EDUCATION IN BANGLADESH

Overcoming Hurdles to Equity with Quality



Manzoor Ahmed, Editor



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"The present volume fills a gap by offering a selection of policy-relevant and analytical studies, drawing on empirical data from the CREATE studies as well as existing literature and statistical analyses including Education Watch Reports. The policy brief based on research will be useful to policy makers and academics working in this field and helpful in charting the course for educational development in the next decade. These will also be pertinent for other developing countries, especially the neighbours of Bangladesh, which share many of the problems."

Sir Fazle Hasan Abed

Founder and Chair, BRAC

"This book provides insight and ideas to inform the next cycle of planning and encourages some predictions as to what will happen if the strategies and modalities of the last decade remain in place. It also anticipates what may happen if learning from the past results in some radical departures from recent practice designed to ensure that exclusion from basic education up to secondary school ceases to be a common experience for the poor in Bangladesh. The authors are encouraged to reconvene in 2015 and 2020 to see to what extent their predictions have come true!"

Prof. Keith Lewin

Director Centre for International Education, University of Sussex Director, CREATE



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Bangladesh enters the fifth decade of its independence in 2011. It expects to transform itself during this decade from one of the U.N. designated least developed countries into a middle income economy, building prosperity with equity for its people. Quality education for its people, and its capability to exploit the potentials of the knowledge economy and the information society, will be the key to this transformation. Distinguished researchers from Bangladesh and abroad have looked analytically and critically at progress and challenges in education in Bangladesh, working collaboratively with scholars from six research institutions Bangladesh, Ghana, India, South Africa and U.K., under the auspices of the Consortium for Research on Educational Access, Transitions and Equity (CREATE).

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