UNESCO Country Programming Document for Bangladesh

2012-2016

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UNESCO

United Nations
Educational, Scientific and
Cultural Organization

UNESCO Dhaka

LIST OF ACRONYMS

ADB	Asian Development Bank
AIDS	Acquired Immune De¬ficiency Syndrome
BDHS	Bangladesh Demographic and Health Survey
BRAC	Building Resources Across Communities (INGO)
CapEFA	Capacity Development for Education for All
CCA	Common Country Assessment
CI	Communication and Information (UNESCO Sector)
CLC	Community Learning Centre
CLT	Culture (UNESCO Sector)
CPR	Contraceptive Prevalence Rate
DaO	Delivering as One
DESD	UN Decade of Education for Sustainable Development (2005-2014)
DFID	Department for International Development, UK
E9	A group of nine highly populated developing countries
EC	European Commission
ECCE	Early Childhood Care and Education
ED	Education (UNESCO Sector)
EDUCAIDS	UNAIDS Global Initiative on Education and HIV & AIDS
EFA	Education for All
EMIS	Education Management Information System
ESD	Education for Sustainable Development
FOI	Freedom of Information
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GNI	Gross National Income
GOB	Government of Bangladesh
HDI	Human Development Index
HIV	Human Immunode¬ficiency Virus
IADG	Internationally Agreed Development Goal
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning (UNESCO Category I institute)

ILO	International Labour Organization
INGO	International Non-Governmental Organization
IPDC	International Programme for the Development of Communication
JICA	Japan International Cooperation Agency
LDC	Least Developed Country, group of countries with the lowest HDI
M&E	Monitoring and Evaluation
MAB	Man and the Biosphere
MDGs	Millennium Development Goals
MOCA	Ministry of Cultural Affairs
MOE	Ministry of Education
MOI	Ministry of Information
MOPME	Ministry of Primary and Mass Education
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NIEPA	National Institute of Educational Planning and Administration (India)
NPA	National Plan of Action for EFA
PEDP	Primary Education Development Plan
SC	Natural Sciences (UNESCO Sector)
SHS	Social and Human Sciences (UNESCO Sector)
TFR	Total Fertility Rate
UBW	UNAIDS Unified Budget and Workplan
UCPD	UNESCO Country Programming Document
UIS	UNESCO Institute for Statistics (UNESCO Category I institute)
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNCT	UN Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade (2003-2012)
UNRC	UN Resident Coordinator
UPE	Universal Primary Education
WB	World Bank

CONTENT

FOREWORD

UNESCO's presence in Bangladesh has evolved over the past decade and a half from the establishment of a country office in 1996 to that of a credible development partner for Government and donors alike.

The positive development in UNESCO's position in the country is an aggregate result of many things; it stems from professional relations with senior and technical colleagues in the Government of Bangladesh, the open collaboration with sister agencies within the UN System and our committed international and national staff based in Dhaka and supported by our colleagues in Paris and Bangkok. The role of a vibrant civil society providing an abundance of services cannot be overstated in the case of Bangladesh, and the intellectual capacity of the academia, of special importance to UNESCO, has grown steadfastly and fostered growth in other areas during UNESCO's status as resident agency in Bangladesh.

The newly signed UNDAF for Bangladesh for 2012-2016 is a positive outcome of discussions on how to best and most strategically channel the efforts of the Government and the UN system into streamlined action for rapid turnarounds. The overarching goal is to secure the achievement of the MDG targets by our common deadline in 2015. The goals call for more coherent action between development partners.

UNESCO in Bangladesh is at a crossroads, too. With a rich and most salient agenda through its education, the sciences, culture and communication and information sectors, the Organization has had to make choices between seemingly equal choices. In addition to "mandate areas" or "fields of competence", capacity to deliver needs to be carefully considered. It benefits no one to spread competencies thin. UNESCO can continue to assist Bangladesh to reach a better future. Investments in Education remain the best bet for continued empowerment of the marginalized and the vulnerable. The partially overlapping objectives of the Millennium Development Goals (MDGs) and Education for All (EFA) are of massive importance to Bangladesh. Securing equity in access and equality as a primary component of quality are at the heart of our common task.

However, education is as large a concept as it is easily understood to benefit development. It covers the entire cycle of human life. Efforts concentrating on primary education only may easily therefore become disjointed ones. In terms of the pressing need to reduce poverty in Bangladesh, there is a clear need to focus on literacy promotion and improvement beyond primary education. This calls for action through non-formal education and adult education. It also calls for strategic interventions in Technical and Vocational Education and Training (TVET) and tertiary or higher education.

The larger goals of the country's reform strategies are attainable and require action across the Education sector. This is why UNESCO is keen to support capacity development of the central authorities to map situations in respective fields, and to take appropriate action. The reader is encouraged to peruse UNESCO's planned projects seeking external funding annexed below from page 44 onwards to look at ways to fill existing gaps in delivery.

While developing human capacities overall is a priority, preserving and celebrating the country's vast cultural heritage is a task UNESCO assumes to support development that is appropriately founded on the national riches of Bangladesh. Sound management of tangible and intangible cultural heritage is a precondition to development stemming from and building on healthy national pride.

Developmental challenges and their solutions are deeply embedded in the concept of sustainable development. Many of the world's current promises for a better future have only been attainable by coherent investment in natural sciences. Increasingly however, natural sciences need to be harnessed for sustainable development and finding better solutions for damaging practices and ways of life.

The study of social and human sciences - ranging from bioethics to climate change, human rights, social innovation and youth – is of paramount importance to understand the full consequences of our collective action on the planet and fellow human beings.

Access to knowledge, communication and information for sustainable development and freedom of expression are cornerstones of healthy and free societies. There is no substitute to access knowledge and information in improving lives of poor and marginalized communities. UNESCO's actions in developing community radio stations and programming where radio remains the farthest reaching and most relied upon medium are much appreciated. Please read about UNESCO's foreseen initiatives in the field of communication and information below on pages 22.

With this document in place UNESCO and its partners will know where UNESCO is positioned and where it can take the lead. Where UNESCO leadership is natural, existing internal capacities will be broadened still, and external expertise mobilised. UNESCO is particularly blessed with unique networks in its sectors, and has a special relationship with its Member States, to whom it acts as Secretariat in fulfilling its ultimate task: to build the defences of peace in the minds of men and women.

To conclude, UNESCO will focus on the issues which are likely to have a catalytic role in other areas, or are otherwise deemed as urgent for development of Bangladesh. Combating illiteracy with existing partners but also making new friends and allies is one area. The use of nonformal education in advancing adult literacy has already a tradition to build upon and we mustn't give up on entire generations if we are serious about or commonly defined goals. The capacity to safeguard cultural heritage is an area which UNESCO has serious concerns with and plans to invest in. The cultural heritage of Bangladesh is of such diversity and richness that it is of interest not only to the country itself, but to the world at large. Communication and information has become a key area in the current UNDAF for Bangladesh. Democratic Governance and Human Rights as well as the advancement of Gender Equality are not achievable without investments in good quality communication systems, training and awareness raising.

With its large intellectual networks at its and its development partners' disposal, UNESCO will provide leadership in nascent areas and continue to support the development of research capacities and open societal debates on a number of issues.

The preparation of this Country Programming Document has been a collaborative effort of many colleagues here in Dhaka and with the support

of the Bureaux of Field Co-ordination and Strategic Planning in Paris Headquarters. For the finalization of the text and content I would particularly like to thank Mahfuza Rahman, Barnali Chakraborty and Mikko Cantell for all of their efforts.

Derek Elias
Head and Representative
UNESCO Dhaka
August 2011

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PART I: Situation Analysis

Bangladesh is estimated to have a population between 140 and 150 million[1] , with a correspondingly extreme population density of more than 1000 persons per square kilometre .[2] The religion of the vast majority of the population is Islam (~ 90%) with the rest adhering to Hinduism, Buddhism and Christianity.

Bangladesh has a tropical monsoon climate with frequent floods, draughts, cyclones, river erosions and landslides causing huge damages to lives and properties in vast areas of the country.

The per capita Gross National Income (GNI) in Bangladesh was $ 520 in 2009[3] and GDP per capita growth rate has in recent years been in the environ of 6%. Agriculture is occupied by the majority of the labour force, contributing to 18.7% of total GDP in 2009[4]. 40% of the population of Bangladesh is estimated to continue to live below the national poverty line[5], while child malnutrition rate is at 41% of children under the age of 5[6]. The sex ratio between male and female populations was 19:20 in 2007[7].

The contraceptive prevalence rate (CPR) increased from 54% in 2001 to 59% in 2005, but has decreased again to 56% in 2007. Overall, Bangladesh is a low HIV-prevalence country but most vulnerable groups in society have significantly higher prevalence rates than the low national figure.

The national population policy had departed from the assumption that the population size should stabilize at approximately 210 million by 2060 given achievement of replacement fertility by 2010. This did not materialize and is not likely to do so before 2015.

Broader Context and Major Development Challenges

Bangladesh is one of E9 countries[8] and a Least Developed Country with deep-ridden and inherited extreme poverty and hunger, growing social and economic disparities, frequent cases of political and civil unrest and the daunting challenge of natural hazards, likely to be further compounded by climate change in the years to follow.

More than a third (36.3%) of the total population is under 15 years, and more than half (56.6%) between the ages 15 and 59. The demographic dependency ratio is about 76.6%. This young age structure creates sustained

1   2008 estimate 144,5 million by UN Stats, data available online at: *http://unstats.un.org/unsd/demographic/products/dyb/dyb2008/Table05.pdf*
2   2008 estimate by UN stats, available online at *http://unstats.un.org/unsd/demographic/products/dyb/dyb2008/Table03.pdf*
3   Bangladesh at a Glance, the World Bank Group, 2011, available online at: *http://devdata.worldbank.org/AAG/bgd_aag.pdf*, accessed July, 2011.
4   Ibid.
5   Ibid. "*Most recent estimate*" (latest year available, 2003-09)
6   Ibid.
7   Bangladesh Demographic and Health Survey, 2007
8   The E9 is a group of nine highly populated developing countries – Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan – which in 2005 represented more than half the world population, nearly 3.5 billion inhabitants.

momentum for population growth, which will continue well into the future – some estimates go as far as until 2060 – even in the case of rapid declines in fertility rates. The total fertility rate (TFR) has already declined from 6.3 in 1975 to 2.7 in 2007[9], and 2.3 in 2008[10], although the latest figure may turn out to be under-estimated[11].

Challenged with such a magnitude of development issues, the country has made progress over the past decades. This was noted, *inter alia*, in the 2010 Human Development Report[12], which explains that Bangladesh is one of the countries that have made the greatest progress in recent decades as measured by a new version of the Human Development Index (HDI). According to the report, Bangladesh's HDI has increased by 81 percent in the past 30 years.[13]
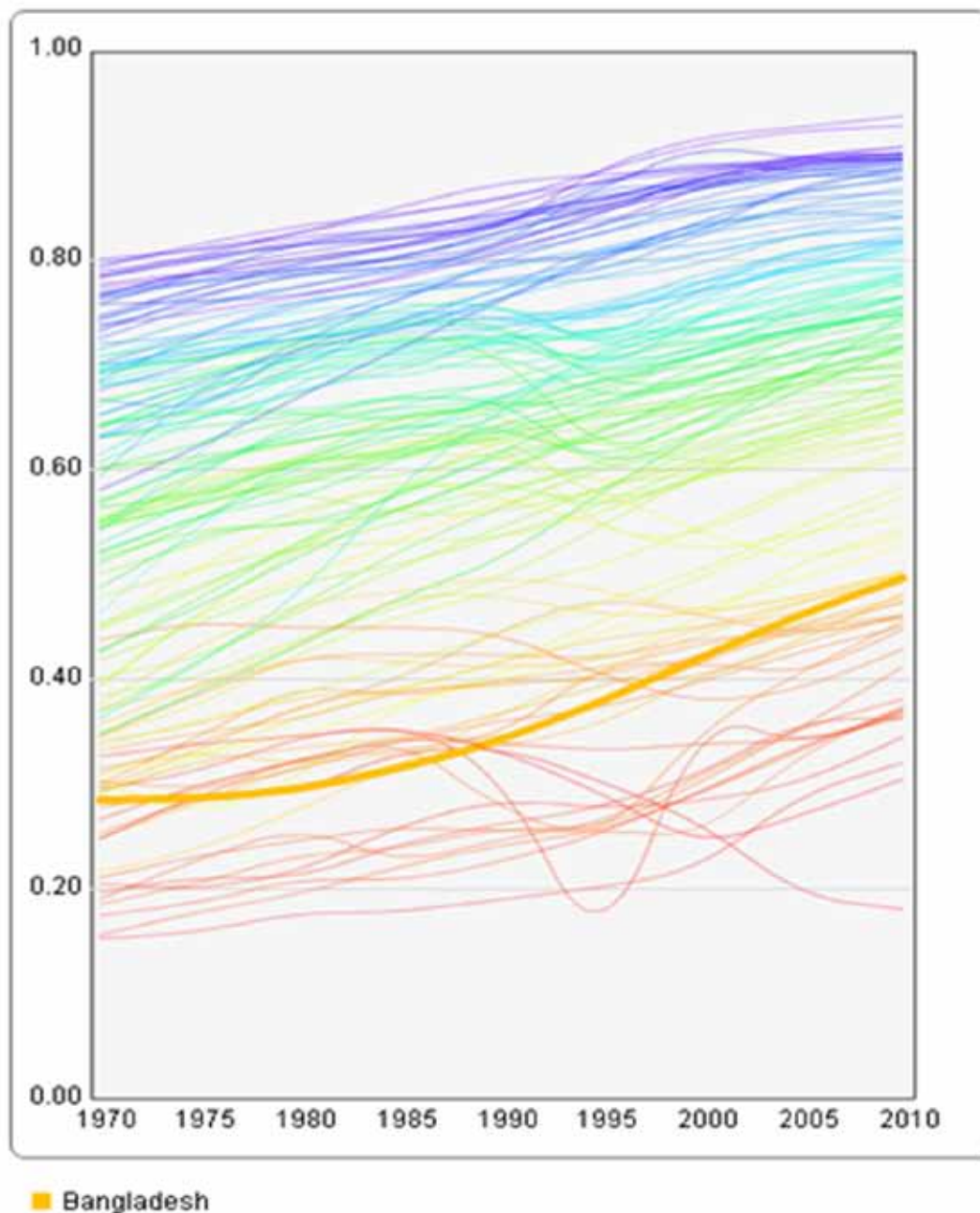

Figure 1[14]: Bangladesh HDI development trend (in yellow), years 1970-2010. From UNDP HDI website hdr. undp.org/en/data/trends

9   Bangladesh Demographic and Health Survey, 2009
10   Bangladesh Economic Review, 2010
11   According to the BDHS
12   Available online at *http://hdr.undp.org/en/reports/global/hdr2010/*
13   *www.undp.org.bd/info/events.php?newsid=734&t=In%20News*
14   REST OF THESE GRAPHS I WILL SEND SEPARATELY – THEY WILL ONLY CONFUSE THE WORD FILE.
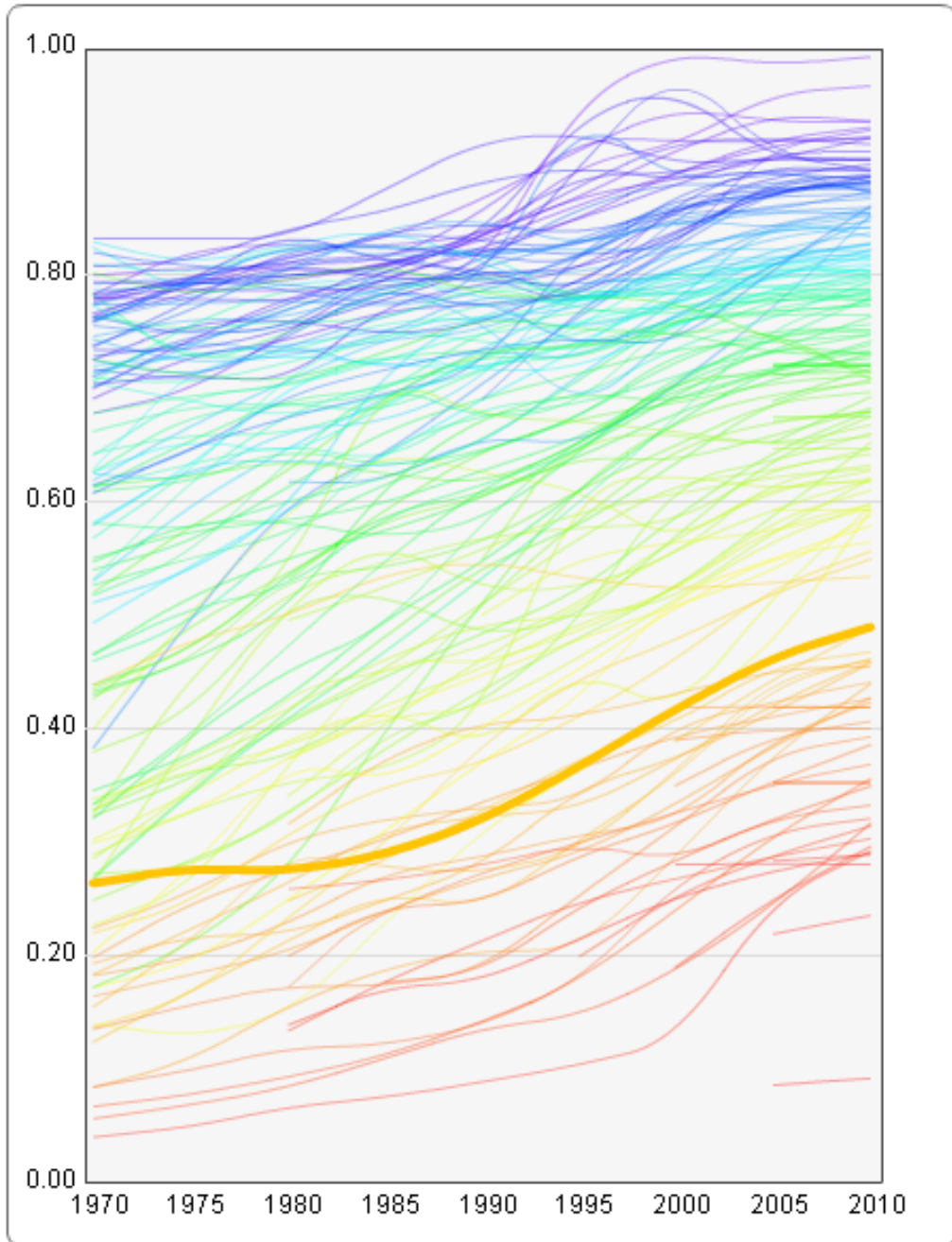
Figure 2: Bangladesh HDI Education Index (in yellow), years 1970-2010. From UNDP HDI website hdr.undp. org/en/data/trends

Even with such impressive relative gains, Bangladesh remains a country in need of continued and coherent development assistance. According to the 2010 HDI, Bangladesh now ranks 129th out of the 169 countries where complete HDI data are available. The difficult situation is further compounded by continued population growth. It is projected that the country will have an increase of 100 million inhabitants over the next 40 years, arriving at 250 million people in 2050. While the direction of human development is encouraging, the rising trends in income levels, for example, have not been sufficient to reduce extreme poverty, which still remains a massive challenge for the country and the development community.
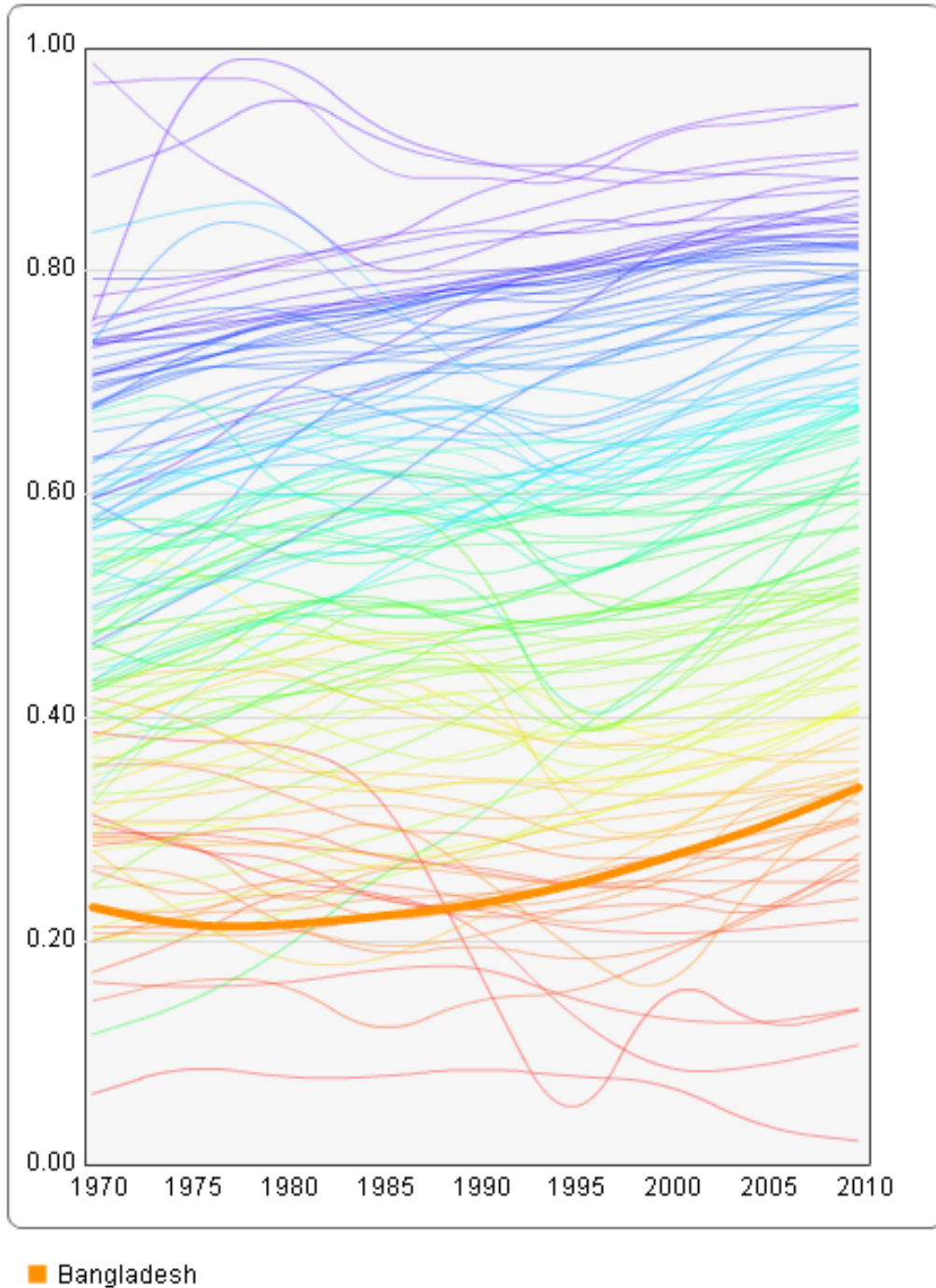
Hybrid: Income index

■ Bangladesh

Figure 3: Income Index showing gains in income levels over a period of four decades, from UNDP HDI website.

Bangladesh is also one of the most vulnerable countries in the world as regards natural hazards. The impacts of climate change are projected to compound these effects further, making it difficult to safeguard augmented development gains and emphasizing the importance of disaster-proofing development and integrating disaster preparedness in all subsectors of governance.

Bangladesh - Disaster Statistics

Data related to human and economic losses from disasters that have occurred between 1980 and 2010.

Natural Disasters 1980 - 2010

Overview

No of events:	234
No of people killed:	191,836
Average killed per year:	6,188
No of people affected:	323,480,264
Average affected per year:	10,434,847
Economic Damage (US$ X 1,000):	17,072,500
Economic Damage per year (US$ X 1,000):	550,726

Figure 4: Disaster Statistics 1980 – 2010, from *www.preventionweb.net/english/countries/statistics/?cid=14*, accessed July 24, 2011.

Education system in brief [15]

Bangladesh has made momentous progress in improving access to primary education. Noteworthy achievements include raising the net enrolment rate from 87.2% in 2005 to 93.9% in 2009[16] and achieving gender parity. Completion rate remains very low, however, at 52.1% in 2005 and 54.9% in 2009. Priority in primary education has consequently shifted from merely providing access to more retention, completion and overall quality of education.

At the secondary level – which in Bangladesh comprises three streams: general, technical and vocational and madrasah education – gross enrolment was 57 percent in 2008, representing a three-fold increase since 1980. Much of the gain at the secondary level was due to a seven-fold increase in girls' enrolment since 1980.

In 1970, only 6 public universities with 26,390 students (out of which 16.8% were women) existed in Bangladesh. Both number of universities and number of teachers and students has grown exponentially – in 2008 there were 31 public and 51 private universities, with 387,433 students (24.2% female).

Education's share of the total public expenditure is small and has not been significantly raised in spite of intentions on the Government's side to do so. In 2011-2012 the education sector was allocated almost two percentage points less than the previous fiscal year, ending at a mere 12.4% of total budget. This represents approximately 2.2% of GDP for education.

The Bangladesh Education Sector is a divided responsibility of two Ministries: the Ministry of Primary and Mass Education is responsible for Early Childhood Care and Education (ECCE), primary and nonformal education (NFE) while the Ministry of Education is responsible for secondary education including technical and vocational education and training (TVET) and tertiary as well as madrasah education. Each of the Ministries has its own sets of officers and staff at Divisional, District and Upazila (sub-district) levels with management

15   For more on UNESCO's approach to supporting Bangladesh in Education, please consult the UNESCO Education Support Strategy document (UNESS), 2011, available on UNESCO Dhaka's website www.unescodhaka.org

16   Bangladesh Primary Education Annual Sector Performance Report 2010. It should also be noted that in the absence of a functional birth registration system, determining the school age children is a challenge.

and oversight responsibilities. Planning and implementation of education programmes requires careful coordination between the two Ministries and their partners. Understandably, there are coordination challenges in the management of the different subsectors of education For example, the various education departments of the two Ministries have their own Education Management Information Systems (EMIS), and reliability and compatibility of data becomes a central question in developing the sector.

Education in Bangladesh is provided by a large number of private and NGO institutions. There are few to no regulations regarding these institutions, making planning and implementation of sector wide development strategies challenging. The non-formal stream includes the pre-school education, literacy, and post literacy and continuing education for children and adolescents, youth and adults who may have missed or dropped out of formal education at any stage of their lives.

In parallel to the formal public education stream runs a Madrasah (Islamic Religious School) education stream, from primary to tertiary. Madrasah education is provided by public and private institutions, and some private madrasah (Kharizia) are beyond the purview of the general system of education. The Madrasah Education Ordinance from 1978 stipulates the roles of the Madrasah Education Board to include granting affiliations to different levels of madrasahs from *ebtedayee* (primary level) to *kamil* (higher education), prescribing syllabi and curricula, conducting public examinations at *dhakhil* (secondary level, grades 6-10) to *kamil* level and scholarship examinations.[17]

Education Policy 2010

The Government of Bangladesh published its national Education Policy in 2010 with ambitious goals for the benefit of human development. Among the commitments are to increase posts for teachers and number of classrooms in every school to facilitate pre-primary schooling, to extend the duration of primary education from five to eight grades nationwide while achieving a 1:30 teacher-pupil ratio by 2018, to make all the adult citizens of the country literate through adult and nonformal education by 2014, to ensure adequate training for all teachers in secondary education, to establish a minimum of one technical education institute per Upazila (subdistrict) for the expansion of the TVET sector, to ensure equivalency between different streams, gradually redesign madrasah courses so that their duration corresponds with those in other streams and to award scholarships to students in higher education according to their merit and the financial means of their families.

Education Sector in Numbers
(source: UNESCO Institute for Statistics[18], uis.unesco.org)

Bangladesh primary education enrolment figures

Primary		2009
Gross Enrolment Ratio (GER) (%)	MF	(*) 95
	M	(*) 93
	F	(*) 97
Net Enrolment Rate (NER) (%)	MF	(*) 86
	M	(*) 83
	F	(*) 90

(*) National estimation

Bangladesh secondary education enrolment figures

Secondary		1991	1999	2002	2009
GER (%)	MF	...	42	47	...
	M	...	43	45	...
	F	...	42	49	...
NER (%)	MF	...	40	44	...
	M	...	40	42	...
	F	...	39	46	...

Bangladesh tertiary education enrolment figures

Tertiary		1991	1999	2022	2009
GER	MF	...	5	5	8
	M	...	7	7	10
	F	...	3	4	6

Progression and Completion

School life expectancy ISCED 1-6 (years)	(**, 2007) 8.1
Percentage of repeaters, primary (%)	(*) 13
Survival rate to grade 5 (%)	(*, 2008) 61
Gross intake rate to last grade of primary (%)	(*) 67
Primary to secondary transition rate (%)	(2005) 93

* National estimation
** UIS Estimation

Literacy Rates

Literacy rates		1991	2009	2009 (Regional average)
Adult (15+) %	MF	35.3	(**) 55.9	62.3
	M	44.3	(**) 60.7	73.5
	F	25.8	(**) 51.0	51.3
Youth (15-24) %	MF	44.7	(**) 75.5	79.7
	M	51.1	(**) 74.1	85.9
	F	38.0	(**) 76.8	73.8

** UIS Estimation

18   http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=500

Resources for Education

Pupil / teacher ratio (primary)	(*) 46
Public expenditure on education :	
as % of GDP	(2008) 2.4
as % of total government expenditure	(2008) 14.0
Distribution of public expenditure per level (%) - 2008 :	
pre-primary	...
primary	41
secondary	45
tertiary	14

* National estimation

Culture

The 1972 constitution of Bangladesh notes the central role of culture in national development: "the State shall adopt measures to conserve the cultural traditions and heritage of the people, and so to foster and improve the national language, literature and the arts that all sections of the people are afforded the opportunity to contribute towards and to participate in the enrichment of the national culture." However, coherent policies in safeguarding and managing tangible and intangible cultural heritage have been lacking. Interest in developing these tools has been increasing in recent years.

Bangladesh has a rich variety of cultural expressions, including unique crafts and songs. In 2005 the traditional Baul songs were proclaimed by UNESCO as a Masterpiece of Oral and Intangible Heritage of Humanity and were incorporated into the Representative list of the Intangible Cultural Heritage of Humanity in 2008 established under the Convention for the Safeguarding of Intangible Cultural Heritage ratified in 2009. In addition, three cultural sites have been nominated and inscribed on the World Heritage List: the historic Mosque city of Bagerhat, the ruins of the Buddhist Vihara at Paharpur inscribed as archaeological heritage and the Sundarbans, the largest single block of tidal halophytic mangrove forest in the world has been added as a natural heritage site. The potentials to align with tourism opportunities are abundant.

Bangladesh has ratified four UNESCO Conventions: the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), the Convention Concerning the Protection of the World Cultural and Natural Heritage (UNESCO World Heritage Convention, 1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protectionand Promotion of the Diversity of Cultural Expressions (2005).

Communication and Information

All media in Bangladesh are in principal guaranteed freedom under the national law. World Press Freedom Day is celebrated annually on May 3. The three primary sources of broadcast media, government-owned public service media, private media and international media, do not yet effectively cater to the needs and expectations of marginalized communities. Their information sources tend to be centralized and most of the institutions are aimed at profit-making, sometimes at the expense of development issues receiving balanced coverage. Technical capacities of local staff vary greatly. Community Radio is a modality in communication which has begun recently with promising initial results.

UNESCO in Bangladesh and the Paris Declaration on Aid Effectiveness

In the spirit of the Paris Declaration on Aid Effectiveness[19] and in contributing to sustainable human development at country level UNESCO, along with the rest of the United Nations system, is committed to supporting government-led programmes and, where appropriate and necessary, develop the government's capacities to deliver, rather than introduce external objectives and programmes. UNESCO has chosen Bangladesh as one of its 20 priority countries to work most intensely with, for consistent development gains.

The Government of Bangladesh has set forth seven priorities in the Outline Perspective Plan for Bangladesh 2010-2021 – Making Vision 2021 a Reality and the Sixth Five Year National Development Plan. These are boosting production, income and reducing poverty; securing human resource development; improving water and sanitation; building better energy and other infrastructures; realizing gender equality; promoting environmental sustainability; and better governance to defend the rights and tenets of justice.

The three areas of Improvement identified in the Accra Agenda for Action:

Ownership: Countries have more say over their development processes through wider participation in development policy formulation, stronger leadership on aid co-ordination and more use of country systems for aid delivery.

Inclusive partnerships: All partners - including donors in the OECD Development Assistance Committee and developing countries, as well as other donors, foundations and civil society - participate fully.

Delivering results: Aid is focused on real and measurable impact on development.

Capacity development: building the ability of countries to manage their own future - also lays at the heart of the Accra Agenda for Action.

The five principles of the Paris Declaration on Increased Aid Effectiveness

1. Ownership: Developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption.

2. Alignment: Donor countries align behind these objectives and use local systems.

3. Harmonisation: Donor countries coordinate, simplify procedures and share information to avoid duplication.

4. Results: Developing countries and donors shift focus to development results and results get measured.

5. Mutual accountability: Donors and partners are accountable for development results.

Context of UN interventions in Bangladesh

Building on national priorities and Internationally Agreed Development Goals (IADGs), including the Millennium Development Goals (MDGs), UN agencies and the Government of Bangladesh have in June 2011 signed the United Nations Development Assistance Framework (UNDAF)[20] for the years 2012-2016. UNESCO's interventions for the following years in Bangladesh are closely aligned with these priorities.

In Bangladesh, the UN Country Team (UNCT) comprises Heads of Agencies of 10 resident UN agencies, funds and programmes and IOM. The UNCT meets at regular intervals, generally once each month, under the chairmanship of the UN Resident Coordinator to discuss and decide on issues of common interest. Heads of Agencies are responsible for overall oversight and policy decisions for their respective agencies and the UNCT meetings serve as a forum for inter-agency discussions aimed at optimizing and harmonizing the UN System's synergies at country-level.[21] UNESCO is increasingly aligning its efforts with the UN System in Bangladesh.

UNESCO in the Global UN System

As confirmed by an extensive external evaluation of UNESCO in 2010, the context of UNESCO's interventions at country level is increasingly that of the United Nations family, headed by the UN Resident Coordinator. Similar to most other specialized UN agencies, the evaluation notes that *"[w]ith the publication of "Delivering as One" (DaO), the report of the 'Secretary-General's Highlevel Panel on United Nations System-wide Coherence', the United Nations has become a much more important part of UNESCO's proximate 'global architecture'."*

The consequences of this contextual change have been overwhelmingly positive for UNESCO and it has embraced the opportunities brought forth by this reform. Across the board, interagency collaboration is seen in a more positive light than before and UNESCO is seen a more active participant in the UN System in comparison to previous decades. In all countries where UNESCO is resident, active partnerships have been created with sister agencies and new funding opportunities have emerged as a consequence. Where possible, compatibility challenges between agencies' business practices have been addressed for increased flexibility and for the benefit of the host countries.

In line with the aim to further align itself with the overall UN context and to achieve a realistic yet ambitious UNDAF, UNESCO supported the drafting of the MDG Annual Review (2009) for MDGs 2, 3 and 6 and supported a quality report to General Economic Division (GED). In implementing the UNDAF from 2012 onwards, UNESCO is an active partner in five of the UNDAF's seven pillars.

In this context the strengths of UNESCO have been to promote the relevance of education, the sciences, culture and communication are cornerstones of long term development work, to convene intergovernmental initiatives and provide high level capacity development. Recent past has also witnessed a significant strengthening of UNESCO Institutes and Field Offices, further reinforcing UNESCO's delivery mechanisms and capacities.

UNESCO
Major Programmes

Education

Attaining quality education for all and lifelong learning

Natural Science

Mobilizing scientific knowledge and policy for sustainable development

Social and Human Science

Addressing emerging social and ethical challenges

Culture

 Promoting cultural diversity, intercultural dialogue and a culture of peace

Communication and Information

Building inclusive knowledge societies through information and communication

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20   For more information on the UNDAF 2012-2016 for Bangladesh, please consult Chapter 4 below.
21   For more information on the UN System in Bangladesh, please visit www.un-bd.org

Millennium Development Goals and Millennium Declaration

Millennium Declaration

MDG 1: Eradicate extreme poverty and hunger

MDG 2: Achieve Universal Primary Education

MDG 3: Promote Gender Equality and Empower Women

MDG 4: Reduce Child Mortality

MDG 5: Improve Maternal Health

MDG 6: Combat HIV/AIDS, malaria and other diseases

MDG 7: Ensure Environmental Sustainability

MDG 8: Develop a global partnership

National Priority Areas

Priority 1: Boosting Production, Income and Reducing Poverty

Priority 2: Securing Human Resource Development

Priority 3: Improving Water and Sanitation

Priority 4: Building Better Energy and Other Infrastructures

Priority 5: Realizing Gender Equality

Priority 6: Promoting Environmental Sustainability

Priority 7: Better Governance to Defend the Rights and Tenets of Justice

UNDAF Priority Areas

Pillar 1: Democratic Governance and Human Rights

Pillar 2: Pro-poor Economic Growth with Equity

Pillar 3: Social Services for Human Development

Pillar 4: Food Security and Nutrition

Pillar 5: Climate Change, Environment, Disaster Risk Reduction and Response

Pillar 6: Pro-poor Urban Development

Pillar 7: Gender Equality and Women's Advancement

Challenges and Opportunities for UNESCO

The present development framework of Bangladesh provides UNESCO with considerable opportunities to support the country, building on the existing strengths and overcoming weaknesses as well as foreseeing challenges. The SWOT analysis below gives an overall picture on UNESCO's strengths and weakness as internal factors, and also threats and opportunities as external factors in engaging and/or effectively mobilizing resources for impact.

Strengths

- Existing expertise in certain key areas such as NFE, TVET, ICT, community radio and cultural heritage.
- Only mandated UN agency to work with culture in particular preservation of cultural heritages in Bangladesh.
- One of the few agencies covering the whole education sector including secondary and higher education.
- Good working relationship with ministries of the Government, other UN agencies and NGOs.
- Potential collaboration between Science, Education, Culture and Communication and Information in the office.

Weaknesses

- Relatively small size of financial and human resources, comparing with other Development Partners.
- Low visibility and awareness of the potentials of UNESCO's areas of activities and expertise in development.
- Main focuses on upstream work in policy and capacity building but less towards planning for downstream implementation and impact assessment strategies.
- No resource mobilization division or strategies to secure funds from external donors.

Threats

- Degree of bureaucracy in the Government and other authorities.
- Frequent changes of high officials in the Ministries.
- Negative socio-cultural attitudes in dealing with certain issues such as HIV/AIDS.
- Inadequate technical capacity of local stakeholders.

Opportunities

- UNDAF 2012 – 2016 framework as pragmatic platform for intersectoral and interagency collaboration.
- Harnessing expertise of UNESCO 's Networks including HQs, Regional Bureau, UNESCO Chairs, Institutions and Centres.

The Government of Bangladesh and the UN Country Team in Bangladesh have signed a United Nations Development Assistance Framework (UNDAF) for 2012-2016 in June 2011. The document "identifies the reduction of socio-economic inequalities as the main driver of positive change. In Bangladesh, as in many other countries, economic growth is accompanied by an increase in inequalities, in terms of both income and access to services. Disparities in the achievement of the MDGs between the best and worst performing districts are increasing. Substantial evidence shows that mitigating inequalities accelerates poverty reduction and sustains economic growth. The key focus therefore, is the acceleration of MDG achievements in the worst performing and most vulnerable geographic areas, in urban slums and within the most vulnerable segments of the population."

The UNDAF for Bangladesh is built around national priorities and the achievement status of individual MDG targets, and a consequence of extensive consultations between development partners and stakeholders.

UNESCO's role in the UNDAF is extensive and relates to several of its seven pillars:

Under **pillar 1**	**Democratic Governance and Human Rights**, UNESCO will work with the Ministry of Information, media and civil society to support the reform of media-related laws and strengthen media institutions to foster **freedom of expression and public debate**.
Under **pillar 2**	**Pro-poor Economic Growth with Equity**, UNESCO will work mainly with the Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME) for further support in capacity building of the relevant Director of Technical Education (DTE), Ministry of Education (MoE), Bangladesh Technical Education Board (BTEB) and institutions staff for operationalization of the four main components of the **Technical and Vocational Education and Training (TVET)** sub-sector programme and ensure proper coordination of the outcomes of the three on-going TVET projects and integrating them in the TVET sub-sector programme.
Under **pillar 3**	**Social Services for Human Development**, UNESCO will contribute to mapping, policy/strategy/guideline development. It will develop the capacity of Government and NGO personnel and provide technical resources in the areas of **early childhood care and education, non-formal education, multilingual education, HIV/AIDS education,** and the **effective use of ICT for increasing access and quality in education**.
Under **pillar 4**	
Under **pillar 5**	**Climate Change, Environment, Disaster Risk Reduction & Response**, UNESCO will support Government (primarily the Ministry of Education, the **Ministry of Primary and Mass Education (MoPME)**, the **Ministry of Information (MoI)**, and the **Ministry of Cultural Affairs (MoCA)** in improving science education at all levels, promoting indigenous knowledge and local practices **to empower adolescent girls and young women**. In addition it will undertake the capacity building of NGOs, communities and parents to adapt disaster/climate change, hazards, advocate for increasing awareness of science and technology education related to disaster risk reduction, and education in emergencies. In the field of Culture, UNESCO Culture contributed through the preservation of World Heritage Sites.
Under **pillar 6**	

Under **pillar 7**	**Gender Equality and Women's Advancement**, UNESCO will work with the **Ministry of Education (MoE)** and the **Ministry of Primary and Mass Education (MoPME)** to contribute to technical education, advocate for policy changes, and strengthen national political commitment to improve the status of girl's education.

The Seven Pillars of UNDAF 2012-2016 for Bangladesh	
pillar 1	*Democratic Governance and Human Rights (Lead: UNDP)*
pillar 2	*Pro-poor Economic Growth with Equity (Lead: UNDP)*
pillar 3	*Social Services for Human Development (Lead: UNICEF)*
pillar 4	*Food Security and Nutrition (Lead: WFP)*
pillar 5	*Climate Change, Environment, Disaster Risk Reduction & Response (Lead: UNDP)*
pillar 6	*Pro-Poor Urban Development (Lead: UNDP)*
pillar 7	*Gender Equality and Women's Advancement (Lead: UNFPA)*

PART II: Past and Present Cooperation -

LESSONS LEARNED

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LESSONS LEARNED

Bangladesh is one of the world's most populated developing countries (an E9 country) and an LDC with very low literacy rates[22], which is holding back development significantly. In 1996 UNESCO established a national field office in Dhaka to better respond to the needs of the Government of Bangladesh.

> **UNESCO Dhaka reports regularly on its programmes and developments in UNESCO's fields of competence regularly through a newsletter.**
>
> *Past issues have highlighted key issues such as community radio and non-formal education provision, the role of teachers, empowerment of women through literacy, gender sensitization of textbooks, world heritage site reporting and bioethics.*

Main Areas of UNESCO activities

In the first decade and a half of its existence, the UNESCO Country Office has focussed on securing its foothold in the development landscape of the country, fostering relations with the host government and a number of key thematic areas. These included enhanced work on the six Education For All goals and relevant MDGs, technical assistance in the reform of the education system, the promotion of science for sustainable development, awareness of the importance of cultural heritage, creativity and communication and knowledge-sharing. Over time elements of educational research and strengthened the work on cultural heritage by providing more assistance in the fields of monitoring of and capacity development in cultural heritage management.

UNESCO's past and current work in Education has yielded many significant results for Bangladesh. With 49 million illiterates in the country[23],literacy has been a central focus of work in education. In this priority area of work, UNESCO has concentrated heavily on the use of non-formal education with sound results.

EDUCATION

ECCE

In Early Childhood Care and Education (ECCE), UNESCO has provided inputs for developing ECCE Policy and Pre-primary education operational framework 2008. Besides this, in collaboration with Govt. and Bangladesh

ECD Network, UNESCO advocates for ECCE. As a support to policy inputs, a simulation tool for costing ECCE in Bangladesh was developed and shared with the stakeholders. It has also developed easy reading materials and built capacity of Bangladesh Shishu Academy and NGOs for conducting ECCE programmes. Support has been provided to develop curriculum for pre-primary education.

Primary Education

UNESCO Dhaka's work in primary education is mainly focused on coordinating EFA in the country. It supported GOB in preparation of National Plan of Action for EFA I & II, organizing Second South Asian EFA ministerial meeting, and conducting EFA mid-decade assessment. Strengthening primary education governance is in progress.

Non-Formal Education

NFE and literacy has been a focus for UNESCO Dhaka's activities. After adoption of NFE Policy 2006 and reinstating of Bureau of Non-Formal Education (BNFE), UNESCO Dhaka has been conducting programme to building capacity of GO and NGOs for achieving EFA goals. BNFE's capacity in NFE programme planning, sub-sector policy analysis and programme preparation, developing sustainable literacy/NFE MIS, using ICT in NFE programmes, and developing equivalency programmes. GO-NGO partnership strengthened in NFE sub-sector. With these capacity, BNFE initiated Basic Literacy and Continuing Education (BLCE) project with a proposed coverage of 37 million illiterates aged between 11 and 45 years. Inclusive and mother tongue based education as well as HIV and AIDS with life-skills education has also been promoted. The progress of EFA Goal 3 and 4 has been assessed.

In consultation with the stakeholders, a delivery framework for NFE and a framework of NFE teachers/facilitators' capacity development have been developed. With these inputs, BNFE has already proposed a NFE Academy with NFE professionals to provide technical support to BNFE.

Secondary Education

UNESCO Dhaka's support to secondary education has been limited to some capacity building in introducing innovative approaches to education. Teachers from selected schools and teachers training institutes have been trained on use of ICTs in classroom. A study on role of teachers in ensuring learning outcome was conducted to provide inputs to policy.

TVET

Recognizing the importance of TVET in the context of Bangladesh, UNESCO Dhaka provided support for quality improvement of TVET teachers in 2005 through training of 3000 teachers. In collaboration with ILO and MOE, capacity building of TVET sub-sector analysis and programme preparation is on-going.

Education Statistics and EMIS

Extensive support has been provided to GOB for enhancing capacity of staff and developing education management information system (EMIS) in the country. UNESCO enhanced capacity of the Ministry of Education in establishing and operationalization of EMIS in the country. In 2006, a series of statistical capacity building workshops were organized through support from UNESCO Institute for Statistics (UIS) to train staff of BANBEIS and district education officers on education indicators and monitoring & evaluation.

As part of strengthening literacy and NFE monitoring system UNESCO has undertaken several activities in the past years. It has conducted two literacy assessments – in 2005 with Dhaka Ahsania Mission and in 2008 with Bangladesh Bureau of Statistics (BBS). The Literacy Assessment 2008 created a good impression and BBS has planned to undertake this assessment at regular interval. A literacy module for household survey has been integrated to Labour Force Survey 2010 that will give detailed information of sources of gaining literacy skills, use of these skills and access to literate environment.

To systemize NFE monitoring, development of NFE Management Information System (NFEMIS) has been initiated. A framework for online NFEMIS developed and capacity of BNFE officials for managing the NFEMIS has been enhanced. NFEMIS has been piloted in four districts and capacity of NFE providers in districts have been enhanced on management of NFEMIS. Scaling up of NFEMIS in other districts is in progress.

Knowledge generation and dissemination

Knowledge generation, dissemination, and policy dialogue are continuously encouraged by UNESCO. Since 2002, Bangladesh Forum for Educational Development (BAFED), with UNESCO's support, has been organizing two conferences for education researchers each year. Institute of Educational Development (IED) of BRAC University has been a partner with both initiatives. The Bangladesh Education Journal has played an important role in disseminating educational research findings and highlights of current trends, challenges and debates on policies in the country.

Besides regular publication of two journals, UNESCO published a series of studies on basic education, ICTs, literacy assessments, community learning centres and so on.

HIV and AIDS

UNESCO has been providing support for HIV and AIDS prevention education. HIV and AIDS education has been incorporated in secondary and higher secondary level curriculum and text books. Besides that, under National HIV/AIDS Strategic Plan, UNESCO participated in advocacy through publications of easy reading materials and producing digital multimedia drama episodes. As part of integrating HIV and AIDS with life-skills education in NFE, capacity of BNFE project coordinators at Upazila (sub-district) level have been enhanced to work as master trainers in HIV and AIDS. Initiatives have also been taken to integrate HIV and AIDS education in NFE curriculum e.g. Chetona literacy primer.

ICT in Education

In the context of growing demand of ICTs in everyday life and current government's Digital Bangladesh agenda, UNESCO has been providing support to GOB and NGOs to adopt ICTs as innovative approach to education. Recognizing the strength of digital media, teaching learning materials have been developed using ICTs (multimedia CD/DVD, animation and audio/video). UNESCO has also conducted a study on use of ICTs in literacy/NFE programmes in Bangladesh; and shared experiences of other countries in the Asia-Pacific. Based on the expert recommendations, UNESCO developed 30-episode TV programme to promote adult literacy that has been broadcasted on Bangladesh Television. UNESCO has also contributed in capacity building of teachers, NFE programme managers and facilitators in integrating ICTs in classroom teaching. Recognizing the need for better coordination among the several initiatives in ICT in education, UNESCO has been providing support to the Ministry of Education in preparing ICT in Education Master Plan 2012-2021.

Teacher Training

Despite progress in achieving the enrolment and gender parity in primary and secondary education, overall quality remains a challenge in Bangladesh. Recognizing the role of teachers in excellence in education, UNESCO targeted teachers in Bangladesh for improvement of their status, standard and overall contribution to quality of education. UNESCO conducted study on teachers' role in ensuring learning outcome, reviewed teacher training programmes for primary and secondary education with special focus on inclusive education, and developed capacity development framework for NFE teachers/facilitators. A better understanding on UNESCO's normative instruments, namely UNESCO and ILO recommendation concerning Status of Teachers (1966) and UNESCO's recommendation regarding teachers' status in higher education was created at national level. Recently, it has started dialogue on shadow education system and private tutoring – which is a huge problem in the country in terms of amount of private investment by the parents.

Gender

Gender remained at the centre of UNESCO education activities. Besides that it has been implementing with eight other UN agencies UN Joint Programme on Violence Against Women (VAW) to integrate VAW issues into secondary and higher secondary education curriculum, teacher training curriculum and textbooks and provide capacity building of curriculum developers and textbook writers for more balanced and gender-responsive curricula and textbooks. Awareness building advocacy seminars and workshops and role plays are additionally undertaken to change the behavioural practices of society, which includes parents, guardians, community members and leaders, teachers, students, local government, and religious leaders, which are crucial to overcoming violence against women and negative gender bias. In the past, special advocacy campaign for literacy targeting women and adolescent girls was conducted. Like gender, UNESCO has also endeavoured to promote ESD and integrate it into curriculum and textbooks through seminars and workshops.

CULTURE

UNESCO is the only agency in the United Nations system with a specific mandate in the field of Culture. Activities in Bangladesh are focused mainly on ensuring best practices in the management of intangible and tangible heritage. In accordance with its constitution, UNESCO protects and promotes cultural diversity in all its forms, including heritage, contemporary expressions, creative activities and cultural dialogue. Several international conventions have been ratified during the last decade, including the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The activities supported and implemented in Bangladesh relate not only to the field of culture, but also the role that culture should play in the area of development.

Tangible Heritage

UNESCO organized with regular funds a periodic reporting workshop with the Department of Archaeology to produce a statement on outstanding universal value for world heritage in Bangladesh as part of the implementation of the 1972 World Heritage Convention. As a direct follow-up activity of an extrabudgetary project titled "Training and capacity building for long-term management and best practice conservation for the preservation of cultural heritage sites and World Heritage properties and in Bangladesh", a national management plan for cultural heritage, including World Heritage, will be developed. Extensive support has been given to national authorities to have properties successfully inscribed on the World Heritage list.

Intangible Heritage

UNESCO Dhaka partnered with the Bangladesh Shilpakala Academy under the Ministry of Cultural Affairs in December 2008 and drew up an action plan to safeguard and promote Baul songs, which was completed in July 2010. Publications on the Baul song were produced (including CD's) and a launching ceremony was organized in 2011. Following the successful implementation of the project the government ratified the Convention for the Safeguarding of the Intangible Cultural Heritage.

Creative Industries

Support has also been given for creative cultural industries and the promotion of Jute crafts which includes a publication documenting traditional motifs of Jamdani textiles.

SOCIAL AND HUMAN SCIENCES

In Social and Human Sciences UNESCO with the National Commission has been able to mobilize the academia and NGOs to establish the Bangladesh Bioethics Society to further advance discussions on bioethics and inform policies.

COMMUNICATION

The Communication and Information (CI) Sector has a unique mandate to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge. The Sector is at the core of building knowledge societies and empowering citizens to fully exercise their rights and to benefit from their fundamental freedoms, enhancing development, democracy. In Bangladesh, UNESCO's Communication and Information (CI) Unit has focused on three broad areas: establishing media-friendly laws, media capacity building, and facilitating equitable access to information and knowledge. Initiated in 2006, the UNESCO Dhaka CI Unit has since played a significant role in developing a free, independent and pluralistic media environment.

Establishing Media-friendly Laws

UNESCO Dhaka office has been campaigning for media-friendly laws and has actively pursued the enactment of a broadcasting policy since 2007. To address inadequate regulatory system UNESCO organized series of advocacy meetings with like minded organizations. Much attention has been given to the use of community radio to enhance access to information, combat poverty and social exclusion, empower marginalized rural groups and catalyze democratic processes and overall development efforts. UNESCO Dhaka has been in the forefront of the movement for Community Radio through creating awareness among public, mobilizing various stakeholders in the campaign and lobbying with the government which ultimately led to the establishment of a CR Policy in 2009.

Media Capacity Building

To enhance technical expertise of media organizations and journalists CI sector is also produced guidelines for mass media on election coverage, translated an election reporting handbook into Bangla, and undertaken a study on the state of journalism education in Bangladesh.

In 2011 UNESCO developed a guidebook on disaster reporting, the first major work in this area and is expected to have significant impact in the very concept of disaster reporting. The publication will be followed by capacity development training of journalists' on reporting disaster issues with special attention attached to Bangladesh's vulnerability to natural disasters and also the threat posed by climate change.

Access to Information and Knowledge

UNESCO has also in general promoted the active participation of all citizens in and through the media, conferred UNESCO Bangladesh Journalism Awards to promote quality journalism for development, and UNESCO is now leading the capacity building efforts to facilitate unhampered taking off of the community radio stations. UNESCO has developed audio and video materials, translated resource materials and guidebooks which have contributed to the blooming sector of community radio.

While UNESCO's approach has worked in general very well, a change of direction is however necessary due to several developments playing out simultaneously. The most important one is the UN reform process and the need for all agencies to align country strategies and activities alike to fit a common framework. In the case of Bangladesh, the newly signed UNDAF document provides a robust context where UNESCO can play its role most effectively. This calls for more efficient delivery mechanisms, more targeted capacities at the Organization's disposal, and broader than before partnerships for both technical expertise and external funding to realize the vision of the UNDAF and UNESCO's own programming goals.

Available Resources

Financial resources available to UNESCO Dhaka have consisted mainly of two types: biennial regular programme funding from UNESCO's budgets (approximately 1 million USD) and complementary extrabudgetary funding which has in many years surpassed the regular funding. Significant donors have included the Governments of Japan, Norway as well as other Nordic countries, Switzerland, the AGFUND, OPEC, Spanish MDG, and World Bank.

The clear majority of regular programme funds are devoted to Education. There has been no regular funding for Natural Sciences or Social and Human Sciences, though some activities have been carried out with assistance from the Cluster Office in New Delhi, and the Regional Bureaux in Bangkok and Jakarta.

Extrabudgetary funding has significant potential for growth for UNESCO in Bangladesh.

In terms of Human Resources available at the Office's disposal, there are roughly twenty international and local staff on Professional and General Service Posts and Service Contract/Special Service Agreement working for UNESCO in Bangladesh.

Key results achieved

Examples of Extrabudgetary support: Japan and Norway, Spanish MDG Funds to support education, cultural heritage and to combat Violence Against Women

Japanese Funds-In-Trust support was used to provide training to 3,000 TVET teachers across the country. The project improved the quality of technical and vocational education in Bangladesh by developing a practical training manual and conducting seminars for chief instructors to implement trainings using the manual created through a review process of the training system for TVET teachers in Bangladesh. Most recently the Funds-In-Trust supported a project and action plan for the safeguarding of the Baul Songs to preserve and foster transmission of this important intangible heritage.

Norwegian Funds-In-Trust support is currently being used for a project on training and capacity building for long-term management and best practice conservation for the preservation of cultural heritage sites and World Heritage properties and in Bangladesh which was previously designed to support the sustainable management of Panamnagar, Sonargaon. At present there is no national policy for the management of cultural heritage of Bangladesh and the current focus is now to building staff capacity of the Department of Archaeology to develop an appropriate national policy.

Spanish MDG Fund support has been used to establish a UN Joint Programme on Combating Violence Against Women. UNESCO's role is to review the core secondary and higher secondary school and teacher training curriculum and textbooks, and provide capacity building of curriculum developers and textbook writers for more balanced and gender-responsive curricula and textbooks. The Ministry of Education is the responsible ministry for the outcome implementation while the National Curriculum and Textbook Board (NCTB) is the implementing partner. Under the project three main curriculum documents (for lower secondary, secondary and higher secondary) and 17 textbooks (15 secondary and 2 higher secondary) have been reviewed by the NCTB. The curriculum of teacher training institutions for secondary school teachers and higher secondary college teachers (Teachers Training Colleges and Training Institutions) has also been reviewed. Action research has been undertaken by the NCTB in the selected secondary school and higher secondary colleges in rural and urban settings to find out the causes of gender-based violence. The recommendations of the action research and the curriculum and textbook review have been shared with national stakeholders and finalized.

The recently-approved National Education Policy is focused on gender violence and will address the problem throughout curricula and textbooks starting in 2012. Therefore, gradual revision by the NCTB has started. As the role of society, which includes parents, guardians, community members and leaders, teachers, students, local government, and religious leaders, and their behavioural practices are crucial to overcoming violence against women and negative gender bias, awareness building advocacy seminars and workshops and role plays are additionally undertaken by NCTB in the seven divisional cities of Bangladesh. The joint programme aims to address several aspects of the root causes of VAW in Bangladesh in a sustainable fashion.

A. EDUCATION

Achievement of the EFA goals[25] has naturally been the major target for UNESCO support in Bangladesh. Other relevant international frameworks include the MDGs, the UN Literacy Decade (2003-2012) and the UN Decade of Education for Sustainable Development (2005-2014). UNESCO's delivery mechanisms have focused on capacity development in the fields of knowledge generation, exchanges, sharing, and research; as well as institutional capacity development of the Government and NGOs.

In more concrete terms, UNESCO's efforts have yielded publications on basic education, including the role of ICTs in literacy and the status of teachers, the establishment of the Bangladesh Education Journal and a mapping of the non-formal education sector.

UNESCO has also directly and indirectly supported the development of national strategies, plans and frameworks, including the National Plan of Action for EFA (NPA II), the Non-Formal Education Management Information System (NFEMIS), a simulation model for the non-formal and early childhood subsectors, and frameworks for Education Policy Reviews and decentralized planning and management of literacy and continuing education. Curriculum and policy development though the inclusion of HIV/AIDS has also been among the interventions undertaken by UNESCO Dhaka.

A Government funded project to enhance the governance of primary

25   The six EFA Goals are designed to meet the learning needs of all children, youth and adults by 2015 through: (Goal 1) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (Goal 2) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality; (Goal 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; (Goal 4) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (Goal 5) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and (Goal 6) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

education is being co-implemented by UNESCO. The project is based on action research and involves primary teachers, head teachers and Ministry staff to consider alternative governance models. The recommendations will have a bearing on teacher training as well as the financing and management modalities of education. A guidebook has been developed by UNESCO to support this process and participants are visiting China, Indonesia and Malaysia to examine first hand alternative delivery methods. The project will yield a comprehensive report on the findings which will be analysed by a researcher who will draw a synthesis document on the basis of this material. The synthesis will in turn be the basis of a two-day workshop which will inform the Ministry of Primary and Mass Education's forthcoming handbook on primary education governance, due by the end of 2011. In the future, similar work may be undertaken at the district level.

UNESCO supports this process as a key contribution in education to UNDAF Pillar One, Democratic Governance and Human Rights, and Pillar Three, Social Services for Human Development.

B. SOCIAL AND HUMAN SCIENCES

As a result of UNESCO's series of workshops on Bioethics, the Bangladesh Bioethics Association was established and first annual general meeting held in 2010.

C. CULTURE

To promote and advocate for the importance of cultural heritage, UNESCO has published two supporting publications in Bangladesh: a historical overview of the growth and development of urban centres in Dhaka and its vicinity (*Old but New, New but Old*); and a comprehensive study on the Islamic heritage and Mosque architecture in the country (*Mosque Architecture in Bangladesh*), a publication on the "Kantajee temple" and "Selected Hindu Temples of Bangladesh". Traditional Baul Songs have been inscribed on the representative list of the intangible cultural heritage of humanity by UNESCO (two publications and a CD have been produced) and three cultural sites have been nominated and inscribed on the World Heritage List: the historic Mosque city of Bagerhat, the ruins of the Buddhist Vihara at Paharpur and the Sundarbans as a natural heritage site.

D. COMMUNICATION AND INFORMATION

Ten years after the establishment of the country office, in 2006, UNESCO Dhaka started operations in the field of Communication and Information in Bangladesh. This followed work related to the promotion of Community Radio with support from UNESCO New Delhi Cluster Office in the previous two years.

UNESCO has strongly advocated along with other actors for freedom of speech. The Government of Bangladesh has recently adopted the Right to Information Act, supportive of the advocacy messages. The media and communication development related work of the Organization has contributed to the establishment of a national policy on community radio and a supporting political environment. UNESCO has also supported the development of journalism education, issued guidelines for the mass media in election coverage in 2008, and introduced the UNESCO Bangladesh Journalism Award for investigative journalism in support of democratic principles and good governance.

Lessons learned

UNESCO Dhaka has started to increasingly focus its interventions on fewer areas for maximum impact. Priorities areas among UNESCO's fields of competence where a demand pull is clearly present have continued to be literacy programmes, teacher training, ECCE, HIV/AIDS prevention and the reduction of Violence Against Women (VAW) through the development of curriculum and revision of textbooks where a strong partnership has developed with the National Curriculum and Textbook Board (NCTB).

USING EXTERNAL RESOURCES TO DELIVER RESULTS IN BANGLADESH:

UNESCO CapEFA

UNESCO Dhaka has implemented projects related to nonformal education and literacy with the support of CapEFA funds in 2006-2008 and 2009-2011. The projects have been significant in speeding up the achievement of EFA targets and assisting the Government to deliver education to millions more.

CapEFA is a programme funded by the Governments of Denmark, Finland, Norway, Sweden and Switzerland for the purpose of enhancing Capacity Development for Education for All. UNESCO's CapEFA project in Bangladesh in 2006-2008 created a baseline by assessing key capacity gaps in collaboration with BNFE for which the 2009-2011 could be built upon.

Key outputs of the projects:

CapEFA 2006-2008

A.) 253 trainers, government officials and NGO staff received training in the areas of:
  - Planning and management of literacy programmes;
  - Post-literacy planning and management;
  - Material development in non-formal education;
  - the Roles of teachers and facilitators;
  - Monitoring and Evaluation of non-formal education and literacy;
  - Research findings for planning;
  - Advance monitoring for non-formal education and literacy.
B.) A nation-wide mapping of non-formal education sector was undertaken with SIDA
C.) A literacy assessment survey was conducted by Bangladesh Bureau of Statistics
D.) A software for non-formal education management information system was developed and a district education profile prepared for Lalmonirhat and Cox's Bazaar.
E.) "ICT based literacy" through Anondopath Asor telecast by Bangladesh Television

Example of Interagency Collaboration: TVET skills development with ILO

UNESCO currently collaborates closely with ILO and the Directorate of Technical Education, Ministry of Education, to ensure steady progress in various fields including skills development for youth and adults under the Technical Vocational Education and Training (TVET) programme. Spread over 12 months, the main focus of the Capacity Strengthening for Policy and Performance Analysis and Preparation of TVET Sub-sector Programme in Bangladesh is to enhance competence of the national authorities and TVET institutions specifically in performing subsector policy and performance analyses in the framework of an Education Sector Analysis (ESA) approach; set targeted and realistic indicator values for enhanced performance; and prepare action planning for the TVET sector.

A series of nine workshops are underway at this writing. As part of this project, 36 indicators covering seven aspects of education have been developed. The indicators are now used to formulate clear statements of deficiencies for further policy guidance and review.

Policy guidance remains the focus of the project for the time being as the next workshop focuses on projections for policy formulations. It discusses relevant skills of the workforce in five and ten years' time and includes cross-country comparisons between several countries including India, Japan and Malaysia based on metadata such as the Human Development Index.

This project can benefit UNDAF Pillar Two, Pro-poor Economic Growth with Equity, and Pillar Six, Pro-Poor Urban Development.

PART III: PROPOSED COOPERATION FRAMEWORK

The needs of the people and the Government of Bangladesh continue to guide UNESCO's action in the country. While the rationale for the urgency in the Organization's engagement is poverty and the inherent affronts to human dignity, UNESCO Dhaka builds its strategy on hope rather than despair.

Realization of the intellectual potential of the country and safeguarding its past for future generations are key defining values of UNESCO's work. The Government's targets of a literate population with modern digital skills for a vibrant economy are also part of UNESCO's vision of a Bangladesh with democratic governance and participation, full respect for human rights and concrete steps towards gender equality.

In this regard and while setting new directions, it is critically important that UNESCO carry on executing well-functioning programmes for the sake of continuity and coherence. At the same time, new areas are seen increasingly as needing attention, such as the indisputable position of culture at the heart of development[26].

In concert with past analyses, UNESCO will increase its partnerships with other UN agencies, multi- and bilateral donor agencies and maintain close working relations with the Government, NGOs, INGOs and Academia. Some areas where expected results are most visible are apparent, such as continued collaboration with ILO on Technical Vocational Education and Training. Others may be less obvious, but the current context of the UNDAF for 2012-2016 and anchoring activities in its Pillars and Outputs makes it progressively more likely. This commitment follows the guiding principles of One UN, the Paris Declaration and Accra Agenda for Action.

There are significant returns to investments in intersectoral collaboration within UNESCO also. UNESCO Dhaka will seek to revitalize such synergies to the benefit of the whole development community in Bangladesh and, being true to the intellectual base of UNESCO's work, seeks to bring its share of innovation and freshness into the work of all partners.

Building on the gradual upgrade of competencies available at UNESCO Dhaka and consolidation of partnerships over the last couple of years, the direction appears clear. Three areas of intervention are foreseen: full alignment of UNESCO's strategies and actions with the larger UN framework and consolidation of partnerships for delivery; continuation of UNESCO internal capacity development and making fuller use of the existing strengths of the Organization; and ensuring visibility of development work across UNESCO's mandate areas.

To this end, UNESCO Dhaka will engage in more strategic collaboration with key UNESCO partners such as UNESCO Regional Bureaux for Education in Bangkok and Science in Jakarta, UNESCO Category I Institutes (e.g. UIS and IIEP), and networks of UNESCO Chairs. Streamlining cooperation internally is foreseen to strengthen UNESCO's presence in Bangladesh significantly.

26   See page NN below for more information on Culture and Development. For concrete assistance in operationalizing the principles enshrined in the Universal Declaration on Cultural Diversity, please go to: *www. unescobkk.org/index.php?id=2530*

During the last year preceding this UCPD in particular, UNESCO has had close consultations with the Government of Bangladesh on the needs and available support. The Director General's Consultations on the biannual programme and budget (36 C/5) in 2010 in the Republic of Korea provided one of these opportunities. Bangladesh National Commission for UNESCO, under the chairmanship of H.E. Mr Nurul Islam Nahid, Minister of Education, and UNESCO Dhaka have agreed on straightforward priorities for the next two years. This foundation for the duration UNESCO Country Programming Document 2012-2016 is to give special attention to:

Education:

I.) Adult literacy through non-formal education;
II.) ICT in Education;
III.) Technical and Vocational Education and Training (TVET);
IV.) Early Childhood Care and Education, national research;
V.) Teacher Education;
VI.) HIV and Sexuality Education;
VII.) Education for Girls and Women;
VIII.) Integration of climate change as well as disaster management/ risk reduction and prevention into education in the context of education for sustainable development (ESD)

Culture:

IX.) Tangible Cultural Heritage
X.) Intangible Cultural Heritage
XI.) Creative industries

Communication and Information:

XII.) Freedom of the press and freedom of expression
XIII.) Culture, communication and disaster preparedness

Natural Sciences and Social and Human Sciences (through Education):

XIV.) Science and Environmental Science in Education

ANNEX 1 below (page 46 onward) is a results matrix covering UNESCO activities, and linking them with the relevant UNDAF Pillars, National Priorities, and appropriate MDGs and/or EFA goals.

EDUCATION

Consultations between UNESCO and the highest level of Government – the Prime Minister[27] and Minister[28] of Education , State Minister of Primary and Mass Education, Minister of Information and Culture – have led to strategic priority choices for UNESCO's work in Bangladesh. These will be Literacy and non-formal education; ICT in Education; Technical and Vocational Education and Training (TVET); ECCE; integration of climate change and disaster management in the education system in the context of ESD; helping secure smooth and successful transitioning of students from the primary to the secondary level; and Mother Language education (through studying the

feasibility of the establishment of a UNESCO Category 2 Centre).

In addition to the above areas, UNESCO's assistance is sought in the capacity development of teachers. A particular shared commitment of UNESCO and the Government of Bangladesh at highest levels is also the empowerment of girls and women, especially through the use of literacy. Similar to many other countries, the secondary education sector needs to become more responsive to the needs of girls and women. To promote gender equality through policy changes, UNESCO is working on a UN Joint Project funded by the Spanish MDG Fund to reduce Violence Against Women in Secondary and Higher Education.

The National Education Policy 2010 will guide UNESCO's action in the Education Sector.

I.   Adult Literacy and Non-Formal Education

Adult literacy is one of the priorities of the Government of Bangladesh, with an ambitious commitment to raise adult literacy rates to a full 100% by 2014. UNESCO will continue to support the Government through capacity development of Government officials and NGOs.

Following the successful implementation of two consecutive CapEFA projects (please see page 24 for more information), the main focus will be on developing comprehensive sub-sector programming and operationalizing the draft frameworks on NFE delivery from the central to communities and NFE teachers/facilitators including their capacity development, status and career development.

Equivalency between formal and non-formal systems will be further developed to standardize NFE programmes currently being provided by variety of providers through finalizing the core competency at primary and secondary levels, developing curriculum and materials, training of personnel, assessment mechanisms and accreditation mechanism for providers.

Establishment of sustainable literacy and NFE monitoring mechanism for continuing performance monitoring of literacy and NFE programmes is needed. In addition to literacy assessment and integration of literacy module to household survey, further support is necessary to be provided to BBS, BNFE and MoPME to get quality literacy data. NFE management information system should also be established for all districts and maintained continuously.

Expected results: *NFE sub-sector programme prepared and implemented with focus on systematic delivery mechanism, teachers development, equivalency programme and effective monitoring & evaluation system*

Performance indicators: *NFE sub-sector programme prepared and approved by the Ministry; NFE delivery framework operationalized; NFE teachers/facilitators capacity development framework adopted; Equivalency Education programme approved; NFEMIS for 64 for districts developed; Adult literacy rates improved*

Benchmark/targets: *100% Adult literacy by 2014 (Government benchmark)*

Supports the realization of the following UNDAF output(s)[29]**:** *2.1.3; 2.1.7; 3.1.4*

Supports the realization of the following MDG: 1, 2, 3

Supports the realization of the following EFA Goal: 4

Education Policy 2010, Education Aims and Objectives/Paragraph: 25.
"to create a society free from the curse of illiteracy"

II.   ICT in Education

In support to Digital Bangladesh agenda, the government has prepared the Digital Bangladesh Strategies paper and in the process of preparing a master plan for ICT in Education. UNESCO is providing technical assistance for quality outputs in this process. As priorities in this field are set by the Government, UNESCO will continue to provide support in capacity development for ICT in education. Priority areas for cooperation with the Government in promoting ICT in education will be teacher training, curriculum development and integration of ICTs in teaching/learning process, teaching/learning materials development, and improving the assessment system.

Expected results: *Capacity of the government enhanced in effectively integrating ICTs in education with special focus on equitable access*

Performance indicators: *ICT in education master plan prepared and published (yes/no); number of education development partners who have received Master Plan; Number of projects and programmes undertaken on ICT in education; Number of Teachers Training Institutes ready to impart training on ICT in education; Teachers training curriculum revised to integrate ICT in education; Number of teachers trained on ICT in education; Number of master trainer trained on ICT-based teaching/learning material development; Number of teaching/ learning materials available for use in classroom teaching and self-learning*

Benchmark/targets: *Plan published; Plan reflected in teacher education curriculum, materials and assessment guidelines.*

Supports the realization of the following UNDAF output(s): *2.1.7; 3.1.5*

Supports the realization of the following MDG: *8*

Supports the realization of the following EFA Goal: *6*

Education Policy 2010: *Education Aims and Objectives/Paragraph: 12. "to attach substantial importance to information and communication technology (ICT) along with maths, science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;*

Education Policy 2010, Education Aims and Objectives/Paragraph:
21. "to extend the use of information and communication technology (ICT) instrumental in educational process at every level"

III.   Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training plays an essential role in promoting economic growth and contributing to poverty reduction. It can also be harnessed to ensure the social and economical inclusion of marginalized communities. TVET helps learners acquire skills, knowledge and attitudes needed to develop professional careers and enter the world of

work as well as active citizenship and lifelong learning.

UNESCO is dedicated to advancing learning opportunities for disadvantaged groups and in particular women and youth to enable them to successfully integrate into the world of work and society at large. UNESCO's on-going activities in TVET to be continued and further developed.

In Bangladesh, UNESCO works in close collaboration with ILO to provide capacity development in TVET with a focus on reforms pertaining to the national TVET policy and curriculum development. Of particular importance to the TVET sector will be the ability to undertake policy and performance analyses and setting targeted indicator values according to needs assessments.

During the years of this UCPD, UNESCO will seek to further operationalize previous work and continue TVET programme preparation in the fields of skills development; institutional and organizational capacity enhancement; development of TVET MIS and a Monitoring and Evaluation framework; undertake advocacy; and support the Government's capacity in financing and planning of the programme.

Expected results: *TVET sub-sector programme prepared and implemented including supply-demand survey, systematic M&E, capacity development, and equivalency programme for formal and non-formal vocational trades*

Performance indicators: *TVET sub-sector programme approved by the ministry; equivalency framework for formal and non-formal vocational trades prepared; TVET MIS developed and operationalized; Systematic supply-demand surveys conducted regularly; Capacity development framework for TVET teachers prepared; Enrolment rate to TVET increased*

Benchmark/targets: *TVET sub-sector programme prepared*

Supports the realization of the following UNDAF output(s): *2.1.1; 6.1.2; 7.1.1; 7.1.2*

Supports the realization of the following MDG: *1, 3*

Supports the realization of the following EFA Goal: *3, 5*

Education Policy 2010, Education Aims and Objectives/Paragraph: *6. "to evolve an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country"*

IV.   Early Childhood Care and Education (ECCE)

In spite of strong recognition of the central role of ECCE in nurturing positive cognitive and psycho-social development and long term economic returns Bangladesh has been able to offer little ECCE services in reality on a large scale.

In 2008, the Ministry of Mass and Primary Education had developed an operational framework for pre-primary education, but an early childhood policy has been in development since 2009. The policy considers standards development and guidelines for caregivers. The Government has approached UNESCO for support in implementing the policy in 2009 and a

subsequent review meeting foresees the policy to be approved by the end of 2011.

UNESCO's efforts in the field of ECCE will aim to complement and strengthen the ongoing work of the relevant ministries as well as INGOs and NGOs active in the field, such as BRAC and Save the Children. In delivering in this field, UNESCO makes use of existing networks, including the Bangladesh Early Childhood and Development Network (BEN). One of the foreseen areas of collaboration is practical training for teachers, managers and supervisors involved in ECCE. Another form of collaboration among UN agencies is a joint programme between UNDP, UNESCO and UNICEF on ECCE in non-formal education, building on the existing government programmes.

As regards parenting education, a project involving five countries including Bangladesh is being carried out in 2011 by conducting surveys through Community Learning Centres (CLC) and NGOs and making use of documents developed by UNESCO Bangkok. A CLC parenting guide and facilitator's handbook is under preparation as part of this process.

UNESCO and UNICEF are engaged in conducting research on ECCE practitioners and the development of quality standards. ICDDR,B is a key partner to UN agencies in this regard.

While the majority of existing ECCE programs tends to focus on the physical wellbeing of children, much room for improvement remains in pedagogical delivery mechanisms. Relevant research is sorely needed to this end. Investment in curriculum and materials development are also in nascent stages and need support, along with the necessary advocacy work to increase ECCE's standing and respect for the subsector among teachers, parents and communities.

Expected results: *Practical training in recommended pedagogical approaches (good practice) developed for use in Bangladesh; Quality Standards research conducted with recommendations shared*

Performance indicators: *number of training materials developed; number of workshops conducted; Recommendations shared on webpage (number of organizations sharing); number of meetings held with Government officials to discuss research findings*

Benchmark/targets: *First set of materials developed and disseminated; 1 workshop conducted; 2 meetings with Government officers held*

Supports the realization of the following UNDAF output(s): *3.1.4; 7.2.3*

Supports the realization of the following MDG: *1, 3*

Supports the realization of the following EFA Goal: *1*

Education Policy 2010, Education Aims and Objectives/Paragraph: *8. "to create unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economical situations to establish a society that is free from discrimination; to resist use of education as a commodity to reap profits"*

V. Teacher Development

Improvement in the quality of education is largely dependent on professional development of Teacher. The status, right, responsibility and teachers development, recruitment and retention of quality teachers for all institutions of learning, including non-formal, remain a concern. The training system of teachers is mostly theory-based. Teacher training curriculum is another case in point; e.g. action planning for further capacity development of teachers/facilitators in training has been identified an important need.

UNESCO will continue to support the development of teacher policy, training, and advocacy based on activities undertaken in previous biennia. The gaps and strengths regarding teachers' role, status, recruitment, and career path have been identified through studies and researches. New education policy has also prioritized teachers' development. UNESCO's support in the area of teachers' development need to be continued. A capacity development framework prepared for NFE teachers/facilitators also needs to be operationalized.

Expected results: *Policy makers are equipped with knowledge and frameworks for raising teachers' status and professional development*

Performance indicators: *Ministries and NGOs are using the capacity development framework; findings and recommendations of follow up studies are used for strengthening and improvement of teachers training; advocacy on teachers status organized with Ministry officials and other stakeholders*

Benchmark/targets: *follow up studies for strengthening Teachers training/ education, curriculum; and updating norms and standards (baseline 2010)*

Supports the realization of the following UNDAF output(s): *2.1.1; 1.1.5; 3.1.5*

Supports the realization of the following MDG: *1*

Supports the realization of the following EFA Goal: *6*

Education Policy 2010, Education Aims and Objectives/Paragraph: *5." to foster creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life-oriented development of knowledge of the learners"*

VI. HIV and AIDS Prevention Education

UNESCO will support to include Sex, Sexuality and HIV and AIDS component in the curriculum of schools of public health, medicine, nursing and other professional schools. The expected output will be a 3 credit study outline comprising six courses with resource literature, materials, presentations, assignments and a comprehensive documentary film.

Expected results: *HIV and AIDS related materials developed and in use at schools of public health, medicine, nursing and other professional schools*

Performance indicators: *Number of schools using materials*

Benchmark/targets: *1institution actively using materials*

Supports the realization of the following UNDAF output(s): 3.1.1; 3.1.9

Supports the realization of the following MDG: 6

Supports the realization of the following EFA Goal: 6

Education Policy 2010, Education Aims and Objectives/Paragraph: 17.
Life skills and knowledge; quality of education;

VII. Gender responsiveness of secondary education

Regardless of major improvements in girls' and women's access to secondary education, there continue to be significant disparities at the upper secondary level in particular, where the girl/boy ratio changes from near balanced to 34:66. The gender imbalance is most accentuated in rural areas.

As gender remained at the centre of UNESCO education programming, it has undertaken UN joint programme on Violence Against Women (VAW) to integrate VAW issues into secondary education curriculum and textbooks. Although National Education Policy 2010 emphasized encouraging and rewarding female students and their families, reforming curricula, and undertaking advocacy activities much work needs to be done. UNESCO's support to integrate gender issues and promote girls and women education in the country will remain a priority.

Besides ongoing activities, UNESCO is planning a field survey to identify social and economic barriers to girls' education within the education institutions and outside them. It is expected that findings will contribute to prepare action plan to positively affect gender equity of teachers and to increase retention of girls and women in secondary and tertiary education.

Expected results: *Girls and Women empowered through role models in Education Sector.*

Performance indicators: *Number of female teachers at secondary level; NER of female students at secondary level; retention of females at secondary level*

Benchmark/targets: *10% increase in share of new female teachers in secondary and 5% in tertiary education over a period of five years; 5% increase in share of females enrolled in secondary schools*

Supports the realization of the following UNDAF output(s): 2.2.3; 7.1.1

Supports the realization of the following MDG: 3

Supports the realization of the following EFA Goal: 5

Education Policy 2010, Education Aims and Objectives/Paragraph: 7."
to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights"

VIII. Integration of climate Change/disaster management/risk reduction

Bangladesh is among the most vulnerable countries of the world as regards natural hazards and the impacts of climate change. Safeguarding augmented development gains and securing sound development into the future becomes a major challenge and must take into account these realities.

Education is a human right which is, when successful, enjoyed without major disruptions. While Bangladesh is home to some of the world's most effective non-formal preparedness methodologies, the Education sector at large is largely unprepared for natural disasters.

Education and awareness-raising programmes are an integral part of comprehensive disaster management efforts before, during and after disasters. It is important to note that education can act as an active agent of positive change to save lives and economic assets but may also itself become paralyzed when a disaster occurs. Indeed, every year, an average of 900 schools are devastated as a consequence of natural disasters. Other impacts include costly damages to infrastructure; the use of schools as shelters; extended closures (on average 26 days in primary schools); increases in dropout rates; and lower achievement levels.

Besides providing support for capacity building of teachers on psychosocial support during emergencies, UNESCO plans a capacity mapping exercise to determine baselines for further development in disaster preparedness and risk reduction. In conjunction with this a gap/needs analysis will be performed to show specific needs, such as integration of emergency data into existing education system tools (e.g. EMIS), the extent to which preparedness and mitigation strategies are reflected at the level of policies, plans and budgets, and so on. UNESCO's support may also be extended to build partnership and coordination mechanism, e.g. multi-stakeholder steering committee, for disaster preparedness and risk reduction.

Expected results: *Key Ministries' Capacity to advocate for the importance of Education in Emergencies both within internally and with external partners, including donors, improved; preparedness and contingency plans at both national and subnational levels being developed; capacity of key Ministries to respond to the specific needs of the education sector in emergency situations improved; Education Cluster collaboration and communications streamlined and more attentive to country driven processes..*

Performance indicators: *Number of public policy commitments; contingency plan in preparation; number of trainings for Ministry staff conducted*

Benchmark/targets: *Contingency plan developed, one training event organized.*

Supports the realization of the following UNDAF output(s): *5.1.1; 5.1.2; 5.1.3; 5.1.4*

Supports the realization of the following MDG: *1, 2, 4, 7 (Millennium Declaration: .6 (Values and Principles) "Equality. No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured."*

V.25 (Human rights, democracy and good governance) *"We resolve* ***therefore:*** *to combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women.")*

Supports the realization of the following EFA Goal: *6*

Education Policy 2010, Education Aims and Objectives/Paragraph: *15. "to ensure a creative, favourable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development"*

CULTURE

IX.   Tangible Cultural Heritage

To celebrate, promote and safeguard the rich cultural heritage of Bangladesh, UNESCO will continue working closely with the Department of Archaeology under the Ministry of Cultural Affairs. The three existing properties[30] inscribed on the World Heritage List in Bangladesh require strenuous efforts to be, in the first instance, preserved, well maintained and managed and, in the second, made to attract cultural tourism and other positive attributes for local communities. Long-term capacity development of government partners in cultural heritage management is therefore deemed a priority area of action, along with the development of the national heritage management plan. Existing external partners include the Governments of Japan and Norway.

Consultations with key partners in the area of culture will be strengthened and institutionalized over the course of this Country Programme.

Expected results: *Government capacity to manage World Heritage strengthened*

Performance indicators: Management plan developed; *number of consultative meetings with Government*

Benchmark/targets: Management plan in place; *2 consultative meetings held*

Supports the realization of the following UNDAF output(s): *5.1.1, 5.1.2 and 5.1.4*

Supports the realization of the following MDG: *7and 8*

X.   Intangible Cultural Heritage

The Baul Songs' inscription in 2008 on the Representative List of the Intangible Cultural Heritage of Humanity, are a clear sign of Bangladesh's wish to preserve and celebrate local intangible culture. The Government has worked together with the Bangladesh Shilpakala Academy for solid results and upon concluding a project funded by the Japanese Funds-In-Trust in this area, the Government decided to move with the ratification of UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage. Upon

30   Two Cultural sites: Historic Mosque City of Bagerhat, 1985; the Ruins of the Buddhist Vihara at Paharpur, 1985; and one Natural site: The Sundarbans, 1997.

ratification, a national policy is to be formulated and implemented. UNESCO will support this policy creation process.

Expected results: *Capacities in government to safeguard intangible cultural heritage strengthened.*

Performance indicators: *National policy on safeguarding intangible cultural heritage developed; number of consultative meetings with Government on policy formulation; work plan to prepare management policy in place.*

Benchmark/targets: *National policy enforced*

Supports the realization of the following UNDAF output(s): *Cross-cutting and 5.2.2.*

Supports the realization of the following MDG: *1 and 8*

XI.   Creative Industries

Activities related to awareness raising of traditional jute crafts has been implemented as part of UNESCO's regular activities. Documentation of the traditional Design motif of Dhakai Jamdani has been carried out through a publication highlighting the uniqueness of traditional Jamdani textiles. A survey on crafts has also been undertaken in the Dhaka area and, resources allowing, a national one is foreseen in 2012/13. UNESCO will provide assistance to the Government of Bangladesh in making its cultural policies relevant to the country's development agenda. This work will feed into the development of an informed national policy, which UNESCO seeks to support in the context of the UNDAF Pillar Two (Pro-Poor Growth with Equity) and corresponding National Priority Boosting Production, Income and Reducing Poverty.

Expected results: *Information made available for policy guidance in traditional crafts*

Performance indicators: *Percentage of districts covered by survey*

Benchmark/targets: *Nationwide survey conducted, 3 meetings on the subject.*

Supports the realization of the following UNDAF output(s): *2.1.1 and 2.1.7*

Supports the realization of the following MDG: *1, 3, 8*

COMMUNICATION AND INFORMATION

XII.   Freedom of the Press and Freedom of Expression

These are high priorities for UNESCO in Bangladesh and work culminating each year to celebrate World Press Freedom Day on May 3 together with the Government continues. Community radio has proven potential to broaden the scope of available information in marginalized and vulnerable groups especially in rural areas. It can give people a rare opportunity to take part in the development process and a voice of their own. In 2010 the Government awarded radio licenses to several community radio organizations, which are required to go on air within one year of obtaining their license, as

stipulated by the Community Radio (CR) policy. UNESCO is supporting organizations which are finding it difficult to otherwise secure start-up funding and provides assistance to CR initiators in getting their projects off the ground. This will establish and make operational 5 CR stations in remote parts of Bangladesh by providing equipment and technical, operational and maintenance training for 25 volunteers from targeted communities. The volunteers are provided with the necessary skills to run and maintain their stations in the long term.

With UNESCO's support, the first community radio in Bangladesh began test transmissions in 2011 in the district town of Barguna to build public opinion on development issues like democracy, good governance, human rights, anti-corruption, health and women empowerment.

UNESCO will support the larger uses of community radio in education, health, culture, and the sciences (including the science of climate change) in the future. Consultations with key partners in the area of Communication and Information will be strengthened and institutionalized over the course of this Country Programme.

Expected results: *Freedom of expression strengthened through increased media coverage and diversified content.*

Performance indicators: *Number of stories in media, number of CR in operation; number of volunteers trained*

Benchmark/targets: *25 volunteers trained; Stories on World Press Freedom Day published in 3 publications/broadcast media*

Supports the realization of the following UNDAF output(s): *Cross-cutting.*

Supports the realization of the following MDG: *8*

XIII. Culture, communication and disaster preparedness

UNESCO seeks to enhance disaster preparedness in Bangladesh through community radio and other communication means using and promoting the strengths of local customs and traditional knowledge in preparedness. Community radio can also be used to relay key messages in native languages on hazards and preparedness as well as during and post disasters. This type of intersectoral collaboration will empower marginalized communities for action and save lives and reduce economic losses.

Expected results: *Constituency for disaster preparedness broadened through the use of CR*

Performance indicators: *Number of new listeners of CR covering natural hazards and preparedness; number of broadcasts covering preparedness/hazards/ coping mechanisms*

Benchmark/targets: *10 broadcasts per year*

Supports the realization of the following UNDAF output(s): *1.1.3; 1.1.4*

Supports the realization of the following MDG: *1, 7*

NATURAL SCIENCES AND SOCIAL AND HUMAN SCIENCES (THROUGH EDUCATION)

XIV: Science and Environmental Science in Education

UNESCO Dhaka is planning to conduct a study on science and environmental science in education using available regular funding in Education. The intention is to get subsequent funding from external sources as UNESCO Dhaka does not have continued funding secured for this area. The national education policy notes that science education is essential to understanding nature and that it should be taught to highlight a close relationship between technology and humanities and how each of them is complementary to the other. To popularize science and technological innovations to the community, parents, students teachers and other stakeholders it needs advocacy from community to national level.

Basic science education can also address several other cross-cutting issues such as water and sanitation, ESD, DRR, climate change, indigenous practices, entrepreneurship, health and nutrition, HIV and AIDS. As a first step, consultations will be held with the relevant Government officials to develop a common strategy in this regard.

Expected results: *Gaps and opportunities in Science Education identified for further development of the curriculum at primary and secondary levels.*

Performance indicators: *Number of contemporary issues adequately addressed in curriculum.*

Benchmark/targets: *Environmental science introduced in curriculum as voluntary subject in secondary schools.*

Supports the realization of the following UNDAF output(s): *5.1.1*

Supports the realization of the following MDG: *7*

Supports the realization of the following EFA Goal: *6*

PART IV: PARTNERSHIPS

UNESCO works with the Government and NGOs mainly for implementation and with UN Agencies and the development partners others in a way that privileges in the planning and delivery of education; preservation and management of culture; and the advancement of communication and information systems in Bangladesh. By focusing, for example, on the education system and the central authorities' capacities to plan with foresight and make informed decisions about the sector. UNESCO aims to strengthen its approach to focus on longer-term and systemic improvements. Good working relationship has been established with the MOE, MOPME, MOCA, MOI, MOHFW and MOWCA

Support provided now to the MOE needs further continuation in the areas of preparation of ICT in Education Master Plan, Preparation of Education Act for operationalization of Education Policy, Violence Against Women, HIV and AIDS, and TVET sub-sector capacity strengthening. NFE sub-sector capacity strengthening, establishment of NFE MIS, equivalence education and preparation of NFE delivery and teachers development framework completed with the MOPME need continuation.

Capacity strengthening of the heritage managers of in the MOCA in the management of cultural heritage sites has commenced to develop national policy for the safeguarding of cultural heritage sites of Bangladesh. Capacity enhanced for government officials on periodic reporting to draft a statement on outstanding universal value for the world heritage properties in Bangladesh. Awareness created on safeguarding of intangible heritage of Bangladesh through launching of Baul Song publications and a strong partnership has already been developed with Department of Archaeology, Department of Forests and Bangladesh Shilpakala Academy and NGOs.

UNESCO Dhaka supported MOI for journalists' training on EFA reporting. Besides and advocated for formulation of Broadcasting Act, Right to Information Act, Community Radio installation, broadcast and operation policy, and Community Radio Broadcasting Act. Also works for Universal Access to Information and Independent Free Pluralistic Media and as well as working in the arena of capacity building programmes for journalists and media institutions to support achieving excellence in journalism.

UN Joint programming and programmes – Strong partnership has been developed with MOE and MOPME and their Departments; collaborations with UNICEF, UNFPA, UNWomen, UNAIDS, ILO, IOM, WHO and UNDP, and development partners, universities, institutions and NGOs. Major results were achieved in the extra-budgetary programme, Addressing Violence Against Women: Gender Responsive Programmes in Education System of Bangladesh. Another important area of joint UN effort of UNESCO Dhaka is the Capacity Strengthening on TVET Policy Analysis and sub-sector Programme Preparation.

Development partners in Bangladesh provide considerable support to the education sector, with emphasis on primary education. Major regional and international partners supporting education in Bangladesh include the

World Bank, ADB, DFID, EC, JICA and UNICEF. In addition, there are more than twenty small donors providing smaller donations through a pool fund managed by the lead agency of consortia. Donor coordination is done through a Local Consultative Group of Development Partners and its 22 subgroups. The subgroup on Education has been instrumental in supporting the Government with a view to adopting a Sector-Wide Approach (SWAp) in planning and implementation of Primary Education Development Plan II and III. .

Government of Bangladesh and the UN Country Team in Bangladesh have signed a United Nations Development Assistance Framework (UNDAF) for 2012-2016 in June 2011. The key focus is the acceleration of MDG achievements with focus on providing support in the worst performing and most vulnerable geographic areas, in urban slums and within the most vulnerable segments of the population

The UNDAF for Bangladesh is built around national priorities and the achievement status of individual MDG targets, and a consequence of extensive consultations between development partners and stakeholders.:

UNESCO Dhaka will work for further strengthening the partnership with the above mentioned Ministries, UN Agencies, development partners both for the on-going and upcoming biennium Regular Programme and Extra-budgetary activities of the main programmes: Education, Culture and Communication and Information. Attention will be given for building partnership and working closely on the UNESCO's role in the UNDAF Pillar 1, 2, 3, 5 and 7 in the following manner.

UNDAF Pillar	UNESCO Programme areas	Partnership with UN Agencies
1. Democratic Governance and Human Rights	Communication and Information	Lead: UNDP, UNICEF, NFPA, UNCHR, UNICEF, and IOM
2. Pro-poor Economic Growth with Equity	Education	Lead: UNDP, UNICEF, UNFPA, ILO,WFP, FAO, UNIDO and IOM
3. Social Services for Human Development	Education	Lead: UNICEF, ILO, UNAIDS, UNDP, UNFPA, UNCHR, WFP, WHO, IAEA and IOM
5. Climate Change, Environment, Disaster Risk Reduction & Response	Education and Culture	Lead: UNDP, UNICEF, UNFPA, WFP, FAO, UNCHR, UNEP, ILO, UNIDO and IOM
7. Gender Equality and Women's Advancement	Education and Culture	Lead: UNFPA, UNDP, UNICF, UNWOMEN, UNCHR, IOM, WHO and UNAIDS

ANNEXES

ANNEXES

1. UCPD Matrix of Results v.a.v. UNDAF 2012-2016

2. UNESCO indicative project profiles under UNDAF 2012-2016

UCPD results matrix (outcomes/ results included in the UNDAF/ One Plan)

UNDAF/ Expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$
Pillar ONE/ OUTCOME 1 Government institutions at the national and sub-national levels are able to more effectively carry out their mandates, including delivery of public services, in a more accountable, transparent, and inclusive manner.	**Output 1.3** Civil society and media are better able to promote participation of people in democratic processes and public dialogues.		164,000 USD	400,000 USD
	Reinforcing Freedom of expression strengthened through increased media coverage and diversified content and capacity development initiatives along with building capacity of community radio (CR) to increase awareness and promote participation of the community in the process of local development.	**Performance indicators:** Stories on World Press Freedom Day published in publications/broadcast media; No. of CR in operation; No. of volunteers trained on CR; No. of journalists/ media professional trained. **Benchmark/targets:** At least three stories published in print and broadcast media; at least 50 volunteers trained; 100 journalists/ media professional trained.	100,000 USD	160,000 USD
	New Community Radio Station insulated at rural level and community participation increased.	**Performance indicators:** No of new community radio station insulated. **Benchmark/targets:** At least five new community radios in operation.	44,000 USD	
	News Managers sensitized and exhibit positive attitudes towards constructive journalism; journalistic approach to news editing and reporting improved; training course curriculum/ module developed; social networking utility for journalists developed.	**Performance indicators:** No. of journalists acquired new skills. **Benchmark/targets:** Hundred journalists (minimum 50% women) have acquired new skills on constructive journalism.		120,000 USD

		Performance indicators: No. of CR broadcasts covering areas; No. of journalists trained. Benchmark/targets: Twenty journalists trained; fifteen broadcasts on human rights or related development issues published in the first full year following training.	20,000 USD	120,000 USD
Communities sensitized to human rights issues and in particular the realization of the communities' own rights; community participation in community radio programming increased; training course curriculum developed for trainers; quality and quantity of community radio programming on human rights and social issues increased, leading to further exchanges on social development and empowerment of community members.				

UNDAF/ Expected outcome	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$
Pillar TWO/ OUTCOME 1 Economic growth is achieved in an inclusive manner, extending opportunities to the rural and urban poor and protecting the vulnerable from shocks.	**Output 1.1** The vulnerable and poor are provided with decent and productive employment opportunities in domestic and overseas markets.		160,000 USD	500,000 USD
	TVET sub-sector programme prepared and implemented including supply-demand survey, systematic M&E, capacity development, and equivalency programme for formal and non-formal vocational trades.	**Performance indicators:** TVET sub-sector programme approved by the ministry; equivalency framework for formal and non-formal vocational trades prepared; TVET MIS developed and operationalized; Systematic supply-demand surveys conducted regularly; Capacity development framework for TVET teachers prepared; Enrolment rate to TVET increased. **Benchmark/targets:** TVET sub-sector programme prepared.	100,000 USD	400,000 USD
	Information made available for policy guidance in traditional crafts.	**Performance indicators:** Percentage of districts covered by survey. **Benchmark/targets:** Nationwide survey conducted; three meetings on the subject.	60,000 USD	100,000 USD

Pillar THREE/ OUTCOME 1	Output 1.4		1.500,000 USD	1,000,000 USD
Deprived populations in selected areas, particularly women, children and youth benefit from increased and more equitable utilization of quality health and population, education, water, sanitation and HIV services.	Boys and girls, especially from marginalized and vulnerable communities and areas are enrolled in Pre-primary, Primary schools or equivalent life skills based basic education programmes.			
	NFE sub-sector programme prepared and implemented with focus on systematic delivery mechanism, teachers development, equivalency programme and effective monitoring & evaluation system.	**Performance indicators:** NFE sub-sector programme prepared and approved by the Ministry; NFE delivery framework operationalized; NFE teachers/facilitators capacity development framework adopted; Equivalency Education programme approved; NFEMIS for 64 districts developed; Adult literacy rates improved. **Benchmark/targets:** Adult literacy 100% in 2014 (Government benchmark); three districts reporting use of framework.	1,200,000 USD	850,000 USD
	Capacity of the government enhanced in effectively integrating ICTs in education with special focus on equitable access.	**Performance indicators:** iCT in education master plan prepared and published (yes/no); No. of education development partners received Master Plan; No. of projects and programmes undertaken on ICT in education; No. of Teachers Training Institutes ready to impart training on ICT in education; Teachers training curriculum revised to integrate ICT in education; No. of teachers trained on ICT in education; No. of master trainer trained on ICT-based teaching/ learning material development; No. of teaching/learning materials available for use in classroom teaching and self-learning. **Benchmark/targets:** Plan published; Plan reflected in teacher education curriculum, materials and assessment guidelines.	150,000 USD	75,000 USD

	Policy makers are equipped with knowledge and frameworks for raising teachers' status and professional development.	**Performance indicators:** Ministries and NGOs are using the capacity development framework; findings and recommendations of follow up studies are used for strengthening and improvement of teachers training; advocacy on teachers' status organized with Ministry officials and other stakeholders. **Benchmark/targets:** Follow up studies for strengthening Teachers training/ education, curriculum; and updating norms and standards (baseline 2010).	**150,000 USD**	**75,000 USD**
	Output 1.5 Marginalized children benefit from national education policies and strategies that have been approved and being implemented by government.		**250,000 USD**	**750,000 USD**
	Practical training in recommended pedagogical approaches (good practice) in ECCE developed for use in Bangladesh; Quality standards research conducted with recommendations shared.	**Performance indicators:** No. of training materials developed; No. of workshops conducted; recommendations shared on webpage (number of organizations sharing); No. of meetings held with Government officials to discuss research findings. **Benchmark/targets:** First set of materials developed and disseminated; one workshop conducted; two meetings with Government officers held.	**250,000 USD**	**750,000 USD**
	Output 1.9 Vulnerable people (MARPs, other vulnerable groups as identified for NSP III and also the PLHIVs) benefit from increased availability of and access to HIV prevention, treatment, care and support.		**150,000 USD**	**350,000 USD**
	Sex, Sexuality and HIV and AIDS related materials developed and in use at schools of public health, medicine, nursing and other professional schools.	**Performance indicators:** No. of schools using materials. **Benchmark/targets:** One institution actively using materials.	**150,000 USD**	**350,000 USD**
Pillar FIVE/OUTCOME 1 By 2016, populations vulnerable to climate change and natural disaster have become more resilient to adapt with the risk.	**Output 1.1** Climate change adaptation and disaster risk reduction integrated into sectoral policies and plans.			**300,000 USD**

				300,000 USD
	Key Ministries' Capacity to advocate for the importance of Education in Emergencies both within internally and with external partners, including donors, improved; preparedness and contingency plans at both national and sub-national levels being developed; capacity of key Ministries to respond to the specific needs of the education sector in emergency situations improved; Education Cluster collaboration and communications streamlined and more attentive to country driven processes.	Performance indicators: No. of public policy commitments; contingency plan in preparation; No. of trainings for Ministry staff conducted. Benchmark/targets: Contingency plan developed, one training event organized.		
	Output 1.4 Communities, local and national authorities have better access to knowledge on climate change impact for better decision making.		166,000 USD	100,000 USD
	Gaps and opportunities in Science Education identified for further development of the curriculum at primary and secondary levels.	**Performance indicators:** No. of contemporary issues adequately addressed in curriculum. **Benchmark/targets:** Environmental science introduced in curriculum as voluntary subject in secondary schools.	150,000 USD	150,000 USD
	Journalistic approach, knowledge and skills increased in addressing disaster issues through capacity development initiatives.	**Performance indicators:** No. of journalists trained on media in disaster mitigation issue; No. of stories published on disaster mitigation. **Benchmark/targets:** At least twenty five local level journalists trained on disaster mitigation issues; at least five report published at local level newspapers.	16,000 USD	

	Expert policy advice on Post Conflict/Post Disaster provided to decision makers ; awareness among local journalists increased on the integration of disaster prevention and mitigation efforts of local governments, NGOs and the Media; dialogue supported and confidence among practitioners strengthened, contributing to reconciliation efforts; capacity of journalists to cover PCPD issues developed; social networking on PCPD in Bangladesh strengthened to enable free exchanges of information and best practices; PCPD report monitoring strengthened.	**Performance indicators:** No. of meetings with policy makers; No. of journalists covering PCPD subjects per year; No. of stories on PCDP; No. of training events. **Benchmark/targets:** Twenty five journalists trained; thirty stories on PCPD published in the first full year following training.		**150,000 USD**
Pillar FIVE/ OUTCOME 2 By 2016, vulnerable populations benefit from natural resource management (NRM); environmental governance and low- emission green development.	**Output 2.1** Communities and local and national authorities are better able to conserve biodiversity and manage natural resources in a pro-poor and sustainable manner.			**200,000 USD**
	Social and environmental challenges at the World Heritage Sites identified; baseline condition for tourism at Bangladesh World Heritage Sites defined; a framework for environmental impact assessment of tourism and site management developed.	**Performance indicators:** No. of social and environmental concerns identified; No. of recommendations made/ implemented. **Benchmark/targets:** Five policy recommendations given to site management and tourism authorities.		**200,000 USD**
	Output 2.2 Relevant institutions have greater capacity to implement exisitng environment policies, plans and budgets for better environmental governance integrating considerations of poverty- environment/ climate change interfaces.		**160,000 USD**	**600,000 USD**

				200,000 USD
	Key Ministries' Capacity to advocate for the importance of Education in Emergencies both within internally and with external partners, including donors, improved; preparedness and contingency plans at both national and sub-national levels being developed; capacity of key Ministries to respond to the specific needs of the education sector in emergency situations improved; Education Cluster collaboration and communications streamlined and more attentive to country driven processes.	**Performance indicators:** No. of public policy commitments; contingency plan in preparation; No. of trainings for Ministry staff conducted. **Benchmark/targets:** Contingency plan developed, one training event organized.		
	Government capacity to manage World Heritage strengthened.	**Performance indicators:** Management plan developed; No. of consultative meetings with Government. **Benchmark/targets:** Management plan in place; Two consultative meetings held.	90,000 USD	300,000 USD
	Capacities in government to safeguard intangible cultural heritage strengthened.	**Performance indicators:** National policy on safeguarding intangible cultural heritage developed; No. of consultative meetings with Government on policy formulation; work plan to prepare management policy in place. **Benchmark/targets:** National policy enforced.	70,000 USD	100,000 USD
Pillar SEVEN/ OUTCOME 1 Marginalized and disadvantaged women in selected districts and urban slums increase their participation in wage employment and other income-generating activities.	**Output 1.2** Girls in selected districts benefit from an enabling environment that facilitates their access to secondary and tertiary education.		250,000 USD	750,000 USD
	Girls and women empowered through role models in Education Sector.	**Performance indicators:** No. of female teachers at secondary level; NER of female students at secondary level; retention of females at secondary level and tertiary levels **Benchmark/targets:** 10% increase in share of new female teachers in secondary and 5% in tertiary education over a period of five years; 5% increase in share of females enrolled in secondary schools.	250,000 USD	750,000 USd

UCPD results matrix (outcomes/ results not included in the UNDAF/ One Plan)

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization target in US$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
Government capacity to manage World Heritage strengthened	**Performance indicators:** Management plan developed; number of consultative meetings with Government. **Benchmark/targets:** Management plan in place; 2 consultative meetings held.	**60,000 USD**	**200,000 USD**	Cross-cutting; supports the realization of MDG 8
Capacities in government to safeguard intangible cultural heritage strengthened.	**Performance indicators:** National policy on safeguarding intangible cultural heritage developed; number of consultative meetings with Government on policy formulation; work plan to prepare management policy in place. **Benchmark/targets:** National policy enforced.	**60,000 USD**	**100,000 USD**	Cross-cutting; supports the realization of MDG 8
Freedom of expression strengthened through increased media coverage and diversified content.	**Performance indicators:** Number of stories in media, number of CR in operation; number of volunteers trained. **Benchmark/targets:** 25 volunteers trained; Stories on World Press Freedom Day published in 3 publications/ broadcast media.	**30,000 USD**	**100,000 USD**	Cross-cutting; supports the realization of MDG 8

Expert policy advice on Post Conflict/Post Disaster provided to decision makers ; awareness among local journalists increased on the integration of disaster prevention and mitigation efforts of local governments, NGOs and the Media; dialogue supported and confidence among practitioners strengthened, contributing to reconciliation efforts; capacity of journalists to cover PCPD issues developed; social networking on PCPD in Bangladesh strengthened to enable free exchanges of information and best practices; PCPD report monitoring strengthened.	**Performance indicators:** Number of meetings with policy makers; number of journalists covering PCPD subjects per year; number of stories on PCDP; number of training events. **Benchmark/targets:** 20 journalists trained; 30 stories on PCPD published in the first full year following training.		**150,000 USD**	Pillar Five: Climate Change, Environment, Disaster Risk Reduction and Response (National Priority. Promoting Environmental Sustainability)
Communities sensitized to human rights issues and in particular the realization of the communities' own rights; community participation in community radio programming increased; training course curriculum developed for trainers; quality and quantity of community radio programming on human rights and social issues increased, leading to further exchanges on social development and empowerment of community members.	**Performance indicators:** number of CR broadcasts covering areas; number of journalists trained. **Benchmark/targets:** 20 journalists trained; 15 broadcasts on human rights or related development issues published in the first full year following training.		**120,000 USD**	Pillar One: Democratic Governance and Human Rights
News Managers sensitized and exhibit positive attitudes towards constructive journalism; journalistic approach to news editing and reporting improved; training course curriculum/ module developed; social networking utility for journalists developed.	**Performance indicators:** number of journalists acquired new skills. **Benchmark/targets:** 100 journalists (minimum 50% women) have acquired new skills on constructive journalism.		**120,000 USD**	Pillar One: Democratic Governance and Human Rights

Social and environmental problems at the World Heritage Sites identified; baseline condition for tourism at Bangladesh World Heritage Sites defined; a framework for environmental impact assessment of tourism and site management developed.	**Performance indicators:** Number of social and environmental concerns identified; number of recommendations made/implemented. **Benchmark/ targets:** 5 policy recommendations given to site management and tourism authorities.		**200,000 USD**	Pillar five: Climate Change, Environment, Disaster Risk Reduction and Response

UCPD ANNEX II: UNESCO indicative project profiles under UNDAF 2012-2016

In view of the UNDAF pillars and expected outcomes, UNESCO Dhaka has prepared the following project profiles to explore possible collaborations with partners and resource mobilization.

1. Enhancing Access to and Retention of Girls and Women in Education and Gender Equity of Teachers
2. Education Sector Capacity Development for improved Emergency Response (Education)
3. Post Conflwict/Post Disaster Capacity Development for Journalists on PCPD (Communication)
4. Capacity development for community members on human rights issues through Community Radio Programming (Communication)
5. Promoting Positive Journalism for Young Journalists (Communication)
6. Environmental Impact Assessment on Two Cultural World Heritage Sites of Bangladesh: Site management and tourism perspective (Culture)

1. Enhancing Access to and Retention of Girls and Women in Education and Gender Equity of Teachers

BACKGROUND

There are 49 million illiterates in Bangladesh. Of this large number more than half are women who are often from very underprivileged conditions and face multiple challenges in society.

Girls in primary education are much more likely than boys to drop out and have extensive graduation periods (an average 8.5 years to complete 5 year primary education).

While the ratio of teachers at the primary level is 42 women to 58 men, the number falls dramatically at the secondary (22:78) and tertiary (18:82[31]) levels.

These challenges in the realm of the Bangladesh education system compounded with other issues such as widespread violence against women make it very difficult for women to reach their full potential and better societal standing. Promoting equity of teachers at secondary and tertiary levels is an effective way to foster positive attitudes towards gender equality among boys, girls and adults, and provide role models for student girls.

MDG(s): 2: Achieve Universal Primary Education

3: Promote Gender Equality and Empower Women:

Millennium Declaration:

I.6 (*Values and Principles*) *Equality*. No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured."

V.25 (Human rights, democracy and good governance) *"We resolve therefore:* to combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women."

UNDAF:

Pillar 7: Gender Equality and Women's Advancement (National Priority: Realizing Gender Equality)

BENEFICIARIES:

Girls and women; families; communities; national economy; policy makers empowered to design and implement better policies.

MAIN PARTNERS:

MOE, MOPME, MOWCA

OBJECTIVES:

To enhance both retention of girls and women in education and their social standing.

ACTIVITIES:

1. Field survey in a minimum of three districts (3-4 Upazilas in each) and one metropolitan area with focus on social and economic barriers within the education institutions and outside them.

2. Prepare an action plan based on findings to positively affect in gender equity of teachers in order to increase retention of girls and women in education.

3. Advocate for and begin implementation of action plan with partners.

PROPOSED BUDGET:

250,000 USD

TIMEFRAME:

18 months

EXPECTED RESULTS:

1. Recommendations set for gender balancing among girls and teachers

2. Enhanced access and retention of girls and women in education

2. Education Sector Capacity Development for improved Emergency Response

3. Action plan to combat inequalities and obstacles to equality developed in target Upazilas.

BACKGROUND

General: Bangladesh is among the most vulnerable countries of the world as regards natural hazards and the impacts of climate change. In a normal year, the country is faced with more than 20% of the land area flooded in the monsoon season and about 60% of the country is considered "flood prone"

by the Centre of Policy Dialogue. In addition to the challenges under normal conditions, Bangladesh faces on average a major flood every 4-5 years, inundating approximately two thirds of the country, and a severe tropical cyclone every three years.[32] Other natural hazards including droughts, erosion, tidal surges, water logging, landslides, cold and heat waves add to the difficult equilibrium. Due to the topography of the country earthquakes are also a concern for potential disasters. Safeguarding augmented development gains and securing sound development into the future becomes a major challenge and must take into account these realities.

Education sector: Education is a human right which is, when successful, enjoyed without major disruptions. While Bangladesh is home to some of the world's most effective non-formal preparedness methodologies, the Education sector at large is largely unprepared for natural disasters.

Education and awareness-raising programmes are an integral part of comprehensive disaster management efforts before, during and after disasters. It is important to note that education can act as an active agent of positive change to save lives and economic assets but may also (as a system) become paralyzed when a disaster occurs. Indeed, every year, an average of 900 schools are devastated as a consequence of natural disasters[33]. Other impacts include costly damages to infrastructure; the use of schools as shelters; extended closures (on average 26 days in primary schools[34]); increases in dropout rates; and lower achievement levels.

MDG(s):**2:** Achieve Universal Primary Education

4: Reduce Child Mortality

Millennium Declaration:

I.6 (Values and Principles) Equality. No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured."

V.25 (Human rights, democracy and good governance) "We resolve therefore: to combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women."

UNDAF:

Pillar One: Democratic Governance and Human Rights (National Priority: Better Governance to Defend Rights and Tenets of Justice)

Pillar Three: Social Services for Human Development (National Priority: Securing Human Resource Development)

Pillar Five: Climate Change, Environment, Disaster Risk Reduction and Response (National Priority: Promoting Environmental Sustainability; Building better Energy and Other Infrastructures)

BENEFICIARIES:

Central and district level officials from relevant ministries, policy-makers,

32   Bangladesh Climate Change Strategy and Action Plan, 2009
33   Save the Children UK (2010): The Vital Debate: education in emergencies
34   Save the Children UK (2007): Baseline Assessment

decision makers, teacher educators, curriculum developers, relevant education in emergency partners, teachers, students, community and media.

MAIN PARTNERS:

MOE, MOPME, MOFDM, MOST, MOI, MOCA and their departments;, non-ministerial national bodies; Education Cluster Members; teacher, community and student representatives; the Media.

OBJECTIVES:

To strengthen existing capacities of relevant Ministries; consolidate collaboration with the Education Cluster Leads UNICEF and Save the Children as well as other Members of the Cluster for maximum synergies and efficiency; maintain geographical equity in access to education; decrease lives lost; reduce economic damages; increase the salience of Education in Emergency mitigation; increase awareness among policy-makers and practitioners for policy development and improved implementation; develop responsive and advocacy capacities of teachers, community members, students, and the media; and decrease disruptions to access to education to a minimum.

ACTIVITIES:

1. **A capacity mapping exercise** will be undertaken. To determine baselines for further development. In conjunction with this a gap/needs analysis will be performed to show specific needs. Examples of needs are integration of emergency data into existing education system tools (e.g. EMIS), but also looking at the extent to which preparedness and mitigation strategies are reflected at the level of policies, plans and budgets.

2. **A capacity development steering committee** will be established with representation from MoE, MoPME, MoFDM, MoST, MoI, MoCA and their departments, non-ministerial national bodies, Education Cluster Members, representatives of teachers, students, the local level and the media. The core mission of this steering committee is to identify and develop concrete capacity development activities and consider representation in disaster work. UNESCO will provide the steering committee with a secretariat and chairmanship may alternate between the Government and a Cluster Member as appropriate.

These initial steps will help determine more precise action based on the gaps and needs identified with sufficient participation from the steering committee members. Based on UNESCO's knowledge of the Bangladesh landscape as well as experience in other contexts, an indicative list of activities may include the following:

3. **Existing capacity mapping tools and modules** introduction delivered to Ministries. This will assist the Government in seeing the benefits for sector planning processes as well as to clarify the relationship between capacity mapping, capacity development, contingency planning and disaster preparedness. Method of delivery can vary from a presentation to a workshop and/or training.

4. **Practical training on participation in the Education Cluster** and other humanitarian platforms. Concrete themes include the various funding mechanisms available for disaster prevention, mitigation, preparedness and

contingency planning as well as opportunities to link existing education and emergency "sectors" for improved effectiveness and partnerships. This activity will adapt and make use of existing training materials for frontline responders and Cluster coordinators.

5. **Workshop series** with technical assistance on integrated planning methods provided to Ministries and other national authorities. Infusing climate change, DRR, and preparedness strategies into education policies, plans and budgets will be practiced, as will be analyzing the sector's vulnerabilities and risk, and the development of initial indicators and linking relevant data to EMIS. Method of delivery is a mixed one between team workshops and individual skills development for key staff.

6. **National advocacy workshop** organized with broad representation from the government, practitioners at community level, the UN and donors. With encouraging examples recounted by experts from other countries, the benefits of contingency plans embedded in education sector policies, plans and budgets are made clear for increased political commitment and public support.

7. A regular mentoring and coaching relationship with national authorities will be maintained after the above activities to ensure follow-up and sound implementation of the agreed steps. A Cluster Member will be responsible for this work to be undertaken according to an agreed workplan. Detailed plans in this regard will be drawn up with appropriate Ministries in the context of the Steering Committee.

PROPOSED BUDGET

USD 4,000,000

TIMEFRAME

60 months (in synch with UNDAF time line)

EXPECTED RESULTS

1) Key Ministries' Capacity to advocate for the importance of Education in Emergencies both within internally and with external partners, including donors, improved;

2) Preparedness and Contingency Plans at both national and subnational levels being developed;

3. Post Conflict/Post Disaster Capacity Development for Journalists on PCPD

3) Capacity of key Ministries to respond to the specific needs of the education sector in emergency situations improved;

4) Education Cluster collaboration and communications streamlined and more attentive to country driven processes.

BACKGROUND

One of the most pressing needs in Bangladesh today is to address the likely consequences of climate change: internal displacement and migration, potential conflict and an increase in the impacts of disasters on the country's most vulnerable.

Climate change is compounding the already critically high frequency and impact of weather related hazards in Bangladesh. In spite of encouraging changes among the media in attitudes in recent years, awareness among the general population as well as policy makers of climate change and the myriad disasters it is likely to exert on the country remains shockingly low.

Increased coverage of the interrelated related development issues climate change, food security, migration, employment, and human security will greatly advance Bangladesh's efforts to combat natural disasters and further promote human development.

MDG(s): 7: Ensure Environmental Sustainability

UNDAF: Pillar Five: Climate Change, Environment, Disaster Risk Reduction and Response (National Priority. Promoting Environmental Sustainability)

Millennium Declaration:

> **IV.23** Protecting our common environment. We resolve therefore to adopt in all our environmental actions a new ethic of conservation and stewardship and, as first steps, we resolve: To intensify cooperation to reduce the number and effects of natural and man-made disasters.

BENEFICIARIES:

Affected communities, the Media, Schools of Journalism, policy makers.

MAIN PARTNERS:

The Media, MOI, Disaster Risk experts (e.g. UN Agencies, NGOs and INGOs)

OBJECTIVES:

To raise awareness and responsiveness of the media on conflict and disasters; develop momentum for positive policy changes and attract development assistance in PCPD; empower communities with accurate knowledge and information on how to prepare for imminent changes.

ACTIVITIES

1) Dialogue with Government maintained and policy advice given on planning and management capacities in conflict/disaster situations.

2) Workshop/training for journalists on covering PCPD situations.

3) Implementation of a community awareness programme.

4) Roundtable discussions on PCPD providing an opportunity for participation in peace and reconciliation processes and supporting access to information at local level.

5) Implementation of a training programme for journalists.

6) Assist in finding support for new classes on PCPD at journalism schools.

7) Documentary film screenings for journalists and community members.

8) Training module and IEC material development

PROPOSED BUDGET

150,000 USD

TIMEFRAME

2 years

EXPECTED RESULTS

1) Expert policy advice to decision makers provided;

2) Awareness among local journalists increased on the integration of disaster prevention and mitigation efforts of local governments, NGOs and the Media;

3) Dialogue supported and confidence among practitioners strengthened, contributing to reconciliation efforts;

4. Capacity development in human rights issues for community members through Community Radio Programming

4) Capacity of journalists to cover PCPD issues developed;

5) Social networking on PCPD in Bangladesh strengthened to enable free exchanges of information and best practices;

6) PCPD report monitoring strengthened.

BACKGROUND

Radio is the most important and influential medium in Bangladesh; it reaches even the most remote villages with no or unreliable electricity and telephone connections.

In addition, radio is in a key position in reaching a large part of the large illiterate population. Radio use is also significant among mobile phone users whose phone sets are normally able to receive radio transmissions.

The project proposes to strengthen the capacity of rural and marginalized communities to assert their rights and empower them to speak about them through community radio programming. The activities will provide targeted populations with increased information on human rights and development issues, including child rights, life skills, disaster preparedness, violence against women, gender equality and HIV/AIDS. It will enable greater awareness of rights, increase the likelihood of rights holders to claim their rights and enhance collaboration between the media, government partners and academics on the issue.

MDG(s): 3: Promote Gender Equality and Empower Women

6: Combat HIV/AIDS, Malaria and Other Major Diseases

Millennium Declaration:

V.25 Human rights, democracy and good governance: " We resolve therefore: to ensure the freedom of the media to perform their essential role and the right of the public to have access to information."

UNDAF:

Pillar One: Democratic Governance and Human Rights

BENEFICIARIES

Community members in targeted areas, CR programmers.

MAIN PARTNERS

UNESCO, UNICEF (tentative); Local Government bodies; Communities; Children/Youth groups; INGOs

OBJECTIVES

To strengthen knowledge on social and development issues within communities; identify and clarify expectations in communities regarding community radio; strengthen skills of community performers in technical aspects of CR programming; provide access to new training materials on reporting for CR with an emphasis on human rights issues; enhance expertise in ways to effectively and quickly deal with acute crises or development needs arising in communities.

ACTIVITIES

1. Mass awareness programmes at community level through e.g. radio transmissions, community meetings and celebrations and documentary film screenings highlighting some of the most locally relevant human rights issues;

2. Establishment of Community Information/Support Centres;

3. Design and implementation of community technical staff training program for Community Radio;

4. Organization of linked celebration days (e.g. CRC Week; World AIDS Day; International Women's Day)

PROPOSED BUDGET

120,000 USD

TIMEFRAME

One year.

EXPECTED RESULTS

1. Communities sensitized to human rights issues and in particular the realization of the communities' own rights;

2. Community participation in community radio programming increased;

5. Promoting Positive Journalism for Young Journalists

3. Training course curriculum developed for trainers;

4. Quality and quantity of community radio programming on human rights and social issues increased, leading to further exchanges on social development and empowerment of community members

BACKGROUND

The Bangladesh media landscape is coloured with negative and often unprofessional journalism escalating tensions unnecessarily. The media are largely seen as biased and politically driven, rather than founded upon sound journalistic principles.

Very little on the job training exist in most media and publishing companies, and few resources allocated to training staff working within the media. Professional development is therefore often stagnant and the overall development of the sector is very slow. Furthermore, contemporary influences cannot permeate the current structures and new journalistic methods and concepts are not ventured into on a larger scale. Media houses do take advantage of training opportunities offered by external institutions but across the board development is not visible.

Millennium Declaration:

V.25 Human rights, democracy and good governance: " We resolve therefore: to ensure the freedom of the media to perform their essential role and the right of the public to have access to information."

UNDAF:

BENEFICIARIES:

General public as the audience of Mass Media; media personnel.

MAIN PARTNERS:

UNDP, Media professionals, Media Organizations, Journalism students, Academia

OBJECTIVES

The project aims at supporting professional and aspiring journalists to enhance their technical expertise and sensitize news managers to reporting positive and successful change in addition to rifts on the political map. To this end, the project will raise awareness among journalists and community members on the role of positive issues in journalism; create social networking opportunities for positive journalism; train young and aspiring professionals on writing constructively on development and human rights issues; and sensitize news managers/editors to publishing positive news stories.

ACTIVITIES

1. Roundtable meeting with editors from different media houses for sensitization and buy-in (joint news editor, assignment editor, chief reporter).

2. Training needs assessment.

3. Training module on "writing constructive news" developed.

4. Practical training with journalists carried out.

5. Digital archive and database established for positive journalism.

PROPOSED BUDGET

120,000 USD

TIMEFRAME

2 years.

EXPECTED RESULTS

1. 100 journalists (minimum 50% women) have acquired new skills on constructive journalism.

2. News Managers sensitized and exhibit positive attitudes towards constructive journalism.

3. Journalistic approach to news editing and reporting improved.

4. Training course curriculum/module developed.

5. Social networking utility for journalists developed.

BACKGROUND

There are two cultural (Paharpur and Bagerhat) and one natural Forest (Sundarbans) sites have been inscribed as World heritage site by UNESCO. The gigantic Buddhist structural remains of Paharpur is unique and very exceptional of its own kind and Bagerhat group of Muslim monuments are equally carry very distinct phenomena on architectural styles in whole cultural history of Bengal.

The natural and social environment in or around the site are now becoming a prime hazard for any archaeological site in Bangladesh. Due to tropical climate, structural remains of the archaeological sites are suffering from, inter alia, vegetation growth, salinity effects, and excessive moisture. Human settlement and encroachment to the site are also common phenomenon. Therefore the outstanding world heritage sites need to keep out of danger from social and environmental effect. Millennium declaration:

MDG 7: Ensuring Environmental Sustainability

UNDAF:

Pillar five: Climate Change, Environment, Disaster Risk Reduction and Response (National Priority: Promoting Environmental Sustainability; Building better Energy and Other Infrastructures)

BENEFICIARIES:

Government, policy makers, civil society

MAIN PARTNERS:

UNDP, Department of Archaeology, Bangladesh Parjatan Corporation

OBJECTIVE:

This project will assess the environmental impact of site management and tourism on the world heritage sites which will be supportive to develop a

national heritage management plan to safeguard the cultural heritage sites of Bangladesh.

ACTIVITIES

1. Identify the social and environmental problems at the site.

2. Identify the baseline condition of tourism at the world heritage sites of Bangladesh.

3. Develop a framework for environmental impact assessment of tourism and site management.

PROPOSED BUDGET

200,000

TIME FRAME

2 years