



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO Dhaka BIENNIUM REPORT 2012-2013



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## **Cover Photo**

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# INTRODUCTION

Since its inception in November 1995, UNESCO Dhaka Office has contributed to the building of peace, alleviation of poverty, sustainable development and intercultural dialogue through its mandates in education, the sciences, culture, communication and information.

UNESCO Dhaka's policy and directions are set within overarching the strategic visions and programme framework of UNESCO's Medium-Term Strategy for 2008-2013 (34 C/4), contributing to the attainment of the internationally agreed development targets, including the Millennium Development Goals. The Biennium Programme and Budget for 2012-2013 (36 C/5) of UNESCO Dhaka was developed to translate the strategic visions into concrete actions for the needs and specific circumstances of Bangladesh. The main working modalities of UNESCO's activities include policy dialogue, capacity building, technical assistance, research and innovations, clearing house and networking.

This biennium UNESCO's role in the UNDAF is extensive and relates to five of its seven pillars. Moreover UNESCO is an active member of UNDAF M&E Group and contributing accordingly. Through internal analysis UNESCO's 36 C/5 activities were linked with UNDAF Outcomes and Outputs. Implementations were made accordingly and major achieved results were documented in the UNDAF Annual Reports. UNESCO participated in all capacity development initiatives undertaken by Residence Coordinator's Office (RCO) as M&E Group member and contributed in the report mechanism (on line result reporting and financial reporting formats) development process as well as critically reviewing the reports.

UNESCO Dhaka Office was actively involved in the Post 2015 development process since October 2012 as a member of Bangladesh United Nation's Country Team (UNCT) Task Force on Post 2015. Dhaka office participated in all the Task Force meetings and provided potential contributions as per the set Task Force TOR. Dhaka Office actively participated in UNCT Report development process by participating in Thematic Chapter Development groups and contributed proactively especially towards Education (including HIV and Gender) areas in Inclusive Social Development chapter development. Dhaka Office actively participated in the National consultation processes organized by General Economic Division of Planning Commission (GED) by contributing in Goal, Target and Indicator settings in different areas identified by Bangladesh government. UNESCO's suggestions are well accepted by the government. Dhaka Office shared the Bangladesh experiences at UNESCO regional level meetings.

Since 1996, Bangladesh National Commission for UNESCO (BNCU), line Ministries and many government offices, as well as academic institutions, development partners, other UN, and NGOs\CSOs have been the partner of UNESCO Dhaka Office in different projects and activities. Within the UNESCO family, UNESCO Dhaka has collaborated with Headquarters, the Regional Bureau in Bangkok and other field offices, as well as institutions such as the UNESCO Institute of Lifelong Learning (UIL) and the UNESCO Institute of Statistics (UIS).

This report covers the main activities under the 36 C/5 biennium in the areas of education, culture, communication and information from 2012-2013. UNESCO's policy and strategy documents (C/4 and C/5) can be downloaded from UNESCO's home page: <http://www.unesco.org/new/en/unesco>. The latest information on UNESCO Dhaka is also available at the home page: <http://www.unescodhaka.org/>.

**Kiichi Oyasu**

Officer In Charge (OIC)

2014

# SIGNIFICANT VISITORS TO UNESCO DHAKA OFFICE IN THIS BIENNIUM

## IRINA BOKOVA, THE DIRECTOR GENERAL OF UNESCO VISITED BANGLADESH IN 2012



Promotion of cultural diversity across the Asia Pacific was the center of the UNESCO Director-General Ms. Irina Bokova's first official visit to Bangladesh from 9 to 11 May 2012.

The Director-General opened the First Cultural Diversity Ministerial Forum of the Asia Pacific Region with Prime Minister Sheikh Hasina, where the Director-General and the Prime Minister of Bangladesh encouraged countries to protect and promote their diverse cultural expressions as a force for peace and development at the opening of the Forum, celebrated on 9 May in Dhaka, Bangladesh. At the end of the Forum, a press conference was held at which the Director-General made a statement on the excellent relations with the country, expressed gratitude to the Prime Minister, and summed up the main topics of conversation with senior officials.

In the meeting with the Prime Minister and senior cabinet ministers the Director-General opened avenues for reinforced

cooperation, including ICTs in education, non-formal education and literacy, cultural heritage preservation and the promotion of cultural expressions and industries as well as science policy, ocean science and biodiversity. During the visit, she also made a reference to the availability of expertise in training for Bangladeshi media professionals on the UN Action Plan for the Safety for Journalists. The Director-General invited Bangladesh to be involved in the post-2015 debates, especially in education, and voiced UNESCO's interest in playing a role in the country's involvement with the Global Partnership for Education.

The President of Bangladesh called for UNESCO's support in recognizing Bangla as an official language at the United Nations in his speech given upon the occasion of the Director-General's honoris causa ceremony at the University of Dhaka. In the area of education, the DG also met with Sir Fazle Abed, chairperson and founder of BRAC, a prestigious local NGO with global reach,



and invited him to share some of BRAC's insights and achievements in the lead up to 2015 and beyond.

On 10 May 2012, the Director General travelled some 300 km north of Dhaka to the World Heritage Site of Paharpur Vihara, where conservation challenges were brought to her attention and UNESCO's

assistance solicited.

This confirmed the importance of safeguarding World Heritage sites such as Paharpur, considered a masterpiece for the presence of Buddhism in Bangladesh. Ms. Bokova praised local leaders for their commitment to World Heritage safeguarding saying that "this site has value for all humanity and we will assist you to ensure its sustainable protection."

On 11 May the Director General visited UNESCO Dhaka Office and met staff members in a brief session exchanging views on programmatic and other issues. The Director General used this meeting to express her appreciation towards Bangladesh and its success in the education sector; she also reminded on the importance of the promotion of cultural policies for sustainable development.

## BANGLADESH VISIT OF THE DEPUTY DIRECTOR GENERAL (DDG) OF UNESCO

Mr. Getachew Engida, the Deputy Director General of UNESCO, visited Bangladesh from 3-7 August 2012. During the 5 day visit, he also had meetings with the Ministry of Education, Ministry of Cultural Affairs, Ministry of Information, visited the International Mother Language Institute (IMLI) and the UN Country Team (UNCT).

Major purpose of his visit was to attend the 'International Conference on People's Empowerment and Development', where he gave a speech. In a series of meetings he discussed on UNESCO's global strategies in education, culture as well as communication and its implications to Bangladesh, including post EFA, UN Decade of ESD and MDGs.

Mr. Getachew also visited Lalbagh Fort, a palace fortress constructed by Prince Muhammed Azam during 1670s, and DDG's visit aimed at showcasing the importance

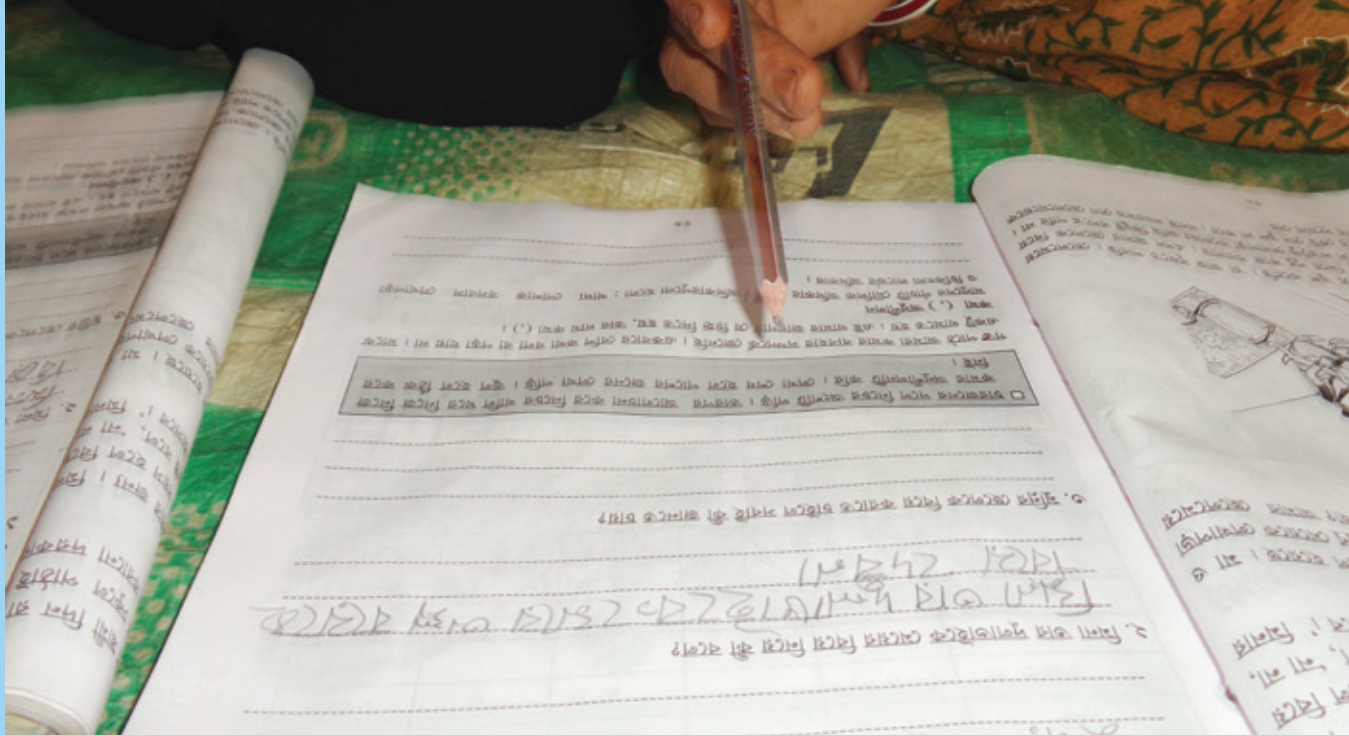


of its preservation and future possibility for inclusion into the World Heritage List.

On 4 August he visited UNESCO Dhaka Office to meet with Dhaka Office colleagues.







## EDUCATION

UNESCO believes that education is a fundamental human right as well as key to social and economic development. It works for a sustainable world with just societies that value knowledge and promote culture for all.

The mission of the UNESCO education sector is to provide international leadership for creating learning societies with educational opportunities for all; provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education to every citizen.

UNESCO works as an intellectual leader, an honest broker, and clearinghouse for ideas, propelling both countries and the international community to accelerate progress towards these goals.

UNESCO Dhaka implemented various activities with a primary focus on achieving Education for All (EFA) goals by 2015, adopted by the World Education Forum held in Dakar, Senegal in 2000.

UNESCO Dhaka's activities cover from early childhood to adult education in both formal and non-formal mechanisms. Main strategies include: advocacy, policy formulation, capacity development, resource development and mobilizations, clearing house as well as networking.

This section highlights UNESCO Dhaka's main activities in education during the biennium of 2012 – 2013.



## EDUCATION POLICY, LEGISLATION AND ADVOCACY

Since Bangladesh came to independence in 1971, an effective education policy was not implemented in the last four decades. Several education policy/reports were prepared but unfortunately none of them were carried out due to political instability and other deterrence.

Therefore, the Ministry of Education drafted a new Education Policy in 2009. Through rigorous sharing and review the draft policy made comprehensive and acceptable and finalized and the Parliament approved policy was launched in December 2010. For proper implementation of the policy several Acts and Strategies are initiated.

### Education Act 2013

The Education Policy 2010 provides the context for priorities and strategies of diverse issues ranging from eradicating illiteracy to ensure technology-based education. Therefore within the context of securing to the citizens the right to work, the right to reasonable rest and right to social security, Ministry of Education (MoE) has recently undertaken an initiative to develop an

Education Act based on Education Policy 2010 with the purpose to ensure the rights and the opportunities of education for all that helps find employment in the materialistic world.

Since the government has an obligation concerning quality education for all, besides Policy Advocacy UNESCO is supporting government for strengthening its capacity by conducting research, study, guidelines/frameworks development, capacity building etc. As a result UNESCO is supporting MoE for developing the Education Act. Through Expert Groups' involvement and stakeholder consultations the draft Act was developed and put in the MoE website for soliciting public opinions/comments. Campaign for Popular Education (CAMPE) organized the stakeholders' consultation in national and sub national level to collect opinions from stakeholders and particularly from civil society groups including teachers, learners, parents, researchers and practitioners with support from the local level NGOs. UNESCO participated in the sub-national consultation held in Mongla under Khulna district as a

member of Education Act Working Group. It was found that participants appreciated the initiative and openly discussed the strengths and the weaknesses of this act.

The feedback mainly provided on the following seven areas which was compiled and shared by CAMPE as “Review of Civil Society” through a workshop on 31 August 2013 in Dhaka.

- Rights Perspective
- Quality with Equity
- Lifelong Learning
- Non-Formal Education
- Decentralisation and Governance
- Financing for Quality with Equity and
- Ensuring implementation of Law.

The compiled feedback of the Act was already submitted to the respective authority of MoE for review. MoE reviewed the draft Act and shared it with different stakeholders through a national level workshop on October 02, 2013. The reviewed draft Act is put in MoE website for further inputs and feedback. It has been widely expected that the Education Act 2013 will be available soon for implementation to convene the Government's commitment to Vision 2021 - a digital Bangladesh.

## Non-formal Education Act 2013

The constitution of Bangladesh states people's right to education, extending free and compulsory education to all children and removing illiteracy from the country. This constitutional obligation of the country is in line with the EFA goals, adopted at the World Education Forum held in Dakar in 2000. Bangladesh also endorsed the UNESCO International Conference on Adult Education (CONFINTEA) and United Nations Literacy Decade (2003 - 2012) (UNLD) frameworks, and is committed to ensuring quality basic education for all.

NFE programmes, implemented in Bangladesh over the last 36 years, have covered diverse areas of basic literacy, post literacy and continuing education, aiming at achieving

universal literacy for all, in particular youths and young adults aged between 11 to 45 years. With vast knowledge on NFE Bangladesh government has approved the Non-Formal Education Policy Framework (NFEFPF) in 2006. The goal of NFE Policy 2006 is to contribute to fulfilling EFA goals and alleviating poverty as spelled out in the EFA National Plan of Action II and in the Poverty Reduction Strategy Paper (PRSP) document. Education Policy as well as Education Act has also acknowledged the importance of NFE for ensuring rights of access to education for all and lifelong learning (LLL) process. The NFE Policy was further elaborated by the 'NFE Policy Implementation: Strategic Action' approved by Ministry of Primary and Mass Education (MoPME) in April 2010, consisting of: framework for adult learning and education; target coverage and priority setting; institutional set-up and network; and, strengthening monitoring system and NFE-MIS.

The government looks upon NFE as a key element of the effort to offer lifelong learning opportunities and create a learning society in order to meet the challenges of the 21st century. For better implementation and standardization of NFE activities towards lifelong learning perspective, MoPME recently drafted the NFE Act which was approved by the Cabinet Members in May 2013 and is waiting for final approval by the Parliament.

The purpose of this Act is to ensure the rights and the opportunities for disadvantaged population and aims to eradicate all disparities that have been identified as the rationale for the education policy documents. Therefore the final draft of NFE Act elaborated the Equivalency Education mechanism with special focus on vision, mission, goal, objectives and scope of NFE and its potential clientele groups including quality education for all.

UNESCO has supported MoPME and Bureau of Non-Formal Education (BNFE) in preparing NFE Act along with drafting Rules/Regulations for the draft Act.

## EFA 2015 Review

At the 36th session of the UNESCO General Conference in 2011, the Director General of UNESCO was requested by the Member States to ‘mobilize the international community and EFA partners for the achievements of the EFA’ and in particular to ‘continue to undertake benchmarking for monitoring progress towards EFA’. Recently the Global Education for All Meeting (GEM) held in November 2012 stated in its final statement that: ‘We agree on a process of national and regional EFA reviews that will inform a Global Conference on Education for All in 2015. We urge all UNESCO Member States to actively participate in the process leading up to the global conference in 2015 to establish the post-2015 global education agenda’. As a result of the EFA Steering Committee meeting agreement, on 05 July 2013 UNESCO invited all Education Ministries to contribute to the National EFA 2015 Reviews following a guideline. Bangladesh agreed to undertake the national review with MoPME as the coordinating focal point. To support this process MoPME has set a focal point and a National EFA 2015 Review Coordination Committee has been created. It is a multi-partner (GO, I/NGO, UN, DP, Academia) engagement forum developed to ensure a

robust evaluation of EFA progress. A core National EFA 2015 Review Technical Committee has also been created to plan (with draft budget), organize, coordinate and implement the main review tasks and to support preparing the National EFA 2015 Review Report. A two member delegation nominated by Technical Committee Focal Point attended “Regional Technical Workshop on the National EFA 2015 Review” to enhance their capacity to undertake systematic reviews of national EFA progress and strategies with the aim to develop policy options for acceleration of EFA and provide inputs for national and international debates on the post-2015 education agenda. MoPME has identified a lead consultant in undertaking field activities and prepare the national review report by June 2014. Due to time constraint, rather targeting primary data, the lead consultant with six other team members prepared a zero draft report focusing on available secondary data. In 2014 the zero draft report will be shared with all stakeholders for feedback, case studies and regional consultations on EFA 2015 Review will be undertaken and through various sharing – national, regional (Asia-Pacific) potential feedback will be incorporated to finalize the report. UN, I/NGOs are jointly supporting MoPME and consultant team to develop the report.

## AWARENESS RAISING (TEACHERS, LITERACY, GLOBAL MONITORING REPORT)

### EFA Global Monitoring Report 2012-13

A launching ceremony of the EFA Global Monitoring Report-2012 was jointly organized by BNCU, Save the Children and UNESCO Dhaka in Dhaka on May 16, 2013. The main objective of the event is to formally launch the “Education for All Global Monitoring Report 2012” in Bangladesh.

As the lead agency, UNESCO is mobilizing and harmonizing the international efforts to achieve EFA. Government, development

agencies, civil society members, non-government organizations and the media are the key partners working toward reaching the EFA goals.

The EFA Global Monitoring Report 2012 focused on the YOUTH and SKILLS-putting education to work. The social and economic challenges of recent years have drawn attention to the availability of skills and learning opportunities for the young. The 2012 report documented “200 million young people in developing countries who have not even completed primary education and lack



working skills". These young people urgently need a second chance to learn basic skills so that they can put food on the table and money in their pockets. As part of its annual review of progress towards the EFA goals, the Global Monitoring Report has also found that all the EFA goals are off track, some by a large margin.

Dr. Kamal Abdul Naser Chowdhury, Secretary, Ministry of Education, Government of the People's Republic of Bangladesh was the Chief Guest while S.M. Ashraful Islam, Additional Secretary, Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh chaired the session. Mr. Michael McGrath, Country Director, Save the Children International (SCI) and Mr. Kiichi Oyasu, Officer in Charge, UNESCO Dhaka office gave speeches as special guests. Mr. Talat Mahmud, Programme Director, SHIKHON Project, SCI, presented the Key Findings of the EFA GMR 2012. Discussion session was moderated by the Chair.

## Global Action Week 2012

Bangladesh celebrated GAW 2012 in all the 64 districts and mobilized more than 400,000 people demanding ECCE for healthy, safe and joyful childhood for all children. The

celebration was organized by Bangladesh Shishu Academy (BSA), members of Bangladesh ECD Network (BEN), Campaign for Popular Education (CAMPE) and international organizations like UNICEF, UNESCO, PLAN Bangladesh, Save the Children, Aga Khan Foundation (AKF). The Ministries of Primary & Mass Education and Women & Children Affairs also provided their support and cooperation. The national highlight event of GAW 2012 was THE BIG PICTURE undertaken in all the 64 districts on 25 April 2012.

In Dhaka, a policy round table was organized at BSA on 26 April and the BIG PICTURE, Puppet Show and Local Drama (Jatra) on 28 April, to highlight the importance of safe, healthy and joyful childhood. A short documentary based on this event 'Anondomoy Shoishob - Shishur Odhikar' (joyful childhood - is a right to children) was aired on May 07, 2012 on Desh TV (private channel) at 6 pm. Different theme songs on ECD developed by BSA, relevant messages and UNESCO DG's message was broadcasted throughout the week by two community radio stations in Rajshahi and Borguna. Posters with GAW 2012 slogan were distributed throughout the country. UNESCO Dhaka participated actively in GAW 2012 preparation and celebration.

## Round Table Meeting on the occasion of International Literacy Day 2012

A round Table Meeting was held on 08th September 2012 in the auditorium of Bureau of Non Formal Education (BNFE) on the occasion of International Literacy Day (ILD) 2012. Mr. Md Motahar Hossain, State Minister of Primary and Mass Education, was present in the meeting as Chief Guest while Mr. Md. Alamgir, Director General, BNFE, presided over the meeting. The meeting was facilitated by Ms. Rasheda K. Choudhury, Former Advisor of Caretaker Government and Executive Director, CAMPE.

Participants of the meeting emphasized on finding a way for increasing the literacy rate of the country. The meeting also endorsed implementable plans for reaching country's respective EFA Goal and Framework of Action. UNESCO shared it is ready to work with national teams to develop a feasible road map for scaling up effective literacy programmes and reaching the 2015 target. Country action plans will be built on a review of past achievements and current effective practices within the country level. Linkages of vocational education with literacy also pointed out as an important issue for sustainable community development.

A number of NFE experts participated in the round table and lively discussions covered important issues relating to literacy programme in particular comprehensive strategies and plans of government and NGOs in the country. Beside the experts Mr. Abul Kalam Azad, Additional Secretary, Ministry of Primary and Mass Education; Mr. Shyamal Kanti Ghosh, Director General, Directorate of Primary Education; Mr. Kiichi Oyasu, Officer-in-Charge, UNESCO Dhaka Office; Mr. Ramendu Majumder, Media Personnel; Mr. Md. Mohshin, Programme Manager, UNICEF Bangladesh also shared their perceptions in the meeting.

UNESCO, Save the Children jointly with MoPME and BNFE published posters to disseminate the theme of literacy day and souvenirs also published to make people aware on the importance of literacy.

## Observation of International Literacy Day 2013

The International Literacy Day (ILD) was celebrated in Bangladesh on September 08, 2013 through various events all over the country. At the national level, the Ministry of Primary and Mass Education (MoPME) and Bureau of Non-Formal Education (BNFE) organized the inaugural ceremony at the Osmani Memorial Hall in Dhaka. Dr. Mohammad Afsarul Amin, Minister, MoPME was the Chief Guest of the ceremony, while Mr. Mohammad Motahar Hossain MP, State Minister, MoPME and Mr. Kiichi Oyasu, Officer-in-Charge of UNESCO Dhaka attended as Special Guests. This event was chaired by Mr. Kazi Akther Hossain, Secretary, MoPME. Since this year's theme for ILD is dedicated to 'Literacies for 21st century', the speeches of the guests highlighted the need to realize basic literacy for all and also equip everyone with more advanced literacy skills. A rally was organized prior to the ceremony and performances on promoting literacy were demonstrated after the ceremony.

As another national level event, roundtable discussions were held by MoPME and BNFE in the afternoon of September 08, 2013 at the BNFE Auditorium, inviting State Minister, MoPME as the Chief Guest. A number of NFE experts participated in this forum and the need for equivalency programme to standardize NFE programme and strengthened delivery mechanisms such as community based learning centres were pointed out through lively discussions. Linking literacy with vocational skills was emphasized together with the importance of marketing skills for income generation. At this occasion, UNESCO Dhaka congratulated Dhaka Ahsania Mission who was awarded UNESCO Confucius Prize for Literacy 2013. A special supplementary page was published in the daily news paper particularly in the Daily Samokal, the Daily Janokantha and the Daily Nayabani to highlight the significance of the day.

## EARLY CHILDHOOD CARE AND EDUCATION (ECCE)



### National Sharing Workshop on ECCE CLC Parenting Education

UNESCO Dhaka advocated with Bangladesh Shishu Academy (BSA) on the importance of community based parenting education since 2010 and bring them on board on June 2011 through leading Bangladesh Country Team for the project “CLC Parenting Education in Bangladesh”. Through a signed Memorandum of Understanding (MOU) with Economic Relations Division (ERD) BSA has implemented the UNESCO regional project “CLC Parent Education” in Bangladesh. The overall goal and objective of this project is to improve young children’s readiness for, and retention in primary schools and to increase awareness, interest and involvement of parents and

community members in early stimulation, care and education. As a result of a baseline survey undertaken in all the implementing countries namely Bangladesh, Kazakhstan, Mongolia, Myanmar, Pakistan, Samoa and Viet Nam (Bangladesh participated in January 2011) a “Parenting Education Guidebook” as well as an accompanying “Facilitators’ Handbook for Parenting Education in the CLCs” have been developed. All the piloted countries are to translate and adapt the documents into national languages which are to be used for small scale piloting in the selected CLCs. To begin the project implementation BSA has undertaken the above workshop to share the objectives and work-plan of the project and experiences of 2011 with all relevant stakeholders who are involved in ECCE development to get feedback for better implementation



of the project. Around 50 participants from government relevant ministries and departments, BNCU, UN agencies, I/NGOs, CSOs, Academia, Research Institutions and Media (both electronic and print) attended the workshop at BSA Conference Room and provided feedback.

## CLC Parent Education in Bangladesh

The continuation of the “CLC Parent Education in Bangladesh” project with BSA is the translated and adapted version of the regionally developed “Parenting Education Guidebook” and “Facilitators’ Handbook for Parenting Education” which to be used in the CLCs and other learning centres. BSA has also done a small scale piloting in the selected CLCs.

The contents of the “Parenting Education Guidebook” are: (i) Caring for children, (ii) A child is born, (iii) The developing child, (iv) Health, safety and nutrition, (v) Play in the lives of children, (vi) The many languages of childhood, (vii) Young children’s behavior, (viii) Children with disabilities, and (ix) Going to school.

The “Facilitators’ Handbook for Parenting Education” has three parts and Part 2 has nine similar to that of a “Parenting Education Guidebook”. The three parts are:

PART 1: Being a facilitator, PART 2: Guidelines for Conducting Parent Education Programme And PART 3: Interactive strategies for teaching and learning.

MoWCA is to use the documents in all its learning centres all over Bangladesh. It also has planned to use the documents in consultation and agreement with the Ministry of Primary and Mass Education (MoPME) in the PEDP3 pre-primary education component. Promoting parenting education in larger scale would bring success in achieving the EFA Goal 1.

## Early Childhood Care and Education Asia-Pacific Regional Policy Forum Meeting

The Asia-Pacific Regional Policy Forum on Early Childhood Care and Education took place in Seoul, Republic of Korea from 10 to 12 September 2013. Under the subtitle “Are children ready to learn? Are schools ready for children?” the Forum focused on improving young children’s ‘readiness to learn’ from both children’s and school’s perspectives, with special attention to the promotion of equity.

With almost 200 high-level representatives from 31 countries in the Asia-Pacific region (including Bangladesh) participating, including 18 education ministers (including MoPME minister from Bangladesh) and vice-ministers, the forum bolstered the early childhood development community’s commitment to children, underscoring the importance of an inter-sectoral holistic approach. At the end of the Forum, participating delegations presented and discussed follow-up actions to be undertaken in their respective countries as well as mechanisms for future country-to-country cooperation. The Bangladesh follow-up actions are:

(i) Until the government resource pool is enriched with necessary trainers, teachers, developers government will take advantage of engaging non-government agencies, organizations, institutions for active cooperation; (ii) A solid database will be developed with current and future projection for PPE enrolment and making it compatible with the central EMIS at DPE; (iii) Capacity development will be done of the DPE, NCTB, NAPE and district offices for adequate understanding on the PPE methodology for professional programming, follow up will be made in the field and continue developing the same; (iv) Direction will be set and given to all PPE providers to follow the minimum standard set in the expansion plan; and (v) A central review and coordinating body for PPE will be launched soon to guide the PPE implementation.

## PRIMARY EDUCATION



### Primary Education Governance Project

In Bangladesh good governance in the education sector, particularly in primary education sub-sector and prospects for achieving EFA and education related MDG are inseparably linked. The country suffers from a wide range of governance challenges and barriers in the primary education sub-sector, including deep-rooted structural problems and inadequacies related to operational and procedural matters. Most of the challenges are located from the following areas: organizational structure and management, policy-making, coordination, decentralization/devolution, capacity building, and partnerships and ownerships. All these

are linked with broader macro governance dynamics.

UNESCO Dhaka supported MoPME/DPE in implementing Strengthening Primary Education Governance project through Power and Participation Research Centre (PPRC) in 2010-2011. To improve the efficiency and capacity of DPE, MoPME, relevant ministries/organizations, field level officials, teachers, educators and teachers of primary schools (GPS, RNGPS, Community and Experimental) study visits were organized to acquire knowledge on good governance in the selected regional countries: Malaysia, China and Indonesia. Based on several study visits including action research and feedback workshop a draft Primary Education Governance Guidebook (PEGG) has been

developed and submitted to MoPME. The guidebook has been prepared mainly based on the findings of the action research, exchange of views and ideas and contribution of the participants in the Capacity Building workshops, study visits experience reports by the participants and the deliberations in the feedback workshop focusing on four major issues: Financing education for equity, School Based Management (SBM), Community Participation, and Teachers Governance. The guidebook also addressed Inclusive Education, Achieving Academic Excellence in Schools and other governance issues.

The project has been extended till December 2013 for further refinement of the guidebook through the Field Application Trial as a part of the PEDP -3 sub-component 3.2: Decentralized School Management and Governance. As part of the improvement process of guidebook a study visit organized in Jordan for high official team of MoPME, and DPE, and three-division level and one national level sharing workshops conducted by engaging National Academy for Education Management (NAEM). NAEM also consulted with different stakeholders, working group of PEDP 3 and Education Cluster. As per suggestion of education cluster Disaster Risk Reduction and Education in Emergency has also been integrated in the guidebook. Besides from action research Impediments of Government smooth functioning and way to Good Governance have been identified and added to PEGG.

For effective implementation of PEGG a resource material has been developed containing training materials and utilization plan.

## Adaptation of “Promoting Inclusive Teacher Education- Advocacy Guides”

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing their engagement in learning, enhancing their learning experiences

and outcomes, and reducing exclusion within and from education. Working towards inclusive education calls for significant changes and modifications. These changes need to be implemented in the field of teaching and learning content, approaches, processes, structures and strategies. Teachers have an indispensable role to play in this process.

UNESCO Bangkok conducted multi-country (Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam) review of pre-service and in service teacher education systems in Asia-Pacific. The review had a broader goal: to support the growth of a framework of rights-based, inclusive and gender-responsive education in the region. Based on multi-country review findings UNESCO Bangkok developed “Promoting Inclusive Teacher Education- Advocacy Guides” in 2013.

The main purpose of the guides are to address various issues related to teacher education concerning global demand. Therefore, this is not necessarily adequate or justified for any specific country. Along with other countries, Bangladesh’s context has been considered while developing the guides. However, there are many other issues that are yet left to be addressed to make the guides more acceptable for the context of Bangladesh.

In this regard UNESCO Dhaka initiated discussion with Plan International Bangladesh, Institute of Education and Research (IER) of Dhaka University, UNICEF and Save the Children for adaptation of the guides. Plan International Bangladesh is currently implementing a project in collaboration with IER and DPE with the support of Plan Australia and DAFAT to develop a demonstrative model of Inclusive Education using government primary schools. UNESCO and other partner organizations agreed to join with Plan’s initiative and accordingly a tentative plan has been developed to adapt the ‘Advocacy Guides’ in view of Bangladesh context to ensure better implementation of inclusive education by teacher education at all levels through doing advocacy with related persons from policy level to teacher educators.

# LITERACY AND NON-FORMAL EDUCATION (NFE)



## Capacity Building for Education for All (Cap EFA) initiatives in Bangladesh

Bangladesh has resources and substantial experiences in Non-Formal Education (NFE) throughout its long history, but there have been varieties of delivery approaches, content and personnel by government and NGOs usually developed under time and budget bound projects. There has been little effort by government or NGOs to coordinate or sustain different project initiatives and resources developed. For example, while more than 6,000 Community Education Centres were established under Post Literacy and Continuing Education (PLCE) project of BNFE funded by ADB in 2007-2012, most of them are being closed down due to lack of systematic NFE mechanisms.

The Cap EFA programme of UNESCO started in 2006 in Bangladesh. Under the 1st phase (2006-2008), basis and baseline for capacity

development of literacy and NFE such as NFE Mapping, Literacy Survey, Advocacy, Training Manual on six key areas of literacy and NFE were reviewed and Management Information System (MIS) were developed. During the second phase (2008-2011), institutional frameworks to standardize NFE such as policy analysis, piloting NFE-MIS, NFE delivery mechanism, equivalency education and minimum standard for NFE teachers were developed.

The current phase of Cap EFA (2012 - 2013) has mainly focused on developing mechanisms to sustain the learning of learners and sustain NFE programmes and activities. Specific objectives include: 1) enact NFE Act; 2) institutionalize NFE delivery mechanisms; 3) develop standards for NFE facilitators; 4) develop equivalency education mechanisms; and, 5) expand NFE-MIS in other new districts including publication of NFE-MIS training manual.

The Ministry has formulated a draft NFE Act together with rules and regulations based on the guidelines developed under the 2nd phase of

the Cap EFA project. The Act was approved by the Cabinet in May 2013, and awaited approval by the Parliament.

Pilot projects have been carried out in Sylhet and Rangpur Districts to develop networks and collaboration among local stakeholders of local government, ICT centres and vocational education institutions, NGOs and local communities, to jointly develop a learning network for each community. Specifically, a resource centre has been established at Union level to support community level activities through providing information, materials, need based training and recreational programmes. A proposal for expansion was prepared and consultations have been held with potential partners to expand the pilot initiatives of community development including BRAC, JICA, ADB and SDC.

NFE-MIS has been transferred from UNESCO to BNFE server to expand to other districts based on piloting in four districts during 1st and 2nd phases of CapEFA.

Equivalency education curriculum guidelines and mechanisms for accreditation have been drafted and will be finalized by 2013r, through assisting Ministry of Primary and Mass Education and in cooperation with ILO and UNICEF. Standard of NFE teaching personnel will be developed for those who in particular teach at equivalency education of GOs and NGOs.

## Equivalency Education

The constitution of Bangladesh makes it mandatory for the state to provide education for all. Access to education is considered as the right of all citizens. However, despite many successes Bangladesh is yet to achieve universal literacy.

In Bangladesh, primary education is now compulsory for the children of ages 6 to 14. In this regard, number of schools has been increased, more classrooms are built, and additional numbers of teachers are recruited. Children of poorer families are provided with cash transfer support. In spite

of all these efforts many children remain out of enrolment. The children get admission, of them more than 29% drop out before completing the primary education cycle of five years. Consequently, more than 40 million youth and adults are still illiterate. To address the education of never enrolled, dropped out children and adult illiterates there are various types of NFE programmes offered as parallel learning system to that of formal education by the Government and Non-Government organizations.

The Non-Formal Education (NFE) has come across long ways, but has not yet been properly recognized in the job markets or continuation of further education. To overcome this barrier, demand for establishing equivalency education has become a pressing issue in the country.

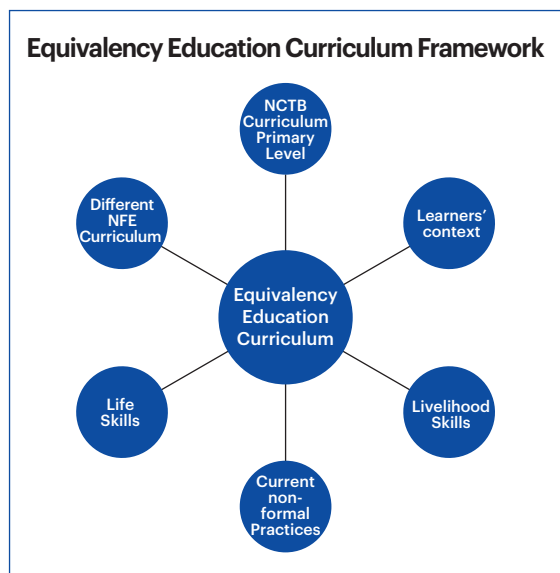
Keeping this in mind an equivalency education (EE) framework has been developed in 2011 under the CapEFA programme containing a set of core competencies through comparing and weighing in the formal education as a prerequisite of EE. This EE framework also contains the *curricula and guidelines for NFE materials development*. While the government is positive about institutional development of EE, UNESCO Dhaka has been supporting the BNFE and MoPME to develop mechanism for *accreditation of NFE providers and assessment process of learners*.

## Equivalency Education Curriculum

Curriculum framework of EE is developed based on the basis of national curriculum of formal education and considering the current practice of different implementing organizations adapting the alternative education. There are different organizations both from government and NGOs implementing NFE in Bangladesh. Their target groups are also very different. The duration of their programmes' courses of study is very different from one another.

## Assessment and Certification Process for EE

Assessment is important as to ensuring that the quality of NFE which is equivalent to formal education of higher education institutes, government, company and society. Whoever wants to get an EE certificate, would have to sit



for a test for the assessment. This assessment will determine his/her level of terminal competencies equivalent to either of grade 3 or 5. With this certificate learners can move forward for further education. The Equivalency Education Programme (EEP) Board is proposed to be established to develop guideline for

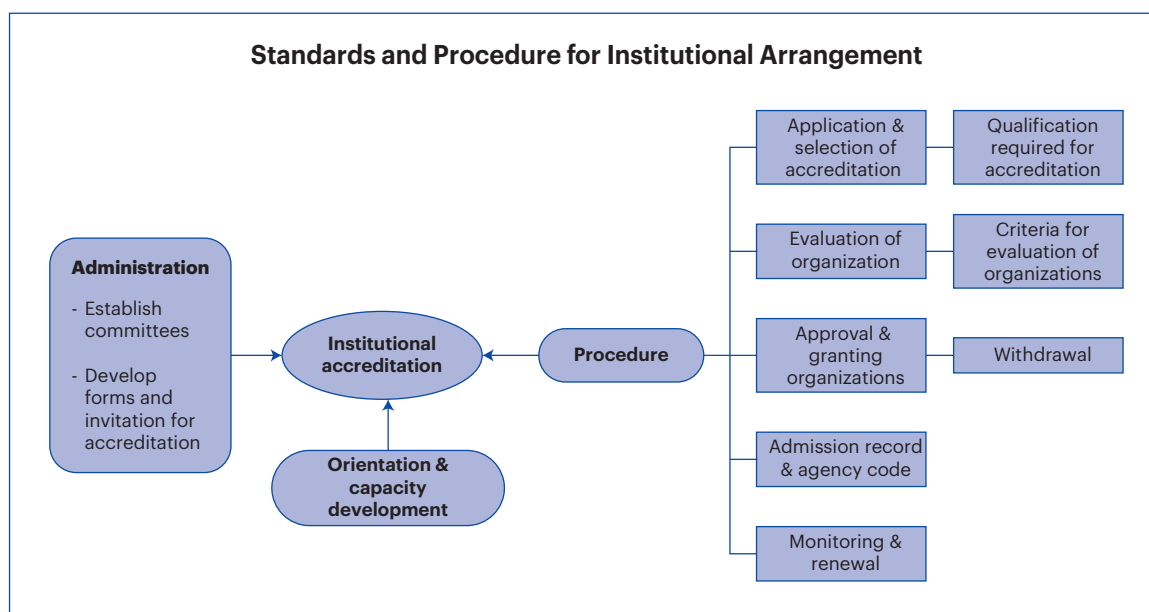
assessment tools for the tests. BNFE will have a 'board' to examine and monitor the total system of assessment and accreditation. The accreditation authority will be decentralized to union level with the participation of school teachers, non-formal education practitioners of NGOs and cluster level Assistant Upazila Education Officer (AUEO).

## Accreditation Process

Accreditation is the core point of Equivalency Education (EE). It ensures the compatibility of learners and NFE service providers for ensuring quality of NFE service delivery.

EE mechanism is elaborated in the NFE Act. It is expected that a national authority for accreditation and equivalency will be established. Therefore considering the process of enactment of law for national authority of accreditation, it should be implemented step by step.

Institutional accreditation may be initiated as piloting basis. Qualified NFE providers will be selected as affiliated organizations of equivalency education. Experiences from the pilot period will give tangible inputs for modifying qualification and procedure of accreditation as well as for incorporating useful rules and regulations aspects during expansion period.



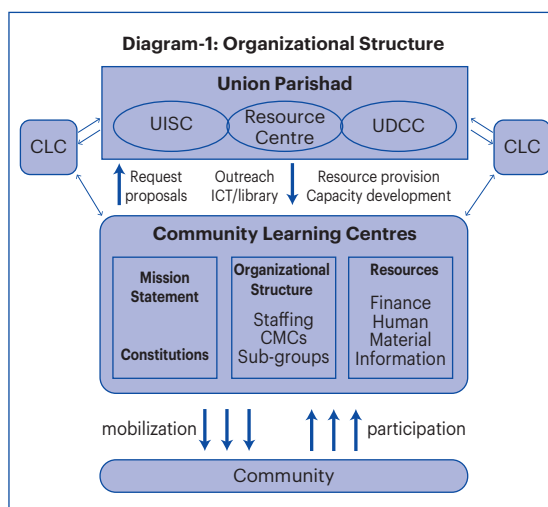
## Piloting of Systematic Non-Formal Education (NFE) Delivery Mechanism

UNESCO assisted Bureau of Non-Formal Education (BNFE) in piloting systematic NFE to develop a model of systematized community level learning and training network, linking Community Learning Centres (CLCs), Union Parishad (Lowest level of administrative unit of local government), Union Information Service Centres (UISC) of the A2I (Access to Information), and Union Development Coordination Committee (UDCC) with technical support mechanisms of local NGOs and government offices and Local Government.

The field level implementation was initiated in January 2013 in 4 unions of 2 upazilas in each of Rangpur and Sylhet districts where Rangpur Dinajpur Rural Service (RDRS) Bangladesh and Friends in Village Development Bangladesh (FIVDB) were providing technical supports respectively. As part of the supporting mechanism, it aimed to build capacity of communities, CLC facilitators, Centre Management Committee (CMC), Union NFE Resource Centre (NFERC), District and Upazila NFE committees and local government particularly Union Parishad (UP) to strengthen outreach programs and to create opportunity of lifelong learning.

The diagrams below present the basic operational model of piloting systematic NFE delivery.

Principal focus was on the community initiatives for establishing sustainable CLC because they knew their requirements in a better way and also could improve the situation locally if they were provided with appropriate technical supports. In accordance, capacity building initiatives were undertaken for exploring their potentials and to create environment where they participated in the decision making process. Community capacity building initiatives included orientation, training and social mobilization program. The community developed the constitution



for CLC, formed CMC and different issue based sub-groups. They also took initiatives for mobilizing resources for both individuals and organizations. The CLC prepared annual work plan and budgets as part of resource mobilization. The budget was submitted to the UP for incorporating in the UP annual budget so that UP directly could provide financial support to CLCs.

The USIC, Union NFERC and UDCC are based on union parishad complex and guided by elected local government representatives headed by the UP Chairman. UISC and Union NFERC were equipped with ICT equipments including internet facilities who provided capacity building supports to CLCs through conducting training sessions including computer training at CLCs level, operating village library, e-mobile library, providing information based supports and conducting social mobilization programs. The e-mobile library was operated by Union NFERC to deliver reading books to the community people on a regular rotation.

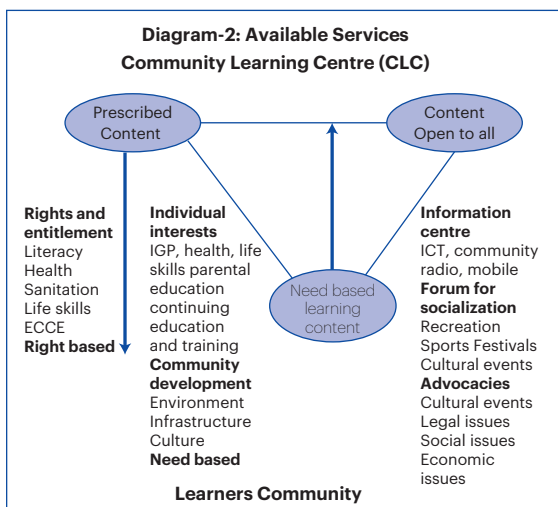
The services available at CLCs were Basic Literacy, Post Literacy, Skills Development Training, Health and Family Planning Services, Agriculture Development, Fisheries, Exhibition of Documentary and Short Films, Cultural Development and Life Skills Development.

Mainly three types of approaches were followed at CLCs: (i) Prescribed contents focus on rights based issues, (ii) Needs based learning contents supported needs of

individual learner and needs of community as well, and (iii) the open contents served the purposes required for comprehensive community development.

The NFE delivery followed a multi-way networking and linking from grassroots to top policy-making level. Networking among CLCs and Union NFERCs benefited from sharing their experiences and learning from each

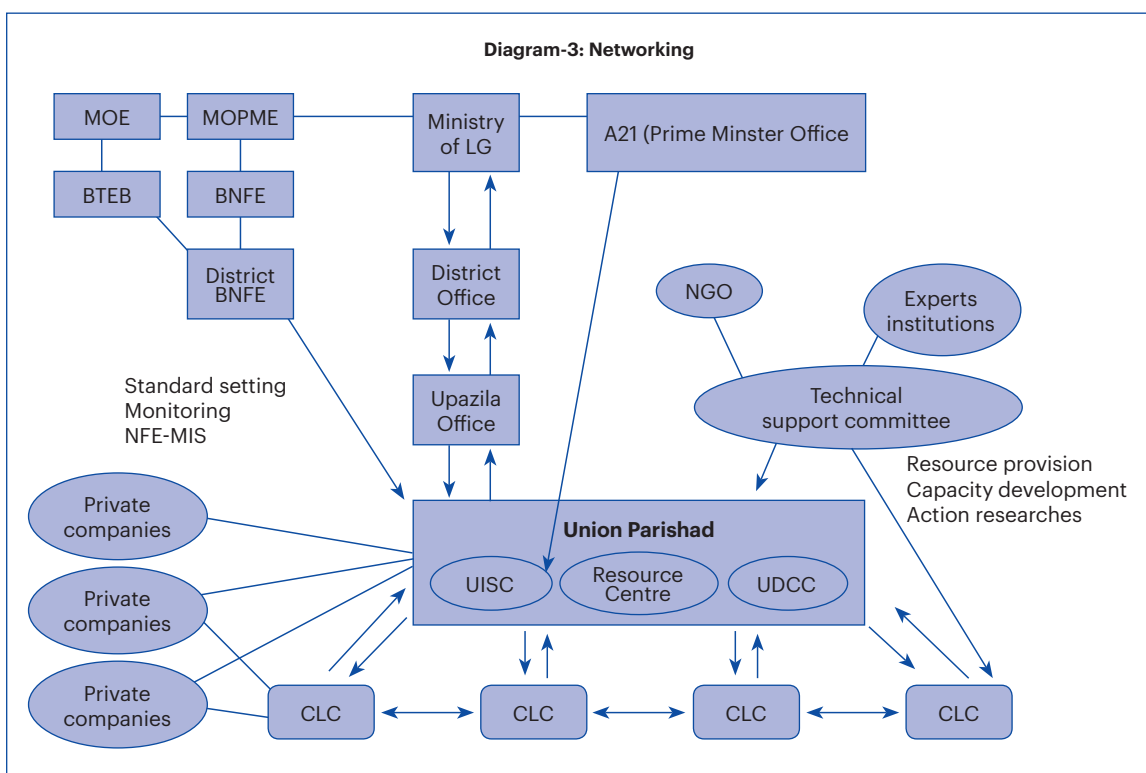
became more capable through linking with Bangladesh Technical Education Board (BTEB), training institutions, BNFE, administration, local government, private sector and A2I. The technical support committee was for building capacity of local institutions in order to establishing networking and linkages among diversified stakeholders. The technical support committee also guided to conduct action research and resource mobilization.



Through successful networking, CLCs mobilized resources from different sources to meet a certain portion of total annual requirements. UP was leading the process with active and efficient participation of CMC, UDCC, UP standing committees, CBOs and local administration. The CLCs and Union NFERCs were incorporated in the development agenda of UP.

District NFE Resource Team, BNFE, local government and local administration participated in the delivery mechanism effectively towards promoting the CLCs as a common platform for overall community development and establishing systematic NFE delivery mechanism.

other. For providing supports to CLCs, union-based entities (UISC, Union NFERC and UDCC)







## Non-Formal Education Management Information System (NFE-MIS)

Recognizing the overarching role of NFE in achieving the EFA goals, the gap was also identified in collection of NFE program data both in the government and NGO sector. As a result there is no single reliable national database on current and potential target population of NFE/basic education and on-going activities. To meet the requirements of different stakeholders, Bureau of Non-Formal Education (BNFE) initiated for developing web-based national NFE-MIS with the financial and technical support of UNESCO Dhaka. Series of interventions were undertaken in this regard since 2006. A National Technical Committee (NTC) for NFE-MIS guided the whole process of developing NFE-MIS using 'Joomla 1.5' version that UNESCO server used since the beginning.

During the period of 2010 - 2012, experimental version of NFE-MIS was developed and piloted in two districts, namely Cox's Bazar and Lalmonirhat. Based on the piloting experience, comprehensive changes were made to make it more user-friendly. The modified version was later piloted in Habiganj and Narail.

NFE MIS was powered by Joomla 1.5.26 and it was updated to the latest version compatible to Joomla 3.1.1 in order to make

it more workable and more protected. The MIS software was transferred from UNESCO server ([www.nfemis.unescodhaka.org](http://www.nfemis.unescodhaka.org)) to BNFE server. The current MIS is available at [www.nfemis.bnfe.gov.bd](http://www.nfemis.bnfe.gov.bd) and it is hosted at the central server of Bangladesh Government. BNFE personnel dealing with MIS were provided with training on (i) basic training on site and server management for two persons and (ii) basic training on software application.

Based on 33 indicators used in the software in NFE sub-sector 70 types of reports can be produced from the software. A user-friendly manual for data entry, data editing and preparation of reports was printed out for use in the training sessions. The manual consists of:

- (1) Introduction to NFE;
- (2) NFE-MIS overview;
- (3) Data Management for NFE;
- (4) Data viewing and Editing;
- (5) Data cleaning;
- (6) Indicators and data analysis; and
- (7) Software management and configuration.

Plan for scale up and covering more districts was completed and discussion was held with other development organizations such as Save the Children, BRAC and SHARE Project of European Union with a view to strengthen the collaboration and participation towards promoting systematic and quality Non-Formal Education in the country.

## Piloting Adult Literacy Programme in Chittagong Hill District (CHT)

UNDP and UNESCO Dhaka under the Chittagong Hill Tracts Development Facility (CHTDF) has initiated a collaboration on piloting an adult literacy program in the Chittagong Hill Tracts (CHT). The pilot program is being implemented through the three Hill Districts Councils (HDC). CHTDF has been working with the HDCs and supporting operation of 235 community run schools towards strengthening basic education especially primary education in CHT since 2008. Over the years working with the community the project experienced that a significant number of School Management Committee (SMC), Mothers' Group (MG) and Parent Teachers' Association (PTA) members are illiterate and are willing to go through a basic literacy course to contribute more and be active in performing their roles. Hence the project considered responding to the needs of the respective members involved in school affairs and planned a pilot initiative on adult literacy.

UNESCO is engaged in providing technical support in the implementation of pilot adult literacy program in three hill districts of Chittagong linking the current UNESCO's initiatives on systematizing the Non Formal Education (NFE) in the country through the Capacity Building for Education For All (CapEFA) project, particularly strengthening local networks to support community level learning centers.

The pilot project started with 900 adult in 30 centers in three hill districts (10 centers in each district) to provide literacy and life skill to the learners. The program has two phases comprising a six months basic literacy course followed by a post literacy and continuing education. The later however, would focus on livelihood skills and creating literate environment linking with other available services.

Being an implementing partner the Bureau of Non Formal Education (BNFE) of Government of Bangladesh (GOB) is contributing for facilitating the program activities at the ground level. One of the important features of the pilot, however, is customizing the BNFE materials as per culture, tradition and lifestyle of the region.





## TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

### Capacity Strengthening for Policy and Performance Analysis and Preparation of TVET Sub-sector Programme in Bangladesh

Upon request from Ministry of Education and approval of UNESCO Headquarter, UNESCO Dhaka initiated the 'capacity strengthening on policy and programme performance analysis for TVET sub-sector programme preparation' in 2010.

The TVET Reform Project implemented by ILO for the Directorate of Technical Education (DTE), Ministry of Education (MoE), later joined in the capacity strengthening programme as the implementing partner. The capacity strengthening programme has been jointly planned and implemented by UNESCO and ILO through nine workshops in different venues; and education institutions with computer and internet support were provided for more than 12 months with eight on-the-job exercises in between the workshops. The same group of 35 senior participants from the DTE, Bangladesh Technical Education Board (BTEB), Bureau of Manpower Employment and Training (BMET), Department of Youth, Ministry of Women and

Children Affairs (MoWCA), Ministry of Textile (MoT) and NGO representatives attended the nine workshops.

The capacity strengthening programme was planned and implemented in sequential steps with the three main distinct components and they were:

- Policy and programme performance analysis following Education Sector Analysis (ESA) approach,
- Identification of number of potential students/learners and setting of benchmark and target indicator, and
- Preparation of TVET sub-sector programme following Logical Framework Approach (LFA) in the pattern of Sector Wise Approach of Planning (SWAP).

Participants acquired competency on setting up of interventions and strategies, adapting and using a logical framework format for undertaking action planning of TVET sub-sector programme from workshops.

The workshops were facilitated by Roderick Murray, International Advisor, ILO; Jiban Kumar Chowdhury, Chief Executive, National Skill Development Council; Hari Pada Das, Programme Officer, ILO; and Abdur Rafique, Programme Advisor, UNESCO.

## HIV AND AIDS PREVENTION

### Education Sector 2011 HIV and AIDS Global Progress Survey

UNESCO supported the Global Team to undertake the above survey globally in 2011. Accordingly Bangladesh was invited and for the first time Bangladesh participated in this survey in early 2012. MOE (Ministry of Education) had given the leadership to BANBEIS (Bangladesh bureau of Educational Information and Statistics) to respond to the survey in collaboration with UNESCO Dhaka office. The global team provided survey questionnaires and guidelines applicable to all responding countries and supported the hiring of independent facilitator. The facilitator was to complete the questionnaire by conducting workshop with discussions from respective relevant stakeholders. Due to time constraints and unavailability of efficient facilitator the questionnaires were sent to all relevant stakeholders who are involved in HIV and AIDS area for responses. Through a half day validation workshop facilitated

by UNESCO Dhaka staff with participation from relevant government sector officials, I/ NGOs, CSOs, UN agencies the questionnaire was validated and sent to Global Team and Bangladesh data was published in the 2011 GPS report. As Bangladesh did not participate in 2004 GPS Baseline Database therefore further set of questionnaires were completed which focused on 2004 progress and was submitted to the Global Team. From the questionnaire responses it was noticeable that at the national level MoE does not have any dedicated committee that is responsible for coordination of the response to the HIV and AIDS epidemic, as well as no fund involvement therefore no separate budget for HIV and AIDS purposes. Moreover there is no approved policy on HIV and AIDS yet but the ministry discussed the issue of developing a policy to ensure the result of HIV and AIDS component has already been included in the national curriculum and textbook as well as regular monitoring is on the progress. MoE is yet to include HIV Workplace policy development as no workplace programme is on board.

## GENDER EQUALITY

### A milestone of Gender equality mainstreaming in Curricula and Textbooks

With a background of social unrest and depreciation of human value in the country, violence against women has increased. It is apparent that violence of all types will be reduced and awareness of protection will be increased if girls'/women's rights, gender equity and empowerment of women are ensured in every sphere of life. Looking into the need, the government has developed and approved the National Women Development Policy 2011. The right to education is one of



the most significant of all rights, because education plays most important role to enable access and ensure other rights. The National Education Policy (NEP) 2010 reflects the importance of gender and female education. In this view Government of Bangladesh under the leadership of Ministry of Education (MoE) is implementing a project titled “Addressing Violence against Women: Gender Responsive Programmes in Education System of Bangladesh” by the National Curriculum and Textbook Board (NCTB) with both financial and technical assistance of UNESCO Dhaka. The objective is to have more balanced and gender-responsive curricula and textbooks which in the long run will help change social attitudes and behavioural practices that lead to violence against women and discriminatory practices. This initiative is part of UN Joint Programme of “Violence Against Women (VAW)”. It is visible from reports of different countries that proper education from childhood could make significant changes in reducing gender based violence or violence against women which has currently increased alarmingly in Bangladesh.

An eight member committee of NCTB has been formed to review the existing curricula and textbooks using two types of gender lenses to verify the gender sensitivity, equity and gaps in the curricula and textbooks; undertook National Expert Workshop on “Masculinity, Male Roles and Violence Against Women” and “Action Research” to find out the causes of gender-based violence over all and in school settings. The main objective behind these actions is to identify sectors for gender mainstreaming. Recommendations that came out from these actions has been nationally shared, finalized and approved by MoE. NCTB’s capacity has been strengthened on how to use these recommendations during curricula and text development. Applying the recommendations, the committee has reviewed secondary and higher secondary curricula, teacher training curricula and selected seventeen textbooks of grade VI to grade XII for the 2011 academic year. As part

of NEP implementation, in the first step, the committee also reviewed seven textbooks of grade VI to grade VIII of 2012 academic year applying the same recommendations which are available in the hands of all VI to VIII grade students and teachers. A pilot teacher training in seven divisions have been conducted by field testing these seven textbooks. “Presentation of male and female involvement in work, position and status, and illustrations in the new seven textbooks are more gender sensitive than the previous curriculum based textbooks. Qualitative and quantitative aspects of gender have been considered in these textbooks.”; “In these textbooks an effort has been made to ensure the unity in diversities. It will reflect the reduction of gender based violence in the community.” “It is necessary to concentrate on the CQ and MCQ part of the textbook. In this section, male and female character should be equally used.” “Access to power (decision making, express of opinion etc.) and economic empowerment should be given more importance for women development.”; “Women’s vital role in the liberation war should be emphasized in the textbooks.”; “Girls and boys should be equally depicted in the illustration with status and position.” – are some feedbacks from the pilot teacher training.

NCTB ensures that these feedbacks will be considered carefully during the second step review of other textbooks in 2012 and 2013. As a long-term effect of this project, the learners will develop themselves as a gender sensitive person of this society which will ultimately reduce gender based violence and make the society free of gender biases.

## Gender Study Report

There are 49 million illiterates in Bangladesh. Of this large number, more than half are women who are often from very underprivileged conditions and face multiple challenges in society. Girls in primary education are much more likely than boys to drop out and have extensive graduation periods (an average 8.5

years to complete 5 year primary education). While the ratio of teachers at the primary level is 42 women to 58 men, the number falls dramatically at the secondary (22:78) and tertiary (18:82) levels. These challenges in the realm of the Bangladesh education system compounded with other issues such as widespread violence against women make it very difficult for women to reach their full potential and better societal standing. Promoting equity of teachers at secondary and tertiary levels is an effective way to foster positive attitudes towards gender equality among boys, girls and adults, and provide role models for girl students. In order to identify the social and economic barriers to girls' education within and outside the education institutions, UNESCO Dhaka undertook a study in May – June 2013 (under the Joint Programme on Violence Against Women) through field survey by Breakthrough Institute. The study covered 16 secondary schools and 8 higher secondary education colleges in urban and rural areas (only secondary schools and Degree colleges) under 08 Upazilas of four

districts of four divisions and 2 schools and 2 colleges under one Metropolitan city (Dhaka). The socio economic condition such as parents' education and family income of all learners of these institutions were examined during field survey through extensive FGDs with students, teachers, parents, members of school and college management committees, community leaders, District education authorities, local government and local institutes and metropolitan authority. One major drawback was found in the data record in all the institutions including Dhaka Metropolitan city. Inadequacy, improper, irregular recording and documentation are found and in many issues data were not arranged chronologically. In some cases due to inappropriate format, data on transfers, failures and dropouts were kept together. The study proposes a set of recommendations for gender balancing among girls and teachers shows ways to enhance access and retention of girls and women in education and gives an action plan to combat inequalities and obstacles to equality developed in targeted Upazilas.

## TEACHERS ACTIVITY

### World Teachers' Day Celebration, 2013

The World Teachers' Day (WTD) 2013 was observed in Bangladesh at national & local level with various activities. The theme for World Teachers' Day 2013 was "A Call for Teachers!"

The aim of observing the WTD is to mobilize support for teachers and to ensure that the needs of future generations will continue to be met by teachers. Teachers can lead the way to achieve the Education for All Goals. Teachers stand as role model and play crucial role in building an educated and enlightened society.

At the national level a rally with colorful festoons organized by Teacher associations and Dhaka University jointly where UNESCO



participated as mandated organization for promotion of teacher's right and dignity.

At the sub-national level CAMPE observed the World Teachers' Day 2013 in 51 districts in collaboration with its partner organizations and Teacher Associations. Discussion meetings on the role of teachers, rally, human chain, courtyard meetings, cultural programs, street play, art competition, essay competition and some other motivational/awareness raising innovative programs were organized at the sub national level programs. CAMPE also published 30 thousand posters and disseminated all over the country.

Both print and electronic media covered the day highlighting the theme of WTD 2013. The

Education News aired by Channel i focused on the teachers. Independent TV and ATN News in partnership with CAMPE also aired two TV Talk shows on the WTD theme. Beside this CAMPE published eight Wakeup Calls in eight national dailies both in Bangla and English.

Alongside the observance of WTD, ILO/ UNESCO recommendations concerning teacher's status 1966 was shared and discussed and a combined position paper from NGOs and civil society organization was submitted to the government to ensure teachers right and dignity necessary for achieving quality education.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)



### Peer review of national policy review on ESD and Climate Change Education (CCE) in Bangladesh

UNESCO Headquarter (HQ) has conducted a cross-national analysis of national policies on CCE and ESD in the third quarter of 2013. The purpose is to inform preparation of UNESCO

guidelines on Climate Change Education for Sustainable Development (CCESD). The cross-national study is based on national reports from 18 countries and Bangladesh is one of them. In order to ensure that these reports provide trustworthy descriptions and interpretations, each of the report was sent to two peer-reviewers in each country. UNESCO Dhaka identified two reviewers from GOB and NGO and requested to do the review and

provide feedback focusing on:

- Whether something important is missing in the description of the recent national policy development on CCE and ESD;
- Whether something is misunderstood or factually wrong; and
- Whether interpretations and formulations provide a biased impression of the recent development.

Feedback from both the reviewers was sent to HQs for next action. As Climate Change Education is a new idea in Bangladesh and climate change related issues are mainly taught in a form of disaster management, the existing text books focuses on hazards and disaster management and ways for risk reduction mostly but climate change is very limitedly covered. Although there are a number of subject/courses and degree programme linked with ESD and CCE in Bangladesh, however, Bangladesh faces several challenges to meet the demands of ESD and CCE. Hence, the expected policy document will create provision for better ESD and CCE response in the country.

## **National consultation on Education in Emergencies and Disaster Risk Reduction in Education for Sustainable Development**

Children face various kinds of violations during emergency situations, therefore, for their protection and to stop the disruption in continuing education awareness activity and advocacy is needed. Knowing the importance of Education in Emergencies (EiE) in Bangladesh, the Education Cluster Bangladesh (ECB) organized from December 10 to 12, 2012 the above capacity enhancement consultation with the relevant stakeholders to build a common understanding and identify gaps among the key cluster members and set recommendations to address the gaps. Participation from Ministries of Education and their departments, ECB and other clusters, RCO and Media enriched the discussions and prepared potential recommendations. Commitment from the Honorable State Minister of MoPME in the consultation helped materialize in including EiE in secondary education level.



# 2 CULTURE AND DEVELOPMENT





## CULTURE AND DEVELOPMENT

Culture is a source of innovation, preservation and identity. UNESCO Dhaka contributes to preserving all Bangladeshi cultural manifestations including tangible and intangible heritage through the implementation of its key culture conventions especially the 1972 World Heritage Convention, the 2003 Intangible Cultural Heritage Convention and the 2005 Diversity of Cultural Expressions Convention.

The underlying principle is to integrate culture into development through tangible and intangible heritage, creative industries and various forms of artistic expressions in the context of economic development, social stability and environmental protection.

The culture programme and activities were developed to reinforce the cultural impact in Bangladesh, to translate strategies into policies and to familiarize and raise awareness of people about these policies while ensuring capacity enhancement, appreciation and awareness about heritage, the development of culture for socio-economic development and social cohesion.

UNESCO Dhaka works closely with the Department of Archaeology, Bangladesh Shilpakala Academy, National Museums, Bangla Academy under the Ministry of Cultural Affairs, and the Forest Department under the Ministry of Forest and Environment, universities and NGOs as well as the UN family to implement activities in line with the country's needs and priorities.

This section highlights UNESCO Dhaka's main activities in culture during the biennium of 2012 - 2013.

## PROTECTION AND PROMOTION OF HERITAGE

### Capacity building on management of cultural heritage sites: a joint initiative of UNESCO and Department of Archaeology

UNESCO Dhaka implemented a project focusing on the capacity building aspects of management of cultural heritage sites. The project was entitled “*Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh*” which was implemented in 2011-2012. The objective of the project was to develop the capacity of the site managers to formulate a future strategy for preservation of the Paharpur World Heritage Site, situated close to the district of Naogaon in the north-west of Bangladesh. The project was implemented jointly by the Department of Archaeology in collaboration with UNESCO Dhaka and UNESCO World Heritage Centre in Paris.

Following an initial workshop and training

programme held in December 2011 to develop and reinforce the capacities of the staff of the Department of Archaeology in conserving and protecting cultural heritage and World Heritage in Bangladesh, a field work component started in Paharpur which focused on brick conservation. Practical and theoretical knowledge and skills were then used to formulate a national policy for the heritage site which included brick conservation. A final training workshop on brick conservation was held at the World Heritage Site of Paharpur from 14-20 December 2012, with focus on training the site managers to conserve the brick structure of the monument. International expert Dr. Jude Nilan Cooray together with national experts Professor Sufi Mostafizur Rahman, Professor Abu Sayeed Mahmed and Dr. Khatibul Huda served as trainers.

Since Paharpur Vihara (Monastery) is in a precarious state of conservation this project identified the major issues that require immediate attention to avoid further deterioration of the site and ensure the safeguarding of its historical and economic potential.





Recommendation for better management of the cultural heritage site:

**Land Use and Buffer Zone:** The surrounding area of Paharpur Vihara is growing in an unplanned way creating both physical and visible problems for the heritage site. In order to preserve the sublimity and to prevent any unwanted encroachment of the site, land acquisition is needed maintaining the buffer zone. **Site and Brick Conservation:** The most significant causes for brick deterioration are identified as erosion of brick, salinity in the monument, water logging and inadequate capacity of the drainage system, need for conservation of original terracotta plaques and factors related to general maintenance and management. In regards to the terracotta plaque most of the plaques are kept in small store rooms and would need proper treatment.

In the workshop it was recommended that a well-equipped modern laboratory should be developed to conduct research on various aspects of brick conservation including salinity, erosion, bio-deterioration etc.

## Visitor and Community Management:

It has been noticed that 25% of the visitors know well about and have a clear concept of Paharpur World Heritage Site (PWHS). On the other hand 45% of the visitors have misconceptions and 30% have no idea about

PWHS. Most visitors demand for seating arrangement, shaded rest house, toilet facilities, parks, gardens and developed road infrastructure. Foreign visitors demand for resting places, good restaurants, security and publications.

It has been found that local people know very little about the World Heritage Site including police and Ansar (local security guard). It was found as poverty is a major issue amongst the local communities, income generation activities should be initiated to share the benefits of the heritage site.

The local community and the site staff should maintain a responsive and interactive relationship through benefit sharing and decision making to give the community a sense of ownership of the PWHS.

## Legislation

The Department of Archaeology preserves all antiquities, sites, monuments through two legislations namely Antiquity Act 1968 and Conservation Manual 1923 which are considered outdated for current needs and requirements. In 2012 the project published recommendations to develop a management plan which is urgently needed for the safeguarding and management of PWHS integrating also the local community in the sustainable management as stipulated under the 1972 World Heritage Convention.



## INTANGIBLE HERITAGE - A VEHICLE FOR DEVELOPMENT

### Safeguarding Intangible Cultural Heritage in Bangladesh

Bangladesh has a rich cultural heritage both tangible and intangible which goes back thousands of years and often handed down from generation to generation. However, due to indifference and negligence as well as intervention of modern ideas many of these heritages have disappeared or are on the verge of extinction. This is particularly applicable for the intangible or living cultural heritage (ICH).

Following UNESCO's global focus on the promotion and preservation of ICH through the adoption of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage, Bangladesh ratified the Convention in 2009. However, scarce efforts were made towards highlighting intangible cultural heritage in the context of the Convention and its implementation. Within this situation, UNESCO organized a national workshop in July 2013 on

the implementation of the 2003 Convention. Government officials, scholars, researchers and many other stakeholders participated in

the workshop and shared research papers. The National Workshop was conducted by international and national experts, who highlighted the situation of the Intangible Cultural Heritage in Bangladesh, emphasizing its richness and its vulnerability. The workshop devoted some time to a discussion on the global situation of ICH as well as in Bangladesh. International experts, the local experts and the participants shared knowledge and information

on ICH in Bangladesh such as the Pahela Baishakh (Bengali New Year), Nakshikatha (traditional hand stitch), Gambhira song (folk song), Shokher Hari and Nawrose (bark cloth).

During the workshop it was highlighted that Bangladesh has no specific policy pertaining to ICH. In order to develop a policy it is therefore essential that an inventory of ICH should be prepared and priority should be given to using the inventory to promote and preserve the ICH.



It has also been stressed that the community must be involved to promote and conserve ICH. It has also been suggested in the workshop that local officials and those involved in the field should enhance their expertise in preparing the ICH nomination files.

The workshop was supported by the Ministry of

Cultural Affairs and resulted in recommendations for the utilization of the Intangible Cultural Heritage of Bangladesh that could contribute towards the country's social as well as economic benefit. Wider collaboration and support by relevant national entities and UNESCO was expressed. UNESCO published the proceedings of the National Workshop. (ref. p.39)

## Key Recommendations from Participants:

- **Implementing the UNESCO Convention at the national level:** The Ministry of Cultural Affairs of the Government of Bangladesh is requested to initiate the process of creating a legal instrument (policy and/or legislation) to support the safeguarding of ICH.
- **Roles of the communities, groups and individuals that practice and transmit ICH:** The government will create an enabling environment for the communities, groups and individuals concerned - tradition-bearers and transmitters as well as general community members - to be involved.
- **Raising awareness:** All stakeholders should be informed about the Convention, raising levels of understanding of both intangible and tangible cultural heritages, and how to safeguard or conserve it.
- **Identification and inventorying:** The compilation of a national inventory is a responsibility of the Ministry of Cultural Affairs. The national inventory must be drawn up with community participation and consent, as indicated in the Convention (Article 11(b), 12 and 15).



## ENHANCE THE CULTURAL DIVERSITY FOR DEVELOPMENT

### Cultural Diversity Ministerial Forum of the Asia Pacific

The Asia-Pacific region has diverse cultural expressions which are based on creative industries that are one of the fastest growing industries in the world and have proven to be a viable development option, drawing on a unique and renewable resource, human creativity. Among the 44 countries in the Asia Pacific region, Bangladesh is amongst the few that have ratified the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

To promote the ratification level of the convention in the region, a conference was organized by the Ministry of Cultural Affairs of the Government of the People's Republic of Bangladesh and UNESCO from 9 - 11 May 2012. The conference brought the opportunity to exchange information among the participants from different countries on how to include the role of cultural diversity in the national and international development agenda through policy and programmatic action. Hon'ble

Prime Minister of Bangladesh, Sheikh Hasina and Mrs. Irina Bokova, Director-General of UNESCO presided over the conference.

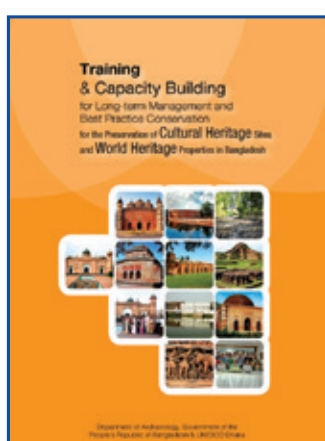
At the end of the conference a "Dhaka Declaration" was adopted, which recognizes the necessity to integrate culture into sustainable development programs as a source of economic growth and national identity; confirms the diversity of cultural expressions contributes to strengthening identity and social cohesion, and building of inclusive societies that uphold the equal dignity of and respect for all cultures; which recognizes cultural diversity as a fundamental component of the growing economy; encourages to ensure the free circulation of ideas and works and dialogue among people; which recognizes cultural diversity as a fundamental component of the growing economy; encourages to ensure the free circulation of ideas and works, and taking into account the specific needs of individuals; advises development of national policies and plans to ensure cultural prosperity and national economic growth respected by each state; supports international cooperation

strategies to achieve human development goals, notably poverty reduction; the promotion of participatory governance for culture among ministers and establishment of working groups and platforms for cross-

sector dialogue and cooperation with civil society; encourages North-South and South-South exchange programmes within the region; and aiming to ensure protecting the diversity of cultural expressions.

## UNESCO DHAKA CULTURE PUBLICATIONS IN 2012-13

Publication on the Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh (2012)



The publication reflects project achievements on the training and capacity building for long-term management and best practice conservation for the preservation of cultural heritage sites and World Heritage properties in Bangladesh from 2011-2012, including final reports of national experts on their work, workshop summaries and proceedings, as well as findings of the international experts.

National Workshop Report on Implementation of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in Bangladesh (2013)



The Report is the result of a national workshop on the implementation of the Convention for Safeguarding Intangible Cultural Heritage, organized in July 2013 in Dhaka, Bangladesh, aimed at providing a broad overview of the Convention and its Operational Directives, the obligations of the State Party and possible ways to safeguard the intangible cultural heritage with full participation of the communities concerned. This publication is a new addition to the cultural documents of the country and a source of knowledge on the ICH in Bangladesh.



# 3 COMMUNICATION AND INFORMATION





## COMMUNICATION AND INFORMATION

Amongst all UN organizations, UNESCO has the unique mandate to promote freedom of expression and universal access to information. In Bangladesh, UNESCO Dhaka office's Communication and Information section has contributed both at the policy level and capacity building arena. Its advocacy efforts in collaboration with the media, NGOs, and civil society organizations and active engagement with the government have resulted in the formulation of Community Radio Policy, Right to Information Act and drafting of the upcoming Broadcasting Policy.

In 2012-13 UNESCO Dhaka contributed to policy advocacy with a series of public forums in collaboration with NGOs, Civil Society organizations, journalism institutes and government together with different activities. UNESCO Bangladesh organized Journalism Award Programme to promote freedom of expression through marking World Press Freedom Day. UNESCO also organized events with media professionals and experts to recommend government authorities with possible reforms to the existing National Broadcasting Policy. As the government is pursuing a comprehensive policy in place within the shortest possible time, UNESCO will be following-up its activities through Communication and Information unit of this office. Initiatives on capacity building of community radio (CR) personnels' especially female broadcasters was a focus in 2012-13 for social development which expanded the scope of participation for the female producers and the program actors. To strengthen community broadcast mechanism in Bangladesh, Dhaka Office provided backup transmitter to 11 community radio stations which has expanded the CR program transmission capacity. This also increased a huge number of audiences for CR programs in Bangladesh. And as part of one UN initiative UNESCO CI started working with UN Communication and Advocacy Group (UNCAG) to promote and advance UN contribution and visibility to external audience. This group will continue its support to the entire UN system in Bangladesh. The biennium report covers activities which UNESCO Dhaka participated in the area of Communication and Information from 2012-2013.

# UNESCO BANGLADESH JOURNALISM AWARDS

Authorities must do everything to protect the safety of journalists. Violations of fundamental human rights should not go unanswered. The media revolution is triggering new debates about freedom of expression, about the nature of regulation, and about the balance between expression and responsibility.

Almost every week, UNESCO marks the death of yet another journalist killed because of his or her professional activity. This tragic tally casts a long shadow on press freedom, which UNESCO celebrates annually on 3 May. Press Freedom day every year celebrated by UNESCO Dhaka office in the month of May to mark the day by organizing UNESCO Bangladesh Journalism Award.



## Award Programme 2013

In 2013 the main theme of Press Freedom Day was "Safe to Speak: Securing Freedom of Expression in All Media."

UNESCO Bangladesh Journalism Award 2013 was organized by Bangladesh Center for Development, Journalism and Communication (BCDJC) on 26 October 2013 at Jatiya (national) Press Club, Dhaka where five print and electronic media journalists received the award, prize money, crests and certificates for their investigative reports published and telecasted in 2012.

The awardees of 2013 UNESCO Bangladesh Journalism Award were Rashed Shumon of The Daily Star for best photograph, Shahed Alam and Mehedi Hasan Shohag of Maasranga Television for best broadcast journalism report, Abhijit Bhattacharjee of the *Daily Kaler*

*Kantho* and Mizanur Rahman Chowdhury of Dainik Amader Orthoni for best investigative reports in the print media category.

Honourable Information Minister of the Government of the People's Republic of Bangladesh, Mr. Hasanul Haq Inu graced the occasion as Chief Guest. While the Honourable State Minister of Housing and Public Works Advocate Abdul Mannan Khan was the Special Guest at the event, Mr. Kiichi Oyasu, the Officer in Charge of UNESCO Dhaka Office made the opening remarks at the event. The President of BCDJC, Mr. Nayeemul Islam Khan moderated the award ceremony.

Information Minister Mr. Hasanul Haque Inu in his speech expressed his gratitude to UNESCO Dhaka Office for this initiative. The minister pointed out that this prestigious award program is enormously contributing to the development of an investigative reporting culture among the journalists. He stated that investigative reporting can reveal lot of irregularities and corruption which will be helpful for the government to ensure good governance. He stressed on continuation and expansion of the program in the years to come.



## Award Programme 2012

In 2012, as part of World Press Freedom Day celebration, the journalism award-giving ceremony was arranged on May 30, 2012 at the VIP Lounge of National Press Club, Dhaka. Lt. Col. (Rtd.) Muhammad Faruk Khan, Hon'ble Minister for Civil Aviation & Tourism was the Chief Guest. Mr. Kiichi Oyasu, Officer-in-Charge, UNESCO Dhaka and Gono Forum President and noted constitution expert Dr. Kamal Hossain and Mr. Sukumar Muralidharan, Programme Manager of South-Asia International Federation of Journalists (IFJ) were present as special guests. The guests handed over the awards to the winning journalists. Guests from several different organizations, journalists from print and electronic media attended the ceremony. The ceremony was chaired by Mr. Nayeemul Islam Khan, President of Bangladesh Centre for Development Journalism and Communication (BCDJC) and editor of Bangla newspaper *Daily Amader*

*Shomoy* and financial daily *Amader Orthoneeti*.

In the print media category, Mr. Naushad Jamil, Staff Reporter, the *Daily Kaler Kantho* won the award for his outstanding report titled 'Even the Mass Killing Sites of martyrs are Grabbed: 71 crore project remains stagnant' published in the *Daily Kaler Kantho* on December 14, 2011. In the electronic media Mr. Chayon Rahman, Senior Correspondent, NTV received the award for his outstanding series report on 'Tears of an Ocean, weeping of A River' aired on the NTV from July 29 to August 01, 2011.

Apart from the winners, Mr. Abhijit Bhattacharjee, Senior Reporter, the *Daily Kaler Kantho* and Ms. Mahfuza Moslehi, Staff Reporter, ATN News were honored by the Juries Appreciation with crests and certificates. Abhijit received the honour for his outstanding report titled 'Shikkha Bhaban Teaches Bribe' and Mahfuza for her outstanding report on '26 examinees could not appear in the final exam due to failure in giving bribes' aired on the ATN news.

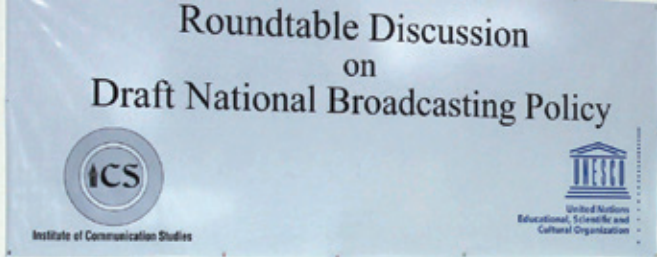
## PROMOTING FREEDOM OF EXPRESSION

### Round Table Discussion Sessions on Draft National Broadcast Policy

Broadcast media in Bangladesh is making rapid progress. Two decades ago there was only one TV and one radio station. Now 23 private TV channels, 12 FM radio stations and four online radio stations are functional in the country. More TV channels are on the queue for the acquisition of broadcasting license. But this encouraging rise in number has not been matched by improvement in programming quality. One main reason for this is the absence of a broadcasting policy or law that could facilitate and guide an orderly growth of the broadcast media. There are around 50 laws and regulations that currently govern the media and communication, advertisement and entertainment industries of Bangladesh. But according to the media practitioners'

there is no single law which can be called inclusive to guide the media as a whole. More than 30 acts have either direct or indirect bearings on the installation; operations and broadcasting of audio-visual media, including BTV and Bangladesh Betar, government's own television and radio station. Some of these laws have not even been updated for years.

In 2010 Government prepared a draft "Private Broadcasting Policy 2010", though the draft policy was never circulated or distributed by the government as a public document. Journalists, operators of private broadcasting media and media advocates criticized the provisions that might limit the freedom of media and called for a revision of the policy. In response, the Parliamentary Standing Committee on the Ministry of Information (MoI) sent back the draft policy to the concerned ministry for revision and further improvement. And in 2013, Ministry of Information has posted the draft Bangladesh broadcasting policy in



the website to collect feedback/suggestion/opinion from the concerned stakeholders.

In December 2013, UNESCO Dhaka Office jointly with Institute of Communication Studies (ICS) organized two round table discussion sessions on “Draft National Broadcast Policy” where keynote speaker Saiful Alam Chowdhury pointed out the strengths and weaknesses of the proposed broadcast policy. The objective of these discussions was to get the stakeholders involved in the whole process who would be guided by this policy throughout their professional career. Two round table discussions have been organized with senior news managers and young journalists from the leading media outlets to collect recommendation from a large number of media professionals. A questionnaire was used compiling of 5 open ended questions to collect specific recommendations from all the participants. Approximately 120 participants from the two round table discussions have given their opinion/recommendations individually on the draft broadcast policy.

The first round table on draft National Broadcasting Policy was held on December 21, 2013 at CIRDAP auditorium. Saiful Alam Chowdhury, Assistant Professor of the Department of Mass Communication and Journalism from the University of Dhaka (DU) was the key note speaker. Mr. Chowdhury pointed out that there are as many as 43 different laws relevant to media of Bangladesh. A lot of these laws are self-contradictory and redundant. He said that what the country needs is a comprehensive communication policy to guide all laws related to media. Chief Editor of Boishakhi Television, Mr. Manjurul Ahsan Bulbul

stated that the proposed national broadcasting policy has a lot of problems that needed to be reviewed. This is a good beginning but if we are to make it media friendly, a good number of changes should be incorporated. He also shared that journalists must be united to achieve those changes. They have to refute the proposed policy as it contains some clauses that intend to control the media. Especially it intends to control freedom of expression of people. There is also some degree of restriction in the licensing process. It also incorporates provision that will make it compulsory for the media to broadcast some materials at the will of the government. Such practices will create anarchy in the sector. Participants of the discussion echoed him. They all agreed that there should be a broadcasting policy which will be short, relevant and effective.

ICS organized the second roundtable discussion on December 25, 2013 at la Vinci Hotel. Head of Input of Independent Television, Mr. Golam Kibria presented the key note speech.

During both the round table sessions participants suggested ICS to take responsibility to develop a draft comprehensive in nature and inclusive broadcasting policy and submit the draft policy to the Information Ministry. Senior journalist Mr. Manjurul Ahsan Bulbul and Mr. Syed Istiaque Reza have proposed to develop a draft and to present it to ICS. The organization will form a committee comprising of journalists, academia and lawyers to formulate a more practical draft broadcast policy that will be submitted to the Ministry of Information and to the members of Parliament for their suggestion and consideration.



## Dialogue on World Press Freedom Day 2012

Media freedom is a fundamental right. But in Bangladesh Press enjoys limited freedom, as expressed by journalists while attending a public lecture event titled “Freedom of Press: In the Context of Bangladesh”. To promote freedom of expression of the Press the event was jointly organized by Bangladesh Centre for Development, Journalism and Communication (BCDJC), Bangladesh NGOs Network for Radio and Communication (BNNRC), Journalism Training and Research Initiative (JATRI) of BRAC University and UNESCO Dhaka office in May 2012.

Former chief adviser to the caretaker government and former chief Justice Muhammad Habibur Rahman presented the key note paper at the event. He has revealed some data that represents nature

of repression on journalists till December 31, 2011 on the basis of reports published in 10 national dailies. According to the reports, 288 journalists became victims of repression in 154 incidents. Of them, 101 suffered repression for publishing reports while 110 were assaulted while covering news events. Eighty-nine journalists were tortured by pro-government political activists and terrorists and 47 by law enforcing agencies. Justice Rahman told that in four months he had found 32 incidents where 74 journalists became the victims. The News Editor of Masranga Television, Sagor Sarwar and his wife Meherun Runi, the senior reporter of ATN News were murdered in their residence at midnight on February 11, 2012.

Participants at the event also raised their concern about the security situation of the journalist community, they said due to lack of security, the window for free journalism is closing. In such a situation, journalists have to look out for their own safety. They also said at least for the sake of getting justice, the two existing unions of journalists needs to be united.

Kiichi Oyasu, OIC of UNESCO Dhaka Office was present in the event as the special guest. Chief executive of JATRI, Jamil Ahmed moderated the event.

## SUPPORT MEDIA DEVELOPMENT

### Promoting Literacy through Community Radio

In recent years, non-formal education (NFE) has become an important phenomenon in developing countries like Bangladesh where many international, national and local NGOs are providing non-formal education for increasing life skills development and income generating programmes for the poor and disadvantaged groups. In Bangladesh, over 700 NGOs are actively participating in basic NFE programmes. To promote NFE through community radio, UNESCO Dhaka Office in 2012 initiated a Literacy Piloting Program with Centre for Communication and Development (CCD).

Community Radio (CR) is considered an alternative, effective mass media for the rural disadvantaged population to express their thoughts. Since the last few years community radio has been playing a significant role in giving people information and entertainment, building public opinion, creating mass awareness and conducting advocacy and lobby in all levels. Using this powerful communication tool UNESCO took the opportunity to inform about NFE at the community level. Under this pilot project weekly radio programs, news, views, features, interview, theatre, sports and songs were broadcasted highlighting several social issues relating to NFE (Non Formal Education) and literacy.

In Rajshahi, the silk producing district of Bangladesh, a new voice of the local people has arrived. Residents recently heard the opening broadcast of Radio Padma 99.2FM, the first of the fourteen community radio stations planned for the country. Radio Padma was established in 2011 with support from UNESCO Dhaka.

Through the radio programs of Radio Padma the NFE learners, marginalized community people were informed and sensitized about the importance of non-formal education and literacy issues. Radio programs were made on several contemporary issues like education, health, nutrition, gender issues, vocational training which can equip the target audiences with knowledge and skills to improve their livelihoods. Through this short term piloting project a significant number of community people were directly served and greatly benefited from these programs.

## “WOMEN’S VOICE” a community radio initiative for women

Currently 14 community radio stations are on-air in the country, aiming to ensure empowerment and right to information for the rural community. They are broadcasting 120 hours of program per day at a stretch on information, education, and local entertainment and development generating activities. Around 536 young women and youth are now working in these stations throughout the country as rural broadcasters.

Community radio creates a non-commercial platform, where ordinary people in rural communities, often the women of the community, own and produce the content of these programs. In Bangladesh community radio can play a vital role in reducing violence against girls and young women and thus the gender equality will be ensured. At present the number of listeners of the community radio are close to 46,47,000.

To expand the dialogue on women’s rights

and to ensure that the voices of rural women are heard at the international level, women are expanding their advocacy efforts through community radio. And recently Radio Padma broadcasted a series of programs to help reducing violence against women.

Under the project titled “Women’s Voice” radio Padma has produced magazine show episodes where all programs were made by women producers. Each episode became very unique, as they represented the thoughts of women. A group of trained women producers, reporters, presenters and sound editors were engaged in production and broadcasting of these shows.

The shows produced include themes of women’s identity, gender roles, sexual identity and choices, family and social expectations, cross-gender and family relationships, women’s rights, women in education, women in workforce and women’s leadership in the community. These programmes also discussed domestic violence, gender based violence, sexual harassment and rape, dowry and acid violence. They also emphasized on women’s health: physical and mental well-being, sexually transmitted diseases and HIV and AIDS. These programs also inform rural women on how to achieve and maintain financial independence.

Community Radio has now become an integral part of the everyday life of these locals. It assists them in educating, informing and entertaining the community to build a sustainable Bangladesh.



# JOURNALISM EDUCATION AND TRAININGS



## 50 years Celebration of Journalism and Communication Education in Bangladesh

One of the mandates of UNESCO is to support institutional capacity development and promote journalism education in the state. To promote this mandate UNESCO Dhaka Office in collaboration with Television and Film Studies Department of Dhaka University organized a seminar to celebrate 50 years of Communication and Journalism Education in Bangladesh on 26 January, 2013 at Journalism Training and Research Initiative (JATRI), Karwanbazar.

Honorable Minister, Ministry of Information Mr. Hasanul Haq Inu MP, graced the occasion as the Chief Guest. While Mr. Kiichi Oyasu, the Officer in Charge of Dhaka office highlighted UNESCO's commitment and partnership to improve journalism and communication education and its importance to the development of the country in his speech as the special guest.

The most experienced academics in the field of journalism, Dr. Sakhaowat Ali Khan, supernumerary professor of the Department of Mass Communication and Journalism,

University of Dhaka delivered the key note speech on "Journalism and Communication Education in Bangladesh, a Journey of 50 years". Dr. AJM Shafiul Alam Bhuiyan, Chairman of the Department of Television and Film Studies, University of Dhaka moderated the event.

This was the first initiative of UNESCO Dhaka Office and recently launched Television and Film Studies Department of Dhaka University. Leading journalists, academics, researchers, media professionals and journalism students were present at the event. They shared their opinions in an interactive session.

## Capacity Development Initiative for Journalist on Disaster Reporting

Bangladesh has a vibrant and evolving print and electronic media. It is generally perceived that the media has strong influence on the policymakers and the people. Although in recent decades, disaster coverage in the media has increased significantly and people's access to media has also increased. At the same time observers and media specialists is critical about the media coverage on natural disaster. Academics and experts pointed out



that media are not doing enough to report natural disasters. Most reports published and broadcasted are found as hard news and there is a dearth of in-depth, investigative, feature and follow-up reports. Though natural disaster in Bangladesh is common but media is not giving enough attention to this area. Disaster is not considered as a beat or specialized area of work for reporters. Reporters are assigned to cover disasters only when a disaster strikes and do not work to develop feature stories. Therefore, individual reporters do not develop expertise through experience.

Media coverage of disasters has become an important issue in disaster management. An increased coverage of risk reduction issues in the media would supplement and reinforce national efforts on disaster management. The aim should be to contribute to better management of natural disasters, addressing climate change issues and reduction of losses of lives and properties caused by these disasters through capacity building of journalists. A local organization Management Recourses Development Initiative (MRDI) proposes to implement need-based capacity building activities for the journalists.

In 2009 UNESCO carried out a study in

partnership with Management and Resources Development Initiative(MRDI) and detailed facts of the capacity of media in covering disasters. In 2010 and 2011 media training workshop was organized for journalists of both electronic and print media; and as a follow up activity a project titled Media in disaster mitigation was implemented in 2012 by UNESCO in collaboration with MRDI. Under the project UNESCO organized disaster reporting training workshop where 100 reporters from electronic and print media received training on "Covering Disaster Issues". This project seeks to develop capacity and skills of local correspondents working in national media houses in four divisions: on preparing reports, news stories on climate change, disaster management, and risk reduction through workshops. The evaluation report of the project shows 78 participants immensely has improved their knowledge on disaster and technical expertise in story development on disaster issues.

As a whole the achievement of this short term project is very encouraging and it has enormously enhanced the capacity of Bangladeshi Reporters on Disaster Mitigation Issues which was the objective of the project.



## Staff List as of December 2013

Name	Designation
Mr. Kiichi Oyasu	Officer-in-Charge
Ms. Mahfuza Rahman	Project Officer – Education
Mr. Shahidul Islam	Project Officer - Education
Ms. Shereen Akther	Project Officer – Education
Ms. Nyma Nargis	Project Officer – Communication & Information
Ms. Shahida Khanom	Project Officer – Culture
Mr. Sadeque Ahmed	Secretary
Mr. Rajib Kanti Biswas	Project Assistant
Ms. Rafia Haque	Admin. Secretary
Mr. Mohammad Nurul Alam	Finance Assistant
Mr. Mohammad Shazadul Karim	IT Assistant
Ms. Shalina Akther	Receptionist
Mr. Ratan Behari Dey	Driver
Mr. Md. Rony Siddiky	Driver
Mr. Polash Chandra Sarker	Messenger

## List of Acronyms

AKF	-	Aga Khan Foundation
BANBEIS	-	Bangladesh Bureau of Educational Information & Statistics
BCDJC	-	Development, Journalism and Communication
BEN	-	Bangladesh ECD Network
BNCU	-	Bangladesh National Commission for UNESCO
BNFE	-	Bureau of Non-Formal Education
BNNRC	-	Bangladesh NGOs Network for Radio and Communication
BSA	-	Bangladesh Shishu Academy
CAMPE	-	Campaign for Popular Education
CapEFA	-	Capacity Development for Education for All
CCD	-	Centre for Communication and Development
CCESD	-	Climate Change Education for Sustainable Development
CHT	-	Chittagong Hill Tracts
CHTDF	-	Chittagong Hill Tracts Development Facility
CLCs	-	Community Learning Centres
CMC	-	Centre Management Committee
CONFINTEA	-	International Conference on Adult Education (CONFINTEA)
CR	-	Community Radio
DG	-	Director General
DPE	-	Directorate of Primary Education
EAWG	-	Education Assessment Working Group
ECB	-	Education Cluster Bangladesh
ECCE	-	Early Childhood Care and Education
EE	-	Equivalency Education
EFA	-	Education for All
EiE	-	Education in Emergencies
EP	-	Education Policy
ERD	-	Economic Relations Division
ESA	-	Education Sector Analysis
ESD	-	Education for Sustainable Development
FGDs	-	Focus Group Discussions
FIVDB	-	Friends In Village Development Bangladesh
GAW	-	Global Action Week
GED	-	General Economic Division
GEM	-	Global Education for All Meeting

GMR	- Global Monitoring Report
GOB	- Government of Bangladesh
HDC	- Hill District Council
ICH	- Intangible Cultural Heritage
ICS	- Institute of Communication Studies
IER	- Institute of Education and Research
IFJ	- International Federation of Journalists
ILD	- International Literacy Day
IMLI	- International Mother Language Institute
LFA	- Logical Framework Approach
M&E	- Monitoring and Evaluation
MDGs	- Millennium Development Goals
MG	- Mothers' Group
MIS	- Management Information System
MoCA	- Ministry of Cultural Affairs
MoE	- Ministry of Education
Mol	- Ministry of Information
MoPME	- Ministry of Primary and Mass Education
MOU	- Memorandum of Understanding
MoWCA	- Ministry of Women and Children' Affairs
MRDI	- Management Recourses Development Initiative
NAEM	- National Academy for Educational Management
NAPE	- National Plan of Action for Education (Is it National Academy for Primary Education)
NCTB	- National Curriculum & Textbook Board
NFE	- Non-Formal Education
NFEP	- Non-Formal Education Policy Framework
NFERC	- Union NFE Resource Centre
NPA	- National Plan of Action
PEDP3	- Third Primary Education Development Programme
PEGG	- Primary Education Governance Guidebook
PM	- Prime Minister
PPP	- Private Public Partnership
PPRC	- Power and Participation Research Centre
PRSP	- Poverty Reduction Strategy Paper
PTA	- Parents Teachers' Association
PWHS	- Paharpur World Heritage Site
RCO	- Resident Coordinator's Office

SBM	- School Based Management
SC	- Save the Children
SMC	- School Management Committee
SWAP	- System-wide Action Plan
TOR	- Terms of Reference
TVET	- Technical Vocational Education and Training
UDCC	- Union Development Coordination Committee
UIL	- UNESCO Institute of Lifelong Learning
UIS	- UNESCO Institute of Statistics
UISC	- Union Information Service Centre
UNCAG	- UN Communication and Advocacy Group
UNCT	- United Nations Country Team
UNDAF	- United Nations Development Assistant Fund
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UNICEF	- United Nations Children Fund
UNLD	- United Nations Literacy Decade
UP	- Union Parishad
WHS	- World Heritage Site



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Cultural Organization

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