

Human Resource Development and the Challenge of Sustaining Quality Education

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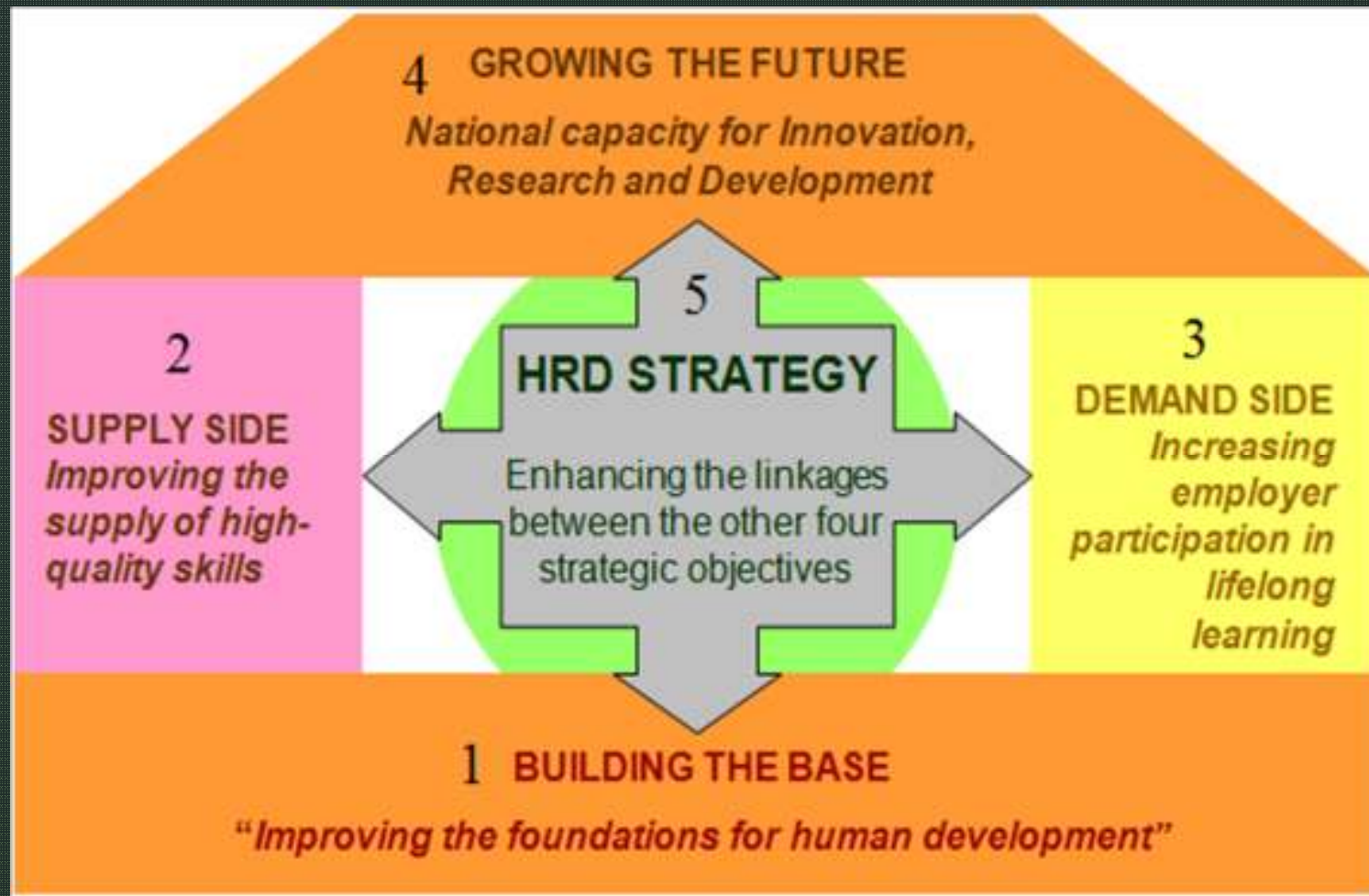
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The Concept of Human Resource Development: Quality Education

- Comprehensive definition adopted by the UN:
 - Enlarging people's choices
 - Healthy, educated society (acquired knowledge)
 - Access to resources required for a decent standard of living
 - Endeavour to enhance HDI
 - Improve basic social infrastructure and quality of life
 - Provide universal basic education
 - *Strive to reduce inequalities in wealth and poverty*
 - *Inculcate ethics and values*
 - *Address equity, inclusion, gender equality, lifelong learning; assist differently able people; support emergency situations*
 - *Improve International perceptions and image building*

HRD Strategy for Reaping Gains: Youth & Active Pop



Constitution of Bangladesh Recognizes Education as a Basic Principle

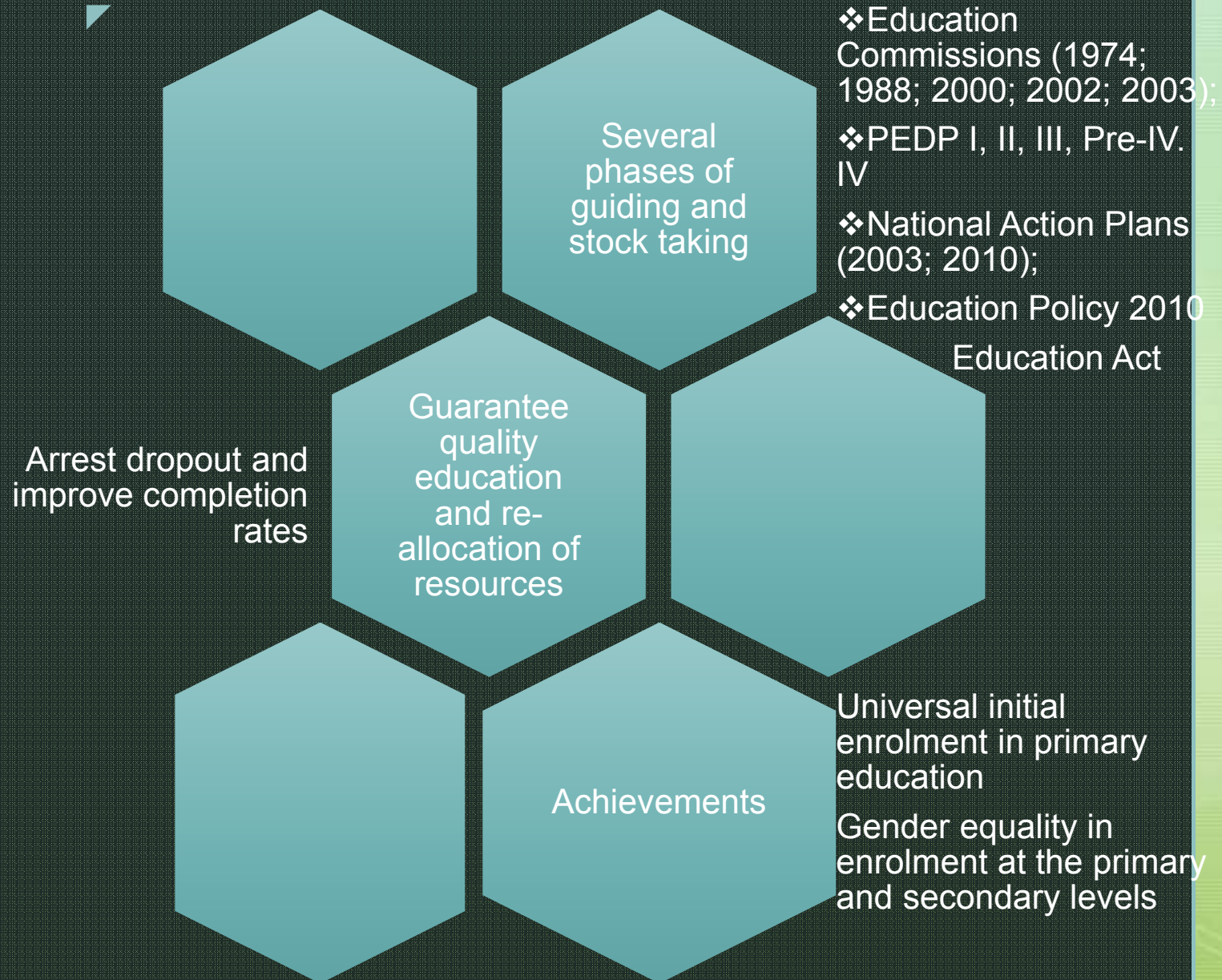
Education

- Uniform, mass-oriented and universal
- Free and compulsory
- Related to needs of the society: HR properly trained
- Remove illiteracy (Fundamental Principles of State Policy, Part II, Clause 17)

Education Policy

- to build a knowledge-based society, utmost priority will be given to quality of education to increase the employability;
- to achieve 100 percent literacy by 2014
- to ensure one primary school for every 1,500 population
- to enrol all children of 6-10 years age by 2011
- quality of life of people will be improved through enhancing quality of education and health care by innovative application of ICT.

Route to HRD and Quality Education



SDG Goal: Quality Education

SDG Education Goal: Quality Education –

- *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through 10 associated targets and 11 Global indicators, by 2030 (UN Sustainable Development Goals)*

Key Requirements

- Addressing gender equality, violence and conflict,
- Bridging the CSO space,
- Ensuring Innovative financing,
- Upholding teaching profession,
- Monitoring and Reporting,
- Planning “Seamless coverage of ECCE, formal education, NFE, TVET and Higher Education”,
- Using technical guidance materials,
- Adhering to Framework for Action and SDG4 targets and commitments and education sector coordination.

Education targets/indicators within other SDGs



Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training



Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature



Climate Change Mitigation

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
UN Sustainable Development Goals

Education Framework

This presentation will utilize the education framework

- The human capital approach and the capabilities approach

The former is considered as acquisitive logic for providing education financing

- Can be directly (and often economically) linked to overall benefits

The capabilities approach promotes learning

- Enhances the well-being, agency and empowerment of people

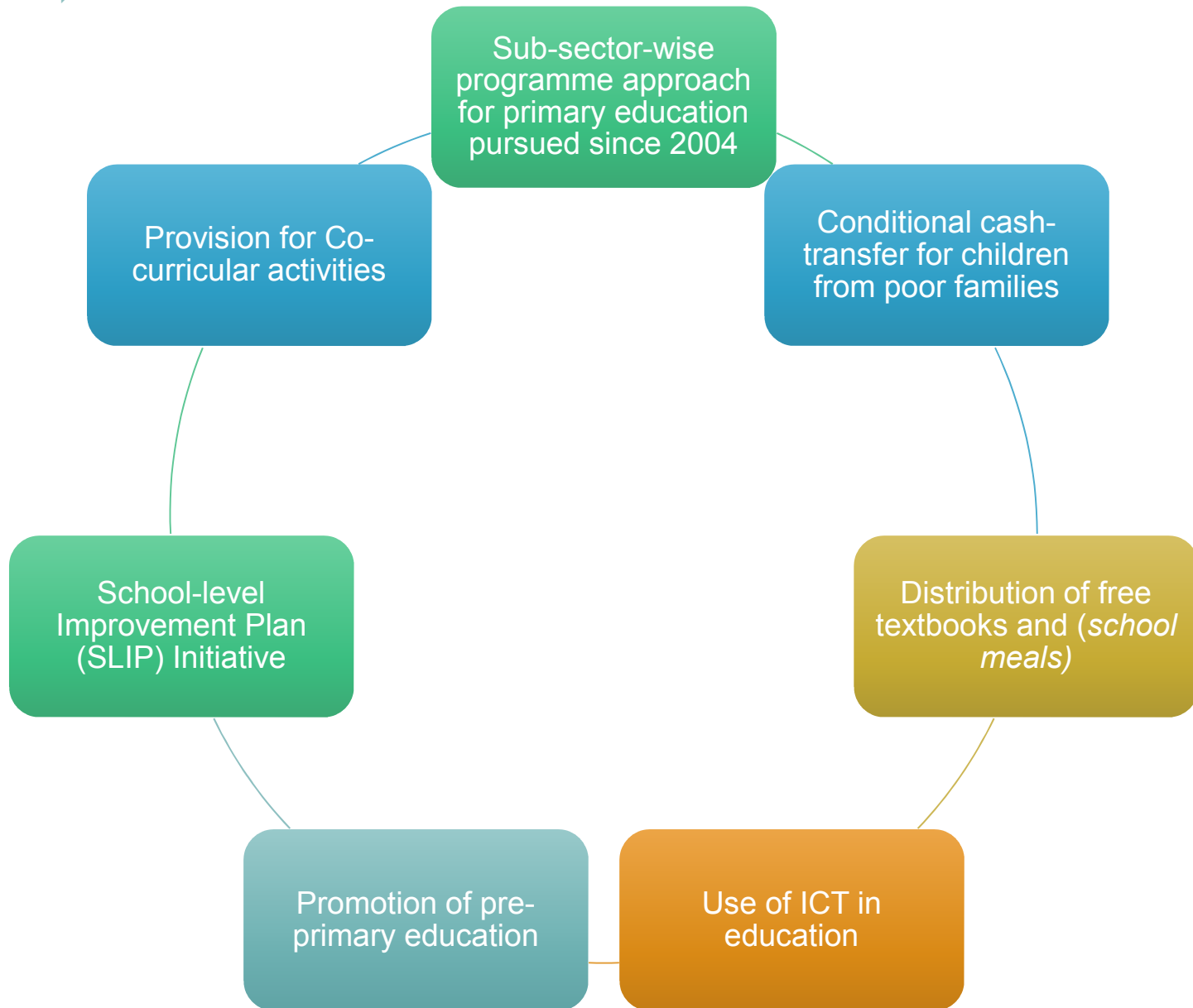
Identify the traditional patriarchal norms

- Deter women's education here and sabotage development gains

The capabilities approach in education remains un-attained in Bangladesh

- The key to poverty alleviation via societal emancipation

Promising Initiatives



Pre- primary and Primary Education

A one-year pre-primary schooling must be introduced for 5+ children. Later, this will be extended up to 4+ children	Yet to be completed
Posts for teachers and number of classrooms will be increased in every school to facilitate pre-primary schooling.	Yet to be completed
By 2010-11, 100% enrollment of primary education will be ensured. At least one primary school will be established in the villages that have none.	4 million children still out of school
Steps will be taken to eradicate the existing discrimination in terms of facilities in different types of primary education institutions (community schools, non-registered and registered schools, government schools, kindergartens and urban/rural schools)	Needs to be reviewed
The provision for lunch in schools is an urgent issue. This provision has to be implemented phase-wise in all schools located in the rural and backward areas.	Govt. apparently has withdrawn from this policy
Source: GoB supported by UNESCO: Draft Action Plan	

Secondary Education

<ul style="list-style-type: none"> ❖ Appropriate facilities similar to the steps noted in the primary education section will be provided to ensure equal opportunities for the students who suffer from some limitations. ❖ Regional discriminations will be dealt with accordingly. 	To be completed
<ul style="list-style-type: none"> ❖ Teacher-student ratio will have to be progressively raised in phases to 1:30 by 2018. 	Not achieved
<ul style="list-style-type: none"> ❖ Training will be arranged for all the teachers of all subjects. Teachers yet untrained need to undergo training immediately. ❖ Newly-appointed teachers will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies. 	To be completed

Source: GoB supported by UNESCO: Draft Action Plan

Tertiary Education

Teachers and students together have to take part in research work. At the universities, special emphasis will be given on original research. Sufficient and attractive funds will be made available to the brilliant students to carry on innovative research.

To be completed

Curricula and syllabus of higher education will be updated to meet international standards.

To be completed

English will be taught as a compulsory subject at the degree level of all colleges and universities. It will carry 100 marks/3 credits.

To be completed

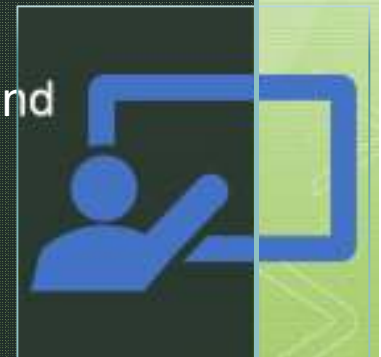
The scope of higher education will include subjects like defense studies, comparative theology, peace and conflict, climate change etc.

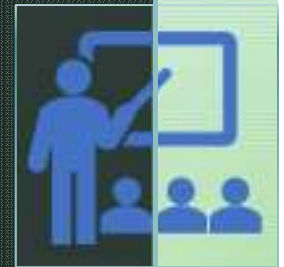
To be completed

Source: GoB supported by UNESCO: Draft Action Plan

HRD and Quality Education

- Accessibility to relevant **TVET** still low, esp. for **women**, despite National Skills Development Policy 2011; NTVQF etc.
 - Curriculum modified, but not modernized to cater to overseas req. **new equipments and machines** still underutilized and sometimes out-dated
 - Teachers/teaching logistics are not up-dated
 - **Social stigma** still prevails
- Primary school
 - **effective** student teacher **interaction**: approx.444 hours
 - compares poorly with other South Asian countries
 - lacunae in creation of posts for pre-primary teachers and classrooms, despite the importance of ECE.





Raising Compulsory Primary Education

- Education Policy 2010 also proposes raising compulsory primary education to grade 8 by 2018
- Management Challenges
 - Primary Education (grades 1-5) are under MOPME, but Junior Secondary Education is under MOE; **change in management** required.
 - Potential Solutions: fully devolve primary education to **local authorities** (recommended by NEP), **decentralization of education services** required
- Quality Challenges
 - Teacher quality, training and **supervision are inadequate**.
 - **Teacher absenteeism** is still a serious problem.
 - The 2015 Education Watch Report concluded that the PECE has limited or no impact on quality learning, creativeness and critical thinking; it encourages rote learning and unnecessarily put a huge burden on the students and their parents.
 - No other country in the region conducts a national terminal examination at grade-V level.
 - Solution: Required greater policy changes and **funding and investment**

Raising Compulsory Primary Education (Contd..)

- Efficiency Challenges
 - High level of drop out and repetitions, and low survival rates.
 - Highest levels of repeaters and drop outs are at grade 3 (Department of Primary Education).
 - Huge system loss and wastage of resources in an already resource constrained sector.
 - The successful **experience of NGO** schools as well as those of the fully private schools (usually high fee charging schools) can be replicated with appropriate adaptation
 - To **mitigate the systemic weaknesses** of inefficiency in public primary schools.

Quality and Management

- Curriculum and learning content are **not explicit in moral instructions**
 - Open to interpretation
- **Localized or contextual understanding** of uneducated parents could be **confusing** for young minds
- The examination system (PSC) expose children to assessments and results
 - **Burden** the teachers, children and parents
 - Degenerated into a business venture
 - Vitiates a social good like education

Lack of Values

- A dearth of value laden options **deters the creativity** fostered by education
 - Basic foundations for developing
 - intrinsic life skills
 - innovative bent of mind,
- Sustaining Learning through Life-cycles is culturally beleaguered because of lack of respect for rule of law
- Threats to education, social, economic and culture, emanate not only from within but also from without
- Requirement for **commitment**
 - “Education is a commitment to an investment for economic benefits, albeit swayed by patriarchal conscriptions based upon cognition of the socio-cultural structures in Bangladesh”.

How are we doing?

- Entrepreneurs consistently express their dissatisfaction about the quality of workers: the blame ultimately falls on the education system. Why -Continued deficiencies: Literacy and completion rates still remain comparatively low while SMC roles weak
- The risk of high SSC and HSC exam scores suggests that we also need to be focused on the quality of education. We are unaware of what admin and pol roles are being played
- At the university level-Why are we are still falling short of providing our youth with the knowledge, attitudes, and skills?
- How to motivate teachers to improve student's critical thinking and problem solving skills and to raising English abilities of students?
- How to promote a culture of academic integrity and even build the self-esteem and sense of efficacy of our students.
- **How have we prepared to tap our Human Capital?**
- **The “Domestic Violence (Prevention and Protection) Act” is unenforced.**
- **Bangladeshi youth and working age population must acquire the skills and abilities to turn disposable time and income into new businesses and innovation**
 - ❖ Effective critical thinking and problem solving skills.
 - ❖ Improved communication, English language, and other language skills.
 - ❖ Avoidance of cheating and plagiarism.
 - ❖ Adoption of Right attitude, esp. teachers' Increased knowledge

Improving Bangladesh's Education Outcome

Challenges

- Lack of a unified curriculum
- Other challenges such as the **quality of teachers** and facilities, issues inbuilt within the syllabus, equivalency framework and lack of political will to implement judicious recommendations of the different education commissions
- **Lack of Innovative measures** for hard-to-reach children & marginalized population
- **Female integration** in the development process
- Internationally acceptable standardized assessments - especially for remote areas and informal sector..

Steps for Improvement

- Reduce use of exam guidebooks to **remove** students' tendency towards **rote learning**
- Increase **teachers' wages** maintaining standards
- Increase amount of time teachers spend with students
- Conduct **biennial assessment** of the students to ensure quality education, improve data
- Update **madrasa specifications** to better incorporate them into the national curriculum
- Formulate ways to **prevent** children from **dropping out**, ensure available voc and tvet
- **Scale up best practices**, eg. UCEP; Teach For Bangladesh; Enrich (Shomridhi) etc.

Way Forward

Government's Role:

- Building awareness of the government's responsibility to fulfill the right to basic education...effectively **implement Education Law** and Education Act
- Establishing **rule of law** and **justice for girl child** -abolish patriarchic set-up
- Removing political influence and favoritism in recruitment, employment, posting and promotion
- Prioritize and improve **investment in primary and secondary education** to improve performance

Role of Research and Development:

- **Designing feasible strategies** for skills and capacity building, continuous **relevant learning** and literacy of all citizens
- Overcome the **dearth of national level, timely, and also policy sensitive data.**
- Effective Education for vulnerable groups especially women and children especially differently able girls, street children, orphans, under age children in difficult circumstances, custody, household service etc.
- Making the **teaching profession more attractive** through improved salaries and benefits
- Establishing a proper **monitoring board** to assess education quality of institutions
- Making higher education cheaper and more accessible; promote socioeconomic development
- **New livelihoods** like food manufacturing from **sea-weed, underwater resources**, durable goods etc



■ ***Thank You***