Ensure successful transition to school in Bangladesh

Ministry of Primary and Mass Education
Government of the People’s Republic of Bangladesh
Country Profile of Bangladesh

a) Official name: The People’s Republic of Bangladesh
b) Area: 1,45,570 Sq. Km.
c) Population: 153.6 million
d) Literacy rate: 59.82 %
e) No of Schools: 89,712
f) No. of Students (6-10 age group): 1,84,32,499
g) No. of Child (3-5 age group): 3451198
h) No. of Enrollment in the year 2012 (3-5 age group): 2553887
i) Infant Mortality Rate (Neonatal): 3.2% (BDHS 2011)
j) Infant mortality (under 5) rate: 5.3% (BDHS 2011)
k) Improved drinking Water Coverage: 87% (DPHE)
l) Sanitation coverage: 58% (LGD)
m) Population Growth rate: 1.37 (BDHS 2011)

L) Percentage of children under 5 suffering from moderate and severe stunting: 41% moderate & 15% severe
In Bangladesh, Early childhood development initiatives got momentum from late nineties though some scattered initiatives were there even from 1972.

Informal “baby classes” started in government run primary schools in 1972.

First initiative on school readiness was through INFEP project in 1991 (Coverage 63,000 children)
Initiatives of GO- NGOs in designing and operation of ECCD were:

- GOB – 1984 (Establishment of Day Care Center)
- Plan Bangladesh-1997
- SC-USA- 1998
- GSS – 1996
- Phulki – 1996
- BRAC – 1997
- VERC – 1997
- ECD Unit – 1997
- GS – 2005
- DAM -2005
Inception of the Network

- An initiative was taken in 2002 to form a Network of ECD stakeholders in Bangladesh with the support of UNICEF-Dhaka and Bangladesh Shishu Academy (the national academy for children).
- Fifteen other development organizations were active partners of this initiative.
- They identified ECD stakeholders over the country through a survey.
- Bangladesh ECD Network (BEN) is a forum of governmental, non-governmental, academic and research organizations, United Nations agencies and development partners working in Early Childhood Development in Bangladesh.
Government Commitment: International

- CEDAW 1979
- CRC 1989
- Jomtien EFA Declaration 1990
- Dakar EFA Framework 2000
- MDG 2000
Government Commitment: National

- Constitution of Bangladesh (1972)
- First Education Commission (1974) (and subsequent policy statements)
- EFA NPA-II(2003-2015)
- Sixth Five Years Plan
- National Education Policy (2010)
- National Children Policy (2011)
- Comprehensive Early Childhood Care and Development (CECCD) Policy.
- Education Act
Policy Development

Operational Framework for Pre-primary Education (2008): A milestone

- The Framework provides a common standard and operational direction for all Pre-primary education implementers - GO or NGO.
- Preschool to be integral part of primary education.
- New Education Policy to encourage and support the governmental, non-governmental, national and international organisations and partners and other relevant actors in their commitment to and investment in ECD.
- A comprehensive ECCD Policy (for 0-8 yrs children) drafted and now under approval process with MOWCA
- PPE Curriculum both in national language and mother tongue for Ethnic Peoples.
Initiatives under first national ECD project (2001-2012)

- Awareness raised at all level (from policy to family) through an advocacy and communication campaign
- Government designed PPE model and started to pilot in plain Land and CHT areas from 2002 (rural & urban) with the support from UNICEF and experienced NGOs (Plan Bd, BRAC, GS), from 2003.
- Strengthened institutional and professional capacity of DPE and others for implementing ECD activities.
Initiatives . . . /2

- The National Pre-Primary Curriculum approved by the Ministry of Primary and Mass Education in 2011.
- High level technical and coordination committees on PPE formed and activated by MoPME with representatives from GO, NGOs, DPs, Institutes and Networks (BEN, CAMPE).
- GO-NGO collaboration guideline on PPE approved and implementation guideline and plan drafted by MoPME.
- PPE national curriculum developed and approved.
- Mother Tongue based curriculum development for the Ethnic People (meanwhile curriculum for five Ethnic Groups has already been developed)
One year pre-primary is now an integral part of Primary education under PEDP III with a provision of:

- Recruitment of 37,642 new teachers for PPE under process
- New class rooms for pre-primary
- Introduction of PPE module in Diploma in Education Curriculum
- Alternative approach for marginalized groups developed
- Strengthening Institutional and professional capacity
- PPE mapping, Data base & expansion plan ongoing process
- Provisioning school feeding activities for PPE children
- Ensure pure drinking water and sanitation at school level by establishing adequate tube wells and wash blocks.
# Present Coverage of Pre-Primary Programs

<table>
<thead>
<tr>
<th>National</th>
<th>No. Eligible Children for Pre-Primary</th>
<th>Number of Children enrolled in Pre-Primary Education in 2012</th>
<th>Un-Enrolled Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DPE</td>
<td>ELCDP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPS</td>
<td>RNGPS</td>
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<tr>
<td>Current (2012)</td>
<td></td>
<td>1,278,410</td>
<td>580,387</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,451,198</td>
<td></td>
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</tbody>
</table>

Source: BBS 2011 and administrative data 2012 of DPE.
Enrolled Children

74% of children are enrolled in 2012 and the total number is 2,554,859. This means 2.5 million children are somehow attached with PPE activities.

Stakeholder wise Enrollment in PPE 2012

Pre-Primary Education Centers in Bangladesh
PPE Centers of DPE, ELCDP and selected NGOs’

<table>
<thead>
<tr>
<th>National Level</th>
<th>Number of Centers in Pre-Primary Education in 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DPE</td>
<td>ELCDP</td>
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<tr>
<td></td>
<td>GPS</td>
<td>RNGPS</td>
</tr>
<tr>
<td>Total</td>
<td>37,672</td>
<td>26,192</td>
</tr>
</tbody>
</table>

National Budget for Primary and Pre-primary Education

(a) National Budget for Primary Education:
About 120,000 million Taka. (2013-2014)

(b) National Budget for Pre-primary Education:
Not separated from the budget of Primary Education
Challenges

- Mainstreaming the disadvantaged groups especially for the Ethnic Children and Marginalized Groups
- Quality monitoring system development for pre-primary education.
- Making ECCE services inclusive – especially developing and expanding programs for early detection and care of children with special needs
- Ensure school feeding program in all primary schools for better health and nutrition.
Priority Areas

1) Until the government resource pool is enriched with necessary trainers, teachers, developers government should take advantage of engaging non-government agencies, organizations, institutions for active cooperation
2) A solid database with current and future projection for PPE enrolment and making it compatible with the central EMIS at DPE
3) Capacity development of the DPE, NCTB, NAPE and district offices for adequate understanding on the PPE methodology for professional programming, follow up in the filed and continue developing the same.
4) Direction to all PPE providers to follow the minimum standard set in the expansion plan
5) A central review and coordinating body for PPE to be launched soon to guide the PPE implementation