



নাগরিক সম্মেলন ২০১৭
বাংলাদেশে
এসডিজি বাস্তবায়ন
কাউকে পেছনে রাখা যাবে না
৬ ডিসেম্বর ২০১৭



Citizen's Platform for SDGs, Bangladesh
এসডিজি বাস্তবায়নে নাগরিক প্ল্যাটফর্ম, বাংলাদেশ

সমান্তরাল অধিবেশন (২)
সামাজিক প্রসঙ্গ

কৃষিবিদ ইন্সটিটিউশন বাংলাদেশ, ঢাকা

Inclusive Education

Challenges and Way Forward

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Introduction

As a signatory of the SDG, Bangladesh is committed to achieve the goals of education of SDG4/Education 2030 through the successful implementation of inclusive education in regular schools.

Insights of SGD4

Goal 4. Ensure *inclusive* and equitable quality education and promote lifelong learning opportunities for all

- 4.5: By 2030, *eliminate gender disparities* in education and ensure equal access to all levels of education and vocational training for the *vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;*

so it is the commitment of “Leave No One Behind”.....

Who are leaving behind?

Most of the cases the leaving behind groups are:

- Children with disabilities (which is mostly 0.45% of total students);
- Children live in tea gardens;
- Children from ethnic minority communities;
- Children from Dalit communities;
- sex worker's children;
- children from geographically hard to reach areas i.e. live in char, haor, slum, street and hill etc.

Progress during MDGs/EFA

Primary level

- Gross Enrolment Rate (GER) is 109.2% and Net Enrolment Rate (NER) 97.9%;
- Drop-out rate has decreased from 47% in 2005 to 20.4% in 2016;
- Pass rate in primary completion examination has increased to nearly 99%, with little gender difference;
- Nationalized 26,193 primary school with around 104,000 teachers.

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Progress during MDGs/EFA

Secondary level

- Gross enrolment ratio raised to 72.78%. NER was 67.00% (boys and girls);
- Completion rate was 59.71%;
- Drop-out rate came down to 40.29%;
- Significant improvement took place in efficiency parameters.

Policy formulation

Non formal Education Act 2014; Children's Act 2013; Disabled Persons Rights and Protection Act 2013; Comprehensive Early Childhood Care and Development Policy 2013; National Skill Development Policy 2011; National Women Development Policy 2011; National Education Policy 2010, EFA National Plan of Action (2003-15) etc.

Initiatives towards SDG4

- Partial matching with 7FYP;
- Map out the target-wise primary and associate role to achieve SDG4;
- Road Map for achieving SDG including SDG4;
- Multi-lingual textbooks introduced and around 52,000 indigenous children gets this benefits in 2017.

Challenges

- Expansion of primary education (from grade 5 to 8) – coordination between MoPME and MoE;
- Coordination mechanism among the ministries/departments (as SDG mapping);
- Inadequate budgetary allocation;

Year	Amount	Share (%)	Total Budget
2017-18	50,432	12.60	400,266
2016-17	49,010	14.39	340,605
2016-17	44,260	13.95	317,174

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Challenges

- Lack of quality teacher and educational materials (Textbooks plus);
- Lack of effective focus on TVET, second chance education for dropped out-missed out etc.;
- High teacher student ratio;
- Teacher shortage including head teacher position;
- High drop out rate among the disadvantage children;
- Lack of trained teacher for braille and mother-tongue based classrooms;
- Lack of pre-service teachers education opportunities.

Way Forward.....

- *Comprehensive plan*: map out and prepare a comprehensive sector plan considering the SDG4 targets to achieve by 2030;
- *Increase more allocation in education*: develop a road map to allocate minimum 20 of national budget or 6% of GDP;
- *Attract the the scholar in education sector*: provide standard salary and benefits to attract the scholar in teaching;
- *Teacher training*: Comprehensive pre-and-in-service teacher training for all teacher, which includes for teaching children with divers ability, development of flexible curriculum etc.
- *Moving towards more inclusive practice*: The school system must change to enable it respond to the educational needs of all children including ethnic minorities, children with disability, gender etc.

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Way Forward.....

- *Curriculum development:* curriculum is one of the major concern for inclusion. The curriculum can facilitate the development of more inclusive setting if the school or teacher are given the authority to make adaptation of the curriculum according to local contest and individual learners need;
- *Classroom size:* the classroom size must be standard, it could be follow the NEP 2010 as 1:30. Recently CAMPE conducted a CRC where we found some classroom size is more-than 200 student for 1 teacher in Moheshkhali, Cox's bazar;
- *Inclusive education materials development:* education materials should be developed considering the gender, race, children with disabilities, ethnic minorities etc.;
- *Coordination mechanism:* develop a coordination mechanism among the government ministries and other offices. For example: the allocation for the welfare of ethnic minority, children with disability, hard to reach areas are in the social welfare ministry basket but it is very important for education;

Way Forward.....

- *Special program design for disadvantage groups*: special program should be designed for disadvantage group to ensure them to retain in classroom;
- *Special program*: design and implement special programs to enhance students learning, reduce dropouts at secondary level and promote TVET etc.
- *Foreign Aid strategy for education*: UN and other development partners may create a space for CSO with financial support to play watchdog role and play a associate role to government to achieve the SDG4 by 2030.



Any Question Please.....