

Campaign for Popular Education (CAMPE)
Citizens' Platform for SDGs, Bangladesh (CPSB)



Reaching Education 2030
Framework for Action

A Sharing Meeting

Manzoor Ahmed Mostafizur Rahman K.M. Enamul Hoque M. Abdul Quddus

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গণসাক্ষরতা অভিযান
Campaign for Popular Education (CAMPE)
www.campebd.org



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

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*Study findings reflect 11 regional stakeholders consultations and
review of secondary sources*

SDG4 and 7FYP

- SDG *“Transforming Our World: The 2030 Agenda for Sustainable Development”* adopted with 17 goals and 169 targets (including 43 means of implementation). The education goal SDG 4 has 7 targets and 3 means of implementation.
- Seventh Five Year Plan of Bangladesh (7FYP), *“Accelerating Growth, Empowering Every Citizen”* for year 2016-2020, produced by General Economics Division, Planning Commission can be the blueprint for the early critical phase of SDG implementation
- SDG4 is distinctive in incorporating lifelong learning, equity and inclusion with quality, and total education system – pre-primary to university.

Education Target Alignment – SDG4 and 7FYP

- ✓ Both Government and civil society have engaged in formulating post-2015 agenda since 2013 and have contribute to global discourse
- ✓ Not essential that global and national have to be perfectly matched and aligned
- ✓ Important now is to adapt, adjust and prioritise targets in the national context and agree on a framework for action to achieve the targets.

Target 4.1 – Global, National, Observations

<u>Global</u>	<u>7FYP</u>	<u>Observations</u>
4.1 By 2030, all complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	<i>By 2020, achieving 100 per cent net enrollment for primary and secondary education. % of cohort reaching grade 5 increased to 100 from current 80%</i>	Learning outcome and quality missing. Official and civil society SDG target is grade 8. Compulsory Primary Education Law 1990 covers up to grade 5; new Education Act envisaged; Global target encourages universal full secondary education by 2030.

Target 4.2. Global, national, observations

4.2 By 2030, all have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

One-year pre-primary education for all children entering primary; no specific target for early childhood development except a framework and policy for ECD (MoWCA is focal Ministry)

7FYP lower target than official and civil society SDG targets – which is universal preprimary for 2 yrs.

No specific target/plan for young child ECD

Target 4.3. Global, National, Observations

4.3 By 2030, access for all women and men to **affordable and quality technical, vocational and tertiary education**, including university

By 2020, increase female enrolment in technical and vocational education to 40 per cent

Does not address quality and relevance issues of skills programme. (Expansion within present structure may not help realise target and may not serve the goal).

Target 4.4. Global, National , Comments

4.4 By 2030, substantially raise number of **youth/adults with relevant skills, including technical/vocational skills,** for employment, decent jobs and entrepreneurship

Strengthen education and training to motivate youth to complete education and enable working youth/older workforce to acquire required skills.

ICT training facilities for youth/adult

Improve tele-density, internet penetration, broadband coverage.

Improved ICT facilities in primary/secondary schools

Diverse skills opportunities -- market responsive, private-public partnership approach needed, ensuring quality and relevance rather than expanding existing institutions/programmes.

Some targets are vague.

Target 4.5 – Global, National and Comments

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

By 2020, the ratio of literate female to male, 20-24 years, to be raised to 100 from current 86%.

Female to male ratio in tertiary education to be raised from current 70 to 100%

Narrow literacy definition is problematic; 2020 target of full female literacy repeats past 'illiteracy eradication' approach - not linked to lifelong learning.

PFM proposed functional literacy & lifelong learning opportunity.

Target 4.6 – Global, National, Comments

4.6 By 2030, all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

By 2020, increase literacy rate to 100 per cent.

(MoPME NFE plan mentions network of community learning centers)

Functional literacy approach through Community Learning Centres (CLCs) working with NGOs of known capacity and track record need to be promoted , with local government and community ownership

Target 4.7. Global, National, Comments

4.7 By 2030, all learners acquire knowledge and skills to promote sustainable development, through education for **sustainable development/sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**

*No specific target in 7FYP–
Some are implicit in other targets*

Both PFM and GED agenda had various targets for sustainable development promotion and action which implies **education, awareness raising and behavior change of people;**

The educational implications should be explicit and included in target and indicators. Also, responsible citizenship, tolerance and respect for diversity should be explicit in educational targets.. **Only target about what education is for – rather than how.**

Target 4a – Global, BGD, Comments

4.a Build and upgrade **education facilities** that are child, disability and gender sensitive and provide safe, non-violent, **inclusive and effective learning environments.**

All children have access to appropriate, relevant, affordable & effective education regardless of gender, age, physical or financial ability, ethnicity, autistic & disabled, impairment or HIV status;

All primary schools with at least one and all secondary schools at least three multimedia classrooms; 30 per cent of primary schools and 100 per cent of secondary schools to have ICT laboratory

Specific targets can be set for facilities and infrastructure development to meet quality standards including **acceptable class-size, single shift full day school, playgrounds, safe premises and boundary walls of schools** etc. School should be a community symbol of pride.

Target 4b – Global, National, Comments

4.b By 2020, expand globally number of **scholarships to developing countries**, ... least developed countries, small island... states and African countries,... in higher education, ... vocational training and ICT, technical, engineering and scientific programmes, in developed and other developing countries

No specific target set. Opportunities/needs exist for specialized professional development collaboration with overseas institutions as part of human resource development plan and policy in education sector.

Professional development in specific areas, e.g., **curriculum development, ICT-mediated learning, assessment of learning, educational measurement, educational management, language and science teaching** could be supported through international collaboration for professional/technical capacity development.

Target 4c – Global, National, Comments

4.c By 2030, increase the supply of **qualified teachers**, including international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Expand in-service training to teachers; Establish 12 Primary Teacher Training Institutes

Bangladesh has no pre-service professional preparation for teaching -- the single largest occupation for tertiary graduates. Teaching is last occupation choice for talented college/university graduates. New thinking needed beyond in-service training. **Four connected steps may be –**

- a. education as part of undergraduate general degree,
- b. attract best students to this programme in 100 degree colleges with incentives,
- c. ensure academic standard for this course in the 100 colleges,
- d. Introduce a National Teaching Service Corps with high salary and status.

Observations about the alignment matrix

- ❑ 7FYP is based on a medium term 5-year time perspective -- programme objectives and targets for activities limited to a 2020 horizon; SDG agenda with a 15-year time horizon present challenges and opportunities to bring about a transformation of the education system .
- ❑ The medium/short-term perspective of 7FYP is evident in the objectives and activities essentially within the framework/structure of the existing education system in respect of what is intended to be achieved and how these are to be achieved.

For example, important concerns, unaddressed:

- *establishing a unified general education system with common quality standards,*
- *substantial changes in financing criteria and mechanism to ensure quality with equity,*
- *new thinking about attracting and retaining talented young people into teaching*
- *significant change in governance, decentralization, stronger accountability.*
- ❑ The dialectic of the **short and longer perspectives** and how they mutually support and complement each other, between **global and national**, and **qualitative and quantitative** targets has to be reconciled.

Adapting, adjusting and refining national targets & indicators are a real challenge

What Does a 7FYPTarget Mean?

- ✓ Development projects with some external input, though a small fraction of total expenditure, drives development activities – e.g., PEDP3, secondary education and TVET projects. They partially reflect priorities of the Five Year Plan.
- ✓ How SDG4, 7FYP and the sectoral activities will be aligned and made a coherent programme for next five years and beyond is not clear.
- ✓ Strategic directions for Sixth Plan noted: compulsory primary education to grade 8, eliminating adult illiteracy, removing education disparities, a new generation equipped with skills and scientific knowledge, but no major progress evident in these.
- ✓ Another 6th Plan strategic priority was - empower local government “as the engine of delivering services and carrying out development activities”

No major qualitative change or shift to support the strategies were seen in development budgets and activities during the Sixth Plan period. How will 7FYP be different?

What is missing in 7FYP?

Some Major Structural Issues

- Low level of public resources for education, lack of criteria and benchmarks for budget making .
- Highly centralised governance/management structures for the large education system;
- Not enough capable teachers, failure of system to attract and retain capable people in teaching profession;
- Supply-driven skills training with low quality and relevance; little attention to apprenticeship and informal economy, that accounts for over 80% of employment;
- Very low quality of degree colleges (three quarters of tertiary enrolment in these colleges, which also supply primary and secondary teachers -- creating a vicious cycle in education);
- School education uniquely divided under two ministries ; creates problems in curriculum continuity, student assessment and teacher preparation.

What is missing - 2

Some Operational Issues

- ✓ Dysfunctional learning assessment - too many public examinations, do not measure competency and distort teaching-learning;
- ✓ *Indulgence to political party-backed student bodies in tertiary education – endangering academic atmosphere;*
- ✓ Curriculum burden, imbalance and weak continuity and articulation through grades;
- ✓ *Geographic, ethnic, and language-based access deficits; Very limited opportunities for children with disabilities;*
- ✓ Growth of private universities without essential quality control;
- ✓ *Lack of urgency and fragmented approach to Education Policy 2010 implementation.*

Resources, Governance, Citizens' Role

- In education resource allocation and use – criteria of adequacy, efficiency and effectiveness must be applied.
- *Must get away from a pattern of low investment and low output – a threshold of investment for quality with equity; apply NEA mechanism.*
- Does education governance fit the education agenda? Policy and decision-making sufficiently participatory, open, with continuity and accountability? How effective are plan implementation mechanism, oversight and monitoring?
- *Effective decentralisation to institution and local level with authority, responsibility and accountability.*
- Role of citizens and non-state actors to be strengthened in policy and programme development, implementation oversight, mobilising and allocating resources, establishing transparency and accountability and curbing negative effects of the political culture.
- *Consensus needs to be built on framework for coordinating implementation and monitoring of 7FYP/SDG4 education agenda and liaison with overall SDG implementation.*

Action Priorities

11 Actions that need special attention in 7FYP/SDG4 implementation:

First, double public funds for education, as share of GDP/national budget in 7FYP.

Second, post-PEDP3, Secondary Edn. TVET subsector planning reflect SDG4/ED 2030; a facilitative education law and a permanent education commission.

Third, new thinking about teachers – numbers, quality and performance – with pre-service education course in degree colleges.

Fourth, priority to higher education quality, especially national university degree colleges, rather than just expansion

Fifth, non-formal alternatives for out-of-school children have to be funded.

Sixth, expansion of pre-primary education and ECD with acceptable quality.

Seventh, lifelong learning has to be supported with a network of CLCs.

Eighth, change supply-driven skills development with low quality, low market relevance, minimal attention to apprenticeship and needs of the informal economy.

Ninth, external aid strategy for education needs redesign in light of SFYP/SDG4.

Tenth, interim measure of education cess and tax incentive for corporate support.

Eleventh, all *school education* under administrative jurisdiction of one Ministry.

What Next?

GED/Planning Commission has alerted about the challenges ahead for SDG and 7FYP as a whole:

- Placing SDG and 7FYP for the sector within a longer term framework of priorities and objectives beyond the Seventh Plan at least up to 2030.
- Critically reviewing 7FYP targets with Inter-sectoral engagement with agencies and stakeholders including NGOs/CSOs
- Developing participatory monitoring and accountability approach, methods and tools involving key stakeholders.
- Analysing financial and capacity needs and identifying current and possible new sources of funds and partnerships.

This process is expected to be guided by a national Steering Committee headed by the PM. An anchor person at PM office has been appointed.

More than token participation of CSOs/NGOs needed.

For Education SDG/7FYP - a high level joint taskforce of the two Ministries and others including concerned NGOs, academic/research institutions, and civil society -- can examine and agree on common objectives, targets, strategies and indicators for education. *These also should be subject of citizens' dialogue.*