



**Consortium for Research on
Educational Access,
Transitions and Equity**

**Debating Diversity in Provision of Universal
Primary Education in Bangladesh**

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Summary

Multiple providers (including state, quasi-state and non-state ones) have contributed to raising initial enrolment and improving gender balance in Bangladesh. The critical question is how multiplicity and diversity of provision can contribute to achieving truly universal primary education with high completion rates and acceptable levels of learning. In this paper, these questions are addressed in the context of history and circumstances of educational development in Bangladesh, as the Government attempts to put into effect a new national education policy and design a five year (2011-15) national development plan.

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