

Country Report On Early Childhood Care & Education in Bangladesh



**Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh**

September 2013

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on
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Acronyms & Abbreviations

ADB	Asian Development Bank
AOP	Annual Operational Plan
BBS	Bangladesh Bureau of Statistics
BEN	Bangladesh ECD Network
BEP	BRAC Education Program
BNFE	Bureau of Non-Formal Education
BSA	Bangladesh Shishu Academy
CAMPE	Campaign for Popular Education
CRC	Child Rights Convention
DAM	Dhaka Ahsania Mission
DFA	Dakar Framework of Action
DP	Development Partner
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
EC	European Commission
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Education for All
ELCDP	Early Learning for Child Development Project
FIVDB	Friends In Village Development Bangladesh
GO	Government Organization
GOB	Government of Bangladesh
GPS	Government Primary School
ICDP	Integrated Community Development Project
MDG	Millennium Development Goals
MEP	Mass Education Programme
MIS	Management Information System
MOPME	Ministry of Primary and Mass Education
MOWCA	Ministry of Women and Children Affairs
NCTB	National Curriculum and Textbook Board
NFE	Non-Formal Education
NFPE	Non-Formal Primary Education
NGO	Non-Government Organization
NPA	National Plan of Action
PEDP	Primary Education Development Programme
PPE	Pre Primary Education
PRSP	Poverty Reduction Strategy Paper
RNGPS	Registered Non Government Primary School
ROSC	Reaching Out of School Children
SDC	Swiss Agency for Development and Cooperation
UEO	Upazilla Education Officer
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WCEFA	World Conference on Education For All

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Early Childhood Care & Education in Bangladesh

1. Executive Summary



There is strong global evidence that early childhood development provides a solid foundation for good health, growth, and success in education. Moreover, the programs focusing on early learning promote awareness of child development and lead on to higher enrolments and less repetition, especially among the most disadvantaged children and children from poor families.

Pre-primary education is the most common and promising intervention of early childhood care and development in Bangladesh. National Education Policy, approved in 2010, recognizes pre-primary education as an integral part of primary education and government is now committed to introduce one-year pre-primary through the government primary education system.

The Ministry of Primary and Mass education (MoPME) recognized the importance of pre-primary education and for effective implementation of pre-primary throughout the country, took an initiative to bring all pre-primary education activities under a common planning approach. In 2008, the Pre-primary Education Operational Framework was approved by MOPME with a long-term vision. The vision was, as stated in the framework, *“all children, 3-5 years of age, are attending pre-school programs of some kind and have access to programs of health, nutrition, social, physical and intellectual development, and being initiated into formal education.”* The short-term vision of PPE operational Framework was to introduce one-year pre-primary education for all children of 5 to below 6 ages.

The pre-primary activities in Bangladesh consist of various programs under different actors. Historically, NGOs were in the forefront and a big number of pre-primary schools were run by NGOs like GSS, BRAC, Save the Children, Plan International, GS of GB, Care Bangladesh, Action Aid, Dhaka Ahsania Mission, FIVDB, CARITAS, Phulki, members of Campaign for Popular Education and Bangladesh ECD Network. Bangladesh Shishu Academy (BSA) under the MOWCA with the support of UNICEF runs Shishu Bikash & preschools in CHT & most vulnerable areas like haor, area, coastal area, tea gardens, brothels, central prisons, shishu paribar & disaster prone locations (2000-13) and urban slums. There are also madrasas, mosque based makhtabs, mondirs and private Kindergartens. As an interim arrangement, from 2010, Government also initiated pre primary in GPS& RNgPS with support form UNICEF for teachers training and development of an interim PPE package.

After approval of PPE Operational Framework in 2008, MOPME and DPE took several initiatives to universalize pre-primary education for all eligible children by engaging different actors including NGOs. PEDP II broke the ground for PPE by orienting education professionals and introducing pre-primary in to GPS through an interim package. In order to move towards a standard content delivery, the government has also developed a national PPE curriculum and approved it in June 2011.

Recognizing the effort of NGOs in the field of pre-primary and realizing the need of support to reach the target, government has also approved a GO-NGO collaboration guideline and GO-NGO Implementation plan based on the guideline on pre-primary which create options for NGOs to be involved with government to universalize quality pre-primary education.

Based on the experience and progress under PEDP II, PPE comes as an important sub-component of new sector wide program PEDP3 with a view to create a permanent system and structure for PPE linked to primary education system and provide standardized service gradually for all children.

UNICEF, as a member of donor consortium and technical partner of PEDP3, is responsible for providing technical support to DPE to operationalize PPE activities as per AOP.

The following are the major findings of PPE:

- Total number of eligible children for the year 2012 is 3.4 million. (3.6 million as per BBS Population Census 2011. Ref: PPE Expansion Plan, DPE 2012).
- DPE-supported program of pre-primary classes in GPS and RNGPS served 73% of the enrolled children, NGOs served 26% and Early Learning for Child Development (ELCD) project under MOWCA and others served about 1 percent.
- The total number of preprimary centers in 2012 is 88,225. Of these, 60,965 or 69 percent are supported by DPE. NGOs run 23,168 centers (26 percent). The remaining about 5 percent are run under ELCDP and others.
- 74% (gross enrollment, children aged from 3+ to 6 years) 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. (Net enrollment as per BBS population census report 2011 is only 20.47% with variation of 49.7% in urban areas and 20.5% in rural areas. Ref: PPE Expansion Plan, DPE 2012)
- In Bangladesh, there are total 68,200 PPE trained teachers to support 88,225 centers. DPE has trained 40,915 teachers, ELCD project has trained 8,731 and NGOs have trained 23,193 teachers.
- NGOs usually call their teachers on regular intervals for refreshers training.
- NCTB developed National PPE curriculum and teaching learning package to be introduced in schools from January 2014. All teachers need to have training on new curriculum with child development issues.
- In case of PPE, NGOs and government projects have teachers who are having different educational background. Most of the government-trained teachers are SSC passed as it is set as minimum qualification. Considering the scope and nature of the job, most of the teachers are female; BRAC for example- 100% female teachers out of 16000
- In case of NGOs and ELCD project there are some teachers who are below SSC. This picture is visible for three CHT districts and most districts of Sylhet division. This is mainly due to low literacy rate (59% below SSC and 28% SSC passed) of the locality.
- NGOs and ELCDP maintains a good standard of teacher children ratio that is around of less than 1:30. The ratio in almost all government school is above 1:30 and in some schools it is as high as 1:79 (ref. PPE Expansion Plan, DPE 2012).
- Government already declared the ideal ratio of teacher children would be 1:30 in Operational Framework for PPE in 2008.

- The classroom size in most cases, it is 300-400 square feet.
- There are total 649 training centers all over Bangladesh, where government has 536 training centers. Out of 649, only 87 centers have residence facilities for participants. Government has 1603 trainers in PTI and Upazilla Resource Centers to provide teachers training. NGOs have 226 trainers, Bangladesh Sishu Academy 20 and ICDP 15 trainers.
- NGOs have a regular system of exclusive supervision. Government also does the supervision by its Upazilla Education Officers. NGOs and ICDP has training for supervisors.
- 22,337,529,000.6 taka has been allocated for survey study review, teacher's salary (95.64%, Ref: PPE Expansion Plan, DPE 2012), materials development & procurement and training purposes in PEDP3 in PPE.
- Most of the organizations are acquiring funds from donors to operate these PPE centers. Along with donors, government directly supports some government projects.
- In case of contribution, there are some good cases in NGO operation. NGOs like Action Aid, World Vision, Dhaka Ahsania Mission, Plan Bangladesh, and Care Bangladesh collect contribution from the community to run PPE centers. This case is not only good for financial sustainability, but also community ownership is ensured.

2. Introduction



Children who attend pre-primary education have better chances for a smoother transition to primary school. Pre-primary education results in dramatic improvement in school retention and lowering of dropout rates.¹ It is also linked to access and performance in further education and better quality of life. But most importantly, the country benefits by generating an educated student body that becomes a productive work force in the future. In fact, a cost-benefit analysis based on longitudinal research conducted in the US demonstrates a 7-fold increase in benefits for every dollar invested in early childhood education.²

The Government of Bangladesh recognizes the benefits of early learning and the profound importance of preparing young children for primary school. The government has therefore decided to include pre-primary education (PPE) as an integral part of the primary education system. The government has also demonstrated its support and commitment to PPE by stating its intent to universalize pre-primary education. In addition, the government is also mainstreaming PPE into the broader 5-year education strategic planning known as PEDP III. Accordingly each government primary school will have a pre-primary class that will implement a national preprimary curriculum by 2013.

By adopting the following global and national policies, Bangladesh has expressed a strong commitment for ensuring education for young children.

¹Government of Bangladesh, *Operational Framework for Pre-Primary Education, MoPME, 2008*

²ECCD Briefs- *Calculating Cost Savings: The High /Scope Perry Pre-School Project;*
www.ecdgroup.com/download/bhicshu.pdf

- UN Convention on the Rights of the Child (1989)
- World Declaration on Education for All in 1990 and the Dakar Framework for Action 2000: Bangladesh has pledged to reach the ECCE goal for *“expanding and improving early childhood care and education, especially for most vulnerable and disadvantaged children.”*
- MDGs: Bangladesh has committed itself to ensure primary education for all.
- EFA NPA I (1991-2000) and EFA NPA II (2003-2015) identified Early Childhood Care and Education as one of the major components of basic education.
- Operational Framework for Pre-primary Education, 2008, provides a framework for implementing education programs for children between 3 to 6 years of age. This framework proposes a common standard for all pre-primary programs.
- National Education Policy; 2010 includes Pre-Primary Education as the first component of Primary Education and specifies that PPE is a one year education for children age 5+, prior to entering grade 1 of primary school.
- National Children Policy 2011 also reiterated the importance of school preparedness with provision of preschools.

A number of policy and strategy documents, relevant to early childhood education have been developed:

- Comprehensive Early Childhood Care and Development (ECCD) Policy provides an operational framework for developing comprehensive ECCD program for children from conception to age eight (MOWCA has approved and is under process of approval by the cabinet).
- Early Learning & Development Standards (ELDS) has been developed that describe expectations for children’s knowledge and behaviour relevant to Bangladeshi society, economy and culture.
- Guideline on GO/NGO Collaboration for universal Pre-Primary Education (PPE) in Bangladesh identifies areas for collaboration between government and NGOs.
- PEDP3, July 2011- June 2016, incorporates pre-primary education into the broader 5-year primary education plan.
- Sixth Five year development plan, July 2011-June 2015, includes pre-primary as a component of basic education.
- PPE Expansion Plan 2012: Gradual expansion with defined quality service delivery standards.

The pre-primary activities in Bangladesh consist of various programs under different actors. Earlier NGOs were in the frontline and a big number of pre-primary schools were run by NGOs like BRAC, Save the Children, Plan International, Care, Action Aid, Dhaka Ahsania Mission, FIVDB, CARITAS, members of Campaign for Popular Education and Bangladesh ECD Network. Bangladesh Shishu Academy (BSA) under the MOWCA with the support of UNICEF runs Shishu Bikash & preschools in CHT & most vulnerable areas like tea gardens, haor, extreme coastal belt, brothels, central prisons, shishu paribar & disaster prone locations and urban slums (2000-13). There are some other options by madrasas, mosque based maktabas, mondirs and private own Kindergartens. As an interim arrangement, from 2010, Government also initiated pre primary through GPS & RINGPS. All these pre-primary actors follow varying objectives, methodology and curricula with inadequate coordination, as still there is no standard PPE service by government in place.

Based on the experience and progress under PEDP II, PPE comes as an important sub-component of new sector wide program PEDP III with a view to create permanent system and structure for PPE in to primary education system and provide standardize service gradually for all children.

3. Pre-Primary Education Situation in Bangladesh

3.1 Historical Overview

Bangladesh was one of the first members to ratify the Convention of Child Rights and make it the fundamental principle for all subsequent programs on children. It also signed the World Declaration on Education for All in 1990 and the Dakar Framework for Action 2000, which emphasized the importance of early childhood years as a means to achieve Education for All. Participation in these major world events has influenced ECCD in Bangladesh. The various initiatives and projects undertaken over the years have also shaped ECCD in the country. It should be stressed that though ECCD as a comprehensive concept is fairly new in the country, opportunities for early childhood education did exist in an informal and unstructured form.

The general timeline of activities leading to ECCD today is presented below:

Phase I

- 1972** Spontaneous and informal “baby classes” started in government run primary schools in a sporadic manner at various times in different places.
- 1974** Qudrat-e-Khuda Education Commission Report published. Though written about 30 years ago it is still extremely visionary, very relevant and applicable to ECCD even today. Some key features of the Commission Report related to ECCD include:
- ✓ Recognition of early years, from birth to age 5, as a critical stage of human development.
 - ✓ The need for day care for children aged few months to 3 years of age and kindergarten for children aged 3 to 5.
 - ✓ Appropriate and relevant teacher training (ranging from child psychology to nursing) on teaching techniques and interaction and management of young children.
 - ✓ Proposal for establishing a research institute on Early Childhood Education.
- 1976** Bangladesh Shishu Academy established for orienting children on cultural activities and performing arts such as songs, drama, poetry, dance etc.
- 1981** Need-based curriculum developed by NCTB for government run baby class but soon became redundant due to lack of interest.

Phase II

- 1991** Pre-school activities imparting pre reading, writing and numeracy skills within Integrated Non-Formal Education Program (INFEP) implemented through NGOs on a limited scale.
- 1992** Early Childhood Education and Development (ECED) component in the EFA NPA I encouraged continuation of existing baby classes through non-government and community initiatives but did not provide the necessary support to formalize and institutionalize baby class.
- 1994** GOB circular sent out encouraging primary schools to organize baby class but with no provisions for a separate teacher or a structured curriculum.
- 1995** Bangladesh Shishu Academy started district level pre-school activities in each of their district level offices but limited only to basic reading, writing and arithmetic.
- 1997** As a solution to shortage of teachers, physical facilities and resource constraints, the National Committee on Primary Education proposed considering the first six months of grade 1 to help children prepare for primary school. But this proposal did not materialize and baby class continued as before.

1998 GOB planned to expand and support operation of baby class through PEDP I (1998-2003). But no clear information is available about its implementation.

Phase III

- 2001** With support from UNICEF, GOB initiated Early Childhood Development Project (ECDP) through Bangladesh Shishu Academy as a pilot project for innovative and comprehensive ECCD model, in partnership with NGOs, as a stepping-stone to create awareness about holistic child development.
- 2002** Selected NGOs received approval from MoPME to organize pre-primary activities in government primary schools.
Effort to set ECD network initiated by GO/ NGO and Development partners.
- 2005** The ECD Network formally launched.
- 2007** GOB continued ECDP through Bangladesh Shishu Academy and named it Early Learning for Child Development Project (ELCDP).
- 2008** Operational Framework for Pre-Primary Education launched by MoPME.
ECD included in under graduate and post-graduate medical education and nursing Colleges and approved by Bangladesh Medical and Dental Council.
- 2009** With support form UNICEF, PPE Interim curriculum has been developed by NCTB and DPE in collaboration with NGOs.
- 2010** National Education Policy has been launched by MoE, includes Pre-Primary Education as the first component of Primary Education and specifies that PPE is a one-year education for children age 5+, prior to entering grade 1 of primary school.
DPE started implementing the interim PPE curriculum in all GPS and distributed the curriculum package to all RNGPS. By 2011, 40,915 teachers received training on this interim PPE curriculum. Guideline on GO-NGO collaboration for universal PPE.
- 2011** The National Pre-Primary Curriculum approved by the Ministry of Primary and Mass Education on 30th June. Implementation plan for collaboration guideline for universal PPE.
- 2012** The resource and supplementary materials have been developed by September, planned to try out in the field in 2013 and to be ready to use in 2014. PPE mapping exercise has been done, a database is prepared and based on all these, PPE Expansion Plan with quality service delivery standards prepared and approved by MOPME.

It is important to note that along with the government, national and international NGOs have been involved in ECCD and have developed and implemented quite a few innovative ECCD models by involving parents and communities. They have structured ECCD programs for different age groups and promoted parental education. Through staff training and research, organizations such as BRAC, Save the Children-USA and Plan Bangladesh have contributed to the designing of appropriate curriculum, low cost learning materials and trained professionals.

Over the years, rich and exciting resources on ECCD have grown within the country. Institutions such as IED-BRAC University, ICMH and NIPORT have gained the expertise and the capacity to provide technical and professional support, as well as to participate in the policy making dialogue of ECCD at the national level.

The Ministry of Primary and Mass Education has strong commitment to implement the National Pre-Primary curriculum all over the country through GPS, RNGPS (converted to GPS in 2013) and non-government service providers in 2014.

3.2 National Policies, Plans and Commitments

- ▶ Constitution of Bangladesh (1972)
- ▶ First Education Commission (1974)
- ▶ EFA NPA-II(2005-09)
- ▶ NFE Policy (2006)
- ▶ PPE operational Framework (2008)
- ▶ Sixth 5 years plan
- ▶ National Education Policy (2010)
- ▶ National Children Policy (2011)
- ▶ Comprehensive Early Childhood Care and Development (CECCD) Policy (under process of approval).

3.3 National Goal, Strategy and Plan under PEDP3

The Third Primary Education Development Programme (PEDP3) is a five year, sub-sector wide program covering Grades I through V and one year of pre-primary education. The objective is to establish an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all children of Bangladesh from pre-primary through Grade-V.

PEDP3 has five results areas: learning outcomes, participation, reducing disparities, decentralization, and effective use of budget allocations. Results in these areas are achieved through activities in twenty-nine sub-components. Some activities affect all ten types of primary schools while a few, such as civil works, focus on Government Primary Schools alone.

The programme is financed by the Government and 9 Development Partners at a total cost of USD 8.4 billion for both the revenue (USD 4.18 billion) and development budgets (USD3.34 billion) as well as some discrete projects (USD 0.836 billion)³. Most external financing flows through the Government's own financial management system and the program is managed by Government line and support agencies⁴. The Government and Development Partners have entered into a Joint Financing Agreement covering the obligations of all parties including a single set of Government reporting requirements and specifying development partner disbursement arrangements.

Government of Bangladesh has taken a lot of initiatives to ensure the safe drinking water and hygiene of health under PEDP3. Already government has taken initiatives to build up 30,000 wash blocks and 50,000 tube-wells. Not only that mid-day meal which is popularly known as School Feeding Program has been introduced in 84 upazillas (sub-district) of Bangladesh for better health condition of the students.

PEDP3 is the third in a series of large investments in education over the past thirteen years, supported by significant contributions from Development Partners. PEDP3's scope is the entire primary education sector, as reflected in results and financing frameworks which encompass all interventions and public funding for development and maintenance of the pre- and primary education systems.

This Third Primary Education Development Programme incorporates additional features of a sector-wide approach in matters of financial management, donor harmonization, and programme scope. PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under PEDP II with an increased focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates.

³ Development partners are: ADB, AusAID, CIDA, DfID, EU, JICA, Sida, UNICEF and the World Bank

⁴ Between 3 and 4 percent of PEDP3 will be parallel financed.

Pre-primary education: Main objective is to provide one-year of pre-primary education to create an atmosphere fostering physical and mental preparation before children enter into Grade I of formal primary school. During PEDP3, the Government will gradually introduce one-year pre-primary education in phases and over a long time span.

EFA Objective: Institute a well-organized and coordinated programme of early childhood care and education for the most vulnerable and disadvantaged children, using both formal and non-formal channels, with emphasis on family and community-based programmes.

Pre-primary education is an explicit focus under PEDP II and a policy framework was developed and approved by the Government through a participatory process. The EFA target for pre-school is 55 per cent by 2015. As of 2009, the coverage was about 14 per cent. In 2006, about 32 per cent of children attending Grade I had attended a pre-school programme the previous year. Pre-school participation varies by wealth quintile, with about half of the least poor but only one fifth of the poorest children having attended pre-school prior to Grade I. The expectation was that the repetition and dropout rate in Grade 1 would be lower with a high percentage of new entrants benefiting from pre-school education. This was not the case. Both the repetition and dropout rates for Grade 1 were over 11 per cent indicating that possibly the quality of pre-school education was too low to make an impact, or that there is a disconnect between preschool and Grade 1 curricula. However, the increased numbers entering Grade 1 might well result in larger numbers failing successfully to complete that year: research in this important area is continuing.

Government of Bangladesh has made Pre-Primary Education (PPE) a priority in the past few years; PPE policies and standard for service provision have recently been approved, a new PPE Curriculum is currently being prepared and ways to include a course on PPE in the Diploma for Primary Education are being explored as one possible route forward. The National Education Policy calls for the eventual provision of one year free pre-primary schooling for all children age 5 - 6.

The Government has encouraged NGOs and communities to set up pre-schools within or near public primary schools. The BANBEIS data of 2008 indicated that nearly 15 percent of the children aged four and five were participating in some form of pre-primary education. In 2009 there were 2,987 kindergartens in operation throughout the country serving 226,187 children and 'baby classes serving 3-5 year olds' in 28,414 primary schools under the Ministry of Primary and Mass Education (MoPME⁵). The Ministry of Women's and Children's Affairs, the Ministry of Chittagong Hill Tracts Affairs and the Ministry of Religious Affairs operate pre-primary classes through specific projects.

In addition, many private kindergarten schools and more than 190 NGOs conduct pre-primary education throughout the country. According to the directory published by the Bangladesh Early Childhood Development Network (January 2007) the number of privately run kindergartens throughout Bangladesh is between 18,000 and 20,000. Private provision of ECED services varies according to availability of external resources; for example, BRAC reported during a 2010 interview a decline from 26,000 PPE schools in 64 districts to 12,000 due to loss of external funding⁶.

Under PEDP3, an amount of 22,337,529,000.6 Taka (nearly 300 million USD) has been allocated for survey study review, teacher's salary (95.64%), materials development and procurement and training purposes. 37,000 teachers would be recruited under PEP3 period to support PPE and of which, 15000 have been already recruited for.

⁵ Bangladesh. Directorate of Primary Education, *Bangladesh Primary Education Report on Annual School Census 2009* (Ministry of Primary and Mass Education, Directorate of Primary Education).

⁶ Rich-Orloff, Wendy, *Mainstreaming Pre-Primary Education in Bangladesh: Bringing it Together* (draft consultant report, UNICEF Dhaka, 2010).

3.4 Present Coverage of Pre-Primary Programs

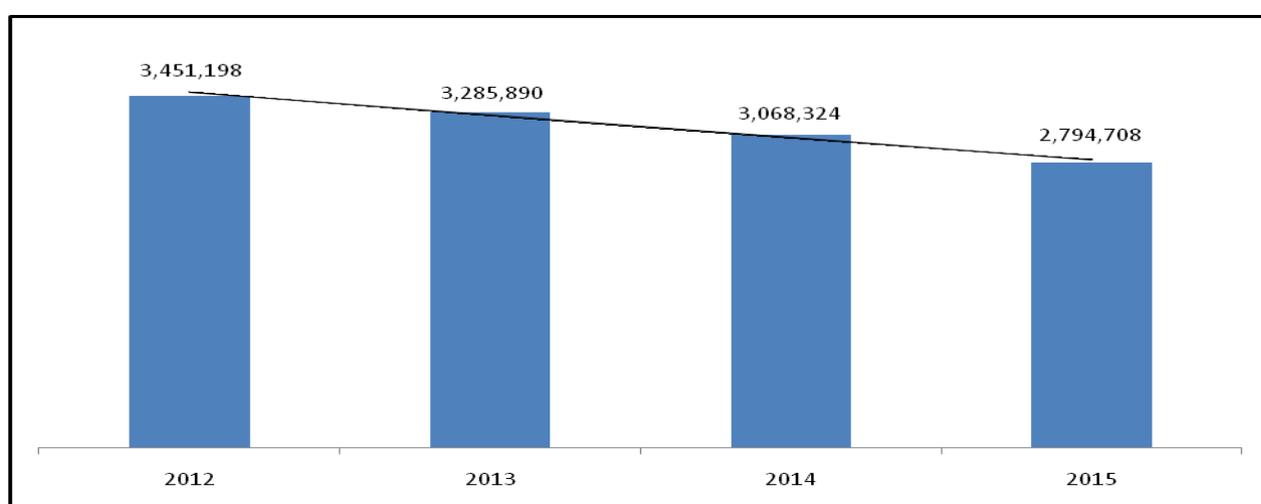
Children in Pre-Primary Education in Bangladesh

Based on data collected from Bangladesh Population & Housing Census 2011 of BBS, DPE administrative data 2012 and data provided by major NGO actors and ELCDP in pre-primary education, Table-1 provides data about eligible children for the one-year preprimary program for years 2012 to 2015, the number of children enrolled in 2012, and the existing gap in enrollment in 2012.

Table 1

National	No. Eligible Children for Pre-Primary	Number of Children enrolled in Pre-Primary Education in 2012 (Gross enrollment in GPS and RNGPS, Net enrollment in ELCDP and NGOs)						Un-Enrolled Children		
		Current (2012)	DPE			ELCDP	NGOs	Grand Total	Number	Percent
			GPS	RNGPS	Total					
Total	3,451,198 (3.66 million as per BBS pop census 2011)	1,278,410	580,387	1,858,797	36,065	659,997	2,554,859	896,339 (3.66-2.55=1.11 million)	26% (30.3% if BBS data is used)	

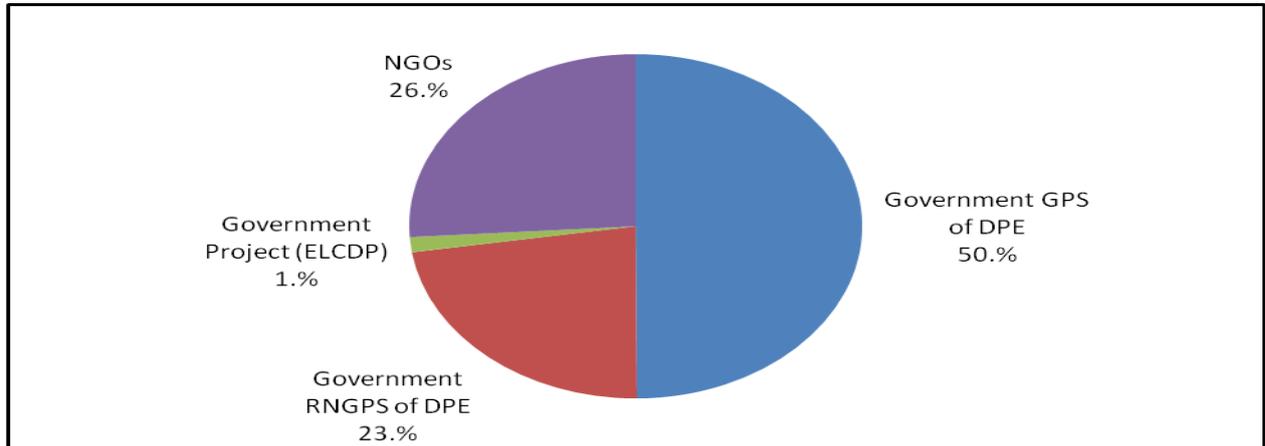
Total number of eligible children for the year 2012 is 3,451,198 (3,660,286 as per BBS population census 2011). The scenario of the projection of eligible children for the years 2012-2015 is shown in Figure 1. (The projection will be changed if BBS population census data of eligible children is used) **Figure 1 Number of Eligible Children from 2012-2015** (There should be note/clarification on how the projection is calculated otherwise it is not clear why there will be 19% decrease of children over four years period)



((BBS), Bangladesh Bureau of Statistics, 2011)

Enrolled Children: 74% (gross enrollment in GPS of children aged from 3+ to 6 years. Net enrollment is only 22.47% as per BBS population census 2011) 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.

Figure 2: Stakeholder wise Enrollment in PPE 2012



((DPE), Directorate of Primary Education, 2012), ((ELCDP & NGO Survey) Early Learning Child Development Project and Selected NGO Survey, 2012)

Among major service providers leading the enrollment, DPE is sharing 73% of the total enrollment that is 1,858,797. DPE has two types of interventions; in Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS).

GPS holds 50% of the total enrollment and RNGPS 23%. GPS and RNGPS schools have enrolled 1,278,410 and 580,387 children accordingly. There is no significant difference between GPS and RNGPS in terms of provisioning services to the children. There are some administrative differences.

Government also conducted project with support from UNICEF called ELCDP. The ELCDP project run by Ministry of Women and Children Affairs holds two projects; one run by Bangladesh Shishu Academy (BSA) and Integrated Community Development Project (ICDP) by Chittagong Hill Tracts Development Board. Altogether these two projects contributed 1% enrollment that is 16,000 children annually. But ICDP's presence is significant in the three Hilly districts having highest concentration of ethnic/indigenous population. BSA is also focusing on ECCE Parenting Education for having greater enrolment as a result.

Non-Government Organization plays a very significant role in enrollment. For this study, we have selected eleven major organizations (BRAC, Dhaka Ahsania Mission, FIVDB, World Vision, Grameen Shiksha, Action Aid, Care Bangladesh, Caritas, Save the Children and Plan Bangladesh). NGOs served a total of 659,997 children in 2012, which is 26% of total enrollment.

Un-enrolled Children: Currently, (2012) a total of 896,339 (1.11 million as per BBS data) children are un-enrolled for various reasons, which are 26% ((30.3% as per BBS data) of total population of preprimary age.

3.5. Pre-Primary Education Centers in Bangladesh

Total numbers of centers are 88,225. Government is running 60,965 centers, which are 69% of the total coverage, NGOs are operating 23,168 (26%) and ELCDP projects (ELCDP) are operating 4,092 centers that are 5% of the PPE centers. Among government centers 62% are GPS and 38% are RNGPS centers.

Table 1 District wise distribution of DPE, ELCDP and selected NGOs PPE Centers

National Level	Number of Centers in Pre-Primary Education in 2012								
	DPE				ELCDP		NGOs		Grand Total
	GPS	RNGPS	Total		Number	Percent	Number	Percent	
			Number	Percent					
Total	37,672	23,293	60,965	69%	4,092	4.64%	23,168	26.26%	88,225

((DPE), Directorate of Primary Education, 2012), ((ELCDP & NGO Survey) Early Learning Child Development Project and Selected NGO Survey, 2012)

Following different types of PPE centers are in operation:

- 1) DPE run PPE Centers: They are following the interim curriculum package developed by NCTB with technical support from UNICEF.
 - a. Registered Government Primary School (GPS)
 - b. Registered Non-Government Primary School (RNGPS)
- 2) ELCD Project: This is project supported by UNICEF Bangladesh.
 - a. Bangladesh Shishu Academy (BSA): BSA has followed its own developed curriculum. In 2012, all these centers are integrated with DPE.
 - b. Integrated Community Development Project (ICDP): ICDP is following its own curriculum. As it is operated in hilly districts, the curriculum was adapted with their culture and ethnicity contexts. Only the pre-primary portion of the ICDP project is linked with ELCDP.
- 3) Non-Government Organizations (NGOs)
 - a. GPS Catchment: NGOs operate center in the same catchment area where DPE GPS centers are situated. NGOs are linking with DPE schools so that children can go primary level of the DPE School after Pre-primary education.
 - b. RNGPS Catchment/Campus: NGOs operate center in the same catchment or campus area where DPE RNGPS centers are situated. NGOs are linking with DPE schools so that children can go primary level of the DPE School after Pre-primary education.
 - c. Community Based Center: These schools are in the community level where there is no access to education other than these centers. These centers are mostly run in partnership with the community.
 - d. Rented Center: NGOs hired some local venue to run the pre-primary centers.
 - e. Others: These includes special centers like central jail, garment industry, tea gardens etc.

Table 3 Distribution of PPE Centers in 2012 by different Stakeholders

Stakeholders	Types of Center	PPE Center	
		Number	Percentage
DPE Centers	GPS	37,672	42.70%
	RNGPS	23,293	26.40%
ELCDP Project	Community Based	3,951	4.48%
	Rented	1	0.00%
	Others	140	0.16%
NGO Centers	GPS Catchment	11,547	13.09%

Stakeholders	Types of Center	PPE Center	
		Number	Percentage
	RNGPS Catchment	5,805	6.58%
	Community Based	5,522	6.26%
	Rented	90	0.10%
	Others	204	0.23%

Islamic Foundation has 22,000 mosque based Centers and 5,000 temple based centers.

((DPE), Directorate of Primary Education, 2012), ((ELCDP & NGO Survey) Early Learning Child Development Project and Selected NGO Survey, 2012)

The Islamic Foundation operates 27,000 centers where 675,000 children are attached. These are mainly mosque and temple based centers.

Table 4. Number of Center of ELCDP Projects and selected NGOs

Name of Organization	Number of Centers					
	Total Center	GPS Catchment	RNGPS Catchment/Campus	Com. Based	Rental	Others
BSA	592			451	1	140
ICDP	3500			3,500		
ELCDP	4,092	0	0	3,951	1	140
BRAC	15,164	11,087	4,077	-	-	-
DAM	235			225	10	
FIVDB	485			395	60	30
Action Aid BD	163			163		
Caritas BD	1,119			1,119		
World Vision	725			725		
Grameen Shikkha	350			350		
Plan Bangladesh	586	257	212	100	17	
Save the Children	4,342	204	1,516	2,445	3	174
NGOs	23,169	11,548	5,805	5,522	90	204
Total	27,261	11,548	5,805	9,473	91	344

((ELCDP & NGO Survey) Early Learning Child Development Project and Selected NGO Survey, 2012)

It is estimated that 122,010 pre-schools at the rate of 30 children per school to meet teacher student ration of 1:30 set in the PPE Operational Manual by MoPME will be required to cover total number of 3,660,286 PPE age children. However, the government under PEDP3 has plan to open one pre primary class attached with 37,672 GPS. In addition 23,616 pre-schools with secured funding till 2015 are currently run by NGOs, meaning another 60,722 will be required for universal PPE coverage. Initiative will be taken to address this gap through:

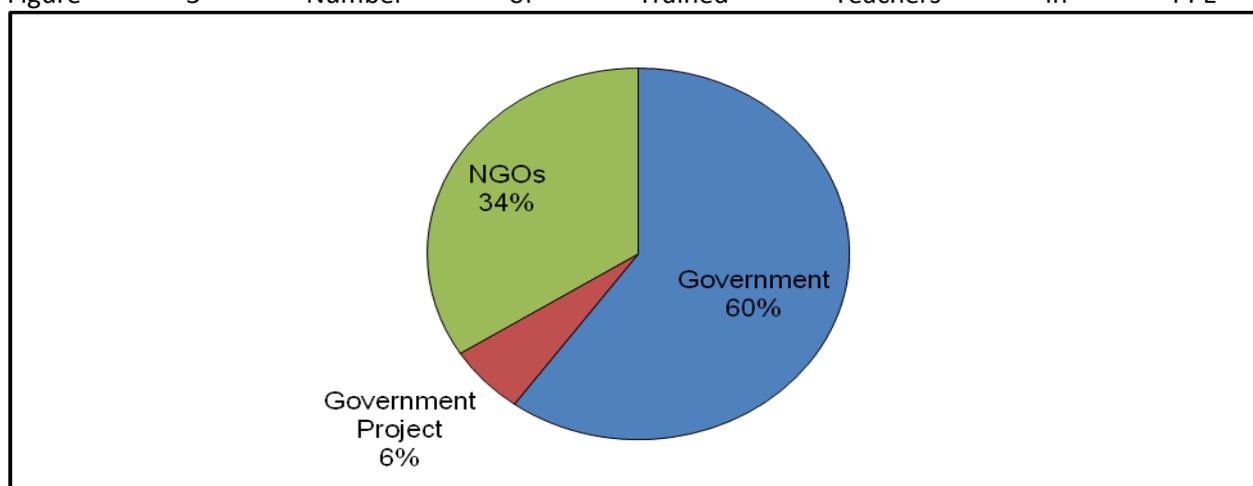
- Opening of double shift/section pre-primary classes in GPS;
- Opening of pre-primary classes in all RNGPS/ Community schools and primary schools attached with Secondary schools/Madrasas;
- Opening of Pre-primary schools by NGO's and private sectors or other organizations where GPS and RNGPS are absent;
- Pre-Primary schools in hired venue where primary schools (GPS/RNGPS) are absent;

- Establishing modalities for mainstreaming of substantial number of pre -schools/ kindergartens run by private sector particularly in urban areas including district and Upazila head quarters.

3.6. Trained Teachers and their Educational Qualification

There are 68,200 PPE trained teachers in Bangladesh to support 88,225 centers. DPE has trained 40,915 teachers, ELCDP project has trained 8,731 and NGOs have trained 23,193 teachers.

Figure 3 Number of Trained Teachers in PPE



((DPE), Directorate of Primary Education, 2012), ((ELCDP & NGO Survey) Early Learning Child Development Project and Selected NGO Survey, 2012).

The government has recruited 15000 new PPE teachers and would recruit more 22000 during the PEDP3 period. A training manual has been prepared and approved keeping two-week training for all teachers for PPE.

3.7. Monitoring and Supervision of ELCDP Projects and selected NGOs

Table-6

Names of Organization	Supervisor: Center Ratio	Frequency of Monitoring	Training for Supervisor	Duration of Training for Supervisors
ELCD Projects	1:15-20	Monthly	Yes	2 Days
BSA	Not Available	Monthly	Yes	2 Days
ICDP	1:33	Monthly	Yes	6 Days
NGOs				
BRAC	1:14	Weekly	Yes	12 Days
DAM	1:5	Weekly and Bi-weekly	Yes	5 Days
FIVDB	1:6	Weekly	Yes	16 Days
Action Aid Bangladesh	1:10	Weekly	Yes	6 Days
Caritas Bangladesh	Not Available	Weekly	Yes	5-7 Days
World Vision	1:10	Monthly	Yes	5 Days
Care Bangladesh	1:6	Monthly	Yes	1 Day
Plan Bangladesh	1:10	Weekly	Yes	5 Days
Save the Children	1:2-25	Weekly, Bi-	Yes	4-8 Days

		weekly and Monthly		
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((ELCDP & NGO Survey) Early Learning for Child Development Project and Selected NGO Survey, 2012)

Supervision and monitoring is very important for successful PPE operation. NGOs have a regular system of exclusive supervision. Government also does the supervision by its education officers.

3.8 Contribution for PPE program in percentage of ELCDP Projects and selected NGOs

Names of Organization	Contribution Type			
	Self	Government	Donor	Community & parent's contribution
ELCD Projects				
BSA		3%	97%	
ICDP		54%	46%	
NGOs				
BRAC	5%		95%	
DAM	1-10%		80-95%	5-20%
FIVDB			100%	
Action Aid Bangladesh			70%	30%
Caritas Bangladesh			100%	
World Vision			80%	20%
Care Bangladesh			95%	5%
Plan Bangladesh	73-65%		22-25%	5-10%
Save the Children	1%		0%	

((ELCDP & NGO Survey) Early Learning for Child Development Project and Selected NGO Survey, 2012)

Most of the organizations are acquiring funds from donors to operate these PPE centers. Along with donors, government directly supports some government projects. In case of contribution, there are some good cases in NGO operation. NGOs like Action Aid, World Vision, Dhaka Ahsania Mission, Plan Bangladesh, Care Bangladesh collect contribution from the community to run PPE centers. This case is not only good for financial sustainability, but also community ownership is ensured.

3.9. Early Childhood care program from Ministry of Women and Children Affairs:

The Ministry of Women and Children Affairs has formulated a comprehensive Policy of Early Childhood Care and Development-2013. The base for the development of the life started from the early ages. So it can be started by implementing its wellknown rights. The main strategic Principle of this policy is

- a) Holistic approach
- b) Continuity
- c) Parenting
- d) Engagement and Ownership
- e) Age and Culturally Appropriate
- f) Inclusion
- g) Equality and Equity
- h) Life Cycle Approach (Pregnancy and time of delivery, from birth to 3 years, at the age of 4 to 5 years, at the age of 6 to 8 years.)

The MOWCA has taken a large project to ensure the Early Childhood Care and Development which name is **Early Learning for Child development (ELCD) Project (3rd revision)**. Bangladesh Shisu Academy is implementing from 2006 to till now. The major outputs of the project are as follows:

Component 1. Center based Early learning (Play Group and pre-school)

Component 2. Promotion of interactive care and safe child friendly learning environment in homes and communities.

Component 3. Advocacy, social mobilization and program communication.

Component 4. Developing and strengthening early learning components of partners' systems and structures.

Furthermore, MOWCA translated and adapted a UNESCO's regional guidebook on parenting education and its facilitator's handbook. A pilot project using these materials has been started in selected sites in the country in 2013.

3.10. Initiatives taken by the Ministry of Social Welfare.

Ministry of Social Welfare has taken many initiatives for the Early Childhood care. One of the most important and popular initiatives is to start the day care Center for the working mother. The breast-feeding and also the proper care are ensured by this process.

3.11. Initiatives taken by the Ministry of Health and family Welfare:

Ministry of Health and family Welfare has taken a lot of program especially for the children. The immunization program is one of the successful programs in Bangladesh. Not only that the Ministry of Health and family Welfare has a routine duty to check the students of school going children.

4. Challenges (ECCE)

- Developing and expanding ECD services for young children under preprimary age group (birth to 5 years) - institutional, community-based and family-based.
- Quality monitoring system development for pre-primary education.
- Ensure safe drinking water to all pre-primary children.
- Ensure proper sanitation to all pre-primary students.
- Ensure school feeding program to all the schools of Bangladesh covering all the students in the primary schools for better health and nutrition.
- Making ECCE services inclusive – especially developing and expanding programs for early detection and care of children with special needs, quality services for disadvantaged groups like children living in urban slums, tea gardens, remote islands, ethnic/indigenous children.
- Provide parental education for ECCE improvement and development.
- Mother tongue based education for ethnic/indigenous children
- Validation of Early Learning and Development Standards (ELDS) and making the link of indicators as outcomes
- Making linkage between the pre primary and grade-1 curriculum.
- Priority and urgency in policy initiatives – especially, comprehensive ECCD policy and measures to implement the revised national child policy.

- GO-NGO collaboration guidelines implementation and implementation of planned PPE activities under PEDP3 in partnership with NGO and other actor
- Professional capacity building and institutional strengthening
- Making preschool services universal with quality.
- Conduction of Nationwide Child Survey and establishing Pre-primary Database
- (Development of assessment tools and establishing system to monitor quality as per service delivery standards defined in the PPE Expansion Plan)
- Inadequate financial allocation for ECCE activities specially for young children aged birth to 5 years
- Strategic inclusion of all Stakeholders of PPE and Public-Private Partnership.
- Entering all the pre-primary students to the primary School. At this moment all the preprimary students are automatically entering in the primary school.

5. Way forward to overcome challenges

- Making zonal and district coverage plan for PPE, based on the expansion plan for area specific attention
 - Until the government resource pool is enriched with necessary trainers, teachers, developers government should take advantage of engaging non-government agencies, organizations, institutions to partner for
 - A solid database with current and future projection for PPE enrolment and making it compatible with the central EMIS at DPE
 - Gradual development of child friendly infrastructure for PPE with minimum standard equipment
 - Dividing the country in specific geographical zones and making the reputed large NGOs partner to the government and let them take responsibility for coordinating of the NGO sector
 - 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.
 - Direction to all PPE providers to follow the minimum standard set in the expansion plan
 - A central review and coordinating body for PPE to be launched soon to guide the PPE implementation
 - Expanding community based parental education programmes based on the current pilot experiences.
-

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PART 1: Fact Sheet

General Information

	Response	Reference year
Total Population	*152.5 million	2011
Infant (under 1 year) mortality rate	3.5 %	2011
Child (under 5 years) mortality rate	**53 per 1,000 live births	BDHS 2011
Percentage of children under 5 suffering from moderate and severe stunting	41% moderate & 15% severe	BDHS 2011
Percentage of children (or households) with access to clean water sanitation	87.55 %	2013
Percentage of population living in poverty	26 % (Those daily income less than 1 US \$) (Define poverty here:)	2012
Percentage of children living in poverty	10.9 % (Those daily income less than 1 US \$) (Define poverty here:)	2012
Duration of paid maternity leaves protected by laws	6 months	2012 to till now
Percentage of working mothers with children under the official age of entry to primary school	-- %	(N/A)
GNP per capita (PPP US\$)	US \$ 923	2013
Total public expenditure on education (as % of GNP)	11.45 %	2012-2013
Total public expenditure on education as % of total government expenditure	11.3 %	2012-2013
Public current expenditure on pre-primary education as % of public current expenditure on education	%	(Not available)

* Projected on 16.07.2012 as per 2011 Population Census.

** 46 out of 1,000 live births as per UNICEF 2012 Progress Report on Committing to Child Survival.

Overview of ECCE

	Response	Reference year
Number of children under the official age of entry to primary school	* 19,003,210	2012
Percentage of children entering Grade 1 with ECCE experiences	50.5 %	2012
Enrolment ratios in ECCE services disaggregated by sex	Boys: Girls= 50: 51	2012
Total public funding for ECCE services as % of GNP	0.50 %	2012

Existence of ECCE Act (legal base)	First Education Commission 1974; EFA NPA II 2003-2015; NFE Policy Framework 2006; Operational Framework for Pre-primary Education 2008; National Education Policy 2010; Sixth Five Year Development Plan 2011-2015; National Children Policy 2011; Comprehensive Early Childhood Care and Development (CECCD) Policy (on approval process) and Education Act 2013 (under process).
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* Students from grade 1 to grade 5

Profile of ECCE services

Types of services	Kindergarten	Childcare centre	Integrated services	Playgroup
Age of Children served	≥ 6 years	3-5 years	3-6 years	3- 3.5 years
Service Focus	Prepare for formal study	Play with some numerical and other lessons	Play to formal study	Only to play
Opening Hours	8 a.m. – 1.30 p.m.	9 a.m.- 5 p.m.	7 a.m.- 5 p.m.	6.45 a.m.- 10 a.m.
Monthly Fees	** BDT 3500/month	BDT 1500/month	BDT 3500/month	BDT 1000/month
Number of centers	® 88,225	N/A	N/A	N/A
Number of children enrolled	* 1,677,259	N/A	N/A	N/A
Enrolment rates	*50%%	N/A	N/A	N/A
Required qualification level for teachers/ staff	H.S.C to Graduate	S.S.C to Graduate	S.S.C to Graduate	S.S.C to Graduate
Number of teachers by qualification level	68,200	N/A	N/A	N/A
Responsible government agency	Ministry of primary and mass Education	Ministry of education, Social welfare and women and children affairs	Ministry of Women and Children Affairs	Ministry of Women and Children Affairs

** Free for government primary school, ®Total PPE centres run by government and NGOs (2012).

* Children served by the government (ASC 2012)

PART 2

A. Public (government) Investment in ECCE

A.1. Promising approaches to serve disadvantaged groups

A.1.1 Criteria used to identify disadvantaged groups of children and their families

Income levels, geographic location, ethnicity, disabilities.

A.1.2 Information on successful, large-scale early intervention programmes existing

Name of programme	Target group	Specific objectives	Budget	Implementer	Major outcomes
Pre-primary Education	4-5 years children	To prepare the children for schools with basics of learning	272,347,927 USD for Five year PEDP3 (2011-2016)	Ministry of primary and Mass Education	This is a new addition with the primary education with huge jump in enrolment, approval of PPE coverage plan, standard package and service provision.
Early Learning for Child Development	3-6 years children	Interactive care and safe child friendly learning environment	Tk. 137 crore (17,792,207.8 USD approx)	Ministry of Women and Child Affairs	Incorporation of ECD in medical curriculum for under graduate students, training of frontline workers under MOHFW, Early Learning and Pre-Primary package development and mainstreaming through DPE, drafting of ELDS, preparation of ECD policy and approval by the MOWCA (awaiting approval by the cabinet), providing learning opportunity to 1.5 million children (approx).
Day Care Centre	6 months-6 year children	Care and safe child friendly learning environment	Tk 3 crore 22 lack (Revenue budget per annum) (417,368.8 USD approx)	Ministry of Women and Children Affairs	Breast-feeding facility, proper care, food, learning opportunity.

Day Care for Working Mother	Infant-5 year children	Care and safe child friendly environment		Ministry of Social Welfare	Breast-feeding facility and proper care.
Immunization	6 months-5 year children	Survival of children with good health		Ministry of Health and Family Welfare	

A.2. Public finance for ECCE

A.2.1 Government bodies have dedicated budget for ECCE

Ministry/Agency	Purpose/ Budget-allocated Activity	Annual budget
Ministry of primary and Mass Education	Pre-primary activity, Teacher's Training, Mid-Day meal	Part allocation from PEDP-3 (approximately 55 million USD per year)
Ministry of Women and Child Affairs	Advocacy, social mobilization, promotion of interactive care	Approximately 3 million USD through ELCD project for 2013
Ministry of Women and Children Affairs	Breast-feeding facility, proper care, food, learning opportunity	Revenue budget USD 417,368.8 approximately
Ministry of Health and Family Welfare	Immunization, de-worming, health check up of school children	
Ministry of Social Welfare	Ensure breast-feeding, proper care	

A.2.2 Country's trend in public spending on ECCE services since 2005

A.2.3 Process of budget allocation for ECCE

Under MOPME for Education SWAp (PEDP3) budget allocation made for PPE, MOWCA has regular revenue budget allocation for Day Care Centres as well as MOSW runs their Day Care Centres with self budget. MOHFW has their own budget for immunization, de-worming, health check up of school children etc.

A.2.4 Innovative strategies or programmes that helped increase investment in ECCE, including public-private partnerships, particularly for the most disadvantaged groups

Government approved "Guideline on GO-NGO collaboration for universal PPE". Orientation on guideline implementation has started through Bangladesh ECD Network (BEN).

B. Equity and Quality Enhancement in ECCE

B.1. National Policies/Frameworks of ECCE

B.1.1 Main policies/frameworks for ECCE in Bangladesh

Title	Year of development /initiation	Target of policy	Responsible agency for implementation	Web link to the document
Comprehensive Early Childhood Care and	2013	To create service provision for the 0 to 8 years children by cross	Ministry of Women and Children Affairs	www.mowca.gov.bd

Development (CECCD) Policy -2013		agencies with clear mandate and resource allocation and appropriate structure for that.	will coordinate but other line ministries will implement (Education, Health, Religious Affairs, Social Welfare etc.)	
National Children Policy-2011	2011	To facilitate equality and with equity.	Ministry of Women and Children Affairs	www.mowca.gov.bd
EFA National Plan of Action II	2007	To provide opportunities to pre-school children without any discrimination.	Ministry of Primary and Mass Education	www.mopme.gov.bd
Operational Framework for Pre-Primary Education	2008	Provide all necessary care and education to young children for their development through physical, cognitive, linguistic, social and emotional growth.	Ministry of Primary and Mass Education	www.mopme.gov.bd
National Education Policy-2010	2010	Creating provision of two years school readiness before entering Grade I.	Ministry of Primary and Mass Education	www.mopme.gov.bd
Non-Formal Education policy Framework	2006	Accord priority to children, adolescents and young adults and reflect need for special attention.	Ministry of Primary and Mass Education	www.mopme.gov.bd
Education Act 2013 (under process)	2013	In support of the policy, creating a mandated obligation for the duty bearers.	Ministry of Education	www.moedu.gov.bd

B.2. Regulations and Standards

B.2.1 Established registration procedures for ECCE services - what are the procedures, what are the number and the percentage of registered ECCE services by types (e.g. governmental, private, faith-based, community based)?

The government has made PPE as an integral part of the primary education and incorporated this intervention into the national program, Third Primary Education Development Programme (PEDP3). As part of this commitment, apart from the regular primary school teachers, the government has recruited 15,000 new teachers and is in the process to recruit more 22,000. Moreover, 248 NGOs as member of BEN are implementing ECCE activities.

B.2.2 Minimum programme standards for the quality of ECCE

To give a wider coverage, the government has also prepared and approved a GO-NGO collaboration guideline especially to ensure service in the remote areas and outside government school catchment area.

B.2.3 Assess or measure the outcomes of ECCE in terms of children’s development and learning outcomes

As part of the PPE expansion plan, government has also prepared and adopted minimum service provision for PPE in the country. Organizations, agencies who will implement preprimary centers will have to follow these minimum standards.

B.3. Curriculum Designing and Implementation

B.3.1 ECCE curricular framework(s)

Title	Year of publication	Target group (e.g. age group of children, types of ECCE services)	Responsible authority	Web link
Pre-Primary Curriculum	June 2011	Children of 5 years	National Curriculum & Textbook Board (NCTB)	www.nctb.gov.bd
Following the approved curricula, teaching learning package has been developed in 2013 and will be in the filed by January 2014.				

B.3.2 Basic principles, development/learning areas, and focuses of national curriculum of ECCE

Yet there is no national ECCE curriculum but PPE curriculum is developed and finalized. For PPE curriculum:

Basic principles – Child centeredness, Children as active learner, Family involvement, School as responsive social institute, Inclusiveness, Local culture and heritage, Relationship, Immediate environment and Environment friendliness.

Learning areas – Physical and motor, Social and emotional, Language and communication, Pre-math, Creativity and artistic, Environment, Science and technology, and Health and safety.

Focus – In a pleasant and child friendly environment the pre-primary age children in regard to their age and ability will be able to develop physical, mental, emotional, social, artistic, cognitive and language as well as over all holistic development which will help for setting lifetime learning base and include them in happy and spontaneous primary education.

B.3.3 Central and local governments support to ECCE teachers in the implementation of the curriculum

Teachers from both GPS and RNGPS category for pre-schools to be trained on the newly developed pre-primary package, orientation training of supervisors/monitors/managers will also be provided to support the teachers to ensure quality as well as refresher and professional development training will be arranged for continuous basis to improve skills of teachers.

B.4. Teacher Qualifications, Training and Working Conditions

B.4.1 Required qualification levels for ECCE workforce

Currently accepting the minimum qualification of Secondary School Certificate (SSC) by both GOES and NGO but as per new GO policy for Dip-in-Ed in-service teachers it is Male: Graduation, Female: HSC.

B.4.2 Pre-service and in-service teacher training for ECCE teachers

Type	Duration	Training institutions	Required credits & courses	Focus of training
Pre-service	N/A			
In-service	18 months Diploma in Education	NAPE, Mymensingh	For male: Graduation For female: HSC	ECD concept, child development and PPE as part of Primary Education
In Service	Two Weeks	NAPE and DPE	As above	Concept of Child development, ECD, PPE curriculum and teaching learning package and transition issues

B.5. Quality Monitoring

B.5.1 Quality indicators of ECCE programmes/services

The regular monitoring system of the Directorate of Primary Education through its education officers who monitor the quality. However, PPE being the new addition in the system, has not yet been fully functional.

B.5.2 Quality of ECCE monitored

Under CECCDP for monitoring research projects will be undertaken and system will be made to ensure application of the research output, a resource centre and toolkit will be developed for use during result monitoring.

B.5.3 Quality monitoring results utilized in improving ECCE service quality

Yet to start.

B.6. Inter-sectoral Coordination of ECCE policies and programmes

B.6.1 Existing mechanisms of coordination among different governmental ministries and agencies involved in early childhood. Lead ministry/agency, process of mechanisms creation

Inter sectoral coordination mechanism has been proposed in the CECCD policy, to be lead by MOWCA. However, for health, nutrition, water, sanitation etc, the MoPME organized inter ministerial meetings.

B.6.2 Main ministries/agencies oversee ECCE and their respective roles

MOWCA – lead ministry for coordination and implementation of ECCE/ECD (through BSA and DWA)

MOPME – lead ministry for coordination and implementation of PPE (through DPE & BNFE)

MOHFW - lead ministry for coordination and implementation of immunization, de-worming, health check up of school children (through DGHS)

B.7. Research in ECCE

B.7.1 National institute with funding for ECCE research

Institute of Child and Mother Health (ICMH), Institute of Educational Development of BRAC University (IED-BU).

B.7.2 Key ECCE research projects funded by government or international organizations in recent 5 years.

Title of Research project	Year of publication	Lead institute	Key findings	Impacts on policies and practices
Understanding the Required Capacity in ECCD and DRR for Particular Communities in a Disaster Prone District of Bangladesh	2011	ECD Resource Centre at BUIED	It was also found that the services during the Disaster and later were inadequate but people had their own way of facing disasters and reviving from that. It was also found that the people suffer because of weak collaboration between GO and NGO.	Enhancing services for -8 year's age group children in terms of social variables of DRR at the community level. The study also supported the proposition that ECCD activities should be incorporated into DRR Policy by initiating mapping of ECCD in DRR program for the country.
Exploring the State of Educational & Care Giving Services for Autistic Children in Dhaka City: A Case Study of Two Schools	2011	ECDRC/BUIED	Lack of awareness and infrastructure was found in respect to training, schooling, awareness, diagnosis and care. Children with autism were found lacking quality education, restricting their holistic development. Parents were found less motivated and knowledgeable on the disability. Teacher's knowledge was limited and was not sufficient to move these children ahead of their disability. The school authorities were found dedicated but due to lack of funding and infrastructure, they were not able to match up to their intentions.	The autistic schools in Dhaka city were found not apposite to the requirements of the autistic children and their families.
A Comparison of Verbal Skill and Cognitive Performance of Children Having High Educated Versus Low Educated Parents in Urban and Rural Context		ECDRC/BUIED	Children's IQ scores were found strongly correlated with fathers' and mothers' educational level individually. Mothers' education contributed to 18.6% of variation in Verbal IQ, 15.6% of performance IQ and 23.5% of full scale IQ. The impact of	The policy makers, educators and practitioners should think about raising parent education level to ensure scaffolding.

			<p>mothers' education on IQ scores is more prominent. Fathers' education has also linear relationship with IQ scores. The relation is more prominent in case of 0-5 years and again in 9 years + strata. IQ scores also have significant linear relation with socio-economic status of parents. Recognizing the adult's tone and experiencing the situation, a child becomes able to speak as the situation demands. High level of education could enable the parents in providing inputs and making diversified examples. Low socio-economic status is associated with lower language promoting experiences. Children living in urban areas get more exposure to diversified situations, more learning opportunities than children from rural areas that affect their development.</p>	
Action Research on Efficiency and Effectiveness of Indigenous ECD Materials		Dhaka Ahsania Mission	<p>Indigenous play materials are more suitable and sustainable for appropriate childhood development. These are more attractive to the children and the raw materials of such kind of materials are locally available. The survey found that local indigenous play materials contribute to learn better and faster. Production and marketing opportunities of these materials also has some livelihood prospect. These are low cost and have good prospect for income generation activities in Bangladesh.</p>	<p>Initial findings of the third stage action research indicates that required skills for mass production and marketing indigenous toys materials can be an effective measure to promote entrepreneurship.</p>
Cultural Adaptation of Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-III) in Bangladesh		Young Researchers of IER	<p>Inter-correlation of subtests and composite scale were significant. Convergent and discriminate validity was satisfactory in Bangladeshi population</p>	<p>The WPPSI-III becomes a useful tool to assess cognitive development of children and is sensitive for younger children in Bangladesh.</p>
Effect of psychosocial-stimulation on cognitive, motor and		ICDDR,B	<p>Iron treatment benefitted anemia and iron status. After receiving iron-treatment</p>	<p>With iron treatment alone, the IDA-group caught up to the non-</p>

<p>behavioral development of iron deficient anemic and non-anemic children in rural Bangladesh- A randomized controlled trial</p>			<p>non-stimulated IDA and NA groups had similar mental development index (MDI) scores but the IDA group had lower PDI scores and was less responsive to examiner. Stimulation significantly improved children's MDI (multiple regression analyses; $B \pm se$ 5.9\pm1.9; 95%CI 2.2, 9.7, $p=0.002$). The interaction between iron status and stimulation on change in MDI Approached significance ($p=0.095$). NA children significantly benefitted from stimulation (5.6\pm1.9; 95%CI 1.7, 9.2; $p=0.004$) whereas IDA group did not (2.0\pm1.9; 95%CI -1.7, 5.7; $p=0.28$). Stimulation improved the FCI in both groups (1.1\pm0.3; 95%CI 0.5, 1.7; $p=0.001$).</p>	<p>stimulated NA-group in MDI but not PDI. There was an overall benefit from stimulation on children's mental development but the IDA group tended to improve less than the NA group in spite of similar improvements in home stimulation.</p>
<p>Essentials of ECCD Interventions for 0-4 aged children in rural Bangladesh: Introducing two promising program models based on a comparative study</p>		<p>Save the Children International</p>	<p>Maternal education and their autonomous decision-making skills (e.g., 35% could decide what to feed her child) and mobility were very low. The service-based and the community-based model had 22% and 65% coverage respectively. Comparatively, maximum number of caregivers (68%) in the community-based model could remember the key program messages. On the other hand, caregivers' child development knowledge and practices improved relatively better in the service-based model. Distance, caregivers to service provider ratio, working schedule, quality of services, competencies of service providers and community participation were the key determinant factors of the outcomes of the intervention.</p>	<p>In context of rural Bangladesh, the community-based model was comparatively more effective in coverage whereas the service-based model was relatively better at service quality. Nevertheless, more investigations need to conduct emphasizing on child's development outcomes and cost-effectiveness to determine the relative and comprehensive effectiveness of these two models as well as feasibility of combination of these two models.</p>
<p>School Readiness: the Effectiveness of Preprimary Education in Bangladesh</p>		<p>Aga Khan Foundation</p>	<p>The results provide evidence that participation in pre-primary has a significant effect on children's school readiness, with stronger positive effects for children</p>	<p>A need to target high-quality interventions for children from more at-risk backgrounds.</p>

			of mothers with limited education, particularly related to language and literacy skills. Observed classroom practices related to the learning environment were related to school readiness skills.	
Children's Exposure to Television Advertisement- Exploring the Bangladesh Context	2012	Plan Bangladesh	The study found that the average probable exposure of children to television advertisements is 21.19% (34.79%) ¹ of total watching time during any weekday and 32.55% (37.72%) during the weekend. Through expert's analysis, it was found that most of the ads contain social class and gender bias and implicate morals, ethics or values and lifestyles. The ads also mislead children and manipulate their logic or reasoning. Some of the ads have potential to challenge thinking, create curiosity and introduce a new concept. Overall, virtually all of the advertisements directly or indirectly targeting children have the potentiality to provoke them, affect food habit, health and attitude or behavior.	The results of this study give a reflection on the probable amount of exposure children receive, the potential areas the advertisement may affect children and parents perception on their child's exposure to television advertisements.

For more research titles: www.Bangladesh-ecd.net

B.7.3 Research topics on ECCE particularly interested in for the next 5 years

Study on prevailing situation of MLE based PPE; Impact of competency based professional development of teachers and supervisors; PPE web base MIS; Implementation of PPE standards; Operation research for two-year PPE in line with policy; Introduce PPE package in Madrasa education etc.

B.7.4 ECCE research networks in place to connect policymakers and practitioners with research communities as well as international groups

ECCE research network not exactly exists but BEN is supporting.

C. Transition from ECCE to School

C.1. Defining and measuring “readiness to learn”

C.1.1 “Readiness to learn”(or “school readiness”) of young children defined

Guided by the curriculum, the assessment for and of the learning would be determined by a composite methodology of performance observation, reading, writing, drawing and overall confidence in the children.

C.1.2 Measure children’s “readiness to learn”, tools, who administered, results utilized

Yet to take initiative.

C.2. Supporting the transition of the most disadvantaged

C.2.1 Groups of children experience difficulties transiting to and succeeding in early primary years, main barriers in transition and success

Children from ultra poor families, ethnic minority, with disability, from difficult geographic locations etc.

Poverty (& hunger), language, physical and mental instability, communication etc.

C.2.2 Strategies employed to support these children with difficulties

As primary education is compulsory, every child will have to be admitted in Garde I at the age of six. Children from poorer families are especially encouraged to enroll through social safety net program such as cash transfer, stipend program, school meal (limited scale).

C.3. School’s readiness for young children

C.3.1 Coordinated programmes/activities between ECCE services and primary schools that address smooth transition

School are encouraged to be ready to receive the young children through SMC and PTA meetings, Annual School Survey, preschool visit by the primary school teachers, social campaign and planned reception to the children in Grade I.

C.3.2 Teachers teach in Grade I receive special training and/or support

DPE through PTI is providing a 14-day special training.

C.3.3 Noteworthy measures taken by primary schools to improve readiness to receive and support young children during transition to primary education

D. Summary of the Country’s Strengths and Challenges

Analysis of the country’s main strengths and challenges as well as the next steps for action in addressing the issues addressed in Bangladesh.

A. Public (government) Investment in ECCE			
Issue	Strengths	Challenges	Next steps for action
A1. Serving the most disadvantaged groups	<ul style="list-style-type: none"> Approved expansion plan with NGOs in 	Mainstreaming them Separate arrangement for most	Aware the society about mainstreaming them

	collaboration <ul style="list-style-type: none"> Well designed PPE package Resource allocation form the mainstream program PEDP3) Government has given quota for the disadvantage students 	deserving communities with special resource package Support to the NGO/CSOs with financial resources for wider coverage	Accurate planning through creating database, coordinated planning and implementation at sub-district level Proper monitoring
A2. Public finance for ECCE	Government and DPs working together for financing ECCE	Budget Constraint	More budget allocation
B. Equity and Quality Enhancement in ECCE			
Issue	Strengths	Challenges	Next steps for action
B1 National ECCE policies/ frameworks (development and implementation)	Approved policies for PPE CECCD policy and Education Act under process to be approved	To make holistic approach program for the improvement of Early childhood care	To coordinate with the ministries about this program
B2. Regulations and standards	National Education policy, Primary school teacher recruitment and promotion rules. Approved PPE service standard	Quality monitoring and support	Dissemination of PPE standard, activation of national structure and committees at different levels
B3. Curriculum designing and implementation	Approved curriculum based on the draft ELDS	Field try out in 2014 and making the materials available for more than three million children	Planning the tryout structure and mechanism, Revise the syllabus on time
B4. Teacher qualification, training and working conditions	For male; Graduation For Female: Higher Secondary Certificate	Training of all the teachers timely	Train them and motivate them on time
B5. Quality monitoring	A huge number of monitoring personnel along with the good curriculum.	Training of the monitoring officer	Train them and motivate them
B6. Inter-sectoral coordination for ECCE policies and programmes	Comprehensive ECCD policy is under process to be approved. PEDP3 has endorsed the intersectoral coordination at local level	Activation of all other service providers at school level	Govt. will give more emphasis on coordination
B7. Research on ECCE	Strong network for ECD, existence of the	Budget Constraint	More budget allocation

	resource centre for ECD		
C. Transition from ECCE to School			
Issue	Strengths	Challenges	Next steps for action
C1. Defining and measuring “readiness to learn”	At this moment all the pre-primary students are going to primary school automatically. No benchmark yet been fixed for entry in primary school.		
C2. Supporting the transition of the most disadvantaged			
C3. School’s readiness for young children			