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**National Education Policy 2010: Challenge of Quality Primary Education**

**A review aligned with SDG-4**



**Module - 02: National Policy Review (Individual Assignment)**

**Prepared by**

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## Abstract

The main objectives of this review of the National Education Policy 2010 are to focus the challenges of quality education provisions, to identify the constraints to smooth implementation of the policy provisions and to develop a policy framework for ensuring quality primary education. This study uses secondary sources data and took fullest contribution of collaborative knowledge sharing with different stakeholders.

Section 1 of this paper would start with discussion on the core subject issue and its scope, limitations and methodology. It would also discuss the “who, whom, why and how” aspects of the issue. Section 2 would briefly discuss on service delivery aspects while in section 3, issues of the key negotiation principles, framework components and lesson learned for Bangladesh related to this policy review and its service delivery components would be focused.

The review reveals that despite the strong political will there are challenges in resource mobilization area, weaker governance in education administration, weaker professional expertise and commitment status, poor ethical standard etc are affecting progress in implementing quality education related policy provisions. To meet the challenges further policy guidance at action programming and implementation level is suggested.

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## EDUCATION POLICY 2010

### Goal 4: Quality education

*Ensure inclusive and equitable **quality education** and  
Promote lifelong learning opportunities for all*

#### Introduction

The World Education Forum in Dakar in 2000 did not only emphasize the need to achieve education for all, but did also notice the need to improve the quality of education. The Forum made the following recommendation: “*Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills*”. (Dakar Framework for Action Article 7, World Education Forum, 2000). Article 28 of the Convention of the Right of the Child states the child’s right to education and the State’s duty to ensure that primary education at least is made free . In article 29 of the same Convention the States are requested to recognize that education should be directed at developing the child’s personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child’s own cultural and national values and those of others (United Nations, 1989).

Based on the recommendations in the Dakar Framework for Action and the Convention of the Right of the Child, as well as a number of other international conventions and recommendations, it can be concluded that everyone has the right not only to receive education, but also to receive education of a high quality. A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parents’ income, colour, gender, language, religion, political or other opinion, national or social origin.

Bangladesh has made significant progress in achieving some goals of Education for All but it needs to focus on the quality of education and early childhood development. It also did well in ensuring gender parity, but it needs to focus on quality primary education.

#### Objective

The purpose of this paper is to inspect the quality education provisions framed in National Education Policy 2010. Specific objectives are:

- to examine the challenges of quality primary education provisions
- to identify the constraints to smooth implementation
- to develop action guidance for ensuring quality primary education

#### Scope

The review restricts its scope in examining the policy provisions for quality primary education within National Education Policy 2010 framework and identifying possible constraints. It also attempts to develop action guidance for smooth implementation of the policy provisions.

## Limitations

Further large representation of stakeholders as respondent could have given more appropriate findings. Also a pretested questionnaire could have been more useful. Total time given for review preparation also felt as a limitation for the purpose. Focused review area of finding challenges hasn't been studied before which caused shortage of reference ultimately contributed to limited review.

## Methodology

For the review purpose considering time and resource constraint, primarily instrument like, a. related reports, journals and articles, b. Website articles and c. collaborative knowledge sharing with different stakeholders has been exploited as Primary Source.

## Literature review

### Education Policy 2010: Aims and Objectives

The directives as noted in the Constitution of the People's Republic of Bangladesh have been taken into consideration in the formulation of National Education Policy 2009. The UN Child Rights Convention that emphasizes the ensuring of rights of children in every member state has been a further area of consideration. The primary objectives of this policy are directed towards the cultivation of human values. It seeks to prescribe ways through which citizens can be groomed to become leaders in pro-people development programs and progress of the society.

They will become rational and intellectually accomplished human beings with ethical perceptions, who have respect for their own religion as well as for others' faiths. Education will help them to grow up as non-communal, patriotic and efficient persons free from superstitions. And simultaneously, it is only education that can equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community. This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems. With this idea in view, the aims, objectives, goals and principles of the Education Policy will be as follows:

1. to reflect the Constitutional guarantee at all levels of education and make learners aware of the freedom, sovereignty and integrity of Bangladesh;
2. to stimulate the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;
3. to inspire the students with the spirit of our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, awareness of human

rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance);

4. to promote the continuity of national history, tradition and culture through an intergenerational process;

5. to foster creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life oriented development of knowledge of the learners;

6. to evolve an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership;

7. to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;

8. to create unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economical situations to establish a society that is free from discrimination; to resist use of education as a commodity to reap profits;

9. to show tolerance for different ideologies for the development of a democratic culture and to help develop a life-oriented, realistic and positive outlook;

10. to ensure the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity;

11. to ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;

12. to attach substantial importance to information and communication technology (ICT) along with maths, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;

13. to put special emphasis on the extension of education; to give priority to primary and secondary education; to motivate the students to show dignity of labour; to enable students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;

14. to develop some uniform and basic ideas amongst all learners; to establish a sense of equal status amongst all citizens of the country to implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; to prescribe and ascertain the learning of some uniform textbooks to attain that; to initiate some method of teaching in some basic subjects at the secondary level to achieve similar objectives;

15. to ensure a creative, favorable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development;

16. to help students grow up with sound moral character through lessons from their respective religious teachings and moral sciences;

17. to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable the learners to acquire these skills; to motivate the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education;

18. to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment;

19. to ensure quality of the higher education in all disciplines and motivate students in research and to create a congenial and necessary environment of research within the country through the cultivation of knowledge and sciences;

20. to ensure the proper context and situations in the education system at the higher level that facilitates ideal cultivation of learning;
21. to extend the use of information and communication technology ( ICT) instrumental in educational process at every level
22. to take special measures for the development of education of the backward classes of the country including the street-children;
23. to promote and develop the languages and cultures of the indigenous and small ethnic groups;
24. to ensure the education of the physically and mentally challenged learners;
25. to create a society free from the curse of illiteracy ;
26. to initiate special measures to promote education in the areas identified as backward in education;
27. to ensure efficient and correct teaching of Bangla language; .
28. to take necessary steps to create facilities of playground, sports, games and physical exercises in all educational institutions for the healthy growth of the physical and mental qualities of the learners;
29. to take various steps to foster hygienic awareness of the students;
30. to care the students and make them aware of the dangers of taking drugs or similar items.

**The education policy 2010 focuses on the following aspects of the education in Bangladesh:**

- Pre-Primary and Primary Education
- Secondary Education
- Madrasa Education
- Higher Education
- Medical, Nursing and Health Education
- Information and Technology
- Agriculture Studies
- Women's Education
- Sports Education
- Examination and Evaluation
- Enrollment
- Status, Rights and Responsibilities of Teachers
- Educational Administration
- Adult and Non-Formal Education
- Vocational and Technical Education
- Religious and Moral Education
- Engineering Education
- Science Education
- Business Studies
- Law Studies
- Fine Arts and Crafts Education
- Libraries
- Students' Welfare and Counselling
- Teachers' Training
- Curriculum, Syllabus and Textbooks
- Special Education, Health and Physical Education, Scout, Girls' Guide and Bratachari



## What does quality education mean?

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however, Quality education includes:

- . Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- . Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- . Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- . Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- . Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Piphoo, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Establishing a contextualized understanding of quality, means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O'Gara & Miske, 1999). Indeed, each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966).

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research — ranging from multinational research to action research at the classroom level— contributes to this redefinition. Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

## What is the problem?

Achieving inclusive and quality education for all, reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education.

Bangladesh has made substantial progress in improving access to education, especially at the primary level. Net enrollments for primary school ages, which stood at less than 50 percent in 1971, increased to

almost 99 percent in 2015 (NER) . The quality of education, however, remains extremely poor as indicated by high dropout rates at the primary level and failure rates of secondary students in public examinations at the university level. All indicators point to gross inefficiency and poor management of the education system.

Increasingly high pass rates and high percentages of “golden grade point average” of 5+ are being claims about improvement in the quality of education from one year to the next. However, these high scores are quite inconsistent with the learning outcome result of the National Student Assessment (NSA) 2013 and Learning Assessment of Secondary Institutions (LASI) result.

Quality education is one of 17 Global Goals that make up the 2030 Agenda for Sustainable Development. In broad it captioned as *Ensure inclusive and equitable quality education and Promote lifelong learning opportunities for all.*



#### **Why does it matter?**

Quality education formed the basis for progress and suitable development in any country. Citizens who can read, calculate, and think critically have better economic opportunities, higher productivity, better health, higher responsibility sense etc. But that still remains poor ,in Bangladesh’s context , as evident through out of reach student number ; drop out student number , disproportionate teacher-student ratio, unqualified teachers, non-responsive course curriculum , poor facilities and infrastructure, poor administration and management, inadequate resources etc.

#### **To whom does it matter?**

The issue of quality education fundamentally is the concern of the nation. It takes on board the entire segments of its population with different dimension of interest. For example, it matters to the students in terms of personal success throughout school, future opportunity, To the parents it matters in terms of pride, success, and opportunity for the students they care about, It matters to the Teachers/School staff in terms of their professional efficacy and job satisfaction, To the education administration office in terms of “Adequate yearly progress,” meeting accountability expectations, To the School boards in terms of fulfilling their mission, media coverage, accountability, To the Taxpayers in terms of getting a good return on their tax “investment” in schools, To the Business community in terms of ability to hire graduates with skills needed, To the other community members in terms of Community pride and “livability,” real estate values etc, but to the nation it matters to the extent of having an able member to participate and contribute effectively in its progress.

#### **Who needs to care more?**

While talking about priority of care, among the stake holders, it is difficult to get a common answer rather it varies from socio-economic context of the society at large. National goals priority and resource availability are usually considered crucial in this regard. However on an attempt to prioritize the subject

of more caring segment of education system *Students* should get top priority generally speaking. Students are the core or central focus in education. The goal of education is the growth of students so that they become productive citizens of a dynamic, ever-changing society. Immediate following area of priority focus could be Teacher/teaching staffs as they are equally important to drive the education system cycle. Education Institutes Managing Committee (SMC), Parent Teacher Association (PTA), Central and local education administrator, State level political leaders, Local government representatives, Business sector representatives also plays critical role in maintaining education environment with strategic influence on managing the education related quality services and facilities. Above all, for quality-education, we have to start with the primary education.

### ***How do we get them to give it more attention?***

Student as the core element of education system:

To ensure expected school attendance, retention and reduce absenteeism-dropout reality compulsory Primary Education Act 1990 provisions can be stringently reinforced.

Awareness campaign, Community mobilization, Special feeding program, Stipend incentive, Education material support program, Special class, Regular supervision by the teacher etc can be further strengthened. In service training/internship with income opportunity, scholarship, soft loan facility etc can be provisioned for the teachers along with facilitative infrastructure and curriculum support.

Assessment of learners' achievement should be based on public examinations and continuous evaluation by teachers, which should aim at assessing cognitive, affective and reasoning domains. Exams should be aimed at discouraging rote learning.

### **Teachers as key to quality**

The teacher is at the center in the strategy to improve educational quality. It is recognized that bold and creative measures are needed to attract talented and inspired young people to teaching, keep them in the profession and create a critical mass of talented teachers in the primary education system. Bangladesh uniquely does not have a proper pre-service program for teacher preparation, though this is the single largest occupational category into which tertiary education graduates enter.

Recognizing that a large proportion of the tertiary education products, especially from the colleges under the National University, are absorbed by the teaching profession, new initiatives for **enrolling bright young people in a degree program with education as a subject can be a key pre-service program approach for future teachers.**

A national education service corps established with stipends and promise of better remunerations on condition of at least five-years of service in the public system is one possibility for quality enhancement.

A nucleus of highly capable people in teaching and new role models for the profession can thus be created. For such an initiative to produce the intended results, a special project is expected to be in place to improve and maintain quality in the degree colleges where the education degree would be introduced.

### **Teachers' status, incentives and training**

Teachers' recruitment, training, professional support and remuneration should be key elements of the strategy for improving quality in primary education. A Teacher Recruitment and Development Commission should be established to recruit teachers and support their professional development. Longer term measures would include special pre-service programs and better incentives and rewards for transforming teaching as a better profession.

### **Governance and management measures**

A consolidated education law should be enacted providing a legal framework for educational governance and management in line with the purposes of the new policy. It may include appropriate revision in management committee formation, improve fund and expenditure management, ensure transparency-accountability, and improve efficiency etc.

### **Common core contents in primary and secondary education**

A qualitative transformation in teaching the identified core skills and competencies in all categories of primary and secondary institutions has to be a priority. Possibilities that exist are short term measures such as contractual appointments and extra incentives for capable instructors in math, science, English and IT.

Strong bilingual competency in Bangla and English for all students completing the secondary should be a core objective -- building the foundation of Bangla competency at the primary level and similar English skills and IT skills at the secondary stage. Mobile phone operators, IT multi-nationals, Internet service providers and other businesses can be persuaded and given incentives to "adopt" schools to support IT instruction and IT-based improvement in pedagogy.

The objective of a common core of competency for all children through basic education calls for curriculum continuity with attention to curricular burden and sequence and not pushing children irrevocably into streams (science, commerce, vocational etc.) too early at the end of grade 8. Educational systems in most countries defer these decisions at least to the end of secondary education for very sound pedagogic and social justice reasons.

### **Assessment of learning**

The education policy goal is to ensure that tests and assessment of students help them move away from memorizing textbooks and really acquire defined competencies. Assessment of learning has two complementary elements -- day-to-day and periodic assessment in the classroom and school and more formal and public tests at the end of a stage of education. These are described respectively as assessment for learning -- to help children perform better; and assessment of learning -- to determine what students have learned and how the school and the education system have performed. Both are essential for quality education.

The introduction of national primary school completion and junior secondary certificate examinations has produced consequences not quite foreseen. Increasingly high pass rates and high percentages of "golden grade point average" of 5+ are being reported with great fanfare and claims about improvement in the quality of education from one year to the next. These high scores are quite

inconsistent with independent sampling of actual competency in basic skills of reading, writing and numerics of primary and secondary students.

The public tests for six subjects for primary and nine subjects after grade eight are based entirely on the textbook contents rather than actual competencies students are supposed to acquire. A competent professional and technical team should be invited to undertake research and evaluation on how the national testing serves the policy objective of assessing and improving actual competency and how this may change classroom teaching.

### **Transforming vocational and technical education**

Vocational education centers are planned to be established in each upazila centers. Their efficiency and quality has to be ensured by responsive curriculum, flexible training methodology and employers' involvement in design and management.

### **Literacy and NFE in a lifelong learning perspective**

Literacy and non-formal education need to be conceptualized as integral components of widely available life-long learning opportunities. A nationwide network of community learning centers under local government auspices with active involvement of NGOs and community organizations can be the vehicle for life-long learning, complementing formal education. Programs would be designed and defined aligning with functional skill promotion measure and meeting genuine learning needs on a sustainable basis.

### **Institutional infrastructure facility**

Education is a complex process that may be influenced by factors both inside and outside the walls of the classroom. An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing.

The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. It also includes provision of safe drinking water, toilet facilities. These facilities provide the physical environment for learning.

### **Consolidating Quality in Tertiary Education**

Tertiary education management, including public universities and colleges, is in shambles. Although participation in tertiary education remains low, expansion of tertiary education will not produce the desired results, unless acceptable quality can be ensured.

Tertiary education development programs applying rigorously already established quality standards and consolidating and rationalizing existing institutions, while investment is made on a major expansion in infrastructure development, professional quality improvement and content revision areas.

## Financing of education for equity with quality

Public education allocations have actually come down as proportion of GDP and total budget since the education policy has been announced. Till date its one of the lowest in the world though GoB committed to rise the GDP share at least 4%. However it still remains below 2%. Financing criteria and principles should be established and applied to support the objectives of quality-with-equity, such as a Upazila-wise capitation formula and institutional control of resources with accountability. Substantial new resources should be directed to teacher incentives and raising status of teaching as a profession and other quality improvement inputs.

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## Section 2

*Summary of the key service delivery aspects linked to public policy problem. This section can identify the type of public services linked to public policy question, how those services relate to the SDGs, who are the key stakeholders linked to those services, the possible role of central and local government institutions and ways to improve the accountability in the service delivery.*

### Service Delivery Inputs

*Recruitment of quality primary teacher and ensuring suitable training for them*

To ensure quality education, teachers' recruitment should be quality based. Besides, they should be equipped with appropriate training which will make them able to practice teaching learning processes. This will also enable them to educate the students to acquire the competencies (both class based and subject based) in order to ensure quality education. Primary teachers' basic training is now **Diploma-in-Education** for eighteen months. This training is standardise by the **Institution of Education Research, Dhaka University**. It acts as the Foundation Training for the primary teachers. It certainly raises the quality of teachers to some extent. But it is not enough - still miles to go.

### Establishment of student friendly environment

To create student friendly environment, establishment of infrastructure such as - construction of new buildings with adequate space, expansion of sanitation facility, wash block, water supply facilities, playground, supply of adequate reading and learning materials, extending facilities of IT and Internet, health facility, etc are necessary .

Ensuring efficient role of SMC and execution of the decision taken by the committee is important.

### **Ensuring Head teacher's role as academic head**

The Head teacher will ensure that the *class-based and subject-based competencies* are achieved by the students according to the curriculum. He will perform his duties and will ensure that other teachers also perform their assigned duties. To achieve quality education this is a priority area.

### **Activation of parent teachers association**

The parent-teachers association (PTA) is an important forum that can play a critical role in ensuring quality primary education. Parents are the main stakeholder in education process because they know what their children are learning and how the teaching-learning process is going on. A regular interaction arrangement for teachers and guardians would facilitate taking appropriate corrective measures, which would ultimately contribute in achieving quality education.

### **Role of education Managers**

Ensuring quality education the role of education managers is inevitable. In Bangladesh context, the Upazilla, District, Division and Directorate and even the Ministry level officials generally inspect and monitor the system implementation status. If the education Managers regularly supervises, monitor and take appropriate measures in time, this would contribute to the improvement of the prevailing situation which will lead to ensure achieving quality education.

### **School level improvement plan, role of local leaders and elites**

To improve the prevailing situation and to execute the necessary programs, involvement of the local leaders and elites is necessary. Government encourages bottom-up planning and implementation by the active involvement of the community. In this purpose every year an allocation is sent to the schools by the government with an intention that the local level leaders will help and cooperate to enhance the fund by local contribution. With this the fund will be utilized in the projects/ activities taken by the School Level Improvement Plan (SLIP) committee on the basis of need. This will be executed by the school committee; in that case GOVT allocation may be treated as seed money. School Managing Committee has an important role in this case to play.

### **Reduction of drop out and the role of central and local government in this regard**

In Bangladesh at primary level current dropout rate is 20.4 (*Annual primary census –APSC 2015*) much above the acceptable limit. There may be many reasons for high dropout rate but the lack of awareness, poor economic condition of the guardian and hard to reach area considers major reasons to the effect. Although government is allocating a sizeable amount as stipend and supply fortified biscuits especially to the students of poverty-prone areas but the guardians and the school authority should play more active role in this regard. Moreover, the local political leaders, elites, rich man and also the local government institutes can play a vital role in supplying mid-day meal to the students. For Govt. its difficult to bear this huge expenditure. As the student remain in the school from morning to afternoon and many students cannot afford to bring their mid-day meal in the school. The supply of mid-day meal can contribute a lot to retain the students in a larger number in the school and can contribute in the regular attendance.

Bringing the Special need Children (physically handicapped) to the school where different stakeholder (Govt., local Govt., local elites, interested in education persons, guardians, school authorities) can play a vital role. Govt. is extending facilities by introducing inclusive education and by building special need children-friendly infrastructure and supplying reading-writing aids to the schools. The teachers and other stakeholders can play an important role to facilitate those children by accommodating them to the mainstream.

### **Introducing On-line inspection and e-monitoring system**

There are thousands of educational institutions in Bangladesh which education managers regularly inspect. To ensure the application of appropriate teaching and learning procedure, regular quality inspection and continuous monitoring is effective. Although this is inbuilt in the system but this is not properly functioning. Some of the supervising officers usually do not inspect the schools regularly on one hand and the feedback and appropriate action taking measures are absent, on the other hand. Moreover, due to the inadequate staff and age-old system monitoring is not up to the mark. To overcome this situation, on- line inspection and monitoring system is being introduced. In this system the inspecting officers will go to the schools and fill up the inspection form on line and the report will come to the different tiers and by applying the special software the relevant authority can know instantly the real situation in the schools that would contribute improving quality education delivery situation.

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## **Section 3**

Summary of the key lessons learned, recommendation and conclusion related to public policy problem and its related service delivery components regarding quality primary education.

### **Lessons learnt**

Orientation and exposure to the training contents have contributed much to develop a refreshed look to our professional interest area. However, some of the learning's can be adapted in education sector in Bangladesh.

1. *Achieving Learning Outcome* and shifting of Dip-in-Ed training from in-service to pre-service for teaching staff, awareness building can be very effective.
2. Enhancing the service delivery capacity among the stakeholder in education sector negotiation strategy can play a vital role.
3. Resource mobilization provisions/techniques used in different countries can be adapted in strengthening Local Government Bodies, which plays an important role in primary education in Bangladesh perspective.
4. In Bangladesh, Education Institutes currently have grading based assessment system but without any benchmarking. Possible introduction of benchmarking arrangement, would



ensure further transparency and accountability in case of comparison among the institutions

5. Inter department cooperation can play vital role in upazilla level in implementing quality primary education.

## Recommendations

Most of the lessons learned could be customized in local context. So the recommendations could be as follows:

1. Go-ngo collaboration can be used for awareness building in education sector as well as other sectors in Bangladesh.
2. Negotiation strategy can be used in enhancing the service delivery capacity among the stakeholders in education sector as well as in other sectors in Bangladesh,
3. Local governments bodies in Bangladesh can explore opportunities of extend its own resource mobilizations for facilitating some of the small issues of primary education.
4. Introducing benchmarking system to promote healthy competition among the service providing agencies and staff to ensure transparency and accountability.
5. Empowering the SMCs can be very important in playing their enhanced role to contribute in quality primary education.
6. Subject based teacher appointment should be done in primary schools to ensure the learning achievement.

## Conclusion

Bangladesh is now striving to ensure quality education in line with achieving SDG-4. Our national education policy and other policy documents also focused in the same direction. This paper reviewed the policy provisions for ensuring this quality education goal. It reveals that despite the strong political will there are challenges in resource mobilization area, weaker governance in education administration, weaker professional expertise and commitment status, poor ethical standard etc are affecting progress in implementing quality education related policy provisions. However, increased efficiency in delivery of adopting technology, diverse strategy to measure learning outcomes, trained quality teachers, effective curriculum and resource mobilization would facilitate ensuring quality primary education agenda.

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