

Bangladesh Education Thematic Report



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UNICEF Bangladesh
March 2017

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Cover Photo: Mosamat Kajali Akter (10), a student of grade 4 of Nawaber Bagh Government Primary School, poses for a photo while enjoying her class. The school is situated in Mirpur Beri Bandh. She is a former student of UNICEF supported Pre-Primary School. © UNICEF/BANA2017/Mawa

Abbreviations and Acronyms

ABAL	Ability Based Accelerated Learning
ABL	Activity Based Learning
ASPR	Annual Sector Performance Report
BEHTRUWC	Basic Education for Hard to Reach Urban Working Children
BEN	Bangladesh Early Childhood Development Network
BHBE	Better Health Better Education
BNFE	Bureau of Non Formal Education
BRAC	NGO, (currently, BRAC does not represent an acronym)
BSA	Bangladesh Shishu Academy
CAMPE	Campaign for Popular Education
CFS	Child Friendly School
CHT	Chittagong Hill Tracts
CwD	Children with Disability
DPE	Directorate of Primary Education
DPED	Diploma in Primary Education
DRR	Disaster Risk Reduction
DSHE	Directorate of Secondary and Higher Education
ECCD	Early Childhood Care and Development
ECL	Each Child Learns
EiE	Education in Emergencies
ELC	Early Learning Centre
ELCDP	Early Learning Child Development Project
ELCG	Education Local Consultative Group
ELDS	Early Learning and Development Standards
EMIS	Education Management Information System
EU	European Union
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Primary School
HEIS	Household Expenditure and Income Survey
ICDP	Integrated Community Development Project
IE	Inclusive Education
IR	Intermediate Result
LCG	Local Consultative Group
LSBE	Life Skills Based Education
MLE	Multi Lingual Education
MoCHTA	Ministry of Chittagong Hill Tracts Affairs
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MTR	Mid-Term Review
MTSP	Mid-Term Strategic Plan
NAPE	National Academy for Primary
NAR	Net Attendance Rate
NCTB	National Curriculum and Textbook Board
NFE	Non Formal Education
PEDP2	Second Primary Education Development Programme

PEDP3	Third Primary Education Development Programme
PPE	Pre-Primary Education
RHDC	Rangamati Hill District Council
RNGPS	Registered Non-Government Primary School
SCBA	School and Classroom Based Assessment
SCE	Second Chance Education
SE	School Effectiveness
SLIP	School Level Improvement Plan
SMC	School Management Committee
SWA	Sector Wide Approach
TA	Technical Assistance
UNDAF	United Nations Development Assistance Framework
UPEP	Upazila Primary Education Plan
WASH	Water Sanitation and Hygiene
YCI	Young Champions Initiative

Executive Summary

In January 2017, UNICEF Bangladesh started a new four-year programme cycle. This report covers results achieved in 2016 under the previous programme cycle (2012-2016) as well as priorities for the new programme cycle (2017-2020).

In 2016, UNICEF Bangladesh continued its efforts in evidence based policy dialogue in education. As such, with the support of UNICEF the Ministry of Primary and Mass Education (MoPME) approved an interim strategy, Mainstreaming Second Chance Education for out-of-school children, under the Government-supported Primary Education Development Programme (PEDP3). Also within the PEDP3, and based on results of UNICEF's pilot project, the Ability Based Accelerated Learning (ABAL) model will be scaled-up, with an initial 100,000 out-of-school children targeted for 2017. Similarly, the Government developed and approved the operational and implementation guidelines for the Early Childhood Care and Development (ECCD) policy, and undertook content validation of the Early Learning and Development Standards. UNICEF also supported the Government in expanding the Diploma in Primary Education (DPED) to 60 Primary Teacher Institutes (PTIs) by January 2017 from 50 in 2015, increasing the accumulated number of teachers trained from 10,000 to 12,000 (65 percent female). The Each Child Learns (ECL) initiative, which aims to improve learner achievement, continues to grow rapidly, so that there were 1,240 primary schools in 2016 (from 980 in 2015) and 9,568 teachers trained (60 percent female), to the benefit of 500,000 children (50.8 percent girls) (an increase from 400,000 in 2015).

UNICEF played a leading role in development partners' coordination in Bangladesh. UNICEF continued its strategic role as the Chair of PEDP3 Development Partners Consortium, consisting of ten partners, which supported the Government to initiate the assessment of the six-year and USD 10 billion programme and start the planning process for the next primary education sub-sector programme. In July 2016, UNICEF handed over the chairing role to DFID as per initial agreement in the Development Partners Consortium.

UNICEF's support to the Government of Bangladesh in Education has contributed to increasing participation of children and reducing disparities. The percentage of grade 1 students with Pre-primary Education (PPE) increased from 51 percent in 2014 to 96.1 percent in 2015 (95.1 boys and 97.2 girls) (ASPR 2016). Primary net enrolment rate in 2015 at 97.94 percent (boys 97.1 and girls 98.8) increased from 97.78 percent in 2014. The internal efficiency of the system improved slightly in school completion rates, rising to 79.6 percent in 2015 from 79.1 percent in 2014 and survival rate to grade 5 increased to 81.3 percent in 2015 from 81 percent in 2014. The gender gap in net enrolment rate in favour of girls, was 1.08 in 2015 (ASPR, 2016).

In 2016, UNICEF also continued to utilize the humanitarian coordination architecture like the Education Cluster to strengthen partners' capacity and disaster preparedness and provided technical guidance in mainstreaming disaster risk reduction and education in emergencies into both primary and secondary education sector planning. To fulfil education rights of Rohingya refugee children, in 2016 UNICEF in collaboration with the Government and IOM initiated non-formal early learning and basic education programmes in Kutupalong makeshift settlement in southern district of Cox's Bazar. The first phase of the plan will cover about 10,000 Rohingya children with non-formal education services and a further expansion plan is being developed with the ultimate goal to provide universal access to non-formal education to all eligible Rohingya children residing in makeshift settlements.

The Country Programme 2017-20 follows a life-cycle approach and aims to promote a holistic approach to fulfilling children's needs across the different stages of the life cycle. In 2017, the Education Programme has identified the following priorities:

- In the area of early learning UNICEF will support the Ministry of Women and Children Affairs and relevant ministries to operationalize the comprehensive ECCD policy with costed action plan. Support will also be provided to determine the baseline state of ECCD implementation in

Bangladesh, which will facilitate assessment of the policy implementation progress at any time as well as identification of areas of attention for programming. Other priorities include: technical support to develop and operationalize quality standards for ECCD and pre-primary interventions, capacity strengthening at national and sub national level, support to design and develop the next SWAp with adequate attention and resources for ECCD and PPE modelling and service delivery to most disadvantaged and excluded children.

- In primary education UNICEF will support the Ministry of Primary and Mass Education and Directorate of Primary Education to enhance the quality of education, focusing on improving learning achievement and reducing the number of out-of-school children. Particular attention will be placed on interventions related to teacher's education, child centred inclusive pedagogy, school and classroom based assessment and education in emergency. UNICEF will continue to support the expansion of the framework Child Friendly School as a holistic approach to decentralised planning and school management. Support will also be provided to enhance the system's capacity to address the issue of out-of-school children through second chance/flexible learning strategies, including development of policies, strategies, action plans and guidelines to reduce number of out-of-school children.
- In secondary education UNICEF's attention will be on in-school and out-of-school adolescents. Removing bottlenecks and barriers to support adolescents to continue their secondary education will be the prime focus for in-school adolescents, whereas providing life, citizenship and livelihood skills with job placement will be the focus for most disadvantage out-of-school adolescents. The Life Skills Based Education initiative will be extended to technical and madrasa education as a big portion of adolescents are engaged in these sectors. The interventions will be strategically aligned to line departments and agencies of the Ministry of Education to ensure mainstreaming and sustainability of the efforts. Participation of adolescents in the programme will be another dimension in this initiative to unpack the hidden potential of adolescents to contribute to change as productive and responsible citizens.
- UNICEF will support Education in Emergencies and mainstreaming of Disaster Risk Reduction in education via technical assistance to the new primary education sub-sector programme planning. Direct support will aim at strengthening education sub-national capacity in emergency preparedness and response, especially in climate change priority districts as well as through extension of non-formal education for all eligible Rohingya children in makeshift settlements in southern district of Cox's Bazar.

Strategic Context of 2016

Country trends and progress in 2016 in the situation of children vis-à-vis Education

Bangladesh has achieved economic growth and is now a lower middle income country. The economy of Bangladesh has been growing at an average rate of more than six percent per year. The per-capita Gross Domestic Product (GDP) increased from USD 222.9 in 1980 to USD 1,211.7 in 2015.¹ Indeed, over the years, the country's GDP growth has proven resilient to global shocks, natural disasters and political turmoil. Bangladesh's Gross National Income (GNI) places it among the 25 largest developing countries in the world and the Government's *Vision 2021* details the aspiration for national graduation to upper middle-income status by 2021.

In addition to economic growth, poverty reduction, social development and good governance have also been key priorities of the Government of Bangladesh over the past two decades, and education has played a key role in strategies aimed at achieving these priorities. Over the years the number of institutions and proportion of enrolled students has grown at every level and Bangladesh's success in achieving gender parity in both primary and secondary education is acknowledged worldwide. However, the quality of education has not developed at the same pace, particularly in institutions serving the poorest and most disadvantaged children, including those with disabilities or living in urban slums, remote and disaster-prone areas.

Under the second and third Primary Education Development Programmes— PEDP 2 (2004-11) and PEDP 3 (2011-17)², one year of pre-primary education prior to school entry has been supported. An operational framework and GO-NGO collaboration guidelines have been developed to promote pre-primary education (PPE) with common quality standards. Moreover, a Comprehensive Early Childhood Development (ECD) Policy was adopted in 2013.

In 2015, nearly 99.2 percent of government primary schools (GPS) and 94.9 percent of newly nationalized primary schools (NNPS) were offering pre-primary education. The percentage of grade 1 students with PPE also increased from 42 percent in 2010, the year in which the PPE initiative was approved for implementation by the Ministry of Primary and Mass Education (MoPME), to 96.1 percent in 2015 (95.1 boys and 97.2 girls) (ASPR 2016).

Remarkable progress has been recorded in primary school enrolment reaching 97.94 percent (boys 97.1 and girls 98.8) in 2015. Progress also has been made in reducing school dropouts and improving completion. In 2015, the school dropout rate was 20.4 percent (23.9 boys and 17 girls) compared to 20.9 percent in 2014, while primary cycle completion rate in 2015 was 79.6 percent (boys 76.1 and girls 83), compared to 79.1 percent in 2014 (ASPR, 2016). Despite these achievements, the percentage of out-of-school children in the country remains at 17.9 percent (boys 18.9 and girls 17.4).³ Around 45 percent of these children are in the worst-performing sub-districts. This proportion not only clearly indicates poverty and deprivation in general, but also the need for strengthened equity in primary education.

Secondary school net enrolment is now around 67 percent (62.16 boys and girls 71.85), up from 62.25 percent in 2014. However, less than 75 per cent of children of secondary school age complete the secondary cycle (ten years of schooling). Three categories of adolescents are particularly vulnerable in terms of education: (1) those who are out of school, including those who have never been enrolled or have dropped out; (2) those who are in school, but at risk of dropout; and (3) those who are

¹ World Development Indicators 2017: World Bank (WB) and OECD National Accounts data files.

² Third Primary Education Development Programmes period was revised in 2015. The implementing period was extended from 2011-2016 to 2011-2017 to allow more time for effective planning and design of post PEDP3 interventions.

³ Education Household Survey 2014 as used in Annual Sector Performance Report 2016.

continuing and completing education, but without acquiring the competencies required for employment. Only around 11 percent of out-of-school youth participate in formal or non-formal work-Technical and Vocational Education and Training (TVET), with informal apprenticeship counting for more than half. Overall, opportunities for girls are particularly limited; they comprise only 1 in 3 TVET participants. The Education Policy 2010 proposes raising compulsory primary education to grade 8 by 2018 and expanding vocational/ technical training as measures to increase opportunities for adolescents.

As illustrated above, dropout rates at the primary and secondary level continue to be a concern in Bangladesh. Gender, socioeconomic status and geographical vulnerability strongly influence the decision to remain in school. In classes 6 and 7, the dropout rate is more than double among girls than among boys; the highest dropout rate, meanwhile, is at class 8, in which 14.6 percent of both boys and girls leave school (BENBEIS 2015). Trends show that improving the quality of learning and relevance of education are critical determinants for reducing dropout rates. Early marriage has also been identified as a determinant for girls' dropout, yet the linkage between completion of secondary education and child marriage is weak (26 percent of women aged 20-49 who were married before age 18, 28 percent in the same age group who were not child brides). Other key factors include a shortage of secondary schools and quality teachers; home-to-school distance; a need for a child-friendly environment and addressing various protection issues; a need for enhanced life, livelihood and citizenship skills-based education; and costs of education.

Bangladesh also has the highest proportion of out-of-school children at lower secondary level in the South Asian region and precise information on second chance education/non-formal education (SCE/NFE) coverage is difficult to obtain. Illiteracy remains a major issue in Bangladesh and a significant constraint on development, signifying a key lost opportunity and the urgent need for additional emphasis on SCE/NFE. For example, 1 in 3 women who have completed primary education are still illiterate.

Bangladesh has overcome gender disparity in access to primary and secondary education over the last two decades and achieved the MDG target for gender parity which now stands in favour of girls. The gender parity for Net Attendance Ratio (NAR) in Primary School was 1.08 in favour of girls in 2015 and 1.30 for secondary education adjusted to include higher levels. These figures indicate that female enrolment and completion rates in fact surpass males, raising a concern about the disadvantage of adolescent boys who may be drawn into child labour to support their families. The gender gap in adult literacy and in vocational-technical education and training, though improving, still persists.

In Bangladesh, children with disabilities have clearly been among the most marginalised when it comes to education. It was reported in 2002 that out of an estimated 1.6 million children with disabilities in the primary school-age group, only 4 percent had access to education in areas with no disability services. Overall the inclusive education concept and practice are at a nascent stage of development in the country. Awareness and understanding of inclusive education is often limited, with education for children with disabilities segregated in a system not under the portfolio of the Ministry of Primary and Mass Education, but rather, the Ministry of Social Welfare. This also underscores the persistent overall "welfare approach" to children with disabilities, instead of recognizing them as right holders. More than 7.9 million primary school children benefit from Government stipends, which are intended to target 40 percent of the poorest families in the country, as well as children with disabilities. However, children in the poorest households are twice as likely to suffer from education deprivation compared to those from the wealthiest households.

The quality of education remains a central issue, with unqualified teachers, inadequate infrastructure, and poor nutrition status of children all affecting learning. Many schools are overcrowded, and 80 percent of the schools run double shifts with learning time in a school year being about half of the international average of a thousand hours (EFA 2015). Pupil-teacher ratio remains short of the target of 40:1. These factors combine to limit effective contact hours. Moreover, as per the 2013 National

Student Assessment report only 25 percent of 5th grade students achieved required competency levels both in Bangla and Math. Furthermore, fewer than 1 in 2 boys and barely 1 in 3 girls who completed primary education in 2011 were functionally literate.

In Bangladesh, the frequency and nature of disasters have particular negative impacts on the education sector. Children's access to education is disrupted when schools are damaged or destroyed by climate-related disasters or used as shelters. In addition, children are kept from attending school when family livelihoods and financial resources are negatively affected by environmental hazards. Often disruptions in education translate into higher drop-out rates, lower academic achievements and other harmful practices like child-marriage. A baseline assessment on the impact of natural disasters on Bangladesh primary schools found that 84 percent of sampled schools in disaster-prone areas experienced extended closures lasting on average 26 days. In addition, 70 percent of sampled schools were used as shelters, with the majority reporting severe losses and damages to school facilities, particularly to water sanitation facilities and furniture. Affected schools also reported a 3 percent increase in dropout rates and lowered competency achievement. In the past years, natural disasters, particularly cyclones, have disrupted the education of more than 1.5 million children. It is expected that this trend will be aggravated in Bangladesh with climate change, as it has a direct negative impact on the frequency and severity of disasters.

Bangladesh's southern district of Cox's Bazar hosts Rohingya refugees, one of the world's most persecuted minorities. It is estimated that more than 30,000 registered Rohingya refugees live in official camps, around 55,000 undocumented Rohingyas reside in makeshift settlements and between 300,000 to 500,000 live scattered within the host communities throughout the district and across the country. In 2016, as a result of increasing violence in Myanmar, additional 74,000 Rohingyas have sought refuge in Cox's Bazar District in Bangladesh.⁴ This new influx of refugees not only aggravates the pre-existing crisis of Rohingyas in Bangladesh, but also puts additional pressure on the already fragile social and economic structure of Cox's Bazar. Overall, Rohingya refugees in Bangladesh live under severe conditions in camps and makeshift settlements, where the poverty level is high, economic opportunities are inadequate, and access to basic social services is limited. In 2013, the Government developed the National Strategy on Myanmar Refugees and Undocumented Myanmar Nationals under which humanitarian organizations have been providing support and basic services to Rohingyas in makeshift settlements. However, serious gaps in service provision remain, particularly in education for Rohingya children in makeshift settlements and host communities. It is important to note that the lack of a national identity document or legal status prevents Rohingya children from enrolling in government schools.

A year after the launch of the SDGs, what are the key challenges and changes that are happening in the country narrative, partnerships, resources

Bangladesh's strong commitment to reduce poverty, improve human development and reduce inequality has translated into effective actions that have enabled people across the country to improve their lives and their future prospects. Particularly, Bangladesh attained lower middle income status in 2015 and registered considerable achievements on several Millennium Development Goal targets.

As Bangladesh embarks on the journey to advance the 2030 Agenda for Sustainable Development and given that it aspires to gain upper middle income status by 2021, the nature of development support to the country is starting to shift. Greater support is required particularly in the areas of capacity development and technical assistance for policy and advocacy, management, and data and knowledge generation. Central to this imperative, is to prepare Bangladesh at national level—the government and non-government organizations, including civil society and private sector—to take on greater ownership and responsibility for its own development. Nevertheless, during this transition period, a

⁴ Inter-Agency Coordination Meeting at Cox's Bazar, 19 February 2017.

range of equity focused, environmentally sustainable, accessible and gender friendly service delivery interventions are also necessary for the maintenance and attainment of further equitable results for all children in the country.

In 2016, the Government of Bangladesh initiated the implementation of the 7th Five Year Plan 2016-20. The Plan aims at bringing greater and shared prosperity with a higher growth trajectory of 7.4 percent a year during the next five years. Importantly, the Plan acknowledges the barriers that are preventing children from reaching their full potential and considers the enhancement of systems to provide children and their families' access to HIV, gender and adolescent friendly services. Child marriage has also been highlighted as a priority issue for the government.

At present, Bangladesh's environment is favourable to achieve further development, yet to ensure sustainability, increased financial commitment in certain social areas is required. For instance, education financing has not changed significantly in the last decade despite stable economic growth, and instead it has even decreased. Expenditure on education as a percentage of GDP was 2.0 in 2013, whereas almost ten years before in 2007 this figure stood at 2.2 percent.⁵ It is widely recognized that the SDG education targets cannot be achieved without a firm commitment from governments to allocate adequate resources to the education sector.

How is UNICEF positioned to engage or address these?

UNICEF Bangladesh Country Programme 2012-16 ended in December 2016. In January 2017, UNICEF Bangladesh started a new four-year programme cycle. The Bangladesh Country Programme 2017-20 follows a life cycle approach and its outcomes reflect the life stages (0-5 years, 6-10 years, adolescence), highlighting the need for coordinated multi-sectoral programming to holistically address children's needs. Within this structure, UNICEF will continue to support the strengthening of Bangladesh's education system through the introduction or upgrading of age-specific strategic interventions, all focused on the most marginalized and excluded children. Leveraging its comparative advantages, UNICEF will particularly concentrate on primary education to strengthen the system's capacity to increase learning achievements and reduce the number of out-of-school children. In addition, it will work to remove critical bottlenecks (e.g., early marriage, child labour, etc.) that constrain the transition from primary to secondary level, continuation of secondary education, and the education-to-work transition.

To create equitable learning opportunities for all children, an enabling environment will be facilitated both at policy and implementation levels, including the specific focus on system strengthening noted above, as well as enhanced quality of services, ensuring child participation and enhancing partnerships for education results. Implementation of innovations in service delivery to reach the most marginalized and excluded, in locations such as urban slums, hill and coastal areas, and refugee camps, will be complemented by evidence-based advocacy to scale up and mainstream such initiatives.

Moreover, UNICEF will continue to participate in the Development Partners Consortium for the next primary education sub-sector programme (post-PEDP3) which will start in January 2018. At present, the Government of Bangladesh and Development Partners are jointly designing the new programme. UNICEF has been designated as the lead agency for the design notes on out-of-school children, pre-primary education, disaster risk reduction in education and education in emergencies, and communication for development.

UNICEF will also support policy dialogue with the Government of Bangladesh and advocacy efforts among key education stakeholders specifically on increasing the share of public spending on education as well as on the approval of the Education Act. UNICEF will be also continuing a dialogue with the National Task Team on Undocumented Myanmar Nationals and Ministry of Primary and Mass Education on finding a longer term and sustainable solution for education of Rohingya children.

⁵Op.cit. World Development Indicators 2017

Further, the UNICEF Bangladesh Education Programme will capitalize on the scope of and opportunities for integration with other sectors, grounded in its own life cycle-based programming. Leveraging resources through networking and collaboration from potential education agencies/institutions within and outside the region, UNICEF's efforts will aim at enabling existing systems to deliver high-quality education and development services that will stand on the principles of equity and inclusion. As for the Sector Wide Approach Programme, the Education Programme will ensure allocation of resources from existing UNICEF cross-sectoral interventions, and excel at programme development, including planning and implementation.

To achieve results for children, the Education Programme will partner with the Ministry of Primary and Mass Education, Ministry of Education, Ministry of Women and Children Affairs, Ministry of Chittagong Hill Tract Affairs, Ministry of Disaster Management and Relief, and all relevant directorates, department, boards and academies under these Ministries. Likewise, it will deepen partnerships with national and international non-Government organizations (NGOs), and technical and academic agencies/networks.

What are specific challenges?

A considerable number of laws and acts protect the rights of children in Bangladesh, however the status of children remains deeply rooted in social norms, attitudes and practices: individuals younger than age 18 are not always considered as children, which deeply affects the realisation of children's rights, including their right to quality education. Importantly, social perceptions and expectations of childhood continue to vary according to age, gender, social class, wealth, disability and other factors. For instance, child labour is perceived as an acceptable coping strategy for families facing daily challenges. Child marriage is justified by the willingness of parents to protect their daughter against sexual abuse or loss of honour due to sexual relation outside marriage, and to ensure their capacity to pay the dowry that increases with the age of their daughter.

At the same time, implementation of policy can be slow in Bangladesh. In Education specifically, the approval of the Education Act was initiated in 2011 and is still pending. One of the breakthrough provisions in the draft Education Act is the stipulation for compulsory basic education which would be universal in nature and free of cost. Approval of the Act will create a legal foundation for advancing the fulfilment of education rights for all children in Bangladesh.

Bangladesh is one of the world's most disaster-prone countries, with nearly all of its area and people at risk of multiple hazards. In this context, children, adolescents and women have a particular need for strengthened resilience. While cyclones and floods pose the greatest risk at national level, the north-eastern and south-eastern regions are vulnerable to earthquakes as well. Recurrent hazards erode development gains and perpetuate vulnerability. Global evidence shows that during disasters, child marriage and child labour become options for parents to reduce their own household vulnerabilities, which can work as strong "pull" factors for dropout from education. Likewise, disasters disrupt learning as classrooms are destroyed or used as shelters.

Moreover, Bangladesh's vulnerability to disasters is being aggravated by climate change, through the likely increase in weather and climate hazards which threatens to accelerate ecosystem degradation, reduce clean water and food availability, and negatively impact individuals' livelihoods.

Results in the Outcome Area

As mentioned above, in January 2017 UNICEF Bangladesh started a new four-year programme cycle. This Thematic Report covers results achieved in 2016, which contributed towards the achievement of Education targets outlined in Bangladesh's 7th Five Year Plan, the goals of Primary Education Development Programme (PEDP3) and the UNDAF for 2012–16. All the framing documents and policies share the overarching strategy to improve equity in the delivery of social services, so that each child enjoys his/her basic human rights.

The information in this section is organized according to the four outputs under the Education Programme Outcome during the 2012-16 Country Programme.

Outcome: By the end of 2016, women, children, and youth in 20 selected districts demand and benefit from increased and more equitable utilization of quality health, nutrition, population, education, water, sanitation, and HIV services.

Output 1.4.1: Directorate of Primary Education and its offices in the 20 convergence districts have capacities to increase student learning achievement and survival rate to grade five.

In 2016, UNICEF Bangladesh Education Programme continued to work with the Government on a combination of strategies to support the implementation of the Third Primary Education Development Programme (PEDP3), which is the sub-sector plan that addresses bottlenecks affecting children's participation in Primary Education.

As chair of the Donor Consortium from July 2015 – June 2016, as well as co-chair of the Quality Working Group, UNICEF continued to play a key role in the sector coordination and leveraging resources of PEDP3 to increase learner achievement, school completion, and address equity issues especially in the 20 UNDAF districts with technical assistance through key interventions such as Diploma in Primary Education, Each Child Learns, Pre-primary Education, School Effectiveness to strengthen school development planning, School and Classroom-based Assessment and integration of guidelines on Inclusive Education and Equity in the curriculum of teacher training programmes.

In 2016, UNICEF supported the government in expanding the programme Diploma in Primary Education (DPED), designed to upgrade teacher qualifications and quality, to 60 Primary Teacher Institutes (PTIs) from 50 in 2015. The total number of teachers trained increased from 10,000 to 12,000. Through the Government's partnership with Dhaka University's Institute of Education and Research, the Institute continued to provide quality assurance to the DPED course to ensure quality of the overall programme.

UNICEF continued the expansion of the Child Friendly School/School Effectiveness framework to 1,210 primary schools, benefitting approximately 250,000 children in the 20 UNDAF districts. A total of 3,967 teachers (up from 2,832 in 2015), of whom 60 percent are women, strengthened their knowledge and skills on child centred methodologies and holistic approach to school development planning that takes into consideration the specific needs of each school. Nearly 5,045 School Management Committees members (60 percent female) (up from 3,884 in 2015) were trained and developed annual school improvement plans. Through the application of this framework, schools are expected to enhance learners' achievements.

UNICEF's continuous advocacy for an efficient and effective decentralized school management system contributed to the provision of School Level Improvement Plan (SLIP) grants to 85 percent of primary schools in 2016 (up from 75 percent in 2015) by the government from its pooled funds, benefitting approximately 16.66 million children (up from 14.7 million in 2015). The government released funds to enable 50 upazilas across Bangladesh to prepare upazila Primary Education Plans (UPEPs) being currently implemented.

As part of tracking efficiency and effectiveness of SLIP and UPEP, two comprehensive studies namely, “SLIP Lesson Learned” and “Public Expenditure Tracking Survey” (PETS) were conducted in 2016. Based on study findings and stakeholders consultation SLIP and UPEP implementation guidelines and training manual were revised and upgraded in 2016.

The Each Child Learns (ECL) initiative, which aims to improve learner achievement, continues to grow rapidly. In 2016, 1,240 primary schools were functioning under this initiative compared to 980 in 2015. A total of 9,568 teachers (60 percent female) have been trained, increasing the number of children beneficiaries from 400,000 in 2015 to approximately 500,000 in 2016 (50.8 percent girls).

Released in 2016, the Phase 2 report of the longitudinal study initiated in 2014 to assess the efficiency and effectiveness of ECL showed similar results to Phase 1. Namely, after grade 2, children in ECL schools performed slightly better than those in non-ECL schools. It also revealed challenges to ECL implementation that require policy interventions. The recommendations/findings are informing changes to Phase 3. Moreover, UNICEF’s support towards two study visits to India, one of education experts to participate in a workshop on Activity Based Learning (ABL) methodology and another for education personnel on management of ECL, contributed to the development of teaching/learning materials under the ECL Strengthening Model approved by the Government. This model aims at improving implementation of ECL based on the ABL model. ECL will be scaled to 1,440 schools (additional 200) in 2016-17.

Output 1.4.2: The disparity between national average and the 20 convergence districts and urban slums in pre-primary level NER and transition rate to grade-I reduced by 50%.

UNICEF continued its support to the Ministry of Women and Children’s Affairs in 2016 for capacity building, system strengthening and delivery of early learning and school preparedness services to extreme vulnerable children.

During the reporting period, the Governance and Technical Committees finalized the content related to the development of children 0-8 years old in the Early Learning and Development Standards (ELDS) that were drafted in 2012/13. The ELDS have now been approved by 16 Ministries concerned with early childhood development. Similarly, the operation plan to translate the National Policy on Early Childhood Care and Development (2013) into action has also been endorsed in October 2016. The Early Learning for Child Development Programme (ELCDP) obtained approval for one year extension (2017) with committed actions for the institutionalization of ECD. For instance, to conduct a study on the ECD State of Affairs creating a baseline for measuring the future progress towards the achievement of SDG 4.2, complete the age validation of ELDS, prepare a study on the mobility of the students after preschool and organize school preparedness opportunities for children in poorer conditions. Additionally, a National Coordination Committee headed by the State Minister, Ministry of Women and Children Affairs has been formed in December 2016. The Government has also established a Children’s Wing within the Ministry, headed by a Joint Secretary, to advance the agenda of children, including young children age 0-8 years old. Upgrading the Children Wing into a well-established Children Directorate is being discussed by the government. These actions clearly demonstrate progress in institutional development for promoting the rights of young children and early childhood care and development (ECCD).

To increase availability of early learning and PPE services, UNICEF continued to provide technical assistance to the government for strengthening institutional preparedness and capacity development at the national level and contributed towards four key achievements under the sub-sector plan, namely the review and revision of (i) PPE service standards and the expansion plan, (ii) GO-NGO collaboration guidelines for the implementation of PPE, (iii) a national PPE curriculum and teaching learning package, and (iv) incorporation of PPE contents in the Diploma in Primary Education (DPED) for Primary school teachers. The quality of existing PPE was assessed with technical assistance from UNICEF in 2016 and the findings will be used for programme design in the next programme (post PEDP3).

The mainstreaming of PPE in 37,985 Government Primary Schools and 23,949 Newly Nationalized Primary Schools contributed to the country's ability to offer early learning and school preparedness to all eligible children. PPE teaching learning package trial in 24 selected schools has been finalized. Modifications have been suggested by the expert committee of the National Curriculum and Textbook Board (NCTB) to refine the PPE materials. The changes will be reflected when the materials are reprinted in 2018.

In 2016, UNICEF continued its support to ethnic minority populations in the three districts of the Chittagong Hill Tracts (CHT) in south-eastern Bangladesh through community-based multi-purpose *para* (community) centres, which provide early learning services to young children along with parenting education, and health, water and sanitation services. At present, there are 4,000 centres offering early learning and pre-primary education to approximately 60,000 children age 4-6 years old in the target districts. The PPE package for ethnic children and the *para* workers training guides have been printed and disseminated among the centres through cascade trainings reaching 2,400 *para* workers in 2016.

UNICEF also enhanced advocacy for Multilingual Education (MLE) that resulted in the Government's initiative to develop a comprehensive MLE package in five ethnic languages for Pre-Primary schools and early grades of primary school. UNICEF's pilot programme of MLE education in 200 centres in CHT will further provide the NCTB with lessons for upgrading the developed teaching and learning materials in the future.

UNICEF's direct support to service delivery in UNDAF districts, tea gardens, ethnic communities and urban slums contributed towards an increased transition rate from PPE to grade 1 of almost 100 percent. Overall, 57,390 children who completed PPE in UNICEF supported preschools in 2015 enrolled in grade 1 at the beginning of 2016. In addition, 115,000 new children (49 boys and 51 girls) were supported with preschool and early learning opportunities in 6,159 learning centres. UNICEF continued support to innovative approaches to PPE encouraged the Government to expand its coverage. An additional 15 PPE centres were established in the border area of Kurigram, benefiting 450 children. In 2016, support was also provided to 350 preschools in Sylhet tea garden area with teaching learning materials, operational costs and other support cost covering 11,220 children.

In 2016, as a result of the increased influx of Undocumented Myanmar Nationals (UMN) in the district of Cox's Bazar, UNICEF in collaboration with the government and IOM initiated an early childhood development and primary education programme for 3,000 UMN children. According to preliminary estimates this initiative covers only one tenth of the needs, considering that people continue to arrive. UNICEF is developing a medium term strategic plan, including fundraising efforts to extend access to early learning and basic non-formal education.

A collaborative partnership between the National Academy for Primary Education, National Curriculum and Textbook Board, DPE and CSOs was instrumental to incorporate ECD and school preparedness into the Diploma in Primary Education Programme curriculum. As a result, newly recruited primary school teachers will receive a foundation on child development, child psychology and early learning, as well as on their importance and methodologies for implementation.

Output 1.4.3: Disparity between 20 convergence districts including selected urban slums and national average for NER at primary level and grade-5 completion rate is reduced by 50 percent.

UNICEF's support to the Government on Second Chance Education (SCE) to promote mainstreaming of children from non-formal learning centres into formal primary schools, continued to contribute to the reduction of disparities in net enrolment rates (NER) and grade 5 completion for out-of-school children.

UNICEF continued to support the Ability-Based Accelerated Learning (ABAL) intervention under SCE that comprises 40 months of learning based on the national primary education curricular

competencies, which started in 2012 in selected rural areas covering competencies from grades 1-5. In Satkhira and urban slums, 20,187 out-of-school children aged 8-14 years (up from 15,037 in 2015) were enrolled, and 10,500 children (an increase from 3,902 children in 2015) were mainstreamed into formal primary education.

In order to upgrade the quality of the ABAL materials and teaching methodology, UNICEF worked with Jagorani Chakra Foundation, a NGO partner, to network with the RIVER Foundation of Rishi Valley, India. Resource persons from the RIVER Foundation were invited by the partner to Dhaka for a five-day workshop. Plans have been developed for improving the ABAL under the close supervision of the resource persons from India – an example of South-South cooperation. The entire activity was self-supported by the partner in the spirit of strengthening and sustaining its own internal technical capacity. UNICEF is providing support to phase 2, involving the upgrading of materials, which started at the end of 2016.

UNICEF also continued to implement life and livelihood skills training, followed by job placement for 2,000 (1,200 female and 800 male) out-of-school adolescents age 14-18 years identified in Satkhira and Khulna. Ten percent of the adolescents are children with disabilities.

The Ministry of Primary and Mass Education established in 2015 the Division of Second Chance Education and recruited staff within the Directorate of Primary Education (DPE). UNICEF's Education focus for 2016 was to support the Government to mainstream the out-of-school children initiative within the Sector-Wide Approach (SWAp) through the development of strategies and an action plan, including building the capacity of relevant professionals. UNICEF provided technical support to DPE to prepare the detailed implementation modality of the Second Chance Education for out-of-school-children. This implementation guideline has been approved by the Ministry in February 2016. Continuous technical support also enabled the Second Chance and Alternative Education Division of DPE to play a role in the development of the short- and medium-term action plan. As a result, 100,000 out-of-school children are targeted under the four identified models, including UNICEF supported ABAL. Efforts also continued to develop a long-term strategy to reduce the number of out-of-school children. As part of the strategy, and with UNICEF technical and financial support, a study to review the above mentioned models and modalities of SCE was completed in November 2016.

UNICEF also worked as the focal agency to design the out-of-school children intervention for the next Sector-Wide Approach programme, in consultation with all relevant stakeholders. UNICEF helped to complete a baseline survey (through social mapping) on out-of-school children in the targeted areas and develop a project database. The baseline recorded a total of 1,419 out-of-school children aged 8-14 (boys 694 and girls 725).

Output 1.4.4: Ministry of Education, Ministry of Mass and Primary Education and partners at national and sub-national level have capacity to implement inclusive education.

UNICEF's support to Life Skills Based Education (LSBE) included advocacy and technical assistance to the Ministry of Education, Directorate of Secondary and Higher Education (DSHE) and the National Curriculum and Textbook Board to address the psycho-social needs of adolescents, especially girls. The integration of Life Skills Based Education into the national curriculum by the NTCB, and training of teachers is benefitting all eight million secondary students (approximately 40 percent girls).

With UNICEF's support, DSHE trained approximately 6,000 secondary teachers in 20 UNDAF and two non-UNDAF districts throughout 2016. The National Curriculum and Text Book Board provided training to more than 120 teacher trainers. In 2016, these trainers have trained 900 secondary teachers in 20 selected districts and two urban areas. Since January 2017, the government has started to provide training without UNICEF financial support.

In 2016, UNICEF Bangladesh supported the Inclusive Education (IE) Cell at the Directorate of Primary Education under MoPME to develop the Inclusive Education and Gender Five-Year Strategy Document, along with a Conceptual Framework. The document specifies strategic goals to promote and ensure

inclusive education in the primary sub-sector, as well as a time-bound action plan that includes capacity building efforts. The plans include having UNICEF support the training of 100 trainers in 2017 to further train more than 2,500 teachers from seven divisions. At the moment UNICEF is negotiating with the Government to include this component into the next primary education development programme. In 2016, an integrated training package comprising Inclusive Education, Better Health Better Education and Gender was developed. A total of 480 teachers received the training. At the same time, 1,620 teachers in 20 UNDAF district received one day- Better Health Better Education (BHBE) training.

Six UNICEF field offices are working with local level governments to implement Inclusive Education (IE) through the School Level Improvement Plans (SLIPs) utilising the School Effectiveness (SE)/Child Friendly School (CFS) approach.

UNICEF also supported the Communication Strategy for PEDP3 that focused on the capacity development of divisional-level officials to implement initiatives that promote behavioural change and best practices for enhanced children's participation in education. Therefore, UNICEF supported the government to initiate communication and social mobilization activities for those purposes and also supported a national annual event in September to celebrate a "Meena Day" that focused on ensuring that quality education was provided to children in emergencies.

UNICEF is working closely with DPE communication cell to strengthen their capacity to plan and monitor the effective implementation of communication interventions under PEDP3. It is anticipated that the capacity issues within DPE's Division of Policy and Operation, and Administration Division will be addressed through their active involvement in the implementation of activities in the Communication Strategy. Activities in the strategy are expected to contribute to an enhanced public perception of education in Bangladesh.

UNICEF's strategic engagement with LSBE and support has contributed to DSHE's adoption and mainstreaming of the Young Champions' Initiative (YCI) of UNGEI in all secondary schools for peer education among adolescents, support towards girls education and campaign against child marriage. Under this initiative, more than 300 in-schools adolescents have been trained as Young Champions (YCs) (i.e. adolescent Peer Leaders), and approximately 50 head teachers and focal teachers as well as 22 SMC members have been trained as Master Trainers on Young Champion's training package from 40 secondary schools in 22 selected districts.

UNICEF's technical assistance contributed to the training of 2,300 teachers on the Gender Toolkit in the 20 UNDAF districts and another 150 were trained on Better Health Better Education as part of the School Effectiveness programme.

As part of UNICEF's timely and effective delivery of Core Commitments for Children (CCCs) in humanitarian action, UNICEF supported the Government to approve the Education in Emergencies (EiE) and Disaster Risk Reduction (DRR) framework document which is based on the Comprehensive School Safety pillars and is aimed at protecting children and teachers from death and injuries in schools, planning for educational continuity in the face of hazards, strengthening disaster resilient citizenry through education and safeguarding education sector investments. UNICEF was also designated by MoPME as the lead agency to support development of the design note on Education in Emergencies and DRR in Education for the next primary education sub-sector programme to launch in 2018.

As a part of its overall humanitarian response to cyclone Roanu in Cox's Bazar and the floods in the north-west region of the country in 2016, 31 schools were renovated or constructed, restoring education access to more than 8,000 school children.

As part of the Ending Child Marriage Initiative, UNICEF supported both the Primary and Secondary Education sectors in training 330 Master Trainers from Primary Teacher Institutes and Teachers' Training College and 18,490 teachers (Primary: 10,020 and Secondary: 8470). UNICEF also supported

the organization of 22 Meena events in 10 upazilas in districts that are a focus of the Ending Child Marriage initiative and one national level event on Ending Child Marriage in Dhaka. Altogether, 1.05 million students from 2,640 schools (1,530 primary and 1,110 secondary) benefited through this programme in selected Ending Child Marriage districts. In addition, 30 master trainers trained in inclusive education for children with disabilities.

UNICEF Bangladesh Education Results Framework

Outcome: By the end of 2016, women, children, and youth in 20 selected districts demand and benefit from increased and more equitable utilisation of quality health, nutrition, population, education, water, sanitation, and HIV services.			
Indicators	Baseline (% and/or #)	Target (% and/or #)	Progress (% and/or #)
Proportion of boys and girls who enrolled in grade 1 reaching the last grade of primary education by 2016	74% (2011)	85% (2016)	81.3% (2016 ASPR based on 2015 data)
Output 1.4.1 Directorate of Primary Education and its offices in the 20 convergence districts have capacities to increase student learning achievement and survival rate to grade five.			
Output indicators	Baseline (% and/or #)	Target (% and/or #)	Progress (% and/or #)
Percentage of Upazilas that implement Upazila Primary Education Plans (UPEP) and School Level Improvement Plans (SLIPs).	0 for UPEP and 50% for SLIP (2012)	10% for UPEP and 100% for SLIP by 2016	40% for UPEP; 100% for SLIPs in 2015
Proportion of primary schools that have developed child centred development plans.	0 (2012)	1% by 2016	1.88% (1,200 schools) in 2016
Number of schools that implement Each Child Learns/Child Friendly School model interventions, which aim at improving learning competencies.	36 schools (2012)	1,500 by 2016	2,150 (ECL: 1,240 & CFS: 910) in 2016
Output 1.4.2 The disparity between national average and the 20 convergence districts and urban slums in pre-primary level NER and transition rate to grade-I reduced by 50%.			
Output indicators	Baseline (% and/or #)	Target (% and/or #)	Progress (% and or #)
Number of children aged 3–5 attending early learning and pre-primary education in selected urban slums and UNDAF districts	150,000 with 50% girls (2012)	1 million with 50% girls; 30% with UNICEF direct contribution – by 2016	604,488 with 50% girls in 2016
Proportion of pre-school graduates from UNICEF supported centres who enrol in grade one in 20 UNDAF districts.	90% (2012) with gender parity	97% with gender parity by 2016	99% with gender parity in 2016

Output 1.4.3 Disparity between 20 convergence districts including selected urban slums and national average for NER at primary level and grade-5 completion rate is reduced by 50 percent.			
Output Indicators	Baseline (% and/or #)	Target (% and/or #)	Progress (% and or #)
Approval of Second Chance Education Implementation guidelines by MoPME	0 (2012)	1 by 2013	SCE Implementation Guidelines approved as of 2015.
Number of 8–14 year old out of school children completing second chance education equivalent to grade five in selected urban slums and UNDAF districts (with UNICEF funds)	0 (2012)	10,000 by 2016	20,187 as of 2016.
Number of 14-18 year old out of school children completing livelihood skills training in selected urban slums and UNDAF districts (with UNICEF funds)	0 (2012)	9,000 by 2016	23,000 as of 2016
Output 1.4.4 Ministry of Education, Ministry of Mass and Primary Education and partners at national and sub-national level have capacity to implement inclusive education.			
Output Indicators	Baseline (% and/or #)	Target (% and/or #)	Progress (% and or #)
Percentage of girls and boys from ethnic minorities receiving formal pre-primary and lower primary education in their mother languages in three Chittagong Hill Districts (CHT)	0 (2012)	50% with gender parity by 2016	Data not yet available
Number and proportion of primary schools implementing EiE and DRR	0 (2012)	16,250 (25%) by 2016	Data not yet available
Proportion of secondary schools implementing LSBE in secondary schools	0 (2012)	50% by 2016	As Life skills are embedded in to curriculum and textbooks, 100 schools are somehow implementing LSBE but with UNICEF direct support 5,500 secondary schools are implementing LSBE which is around 30% of total.

Financial Analysis

The total planned amount for 2016 for the UNICEF Bangladesh Education Programme was USD 17,745,400 of which USD 10,213,274 was funded. Out of the total planned budget, the resources made available to the programme (Regular Resources: USD 2,297,627 and Other Resources: USD 7,915,646) played a significant role to achieve the results described in section above. Table 1 provides details of the planned budget for UNICEF Bangladesh Education Programme for 2016 and Table 2 details specific thematic contributions received in the reporting year.

Table 1: Planned budget by outcome area

Outcome Area 5: Education Bangladesh Planned and Funded for the Country Programme 2016 (In US Dollar)			
Intermediate Results	Funding Type¹	Planned Budget²	Funded Budget
05-01 Early learning	RR	500,000	101,762
	ORR	5,704,300	1,213,072
05-02 Equity focus on girls and inclusive education	RR	500,000	1,666,797
	ORR	5,441,100	5,197,294
05-03 Learning and child friendly schools	RR	500,000	354,965
	ORR	3,900,000	1,189,910
05-05 Education general	RR	500,000	174,103
	ORR	700,000	315,370
Sub Total	RR	2,000,000	2,297,627
	ORR	15,745,400	7,915,646
Total Budget		17,745,400	10,213,274

Table 2: Country-level thematic contributions received in 2016

Outcome Area 5: Education Thematic Contributions Received for Outcome Area 5 by UNICEF Bangladesh in 2016 (In US Dollars)			
Donors	Gran Number	Contribution Amount	Programmable Amount
Canadian UNICEF Committee	SC1499050075	15,109.00	14,389.42
United Kingdom Committee for UNICEF	SC1499050163	1,944.00	1,851.35
	SC1499050204	24,961.00	23,772.69
	SC1499050346	19,001.00	18,096.85
	SC1499050459	697,734.00	664,521.78
Spanish Committee for UNICEF	SC1499050343	42,998.00	40,951.15
TOTAL Country Thematic Contributions		801,747.00	722,632.09

The various contributions to UNICEF Bangladesh Education Programme enabled the organization to provide financial and technical support to the Directorate of Primary Education (DPE). Particularly, contributing directly towards the achievement of the objectives of Bangladesh's PEDP3 through development and implementation of key strategies on teacher training, innovative classroom teaching/learning processes and decentralized planning to increase learning achievement and primary school completion rates.

Funds from Regular Resources, particularly contributions from Australia (DFAT), European Union, UNIQLO, Swedish National Committee and Thematic Fund contributions from the Canadian, United Kingdom, and Spanish National Committees have been used to support the implementation of the School Effectiveness/Child Friendly School intervention and the Each Child Learns initiative as well as the Diploma in Primary Education and Pre-primary Education programmes to improve access and quality of pre-primary and primary education. Funds have also been used to support implementation of gender and inclusive education activities and Life Skills Based Education to address issues of equity and adolescent challenges.

In 2016, with the availability of thematic funds, the UNICEF Bangladesh Education Section was able to support annual school development plans and other activities intended to make schools more child friendly which contributed to achieving primary school quality standards in the 20 UNDAF districts. With these thematic funds, the programme has been able to focus on equity and innovative programming, such as the development of credible and evidence-based models in Early Childhood Development, primary education – School Effectiveness, Second Chance Education as well as Life Skills Based Education. A major portion of the support to vulnerable children in geographically distant and disadvantaged areas, urban slums, tea gardens, jails, etc. comes from the thematic funds received. Moreover, thematic funds have supported cross-sectoral programming with Communication for Development (C4D) and strengthened the decentralization of educational development with support of UNICEF's zonal offices.

UNICEF also invested in building Government's capacity for providing opportunities for out-of-school children to return to mainstream education and for older children to achieve grade 5 completion through alternative education modalities. The combined results under Second Chance Education were achieved through financing from regular resources, German National Committee, LuL Funds, Norwegian National Committee, Swedish National Committee and Thematic Funds.

With financial support from DFAT, European Union, Swedish, UK and Thematic, UNICEF continued to support the strengthening of the capacity of teachers in 2016 through training on Better Health Better Education (BHBE) that will ultimately benefit children from most disadvantaged areas with enhanced life skills.

However, critical funding gaps still remain, inhibiting further expansion of cross-sectoral programming to reach out to adolescents in the most marginalized communities. In addition to education, the scope of cross-sectoral strategies includes Health, WASH, Child Protection and Nutrition.

Additional resources for strengthening the quality of teaching/learning in primary schools through the ECL initiative in 20 UNDAF districts would be a valuable support to the education programme in Bangladesh, promoting and consolidating a holistic approach to school quality through the SE/CFS approach.

Table 3: Expenditure in the Outcome Area

Outcome Area 5: Education Bangladesh 2016 Expenditures by Key-Results Areas (In US Dollars)				
Organizational Targets	Expenditure Amount			
	Other Resources-Emergency	Other Resources-Regular	Regular Resources	All Programme Accounts
05-01 Early learning	-	1,213,072	101,762	1,314,834
05-02 Equity # focus on girls# and inclusive education	-	5,197,294	1,666,797	6,864,091
05-03 Learning and child-friendly schools	-	1,189,910	354,965	1,544,875
05-05 Education # General	-	315,370	174,103	489,473
Total	-	7,915,646646	2,297,627	10,213,273274

Table 4: Thematic Expenses by programme area

Outcome Area 5: Education Bangladesh Thematic Expenses by Programme Area in 2016	
Organizational Targets	Thematic Expenses Other Resources-Regular
05-01 Early learning	183,035
05-02 Equity # focus on girls# and inclusive education	508,869
05-03 Learning and child-friendly schools	18,812
05-05 Education # General	5,972
Total	716,688

Table 5: Expenses by specific intervention Codes

**Outcome Area 5: Education
Bangladesh**

Expenses by Specific Intervention Codes in 2016

Specific Intervention Code	Expenses
05-01-01 National policies on early learning and school readiness	161,807
05-01-02 Development and use of standards and measurements for early learning and school readiness	1,038,686
05-02-01 Out of School Children Initiative (OOSCI)	6,257,630
05-02-04 Girls' Secondary Education (excluding UNGEI)	14,974
05-03-01 Education materials for learning and teaching including classroom technology	267,253
05-03-02 Child Friendly Schools # Education	595,489
05-03-04 Learning assessment systems	495,700
05-05-02 Teacher development and deployment	188,683
05-05-04 School management committee	133,396
05-05-05 Education sector plans (incl. coordinating role)	100,000
08-01-02 Annual review	4,593
08-02-08 Monitoring # General	34,719
08-03-01 Cross-sectoral Communication for Development	142,596
08-03-02 Communication for Development at sub-national level	36,409
08-03-03 C4D # training and curriculum development	145,889
08-04-02 Community based child care	76
08-06-01 Building evaluation capacity in UNICEF and the UN system	37,234
08-09-06 Other # non-classifiable cross-sectoral activities	407,542
08-09-07 Public Advocacy	29,757
08-09-08 Engagement through media and campaigns	17,337
08-09-10 Brand building and visibility	55,440
09-02-06 CO Advocacy and communication	298
10-07-02 Management and Operations support from RO	4,347
10-07-12 Management and Operations support at CO	36,896
10-07-13 ICT capacity in CO	3,798
Unknown	2,724
Grand Total	10,213, 274

Future Work Plan

The New Country Programme 2017-20 follows a life-cycle approach and aims to promote a holistic approach to fulfilling children's needs across the different stages of life. In 2017, the Education Programme has identified the following priorities:

- In the area of early learning UNICEF will support the Ministry of Women and Children Affairs and relevant ministries to operationalize the comprehensive ECCD policy with costed action plan. Support will also be provided to determine the baseline state of ECCD implementation in Bangladesh, which will facilitate assessment of the policy implementation progress at any time as well as identification of areas of attention for programming. Other priorities include: technical support to develop and operationalize quality standards for ECCD and pre-primary interventions, capacity strengthening at national and sub national level, support to design and develop the next SWAp with adequate attention and resources for ECCD and PPE, modelling and service delivery to most disadvantaged and excluded children.
- In primary education UNICEF will support the Ministry of Primary and Mass Education and Directorate of Primary Education to enhance the quality of education, focusing on improving learning achievement and reducing the number of out-of-school children. Particular attention will be placed on interventions related to teacher's education, child centered inclusive pedagogy, school and classroom based assessment and education in emergency. UNICEF will continue to support the expansion of the framework Child Friendly School as a holistic approach to decentralised planning and school management. Support will also be provided to enhance the system's capacity to address the issue of out-of-school children through second chance/flexible learning strategies, including development of policies, strategies, action plans and guidelines to reduce number of out-of-school children.
- In secondary education UNICEF's attention will be on in-school and out-of-school adolescents. Removing bottlenecks and barriers to support adolescents to continue their secondary education will be the prime focus for in-school adolescents, where as providing life, citizenship and livelihood skills with job placement will be the focus for most disadvantage out-of-school adolescents. The Life Skill Based Education initiative will be extended to technical and madrasa education as a big portion of adolescents are engaged these sectors. The interventions will be strategically aligned to line departments and agencies of the Ministry of Education to ensure mainstreaming and sustainability of the effort. Participation of adolescents in the programme will be another dimension in this initiative to unpack the hidden potential of adolescents to contribute to change as productive and responsible citizens.
- UNICEF will support Education in Emergencies and mainstreaming of Disaster Risk Reduction in education via technical assistance to the new primary education sub-sector programme planning. Direct support will aim at strengthening education sub-national capacity in emergency preparedness and response, especially in climate change priority districts as well as through extension of non-formal education for all eligible Rohingya children in makeshift settlements in southern Cox's Bazar district.

Table 6: Planned Budget for 2017

Outcome Area 5: Education
Bangladesh
Planned Budget and Available Resources for 2017

Intermediate Result	Funding Type	Planned Budget¹	Funded Budget¹	Shortfall²
Output 1.4 By 2020, communities and institutions have improved behaviours and practices that promote the overall well-being of infants and young children and their mothers	RR	300,000	300,000	0
	ORR	3,500,000	1,063,398	2,436,602
Output: 2.2 By 2020, national and subnational education systems have the technical, management and financial capacities to provide high-quality learning services to girls and boys, including children with disabilities and children in hard-to-reach areas, urban and in emergency and non-emergency situations.	RR	1,050,000	775,000	275,000
	ORR	4,000,000	3,037,535	962,465
Output 3.4 By 2020, the Government and stakeholders in the education sector, at national and subnational level, have increased capacity to expand and deliver a package of quality services for adolescent boys and girls, aged 10 to under 18, in emergency and non-emergency situations, and urban settings.	RR	900,000	500,000	400,000
	ORR	6,100,00	1,145,184	4,954,816
Sub-total Regular Resources		2,250,000	1,575,000	675,000
Sub-total Other Resources - Regular		13,600,00	5,246,117	8,353,883
Total for 2017		15,850,000	6,821,117	9,028,883

¹Planned and Funded budget for ORR excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration.

²Other Resources shortfall represents ORR funding required for the achievements of results in 2016.

Expression of Thanks

UNICEF Bangladesh would like to take this opportunity to acknowledge the generous contributions from various donors through thematic funds and sincerely thank all donors for their commitment to the education development of the children of Bangladesh. These funds are devoted to ensuring that children have equitable access to quality education, but ultimately contributing to the overall social, cultural and economic development of the country that is critical to combating risks and negative practices that affect children and adolescents, particularly those from deprived communities.

The support to focus areas through these thematic funds, ensures that UNICEF has resources to continuously support/target specific areas or issues that the government sector plan does not adequately cover. Thematic contributions are flexible and allow UNICEF to use the funds to address gender and equity gaps which exist in the provision of education services, mainly in marginalized/deprived areas. These have contributed to the reduction of out of school children, sustained gender parity in enrolment in primary and secondary education, improvement in the quality of education, and institutionalization of LSBE and YCI in secondary education to address adolescent issues and child marriage.

UNICEF would also like to acknowledge the strong collaborative work with the Government of Bangladesh, the National Committees for UNICEF, bi-lateral and multi-lateral donors, NGOs, UN Agencies, and local partners, including communities who play a key role in facilitating the implementation of activities at local level.

Annex: Human Interest Story

Disadvantaged urban children get a good start in life

By Raffat Binte Rashid, Freelance Writer

Dhaka, Bangladesh, February 2, 2017: Mosamat Ratri Akter (5), is a student of Bhuiyapara Khilgaon Pre-Primary (PP) School. She just got promoted to pre-primary level from Shishu Bikash Kendra (SBK) run by a national NGO in January 2017. With short hair and slim stature, Ratri looks happy in class but insists on her mother to be around.



Mosamat Ratri Akter (5), a student of Bhuiyapara Khilgaon Pre-Primary (PP) School in Dhaka (wearing yellow) is attentively preparing her class work on 2 February 2017. © UNICEF/BANA2017/Mawa

Ratri's mother, Runa Akter is only 18 years old and already a mother of three. "I got married at the age of 12, when I was a student of Class-VI. My parents didn't value or understand the importance of sending me to school. Thus, I insisted that Ratri, my first born, goes to school. I have another daughter who is two-and-a-half years old and a three-month-old son. I left him at home and came to ensure that Ratri stays in class," says Runa showing a charming smile.

Runa cannot work now because of her small kids but Ratri's father, Abdullah Mohiuddin (30), works at a laundry and earns a wage that is directly related to the number of tasks he does in a day, in a sort of piece-work related pay.

"My husband earns 300 Taka (US\$ 3.8) to 350 (US\$ 4.2) per day. It is needless to say we live a hard life but I am hopeful," says Runa. In spite of the hardship, Runa is determined to give her daughters an education and a childhood which she missed out on.

"Education will shape the future of my children and for poor people like us, pre-schools are a blessing," Runa adds.

The early learning initiative

It's just the beginning of the school calendar and Ratri and her fellow classmates are going through an orientation period where they are revising their SBK lessons. The two-and-a-half-hour class time is mostly dominated by dance, songs, poems, reading out Bangla alphabets and numbers.

"To enrol in the project pre-school, a child should be from the root level and from a vulnerable or ultra-poor family whose daily income is US\$ 2. The child for pre-primary should be of 5-plus years and for Shishu Bikash Kendra (SBK) the age requirement is 4-plus years old. These two classes cater to Early Learning for Child Development or ELCD, as it is known," Mohammad Beplop Hossain Khan, Area Manager of Brac Education Programme explains.

“Our SBK classes are of two hours’ and two-and-a-half hours’ duration for pre-primary; these are basically activity-based learning centres. Teachers follow a guide, they have slates to write and draw on, along with picture books.”

“The children are mostly fond of rhymes and storytelling classes under the teacher’s supervision. SBK’s setup is such that it looks like a fun centre with four specified corners to boost a child’s creative faculty; these are the imagination, drawing, water and sand, and toys corners,” he adds.

“Till now, I have 28 students from last year’s SBK because it is the start of a new academic year. We are waiting for further admissions and monitoring if there will be any dropouts. Our classes are mostly motivation and games-based,” says Shirin Akter (23), Ratri’s PP teacher.

Trained to teach pre-primary students, Shirin, a student of Bachelor of Business Studies herself, is finding it hard to control her pupils, who are mostly running about playing games at the games corner or insisting on taking bathroom breaks.



Five-year-old Mosamat Ratri Akter (2nd from left), a student of Bhuiyapara Khilgaon ELCDP Pre-Primary (PP) School in Dhaka, recites poem with her classmates on 2 February 2017. © UNICEF/BANA2017/Mawa

Innovative approach to learning

ELCDP pre-primary schools follow the mandatory government curriculum and their textbooks. They have a teacher’s guide and a book called Amar Boi where the Bangla and English alphabets along with figure counting are introduced. This book also has extracurricular activities like drama, dance, rhymes, songs and project work for the young ones. The government has also introduced a set of story books and a handwriting copy called Esho Likte Shikhi, for these children and all project schools follow this particular syllabus.

“The programme for these vulnerable children is extremely effective. This stage of 0-6 years for a child is supposed to be the most important time for development – be it physical, cognitive, social, communication language or oral development. Many parents or guardians complain to us as to why there are no books to follow and we have to explain that learning through games and interaction is what early learning is all about.

Children living in the urban slums are one of the most deprived population groups in Bangladesh. Therefore, to promote equity and provide access to young children with an opportunity to have a strong start in life, the early childhood education programme plays a vital role for young children like Ratri.

This project is directly implemented under the existing cooperation between UNICEF and Ministry of Women and Children Affairs, through Bangladesh Shishu Academy. Brac is the field implementing agency.

Tahmina takes education seriously

By Raffat Binte Rashid, Freelance Writer

Dhaka, Bangladesh, February 2, 2017: Tahmina Akter Lamia is a six-year-old girl. Dressed in green and white, Tahmina sports an unkempt look with cropped, unwashed hair.

Her mother, Shahida Begum (25), is a domestic helper who works part time at a few different houses. Her father, Mozammel Huq (45), has his own cycle and rickshaw repair shop at the corner of the main Khilgaon thoroughfare in Dhaka. They are both busy meeting the daily demands of life, hardly having enough time for their two daughters. However, they managed to get Tahmina enrolled into Khilgaon Pre-Primary School and the decision seems to be life-changing.

The journey continues

In 2016, Tahmina was a student of Pre-Primary class (PP) from where she graduated satisfactorily and has been enrolled into Grade I in Khilgaon Model Government Primary School.

“I love to come to school because my teacher takes care of me and I get to learn so many things. At home, I was alone with my younger sister and had nothing much to do except play and perform some household chores for my mother,” says Tahmina, a cheerful girl who loves her school.



Tahmina Akter Lamia (sitting in extreme right on the front row), shows victory sign along with her friends at Khilgaon Model Government Primary School in Dhaka. 2 February 2017.

© UNICEF/BANA2017/Mawa



Class teacher checks the notebook of Tahmina Akter Lamia (6) at Khilgaon Model Government Primary School in Dhaka. 2 February 2017.

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“In PP, I sat on the floor and worked on slates. I learnt my Bangla and English alphabets and figure writing, poems, dances and songs. I loved to draw and learn the names of various animals, flowers and fruits from the books,” says Tahmina. She adds that she enjoyed her walk to the school with her teacher Ruma Akter (20), who picked them up from home while coming to school.

“I started my new school three weeks back and we have already been asked to write our alphabets and spell out our Bangla figures

from 1 to 20. Our class starts at 8 am and ends by 10:30 am and we have four subjects now. After that, we can play in the big school playground,” Tahmina informs.

New environment, new challenges

“In the big government school, my students face few challenges which are mostly a matter of class or school culture. For example, crossing the main roads by themselves pose a hazard because mostly the working parents of these children leave them to fend for themselves.”

Then there are other things as well: coping with different subject teachers, sitting down in a chair and table, the big classroom with 60 plus students where the teacher cannot pay attention to each student like I could do with my 30 tiny charges,” explains Ruma, who after her work hours, makes it a point to check on her class graduates.

Following up on students

It is just the beginning of the year and Pre-Primary graduates will settle down and adjust to the new school environment comfortably, feels Mizanur Rahman, the Branch Manager of Khilgaon School.

“We do regular follow up, hold meetings with the new school authority and continue to motivate parents and ensure that children do not drop out from school,” he adds.

With support from UNICEF, pre-primary schools follow a Teaching Learning Process set by Brac, keeping in mind the child’s holistic development. However, across the country, the PP classrooms follow the government curriculum. Only the teaching process differs. Esho Likhte Shikhi (Lets learn to write) and Amar Boi are textbooks provided by the government.



After school, six-year-old Tahmina Akter Lamia (2nd from right in the uppermost row) chatting with friends at Khilgaon Model Government Primary School in Dhaka. 2 February 2017. © UNICEF/BANA2017/Mawa

Rural school in Rangpur turns child-friendly to ensure quality education

Kamrul Hasan Khan, Freelance Writer

Rangpur, Bangladesh, August 9, 2016: The students of Dhamur Government Primary School in the northern city of Rangpur love to spend time in a room equipped with learning materials where they can escape somewhat the monotonous textbook-based learning environment.

The tiny room constitutes a resource centre for the school children designed to supplement textbook lessons with practical knowledge. It is an exceptional achievement by the institution's authority in a remote, and impoverished village in northern Bangladesh.



Ferdous Babu Antor 9, happy student poses for a photograph after class in the UNICEF supported Dhamur Government Primary School. Rangpur, Bangladesh, August 9, 2016.

Meherunnisa Merin (40), head teacher of the school.

"We set it up at our own cost after we realized this will help infuse enthusiasm in our students, an important element of quality education. We got the idea for it after the UNICEF intervention was initiated at our school through training on the child friendly school (CFS) approach back in 2012," Meherunnisa says.

Dhamur Government Primary School is among the nine schools in Gangachara sub-district in Rangpur covered by UNICEF's School Effectiveness programme, sponsored by multi-donors that include European Union, Australia Department for Foreign Affairs and Trade (DFAT), and National Committees for UNICEF, including Finland, under Schools for Asia in Bangladesh.

The initiative intends to address quality and inequity in education through a Child Friendly School (CFS) approach for 1,800 children in Rangpur to enhance their learning achievements.

Disparities and inequalities

Rangpur is one of the 20 low-performing districts of Bangladesh with significant income and geographic disparities and inequalities in access to and utilization of social services, hindering the national accomplishments.

While Bangladesh has made significant progress in expanding access to primary education, there are still serious challenges related to quality and equity at all levels of the education system. Although national level enrollment rates appear to be on track to meet international goals, performance is much lower in disadvantaged areas, especially in villages.

"It's fun to be here. There are so many interesting things to see and play with," said nine-year-old Ferdous Babu Antor, as he was watching a globe attentively.

A UNICEF-supported intervention aiming to make government primary schools joyful and friendly for students, a new idea for a country of 160 million, inspired the school authority to set up the resource centre with cheap and innovative local materials despite limited availability of funds.

"The resource centre is nothing fancy, as we cannot afford much. But very few primary schools have something like this. It's a place where our students love to be," said

Therefore, additional support is needed from the government through the sector programme to effectively address disparities to access quality education in low performing areas, in this way narrowing the gap.

Meherunnisa states that after joining the school as head teacher, she along with her colleagues immediately started trying on their own to improve the students' performance as the school's record was poor. However, at this time they often had to struggle with lack of ideas, funds and good infrastructure.

Meherunnisa and her colleagues received training on child centred teaching and learning methodologies provided by UNICEF and came to learn about the importance of a joyful and protective child friendly school environment for quality education that translates into proper mental and physical growth of all school children.



Meherunnisa Merin (40), head teacher of the school with students who attentively listen to her during class at the UNICEF supported Dhamur Government Primary School. Rangpur, Bangladesh, August 9, 2016.
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With UNICEF support, project schools were provided with supplementary teaching/learning and playing materials and WASH facilities; school buildings, classrooms were renovated, painted and decorated, sports and cultural events were increased; seesaw, slider, swings were installed on the premises.

“These initiatives were meant to ensure that students have quality education amid child friendly, beautiful school environment by involving not only the teachers and school authority but also the community members,” says Rafiqul Islam Shathy, UNICEF Education Officer, Bogra Zone.

Quality education aims at ensuring students have knowledge and competencies appropriate to their age and grades, and that they have developed emotional and cognitive abilities accordingly, Rafiqul explains.

Quality teaching and learning

Teachers prepare individual profiles for all students to assess the strengths and weaknesses that enable their learning capacity, explains Maleka Begum (31), an assistant teacher of the school.

“We changed classroom seating arrangements to make way for students to engage in group-based interactive and peer-to-peer learning. The results are very positive: weaker students' level of understanding increase and they become more active and confident,” Maleka adds.

Progress reports are prepared based on students' performance and shared with parents to involve them directly in their children's academic process, she explains, adding that they hold regular meetings with parents and other community members to discuss the school's situation.

Students participate in competitions on painting, handwriting, music and outdoor sports on national days. Also, short intervals in between classes provide children with time to grasp better and reflect on new materials learned. The school has also opened a non-profit shop where students can buy education essentials at low costs and even pay later.

The initiatives have changed the traditional ideas of schools, where students take lessons often in solemn and restrictive environments, to a child friendly one, where they learn amid fun and grow up to be active and curious pupils.

“I take my two kids to the school and pick them up daily for the last four years. It was a pleasure to see the positive changes, both in the school’s physical appearance and in its students. They don’t want to go home even after the classes are over, because they have so many things to do there,” says Rafia Begum (30), a satisfied parent.



Dhamur Government Primary School supported by UNICEF intervention aiming at making government primary schools joyful and friendly for students. Rangpur, Bangladesh, August 9, 2016 © UNICEF/BANA2016/Paul

Annex: Donor Feedback Form

Title of Report/Project: Education Thematic Report

UNICEF Office: Bangladesh

Donor Partner:

Date:

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Sheema Sen Gupta, Deputy Representative UNICEF Bangladesh

Email: ssengupta@unicef.org

**SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”**

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!