

***EDUCATION FOR ALL***  
***EFA MID-DECADE ASSESSMENT, 2007***

***Goal 1***

***EARLY CHILDHOOD CARE AND  
EDUCATION IN BANGLADESH***

Consultant: Professor Muhammad Sirajuddin

***UNESCO, Dhaka Office***  
***November, 2007***

## **BANGLADESH EFA MID-DECADE ASSESSMENT, 2007**

### **MEASURING PROGRESS TOWARDS EFA GOAL 1: EARLY CHILDHOOD CARE AND EDUCATION**

**- Professor Muhammad Sirajuddin**

#### **Statement of EFA Goal 1:**

*Measuring Progress toward EFA Goal 1: Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.*

The World Declaration on Education for All (Jomtien, 1990) and the Dakar Framework for Action (Dakar, 2000) have underscored the importance of Early Childhood Care and Education (ECCE) as part of a comprehensive approach to achieving Education for All (EFA). The world education community (World Education Forum) agreed that the first of the six global goals would be devoted to ECCE: *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.* The Declaration is as below:

“All young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn. The past decade has provided more evidence that good quality early childhood care and education, both in families and in more structured programs, have a positive impact on the survival, growth, development and learning potential of children. Such programs should be comprehensive, focusing on all of the child’s needs and encompassing health, nutrition and hygiene as well as cognitive and psycho-social development. They should be provided in the child’s mother tongue and help to identify and enrich the care and education of children with special needs. Partnerships between governments, NGOs, communities and families can help ensure the provision of good care and education for children, especially for those most disadvantaged, through activities centered on the child, focused on the family, based within the community and supported by national, multi-sectoral policies and adequate resources.

Governments, through relevant ministries, have the primary responsibility of formulating early childhood care and education policies within the context of national EFA plans, mobilizing political and popular support, and promoting flexible, adaptable programs for young children that are appropriate to their age and not mere downward extensions of formal school systems. The education of parents and other caregivers in better child care, building on traditional practices, and the systematic use of early childhood indicators, are important elements in achieving this goal”.

#### **Dimensions of ECCE**

Early childhood care and education is related to a number of factors and approaches and it is relatively a new discipline combining elements from several fields, including infant stimulation, health and nutrition, early childhood care, early childhood education, and early childhood care education and development (ECCED) for intellectual, emotional and physical development and socialization of the young child.

Research based studies have established that growth and development of child begins at conception, while learning begins at birth. The pre-natal care of the child is related to mother-

care and the post-natal care to both the mother and the child. The care intervention is thus comprehensive and goes beyond the limited parameter of child care only. Therefore, the holistic approach to child care takes into account both mother and child care. This means pre-natal care of mother and child (conception to child birth), post-natal care of mother and child (0-3 years), early childhood care and education (0-5 years) and/or early childhood care, education and development (0-11 years).

This holistic approach to ECCE can be integrated consciously into a program-approach package of development or there can be a project approach, where individual projects on aspects of early childhood care, education and development can be undertaken separately.

Research studies have also established that development of a child begins within the family and mostly depend on parents. Educated parents are able better to prepare their child for smooth entry into the school. As most of the parents in underdeveloped situations (as in Bangladesh) are uneducated, they are unable to prepare fully their children for school. Due to inadequacy in school readiness, children can not adapt themselves to schools and have a tendency to drop out. The studies have convinced some development planners to undertake “Parenting Education/ Care-giver” programs.

Studies have also found that child’s learning ability gets better, if mother language is used for early childhood education. Such studies have persuaded development planner to adopt multi-lingual approach to child’s education.

ECCE has a strong and positive impact on further learning, in primary education and beyond. It was found in Brazil that the total cost of schooling, including the early learning program itself, for pupils up to grade 2 of primary education, was 11% lower for those who participated in ECCE than for those children who did not. In this and other programs, drop-out and grade repetition on primary education turned out to be lower as well (Myers, 1992)<sup>1</sup>. Similar outcomes were found for the integrated Child Development Service in India, a project serving 32 million children (Young, 2002)<sup>2</sup>. Besides these international studies, research conducted by Plan Bangladesh, BRAC and ICDDR,B indicate that early stimulation and preparation for education enhance student learning in school and increase the possibility of retention up to the terminal grades.

Besides, a growing body of knowledge suggests that there are very specific and sometimes brief periods in which the developing brain is particularly fit to acquire certain skills. These skills themselves have also been broken down- as for example, language acquisition consists of a multitude of sub-tasks with differing sensitive periods (OECD, 2002)<sup>3</sup>. The sensitive periods are not rigid but if certain stimulation is not provided, the cells become less functional (Bruner, 1999)<sup>4</sup>. These findings indicate that learning experiences, both structured and unstructured, are required for the children before they enter into the primary school for their future education.

---

<sup>1</sup> Myers, R. (1992): *The Twelve Who Survive: Swengthening Programs of Early Childhood Development in the Third World*, London, Routledge.

<sup>2</sup> Young, M.E. (ed.): *From Early Childhood Development to Human Development*, Washington D. C, World Bank.

<sup>3</sup> OECD (2002): *Organization for Economic Coordination and Development. Understanding the Brain: Two & a New learning Science*, Paris.

<sup>4</sup> Bruner J. T. (1999): *The Myth 9th First Three Years: A New Understanding of Early Brain Development and Lifelong Learning*, New York, Freg Press.

A child's development has different dimensions which have been captured by Evans<sup>5</sup> in the following definition:

“Early childhood care and education means providing all the supports necessary for every child, within family and outside, to realize his/ her right to survival, to protection, to care and to education that will ensure optimal development from birth to age six.”

It has been found that development of a child during the early childhood years depends on various care giving opportunities and institutions, as for example, parents or family care at home, a sort of mini- center/play-ground for child care in the neighborhood, pre-primary education organized in formal class or center etc. The first care-giving facility, the family, is independent of any state or non-state institutional system and it is enriched with age-old tradition and wisdom, more so if it is a joint family or parents in couple-family are aware of traditional wisdom. A neighborhood child care center/ pre-primary education center can also attain family-oriented tasks under an institutional arrangement. The third stage, pre-primary education, which is preparatory to formal education, is a critical transition point in child development. Appropriate care and learning opportunity at this stage ensures that the child is prepared for, and able to benefit fully from formal education. This means that pre-primary education is developmental and educational support provided to the child at an early age, may be 3-5/6 years, in order to ensure the child's right to protection, care, survival and preparation for school education through play, amusement, and introduction to literacy and numeracy, irrespective of the child's physical, mental and social status.

#### **NPA-I Experience (1992-2000)**

In course of implementation of the National Plan of Action-1 (1992-2000), limited Early Childhood Education and Development (ECED) programs had been implemented for (a) restructuring and redirecting the existing pre-school facilities, (b) formalizing the “Baby Classes” in primary schools by phases, (c) promoting and supporting wider non-formal, family and community-based initiatives, (d) developing the concept of Early Childhood Care Education and Development (ECCED), and for the purpose, (e) preparing suitable curriculum, learning materials, special teacher-training arrangements, advocacy, parental education on physical and nutritional needs of children on pilot basis, etc. The NPA-1 initiatives created awareness in government, non-government, and civil society sectors.

However, bulk of the works had taken place in families and within the communities, through private initiatives with government support to non-government and community initiatives and material supports where feasible. Split in two phases, the program had covered half the 4-5 year old child population (8.40 million) by 2000. The government had also provided substantial support for classroom construction, teachers, implements, research, etc. to feeder school program at community level.

As a follow-up of NPA-I, an important ECCED program undertaken had been a component of the government's Integrated Non-formal Education Program (1991-97) for 75,000 children. The project covered only 63,000 children at its closing in 1997. Primary Education Development Program (PEDP I, 1998-2003) had proposed to establish ‘baby classes’ in 60,000 schools Government Primary Schools (GPS) and registered non-government primary schools (RNGPS).

---

<sup>5</sup> Evans J. L et al (2000) *Early Childhood Counts: A programming guide on Early Childhood Care for Development*, Washington D.C. The World Bank.

Accordingly, the GoB allocated funds for one million books, display and play equipments in year of operation. It should have covered 2.4 million children, @ 40 per school. The 2000 Assessment Report found that 10.3 percent of the children targeted for had been really been covered.

In 1997 the National Committee on Primary Education (NCPE)<sup>6</sup> recognized the importance of pre-school education, but in view of the shortage of teachers, physical facilities and severe resource constraints, it proposed instead to treat the first six months of Grade I of primary schools as preparatory education, thereby obviating the need for separate pre-school program or baby class. In spite of everything, the 'baby classes' continue to run as before without proper organization and formalization (Source: Learning for Change: NPA-II, 2003-2015).

The NCPE proposal did not materialize, but some progress was noteworthy. For example, a survey estimated that 11.52 million 3-5 years old children have been covered with a gross enrolment of 2.6 million children in pre-school education having a gender parity index of 1.1 (BBS/ UNICEF/ PMED, 1999). The net estimated figure was 9.356 million children by 2000. Information gathered from different sources in 2001 show a total of 1.864 million 4-5 year old children benefited from various ECED level programs - 1.05 million in "Baby Classes" in 42,000 GPS and RNGPS; others went to kindergartens (484,000), madrasahs (242,000), ethnic minorities 'Para' (neighborhood) centers (46,875), non-government institutions (33,800) and a small number in orphanages, day-care centers and pre-schools centers. Fifty-two percent of 4.54 million children enrolled in "primary" grade-1 had attended pre-school program. A PMED circular in 1999 encouraged GPSs to organize and continue the baby classes, though without making any provisions for appointment of teachers, or a structured curriculum, or any other investment/ incentive initiative. (NPA-II, (2001-2015), MoPME, 2007)

These gains of ECED have further been consolidated through pre-school education in preparing children of poor families for primary schools, to minimize drop-out and repetition rates, particularly at grade 1 level. For example, the GoB in the MOPME has authorized two NGOs-BRAC and Save the Children USA- to organize pre-primary classes in GPS and RNGPS. By the end of 2006 the BRAC has organized 20,000 one-year school preparedness baby classes in the premises of GPSs or in the vicinity/ catchments of the school where the mother school is to enroll the passing children (33 per class) in grade 1. This arrangement has emerged as a model of pre-school education through partnership between the government and the NGO, giving the government the option of cost sharing and supporting early childhood education. The BRAC program was especially effective among Santal, Oraon, Paharia, Mahali, and other indigenous (adivasi) people of Rajshahi Division. (Source: Muhammad Sirajuddin: *Sample Survey on Households and Schools in Dinajpur and Chittagong Hill Tracts Districts*, UNESCO, 2007, unpublished.)

The other NGO, Save the Children-USA, authorized to set up pre-school activities in RNGPS, has organized 2,000 units so far, including home and community-based centers in school catchments areas, linked to designated mother schools. Plan Bangladesh, another NGO, is working in this area independently with family- and community- based programs, through and in collaboration with other NGOs – such as BRAC, Dhaka Ahsania Mission (DAM), Grameen Shikkha, etc. It has also assisted the national ECD project implemented by Bangladesh Shishu Academy (BSA), a field organization of the Ministry of Women and Child Affairs (MOWCA). The BSA centers carry the name Shishu Bikash Kendra (some other NGOs also use this name). UNICEF supports the BSA project.

---

<sup>6</sup> PMED: Report of the National Committee on Primary Education, 1997

UNICEF also supports the pre-school program of the Integrated Community Development Project (ICDP) of the GoB in the three hill districts of Khagrachhori, Rangamati and Bandarban. One of the components of ICDP is the 'Para' Center (or neighborhood/ block center) for initiating the ethnic children into education. Plan Bangladesh provides technical assistance to UNICEF as well as the GoB on ECD project. UNICEF has helped establish an ECD network of the BSA and NGOs involved in ECD.

In the light of experience during the period 1995-2003, ECCE programs and activities under the national policy can be categorized into three groups, namely,

- School-based pre-primary education (play groups/baby class) run by NGOs with approval of government and assistance of national and international donors;
- Informal 'Baby Classes' in GPSs/ kindergartens and religious schools (Ebtedayee Madrasah/ Tol/ Missionary);
- Limited home- and community-based ECD programs managed by families/communities/ NGOs.

### **Partnership Approach**

The GoB is a signatory to the Dakar Framework for Action (DFA) whereunder an important commitment was to follow an approach of partnership with organizations and individuals willing to cooperate with the GoB. In the NPA-II, this commitment has been reflected in GoB approach to ECCE thus:

- Appreciate the role of NGOs and civil/ private organizations engaged in ECCE programs.
- Encourage and authorize select NGOs to establish pre-school classes in government, and registered non-government primary schools (supported by the government).
- Allow other NGOs wishing to establish and manage such programs to do so.
- Encourage community-based ECD/ECCE centers, established and managed independently by NGOs.
- Establish an ECCE unit to provide oversight and coordinate the activities of NGOs and other organizations, to extend technical assistance in development of teaching, learning, training and play materials for the program, and ensure enrolment and continuing in primary education; and
- ECCE programs/projects/activities meet not only educational but also such needs as health, nutrition, water, sanitation, etc., particularly of the children of hardcore poor families, for full development of their "cognitive, emotional, social and physical potential" (UNICEF, 2001).

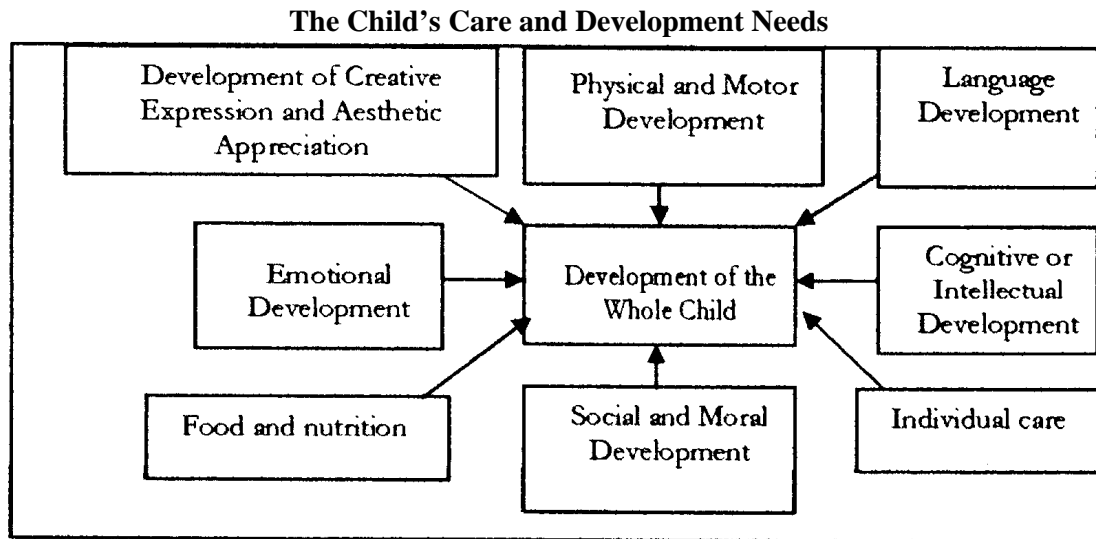
This means that priority target group for ECCE coverage by the GoB has been accepted to be children of age group 3-5 years. There is emphasis on 'reaching the unreached' through

---

providing special facilities to same age-group children belonging to disadvantaged population (eg. disabled, ethnic/ isolated communities, hard-to-reach children and communities suffering from social exclusion, children at risk, street children, etc.).

### Conceptual Framework

The tasks have been accepted to be huge, and comprehensive; but not impossible. The NPA-II has designed the ECCE activities based on development needs of children as depicted in following schematic arrangement:



*Source: UNESCO, 2001*

### ECCE Programs under NPA-II

In accordance with the national policy on ECCE containing contents, modalities of organization and operation, coordination, monitoring and evaluation, and an institutional arrangement to implement such a policy, the NPA-II envisages three types of programs to address ECCE, such as,

- School-based ECCE program (SBEP) for pre-primary education,
- Community-based ECCE program (CBEP), centers located within primary school catchments with arrangements for transfer of pre-school completers to the linked mother school; and other activities for total development of children; and
- Home-based program (HBP) as may be necessary and convenient for the target children;

Taking into consideration the GoB appreciation of (1) the child's care and development needs, and (2) the types of programs to be implemented to address ECCE, it is relevant to examine approaches to ECCE. A critical examination of NPA-II suggests that the GoB has adopted an integrated approach combining all aspects of child care and development, such as health, nutrition, sanitation, pre-natal/ post-natal care, education (pre-school/school) activities in service-providing centers, and follow-up activities, including arrangements for monitoring and evaluation.

### **School-based Formal ECCE Program**

With regard to early childhood education, the main formal program, styled School-based ECCE program (SBEP) for pre-primary education of 3-5 year age-group children, runs as a constituent of all formal government, communities and non-government primary schools, including those for the ethnic minorities and disabled children, madrasahs, Missionary schools, English medium schools, Tols and similar institutions. “Baby Classes ” attached to primary schools are now pre-primary or preparatory class and generally focus on 5 year old children who get enrolled in primary education stream. The SBEP children are covered under School Feeding Program.

### **Non-formal Community-based ECCE Program**

Implementation of non-formal track of ECCE is community based. Under this community-based ECCE program (CBEP) the community organizes Community ECCE Centers (CEC) and Home-based program (HBP) under NFE sub-sector for 3-5 year age-group children of hard-core poor families, provide care and development services covering health, nutrition, and socialization, and gradually initiate the children to education, conduct the school preparatory course for the 5 year olds and on completion arrange their enrolment in grade 1 of primary schools. School-feeding is a part of this CBEP.

### **Day-care facilities**

CBEP helps organize community level day-care facilities (including pre-3 children/child-to-child care) for working mothers, in cooperation with employers, and relevant government agencies (eg. MoE, MoWCA, MoCHT, MoHFW, MoL, LG Division of LGRDC), civil society, NGOs, CBOs, parents’ groups, etc.

### **Separate Classroom in Primary Schools**

It is a long-term objective of the ECCE program, especially under the SBEP, to have appropriate classrooms to take around 30 children in a class. In the Primary Education Development Project, Phase-II (PEDP-II) stipulations and budgetary allocations have been made for the purpose.

### **Training of Parents and Caregivers**

Under the CBEP the community ECCE centers are to provide training to parents and the caregivers with a purpose to enrich their understanding and practice of care-giving at family, school and community levels. Examples are Parenting programs of Dhaka Ahsania Mission, BRAC, and Save the Children-USA. Some other NGOs also have special “parenting” programs.

### **Core Curriculum and Learning Materials**

Under the leadership of MOPME, the National Curriculum and Textbook Board (NCTB), NGOs, academic organizations, and individual experts are involved in developing a set of care learning contents and reasonably priced material equipments to suit needs of children. In this respect, the MoPME has taken an initiative through BU-IED for curriculum development. Save the Children-USA, and Dipsikha (having motto of Non-Formal Education Training and

---



Research Society for Village Development) and Para Center under the ICDP of the Ministry of CHT have developed social curriculum for adivashis/ tribes of Rajshahi, Dhaka, Sylhet, and Chittagong Divisions to impart learning in Tribal dialects/ languages to familiarize ECCE learners in Bangla medium curriculum. This program is described as multi-lingual education.

### **Training of Teachers, Facilitators and Caregivers**

Human resource in respect of early childhood care and development had been meagre. Under NPA-II, the GoB has undertaken training programs for teachers, facilitators, and caregivers with a purpose to build national capacities in respect of ECCE in the government and non-government schools. NGOs like BRAC, Dhaka Ahsania Mission, Plan-Bangladesh and others have taken specific target-child oriented teacher-training programs.

### **Information, Education and Communication**

A comprehensive program on information, education and communication has been developed and is under implementation for advocacy, social mobilization, and communication through mass media and other modes to convey messages of ECCE to parents in rural, remote, tribal and slum areas. It is also raising awareness among local governments (Union Parishad/municipal bodies) to initiate both SBE and CBE programs.

## **1.1 Policy and Systems Indicators on ECCE**

### **1.1.1 Existence of national, multisectoral Early Childhood Policy**

#### **Legal and Institutional Arrangements**

Bangladesh is a signatory to the Convention on the Rights of the Child and the World Declaration on Survival, Protection and Development of Children (New York, September 1990), World Conference on Education for All (Jomtien, March 1990), and the Dakar Framework for Action adopted by the World Education Forum (Dakar, Senegal, April 2000)\*. Bangladesh observes every year “Universal Children Rights Declaration/ Implementation Week”.

In consideration of international commitments with regard to early childhood care and education, the Government of Bangladesh (GoB) has undertaken ECCE as a major component of pre-primary education. For efficient management of matters related to the women and children the Government has specifically created the Ministry of Women and Children Affairs (MoWCA). There are specific enactments, such as, the Birth, Death, and Marriages Registration Act, 1886, the Child Marriage Restraint Act, 1929, the Children Act, 1974, and Suppression of Violence Against Women and Children Act, 2000 (amendment 2003) to protect the rights of children and prevent child abuse. The National Plan of Action-II (2001-2015) incorporates

---

\* *DFA (2000) uses the term Early Childhood Care and Education (ECCE), covering programs for 3-5 year old children; this is also the term used by the UNESCO, with a slight variation as Early Childhood Care and (Initial) Education. EFA Framework for Action, endorsed by WCEFA (1990) used the expression “early childhood care and development (ECCD) activities”; UNICEF and World Bank use the term Early Childhood Development (ECD), OECD uses the term Early Childhood Care and Care (ECEC). Other terms used interchangeably are ECE, ECED and ECCED. Since this MDA, 2007 is prepared in the EFA DFA context; it uses the term, ECCE.*

specific policy/ programs/ projects on child care and education, with emphasis on children having special needs and being most disadvantaged, so that unreached are reached.

### **National Multi-sectoral Policy on ECCE**

In Bangladesh policies and programs exist on early childhood care (pre-natal/ post-natal during 0-59 months) and early childhood education for 2-7 years age group children (nursery/ kindergarten/ baby class/ pre-school/ pre-ebtedayee) and run through formal/ informal and non-formal education systems. Early childhood development activities take place in family and in institutions like Para (block) centers/ Day-Care Centers/ Shishu Bikash Kendro (Early Childhood Development Centers), and a number of other institutional arrangements, in government, non-government/ civil society sectors.

Policies and programs related to children of age-group 0-7 years are framed and implemented by a number of Ministries and organizations in government and non-government/ civil society sub-sectors. For example, the Ministry of Health and Family Welfare (MoHFW) runs institutions like Mother and Child Health Centers and organizes annual immunization campaigns like the EPI and Vitamin-A supplementation. The MoHFW implements investment projects like the Health, Nutrition and Population Sector Program, Maternal Child and Reproductive Health Services, National Nutrition Program, Urban Primary Health Care Project, Mother and Child Health Training & Research Organization, etc. The Ministry of Industries (through BSCIC) implements a project on Universal Iodized Salt Manufacturing Project. The Ministry of Local Government, Rural Development and Cooperatives (MoLGRDC) implements projects on public health, hygiene, sanitation, water supply, Arsenic Mitigation and education thereof. Similarly, the MoWCA runs a large number of investment projects like Day-Care Center, Childhood Development Project, and Program for Reducing Risk for Working Children, Protection of Children at Risk, etc. The Ministry of Chittagong Hill Tracts runs a project, Integrated Community Development Program (ICDP) that includes Para Center-based ECCE activities.

ECCE activities also take place within the bounds of the family and in institutions, like Forkania madrasah (Muslim), teachers'-house-based Guru-griha or Tol (Hindu/Buddhist), Missionary School, nursery class in English medium school, baby class attached to government and non-government primary school, and centers run by civil societies.

#### **1.1.2 National Standards for Monitoring Developmental Readiness in Early Childhood and Learning Programs**

The Ministry of Primary and Mass Education has approved an Operational Policy Framework for Pre-Primary Education in the context of Early Childhood Development in Bangladesh with assistance of the Institute of Educational Development- BRAC University (BU-IED). In the Operational Policy Framework national standards are being set for monitoring developmental readiness in early childhood and learning programs with age-based criteria. Under the Operational Policy Framework, institutional arrangements are being set up to review social, cognitive and emotional domains of the children under the age of 6 years. Instruments have been/ are being developed to monitor physical development, cognitive development, language development, social development and emotional development along with operational strategies. For the purpose of monitoring child development, (i) developmental domains and milestones by the end of 5 years have been prepared, (ii) caregiver practices for the 4<sup>th</sup> & 5<sup>th</sup> years, and (iii)

analysis at various intervention levels in caring and nurturing of under 5 children have been developed.

Compulsory Primary Education Implementation Monitoring Unit (CPEIMU), an organization under MoPME, performs, among others, the task of monitoring activities related to primary education. The DPE has a Management Information System (MIS) for monitoring PEDP-II and other organizational and developmental activities. The Director (projects) in the DPE also monitors progress of development projects' activities. At the highest level, the MoPME and the Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning monitors developmental activities for information of and review by the Executive Committee of the National Economic Council (ECNEC) according to set standards.

### **1.1.3 Presence of Early Screening Programs with Referral System**

Early screening programs with referral system for children before their entering or upon their enrollment into grade-1 of primary schooling with purpose to detect physical or mental abnormalities are being developed at the instance of MoPME under the Operational Policy Framework. This will provide opportunity to managers of Early Childhood Education to take referral and corrective measures.

### **1.1.4 Health Links in ECCE established, with visits by health professional, diagnostic or referral**

Children oriented programs for age-groups 0-84 months have been undertaken by a few Ministries of the GoB and a good number of NGOs. Under the Integrated Community Development Project (ICDP) in the Chittagong Hill Tracts health-care (both preventive and curative) and nutrition oriented activities (eg. protein biscuit for tiffin) for children (0-59 months) are being practised in Para Centers. Iodized Salt Project of Bangladesh Small and Cottage Industries Corporation (BSCIC), Health, Nutrition and Population Sector Project, Maternal Child and Reproductive Health Services, National Nutrition Program of the Ministry of Health and Family Welfare, Hygiene, sanitation, water supply, health education programs and Urban Primary Health Care Project of MoLDGRC, etc: are some of the GoB programs that links health care activities to ECCE (Annexure-1).

These programs contain child oriented training for health professionals (HP), home-visits by HPs, diagnostic & referral services and treatment of children.

NGOs, philanthropic individuals, and civil societies run services like health awareness advocacy, diagnostic and referral services and treatment centers for children. Institutes of Child Health and Paediatrics Learning, training and treatment centers cater to requirement of children.

The GoB in the MoHFW and the Association of Pediatrics Physicians and Surgeons have monitoring arrangement for child health care.

### **1.1.5 Careers for ECCE care providers professionalized, including pre-service and in-service, training, pay parity with primary schools, university and higher education degree programs**

Institutional care providers are professionals working in government and non-government institutions as birth attendants, nurses, family health visitors, para-medics, school teachers, training of care providers, supervisors, etc.

The professional care providers work in institutions (both government and non-government) as regular employees under revenue budget and as employees in development (investment) projects. Both government and non-government organizations employ the latter group on regular payroll on good performance basis. Care providers in the government are paid from the revenue budget (regular/ permanent) and development (project) budget (temporary project employee).

Salary and emoluments of care providers in the government are structured in prescribed scales of pay with provisions for pay escalation (annual increment), and promotions on merit to graduate from one scale to the next higher scale.

The Recruitment Rules prescribe minimum qualifications, and Service Rules provide for both pre-service (on probation) and for in-service training in professional training institutions (eg. Nurses Training Institute, Primary Teachers Training Institute etc.).

The ECCE care-providers have pay parity with professionals of their kind. For example, a birth-attendant's pay could be more than those employees of the same kind in the same scales of pay, but a family health visitor gets equal pay of employees of the same kind. The teachers in "Baby Class" of a government primary school get equal pay and employments of any other primary school teacher of his/ her kind.

In the private/ NGO/ Sector the salary and emoluments of care-giver depends on standing of the institution he/ she serves, as well as the employees prescribed qualifications, personal attainments and social standing, that is, capacity to bargain and qualifications to slot-in.

At the higher level (eg. University) pay and emoluments of care-givers and similar kind of employees are same, except that care-givers with specialized qualifications, experience and social/ public standing stand above the mediocre.

It is generally agreed that care providers of children are held in high esteem (value judgment) by the society.

### **1.1.6 National ECCE or education policy includes provision of ECCE for vulnerable and disadvantaged children**

The Constitution of Bangladesh guarantees equal opportunities to all children, irrespective of caste and creed. Bangladesh is a signatory to the Asian and Pacific Decade of Disabled Persons. The GoB has made an enactment, styled Disability Welfare Act 2001. Under this act the Ministry of Social Welfare has constituted National Coordination Committee on Disability with membership of such organizations as the National Forum of Organizations Working with the Disabled (NFOWD). There are also specific laws against oppression of house-maids, abuse of children and women. In practice, however, social, economic, ethnic and linguistic barriers do

not benefit all children\*. Groups remaining ignored are children from ethnic and linguistic minorities, children of floating population (including bade or boat-gypsies), street children, children with social stigma (eg. children of sex workers/ low caste Hindu), working children, domestic helps, and children with disabilities.

The Primary Education Development Program-II (PEDP-II) has provided for inclusive education for the excluded. But it is to be appreciated that inclusive education as a policy, concept and practice is new and at a nascent stage of development. The practices of inclusive education have to overcome mind-set of practioners and social barriers. The happy news is that a start has been made.

## 1.2 Core EFA MDA Indicators

### 1.2.1 Gross Enrollment Rate (GER) in Early Childhood Care and Education Programs

#### ECCE Age-group (3-5 Years) Population

Bangladesh programs on ECCE follow an integrated approach which combines health, nutrition, sanitation and education activities. This means that pre-primary (0-5 years) age-group children are covered under ECCE by various GoB/ NGO/ civil society/ private commercial institutions. Early childhood education in government primary schools (GPS) covers the children of 3-5 years, while other childhood cares for children of age-group 0-5 years are covered by programs of a number of government agencies and NGOs/ CBOs. However, some NGOs cover children of age-group 0-6 years (eg. Aparajeyo- Bangladesh) and even children of 5-10 years (eg. Dhaka Ahsania Mission). (For NGOs refer Directory of Early Childhood Development Organizations in Bangladesh, Bangladesh ECD Network Secretariat, 2007)

**Table-1: ECCE Population Eligible for Coverage during 2001-2015**

(In thousand)

Age-group 3-5 years	2001	2005	2010	2015
Total	10377	11022	10753	11682
Male	5295	5614	5477	5950
Female	5082	5408	5276	5732
<b>5-years old only</b>				
Total		3179	3150	3293
Male		1613	1600	1674
Female		1566	1550	1619

*Source: NPA-II (2003-2015), 2007.*

#### Official ECCE Target Population

In the NPA-II (2003-2015) children of age-group 3-5 years have been accepted officially for coverage under childhood education. The target population has been estimated at benchmark year 2001 to be 10.38 million, and it has been estimated to grow up to 11.02 million in 2005 and 11.68 million by 2015 shown below. The PEDP-II Baseline Survey, however, found the

---

\* Refer: Dr. Anupam Ahuja and Dr. Md. Ibrahim: An Assessment of Inclusive Education in Bangladesh, UNESCO/JFIT, 2006.

official age-group population (3-5 years) at 9.67 million. (Source: Directorate of Primary Education, PEDP-II Baseline Survey, 2005)

**Table-2: Target for ECCE Coverage during 2001-2015**

(In thousand)

<b>Formal Primary (3-5 years)</b>	<b>2001</b>	<b>2005</b>	<b>2010</b>	<b>2015</b>	<b>2001-2015</b>
Total	-	1000	1000	1317	3317
Male	-	-	-	-	-
Female	-	-	-	-	-
<b>Non-Formal Education</b>	40% of total Population	25% of 40% total population	45% of 40% total population	30% of 40% total population	80% of 2001 population or 32% of total population
Total	4151	1038	1868	1245	3321
Male	2118	530	953	635	1695
Female	2033	508	915	610	1626

Source: NPA-II

### GER in ECCE as against the target

The projected ECCE target population has been proposed for coverage during 2001-2005 under formal pre-primary and non-formal education. The coverage was estimated at 2.02 million in 2005 and distributed between formal (1 million) and non-formal (1.02 million) sectors. (Source: NPA-II, Table-6.2)

As against the official age-group (3-5 Years) population of 9.67 million, the GER in all institutions of formal stream has been estimated at 1.1 million of which 0.56 million are males and 0.54 million females. In terms of percentage, 11.26% are males and 11.55% are females, with a total of 11.40%. The Gender Parity Index has been found to be 1.03 (Table-3).

**Table-3: EFA MDA: Performance in ECCE Programs by Goal-wise Core Indicators**

Core Indicators	Population (age-group 3-5 yrs)			Population Enrolled in ECCE			GER for ECCE (in percent)			Gender Parity Index
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1. Gross Enrolment Ratio (GER)	4945069	4712885	9657954	556837	544558	1101395	11.26	11.55	11.40	1.03
a) Pre-primary in GPS	3921249	3139005	6430254	386704	391179	777883	9.86	12.46	12.10	1.26
b) KG, madrasah, NGO centers, RNGPS etc.	1023820	1573880	3227700	170133	153379	323512	16.62	9.75	10.02	0.56
2. Percentage of new entrants to Primary Grade 1 who have attended some form of							36.34	38.82	37.57	1.07

Core Indicators	Population (age-group 3-5 yrs)			Population Enrolled in ECCE			GER for ECCE (in percent)			Gender Parity Index
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
organized ECCE Program										
3. Private Center enrolment as percentage of total enrolment in ECCE Programs							18.09	18.08	18.09	0.99
4. Percentage of under-fives suffering from stunting							-	-	49.2 16.28	-
5. Percentage of households consuming iodized salt									84.0 96.77	
6. Percentage of trained teachers in ECCE Programs									74.55 20.00	
7. Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education									na	

*Source: PEDP-II Baseline Survey, 2005, Directorate of Primary Education, GoB.*

In the pre-primary in GPS the official age-group population (3-5 years) has been estimated at 6.43 million with a break-up of 3.29 million males and 3.14 million females. The GER has been found to be 0.38 million males (or 7.82%) and 0.39 million females (or 12.46%) with a total of 0.78 million (or 12.10%). (Table-3)

### **Kindergarten, Madrasah, NGO Centers**

In English medium schools, madrasah, NGO centers, etc. the official age-group population has been estimated at 0.32 million with 0.17 million males and 0.15 million females. As against this population, the GER has been found to be 10.02% (or 0.32 million) with a break-up of 16.62% for males (or 0.17 million) and 9.75% females (or 0.15 million). (Table-3)

### **Gross Enrolment Rate: Disaggregation by Regions**

In 2005, the official age-group population eligible for enrolment for 9.67 million and the total enrolment was 1.1 million. The regional distribution of the enrolled children suggests that the highest enrolment occurred in Barisal division 25.12% with a distribution of 24.31% males and 25.96% females. The GPI was 1.07%. The lowest enrolment was 4.53% with a break up of 4.59% males and 4.47% females. The GPI was 0.97%. The details are in Table-4 below:

**Table-4: Gross Enrolment Ratio in early childhood development programs (GER for ECCE) in Bangladesh, 2005**

Region	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity Index (GPI)
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>National</b>	556837	544558	1101395	4945069	4712885	9657954	11.26%	11.55%	11.40%	1.03
Barisal	89216	91039	180255	367022	350623	717645	24.31%	25.96%	25.12%	1.07
Chittagong	119319	118318	237637	1101089	1050383	2151472	10.84%	11.26%	11.05%	1.04
Dhaka	142688	137565	280253	1379714	1321428	2701142	10.34%	10.41%	10.38%	1.01
Khulna	84369	81436	165805	493027	468526	961553	17.11%	17.38%	17.24%	1.02
Rajshahi	105022	100655	205677	1250943	1174488	2425431	8.40%	8.57%	8.48%	1.02
Syhet	16223	15545	31768	353274	347437	700711	4.59%	4.47%	4.53%	0.97
<b>Average</b>	92806	90760	183566	824178	785481	1609659	12.60%	13.01%	12.80%	1.02
<b>Minimum</b>	16223	15545	31768	353274	347437	700711	4.59%	4.47%	4.53%	0.97
<b>Maximum</b>	142688	137565	280253	1379714	1321428	2701142	24.31%	25.96%	25.12%	1.07

Source: PEDP-II Baseline Survey 2005, DPE.

**Table-4.1: Gross Enrolment Ratio in early childhood development programs (GER for ECCE) in Bangladesh, 2004**

Region	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity Index (GPI)
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>National</b>	563566	545189	1108755	5043970	4807144	9851114	11.17%	11.34%	11.26%	1.02
Barisal	94217	89226	183443	374362	357635	731997	25.17%	24.95%	25.06%	0.99
Chittagong	122448	117630	240078	1123111	1071391	2194502	10.90%	10.98%	10.94%	1.01
Dhaka	142367	138725	281092	1407308	1347857	2755165	10.12%	10.29%	10.20%	1.02
Khulna	84278	82073	166351	502888	477897	980785	16.76%	17.17%	16.96%	1.02
Rajshahi	104168	101810	205978	1275962	1197978	2473940	8.16%	8.50%	8.33%	1.04
Sylhet	16088	15725	31813	360339	354386	714725	4.46%	4.44%	4.45%	0.99
<b>Average</b>	93928	90865	184793	840662	801191	1641852	12.60%	12.72%	12.66%	1.01
<b>Minimum</b>	16088	15725	31813	360339	354386	714725	4.46%	4.44%	4.45%	0.99
<b>Maximum</b>	142367	138725	281092	1407308	1347857	2755165	25.17%	24.95%	25.06%	1.04

Source: School Census 2004, DPE.

**Table-4.2: Gross Enrolment Ratio in early childhood development programs (GER for ECCE) in Bangladesh, 2003**

Region	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity Index (GPI)
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>National</b>	593387	574054	1167441	3982966	3771214	7754180	14.90%	15.22%	15.06%	1.02
Barisal	81805	81658	163463	331076	318165	649241	24.71%	25.67%	25.18%	1.04
Chittagong	136261	131801	268062	893561	850545	1744106	15.25%	15.50%	15.37%	1.02
Dhaka	152709	147261	299970	1084615	1029497	2114112	14.08%	14.30%	14.19%	1.02
Khulna	95944	92061	188005	410316	382253	792569	23.38%	24.08%	23.72%	1.03
Rajshahi	110782	106297	217079	984025	924645	1908670	11.26%	11.50%	11.37%	1.02
Syhet	15886	14976	30862	279373	266109	545482	5.69%	5.63%	5.66%	0.99
<b>Average</b>	98898	95676	194574	663828	628536	1292363	15.73%	16.11%	15.91%	1.02
<b>Minimum</b>	15886	14976	30862	279373	266109	545482	5.69%	5.63%	5.66%	0.99
<b>Maximum</b>	152709	147261	299970	1084615	1029497	2114112	24.71%	25.67%	25.18%	1.04

Source: School Census 2003, DPE



**Table-4.3: Gross Enrolment Ratio in early childhood development programs (GER for ECCE) in Bangladesh, 2002**

Region	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity Index
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>National</b>	725318	698415	1423733	4830565	4542546	9373111	15.02%	15.37%	15.19%	1.02
Barisal	87706	87113	174819	375355	360147	735502	23.37%	24.19%	23.77%	1.04
Chittagong	159710	151933	311643	1059262	1001704	2060966	15.08%	15.17%	15.12%	1.01
Dhaka	176962	170633	347595	1346061	1260132	2606193	13.15%	13.54%	13.34%	1.03
Khulna	116980	113814	230794	501001	467017	968018	23.35%	24.37%	23.84%	1.04
Rajshahi	164598	156109	320707	1221443	1140519	2361962	13.48%	13.69%	13.58%	1.02
Sylhet	19362	18813	38175	327443	313027	640470	5.91%	6.01%	5.96%	1.02
<b>Average</b>	120886	116403	237289	805094	757091	1562185	15.72%	16.16%	15.93%	1.02
<b>Minimum</b>	19362	18813	38175	327443	313027	640470	5.91%	6.01%	5.96%	1.01
<b>Maximum</b>	176962	170633	347595	1346061	1260132	2606193	23.37%	24.37%	23.84%	1.04

Source: School Census 2002, DPE.

In 2002, the national GER of ECCE was 15.19% and in 2005 the enrolment was 11.40%. The progression can be seen in Table- 4.4 with reference to Table: 4 through Table: 4.4.

**Table-4.4: Progress between 2002 to 2005  
(National level)**

Year	GER for ECCE			Gender Parity Index
	Male	Female	Total	
2002	15.02%	15.37%	15.19%	1.02
2003	14.90%	15.22%	15.06%	1.02
2004	11.17%	11.34%	11.26%	1.02
2005	11.26%	11.55%	11.40%	1.03

Source: DPE

### Gross Enrolment Rate: Disaggregation by Ethnicity

Bangladesh has a considerably large population from 28+ ethnic tribal groups distributed over the six regional divisions. The major tribes, in terms of population, the larger tribes are Chakama (252986 population in 46637 households), Saontal (202744 population in 40950 households), Marma (154246 population in 30004 households), Tripura (79772 population in 15860 households), Garo (68210 population in 14042 households) . The other tribes with population figures are Bangshi (2112), Bawm (6978), Buna (13914), Chak (2000), Coach (12631), Hajong (11477), Harijon (63), Khasia (13412), Khyang (2345), Khomoi (1241), Lushai (662), Mahal/Mahatoo (3534), Monipuri (24902), Munda/Mundia (2112), Murang (22178), Muro/Mow (3211), Pahari (1853), Pankue/Pankoo (3227), Rajbanshi (5444), Rakhain (16932), Tanchanghya (21057), Tipra (1242), Urang (11296), Uruo/Urua/Uria (2481) and others (261746). This tribes are distributed in Barisal (40506), Khulna (40558), Chittagong (687319), Dhaka (123258) and Rajshahi (314337). The tribes from Sylhet division have been shown with Chittagong division. (Table-5)

**Table-5: Tribal Households and Population by Tribes, 1991**

Locality & Tribe	Bangladesh		Barisal Division		Khulna Division		Chittagong Division		Dhaka Division		Rajshahi Division	
	H. hold	Popn.	H. hold	Popn.	H. hold	Popn.	H. hold	Popn.	H. hold	Popn.	H. hold	Popn.
Marma	30004	154216	296	1523	22	107	29274	150419	410	2159	2	8
Monipuri	4712	24902					4712	24902				
Munda	394	2112			392	2101					2	11
Murang	4273	22178					4273	22178				
Muro/Mo	620	3211					18	126			602	3085
Pahari	357	1853									357	1853
Pankue	588	3227					588	3227				
Rajbangshi	1085	5444			476	2474					609	2970
Rakhain	3017	16932	708	3415			2309	13517				
Saontal	40950	202744			575	3172	1977	10380	157	833	38241	188359
Tanchanghya	4043	21057					4043	21057				
Tipra	228	1242					138	762	90	480		
Tripura	15860	79772					15476	77677	380	2061	4	34
Urang	2285	11296			38	195	776	3930			1471	7171
Uruo/Uria	506	2481									506	2481
Others	50010	261746	6374	34467	6089	31832	13982	76133	6038	30662	17527	88652

Source: BBS: Statistical Pocket Book, Population Census, 1991, as readjusted in 2002.  
Note: H. hold- Household, and Popn.- Population.

Ethnic communities in the Chittagong Hill Tracts region belong to eight (8) language groups, namely, Chakma, Marma, Tripura, Boam, Kheyang, Lusai, Pankho, and Tanchangya. The Chakmas are the largest community. In the north-eastern region (Sylhet division and part of Dhaka division) the dominant language communities are Khasi (Sylhet), Monipuri (Sylhet and Maulvibazar), Lusai (Maulvibazar and Habigonj), Garo (Netrokona and Mymensingh), and Hajong (Mymensingh and Dhaka). Santals, Orao/ Urang, Mahali, and Mahato are major linguistic communities in Rajshahi division<sup>7</sup>.

### GER of Ethnic Minorities

The official age-group of children (3-5 years) from ethnic minorities from all over Bangladesh is 130348 of which enrolment in ECCE is 14267. The GER is 10.95 % with 11.18 % males and 10.71 % females, having a gender parity of 0.96. The details with regional distribution are in Table- 6.

<sup>7</sup>Source: Statistical Pocket Book, Bangladesh, 2002/Fazle Rabbani: Atlas of the Languages and Ethnic Communities of Chittagong Hill Tracts, UNESCO, 2004/ Profulla C. Sarker Ph.D: Location of Living and Situation of Primary Education of Different Ethnic Groups of Indigenous People in Rajshahi Division, UNICEF, 2005/ Muhammad Sirajuddin: Sample Survey of Households and Schools on Education Status of Ethnic Minorities, UNESCO, (unpublished) 2007.

**Table- 6****Indicator: Gross Enrolment Ratio in Early Childhood Development Programs (GER for ECCE)****Country: Bangladesh****Disaggregation: Ethnicity****Year: 2005**

Region	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>National</b>	7274	6993	14267	65053	65295	130348	11.18%	10.71%	10.95%	0.96
Barisal	146	163	309	1181	1087	2268	12.36%	15.00%	13.62%	1.21
Chittagong	4284	3955	8239	34947	32295	67242	12.26%	12.25%	12.25%	1.00
Dhaka	679	675	1354	7270	6944	14214	9.34%	9.72%	9.53%	1.04
Khulna	447	450	897	1887	5832	7719	23.69%	7.72%	11.62%	0.33
Rajshahi	1422	1473	2895	14756	14246	29002	9.64%	10.34%	9.98%	1.07
Sylhet	296	277	573	5012	4891	9903	5.91%	5.66%	5.79%	0.96
<b>Average</b>	1212	1166	2378	10842	10883	21725	12.20%	10.11%	10.47%	0.94
<b>Minimum</b>	146	163	309	1181	1087	2268	5.91%	5.66%	5.79%	0.33
<b>Maximum</b>	4284	3955	8239	34947	32295	67242	23.69%	15.00%	13.62%	1.21

*Source: PEDP – II Baseline Survey 2005, DPE.*

A sample household survey has been conducted by the present consultant in 124 households and 18 primary schools to study ECCE status among selected ethnic groups. The survey included Adivasi population like Orao, Saontal, Mahali, Mal Pahari, Mahato in Ghoraghat in Dinajpur and tribes like Chakma, Tripura, Marma, Pankho, and Tanchangya in Sadar, Kaptai and Kawkhali upazila of Rangamati district and Sadar upazilla of Khagrachhari district.

A finding of the survey shows that enrolment of 3-5 years age-group of children among ethnic groups is higher than the national average (Table-7). In Chittagong the enrollment rate of the ethnic groups is 12.25% whereas the household survey under analysis shows the enrollment rate of the same age group of children as high as 66.67%. In case of Dinajpur (Ghoraghat Upzila) the enrollment rate is as high as 72.94% (Table-7).

**Table-7: ECCE GER: Disaggregation-Ethnicity (CHT & Dinajpur)**

<b>Schools covered = 18</b>			
<b>No. of students in Pre-Primary Schooling, 2007</b>			
No. of students	Boys	Girls	Total
		138	136
<b>Age specific enrolment in Pre-Primary class, 2007</b>			
Age of 1 <sup>st</sup> January, 07	Pre-Primary class		
	Boys	Girls	Total
3 Year	11	10	21
4 Year	25	29	54
5 Year	42	59	101
6 Year	53	18	71
7 Year	8	4	12
8 Year	20	22	42

<b>Total:</b>	159	142	301
<b>No. of students enrolled in class 1 with Pre-Primary experience, 2007</b>			
No. of students	Boys	Girls	Total
	151	112	263
<b>No. of teachers teach in Pre-Primary, 2007</b>			
No. of teachers	25	-	-
<b>No. of teachers with C-in-Ed who teach in Pre-Primary, 2007</b>			
No. of teachers with C-in-Ed	5	-	-
<i>Source: Muhammad Sirajuddin: Sample Survey on Education Status of Ethnic Minorities, UNESCO, 2007.</i>			

It may be noted that the Ministry of Chittagong Hill Tracts is implementing a project, namely, Integrated Community Development Project (ICDP), under which Para Centers are providing special kind of education where children of age group 2-7 years are enrolled and local ethnic teachers teach the children in prescribed school curriculum in children's mother tongue and Bangla. This innovative teaching of multi-lingual education is a break-through approach. The Para-Center Approach is an innovative and successful one and the model can be replicated throughout Bangladesh.

In Dinajpur Ghoraghat region BRAC is running Community Schools, similar to the Para Center of CHT, with local indigenous teachers, teaching NCTB approved school curriculum in Bangla and ethnic mother tongues. In Ghoraghat the number of Missionary Schools is also noteworthy. These Missionary Schools teach in Bangla curriculum and ethnic mother tongues.

**Gross Enrolment Rate in Early Childhood Development Programs (GER for ECCE):  
Disaggregation: Disability**

Since Dakar Framework for Action, the GoB has put great emphasis on education of disabled children. The Department of Social Services (DSS) under the Ministry of Social Welfare (MoSW) is the focal point organization for persons with any kind of disability. Bangladesh is a signatory to the Dakar Framework of Action and also to the BIWAKO Millennium Framework (BMF) as put together by the UN ESCAP. Bangladesh Constitution assures that all children between age-group 6-10 years are provided with free basic education. There is a National Policy on Disability framed in 1995 and as a follow-up of this policy Bangladesh Disability Welfare Act, 2001 was enacted.

Organizations concerned with disability in the government are the DSS which provides care and education and runs a few programs for people with disabilities, including operating specialized centers for specific disabled groups of persons. The Directorate of Primary Education (DPE) and Bureau of Non-Formal Education (BNFE) of the MoPME provide education to the disabled, and the National Foundation for Development of the Disabled Person (NFDDP) in the GoB provides assistance to NGOs. The DSS and the Foundation provides vocational rehabilitation, financial assistance to NGOs for implementing disability programs and for providing micro-credit. The National Forum of Organizations Working with the Disabled (NFOWD), Handicap International, an international NGO and Center for Disability in Development are leading NGOs working for the disabled.<sup>8</sup>

---

<sup>8</sup> Source: *Towards A Barrier-free Society, NFOWD/ Handicap International/ Ministry of Social Welfare, 2007*

A recent study indicates a prevalence rate of 5.6 % in Bangladesh with multiple disabilities at 10.7 %, visual disability at 32.2 %, hearing disability at 18.6%, speech disability at 3.9%, physical disability at 27.8% and intellectual disability at 6.7%.<sup>9</sup>

The Division-wise regional disaggregation is: Barisal- 6.4%, Chittagong- 4.2%, Dhaka- 8.2%, Khulna- 4.3%, Rajshahi- 6.0%, and Sylhet- 4.3%. Disability prevalence by area pattern is highest in Char/ Haor areas (6.7%), followed by plain land (6%), coastal area (3.7%), and the Hill Tracts (2.8%).

Types of disability vary according to age-groups. For example, visual disability is highest (47.4%) among age-group 64+ and lowest among age-group 6-15 years. (Table-8)

**Table- 8: Distribution of Disability type by age-group**

Types of Disability	Age					
	0-5	6-15	16-30	31-50	51-64	64+
Multiple	7.1	10.4	10.3	4	13.8	18.6
Intellectual	0.0	10.4	15.1	7	2.3	1.2
Physical	50.0	30.2	33.3	30.8	24.8	1.0
Speech	10.7	8.5	5.6	2.5	0.9	1.9
Visual	14.3	11.3	15.9	40.3	39.4	47.4
Hearing	17.9	29.2	19.8	15.4	18.3	14.7

*Source: A Study on Prevalence of Disability in Bangladesh, HI-International/ NFOWD, 2005.*

### GER in ECCE

The official age-group children are 18,701 and the enrolment of ECCE is 9.47% with 9.57 % males and 9.34 % females having a gender parity of 0.98. The details with regional distribution are in Tables- 9, 9.1, 9.2, 9.3, 9.4, 9.5, & 9.6.

**Table- 9: Gross Enrolment Ratio  
In Early Childhood Development Programs (GER for ECCE) in Bangladesh, 2005  
Disaggregation: Disability – National**

	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	1032	740	1771	10786	7915	18701	9.57%	9.34%	9.47%	0.98
Visually	491	386	877	4385	3487	7872	11.21%	11.06%	11.14%	0.99
Hearing	318	266	584	3238	2805	6043	9.84%	9.48%	9.67%	0.96
Speech impaired	1032	686	1718	8692	6167	14859	11.87%	11.13%	11.56%	0.94
Cognitive deficiency	1083	969	2052	8339	7231	15570	12.99%	13.40%	13.18%	1.03
<b>Average</b>	791	609	1401	7088	5521	12609	11.09%	10.88%	11.01%	0.98

<sup>9</sup> (Source: A Study on Prevalence of Disability in Bangladesh, HI-International/ NFOWD, 2005)

<b>Minimum</b>	318	266	584	3238	2805	6043	9.57%	9.34%	9.47%	0.94
<b>Maximum</b>	1083	969	2052	10786	7915	18701	12.99%	13.40%	13.18%	1.03

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.1: Regional coverage of disabled persons: Barisal Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	114	94	207	408	295	703	27.88%	31.78%	29.52%	1.14
Visually	48	43	91	160	146	306	29.96%	28.47%	29.73%	0.98
Hearing	40	27	67	131	90	221	30.40%	29.88%	30.19%	0.98
Speech impaired	94	61	155	377	257	634	24.98%	23.62%	24.43%	0.95
Cognitive deficiency	86	74	160	393	399	792	21.82%	18.49%	20.14%	0.85
<b>Average</b>	76	60	136	294	237	531	27.01%	26.65%	26.80%	0.98
<b>Minimum</b>	40	27	67	131	90	221	21.82%	18.49%	20.14%	0.85
<b>Maximum</b>	114	94	207	408	399	792	30.40%	31.78%	30.19%	1.14

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.2: Regional coverage of disabled persons: Chittagong Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	270	208	478	2848	2221	5069	9.49%	9.38%	9.44%	0.99
Visually	146	111	257	1260	1025	2285	11.58%	10.80%	11.235%	0.93
Hearing	98	86	184	1008	899	1907	9.67%	9.61%	9.65%	0.99
Speech impaired	291	185	476	2430	1715	4145	11.985%	10.78%	11.48%	0.90
Cognitive deficiency	318	279	597	2421	2011	4432	13.13%	13.88%	13.47%	1.06
<b>Average</b>	225	174	398	1993	1574	3568	11.175%	10.89%	11.05%	0.97
<b>Minimum</b>	98	86	184	1008	899	1907	9.49%	9.38%	9.44%	0.90
<b>Maximum</b>	318	279	597	2848	2221	5069	13.13%	13.88%	13.47%	1.06

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.3: Regional coverage of disabled persons: Dhaka Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	267	190	458	2988	2259	5247	8.95%	8.43%	8.73%	0.94
Visually	140	116	256	1096	891	1987	12.82%	12.99%	12.89%	1.01
Hearing	77	66	143	742	683	1425	10.40%	9.60%	10.01%	0.92
Speech impaired	248	177	424	2022	1477	3499	12.25%	11.96%	12.13%	0.98
Cognitive deficiency	234	214	448	1735	1592	3327	13.50%	13.44%	13.47%	1.00
<b>Average</b>	193	152	346	1717	1380	3097	11.58%	11.28%	11.45%	0.97
<b>Minimum</b>	77	66	143	742	683	1425	8.95%	8.43%	8.73%	0.92
<b>Maximum</b>	267	214	458	2988	2259	5247	13.50%	13.44%	13.47%	1.01

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.4: Regional coverage of disabled persons: Khulna Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE (in percent)			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	153	92	245	1042	749	1791	14.71	12.31	13.71	0.84
Visually	49	37	86	285	234	519	17.20	15.85	16.59	0.92
Hearing	32	26	58	208	174	382	15.28	14.84	15.08	0.97
Speech impaired	153	108	261	819	581	1400	18.64	18.66	18.65	1.00
Cognitive deficiency	173	166	339	865	755	1620	19.98	22.04	20.94	1.10
<b>Average</b>	112	86	198	644	499	1142	17.16	16.74	16.99	0.97
<b>Minimum</b>	32	26	58	208	174	382	14.71	12.31	13.71	0.84
<b>Maximum</b>	173	166	339	1042	755	1791	19.98	22.04	20.94	1.10

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.5: Regional coverage of disabled persons: Rajshahi Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE (in percent)			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	196	134	330	2704	1836	4540	7.26	7.27	7.27	1.00
Visually	90	64	154	1187	900	2087	7.58	7.16	7.40	0.94
Hearing	58	47	105	818	654	1472	7.08	7.22	7.14	1.02
Speech impaired	215	134	349	2321	1579	3900	9.27	8.50	8.96	0.92
Cognitive deficiency	236	205	441	2257	1923	4180	10.48	10.66	10.56	1.02
<b>Average</b>	159	117	276	1857	1378	3236	8.33	8.16	8.27	0.98
<b>Minimum</b>	58	47	105	818	654	1472	7.08	7.16	7.14	0.92
<b>Maximum</b>	236	205	441	2704	1923	4540	10.48	10.66	10.56	1.02

*Source: PEDP – II Baseline Survey 2005, DPE.*

**Table-9.6: Regional coverage of disabled persons: Sylhet Division, 2005**

	Enrolment in ECCE			Official age-group population			GER for ECCE (in percent)			Gender Parity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Physical impairment	31	21	52	796	555	1251	3.88	3.85	3.87	0.99
Visually	18	15	33	397	291	688	4.54	5.05	4.76	1.11
Hearing	14	14	28	331	305	636	4.32	4.59	4.45	1.06
Speech impaired	31	22	53	723	558	1281	4.30	3.87	4.11	0.90
Cognitive deficiency	36	31	67	668	551	1219	5.41	5.59	5.49	1.03
<b>Average</b>	26	20	47	583	452	1035	4.49	4.59	4.54	1.02
<b>Minimum</b>	14	14	28	331	291	636	3.88	3.85	3.87	0.90
<b>Maximum</b>	36	31	67	796	558	1351	5.41	5.59	5.49	1.11

*Source: PEDP – II Baseline Survey 2005, DPE.*

### Non-Formal NGO/CBO Coverage

In the non-formal NGO/CBO sector the ECCE coverage is comprehensive- taking care of health, nutrition, sanitation, education, advocacy, etc. The coverage of 0-3 years children is



1,03,573, that of 3-5 years children is 6,50,841, and that of 5-6 years children is 76915, making a total coverage of 1.5 million children (Table-10).

**Table-10: ECCE Coverage by NGOs**

Age Groups Regions	0-3 Years			3-5 Years			5-6 Years		
	Male	Female	All	Male	Female	All	Male	Female	All
<b>National</b>			87558			588765			681004
<b>Barisal</b>			644			1723			10324
<b>Chittagong</b>			829			27966			17928
<b>Dhaka</b>			2403			4205			13867
<b>Khulna</b>			1093			10412			3105
<b>Rajshahi</b>			10848			17213			43247
<b>Sylhet</b>			198			557			140
<b>Total</b>	-	-	<b>103573</b>	-	-	<b>650841</b>	-	-	<b>769615</b>

*Source: Directory of Early Childhood Development Organizations in Bangladesh, published by Bangladesh ECD Network Secretariat, January 2007.*

The NFOWD member organizations work for creation of awareness about disabilities, health care and pathological service, treatment of disability, education, technical training, skill development, scholarship for education, inclusive education, rehabilitation, income generation activities with credit support etc. The target populations of NFOWD member organizations are people with disabilities of physical, hearing/ speech, visual, intellectual, and multiple kinds. The member organizations have served 34,472 boys and 45,210 girls and 162,829 children without gender specifications. The total number of children served comes to 242,511<sup>10</sup>.

### **1.2.2 Percent of new entrants to Primary Grade-1 who have attended some form of organized ECCE program**

Percentage of new entrants to Primary Grade-1 who have attended some form of organized ECCE program has been found to be 37.57% of all new entrants with a break-up of 36.34% for males and 38.82% for females.

Sample survey in Chittagong Hill Tracts and Dinajpur among ethnic population shows that out of 274 ECCE students 263 or 96% enrolled themselves in Primary Grade-1. This phenomenon can be explained by the fact that para centers in the three districts of Chittagong Hill Tracts and community and missionary schools in Dinajpur function as ECCE centers of learning with designated teachers for the purpose, and recruited from among the target group population. (Table-7)

<sup>10</sup> (Source: A Directory of Organizations Working In The Field of Disability In Bangladesh, Dhaka, 2002)

**Table-7: ECCE GER: Disaggregation-Ethnicity (CHT & Dinajpur)**

<b>Schools covered = 18</b>			
<b>No. of students in Pre-Primary Schooling, 2007</b>			
No. of students	Boys	Girls	Total
		138	136
<b>Age specific enrolment in Pre-Primary class, 2007</b>			
Age of 1 <sup>st</sup> January, 07	Pre-Primary class		
	Boys	Girls	Total
3 Year	11	10	21
4 Year	25	29	54
5 Year	42	59	101
6 Year	53	18	71
7 Year	8	4	12
8 Year	20	22	42
<b>Total:</b>	159	142	301
<b>No. of students enrolled in class 1 with Pre-Primary experience, 2007</b>			
No. of students	Boys	Girls	Total
	151	112	263
<b>No. of teachers teach in Pre-Primary, 2007</b>			
No. of teachers	25	-	-
<b>No. of teachers with C-in-Ed who teach in Pre-Primary, 2007</b>			
No. of teachers with C-in-Ed	5	-	-
<i>Source: Muhammad Sirajuddin: Sample Survey on Education Status of Ethnic Minorities, UNESCO, 2007.</i>			

### 1.2.3 Private Center Enrolment as percentage of total enrolment on ECCE programs

Besides the main stream of education in GPS, RNGPS, Madrasah, Kindergartens, and NGO/Community schools, a good number of students find their way into private non-registered non-government schools. The PEDP-II Baseline Survey (2005) found incidence of new entrants to primary grade-1 who have attended some form of organized ECCE program. The percentage of such children is 26.04% with 27.16% males and 24.88% females.

The non-government organizations run ECCE centers for children of age-groups 0-3 years, 3-5 years and 5-6 years. The number of children attending ECCE centers of 0-3 years number 103,573 while the official age-group 3-5 years children are 650,841. The numbers of children of 5-6 years have been found to be 769,615 (Annexure-2).

### 1.2.4 Percentage of Under-Fives Suffering from Stunting

It has been established from research and empirical studies that children's nutritional status is a reflection of their overall health. Studies on child health care suggest that when children are not exposed to repeated illness it indicates that they are well cared for and have access to adequate food supply varied enough and rich in micronutrients, such as iodized salt and vitamin-A. They have better chances to reach their growth potential.

Under-five children suffering from stunting is quite high in Bangladesh. According to a Report on Child Nutrition Survey (BBS), the prevalence of stunting among the population of age group 0-5 years had been as high as 65.5 % in 1990 and 51.4 % in 1995. It has been 48.8 % in both sex, 48.5 % for boys and 49.1 % for girls. (Source: Statistical Year Book, 2002, BBS)

As compared to this national figure under-five children suffering from stunting among tribes/ indigenous population in CHT and Rajshahi region is much better- 16.33% as against national- 48.8%. (Source: Muhammad Sirajuddin)

### 1.2.5 Percent of Households Consuming Iodized Salt

An important micro-nutrient, iodized salt is consumed in Bangladesh by 84% of households, except in Cox’s Bazar district where the consumption is 21%. It may be noted that 98% of country’s crude salt from sea-water is produced through solar evaporation method in Cox’s Bazar under supervision of BSCIC. Salt production thus is iodized under BSCIC patronage and supervision.

**Iodized salt consumption rate by division, Bangladesh 2006**



[Source: MICS, 2006, BBS/UNICEF]

The sample survey of households in CHT and Rajshahi region shows that 95.96% of households of tribal/ indigenous population take iodized salt. (Source: Muhammad Sirajuddin)

### 1.2.6 Percentage of Trained Teachers in ECCE Programs

Primary (and pre-primary) school teachers are supposed to have one-year “Certificate-in-Education” (C-in-Ed) that prepares them in pedagogical discipline, before taking classes independently. A PEDP-II Baseline Survey (June 2006) reveals that 71.9 percent teachers (74.8 percent male teachers and 67.2 percent female teachers) at GPS and RNGPS have C-in-Ed training.

The sample survey of households in CHT and Rajshahi region shows that there is 1 teacher is available for 25 children to teach and 20% of the teachers have Certificate-in-Education diploma. This is lower than the national average. As a matter of fact, some teachers in Para Centers do not have Secondary School Certificate diploma<sup>11</sup>.

<sup>11</sup> Source: Muhammad Sirajuddin: *Sample Survey of Households and Schools in Chittagong Hill Tracts and Rajshahi Division*

### 1.2.7 Public Expenditure on ECCE Programs as a Percentage Total Public Expenditure on Education

In Bangladesh public expenditure on any account is incurred on (i) management cost of service provided, (ii) recurring cost of repetitive service, and (iii) investment cost that is development by nature. The first two types of cost are met from Revenue Budget, and the latter type from Development Budget, styled, Annual Development Program (ADP).

Education had been a priority sector with the GoB since 1972 when primary education was made, compulsory, free and universal under the Constitution. Resource allocation has been high, as comparable to other sectors. The government provides support in a graduated scale to primary education, including non-formal education, in terms of enlarged projects and increased allocation from other sources. The GoB investment in the Universal Primary Education sector includes development of physical infrastructure of government primary schools (including construction of class rooms, utilities, administrative offices, construction/extensions of academic buildings), human resource development, supply of text books, stipends, school feeding programs, grants to registered/non-registered private schools, reaching out of children, Shishu Kalyan (child welfare) Trust primary schools, creation of child friendly environment, school completion examination, non-formal education- primary/adult education, monitoring UPE, etc. In the Primary Education Development Program-2 (PEDP-II) the six-year development investment outlay has been estimated at Tk. 49.331 billion.

The sources of funding of public expenditure on Primary Education are (i) revenue resources of the GoB in Taka and foreign exchange and also project Aid expressed in US Dollars/Taka. Bangladesh currency which is 69 taka to 1 US dollar.

Public expenditure on the six (6) EFA goals occur throughout the Government. The cost of management of these EFA goals is reflected in the Revenue Budget as cost of establishment of Ministries and organizations thereunder. The cost of fixed investment and development is borne under the Development Budget, known as Annual Development Program (ADP) (Annexure-1).

As compared to all sectors, public expenditure on education has consistently increased over the years from 11.13 percent in 1990-91 to 14.18 percent in 2005-06. The highest allocation for education as compared to all sectors was 26.62 percent in 2005-06 (Table-11).

**Table-11: Government Revenue and Development Budget, 1990-91 through 2005-06**  
(Tk. in million)

Year	Revenue and Development Budget		
	All Sector	Education	% of all sector
1990-1991 RB	134312.4	14944.2	11.13
1991-1992 RB	150500.0	19088.5	12.68
1992-1993 RB	166310.0	22674.3	13.63
1993-1994 RB	187500.0	27608.4	14.72
1994-1995 RB	214500.0	35262.6	16.44
1995-1996 RB	222609.2	35226.2	15.82
1996-1997 RB	242349.1	38473.2	15.88
1997-1998 RB	157000.0	41787.8	26.62
1998-1999 RB	307650.0	47190.0	15.34
1999-2000 RB	349440.0	52386.1	14.99
2000-2001 RB	371330.0	58517.0	15.76
2001-2002 RB	372891.8	58766.5	15.76

2002-2003 RB	419710.0	65037.8	15.50
2003-2004 RB	511014.8	67579.2	13.22
2004-2005 RB	579109.4	71301.2	12.31
2005-2006 BE	669116.8	94876.8	14.18

*Source: Bangladesh Bureau of Educational Information and Statistics, BANBEIS, 2006.*

Public expenditure on development of Goal-1 (ECCE) is spread in Ministries of CHT, Industry, LGRDC, Social Welfare, MoPME, MoE, Religious Affairs, Health and Family Welfare, MoWCA, Labour, etc. The total cost of all projects across all sectors during approved implementation period has been Taka 101.36 billion, which is equal to US Dollar 1.47 billion. Actual Expenditure on ECCE upto 31 December, 2006 has been Tk. 3.43 billion (Annexure-1).

In terms of percentage of total development expenditure of the GoB on ECCE across ministries/ organizations, actual expenditure from Development Budget on ECCE comes to 33.80 percent during 2001-06 (Annexure-1).

With regard to PEDP-II provisions for Primary Education, both formal and non-formal, stipulations have been made for “attendance retention and completion cycle” for (i) stipend for one and two-child families, (ii) Baby Class/ ECCE, and (iii) health care including periodic health checks. The cost has been estimated at Tk. 687.03 million for the period 2003-05, and a total of Tk. 48.95 billion for the period 2003-15. This is 10.7 percent of the total PEDP-II allocation for the period 2003-05. Again, the total cost on ECCE in the formal sector in the PEDP-II for the period 2003-15 has been estimated Tk. 48.9 billion as against the total PEDP-II cost of Tk. 403.532 billion. This is 12.1% of the total cost. (*Source: NPA-II (2003-2015) Table-12.4.1: Development Cost Estimates for Universal Primary Education*)

Taking into consideration of total revenue and development expenditure i.e. public expenditure on education as shown in Table-11 and development expenditure on ECCE in several Ministries as shown in Annexure-1, it will be reasonable to conclude that public expenditure on ECCE is 33.80% of total GoB expenditure of approved projects in the Development Budget, and 14.18% of all public expenditure on education.

### **1.3 Additional EFA MDA Indicators: ECCE**

#### **1.3.1 Net Enrolment Ratio in ECCE Programs, including Pre-primary Education**

In the NPA-II net enrolment rate for the male children was targeted at 83 percent in 2005 over 80 percent of benchmark year 2000. The target for male children was 87 percent and for the female children 89 percent (Table-2.1).

**Table -2.1: ECCE Target Population Estimated for NPA II**

Age Group	Benchmark 2000	Growth Projection and Targets by Selected Years (in 000s)		
		2005	2010	2015
Boys 3-5 years	5191	5614	5477	5950
Girls 3-5 years	5002	5408	5276	5732
Total 3-5 year olds	10193	11022	10753	11682
5-year olds	2912	3179	3150	3293
Boys	1477	1613	1600	1674
Girls	1435	1566	1550	1619
<i>Source: NPA-II (2003-2015), 2007.</i>				

The total population for the age-group 3-5 years was 9.66 million in 2005 with a break-up 4.9 million males and 4.7 million females. Net Enrolment Rate in 2005 was 11.09 % with a break-up of 11.05 % males and 11.09 % females. The Gender Parity Index was 1.01. (*Source: Baseline Survey, PEDP-II, 2005*)

### 1.3.2 Pupil-Teacher Ratio (Child: Child-Caregiver Ratio)

The present system of teaching in classes for 0-3 and pre-school 3-5 years old children varies from school to school, depending on the type of school and the management. For example, in GPS 1-2 teacher(s), preferably female, remain earmarked for teaching/ playing with children in “baby classes”. When she (or he) is absent a substitute looks after them. On an average there are about 58 children in baby classes. But the contract hour is about 768 hours. The government has taken major steps, following Dakar Framework of Action on EFA, to increase contact hours from 768 hours (2003) to 843 hours (2007), to 923 hours by 2009. In the NPA-II the GoB stipulated increasing number of teachers and raising their qualifications with B.ED education. The pupil: teacher ratio has been planned to be raised to 40:1 from the present pupil: teacher ratio of 58:1 in primary education including ECCE. (*Source: NPA-II/ Baseline Survey, 2005, DPE*).

In kindergartens the situation is better in matters of personal attention. The number of pupils in a section of “babies” in each section is around 30 and each class may have more than one section. However, at any point of time one group of children indulge in playful activity and another group take lessons. In kindergartens the Pupil-Teacher Ratio is 30:1. (*Source: Discursion with teachers of K.G Schools*)

The number of Ebtedayee Madrasah students in 2005 was 844,523 and the number of teachers was 28071. The pupil: teacher ratio is 30:1 (*Source: BANBEIS: Bangladesh Educational Statistics*)

In NGO/CBO Centers of Learning, the teacher-student ratio depends on the nature of the program, and the resources of the organization with source of funding. The Pupil-Teacher ratio varies from 30:1 to 58:1. (*Source: Directory of NGOs working on ECCE, 2004*)

### 1.3.3 Public Current Expenditure on ECCE per Child as Percentage of GDP per capita

Education in Bangladesh is basically state financed. Government allocations to the education sector out of its revenue and development budgets primarily finance educational expenditures. Full costs of government primary schools are borne by the government. The government also pays 90 percent of basic salaries, house rents and medical allowances to teachers of non-

government registered primary schools (NGRPS). Besides, the NGRPS also receive grants from the government for repair and maintenance of buildings. In this respect, however, there is no separate accounting for expenses on ECCE.

Revenue and Development expenditure on education in general and primary education (including ECCE) in particular has been consistently increasing since 1990. For example, education sector has received 11.13% of government budget allocations of all sectors in 1990-91; it has been 14.18% in 2005-06 with peak allocation of 26.62% in 1997-98 (Table-11).

**Table-11**  
**Government Revenue and Development Budget, 1990-91 through 2005-06**  
(Tk. in million)

Year	Revenue and Development Budget		
	All Sector	Education	% of all sector
1990-1991 RB	134312.4	14944.2	11.13
1991-1992 RB	150500.0	19088.5	12.68
1992-1993 RB	166310.0	22674.3	13.63
1993-1994 RB	187500.0	27608.4	14.72
1994-1995 RB	214500.0	35262.6	16.44
1995-1996 RB	222609.2	35226.2	15.82
1996-1997 RB	242349.1	38473.2	15.88
1997-1998 RB	157000.0	41787.8	26.62
1998-1999 RB	307650.0	47190.0	15.34
1999-2000 RB	349440.0	52386.1	14.99
2000-2001 RB	371330.0	58517.0	15.76
2001-2002 RB	372891.8	58766.5	15.76
2002-2003 RB	419710.0	65037.8	15.50
2003-2004 RB	511014.8	67579.2	13.22
2004-2005 RB	579109.4	71301.2	12.31
2005-2006 BE	669116.8	94876.8	14.18

*Source: Bangladesh Bureau of Educational Information and Statistics, BANBEIS, 2006.*

In Bangladesh national income is measured in terms of Gross Domestic Product (GDP), instead of Gross National Product (GNP). The GDP was estimated at Tk. 253546 crore in 2000-01 (100 crore = 1billion); it is estimated as Tk. 416155 crore in 2005-06. Per capita GDP has been estimated to be Tk. 29986 or USD 456. Sectoral growth rate of GDP in education (Base Year: 1995-96) is 7.98% in 2005-06. Sectoral share of GDP at 1995-96 constant prices is 2.47 percent in 2005-06. (Source: Bangladesh Economic Preview, 2006, Ministry of Finance, 2007)

The current accounting system in Bangladesh does not keep separate account of expenditure per child of the ECCE age-group (3-5 years). However, taking into account enrolments of pupils and budget allocations, the expenditure per pupil has been estimated at Tk. 1454 at current price, and at Tk. 759 at constant prices of 1990-91 (Table- 13).

**Table-13: Government Allocation for Primary and Mass Education**

Year	Total Enrolment (in'000)	Total Allocation as per Revised Budgets		Expenditure per Pupil Enrolled	
		Current Price (Tk. in million)	Constant 1990-91 Price (Tk. in million)	Current Price Tk.	Constant 1990-91 Price Tk.
1990-1991	12635	7370	7370	583	583
1991-1992	13017	10320	9400	793	722
1992-1993	14067	11650	10480	828	745
1993-1994	15181	14970	13050	986	860
1994-1995	17280	17590	14050	1018	813
1995-1996	17580	17720	13340	1008	759
1996-1997	18032	18640	13670	1034	758
1997-1998	18361	19310	13210	1052	719
1998-1999	17262	21520	13560	1247	786
1999-2000	17668	24340	14810	1377	838
2000-2001	17659	27520	16470	1564	933
2001-2002	17561	26500	15530	1509	884
2002-2003	18268	29550	16440	1617	900
2003-2004	18577	27020	14100	1454	759

*Source: Directorate of Primary Education*  
*Notes: (i) All Revised Budget figures are used; (ii) Data about 2003 & 2004 are unconfirmed.*

### 1.3.4 Under-5 Mortality Rate

Bangladesh has displayed considerable success in reducing infant and child mortality. The success in reduction of mortality rate has been attributed to GoB policy on preventive and promotive care. Under-5 mortality rate has declined significantly from 133 in 1993-94 to 88 per 1000 births in 2004. The child mortality rate has declined from 50 to 24 per 1000 live births for the same period. The infant mortality rate has been decreased from 87 in 1993-94 to 65 per 1000 births in 2004. The neonatal and post-natal mortality rates are currently 41 and 24 per 1000 births respectively. (Ten Years After ICPD (International Conference on Population and Development), MOHFW/UNFA- Bangladesh)

Under-5 mortality rate has been found to be 2.97% among children of indigenous and tribal of Rajshahi and CHT. (Source: Muhammad Sirajuddin)

### 1.3.5 Proportion of Infants with Low Birth Weight

The prevalence of low birth weight and wasting has been reported for 0 age-group to be 6% severe, and 29 % moderate and a total of 35% (Child Nutrition Survey, 2000, BBS/UNICEF).

Among the indigenous people of Rajshahi and tribes of CHT 60.24% of infants have low birth weight. (Source: Muhammad Sirajuddin)



### 1.3.6 Vitamin A Supplementation Coverage Rate

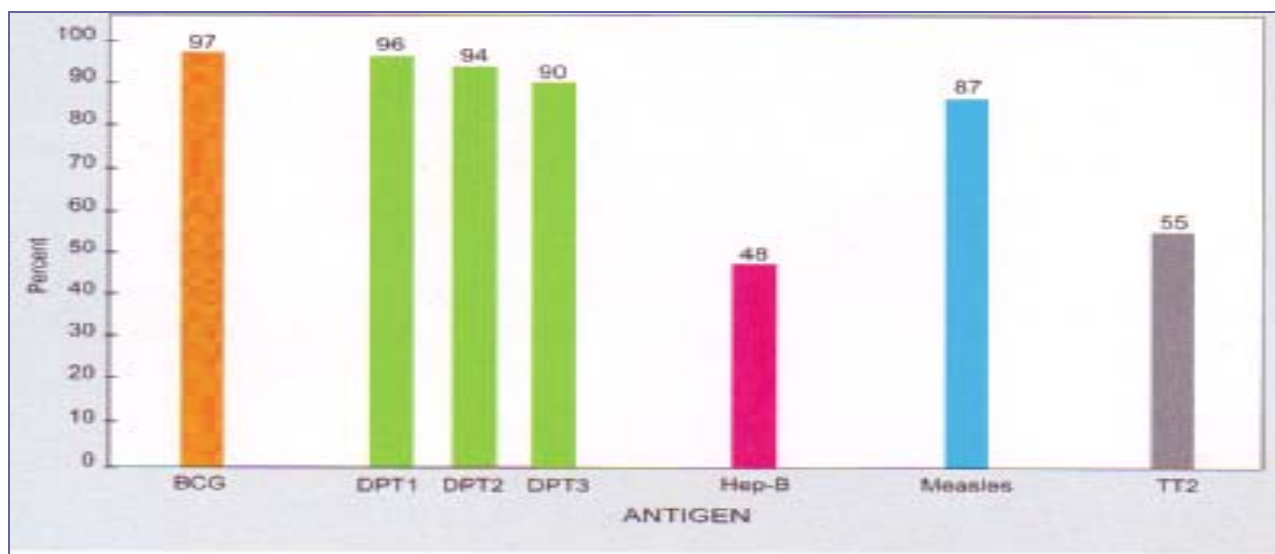
Bangladesh has high incidence of Vitamin A supplementation. About 85% of the children of age-group 9-5 months receive high dose of Vitamin A supplement with, however, regional variations (eg. Dhaka has high rate of 93% and Sunamganj 4%).

Children of indigenous and tribal people of Rajshahi and CHT have been covered up to 75.45% under the Vitamin-A supplementation program. (Source: Muhammad Sirajuddin)

### 1.3.7 Proportion of 1-Year Old Children Immunized against DPT-3, Polio, Measles, Hepatitis, and other vaccines

Bangladesh has a set of elaborate institutional arrangements for immunization coverage for the six major vaccine preventable diseases (DPT 3, Polio, Measles, Hepatitis), along with early diagnosis and treatment as the Histogram below shows. Immunization from Polio is 100% and 81% from other vaccine-preventable diseases.

**Immunization coverage of children and women by antigen, Bangladesh 2006**



[Source: MICS, 2006, BBS/UNICEF]

The proportion of 1-year old children immunized against DPT3, Polio, Measles, Hepatitis, and other vaccine is 56.1% among indigenous people of Rajshahi and tribes of CHT. (Source: Muhammad Sirajuddin)

### 1.3.8 Proportion of Population with sustainable access to safe drinking water

In Bangladesh, 97.6 percent of the households use improved drinking water sources, with 99.2 percent of urban population and 97.1 percent of rural population (MCS-2006). However, the source of safe drinking water is 91 percent in GPS and 89 percent in RNGPS, which is mainly from tube-wells. (Source: DPE Baseline Survey 2005)

---

### **1.3.9 Proportion of Population with sustainable access to basic sanitation**

Providing sanitation facilities in households is one of the major development thrusts of the GoB. It is a projection of the government to have 100% households sanitation facilities by the end of the decade. However, at present 39.2 percent of households have sanitation facilities with 57.8 percent in urban and 31.9 percent in rural areas. *(Source: MICS, 2006)*

### **1.3.10 Proportion of young children whose parents participate in parenting education program**

In Bangladesh between 66 and 28 percent of children of age-group 0-59 months (or 0-6 years) have household members engaged in four or more activities that promote learning and school readiness, and between 62 and 43 percent of children of age-group (0-59 months or 0-6 years) for whom the father is engaged in one or more activities that promote learning and school readiness. *(Source: MICS, 2006)*

### **1.3.11 Exclusive breast-feeding rate**

It has been established through studies all over that breast feeding is highly important for child health. The first breast feeding of colostrums after parturition immunizes the child, and exclusive breast feeding up to first six-months is a necessity for child care.

A recent study (MICS, 2006) suggests that only 37% of Bangladeshi children aged less than 6 months are exclusively breastfed, complementary breast feeding (breast milk and solid/semisolid food) rate is 52% at age 6-9 months and 95% at age 12-15 months. Nationally, over 30% of infants are breastfed within one hour of birth.

The practice of breast feeding is common among indigenous/ tribal people. A recent sample survey shows that 88.9% of children of 0-6 months old among the tribal people are breast fed. *(Source: Muhammad Sirajuddin)*

### **1.3.12 Proportion of Under-5 Children with Anaemia**

Access could not be gained to any document dealing exclusively with under-5 children with anaemia. However, from MICS, 2006, an indirect suggestion is that about 3.1 % of children weigh low, because they are not breast fed.

The incidence of anaemia among indigenous and tribal children in Rajshahi and CHT is 5.38%. *(Source: Muhammad Sirajuddin)*

### **1.3.13 Birth registration rate**

In Bangladesh, registration of birth has been made regulatory as early as in 1929, when local governments at the village level (Village Councils) had registration of birth as one of its important functions. It is now compulsory under the Local Government Act. But it goes by default, because any punitive action prescribed under any law. The current prevalence of birth registration is 9.9 percent at national level, 12.8 percent in urban areas and 8.8 percent in rural areas (Source: MICS, 2006).

---

### **1.3.14 Support for early learning**

To the extent that rapid brain development occurs during the first 3-4 years of life home care by the parents/ relatives is an important determinant of child's cognitive development during this period. It has been found that parent, relatives and other caregivers of 48 percent of under-five children have engage themselves in more than four activities to promote learning and school readiness in their wards. Involvement of father as caregiver is high, about 50 percent. Nationally 8 percent of children live without their natural (siring) fathers. (Source: MICS, UNICEF, 2006)

### **1.3.15 Diarrhoea and Oral Dehydration Treatment**

Incidence of Diarrhoea, a water-borne disease, is common in urban slums and rural areas. During high floods it occurs in epidemic proportions. The incidence of Diarrhoea is higher among boys than girls, specially among children of 6-23 months.

Bangladesh has an elaborate system of Diarrhoea management and control through oral rehydration therapy/salts (ORT/S)/recommended home fluid (RHF). Creation of awareness through advocacy and government agencies and NGOs is elaborately organized. The incidence of Diarrhoea varies between 12% and 7% in regions. (MICS, 2006)

### **1.3.16 Treatment of Pneumonia**

Awareness of the can-be-fatal disease of Pneumonia is wide and 5%+ children of age-group 0-3 years normally have symptoms of pneumonia.

## **General Observations on Bangladesh EFA ECCE**

A major challenge is to reorganize ECCE activities and set the targets for the period 2008-2015, in accordance with policy indicators, core indicators, and additional indicators of EFA Goal-1: ECCE.

Another major challenge is relates to formulate activities in the non-formal education sector by the bureau of Non-Formal Education, as envisioned and targeted for 2001-2015 in the NPA-II.

A third challenge is to mobilize resources for ECCE, preferably in the Para model of ICDP of CHT, for the whole country.

Still another challenge is to establish effective coordination between NGO and GoB activities on ECCE (and all other education activities), may be, as a conditionality of assistance by sources of funding.

Programs and activities on all aspects of ECCE is required to be reorganized/ reformulated and budgetary provisions have to be made for goal-wise activities with performance indicators, with a strong monitoring and information systems.

The EFA National Plan of Action-II (2001/2003-2015) has been approved by the GoB and the targets of various activities component-wise have been taken for assessment of achievements against the targets.

---

The Goals of EFA on ECCE, Universal Primary Education, and Non-Formal Education have been treated in the NPA-II in accordance with the visions, challenges, programs, and implementation strategies. But the measures of performance, that is, MDA Policy Indicators, Core Indicators, and Additional Indicators with disaggregations have not been stated under Logical Framework Approach so that achievements can not be verified in quantitative terms. The targets set have not been set with disaggregation in the NPA-II or in the project documents of relevant program/ project. It is understood that the project document of PEDP-II is going to be revised. If that be so, objectively verifiable indicators may be incorporated in the LogFrame to provide information in accordance with EFA goal indicators.

The Para Centers under ICDP in the Chittagong Hill Tracts are doing good job to prepare children for admission in primary schools. This effective model begs to be replicated throughout Bangladesh. In the PEDP-II, project document Para Center model may be incorporated for the whole of Bangladesh or at least for the disadvantaged children.

Public expenditure in Bangladesh is accounted for Demand-wise. For example, the Revenue Budget of the Ministry of Primary and Mass Education is accounted for under Demand no. 17. Again, the Development (Investment) Expenditure is accounted for in the Annual Development Program (ADP) under specific sectors/ sub-sectors. For example, the Public Expenditure for development (investment) for Primary Education is reflected under broad Education and Religion Sector.

Again, Public Expenditure for specific Goals of the EFA can be reflected under more than one Demand of the Revenue Budget and under more than one sector/ sub-sector/ organization of the ADP under specific projects/ programs. For example, Public Expenditure on ECCE has been accounted for under various sectors/ sub-sectors and organizations of the Ministries of Health and Family Welfare, Women and Children Affairs, Chittagong Hill Tracts, Local Government and Rural Development, Education, Primary and Mass Education, Labour, etc.

There is no specific provision in the Revenue or Development Budget for ECCE or pre-school education. Such expenditure has to be culled from the Revenue Budget of the MoPME/ DPE from various Head of Accounts, and from the Development Budget against specific item of project expenditure as recorded or shown in the project document.

For example, in PEDP-II allocations are made for primary schools, salary of teachers and other staff (but not separately for teachers in ECCE or teachers in primary). As such, it has been found difficult to segregate expenditure on ECCE, except fund earmarked in the NPA-II or in specific development projects for children as beneficiary/ target people.

Similarly, because of accounting procedure, expenditure per student grade-wise or expenditure on ECCE with reference to national budget or national accounting could not have been specified.

Coordination between stakeholders of ECCE on aspects of (i) child care, (ii) child development, and (ii) child education, is effected through the National Coordinator EFA and Chairperson of the Technical Assistance Group (TAG) located in MOPME, who is also the Joint Secretary (Development). An Operational Policy Framework for Pre-Primary Education (PPE) has been put into operation. A PPE unit in the Directorate of Primary Education (DPE) will function as coordination point among stakeholders of ECCE.

The PPE may be made into a separate unit in the DPE with full complementary supports, including a full time consultant with donor support.

Training of child care-givers (in the family and schools/care-centers) is meager and fragmented. It is necessary that parenting/ child care giver education and training is introduced in all institutions, including government primary schools. There can be an activity, with separate budget provisions in the PEDP-II for Parenting/Care-giver training, development, with action-play as part of training module. In this regard, initiative taken by Dhaka Ahsania Mission is noteworthy.

The present conceptual frame-work of ECCE (eg. 3-5 years are age-group children education in “Baby Class”) is not adequate to provide care beyond “familiarization”. This means that various organizations in the GoB set targets for (i) child care, (ii) child development, (iii) child education in accordance with organizational culture of respective sponsors. The project manager report achievements against targets of specific activities to the monitors of concerned organizations. There is no arrangement to compile a consolidated assessment on targets and achievements goal-wise. The PPE may have the responsibilities for coordination and consolidation of outputs in time frames to conform to EFA Goal indicators.

Child education needs be defined to include childcare (pre-natal/post-natal/health care including nutrition from 0-59 months), child development (build-up the child, meaning total development through care-package), and child education (3-11 years) in pre-/in- primary, passing on to secondary).

The GoB has accepted a “partnership” approach to primary education and literacy (Non-Formal Education). The approach fulfills Dakar commitments. But in order to effect collaboration and coordination among the government, NGOs and other stakeholders the Operational Policy Framework for Pre-Primary Education should become a pro-active instrument.

It is also necessary that all types of inputs by government project sponsors, NGOs, and civil society organization are made transparent, and data/ information on performance of EFA Goals are made available through an institutional arrangement. For example, all sponsors of EFA Goal activities, government and non-government report to the PPE in a routine manner as part of the donor conditionality.

The GoB investment and NGO investment on ECCE may also be aggregated at the National Coordinator’s level.

## ECCE AT A GLANCE

- |   |  |
|---|--|
| 1. Policy/ System indicators : Followed   |  |
| 2. ECCE Official Age-group (3-5 years) Population:  | Total – 9.67 million,<br>Male – 4.95 million,<br>Female – 4.72 million   |
| 3. ECCE Target Population during 2001-2005:   | Total – 2.02 million<br>Formal – 1.00 million<br>Non-formal – 1.02 million   |
| 4. Gross Enrolment Ratio (Formal):  | Total: 1.10 million (11.40 %)<br>Male: 0.56 million (11.26%)<br>Female: 0.54 million (11.56 %)<br>Gender Parity Index: 1.03  |
| 5. Gross Enrolment Ratio (Non-Formal):<br>(Kindergarten, Madrasah, NGO<br>Center and RNGPS) | Total: 0.12 million (6.17 %)<br>Male: 0.10 million (6.09 %)<br>Female: 0.02 million (6.25%)<br>Gender Parity Index: 1.02     |
| 6. Gross Enrolment Ratio (Ethnicity):   | Total population: 130348<br>Total enrolment: 10.95%<br>Male: 11.18%<br>Female: 10.71%<br>GPI: 0.96                           |
| 7. Gross Enrolment Ratio (Disability):  | Total population: 18701<br>Total enrolment: 9.47%<br>Male: 9.57%<br>Female: 9.34%<br>GPI: 0.98                               |
| 8. Private Center Enrolment<br><br>(KG/Madrasah/NGO) as<br>percentage of total enrolment    | Total population: 14141.75 m<br>(18.09 %)<br>Male: 1.75 m (18.09 %)<br>Female: 1.74 m (18.08 %)<br>Gender Parity Index: 0.99 |
| 9. Percentage of Under-5 Children suffering from stunting:                                  | 42.9 %   |
| 10. Consumption of Iodized Salt (Households):   | 84 %   |
| 11. Public Expenditure on ECCE as Percentage of Total<br>Public Expenditure on Education:   | 33.8 % of total inter-sectoral<br>development expenditure.   |
| 12. Percent of Trained Teachers:  | 20%  |
| 13. Pupil Teacher Ratio:  | 58: 1  |
| 14. Current Public Expenditure per Child:   | Tk. 1454 (US\$ -1= Tk. 68)   |
| 15. Birth Registration Rate:  | 9.9%   |

**Annexure-1**  
**Investments by GoB in Development Projects Related to EFA Goal-1**  
**Early Childhood Care and Education (ECCE)**

(Taka in Lakh)

1	2	4	5	12	14 (15)	17	10	11	19
ADP Page/ SL No.	Project	Approved Cost		Revised Budget for 2006-07			Expenditure (Up to 31/12/2006)		Source of Foreign Aid
	Project Period	Total (FE)	PA (Tk. com.)	Total	Tk. (Rev.)	PA (Tk. com.)	Total (Tk.)	GoB Revenue	
94/ 54	Chittagong Hill Tracts Rural Development Project (1/01-6/08)	32069 (2638)	23549 (20910)	6620	6478 (4850) (142)	5250 (4850)	7331	2469	ADB
94/ 55	Chittagong Hill Tracts Comprehensive Social Development Project (1/96-12/2010)	17969	799507	1347	1042 (305)	606	6295	4036	UNICEF
126/12	Universal Iodized Salt Manufacturing Project (2 <sup>nd</sup> Phase) (7/2000-6/2010)	6193 (3169)	3169	105	50 (55)	50	2928	1132	UNICEF
258/47	Sanitation, Health, Education and Water Supply (1/06-6/2010)	52528 (40769)	40769	1400	150 (1250)	1200	527	62	UNICEF
262/43	Hygiene, Sanitation & Water Supply Project (7/06-6/2010)	26554 (141)	14062	565	263 (302)	420	1	1	DANIDA
284/1	Primary Education Stipend Project (7/02-6/08)	331231	-	46800	- (46800)	-	212371	212371	GoB
284/4	Reaching Out-of-School Children (7/04-6/2010)	38302 (85)	35934 (35848)	8689	14 (6) (8675)	8142 (8106)	5373	191	SDC, WB
286/12	Basic Education for Urban Working Children (7/04-6/09)	20600 (100)	19855 (19755)	2680	65 (2615)	2500	1806	87	Swedish SIDA, UNICEF
290/23	Stipend for Female Students of Secondary Schools (2 <sup>nd</sup> Phase) (7/05-12/08)	50299	-	11700	80 (11620)	-	10124	10124	GoB
290*	Other Projects of Secondary & Higher Secondary Education	139718 (4690)	32689 (54810)	19767	3769	-	42897	42897	-

292/31	Reconstruction & Expansion of Selected Madrasahs (1/06-12/07)	6713	6185 (528)	5	- (5)	-	-	-	IDB
294/35	Introduction of Dakhil (Vocational) Course (7/01-12/07)	5144 (80)	4015 (4015)	112	85 (64) (27)	64 (64)	2292	393	IDB
306/73	Associating Religious Leaders with HRD (1/06-12/2010)	844 (834)	834	201	- (201)	200 (200)	129	1	UNFPA
306/74	Mosque-based Child and Adult Education Program (1/06-12/08)	21600	-	6880	140 (6740)	-	4856	4856	GoB
306/76	Temple-based Child & Adult Education Program (7/06-6/09)	1320	-	1	- (1)	-	-	-	GoB
328/4(4)	Health, Nutrition & Population Sector Program: Health, Education & Promotion (7/03-6/2010)	9060	5016 (4384)	2150	720 (700) (1430)	1100 (1050)	2285	1134	IDA UNICEF WHO
332/4(24)	Maternal Child & Reproductive Health Services	53849	44594 (38876)	11500	300 (100) (11200)	10400 (9700)	4933	3043	IDA UNFPA
332/4(32)	National Nutrition Program	120000	109591 (109591)	9470	56 (50) (9414)	8350 (7920)	30537	3608	Canadian SIDA, IDA Netherlands
336/13	Second Urban Primary Health Care Project (2 <sup>nd</sup> Phase) (07/05-12/2011)	53100 (3475)	42480 (39005)	7950	7798 (5973) (152)	6950 (5973)	4986	518	ADB UNFPA
338/17	Mother & Child Health Training & Research Organization (07/06-06/08)	1983	-	100	100 -	-	-	-	GoB
346/5	Information/Communication Program on Women & Children (7/06-6/2011)	2485 (1490)	1490	340	322 (18)	175	-	-	UNICEF
356/3	Bangladesh Institute for the Disabled (7/01-6/08)	451	-	238	238 -	-	-	-	GoB
356/5	6 Technical Institutes for	4690	-	847	825	-	315	315	GoB



	Orphans and Disabled Children at 6 Divisions (1/06-6/08)				(22)				
356/7	Modernization of 20 Existing Government Children's Family (Center) (7/06-6/09)	1775	-	200	150 (50)	-	-	-	GoB
360/19	Day-care Center for Children of Working Women at District Town (1 <sup>st</sup> Phase) (7/01-6/07)	435	-	115	2 (113)	-	325	325	GoB
360/22	Day-care Center for Children of Working Women at District Town (2 <sup>nd</sup> Phase) (7/02-6/07)	364	-	101	1 (100)	-	197	197	GoB
364/34	Construction of Dinajpur Shishu Academy Complex Bhaban (7/05-/07)	369	-	301	298 (3)	-	90	90	GoB
***	Early Childhood Development Project (Shishu Bikash Karjokrom) (2001-2006)	<b>2737</b>	<b>450</b>	-	- -	<b>1518</b>	<b>1518</b>	-	<b>UNICEF</b>
404/8	Bangladesh Program for Reducing Risk for Working Children (7/05-6/08)	2892	-	450	1 (449)	-	62	62	GoB
478/5	Sustainable Arsenic Mitigation under Integrated Local Government System in Jassore (9/05-8/08)	1493 (1476)	1476	438	169 (269)	438	472	6	JICA
516/8	Early Childhood Education for Child Development	7831	7459	450	435 (15)	430	-	-	UNICEF

	(7/06-12/2010)								
518/1**	Protection of Children at Risk	1942	1494	1262	204 (1058)	981	-	-	UNICEF
<b>Total</b>	<b>Goal: ECCE</b>	<b>1013648 (59397)</b>	<b>1194618 (328826)</b>	<b>142784</b>	<b>19986 (11743) (103031)</b>	<b>48774 (37863)</b>	<b>342650</b>	<b>287918</b>	<b>All sources</b>

**Notes:**

- \* The projects included in this group are related to education in general, including higher education at graduation and post-graduation levels; but accounted for within the education sectors.
- \*\* A new project included in the Annual Development Program, 2007-2008 but not recorded in the Revised Annual Development Program, 2006-2007.
- \*\*\* The project has been shown completed in June 2006 and the cost of project and expenditure had been shown in ADP 2005-2006.

*Source: Revised Annual Development Program, 2006-2007, Bangladesh Planning Commission, Summary of National Budget, 2007-2008, Ministry of Finance, and Annual Development Program, 2007-2008, Bangladesh Planning Commission.*

**Annexure-2**  
**Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**National NGOs**

Target  Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco-Status	Region	Comments
				F	M	Boys	Girls				
<b>BRAC- EP</b>			542881					Yes+	P/HCP	All regions including rural, urban, char, hill tract, haor.	12+=520168, Boys=214444, Girls=328437, Mothers=500000,
<b>BSA</b>		500000						No	P/HCP		To start activities
<b>BYFC</b>		04	42	25	21	22	24	Yes	P/HCP	Dhaka/ Dinajpur	R/S-u
<b>Care-Bangladesh</b>	31800	31800	31800					Yes+	P/HCP	18 Districts/ Chittagong, Dhaka, Rajshahi, Sylhet divisions.	12+ =191200, Boys= 47700, Girls= 47700, Fathers= 19120, Mothers= 19120.
<b>Caritas-Bangladesh</b>		7962	4873			NA	NA	Yes+	P/HCP	All divisions	Rural/12+= 6638
<b>CHCP</b>		2000	80	1031	1123			Yes+	Poor	Barisal, Gopalganj, Rangamati, Mymensingh	6+ =210, Rural/tribal areas
<b>CMSD</b>		109	64	98	75	98	75	Yes	MC/HCP	4 Divisions/ Joypurhat, Jessore Madaripur, Mowlovibazar, Hobiganj	R/S-u
<b>CRP</b>	250	225	40					Yes (only)	All groups	3 Divisions	6+= 38, Boys= 421, Girls= 250, Fathers= 170, Mothers= 420. R/U
<b>DAM</b>		1716	3572		6100	2381	2907	Yes+	MC/ P/HCP	3 Divisions/ Dhaka, Khulna, Barisal.	Rural
<b>Early Concern</b>	NA	NA						Yes	P/HCP	2 Divisions/ Chittagong, Dhaka	R/S – U/U/HT
<b>FIVDB</b>			13,631	8520	9250	NA	NA	No	P/HCP	2 Divisions/ Chittagong, Sylhet	R/S – U/U/Haor
<b>Grameen Sikkha</b>		6182	2709	60	8449	4445	4446	Yes	P/HCP	2 Divisions/ Chittagong, Dhaka	12 – 18 = 2540, 18+ = 8509, R/S – U/U

<b>GSS</b>			13920			6682	7238	Yes	P/HCP	22 District/ 4 Divisions/ Dhaka, Chittagong, Khulna, Rajshahi	R/U
<b>GUC</b>	45	52	60	93	113	90	67	Yes	P/HCP	10 districts/3 Divisions/Dhaka, Chittagong, Barisal	12-18=51, 18+=113, R/S- u/U/Island
<b>Heed Bangladesh</b>		6197			3875	NA	NA	No	P/HCP	3 Divisions/ Dhaka, Khulna, Rajshahi	12-18=1561, 18+=3875, U/R
<b>MSS</b>	882	1030	1256	1248	1920	1248	1920	Yes	P/HCP	2 Divisions Dhaka, Rajshahi	Rural
<b>Nayantara Communicatio ns</b>								Yes	Rich/MC/ P/HCP	59 Districts/ All Divisions	3-6=800000 & 131,256; 18+=20000, R/S- u/U/haor/HT/isla nd
<b>Nijera Shikhi</b>		1301	1470	5271	6747	NA	NA	Yes	MC/ P/HCP	3 Divisions/ Dhaka, Chittagong, Khulna	12-18=2500, 18+=1476, R/S- u/U/HT
<b>PHULKI</b>	2000	1000	1800	1500	1500	1900	1900	Yes	Poor	2 Divisions/ Dhaka, Chittagong	12-18=200, Urban
<b>Plan Bangladesh</b>	26440	23640	10575		26440	29114	31541	Yes	MC/ P/HCP	2 Divisions/ Dhaka, Rajshahi	R/S-u/U
<b>SC USA</b>			39183	2904	25420	36743	38681	Yes	P/HCP	15 Districts/ 5 Divisions/ Dhaka, Rajshahi, Khulna, Barisal, Sylhet	6-12=36241, 18+=28324, R/S-u/U/haor area
<b>SSS</b>	26141	3788	3923	27003	28060	NA	NA	Yes	P/HCP	2 Divisions/ Dhaka, Rajshahi	12-18=7060, 18+=141292, R/S-u/U/haor area
<b>TdH-NL</b>			1411	1411	1411	666	745	Yes	Poor	2 Divisions/ Dhaka, Barisal	R/U/Island
<b>TMSS</b>								Yes	MC/P/HCP	7 Districts/ 2 Divisions/ Dhaka, Rajshahi	R/S-u/U
<b>VARSA</b>								No	HCP	2 Divisions/ Dhaka, Barisal	R/S-u/U/Island
<b>WVB</b>		1759	7714			4506	4967	Yes	Poor	9 Districts/ 3 Divisions/ Dhaka, Rajshahi, Chittagong	R/S-u/U/HT

**Annexure-2.1**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Barisal Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco- Status	Region	Comments
				F	M	Boys	Girls				
AO	140	160	200	320	680	NA	NA	Yes	P/HCP	2 Districts/ Barisal & Jhalokathi	12-18=300, 18+=200, R/S-u/U
CDAC	150	293				151	292	Yes	MC/P/ HCP	Patuakhali	Costal area
Coast Trust								Yes	HCP	Bhola	Rural & Island
GDS								Yes	Poor	Barisal & Jhalokathi	R/S-u/U
Multi Task								Yes	P/ HCP	Borguna	R/S-u/U
PUS								Yes	P/ HCP	Jhalokathi	R/U
RUN	150	180		190	190	NA	NA	Yes	MC/P/ HCP	Barisal & Patuakhali	12-18=200, R/S-u/U/Island
SB		18	18	02	02	18	18	Yes	HCP	Patuakhali	12-18=04, Rural
SP		450	9800			4100	6150	Yes	P/MC	Jhalokathi	Rural
ST	204	622	306	338	376	475	657	No	HCP	Patuakhali	12-18=285, 18+=429 Island

---

Yrs.- Years; F- Father; M- Mother; Eco- Economic; MC- Middle class; P- Poor; HCP- Hard core poor; R- Rural; S-u – Sub-urban; U- Urban

**Annexure-2.2**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Chittagong Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco-Status	Region	Comments
				F	M	Boys	Girls				
<b>BADHAN</b>	5	54				NA	NA	Yes	MC/P/ HCP	Noakhali	6-11=24, R/S-u
<b>COSED</b>		710	640	10	490	663	687	Yes	P/ HCP	Comilla	18+=500, P/ HCP
<b>CRCD</b>	27	178	114	221	1700	NA	NA	No	P/ HCP	Chittagong	12-18=2800, 18+=600, Rural
<b>CWFD</b>				887	887	NA	NA	No	P/ HCP	Chittagong	5-12=840, 12-18=112, Urban
<b>DOWS</b>		100	20			51	69	No	MC/P/ HCP	Chittagong	R/S-u
<b>DRISTI</b>								No	P/ HCP	Comilla	Rural
<b>GKK</b>		300	300	1151	1173	300	300	No	P/ HCP	Brahmanbaria	12-18=300, 18+=300, Rural
<b>ICDP</b>		24855	15386	73586	73586	20301	19940	Yes	P/ HCP	3 Districts/ Rangamati, Bandarban & Khagrachari	18+=147172, Rural
<b>Innocent</b>		03	05	10	10	06	02	Yes	P/ HCP	Chittagong	12-18=03, Urban
<b>INNOCENT</b>	200	300	500	800	800	500	500	Yes	Street Children and Advantaged Children	Chittagong	12-18=500, 18+=100, Urban
<b>IREF</b>	10	35	40		50	40	45	No	P/ HCP	Chittagong	R/S-u/U
<b>ISDE</b>		850	300		980	495	655	Yes	MC/P	Chittagong & Cox's Bazar	18+=980, Rural

Yrs.- Years; F- Father; M- Mother; Eco- Economic; MC- Middle class; P- Poor; HCP- Hard core poor; R- Rural; S-u – Sub-urban; U- Urban

<b>MAA</b>	15	25				22	18	Yes	Poor	Comilla	Rural
<b>PSKS</b>	81	75				58	98	No	MC/P/HCP	Comilla	Rural

<b>SARPV</b>	400	50	198			NA	NA	Yes	P/HCP	Cox's Bazar	18+=90, R/S-u
<b>SOUVIC</b>		26				16	10	No	Poor	Laksmipur	Rural
<b>SSKS</b>	6	60		120	100	40	80	Yes	Poor	Chittagong	Urban
<b>YPSA</b>	85	345	425			375	755	Yes	P/HCP	Chittagong	12-18=275, Sub-urban

**Annexure-2.3**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Dhaka Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco-Status	Region	Comments
				F	M	Boys	Girls				
<b>ACORD</b>		45				NA	NA	Yes	Poor	Narsingdi	130 children above 0-6 years, R/U
<b>AGUS</b>		120		25	05			Yes	Poor	Jalalpur	Rural
<b>Aparajeyo</b>	176	725	89	235	2765	427	563	No	HC P	Jalalpur	3000 above 18, Urban
<b>ARP</b>	50	130	120	120	130	120	180	No	HC P	Kishoregonj	2001, R/U
<b>ASD</b>		25		10	15	10	15	Yes	P/HCP	Tangail	R/U
<b>ASUS</b>		66		715	731			No	P/HCP	Mymensingh	Rural+675 above 8 years
<b>AWARD</b>	60	135	105		10	180	120	Yes	P/HCP	Manikganj	Rural Island
<b>EA</b>	56	48	67	321	321			Yes	P/HCP	Dhaka	12+=12,Urban
<b>NASIUP</b>	10	12	10			12	20	yes	P/MC/HCP	Dhaka	Urban
<b>OMI</b>	50	150	150	2650	6590			No	Poor	Dhaka	12-18= 690 18+ = 9240, U
<b>PSD</b>		35	25					No	HCP	Dhaka	12-18=15,R/U
<b>SPK</b>	324	732	959			1232	783	Yes	P/HCP	Dhaka	Urban
<b>SSKS</b>		45				27	18	Yes	P/HCP	Dhaka	Sub-urban
<b>SUROVI</b>			1660	7156	7332			Yes	P/HCP	Dhaka	6-11=4695, 12-18=985, Urban
<b>BNABS</b>		90				47	53	Yes	P/HCP	Rajbari	Rural
<b>BRAS</b>			200			100	100	Yes	P/MC	Kishoregonj	Rural/Haor

<b>BSDO</b>		20	70	68	74	33	57	Yes	Poor	Jamalpur	Rural
<b>CATALYST</b>		450		450	450	200	250	Yes	MC/P/HCP	Gazipur	R/S-u
<b>CCH</b>	<b>175</b>	125	512	998	1141	NA	NA	Yes	P/HCP	Mymensingh	12+=790 R/U
<b>CDS</b>		300				180	420	Yes	P/HCP	Faridpur/ Gopalganj	12+=300 Gander mixed
<b>CEWS</b>		30	19			27	22	P/HCP	Yes	Rajbari	
<b>ICDDR,B</b>	<b>300</b>				300	156	144	P/HCP	Yes	Dhaka/ Narsingdi	Psycho-social stimulation research U/R
<b>CYDA</b>	<b>70</b>	50	20	52	70	NA	NA	Poor	Yes	Rajbari	R/U
<b>DHAW</b>				725	25			HCP	No	Tangail	750 children 5-18 years
<b>DYDA</b>	<b>225</b>	40	60	162	15	NA	NA	P/HCP	Yes	Rajbari	
<b>F Foundation</b>		25	10	70	69	NA	NA	M/ P/HCP	Yes	Mymensingh	R/S-u
<b>GMUK</b>	<b>22</b>	68		90	90	35	55	P/HCP	Yes	Netrokona	Rural
<b>GRAMAUS</b>		50	120			NA	NA	P/HCP	Yes	Mymensingh	18+=130,Rural
<b>GUP</b>	<b>500</b>		200	500	500	400	300	P/HCP	No	Madaripur	Rural
<b>JJUS</b>	<b>60</b>	66		24	36	NA	NA	P/HCP	Yes	Rajbari	R/U
<b>MATI</b>	<b>50</b>	50	139	270	293	NA	NA	P/HCP	No	Sherpur	12-18=40,18+=50, Rural
<b>MDS</b>	<b>75</b>	50	90	84	262	107	108	P/HCP	Yes	Narsingdi	R/U
<b>MMS</b>	<b>165</b>	227	70		120	NA	NA	P/HCP	No	Rajbari	12-18=388, 18+=2392, Rural
<b>MMUS</b>		30	40			25	45	P/MC/Ric h	Yes	Madaripur	R/S-u
<b>MNKS</b>		25	27					P/HCP	No	Gazipur	12+=8, Rural
<b>NAF</b>	<b>10</b>	40	30	10	20	29	41	MC/ P/HCP	Yes	Mymensingh/ Dhaka	R/U
<b>SCA</b>			100					Stigmatize d	No	Rajbari	18+=100, Rural
<b>SHAREE</b>			522	450	450			P/HCP	Yes	Dhaka/ Sherpur	7+=11897, Rural
<b>SKPR</b>		73	25			53	35	P/HCP	Yes	Netrokona	Rural
<b>Unnayan Padakhep</b>	<b>25</b>	128	32			32	153	HCP	Yes	Tangail/ Dhaka	R/S-u
<b>VERC</b>			7796		7764	3817	3979	P/HCP	Yes	Dhaka/ Manikganj/ Gazipur/ Narayanganj	R/S-u
<b>VPKA</b>			600	105	410	120	480	MC/ P/HCP	Yes	Rajbari	Rural,Urban, Haor



**Annexure-2.4**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Khulna Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco- Status	Region	Comments
				F	M	Boys	Girls				
<b>AID</b>	18	22	10		20	23	27	Yes	MC/P/ HCP	Jhenaidah	18+=20, R/S-u
<b>APRP</b>		26		16	16	10	16	No	P/HCP	Magura	Rural
<b>ARA</b>	60	90	200			NA	NA	Yes	Poor	Satkhira	12-18=72, Rural
<b>ASHB</b>		35				14	21	Yes	P/HCP	Bagerhat	S-u/U
<b>ASPUS</b>		40	380	120	180	NA	NA	Yes	P/HCP	Kustia	12-18=50, 18+=300, R/S-u
<b>ASROY</b>		30	30	1500	1500	30	30	Yes	P/HCP	Khulna	12-18=3000, 18+= 3000, Rural
<b>BHOMISTO</b>	80	400	200			NA	NA	Yes	P/HCP	Satkhira	12-18=375, R/S-u/U
<b>BWF</b>								Yes	P/HCP	Jessore	R/S-u
<b>DEEP</b>	149	150	60	123	236	145	214	Yes	Poor	Satkhira	18+=781, Rural

Yrs.- Years; F- Father; M- Mother; Eco- Economic; MC- Middle class; P- Poor; HCP- Hard core poor; R- Rural; S-u – Sub-urban; U- Urban

<b>ECDP</b>	500	500	300	1000	2000	650	650	No	All socio-economic groups	Jhenaidah	12-18=500, 18+=500, R/S-u/U
<b>FSSKS</b>	100	120	75	180	220	NA	NA	Yes	P/HCP	Jhenaidah	12-18=50, 18+=400, Rural
<b>Gono Moitry</b>		60	150	30	30	NA	NA	No	P/HCP	Satkhira	12-18=30, 18+=60, Rural
<b>GRAUSH</b>	60					83	122	Yes	P/HCP	Satkhira	3-6=145, Rural
<b>JCF</b>		8011	500			3101	5410	Yes	P/HCP	Jessore	12-18=120, R/U
<b>MKS</b>								No	Poor	Meherpur	Rural
<b>NLFB</b>	29	99	172			130	170	Yes	P/HCP	Narail	Urban
<b>NZF</b>	62	71	150			NA	NA	Yes	Poor	Satkhira	12-18=36, Rural
<b>Pragati Sangha</b>		122	200	120	260	NA	NA	Yes	LMC/ P/HCP	Kustia	12-18=100, Rural
<b>RMUS</b>		350	300	658	656	NA	NA	No	P/HCP	Jhenaidah	12-18=15, R/U
<b>RRD</b>	05	17	08	11	19	13	17	Yes	P/HCP	Magura	12-18=07, 18+=23, Rural
<b>SETU</b>		224	220	1452	1473	NA	NA	Yes	P/HCP	Kustia	12-18=1752, R/U
<b>SMUS</b>	30	45	150	265	247	NA	NA	Yes	Poor	Jhenaidah	12-18=35, 18+=15, Rural
<b>SPHR</b>								No	P/HCP	Meherpur	Rural
<b>SS</b>								Yes	Poor	Jessore	Rural

Yrs.- Years; F- Father; M- Mother; Eco- Economic; MC- Middle class; P- Poor; HCP- Hard core poor; R- Rural; S-u – Sub-urban; U- Urban

**Annexure-2.5**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Rajshahi Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco- Status	Region	Comments
				F	M	Boys	Girls				
ADCPERC		10	70			NA	NA	Yes	Poor	Thakurgaon	12-18=20, Rural
Akota	40	60		750	850	NA	NA	Yes	P/HCP	Gaibanda	18+=850, Rural
AMUS	50	200	30	20	30	140	140	Yes	HCP	Joypurhat	12-18=20, 18+=50, Rural
ASED		300				165	135	Yes	Poor	Rajshahi	R/S-u
AUS		150	90	390	390	NA	NA	no	MC/P/ HCP	Rajshahi	12-18=150, R/S-u/U
AVA	50	200		1100	1300	NA	NA	Yes	P/HCP	Naogaon	12-18=350, 18+=2400, R/S-u/U
BCDO	110	190	200	10	465	228	272	Yes	P/HCP	Chapainawa bganj	R/S-u/U
BRIF	3058	3138	2042	5180	5175	3889	4349	Yes	P/HCP	Rajshahi	12-18=5180, 18+=5175, R/S-u/U
CDP		500	30	519	518	280	250	Yes	MC/P/ HCP	Gaibanda	R/S-u/U
CSD	2740	1910	1821	4200	4312	2588	3883	Yes	HCP	Kurigram	Rural
DABIS	75	125	20			NA	NA	Yes	MC/P/ HCP	Nilphamari	12-18=25, R/U

Yrs.- Years; F- Father; M- Mother; Eco- Economic; MC- Middle class; P- Poor; HCP- Hard core poor; R- Rural; S-u – Sub-urban; U- Urban

<b>DISA</b>			10	3000	1000	NA	NA	Yes	Poor	Rajshahi	8-10=20, 12-18=30, 18+=100, Urban
<b>ESDO</b>		2771	2358			2562	2567	Yes	P/HCP	Lalmonirhat	R/S-u/U
<b>GKAP</b>	10	20	05	50	50	NA	NA	Yes	P/HCP	Dinajpur	12-18=20, 18+=03, Urban

<b>ISD</b>		100	140			110	130	Yes	P/HCP	Rajshahi	18+=60, Urban
<b>JPUS</b>		60		90	110	NA	NA	Yes	P/HCP	Nilphamari	12-18=50, R/S-u/U
<b>JSKS</b>	2400	2052	1120		2400	NA	NA	Yes	P/HCP	Dinajpur & Nilphamari	12-18=375, R/U
<b>JUS</b>	70	100	110			NA	Na	Yes	P/HCP	Thakurgaon	12-18=40, Sub-urban
<b>MBSK</b>								No	MC/ P/HCP	Dinajpur	R/S-u
<b>MS</b>		90		19	61	24	66	No	MC/ P/HCP	Rajshahi	Rural
<b>MSUS</b>	60	70	25	155	155	62	93	Yes	P/HCP	Pabna	Rural
<b>OREDAR</b>		250		564	591	210	390	Yes	MC/ P/HCP	Sirajganj	12-18=350, R/S-u/U
<b>PARIBARTAN</b>		115	275	100	140	NA	NA	Yes	P/HCP	Sirajganj	12-18=110, Rural
<b>PBKS</b>		60	12		500	NA	NA	Yes	P/HCP	Gaibanda	12-18=17, 18+=511, Rural
<b>PKSS</b>		100	200			120	180	Yes	P/HCP	Rajshahi	Rural
<b>PPDBK</b>		150				82	68	Yes	P/HCP	Bogra	Rural
<b>PROTTASHA</b>	260	380	465	608	628	NA	NA	Yes	P/HCP	Pabna	12-18=590, 18+=628, R/S-u/U

<b>PUS</b>		60	594	345	335	NA	NA	Yes	MC/ P/HCP	Joypurhat	12-18=15, 18+=90, R/U
<b>RDRS</b>			31200	31200	31200	12480	18720	Yes	P/HCP	Nilphamari, Lalmonirhat & Kurigram	12-18=16200, R/S-u/U
<b>SAAS</b>	23	14				14	23	Yes	P/HCP	Kurigram	Rural
<b>SATHI</b>		312				169	143	Yes	Poor	Natore	R/S-u/U
<b>SATHI</b>	414	1526	932	1027	1515	NA	NA	yes	P/HCP	Dinajpur	12-18=1822, 18+=2542, R/S-u/U
<b>SBS</b>		60		18	37	20	40	No	MC/ P/HCP	Gaibanda	Rural
<b>SDS</b>		115						Yes	P/HCP	Joypurhat	12-18=242, R/S-u/U

<b>SEBA</b>			152	26	26	26	26	No	P/HCP	Nilphamari	18+=126, Rural
<b>SECOR</b>	300	400		20	80	210	490	Yes	Poor	Gaibanda	18+=100, R/S-u
<b>SEDAEPO</b>	150	150	50	650	650	NA	NA	Yes	Poor	Rajshahi	12-18=50, R/S-u
<b>SHARE</b>		280	80	360	360	175	185	Yes	P/HCP	Rangpur	Rural
<b>SKS</b>	358	379	570	549	552	NA	NA	Yes	P/HCP	Sirajganj	12-18=1258, Rural
<b>SL</b>	20	60	40	1155	117	35	85	Yes	P/HCP	Sirajganj	Rural
<b>SMS</b>	50	75	100	100	210	125	205	Yes	P/HCP	Pabna	12-18=150, 18+=200, Rural
<b>SOLIDARITY</b>								Yes	MC/ P/HCP	Lalmonirhat & Kurigram	R/S-u/U
<b>SOVA</b>	110	123	176	356	468	NA	NA	Yes	Poor	Bogra	12-18=165, 18+=250, Rural
<b>SUPOTH</b>								No	P/HCP	6 Districts	Rural
<b>SUSTAIN</b>	150	150	150					Yes	P/HCP	Dinajpur	12-18=300, Rural
<b>TGUS</b>	30	60	150	05	85	NA	NA	Yes	P/HCP	Gaibanda	12-18=20, 18+= 90, R/U

<b>UDDOG</b>	320	48	30	57	601	NA	NA	Yes	MC/ P/HCP	Dinajpur	12-18=571, R/U
<b>USS</b>								Yes	P/HCP	Gaibanda	Rural
<b>VIEW</b>								Yes	P/HCP	Kurigram	Rural
<b>WDP</b>		300		560	600	NA	NA	Yes	P/HCP	Gaibanda	12-18=300, Rural

**Annexure-2.6**  
**Disaggregation: Target Group (Children and Parents) Population Coverage by NGOs/CBOs**  
**Sylhet Division**

Target Agency	0-3 Yrs.	3-5 Yrs.	5-6 Yrs.	Parents		All ages		Disabled	Eco- Status	Region	Comments
				F	M	Boys	Girls				
<b>PROCHESTA</b>	192	208				160	240	No	P/HCP	Maulvibazar	R/Haor area/HT
<b>SEDA</b>		90	30	120	120	56	64	Yes	P/HCP	Maulvibazar	18+=240, R/U
<b>SF</b>		100		97	110	50	50	Yes	HCP	Maulvibazar	R/U
<b>VDO</b>	06	09	10	24	28	NA	NA	Yes	HCP	Maulvibazar	12-18=12, 18+=15, R/HT
<b>VEDO</b>		150	100	32	160	75	175	Yes	P/HCP	Maulvibazar	R/U

\*\*\*\*\* $\phi$ \*\*\*\*\*