



# Presentation on Role of Civil Society and Corporate Sector in Ensuring Quality Education for Young Children

Prepared By  
**Pranab Kumar Sarker**  
Save the Children Sweden-Denmark  
Bangladesh Country Office  
Email: [pranab.sarker@gmail.com](mailto:pranab.sarker@gmail.com)

Presented by  
Manjusree Mitra  
Deputy Program Manager  
Save the Children USA



## ***Background:***

- **Children in developing countries have very little opportunity to achieve marginal competencies at home and in schools.**
- **Government of Bangladesh has introduced policy and frameworks to address Education for All and to ensure quality.**
- **Involvement of civil society and corporate sector through their active participation can establish good governance in education.**
- **Participation of children, parents, civil society and corporate sector in formulation and review of education and child rights policy is also absent.**
- **Some NGOs are combating to address ECD for quality of education in macro and micro level to influence the government.**
- **The education policy must be monitored in the macro and micro level in a regular basis to achieve MDG, PRS and NPA goals.**



## ***Objectives:***

- **Analyze the situation of child participation in ECD and quality education in Bangladesh.**
- **Finding out the role of civil society and corporate sector in ensuring quality of education through existing institutions.**
- **Monitoring of MDG, PRS and NPA implementation and involvement of different stakeholders in achieving education goals.**

## ***Status of Child Participation in ECD & Primary Education:***

- **Out of 11.02 million children of 3-5 years in 2005 1 million under formal ECCE and 1.04 million under non-formal ECCE. Gross Enrolment Rate under formal ECCE has been found to be 1.1 million or 11.4% of the ECCE age-group 3-5 years.**
- **Formal primary education age-group 6-10 years children are 17.32 million during 2001-2005. Out of this population,**
  - **the Gross Enrolment Rate (GER) has been 93.7%,**
  - **the Net Enrolment Rate (NER) is 87.2%,**
  - **the Repetition Rate has to be found 11.2% and**
  - **the Survival Rate has been found to be 52.9%.**



## ***ECD & Primary Education:***

- **Early childhood education for children of 3-5 years age-group is taught, besides family, in 1 or 2 year pre-primary education institutions.**
- **This can happen in private nursery schools/kindergartens/ “baby classes” or pre-primary sections attached to primary schools.**
- **There are Students of Qur’anic/ Maktab classes**
- **The concept of ECD is new and thus there are deficiency in the knowledge and practices of ECCD for under-5 children, particularly for psycho-social development of the child.**
- **5-year compulsory primary education for the 6-10 year age-group is taught mainly in government and non-government primary schools, registered and non-registered.**

The slide features a decorative background with a light green balloon at the top left, a light blue balloon in the middle left, and a light purple balloon at the bottom left. Yellow streamers and triangular shapes are scattered around the balloons. The title is in a bold, dark green, italicized font.

## ***ECD & Primary Education:***

- **More than 40% of our poor children in Bangladesh still do not get the chance or opportunity to have pre-school education.**
- **40% of parents of children under five used physical punishment when children did something wrong (BBS/UNICEF, 2003).**
- **47% of household members are engaged in activities that promote learning and school readiness for children up to 5 years of age (BBS/UNICEF 2006).**

## ***Findings:***

- A good number of NGO run non-formal schools catering mainly for the drop-outs of GO & NGO primary schools.
- Some NGOs also impart education for the full 5-year primary education cycle for children from poor families.
- NGO schools operate mainly in areas not served either by the non-formal, government or private schools to meet the educational needs of vulnerable groups in the society.

**Table-1: Stages of General Education and Official Age of Student**

Stage of General Education	Duration	Official Age
Early Childhood Education	1/ 2/ 3 years; no course duration	3-5 years
Primary Education Grades 1-5	5 year course	6-10 years
Junior Secondary Education Grades 6-8	3 year course	11-13 years
Secondary Education Grades 9-10	2 year course	14-15 years



## ***Continue...***

- **Early Childhood Care is managed at home for the age-group 0-3 years by the family.**
- **The Education Policy 2000 has recognized the need for Early Childhood Education,**
- **The NPA-II has targeted for gradual introduction of school based formal ECCE program under the management of government primary schools.**
- **Considering the importance of ECCE, the NGOs have also undertaken programs to the out-reach level.**
- **Parenting Education and Multi-lingual Education are at present available only with NGOs.**

## ***Budget:***

- The per capita GDP is US\$ 456 (BDT 1 = US\$ 69). The per capita national income is estimated to be US\$ 482. Bangladesh is rated as a developing country.
- During the Financial Year 2005-06, education sector's expenditure from Development Budget was 14.18% of all sectors. (Bangladesh Economic Review, 2006)

**Table-2: Public Expenditure of GoB on all Sectors including Education**

Year	Revenue and Development Budget		
	All Sector	Education	% of all sector
2000-2001	371330.0	58517.0	15.76
2001-2002	372891.8	58766.5	15.76
2002-2003	419710.0	65037.8	15.50
2003-2004	511014.8	67579.2	13.22
2004-2005	579109.4	71301.2	12.31
2005-2006	669116.8	94876.8	14.18

## ***MDGs, PRS & NPAs:***

- **A National Plan of Action for Education for All (EFA) for the period 2003-2015 was prepared in line with the Dakar Framework for Action.**
- **In order to improve school management and ensure quality of teaching, the coverage of Intensive District Approach to Education for All (IDEAL) project was expanded in 2001 from 24 districts to 38 out of the country's 64 districts.**
- **Communities were involved in planning and monitoring of activities in nearly 40,000 schools.**
- **More than 150,000 teachers were trained in interactive teaching-learning methods and a total of 10.3 million children benefited from this project between 2001 and 2005.**
- **The business sector, with its record of huge spending for social development, needs to take ownership of the MDGs and purposely support CSR activities meeting the goals.**

# ***Role of Civil Society and Corporate Sector in Ensuring Quality Education:***

- **The relationship with international and national NGOs and civil society organizations is stronger now. The Inter-Ministerial Child Rights Committee of MOWCA has included UNICEF, Save the Children Alliance and Bangladesh Child Rights Forum as members in 2003.**
- **Media needs to play a vital role in communicating information both ways – from the people, including children, to the government and vice versa. Ex. Advertising firm.**
- **Local government needs to have a more prominent role in monitoring which, in turn, will also strengthen children's voices in the monitoring system.**
- **The private sector needs to introduce Minimum Wage Policy for child labor, Policy for minimum age for admission into work, working hour, leave, time off, overtime, physical condition, health facilities, learning and development as their CSR issue.**

# ***NGO's Experience of working with Corporate Sector:***

- **Save the Children and IKEA have worked in partnership since 1993 and develop their code of conduct on child labor, underlining the company's commitment to responsible corporate behavior.**
- **In 2007 the third annual Soft Toy Campaign run throughout IKEA stores raised a fund of over US\$5.4 million which will enable Save the Children and UNICEF to ensure quality education in Bangladesh for thousands of children.**
- **In Bangladesh, for example, a local NGO, Phulki ('spark' in Bengali) persuaded garment factories – which mainly employ women – to set up factory-based crèche facilities managed jointly by the employer and employees for children between 6 weeks of age and 2 years.**
- **H&M wants to actively work with factories and with NGO's Bangladesh and other developing countries, to try to improve the situation for the children affected by its ban on child labor. If a child is found working in any of the factories producing their garments, they requests the factory to make sure that the measures taken are in the child's best interest.**

## ***A Sustainable Model:***

- Bangladesh Govt. is investing for the improvement of quality of education in the service of sustainability e.g. classroom practices, curriculum and pedagogy and early childhood teacher education.
- Parents and community people are investing for their of 3-5 year children's ECD, recruit community volunteers and set up preschools in the community levels.
- Employers of garments factories set up crèches in the factory for the employees' children of 6 months to 5 years and it gains comparative advantage.
- Community people use indigenous practices in running crèches and pre-schools which help them to reduce cost-effective project.
- NGOs, universities, media, civil society people are investing more and govt. also allocating more budget for ECD to achieve MDGs, PRS, NPA and EFA goals which is promoting ECD concept towards sustainability.



## ***Future Plan:***

- **Establish a successful model for the government and for the international donors to replicate its learning and positive ideas.**
- **Improve parenting skills of vulnerable families for better care-seeking, child injury prevention and early childhood stimulation.**
- **Strengthen policy and regulatory framework covering health and micronutrient deficiencies.**
- **Revised concepts, regulations, and norms for pre-school education; and appropriate policies and standards for inclusive and quality basic education for the excluded groups.**
- **Policy review and formulation to address child rights through institution building.**
- **Strong partnership with the private organizations.**



## ***Reference:***

- **Annual Report 2005; World Organization for Early Childhood Education (OMEP).**
  - **Equity and Justice Working Group (equitybd), May 2008; Our Planning Our Sovereignty A Review of PRSP Impact in Bangladesh.**
  - **Government of Bangladesh; submitted under 58th General Assembly Session in 2004, "Plus 5" Review of the 2002 Special Session on Children and World Fit For Children Plan of Action.**
  - **International Save the Children Alliance; Annual Report 2007**
  - **Sirajuddin, Prof. Muhammad et al.; EFA MDA National Report 2001-2005 in January 2008; UNESCO Dhaka Office, Unicef Bangladesh.**
  - **Samuelsson, Ingrid Pramling et al.; UNESCO, Paris 2008; The Contribution Early Childhood Education to a Sustainable Society.**
- 
- 



**Thank you**