Presentation by
the Bangladesh Delegation

Each Child Learns

Presented by

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Overview

1. Introducing 3rd Primary Education Development Program (July 2011-June 2016).
2. The Bangladesh Context
3. Key Elements of ECL
4. Implementation of the Pilot
5. Conclusions

1. Introducing 3rd Primary Education Development Program (PEDP3)

Goal:

Quality education for all our children

Objective: Establish "an efficient, inclusive and equitable primary education system delivering effective and relevant child friendly learning to all children of Bangladesh from pre primary through Grade V"

2. The Bangladesh Context

- **The Success Story:** Bangladesh has achieved phenomenal success in access and equity in participation in the past two decades.
- **The Challenges:** The existing system is syllabus driven and teacher centred, requires rote memorization of textbook content which has failed to deliver learning. Many learners even in Grade-III are unable to read, write or tackle the basic functions of maths.
- **Understandably**, children feel intimidated and are bored inside the classroom. Consequently do not complete the cycle.

3. Key Elements of Each Child Learns

- *Each Child Learns (ECL)* is the flagship intervention of PEDP III. It's aimed at improving the quality of teaching and learning inside the classroom.
- ECL is an evidence-based model. The key elements have been tested out extensively both in the advanced world and also in Bangladesh with excellent results.
- In ECL, these elements have been tailored to meet the requirements of the government system for example, large class size, fixed 40 minute periods, prescribed textbooks and exam system.

Key Elements contd.

Differentiated Learning Needs:

- Each child is different and consequently progresses according to his/her interest, ability and pace;
- Teachers are trained and enabled to identify the appropriate level for each learner and facilitate learning at the learner's level.

Activity based Learning:

- Activity based learning: means breaking down the defined competencies in the curriculum into concrete activities that allows children to learn hands-on.

Key Elements – contd.

Classroom Organisation

- Adequate and appropriate learning materials available inside the classroom.
- Children learn through interacting therefore they need to sit facing one another.
- The teacher needs to be around the leaners so that s/he can facilitate, interact and attend to their individual needs.

Time Management

- Lesson time needs to be organized and managed in such a way that each child is actively engaged in learning.

Key Elements

Books:

1. To learn to read and enjoy reading, children need to grow up in an environment of books.
2. A wide selection of books that are attractive, interesting and developmentally appropriate need to be made available inside the classroom.

Continuous Assessment:

1. Each learner needs to be assessed fortnightly to establish the level of her/his acquired skill and engaged in tasks that s/he would find challenging.
2. The teachers should use the results of the assessments to development the next fortnightly plan.

Implementation of the ECL Pilot

The Piloting of ECL is aimed at -

- Introducing ECL in the classrooms (Grade I–III) of 300 government schools and monitoring results;
- Building teacher capacity through both orientation and classroom practice;
- Developing Resource Persons and Trainers who could in turn take responsibility for field level training;
- Assessing effect and challenges involved in scaling up before mainstreaming the model in government schools across the country.

Implementation of the Pilot

- It begins with a Baseline survey that allows teachers to assess reading, writing and math abilities of their learners, and work out for themselves the weaknesses of the system and how things could be improved.
- The Piloting of the ECL project is expected to run for up to 3 years covering about a thousand schools including schools in selected Primary Teachers Training Institute catchment areas that would help Diploma in Primary Education (DipEd)trainees to have hands on classroom experience in active learning classroom environment.
- In the last two years ECL would be expected to be mainstreamed in the government schools across the country.

Conclusions:

1. The workshop has given us the opportunity to review and enhance plans for ECL.

2. The aim is to start mainstreaming ECL under PEDP3 (July2011-June 2016) and to continue as an integral part of our primary education system.

Thank You All