108	48.89%	20
	Total	**133,002**	**740,434**	**446,943**	**17,603,044**	**9,007,129**	**51.17%**	**24**

Figure 7: Number of Schools Located in Hard-to-Reach Areas in 2020

Bar chart showing the number of schools by area type:
- Haor: 4002
- Border: 391
- Island: 656
- Others: 372
- Hill Areas: 3219
- Coastal: 8288
- Char: 4177
- Slum: 774
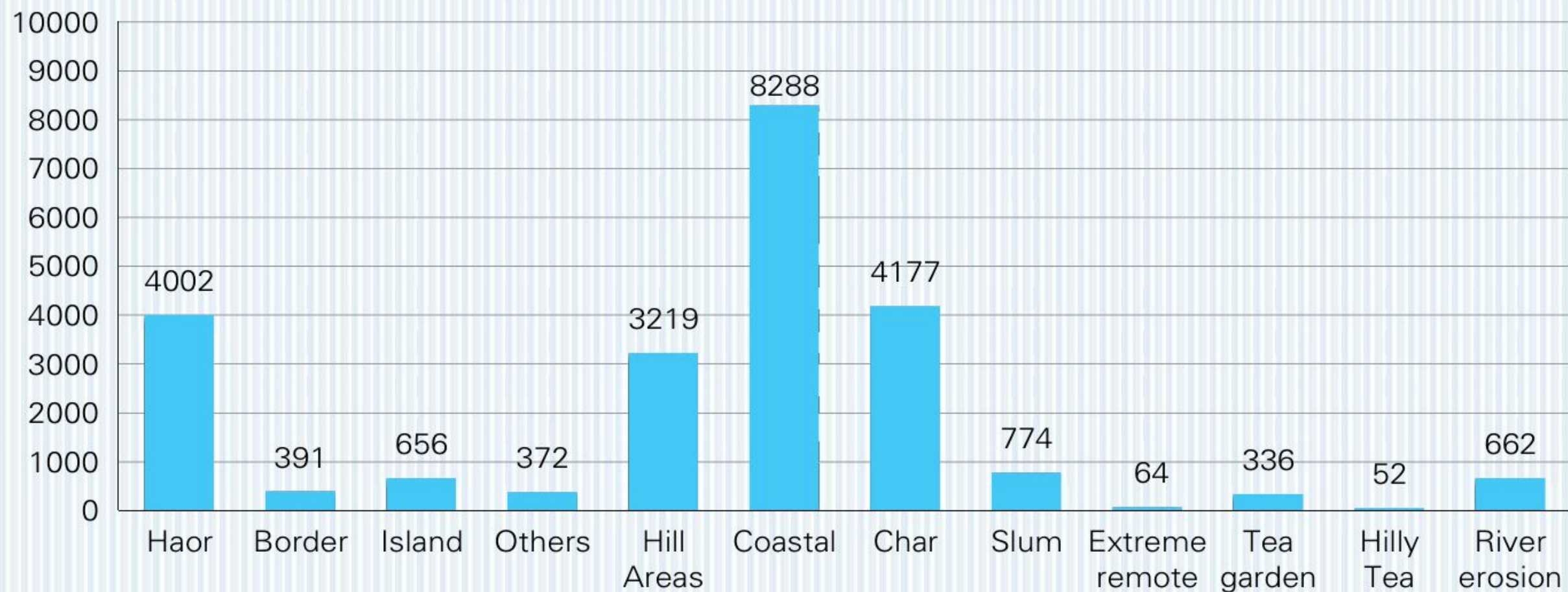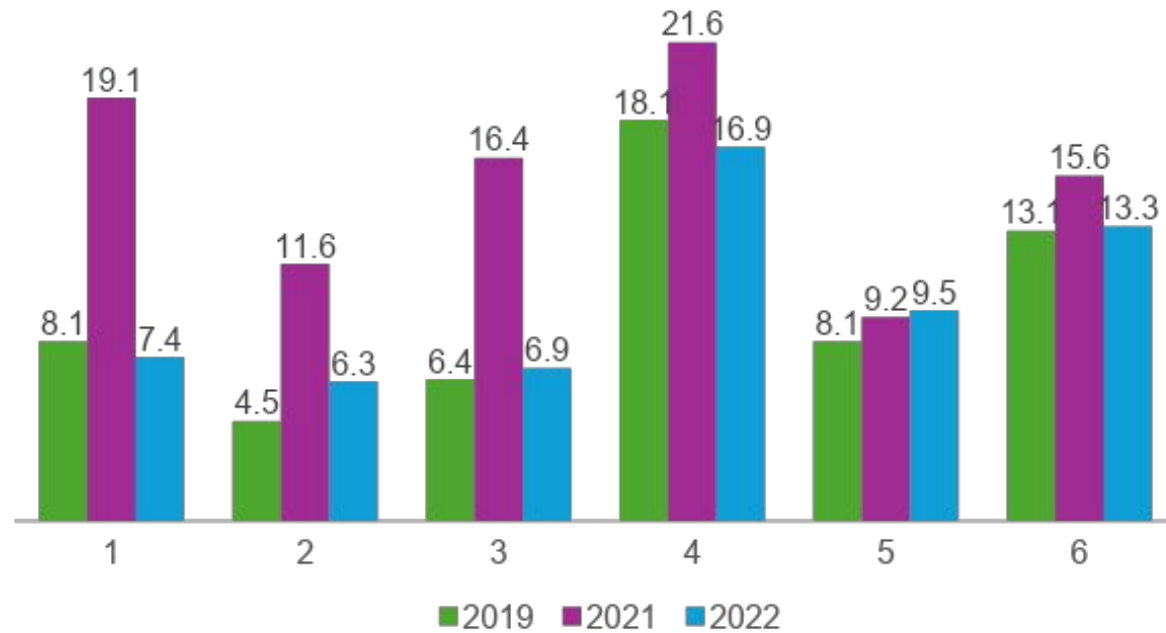- Extreme remote: 64
- Tea garden: 336
- Hilly Tea: 52
- River erosion: 662

Table 4:2: Enrolment of Students by Schools Types and Gender in 2023

Type of Schools	Numbers of Enrolled Students in different						
	Pre-Primary			Grade I to Grade V			
	Boys	Girls	Total	Boys	Girls	Total	% Of Girl
Government Primary School (GPS)	818,921	877,752	1,696,673	4,371,781	4,917,361	9,289,142	52.9
Private School	66,976	66,770	133,746	352,412	351,730	704,142	50.0
Ebtadayee Madrasa	37,041	34,699	71,740	312,053	299,062	611,115	48.9
Kindergarten	612,108	585,312	1,197,420	1,892,342	1,783,613	3,675,955	48.5
NGO Schools	60,114	59,468	119,582	206,076	210,503	416,579	50.5
Primary Section Attached to High Madrasa	20,664	19,433	40,097	218,834	222,268	441,102	50.4
Primary Sections Attached to High Schools	57,211	61,050	118,261	329,254	356,520	685,774	52.0
Shishu Kalyan Trust School	2,161	2,228	4,389	12,448	13,509	25,957	52.0
NGO learning Centers	24,796	26,724	51,520	108,095	116,889	224,984	52.0
Others	32,204	30,647	62,851	73,707	68,949	142,656	48.3
Total	1,732,196	1,764,083	3,496,279	7,877,002	8,340,404	16,217,406	51.4

Children & Adolescents excluded from schooling

Out of school Children and adolescents in Bangladesh - By gender in recent years (pre-COVID19, during COVID19 and after COVID19)
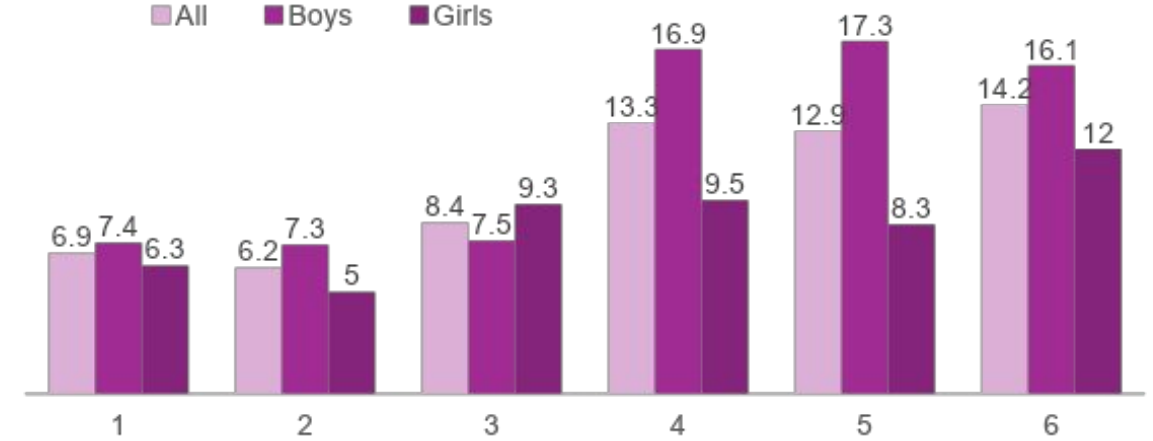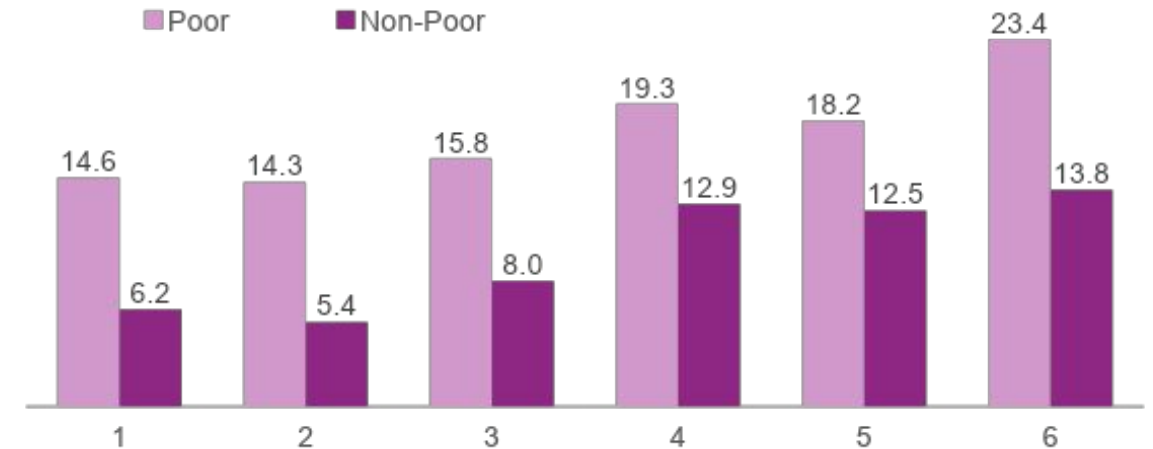
2019 | 2021 | 2022

Proportion of children not attending any education - HIES 2022

All | Boys | Girls

Proportion of children not attending any education - HIES 2022

Poor | Non-Poor

Sources of data:
2019: BBS & UNICEF. MICS 2019
2021: BBS & UNICEF: Education Survey 2021
2022: BBS &WB: Household Income & Expenditure Survey 2022
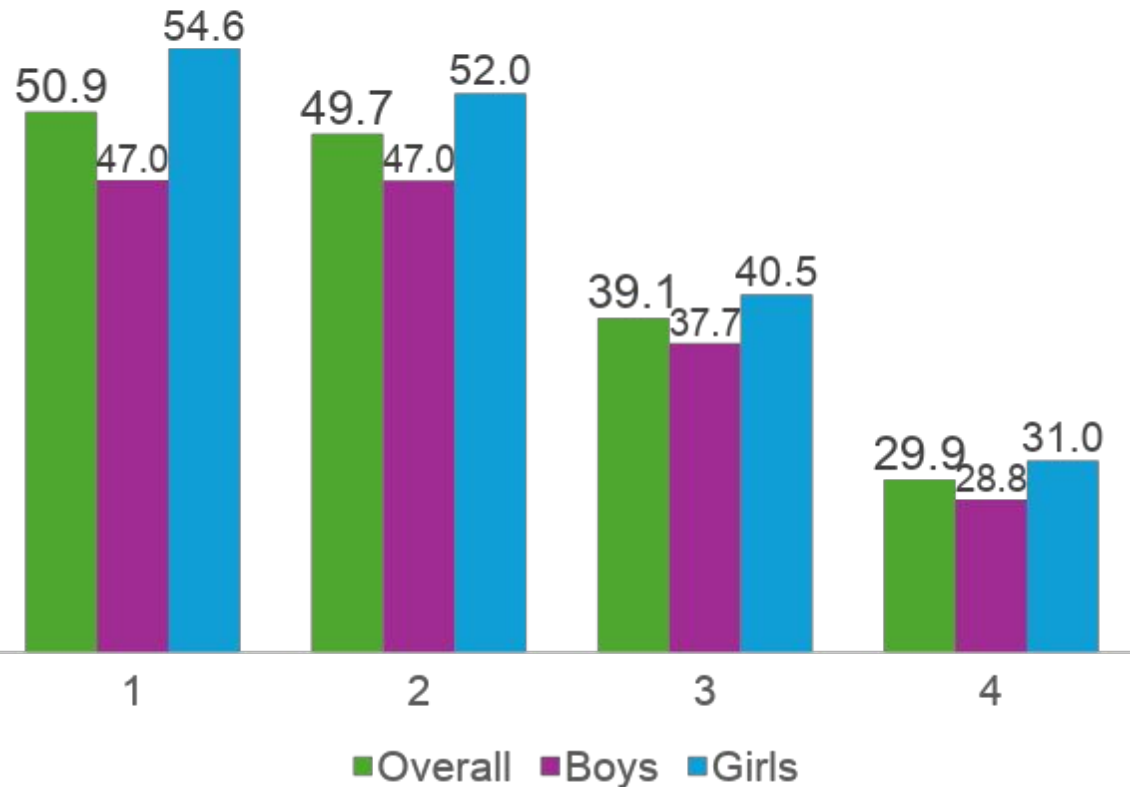
Quality?

Proportion of children under 5 years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex
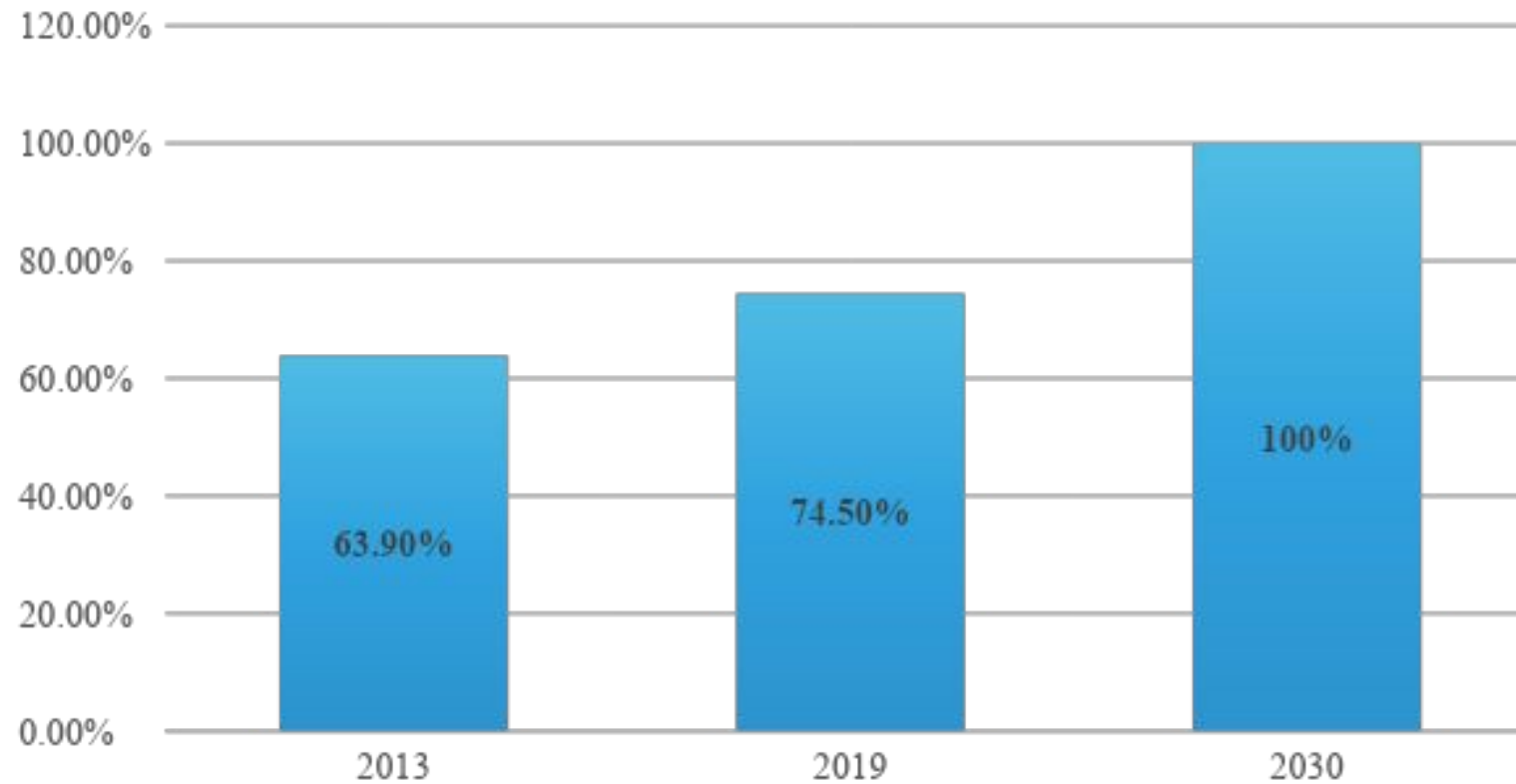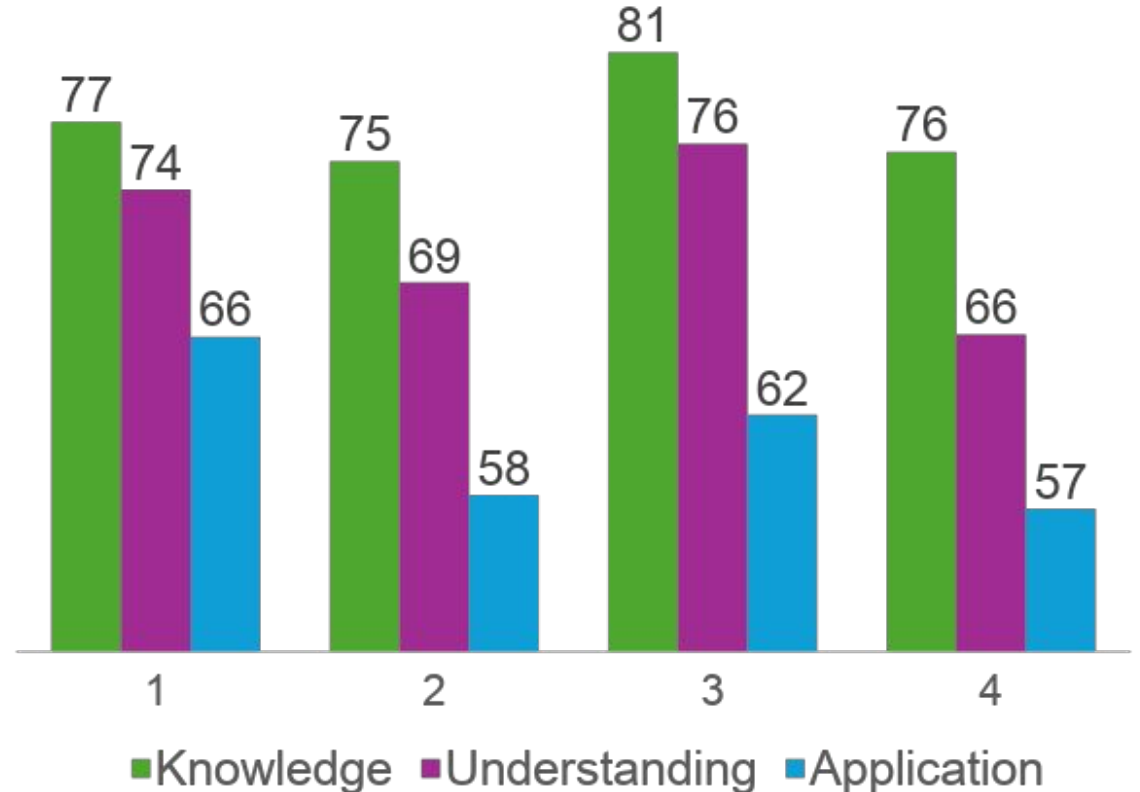

Data Source: MICS-2012-13, MICS-2019

The learning crisis – Evidence from National Students Assessment 2022

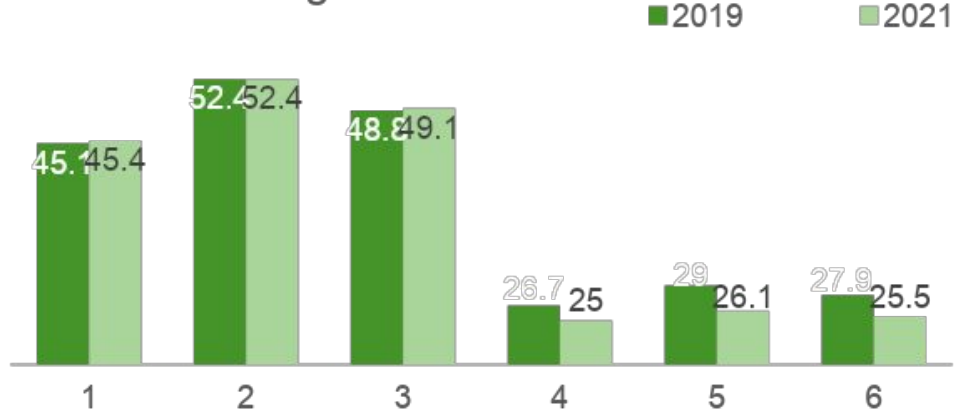Proportion of students reaching grade-level proficiencies at primary – NSA 2022

■Overall ■Boys ■Girls
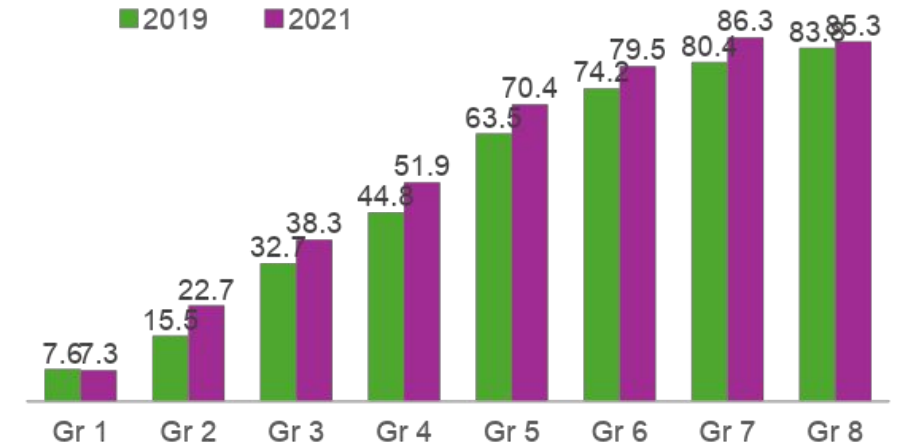
Percentage scores by Cognitive domains: NSA 2022

■Knowledge ■Understanding ■Application

Learning Crisis: Foundational Literacy & Numeracy

Source: BBS & UNICEF MICS 2019 & Education Survey 2021 results

Percentage of 8-14 years old children with foundational reading & numeracy skills in Bangladesh: 2019 & 2021
- 2019 / 2021
1: 45.1 / 45.4
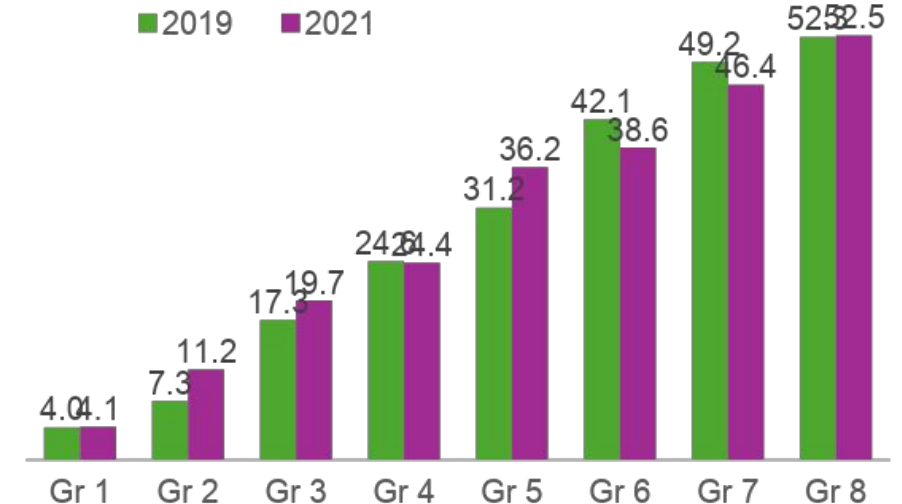2: 52.4 / 52.4
3: 48.8 / 49.1
4: 26.7 / 25
5: 29 / 26.1
6: 27.9 / 25.5

Foundational Literacy - Grade wise
- 2019 / 2021
Gr 1: 7.6 / 7.3
Gr 2: 15.5 / 22.7
Gr 3: 32.7 / 38.3
Gr 4: 44.8 / 51.9
Gr 5: 63.5 / 70.4
Gr 6: 74.2 / 79.5
Gr 7: 80.4 / 86.3
Gr 8: 83.8 / 85.3

Foundational skills by school attendance & wealth quintile: Bangladesh 2021
- Foundational Reading Skills / Foundational Numeracy skills
1: 59 / 34
2: 25 / 15
4: 23 / 12
5: 34 / 18
6: 55 / 28

Foundational Numeracy- Grade wise
- 2019 / 2021
Gr 1: 4.0 / 4.1
Gr 2: 7.3 / 11.2
Gr 3: 17.3 / 19.7
Gr 4: 24.6 / 24.4
Gr 5: 31.2 / 36.2
Gr 6: 42.1 / 38.6
Gr 7: 49.2 / 46.4
Gr 8: 52 / 52.5

Completion rate (primary education, lower secondary education, upper secondary education)
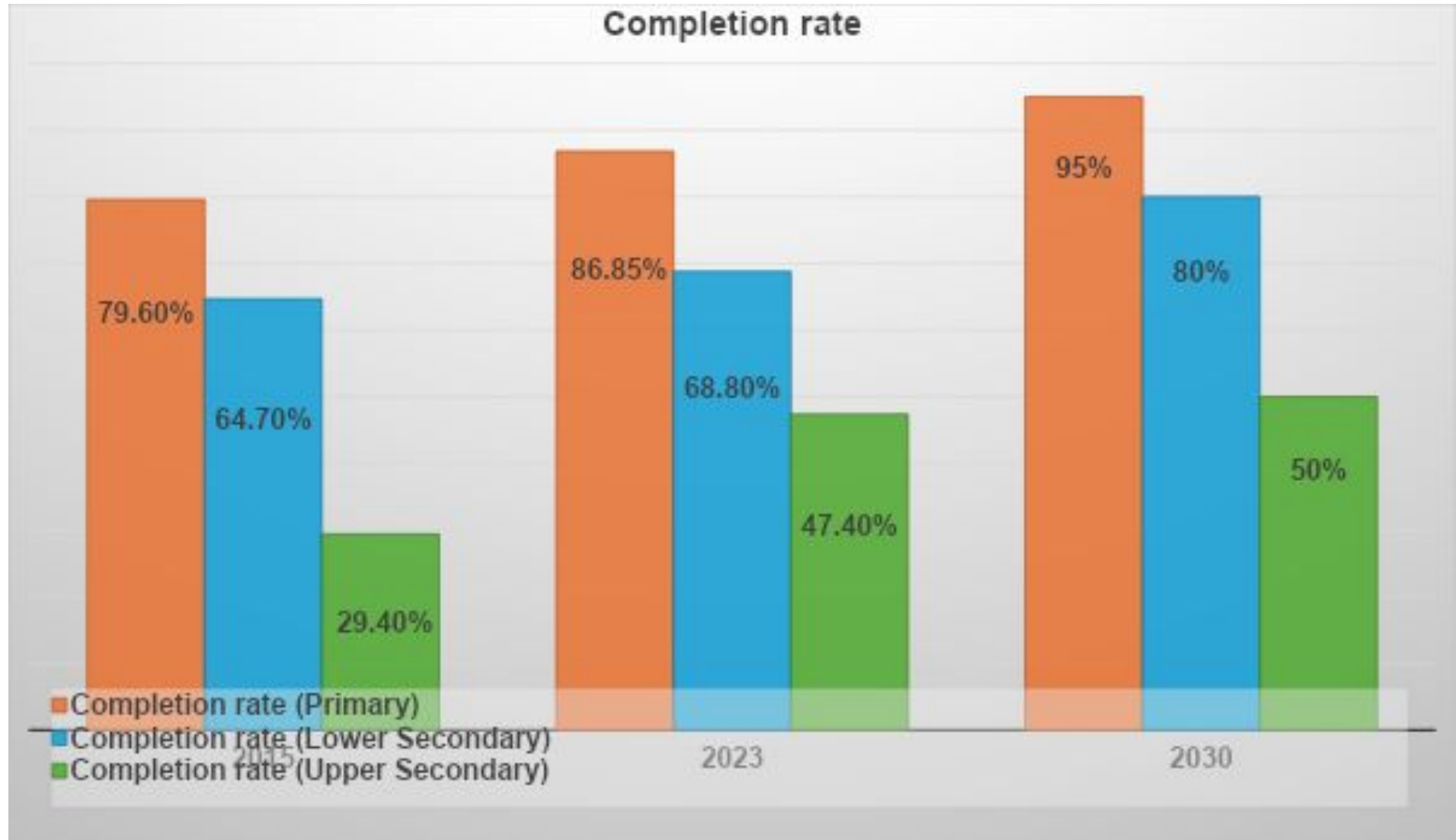
Factors contributing to Learning Achievements (evidence from NSA)

Child

- Gender
- Early start
- Repetition of grades
- Private tuition
- Homework /support
- Physical activities (games and sports)
- Attitude towards Learning
- Attitude towards school (feeling safe, enabled)

Household

- Parental Education
- Parental Occupation
- Household Asset index
- Parents' involvement in students' education
- Home environment & resources
- Parental involvement in school activities

School

- Multiple shift in schools
- School & classroom environment & resources
- Instructional time and nature of tasks
- Teachers' education and training
- Teachers' attitude, practices and job satisfaction

Ethics in Education , Bangladesh

- Moral education are mentioned in the education policy and the first Education commission. But there are different opinions and understanding about moral education.

- Conversation started to strengthen Ethics and Values in Education(EVE) in primary and secondary education. CAMPE did a study in 2017 http://www.campebd.org/Files/13052018012402pmEducation_Watch_Report_2017_English_PV.pdf

- UNESCO initiated an Ethics Education Fellowship piloting project in November 2022. and started a small project with MOE to pilot its Citizenship Education curriculum where Ethics and values are one of the core component of the curriculum.

- initiated a pilot project with MOE on There are efforts started to Findings from a recent study: Enhancing ethics in the primary and secondary education system in Bangladesh, 2023 https://ndcjournal.ndc.gov.bd/ndcj

- Majority of the respondents responded that being honest and truthful is the core issue of ethics.

- It has been observed that democratic norms, values and behavior are not much practiced in the classroom.

- School observation revealed existence of some disciplinary enforcement mechanism, but it is strongly felt that there is a need to strengthen the efforts both in terms of enforcement and motivation

- About 47% respondent believe that teacher's attitude towards children is positive in terms of delivering inclusive and quality education.

Ethics in Education, Bangladesh: research findings

Enhancing ethics in the primary and secondary education system in Bangladesh, 2023
https://ndcjournal.ndc.gov.bd/ndcj

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- It has been observed that democratic norms, values and behavior are not much practiced in the classroom.

- School observation revealed existence of some disciplinary enforcement mechanism, but it is strongly felt that there is a need to strengthen the efforts both in terms of enforcement and motivation

- About 47% respondent believe that teacher's attitude towards children is positive in terms of delivering inclusive and quality education.

Overall………

- Bangladesh has achieved significant progress in education Access and gender parity according to SDG4 access indicators.
- Still many children, especially adolescents, are excluded from learning and Quality is far reaching.
- Far too many children do not learn nor acquire skills even after attending full primary cycle.
- Schools are largely failing to develop ethics and values among students as a foundation for human development.
- Children from
    - *poor and marginalized households,*
    - *with disabilities,*
    - *from ethnic minority communities,*
    - *living in hard-to-reach areas or*
    - *in special pockets of disadvantage, (urban slums, tea gardens, hill tract regions, coastal belts, low-lying and wetlands, and affected by climate change)*

    have higher probabilities of experiencing various degrees of exclusion.

Education Issues that need immediate attention

1. Education system need an **OVERHAULING**, reset the purpose of education, create mass awareness about the purpose of Education.

2. Revise/rewrite the education Policy based on the changed social contract and aspiration.

3. Establish **UNIFORM** basic education system for all children as opposed to 11 types of primary education to reduce the social gap and to promote social cohesion and harmony. ("uniform and universal system of education" in the constitution)

4. **Right to Education** Act to be approved by the Parliament and ensure Basic Education(8-10 years) education as a right of the citizen and is obligation of the state.

5. Make Education as a **public good** and discourage privatization of education of all level.

6. **CURRICULUM**?: 2023 review made the primary curriculum worse. Its not nurturing proper history, culture, ethics, value, socio-religious beliefs and practices of the country.

7. Strengthening **SPECIALIZATION OF CURRICULUM** developers as well as de-politicize these professional expert groups.

8. **TEACHERS**?: Qualification, Quality, motivation, training, support, supervision, social respect, career opportunity, authority and accountability…. All these contribute to quality education and need to **RECONSTRUCT**.

9. **COMMUNITY ENGAGEMENT**: All SMCs are politically led. Need to remove all political influences from the SMC and ensure a functional and efficient SMC.

10. Establish **CLASSROOM AS A LEARNING PLACE** instead of present coaching centers.

11. **ETHICS IN EDUCATION**: Strengthen Ethics and values in curriculum and in practice at all level(School, teachers, officials, parents). Establish Teachers and parents as role models for children.

- Extra slides.

Primary education Basic data (ASPR 2023)

SL.	Key indicators	Types	Years				
			2016	2017	2018	2019	2020
1.	No. of Schools covered by APSC 2020 (All types of Schools and LCs)	All (26) types	126,615	1,33,901	134,147	129,258	133,002
2.	No. of Schools covered by APSC: Government Primary Schools only (GPSs[1])	Only GPSs	65,620	65,620	65,620	65,620	65,566
3	Total enrolment (all types of schools and LCs and all grades)	Boys	10,797,517	10,349,280	10,331,626	9,969,626	10,560,240
		Girls	10,935,006	10,569,921	10,584,858	10,152,711	10,991,451
		Total	21,732,523	20,919,201	20,916,484	20,122,337	21,551,691
4	Enrolment in primary education from grade 1 to grade 5 (6-10 years old children)	Boys	9,227,580	8,508,038	8,539,067	8,075,892	8,595,915
		Girls	9,375,408	8,743,312	8,799,033	8,260,204	9,007,129
		Total	18,602,988	17,251,350	17,338,100	16,336,096	17,603,044
5	Enrolment in pre-primary education	Boys	1,569,937	1,841,242	1,792,559	1,893,734	1,963,960
		Girls	1,559,598	1,826,609	1,785,825	1,892,507	1,983,892
		Total	3,129,535	3,667,851	3,578,384	3,786,241	3,947,852
6	Total working teachers (all types of schools)	Male	217,798	222,138	258,751	125,643	274,095
		Female	330,403	351,863	426,649	229,089	441,451
		Total	548,201	574,001	685,400	354,722	715,547
7	Total working teachers (only GPSs)	Male	128,071	125,736	125,057	125,605	131,664
		Female	214,995	221,716	223,810	228,768	236,053
		Total	343,066	347,452	348,867	354,373	367,717

Figure 1: By type, share of primary education institutes in 2020

8. NGO Learning Center 7.21%

9. ROSC Learning Center 0.24%

10. Shishu Kalyan Primary School 0.15%

7. High Schools attached primary section 3.47%

11. Others 2.16%

6. High Madrasha attached primary section 22.48%

1. Government Primary School 49.30%

5. NGO Schools (Garde 1-5) 1.51%

4. Kindergarten 5.41%

3. Ebtedayee Madrasha 4.42%

2. Private Primary School 3.64%
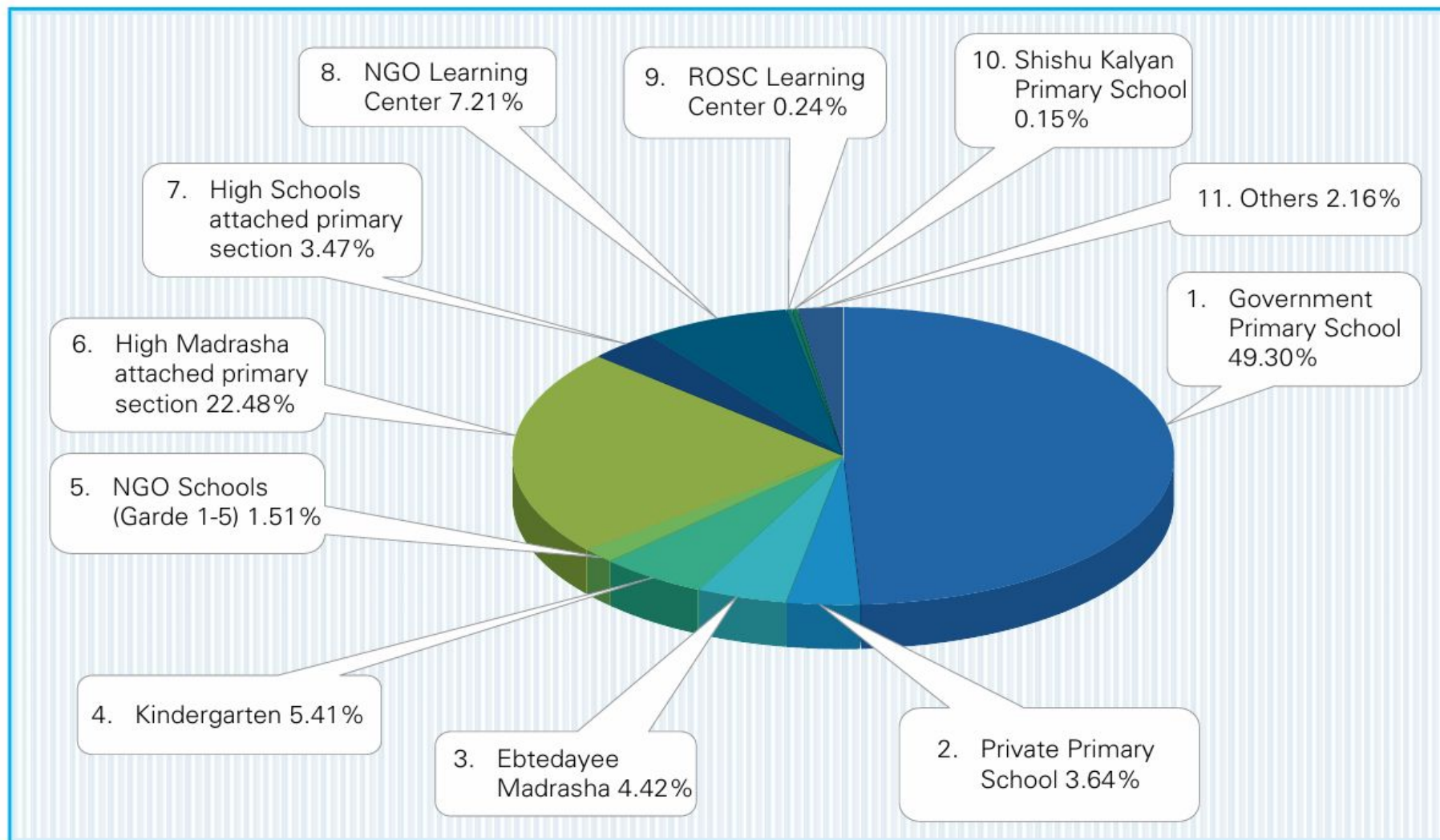
Source: DPE (2020 APSC)

Indicator 4.a.1 Proportion of schools offering basic services, by types of services

Indicator	Baseline data	Progress	Benchmark for 2030
Proportion of schools with access to-			
a) Electricity	Primary: 58.0% (2015) Secondary: 86.03% (2015)	Primary: 95.30% (2023) Secondary: 98.65% (2023)	Primary: 100% Secondary: 100%
b) internet for pedagogical purposes	Primary: 0.8% (2015) Secondary: 26.49% (2015)	Primary: 79.23% (2023) Secondary: 56.09% (2023)	Primary: 100% Secondary: 100%
c) computer for pedagogical purposes	Primary: 0.8% (2015) Secondary:76.72% (2019)	Primary: 92.50% (2023) Secondary: 59.39% (2023)	Primary: 100% Secondary: 100%
d) Adapted infrastructure and materials for students with disabilities (Ramp)	Primary: 34.0% (2015) Secondary: 14.0% (2015)	Primary: 47.10% (2023) Secondary: 18.11% (2023)	Primary: 100% Secondary: 100%
e) basic drinking water	Primary: 82.0% (2015) Secondary: 96.61% (2017)	Primary: 97.80% (2023) Secondary: 97.13% (2023)	Primary: 100% Secondary: 100%
f) single-sex basic sanitation facilities	Primary: 48.0% (2015) Secondary:95.55% (2017)	Primary: 90.87% (2023) Secondary: 95.20% (2023)	Primary: 100% Secondary: 100%
g) basic hand washing facilities	Primary: na Secondary:19.68% (2017)	Primary: 71.20% (2023) Secondary: 90.38% (2023)	Primary: 100% Secondary: 100%

Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile, and others such as disability status, indigenous peoples, and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
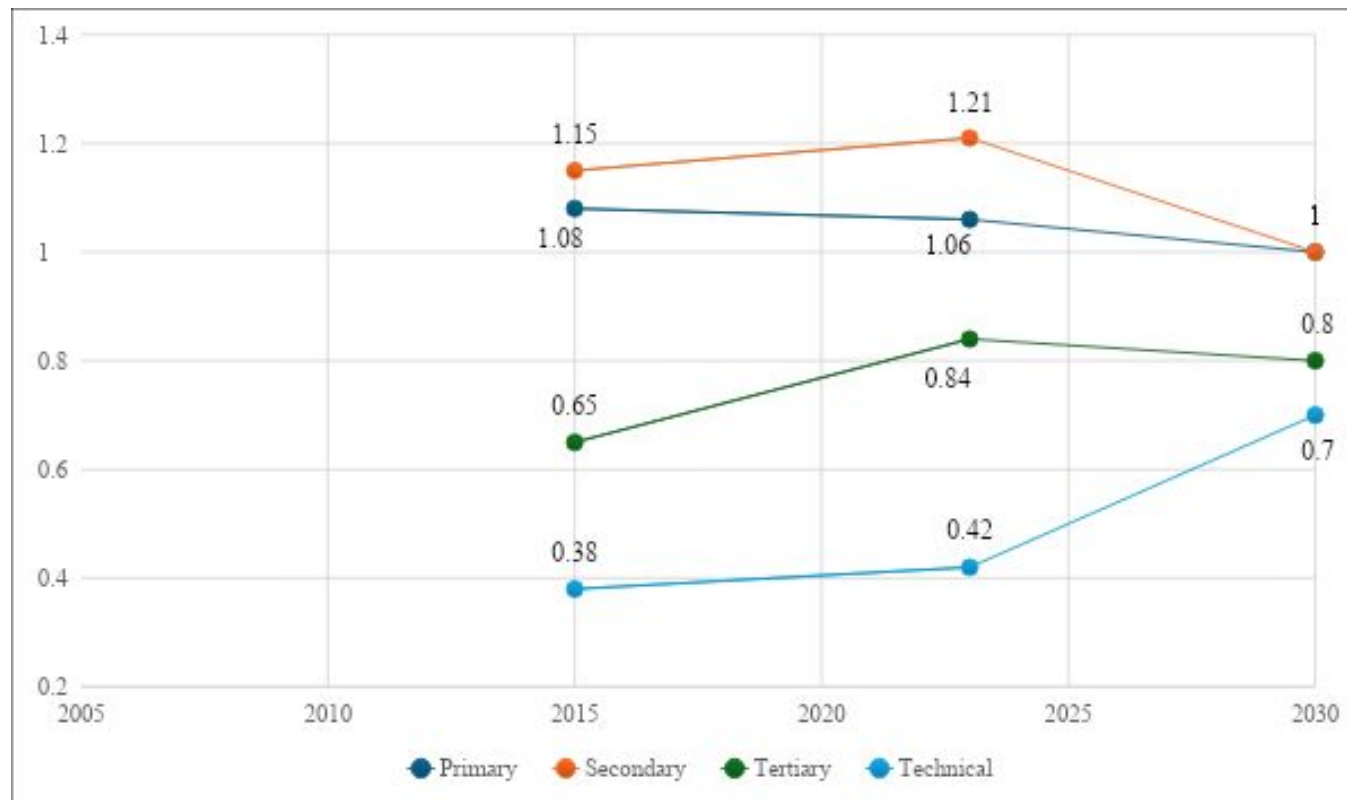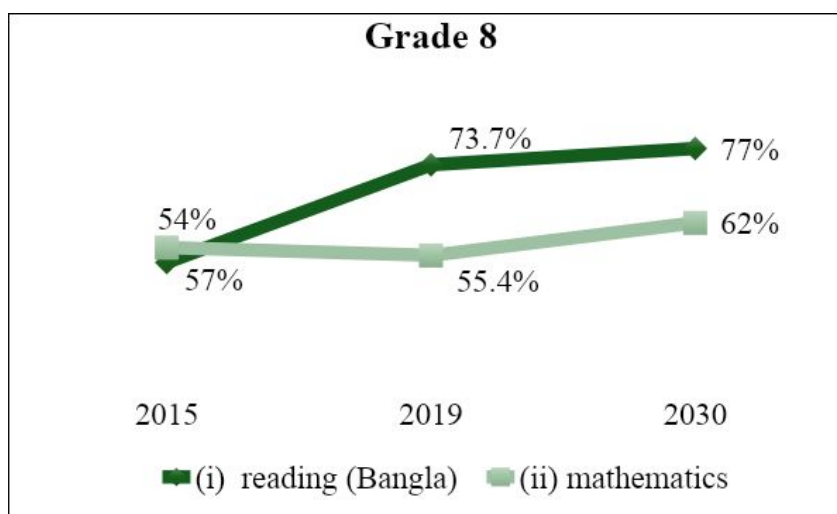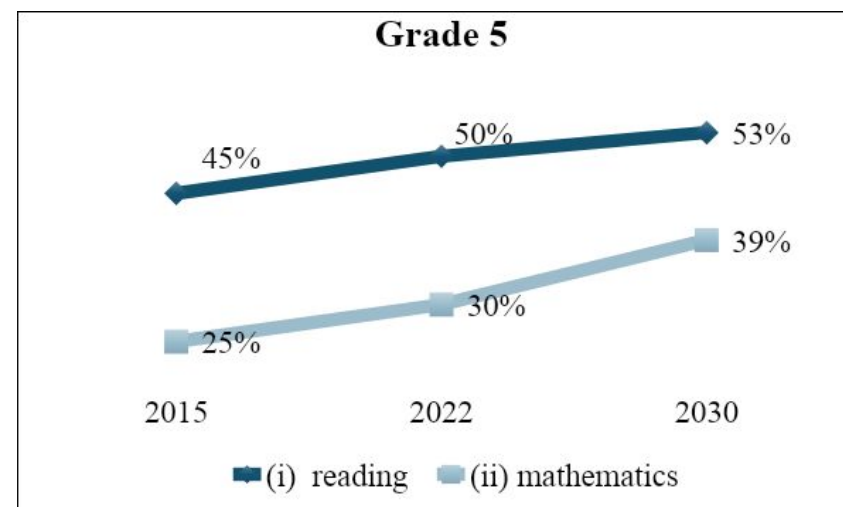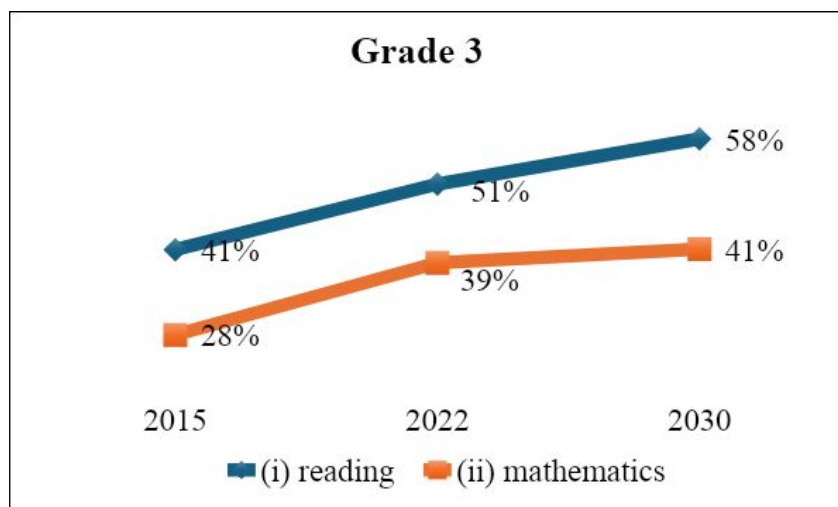

Data Source: APSC-2015, BES-2015, APSC-2023, BES-2023

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Table 4:2: Enrolment of Students by Schools Types and Gender in 2023

| Type of Schools | Numbers of Enrolled Students in different types of School | | | | | | | | | | |
| | Pre-Primary | | | Grade I to Grade V | | | | Pre-Primary to Grade V | | | |
	Boys	Girls	Total	Boys	Girls	Total	% Of Girl	Boys	Girls	Total	% Of Girl
Government Primary School (GPS)	818,921	877,752	1,696,673	4,371,781	4,917,361	9,289,142	52.9	5,190,702	5,795,113	10,985,815	52.8
Private School	66,976	66,770	133,746	352,412	351,730	704,142	50.0	419,388	418,500	837,888	49.9
Ebtadayee Madrasa	37,041	34,699	71,740	312,053	299,062	611,115	48.9	349,094	333,761	682,855	48.9
Kindergarten	612,108	585,312	1,197,420	1,892,342	1,783,613	3,675,955	48.5	2,504,450	2,368,925	4,873,375	48.6
NGO Schools	60,114	59,468	119,582	206,076	210,503	416,579	50.5	266,190	269,971	536,161	50.4
Primary Section Attached to High Madrasa	20,664	19,433	40,097	218,834	222,268	441,102	50.4	239,498	241,701	481,199	50.2
Primary Sections Attached to High Schools	57,211	61,050	118,261	329,254	356,520	685,774	52.0	386,465	417,570	804,035	51.9
Shishu Kalyan Trust School	2,161	2,228	4,389	12,448	13,509	25,957	52.0	14,609	15,737	30,346	51.9
NGO learning Centers	24,796	26,724	51,520	108,095	116,889	224,984	52.0	132,891	143,613	276,504	51.9
Others	32,204	30,647	62,851	73,707	68,949	142,656	48.3	105,911	99,596	205,507	48.5
Total	**1,732,196**	**1,764,083**	**3,496,279**	**7,877,002**	**8,340,404**	**16,217,406**	**51.4**	**9,609,198**	**10,104,487**	**19,713,685**	**51.3**

Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Grade 3
- (i) reading: 41% (2015), 51% (2022), 58% (2030)
- (ii) mathematics: 28% (2015), 39% (2022), 41% (2030)

Grade 5
- (i) reading: 45% (2015), 50% (2022), 53% (2030)
- (ii) mathematics: 25% (2015), 30% (2022), 39% (2030)

Grade 8
- (i) reading (Bangla): 54% (2015), 73.7% (2019), 77% (2030)
- (ii) mathematics: 57% (2015), 55.4% (2019), 62% (2030)

According to LAS 2023, achieved minimum proficiency in Reading was 98.52% and in Mathematics was 23.63% at the end of lower secondary.

Data Source: NSA-2015, LASI-2015, NASS-2019, NSA-2022, LAS-2023

SHED

Indicator 4.6.1 Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Indicator	Baseline data	Progress (2023)	Benchmark for 2030
Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Age group 15-45 years a) 53.6% b) 52.8% (2011)	Age group 15-64 years a) 63.06% b) 57.75% Age group 15-24 years a) 85.35% b) 78.40% Age group 15+ years a) 60.77% b) 55.67% (LAS 2023)	a) 100% b) 100%

Data Source: LAS-2011, LAS-2023

SHED

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment
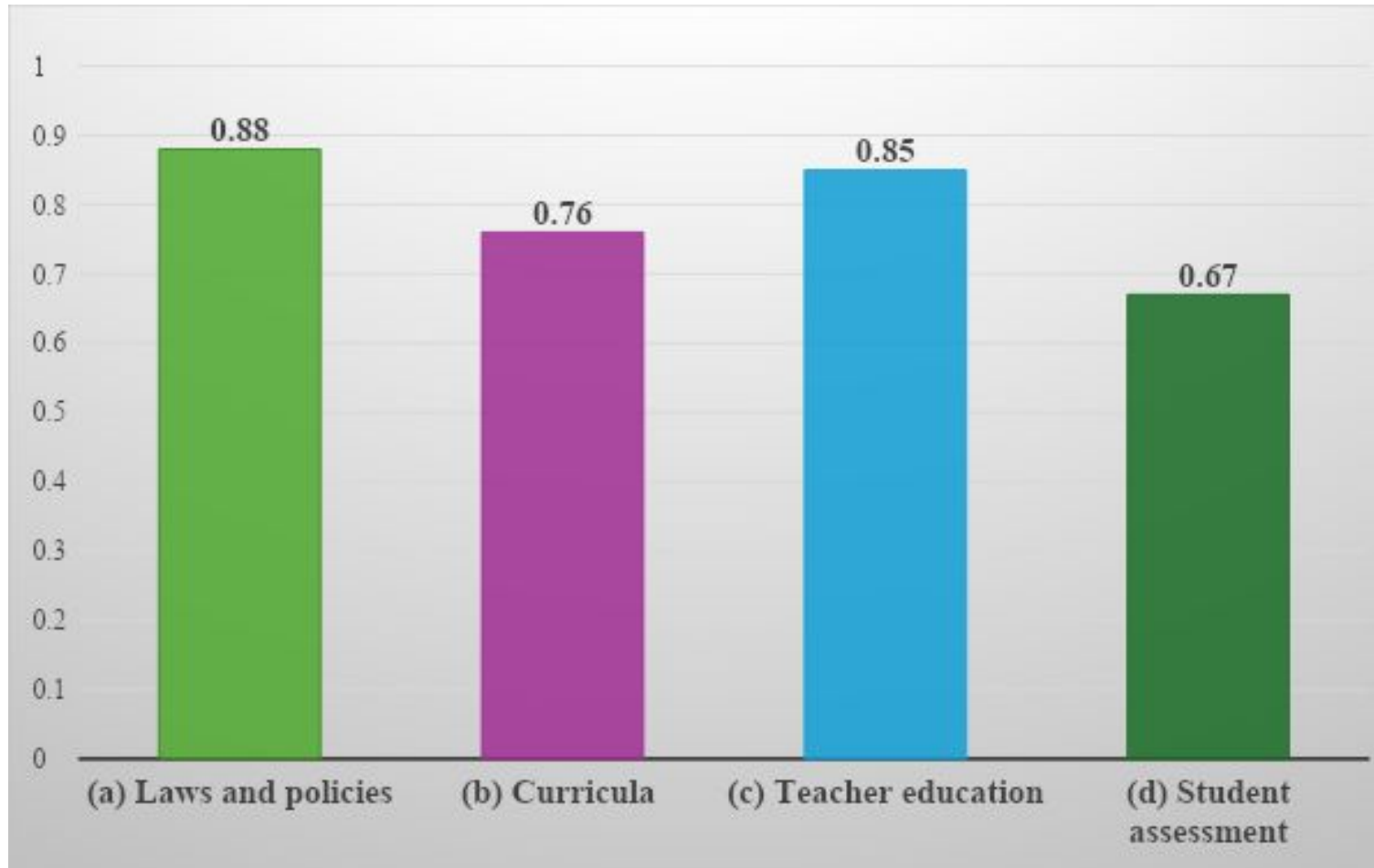
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