

**SDG – 4**  
**HEALTH AND QUALITY EDUCATION**  
**OFFERING A SECURE FUTURE FOR ALL**

## **WORKING SESSION 4 - EDUCATION**

**Presented by :**  
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## 2015 : A LANDMARK YEAR !

- The global populace stands at a historic crossroads in 2015.
- It is the final year for MDGs and EFA
- Global community has adopted a new set of development goals-- Sustainable Development Goals (SDGs).



# THE MILLENNIUM DEVELOPMENT GOALS

- ‘Produced the most successful anti-poverty movement in history’.
- Since 1990 the number of people living in extreme poverty and under-five mortality rate has declined by more than half, , the maternal mortality ratio has declined by 45 per cent worldwide.
- However, the progress is uneven-----
- Substantial inequalities exist between countries and within countries.
- Almost all of the 800 million people living in extreme poverty live in developing countries.
- About 16,000 children die each day before celebrating their fifth birthday, mostly from preventable causes.
- The maternal mortality ratio in the developing regions is still 14 times higher than in the developed regions.



# EDUCATION FOR ALL GOALS\*

- In spite of remarkable progress across the globe **EFA Goals remains unachieved.**
- Most significant achievements are in **Access and Gender Parity**, particularly in primary education.
- Yet millions of children :
  - are out of school,
  - or do not complete primary education
  - and leave school without basic numeracy and literacy.
- Many countries have increased **spending on education** but as a share of government spending, expenditure on education has changed little since 1999 .
- Donors have failed to live up to their commitment.

\* Source EFA Global Monitoring Report 2015



## BANGLADESH'S ACHIEVEMENTS IN EFA RELATED TARGETS

- Pre-primary education mainstreamed (coverage: 78 % in 2014).
- Primary Net Enrolment Rate (NER) reached 97.7% in 2014
- Enrolment in secondary education is 62.25%
- Enrolment in Technical and vocational education increased from around 6% to around 15% since 2010.
- Youth literacy rate improved from 64% to 80%,
- Adult (15-45) literacy rate increased from 47.9 % in 2001 to 59.8% in 2013.



## BANGLADESH'S ACHIEVEMENTS IN EFA RELATED TARGETS (CONT.)

- Gender parity in the primary and secondary level
- Enrolment of girls in technical education increased by 44% since 2010.
- Increase in Gender Parity Index (GPI) in all indicators measured.
- Pupil/teacher ratios declined.
- At the primary level around 83% and at the secondary level 73 % teachers are trained.

Data from BANBEIS, ASR 2014, and 2015 EFA Report Statistics



## THE UNFINISHED EFA AGENDA

- ECD preceding pre-primary is available to a very small number of children.
- Dropout rate needs further improvements in both primary (21%) and secondary (42%).
- Gender gap in adult literacy and in vocational-technical education, though declining, still persists.
- Pupil/teacher ratios declined but still high: 40:1 at Primary and 37:1 at secondary level. Geographical discrepancies exist between rural and urban and from district to district and school to school.
- As about 80% of the schools run double shifts effective contact hour is limited.
- Learning assessments indicate major challenges in ensuring desired learning outcomes



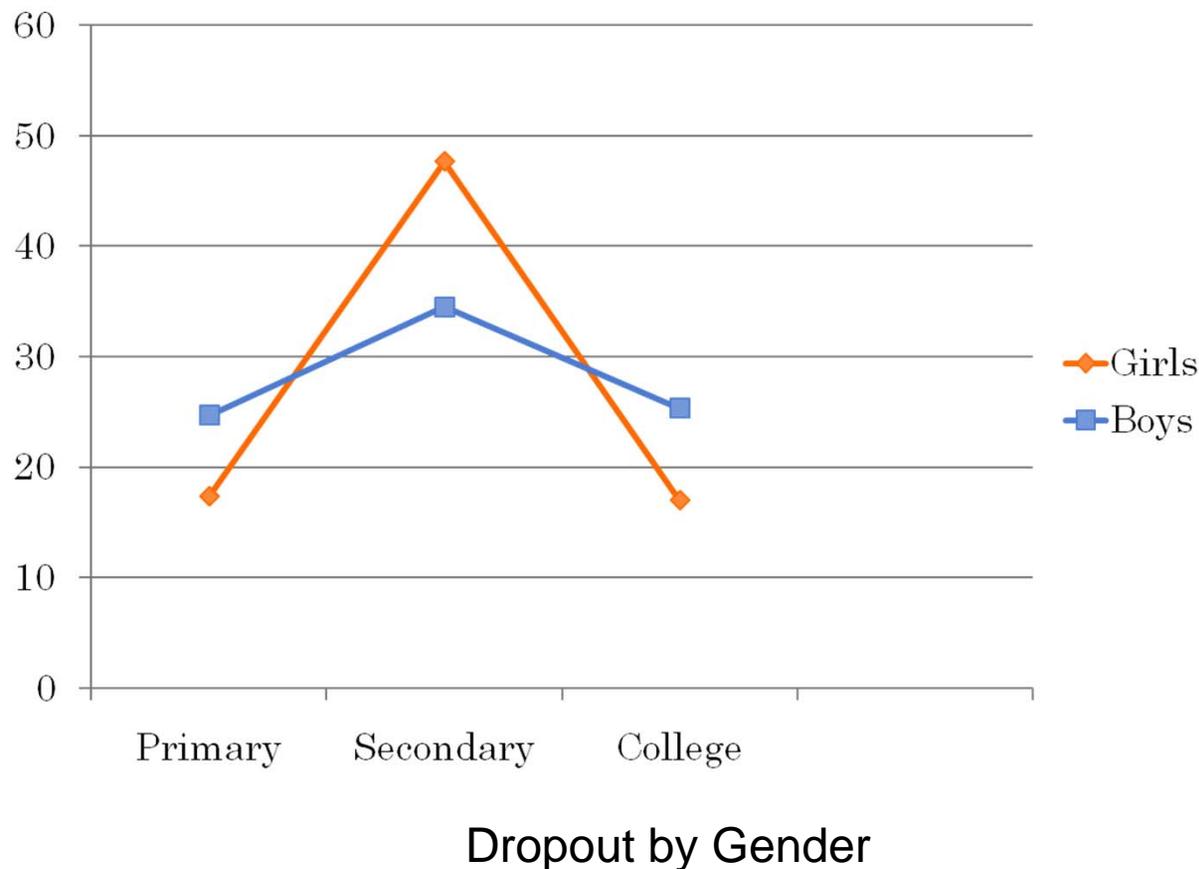
## LESSONS LEARNED AND CHALLENGES AHEAD.

- Commitment of the government can make a difference.
- Reaching the unreached is not only difficult but also expensive.
- Extending technical education and skill training facilities and strengthening the existing institutes are essential pre-conditions for taking the advantage of the prevailing demographic dividend.
- Results of the assessments indicate the need for urgent and drastic improvement in quality of learning outcomes.



# LESSONS LEARNED AND CHALLENGES AHEAD.

- Gender issue in secondary level shows a queer pattern. Girls perform better than boys in primary and higher secondary but worse in secondary level !



# SUSTAINABLE DEVELOPMENT GOALS AND EDUCATION

- Education is at the core of SDG and central to the achievement of most of the remaining 16 goals.
- SGD-4 states: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”
- There are 10 targets for this goal, which looks like a tall order.
- Some of the targets relate to the unfinished EFA agenda. The issue of gender parity, equity and quality cut across the targets.
- The targets looks like a tall order.



# FINANCING SDG EDUCATION AGENDA

- The aspirations encompassed in the SDG 4 cannot be realized without a significant and well-targeted increase in financing.
- UNESCO estimated that:
- Government spending on education by low income countries, excluding post-secondary education, will need to increase by 50% as a share of GDP between 2012 and 2030.
- The total annual financing gap between available domestic resources and the amount necessary to reach the new education in low income countries, is about 42% of annual total costs.



# FINANCING SDG EDUCATION AGENDA

- Aid will remain a crucial source of education finance over the next 15 years if the targets are to be met.
- Across low and lower middle income countries, donor aid for pre-primary, primary and secondary education will need to increase by at least six times.



## FINANCING SDG EDUCATION AGENDA

- The financing requirement for achieving SDG 4 by 2030 in Bangladesh is yet to be estimated.
- It already evident that the financing in education should be increased by a huge margin to achieve the ambitious targets of SDG 4 in Bangladesh. Despite substantial estimated increase in funding from domestic sources a wide financing gap will remain. Donors should be committed to bridge that gap.
- In the Seventh Five Year Plan Government of Bangladesh has allocated Taka 1129.3 billion for the Education and Technology sector of which Taka 867.2 billion is for education.



# WHY ARE SWAPS NEEDED?

- Holistic programs rather than disconnected projects;
- Strengthen communication and coordination across the sector;
- Strengthen coordination among development partners;
- Strengthen line agencies to implement and monitor development activities;
- Reduce administration burden on government;
- Reduce overlap and duplication of discreet development projects
- Build capacity for needs-based development targeting;



## SWAP IN EDUCATION SECTOR: PEDP TO SECONDARY SWAP

- Concept of SWAp was first introduced to the education sector of Bangladesh in late 1990s.
- PEDP 1: A loosely coordinated cluster of donor-funded primary education projects. Coordination virtually limited to development partners.
- PEDP 2: First sub-sectoral SWAp in education. Government agreed to the concept of program approach with a caution.
- PEDP 2 offered a lot of valuable lessons for both the government and the development partners. Building on the lessons of PEDP 2, PEDP 3 was designed.
- PEDP 3: Stood apart from its predecessors for Results focus, emphasis on education quality, exemplary donor harmonization and partnership, development partners alignment with government system of fiduciary management and government ownership.



# SWAP IN SECONDARY EDUCATION

- Encouraged by the experience of SWAp in primary education government and development partners have decided to move to a program approach in secondary education as well.
- ADB assisted Secondary Education Sector Investment Program (SESIP) is the first step towards that goal.
- MoE developed a medium-term framework for the secondary education sub-sector, focusing on quality improvements, policy measures and specific actions needed to reform the system.
- This framework could be the basis of a comprehensive SWAp in the secondary education in the future.



## HOW WILL BANGLADESH ACHIEVE THE GOALS OF SDG-4?

In line with the National Education Policy 2010 and the 7th Five Year Plan for education development Bangladesh will focus on:

- Ensuring effective learning outcomes at all levels by improving the teaching learning process in schools
- Reducing disparity and bringing out of school children, most of whom come from ultra poor families, to school.
- Development of relevant skills for employability.
- Increasing number of teachers and enhancing their quality.



**Slide 17**

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**CMA2**

Chowdhury Mujaddid Ahmed, 11/7/2015

# HOW WILL BANGLADESH ACHIEVE THE GOALS OF SDG-4?

- Improvements in curriculum and textbooks
- Mobilizing resources for adult literacy program and developing effective mechanism for 'second chance education'.
- DP coordination through SWAp in secondary, madrasah, and technical education under a common program framework;
- Introduce needs-based pre-vocational and vocational programs in general education schools;
- Improve transparency through effective and verifiable monitoring and reporting supported by a robust and effective EMIS
- Engage the private sector and NGOs for development through PPP modalities;



## SHORT LIST OF JOINT ACTION POINTS FOR NEXT FIVE YEARS

- To be written after discussion with LCG  
Education working group Co-Chair or Focal Point  
today.



○ *Thank You* ●