

Government Initiatives For Child Education In Bangladesh: An Analytical Study (1971-2000)

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Abstract:

The period from 1971 to 2000 marked a pivotal phase for child education in Bangladesh, shaped by the country's independence and its commitment to building a robust educational system. During these years, the Bangladeshi government launched several initiatives to improve access to and quality of primary education. This overview highlights the key policies and programs introduced their impacts, challenges encountered, and the outcomes achieved. This article examines various government measures aimed at enhancing educational outcomes for children, particularly at the primary level, during the late 20th century. By adopting a multi-faceted analytical approach, it assesses how these initiatives were designed and implemented, as well as their long-term effects on child education. Additionally, the article evaluates the achievements and limitations of these initiatives, offering insights that can help guide future efforts toward universal access to quality primary education.

Background: Bangladesh, a small but densely populated country bordered by India and Myanmar, boasts a rich tapestry of linguistics and cultural diversity. Approximately 98% of its population speaks Bengali, while the remaining 2% comprise various ethnic groups with distinct languages and traditions (BBS, 2011). The struggle for independence, which culminated in 1971, was rooted in the country's linguistics heritage, highlighted by the Language Movement on February 21, 1952 (Umar 1970: 112). This movement played a pivotal role in bringing people together to defend their mother tongue, a cause that gained international recognition when UNESCO designated that day as Mother Language Day in 1994 (UNESCO: 1994). This highlights the importance of linguistic diversity on a global scale.

Keyword: Child education, Socio-economic progress, Government initiatives, Quality education, Policy analysis, Educational development.

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I. Introduction

Child education is essential for the socio-economic progress of a country, as it lays the foundation for developing human capital and promoting sustainable growth (Haq, 2002: 12). In Bangladesh, where primary-aged children make up a substantial part of the population, with approximately 16.4 million (Directorate of Primary Education, 2008: 2), the government's role in facilitating access to quality education is paramount. Over the past few decades, Bangladesh has made notable/ significant progress in improving its education system, with various initiatives aimed at increasing enrollment, upgrading infrastructure, and providing essential resources for both teachers and students. Despite these advancements, challenges like overloaded classrooms, lack of trained teachers, extreme poverty, difficulties in policy implementation, high drop-out rates, etc. persist in providing all children with access to quality primary education. This study analyzes the effectiveness of existing government initiatives, examining their impact on educational access and quality while pinpointing areas in need of further improvements.

II. Education Reforms After Independence

In the wake of independence, the government of Bangladesh recognized the important role of education in national development. The constitution of 1972 declared education a fundamental right, mandating the provision of universal and compulsory free primary education, relating education to the needs the society and removing illiteracy (Bangladesh Constitution, 1972: 5). This commitment marked a significant shift in education policy, focusing on inclusivity and accessibility.

Expanding mass education has been a governmental policy priority since independence. In 1973, the government nationalized over 36000 primary schools, ensuring a structured educational framework under the Primary Education (Taking Over) Act of 1974 (GoB Gazette, 1974). By the enactment of the Primary Education

(Compulsory) Act of 1990, primary education was declared free and mandatory. This policy was first rolled out in 68 sub-districts in 1992 (GoB Gazette, 1992) and expanded nationwide by 1993, making a transformative period for educational access.

III. Five-Year Plans And Initiatives.

The Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for children. After independence, the government of Bangladesh took different steps regarding child education through different plans and programs. The five-year plan is one of them and the government has already taken five five-year plans. All of the plans have given importance to free and compulsory primary education for all children of Bangladesh.

First Five-Year Plan (1973-78) The initial five-year plan, aimed at increasing enrollment from 6 million to 8.1 million children, boosting attendance rates significantly. This plan improved access for boys from 76% to 90% and for girls from 40% to 55%. It laid the groundwork for subsequent educational initiatives, emphasizing the importance of both genders in education (Riaz 2008: 19).

Second Five-Year Plan (1980-85) This period focused on attracting foreign investment in primary education. Initiatives like the Universal Primary Education initiative launched in 1981 resulted in the establishment of the Directorate of Primary Education and the recruitment of Assistant Thana Education Officers (ATEOs) for better field supervision. The government also introduced management training for teachers and provided free uniforms, enhancing both infrastructure and student engagement.

The third Five-Year Plan (1985-90) emphasized the importance of expanding educational opportunities, particularly in primary education, to address issues such as low enrollment rates and the need for improved educational structures. It aimed to enhance access to education, especially for marginalized groups and highlighted the role of education in overall economic and social development. However, the meaningful contribution of the Third Five Year Plan (1985-90) was the nationalization of schools and the establishment Management Information System (MIS). During this period 8,519 schools were constructed, 5,000 schools were repaired and 2, 15,000 pairs of benches were supplied. A total of 1,000 primary schools were nationalized and 4,000 teachers were appointed (Directorate of Primary Education 1999:9)

The Fourth Five-Year Plan (1990-95) Prioritized primary and mass education as essential for human resource development. In 1992, the new Primary and Mass Education Division (PMED) was created to strengthen the primary education system and address illiteracy. A key policy of this plan was to reinforce the compulsory nature of education.

The Fifth Five-Year Plan, implemented from 1997 to 2002, represented a significant initiative aimed at enhancing primary education in Bangladesh. During this period, the government actively promoted the involvement of non-governmental organizations (NGOs) and community-based schools, with the ambitious objective of establishing a school in every village. A range of measures were adopted to bolster primary education, leading to notable improvements in enrollment rates, attendance, and reductions in dropout rates.

Since gaining independence, the nation has witnessed a series of educational reform commissions and task forces formed by successive governments, each aimed at delivering practical recommendations for improving educational policies. Notable among these are the Qudrat-e-Khuda Education Commission of 1975, the Kazi Zafar Ahmed Commission of 1977, the Majid Khan Commission in 1985, the Mofizuddin Ahmad Commission in 1988, the Shamsul Haque Education Commission in 1997, the Task Force on Primary and Mass Education in 1993 along with various other commissions. These bodies have predominantly concentrated on the realm of primary education, advocating for innovative and constructive proposals designed to foster quality improvement in this vital sector.

Despite these efforts, there has been a recurring issue with the implementation of the commission's recommendations. As noted by Mujeri (2003:22), while five education commissions were established in the 1970s, many either failed to submit their findings, or the reports were not effectively acted upon.

Internationally, the World Conference on Education for All (EFA) held in Jomtien, Thailand in March 1990 marked a pivotal moment for basic education. The conference brought together approximately 1,500 participants, including representatives from 155 governments, officials from 20 intergovernmental organizations, and 150 NGOs (Nath, 1997: 12). The conference underscored the belief that education is a fundamental human right for all individuals, regardless of age or gender, and set ambitious targets for universal access to education by the year 2000. The quality of education was also emphasized as a crucial aspect of this initiative.

In December 1993, the Delhi Declaration was signed by leaders of nine of the world's most populous developing nations, including Bangladesh. They reaffirmed their commitment to the goals established at the 1990 conference and pledged to collaborate internationally to enhance basic education services (Titumir, 2004: 37).

Another significant conference took place in Dakar, Senegal in 2000, where participants committed to providing free and compulsory primary education of high quality, to achieve Education for All (EFA) by 2015. Special attention was given to the needs of girls, as well as vulnerable and disadvantaged children.

In alignment with these global commitments, Bangladesh set its sights on achieving the Millennium Development Goals (MDGs), which included a target for universal primary enrollment of 90 percent by 2015. To guide this effort, the National Plan of Action-1991 (NPA-1) was developed, which outlined the government's educational objectives for the country, aiming for universal access to education by the year 2000. This plan was later extended to continue through 2015, further supporting the goals of Education for All from 2002 to 2015. Overall, the combination of national initiatives and international commitments illustrates the comprehensive approach Bangladesh has taken to address the challenges in primary education, striving to ensure that every child has access to quality education.

The World Conference on Education for All (WCEFA) held in Jomtien, Thailand in March 1990 marked a significant milestone in global education policy. It resulted in the adoption of the World Declaration on Education for All: Meeting Basic Learning Needs, which embraced an "expanded vision" of basic education. This vision extended beyond traditional educational structures and methodologies, emphasizing the importance of adapting to the rapid advancements in information dissemination and communication. The conference identified six key areas of action and established a Framework of Action aimed at achieving Education for All (EFA) by the year 2000 (Cohen, 2006).

In alignment with the EFA objectives, Bangladesh had already initiated several educational programs, including the Universal Primary Education (UPE) initiative and the Mass Education Program (MEP) in 1981, which sought to improve access to primary education and mitigate illiteracy. Following the WCEFA, Bangladesh developed its National Plan of Action for EFA (NPA 1) for the period 1991-2000, reflecting its commitment to enhancing the quality and reach of basic education. The primary aim of NPA 1 was to "enhance both the quantitative and qualitative dimensions" of educational programs while pursuing other supportive initiatives to meet the EFA targets by 2000. Given the constraints of limited resources, the goals set by NPA 1 were relatively modest compared to the ambitious targets established at WCEFA.

NPA 1 outlined five critical areas for basic education (UNICEF Report, 1990s):

1. **Early Childhood Care and Development (ECCD)**
2. **Universalization of Formal Primary Education (UPE)**
3. **Non-formal Basic Education (NFBE)** targeting out-of-school children and illiterate adolescents
4. **Adult Education (AE)**
5. **Continuing Education (CE)** for lifelong learning

Early Childhood Care and Education Development (ECED)

NPA 1 proposed an Early Childhood Care and Education Development (ECED) program aimed at children aged 4-5 years. Before this initiative, there were minimal structured activities for preschool-aged children, apart from informal "Baby Classes" in some primary schools, which primarily served children who accompanied older siblings.

Recognizing this gap, NPA 1 aimed to implement ECED programs through several strategies:

1. **Restructuring Existing Facilities:** The initiative sought to reorganize and redirect existing preschool resources.
2. **Formalizing Baby Classes:** The plan included the phased formalization of these informal classes in primary schools.
3. **Promoting Community Initiatives:** There was a focus on supporting non-formal, family, and community-based educational programs.
4. **Curriculum Development:** NPA 1 aimed to establish a suitable curriculum, design educational toys and learning materials, and implement special teacher training.
5. **Parental Education:** It also included advocacy for parental education regarding children's physical and nutritional needs, alongside conducting research and pilot projects.

The ECED initiative was designed in two phases, targeting to reach half of the population of 4-5-year-olds (approximately 8.4 million children) by the year 2000. The government was expected to provide substantial support in terms of classroom construction, teacher recruitment, and educational resources at the community level.

However, the reality fell short of these aspirations. The only significant ECED program undertaken was part of the Integrated Non-formal Education Program (1991-1997), which aimed to serve 75,000 children but ultimately reached only 63,000 by its conclusion in 1997. The subsequent Primary Education Development Program (PEDP I) proposed to establish 'baby classes' in 60,000 primary schools and allocated resources for educational materials, intending to reach 2.4 million children. Yet, evaluations conducted in 2000 revealed that only 10.3% of the targeted children had access to these classes.

Despite the intention to formalize 'baby classes', the lack of a structured curriculum, trained teachers, and adequate attendance records meant that these initiatives continued to function without proper organization. Furthermore, the National Committee on Primary Education (NCPE) acknowledged the importance of preschool education but, due to resource constraints and a shortage of teachers, recommended treating the first six months of Grade I as preparatory education instead of implementing a distinct preschool program. Consequently, 'baby classes' persisted informally without the necessary structural support.

In conclusion, while NPA 1 set forth an ambitious agenda for improving early childhood education in Bangladesh, the execution faced significant challenges, resulting in limited progress toward the established goals. The findings underscore the need for a more systematic approach to early childhood education that prioritizes resource allocation, teacher training, and curriculum development to achieve meaningful educational outcomes.

During the first phase of the National Plan of Action (NPA 1), three key initiatives were launched to enhance primary education for children (Varghese, 2002). These programs were:

IV. General Education Project (1990-1996)

The General Education Project was a pioneering initiative in primary education, with a total estimated cost of Tk. 11,221 million (approximately US\$ 310 million). Its primary focus areas included:

Increasing Access: This involved significant infrastructure improvements, including the reconstruction of 10,000 classrooms and the construction of 12,000 new classrooms. A notable feature was the Satellite Schools Pilot Program, which established 200 units aimed at providing education in underserved areas, accompanied by comprehensive teacher training.

Improving Quality: The program invested heavily in teacher training, implementing a cluster training approach, upgrading facilities at Primary Teacher Training Institutions (PTIs), and providing salary support for educators. Additionally, it included curriculum and textbook development, dissemination training, and the introduction of a revised curriculum to ensure that teaching materials were up-to-date and relevant.

V. Institutional Development

This component focused on strengthening educational infrastructure through the construction of District Primary Education Offices (DPEOs) and district warehouses, as well as facilitating studies abroad for educational personnel.

The project received substantial backing from international organizations, including the World Bank and the Asian Development Bank, along with various bilateral and multilateral development partners.

Primary Education Development Program (PEDP I)

Running from 1997-2002 (with extensions to 2003), the Primary Education Development Program (PEDP I) represented a comprehensive approach to improving primary education. With an estimated budget of US\$ 2,762.78 million, the program was organized into 26 distinct components aimed at increasing access and enhancing educational quality. Key highlights included:

Establishment of Satellite Schools: Under PEDP I, 3,884 Satellite Schools were either fully established or partially implemented, including initiatives such as "baby classes" to facilitate early childhood education.

Intensive District Approach (IDEAL): This initiative, conducted in partnership with UNICEF and AUSAID, targeted 36 districts to enhance educational development through localized strategies.

Educational Management Support: The ESTEEM project, funded by DFID, provided technical support to improve education management across schools.

Despite these efforts, the program faced challenges, including slow financial progress and a lack of coordination among various projects. This misalignment hindered the effective implementation of initiatives and led to underutilization of funds. These experiences prompted a shift towards a sector-wide approach (SWAP) in the subsequent PEDP II.

Food for Education (FFE) and Cash for Education (CFE)

Initiated in 1993, the Food for Education program provided food incentives to encourage impoverished families (the poorest 40%) to enroll and retain their children in primary schools. In July 2002, this program transitioned to Cash for Education (CFE), offering monetary grants instead of food.

Additionally, the Female Secondary Stipend Program (FSSP), launched in 1992, provided financial support to girls in secondary education, including cash grants, book allowances, and coverage for examination fees. This program has significantly improved gender parity in secondary schools, favoring girls, and both FFE and FSSP have gained international recognition for their innovative approach as conditional cash transfer (CCT) programs aimed at achieving specific social goals.

Overall Impact

These three initiatives have substantially contributed to the advancement of child education in the country. Physical infrastructure has been enhanced, access to education has increased, gender equity has been promoted, and numerous educators have received training. However, despite these developments, the overall quality of child education has not seen significant improvement.

In 2000, an evaluation (Directorate of Primary Education, 1999) conducted a comprehensive review of NPI's progress about the Education for All (EFA) objectives, utilizing data from the 1998-1999 academic year. This assessment was part of a broader global review aligned with the UNESCO framework. Table 1 below outlines the accomplishments in primary school children's education:

Table 1
EFA targets and achievements of NPA 1 for 1995 and 2000 (%)

Indicators	Projected Targets		Achievements	
	1995	2000	1995	2000
Gross Enrollment (Total)	82.0	95.0	92.0	96.6
Boys' Enrolment	85.0	96.0	94.5	97.0
Girls' Enrolment	79.0	94.0	89.6	96.0
Dropout	48.0	30.0	52.0	33.0
Completion	52.0	70.0	52.0	67.0

Source: *Education for All, 2002-2015, p.23.*

The above table shows that the rate of enrollment of children in primary school is steadily on increase. It is seen that gross enrollment of children in primary schools which was 75.6% in 1991 has extended to 96.6% in 2000. Again a difference in enrollment of boys and girls is marked in 1991 and the disparity has been reduced within 10 years and the percentage between male and female children has become almost equal, that is about 97% for both, in 2000. The picture of the gradual development of child education becomes more clear in the following table with numerical figures:

Table 2
Enrollment of Child Education in Primary School in Bangladesh 1997-2000.

Year	Institute	Total Students	Boys	Girls
1997	64454	16298556	8523692	7774864
2000	78828	17621731	9065019	8556712

Source: *Bangladesh Education Statistics, 1997-2000, Dhaka: BANBEIS, 1997-2000.*

NPA 1 was implemented in two phases, Phase I covered FY 1992-93 to 1994-95 and Phase II, 1995-1996 to 1999-2000. Some incomplete NPA 1 projects were rescheduled to continue beyond 2000. The NPA 1 proposed an outlay of Tk. 191,122.6 million (the US \$ 4,778.0 million) for two groups of programs. Allocation for the development program was Tk. 104, 781.6 million (US\$ 2, 619.5 million) and revenue, Tk. 86, 341 million (US\$ 2, 158.5 m). The various program components are discussed below.

Matrix on access and equity in child education in primary schools in Bangladesh, NPA 1 goals and achievements are described below in Table 3.

Table 3
Goals and Achievement of NPA 1 about access and equity of Children

Sl.	NPA 1 proposals	Achievements by 2000
1	Add 143,400 new classrooms, 25,000 satellite schools of 2 rooms(each) and provide water and sanitation facilities in all schools by 2000;introduce single sift school.	Government has reconstructed a total of 31,011 schools, repaired 14,570; community schools 3,061; reconstruction and repair of 7,884 and 863 : RNGPS respectively.
2	Fill all vacant posts (5,650) and recruit new teachers (145,679) tobring down the teacher-student ratio to 1:50 and "60 per cent of the new teachers to be females"	As some posts are filled, others fall vacant, which tend to remain between 5-8,000; female teachers made up 33.9%, up from 21% in 1991 (37% in 2001), 39.2% in 2003.

Sl.	NPA 1 proposals	Achievements by 2000
3	Supply textbooks and stationery free of cost as well as educational aids in schools	Textbooks are provided free, but only limited stationery and educational aids.
4	Improve/make curricula more science-based, related to life; improve the quality of textbooks, and provide interesting supplementary reading materials to school libraries	A new competency-based curriculum introduced from 1992 thru' 1996, a revised one is being introduced from 2003; textbook quality needs further improvement; supplementary reading materials provided are inadequate.
5	Use existing PTIs to organize intensive crash teacher training programs, set up new PTIs with modern facilities and open them to private sector teachers.	Only one PTI was added; some equipments added but not properly used; RNGPS teachers now admitted in government PTIs, resulting in double shift.
6	Revise the curriculum of teachers' training, PTI instructors' and ATEOs and organize immediately one-month training courses for 2000 ATEOs to improve in-service cluster training of teachers.	A new curriculum from 2003; PTI instructors' one in the making; ATEOs (now AUEOs) given training in phases; no visible improvement in Service sub-cluster training of teachers.
7	Establish 490 (Thana/Upazilla) Resource Centres with staff and facilities for continuous monitoring of the quality of teaching in primary schools and conducting refresher courses for ATEOs/others.	The project is on; already constructed 143 URCs, others are at different stages of construction and planning (in 2003)
8	Encourage NGOs and CBOs to establish satellite schools for Grades I and II with government support for rental and teachers salary	Only 3,884 satellite schools were established, with rental support and teachers' salary (a lump sum) from the government; NGO/CBO part not fully pursued

Source: Education for All, 2002-2015, p.25-26.

Note: RNGPS=Registered Non-Governmental Primary Schools; PTI=Primary Training Institute; ATEO=Assistant Thana Education Officer; AUEO=Assistant Upazilla Education Officer; URC=Upazilla Resource Centre; CBO= Community Based Organization; NGO=Non-Government Organization.

Problems and Challenges of Child Education in Bangladesh

Bangladesh has made notable strides in child education, aided by government initiatives and the efforts of various non-governmental organizations (NGOs). However, the educational landscape remains complex and is fraught with challenges that need to be addressed by policymakers. This document highlights the major issues and offers recommendations for improvement.

Policy Formulation and Implementation

In Bangladesh, education policies are often shaped by the interests of influential groups, including politicians, bureaucrats, and business leaders. This elite-driven approach can lead to policies that do not necessarily address the needs of the wider population. The government's reliance on donor funding has also created a situation where external pressures can influence policy decisions, particularly in the realm of primary education. Between 1990 and 2000, donor contributions accounted for about 17.25% of the total budget for non-formal and primary education, illustrating the significant role that external entities play in shaping educational outcomes.

Moreover, the successful implementation of educational policies hinges on effective resource allocation. Unfortunately, the financial resources allocated for education often fall short. Reports indicate that spending is around \$20 per year per child in government primary schools, which is grossly inadequate (Chowdhury, 2001: 51). The government and donor agency/country are working together on infrastructural development through different projects/ programs. The main purpose of the projects is to attain the goal in primary education. But the projects are not implemented at the proper time due to mismanagement in primary education administration. Sometimes it faces a lack of resources. The lack of political will and resource constraints could not achieve the required progress in primary education program in Bangladesh (Titumir, 2004:38). In Bangladesh Government interferes' every stage of the management process. In most cases recruitment, promotion and transfer of teachers are based on political dominance. According to Transparency International Report 2004, the politicization and corruption in primary education administration affect at policy implementation process. The effectiveness of the school system is hampered by political interference, corruption, over-centralization, a lack of school autonomy, underdeveloped managerial capacity, and poor information systems (Haq, 1998:82).

Government Revenue and Primary Education Management

Government spending on primary education in Bangladesh remains insufficient. Primary school teachers' salaries are low compared to many other developing nations, let alone advanced economies (UNESCO, 2006). Additionally, the hyper-centralized bureaucracy governing primary education has failed to ensure quality teaching, monitor school standards, and effectively manage educational initiatives through Upazila Education Offices. Corruption is rampant across the sector (Transparency International Bangladesh, 2008). For instance, over 43.4% of the poorest children did not receive stipends designated for them, whereas 24.3% of children from the top 40% income bracket benefited from these stipends (World Bank, 2008).

Access to Education

Government schools are primarily located in urban centers, limiting access for a large portion of the country's children. Although there are 37,000 government schools serving around twelve million students, they are sparse in the undeveloped outskirts of cities. While urbanization continues, a significant portion of Bangladesh's population remains rural. Many schools are too far or overcrowded, discouraging parents from enrolling their children, particularly girls, who are often kept at home for safety reasons (Kanjilal, 2005: 87). Children from rural, underprivileged, or ethnic minority backgrounds frequently lack access to government education (Kabeer, 2003).

Class Size and Attendance

Government schools do not prioritize maintaining small class sizes, with student-teacher ratios often as high as 60:1 (Kabeer, 2003). Overcrowded classrooms and inadequate facilities contribute to a low attendance rate of around 60% (Chowdhury, 2002).

Curriculum

Rote learning dominates the curriculum. Textbooks often fail to engage students or connect to their lives, and there is a lack of supplementary materials. Government schools also lack extracurricular activities. Students receive extensive homework, but parents, especially those who are illiterate, cannot assist their children. Without the resources to hire tutors, children from poor families struggle to keep up, leading to frustration, failure, and high dropout rates (Ibid:296).

Teacher Training and Supervision

Prospective government school teachers undergo a year-long training at Primary Teacher Institutes (PTIs), a period significantly longer than the 15-day training provided by BRAC. Despite this, the training often does not translate into classroom practice, with minimal supervision and follow-up training (Kabeer, 2003). Teachers in government schools tend to be passive, with limited engagement with students.

Urban Poverty and Child Labor

While primary school enrollment is higher in urban areas than rural regions, this trend is primarily due to the concentration of wealthier families in cities. Enrollment among the urban poor remains low, sometimes even lower than in rural areas. Only about 9.4% of slums have accessible primary schools (Shahidur, 1996:201). Additionally, many children cannot enroll in government schools without an official address. About 45% of Bangladesh's population lives below the poverty line (World Bank, 2004), forcing many children to work to support their families, which hinders their ability to attend school. The prevalence of child labor, especially among urban street children, exacerbates this issue. These children, often engaged in hazardous work like garbage dump scavenging, cannot prioritize education, even when schools are free and nearby. Street children, estimated to be around 450,000, face additional barriers, such as the lack of an address, which prevents school enrollment (Consortium for Street Children). Local NGOs have made efforts to provide non-formal education and life skills, yet more substantial interventions are necessary to address the challenges faced by urban children (UNICEF).

Quality of Child Education

The quantitative expansion of primary education has strained the financial and human resources dedicated to it, resulting in poor educational quality. Despite increased school enrollment, many teachers remain underqualified and unmotivated, with about 24% of teachers untrained. The traditional, rote-focused teaching method persists, and classroom contact hours are roughly half of the international standard of 900-1000 hours per year. Around 90% of schools operate on a double-shift basis, with short class durations for each group (UNICEF, 2003). Combined with high student absenteeism rates of 19%, this severely limits actual learning time. Consequently, students' achievement levels remain far below national targets.

VI. Recommendations

Formulate a Clear Policy: A well-defined, need-based policy for child education should be established, considering effective implementation. Overly ambitious plans often fail at the execution stage.

Teacher Training: Teachers should receive comprehensive training to boost their confidence and ensure quality teaching.

Improve Salaries and Benefits: Increasing teacher salaries and benefits can attract talented individuals to the profession.

Enhance Classroom Resources: Adequate teaching aids and facilities should be provided to improve the classroom environment.

Curriculum Development: Collaboration with NGOs and experienced educators can help design a more engaging and relevant curriculum.

Increase Budget Allocation: Higher budgetary support is essential to improve the overall teaching-learning process.

Support for Underprivileged Children: More opportunities should be created for children from poor and disadvantaged backgrounds to access primary education.

Address Inequities: The current system creates disparities at an early age. Measures are needed to ensure children from high-risk families can compete equally at all educational levels.

VII. Conclusion

In conclusion, child education is fundamental to Bangladesh's socio-economic growth, yet achieving universal primary education remains challenging. Political instability, bureaucratic inefficiency, and flawed policy implementation often obstruct progress, while bureaucratic hurdles and elite influence limit the impact of education policies. Additionally, weak institutions, inadequate resources, and poor infrastructure hinder effective policy execution, with corruption and inefficiency widening the gap between policy goals and outcomes. Strengthening administrative efficiency, fostering transparency, and ensuring political commitment are essential for advancing education policy. These steps are crucial for building a robust educational foundation to support Bangladesh's future generations.

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