



যুব সম্মেলন ২০১৮

বাংলাদেশ ও এজেন্ডা ২০৩০  
তারুণ্যের প্রত্যাশা



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

১৪ অক্টোবর ২০১৮

কৃষিবিদ ইন্সটিটিউশন বাংলাদেশ, ঢাকা

সমান্তরাল অধিবেশন (৪)

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# **Inclusive Education for All**

## **Progress, Challenges and Way Forward**

**Input by  
CAMPE for the Youth Conference 2018**

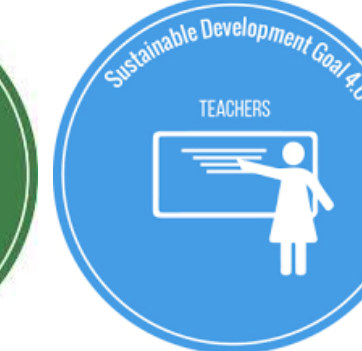
**Organized by  
Citizens Platform for SDGs, Bangladesh**

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## Inclusive, Equitable, Quality, Lifelong Learning

4 QUALITY  
EDUCATION



**7** Targets, **3** Means of Implementation, **43** Indicators

# Goal 4: Quality Education

*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*

- 4.1 Primary and secondary education
- 4.2 Early childhood development, care and education
- 4.3 Technical, vocational and tertiary education
- 4.4 Skills for employment
- 4.5 Gender
- 4.6 Literacy and numeracy
- 4.7 Global citizenship ★
  - 4a Upgrade education facilities
  - 4b Scholarships to developing countries
  - 4c Qualified teachers

Key Themes: Right to Education, Equity in Education, Inclusive Education, Quality Education, Lifelong Learning



# Global Citizenship Education (SDG4.7)

- Global citizenship education aims to equip learners with the following core competencies:
  - A deep **knowledge of global issues** and universal values such as justice, equality, dignity and respect;
  - Cognitive **skills to think critically**, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues;
  - Non-cognitive skills including **social skills** such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
  - Behavioural capacities to **act collaboratively** and responsibly, and to **strive for collective good**.



# Global Citizenship Education

*Educational effort that aims to encourage the acquisition of skills, values, attitudes and behaviors that include:*

- The **cognitive** – to acquire **knowledge**, understanding and critical thinking about global issues and the interconnectedness/inter-dependency of countries and different populations.
- The **socio-emotional** – to have a **sense of belonging** to a common humanity, sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity.
- The **behavioral** – to **act** responsibly at local, national and global levels for a more peaceful and sustainable world.



# Education for Sustainable Development

*Educational efforts that equip learners with the key learning components of:*

- **Knowledge** (on ESD topics of sustainable lifestyles/sustainable ways of life, climate change, biodiversity, and the greening of the economy)
- **Skills**
- **Values**
- **Engagement**
- **Attitudes**, and
- **Experiences**



# Reasons behind exclusion

- Poverty, hunger and lack of food security
- Quality divide among schools
- Persons with disabilities, ethnic minority groups, transgender, dalits, sex workers, etc.
- People living in difficult situation and geographically excluded areas (e.g. Char & Haor, urban slum, migrant or stateless people, street children and working children)
- Low contact hours
- Exposure to Climate Change Vulnerabilities
- Inadequate budget for education
- Lack of data for research and policy decision
- Others





# Relevance of Youths

**35%** of total population (15-35 Years)

**Youths are:**

- Future leader
- Change makers
- Innovators
- Eager to take challenge



# Status and Targets

SL. No.	EFA indicators	Current status	Target by 2030
1	Gross Enrolment Rate (Primary)	112.1% (boys 109.3% and girls 115%) in 2016(ASPR 2017, DPE)	100
2	Net Enrolment Rate (Primary)	97.96% (boys 97.1% and girls 98.8%) (ASPR 2017, DPE)	100
3	Proportion of pupils starting grade 1 who reach grade 5	96.4% (MICS 2012-13) 81% (Boys 77.7% and Girls 83.9%) (ASPR 2017, DPE)	100
4	Gross Enrolment (Secondary)	74.23% (BANBEIS 2017)	100
5	Net Enrolment (Secondary)	67.84% (BANBEIS 2017)	100
6	Enrolment in Madrasah	3.83 million in 2016	-
7	Enrolment in TVET	875,270 + in 2016	-
8	Adult Literacy Rate	72.3% Bangladesh Sample Vital Statistics 2016 (BBS 2017)	100



# Challenges

- **Equitable Access to secondary and tertiary education including TVET**
- **Quality of education and assessment method**
- **System Inefficiency**
  - High rate of dropouts and repetitions, and low survival rate
- **Link with contemporary market demand**
- **Inadequate strategies for capitalization of demographic dividend**
- **Inadequate Financing** (International benchmark 4%-6% of GDP for Education or 15%-20% of national budget, increased household cost for education, low domestic finance and low tax base)
- **Governance**
  - Centralized system, using public space for personal benefit
  - Commercialization of education and increased privatization
- **Inadequate emphasis on adult education, non formal education and lifelong learning related targets**



# Inclusive Education

- Transformation of educational systems to respond to student's diversity and their needs
  - Identify diversity and needs of learner
  - Transform system
  - Create enabling environment
  - Provide required services
  - Monitor progress, reforms system and take follow-up action



# State Interventions

- Appointment of SDG Coordinator and assigning focal points;
- Mapping of Ministries and agencies to achieve the SDGs;
- Data gap analysis by the Planning Commission;
- Action Plan to achieve SDGs and alignment with the 7th FYP;
- Assimilation of SDGs targets in Performance Agreement - Annual Performance Agreement (APA) and results-based performance management system;
- Initiated process for development of Strategic Framework and Action Plan;
- Contributed to GED process for preparing a Road Map;
- Prepared an indicative list of priority areas aligned with SDG4 targets and indicators.



# State Interventions (cont'd)

## Policy interventions

- National Education Policy 2010
- National Skills Development Policy 2011
- Non-formal Education Policy 2006
- Non-formal Education Act 2014
- GO-NGO Collaboration Guideline
- National Social Security Strategy (NSSS) 2015

## Program/Project Interventions

- PEDP4
- ROSC/second chance education
- Conditional Cash Transfer (Stipend programs at primary and secondary level)
- School feeding/ mid-day meal/ school meal etc.
- Support to children with disability
- Boarding school in CHT among others



# Way Forward.....

- Use of demographic dividend;
- Moving towards more inclusive practice;
- Curriculum development;
- Inclusive education materials development to meet the needs of girls, children with disabilities, ethnic minorities etc.;
- Comprehensive plan and multi-stakeholder monitoring;
- Strengthening coordination mechanism among stakeholders (GO-NGO-DPs);
- Special program design for disadvantage groups;
- Design special programs to enhance students learning, reduce dropouts at secondary level and promote TVET and global citizenship, etc. and strengthen internship program;
- Increase more allocation in education (20% of national budget or 6% of GDP);
- Strengthening domestic resource mobilization and tax justice.



Thank You

