

NATIONAL EDUCATION DAY 2015

FROM 1962 TO 2015

QUAZI FARUQUE AHMED
 ON September 17, 1962, school student Babul, bus conductor Golam Mostafa and domestic worker Waziullah sacrificed their lives in support of the movement of students. The movement initiated by students, for the cause of education in then East Pakistan in the early sixties, culminated on September 1963. Known as the 1962 Education Movement, this was also a struggle against discrimination and deprivation in education and a series of onslaughts on Bangla language, songs (particularly Tagore songs), art and culture. The immediate cause of the students' agitation was the Shareef Commission Report on education imposed by the government. I personally participated in the movement as an activist in the capacity of General Secretary of Dhaka College Students' Union. The movement was initiated by students without any

outside help. The central student leaders could not foresee that such a huge movement based on academic issues and problems faced by the students was possible. The momentum of the movement subsided when the then opposition leader H.S. Suhrawardy met East Pakistan Governor Golam Faruk and persuaded him to defer implementation of the Shareef Commission Report. Education Day, which enters 52 years, is being observed today, in an atmosphere where private university students came out victorious in their protest against VAT. The proposal to impose 7.5 percent VAT on private universities is an unwanted and negative phenomenon. It is really unfortunate that our veteran finance minister could not take note of three crucial points: one, failure of the consecutive governments to establish the required number of public universities as per market demand; two, 63 percent of the university students belong to private universities;



Police action against student demonstrators, 1962

three, families who bear the brunt of huge expenses of their wards in private universities are not that affluent, save a few. However, the point which has come under frequent discussion for quite some time, is that education including the higher education is a

right. But it deserves serious assessment on the basis of the constitutional provision and the United Nations Universal Declaration of Human Rights. Our constitution has not explicitly mentioned education as a right, even at the elementary level. Article 26 (1) of the

United Nations Universal Declaration of Human Rights 1948 states that: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit". So, the proposition that higher education altogether is a matter of right does not gain smooth ground. But the fact remains that neither the government nor guardians are clear about the requirements in higher education, including its utility in relevance to the job market. However, I consider the statement made by Prime Minister Sheikh Hasina on the uselessness of admission tests for students of class 1 and her request to lessen the burden of books on young students, as appropriate evaluation and positive guidance for those who have remained unconcerned on the subject.

To me the major malaise in our existing education system lies in the lack of proper decision making and timely action, absence of pre-service and in-service training of teachers, regular updating of the syllabus in line with the global experience, mismanagement - to be more specific, politicisation of the educational institutions - and malpractices in the recruitment of teachers and disparity in education. The challenges which continue to remain unaddressed are also many. The slow pace of growth in literacy rate, continuous decrease in the allocation for education, delay in passing the Education Law, inability to constitute a permanent Education Commission and Teachers' Recruitment Authority, are some glaring lapses. Let our authorities take stock of all this and go for remedial steps for redress. We should remember that 'a stitch in time saves nine'.

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AHMED HUSSAIN

CLEAR AS MUD
 IN the last decade a major change has taken place in our tertiary education. Gone are the days when only students from the upper class background - English Medium to be precise - would go to private universities in Dhaka,

which now have pupils from faraway districts such as Dinajpur and Satkhira. There are parents who have to sell their small patch of land to send their children to private universities; there are students too who take up two jobs to bear their educational expenses. Rightly or wrongly, they consider a degree from the university their ticket to success. The transformation of the majority of the private university students' class character has also given birth to private varsities where tuition fees are not exorbitant and, in some cases, even cheaper than private colleges under National University (NU). However, there is no denying that the mushrooming of private universities is a manifestation of the state's failure to keep education free for all, which it is pledge bound to do. One may argue that it is not for the state to

keep the door to tertiary education open for everyone, it should limit itself to the secondary or higher secondary level. Though the argument is acceptable and the logic behind it is strong, in a situation where the state washes its hands off pupils after the SSC exams, it is crucial to open new avenues of opportunities, such as vocational or technical training programmes, for students so that, education-wise, a safety net is created, and the poor, in the least, have something to turn to in case of eventualities. On the contrary, the number of good technical engineering schools and vocational training institutes in the country is few and social acceptability of such professions is low. As a result, industrial plants or factories sometimes have to hire technicians from abroad, and to make matters even more grievous, the country misses out on the huge revenues that it could have earned if it had sent more skilled hands to European or American countries. The opportunity cost in this sector is thus huge. And it will not be long before the construction boom in Singapore or the Middle East will slow down, resulting in an inevitable sluggish growth in the inflow of remittance. Education is perhaps the biggest and most lasting investment that a country can make for its economic and social growth. The country's policymakers seem to have forgotten it or so it had seemed from the imposition of

VAT on private university tuition fees, a decision the government had to rescind after it had met countrywide popular protests. To begin with, it was a bad decision to impose VAT. It is perhaps the inexorable outcome of not doing one's homework properly. The failure is all the more pronounced in our Chancellor or Exchequer's comment that private university students are given Tk. 1,000 daily allowance by their parents. This is quite unrealistic. Given that there are only over 160,000 registered taxpayers in the country, it is not understandable how all private university students (400,000 in all) will be able to give such a huge amount of money (Tk 30,000 a month) to their wards. It is also implausible if we, for argument's sake, hypothetically believe that these parents, in their youth, were staunch supporters of the one-child policy and do not have any other child. The country's birth rate during the mid and late nineties, when the agitating students were born, do not support this claim, neither can the Finance Minister's statement be backed up by any empirical evidence. What has been even more surprising is the Education Ministry's silence over the issue that festered our lives for as many as five days, crippling the capital's artery and resulting in untold suffering for commuters. It is indeed not understandable

as to why Education Minister Nurul Islam Nahid, a former Marxist and ex-General Secretary of the Communist Party, had excused himself from an issue that solely concerns his ministry. It is even more telling, because in his youth Nahid had been vociferous in reiterating the state's responsibilities in making education free for everyone. The students' victory in their anti-VAT movement is indeed significant. This is for the first time since the restoration of democracy that students have come out in thousands from different universities to realise a demand that revolves around the education system. The movement was led by students who did not seem to be members of any one of the many student organisations that claim to represent the *torun projammo*. The latter's intellectual liquidation is evident from its inability to read the pulse of the students who had been demanding the withdrawal of VAT for as many as two months before they laid siege to the capital's main thoroughfare for five days. The anti-VAT movement also tells us that Bangladesh's students have not become apolitical - it is just that political parties do not have it in them to make their politics attractive to 400,000 private university students. The government has many lessons to learn from the #NoVatOnEducation movement. Use of live bullets (Day One of the student

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#NoVatOnEducation

EDUCATION IN SDG 2030

The challenges ahead

MANZOOR AHMED
 Heads of states or governments of the world will meet at the United Nations headquarters in New York on September 25-27 to proclaim a new global agenda for sustainable development to be realised by 2030 (SDG 2030), replacing the Millennium Development Goals (MDG 2015), which was adopted 15 years ago at a UN Summit. The scope of the new ambitious agenda is breathtaking. "We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources," says the draft sent by UN Secretary General Ban Ki Moon to the special session of the General Assembly for its consideration. The Bangladesh delegation will be led by Prime Minister Sheikh Hasina, who will address the special UN assembly. The agenda has been painstakingly negotiated over a period of two years by a so-called Open Working Group, consisting of representatives of member countries, UN agencies, international development NGOs and selected academic experts. The high-level national delegations are expected to endorse later this month the document as presented, rather than suggest changes and re-open the debate at this stage. Ambassador A.K. Abdul Momen, Bangladesh's Permanent Representative to UN, said, "Bangladesh can be reasonably happy with the document, because our point of view reflecting that of a low income developing country has been largely incorporated in the draft."

Seventeen sustainable development goals, elaborated into as many as 169 targets, have been proposed. The Millennium Development Goals with eight major goals had provided a framework for development in 2000. Progress has been made on many of the MDGs worldwide and by Bangladesh, especially in reducing the proportions of population in abject poverty, reducing child and maternal mortality, and bringing both boys and girls into primary school. However, expected success was not achieved in keeping all children in primary school, or ensuring that they achieved the required skills and competencies. One out of five children still drop out before reaching class five. Four out of ten youth over 15 and adults remain illiterate. The SDG 2030 goals are about ending

poverty and hunger, ensuring health and education for all, achieving gender equality, sustainable management of water and soil, energy for all, and promoting sustainable economic growth and "decent work." Resilient infrastructure and sustainable industrialisation are aimed for, as is the reduction of inequality among and in countries, and revitalising global partnerships for sustainable development. Proposed as the overarching goal for education among the 17 SDGs, Goal 4 reads simply as to "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all." This education and learning goal embraces a broad agenda for human empowerment and capability enhancement. Quality and equity in educa-

The highly centralised governance and management of education with some 150,000 institutions, 40 million learners and 1.5 million teachers need to be transformed to promote greater accountability, authority and transparency in institutions and at the local level.

tion, the right to education, and learning as a lifelong process are embedded in this goal. This overall goal is elaborated into seven targets related to various sub-areas of education, ranging from early childhood development, primary and secondary education, skills development, literacy and adult education to combating gender and other disparities. This broad vision of education contrasts sharply with MDG education agenda which narrowly focused on primary education and removing gender disparity. How relevant are the SDG agenda and the education part of this agenda for Bangladesh? How can Bangladesh use it to serve its own priorities? The short answer is that the global agenda is a framework for designing the national agenda and thus, can be reference

points for benchmarking and assessing the national development effort. The broader vision of education is clearly germane to the development vision 2021 of Bangladesh and the aim of reaching the status of a middle income nation in all its dimensions of human well-being and human dignity, rather than just in terms of average per capita income. The broad education agenda with a focus on quality, equity and lifelong learning is also vitally important for the total SDG agenda. An opportunity is presented by the SDG agenda, especially SDG 4, to formulate a national action framework that reconciles global and national targets and indicators of progress in education. A review of progress and shortcomings in respect to EFA 2015 in Bangladesh, conducted under the government and UNESCO, points to the key elements which should find a place in an Education 2030 national action framework. The trend of decline in public resources for education in recent years, already one of the lowest among countries as a proportion of GDP and government budgets, must be reversed - even as we demand higher levels of international assistance which must support a coordinated national effort. New thinking needs to guide ways of attracting, preparing and supporting teachers at all levels of education, raising their performance, morale and status. There cannot be acceptable quality in the education system as long as teaching is the last occupational choice for young people. The highly centralised governance and management of education with some 150,000 institutions, 40 million learners and 1.5 million teachers need to be transformed to promote greater accountability, authority and transparency in institutions and at the local level. Corruption, waste and mismanagement, aided and abetted by oligarchic politics, have to be brought under rein. Unique to Bangladesh is the segmentation of school education under two ministries, creating many problems of coordination, continuity and application of standards and causing confusion among international agencies about who they need to deal with as the national counterpart. A logical solution would be to bring school education and basic education under one ministry, with tertiary education under a separate ministry. Prime Minister Sheikh Hasina in the UN Summit on SDG will deservedly be applauded for achievement and efforts in MDG. SDG and Education 2030 will call for a higher level of political will and focused efforts. The writer is Professor Emeritus at BRAC University.

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার		
বাংলাদেশ পুলিশ		
উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন		
ঢাকা মেট্রোপলিটন পুলিশ		
তেজগাঁও, ঢাকা-১২১৫		
দরপত্র বিজ্ঞপ্তি		
ক্রমিক নং	মন্ত্রণালয়/বিভাগ	স্বল্পে মন্ত্রণালয়।
১	সংস্থা	বাংলাদেশ পুলিশ।
২	দরপত্র ক্রম কর্তৃপক্ষ	উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, ঢাকা মেট্রোপলিটন পুলিশ, ঢাকা।
৩	দরপত্র আইটেমের নাম	এফ-ক) কম্পিউটার সামগ্রী এফ-খ) কম্পিউটার ও অফিস সরঞ্জাম এফ-গ) কম্পিউটার যন্ত্রাংশ এফ-ঘ) পোশাক সামগ্রী এফ-ঙ) খেলনা সামগ্রী এফ-চ) বইপত্র ও সামগ্রিকী এফ-ছ) শ্রমিক মজুরী এফ-জ) আসবাবপত্র ক্রম
৪	দরপত্র আহ্বানের নম্বর	০২/২০১৫-২০১৬প্রঃ।
৫	দরপত্র আহ্বানের তারিখ	১৪/০৯/২০১৫প্রঃ।
৬	টেন্ডার সিকিউরিটি	টেন্ডার সিকিউরিটি হিসাবে এফ "ক" হতে "গ" এর জন্য ৫০,০০০/- (পঞ্চাশ হাজার) (হেরতমোণা) টাকা বাংলাদেশ সরকার কর্তৃক অনুমোদিত যে কোন সিডিউল ব্যাংক এর পে-অর্ডার/ব্যাংক ড্রাফট/ব্যাংক গ্যারান্টি উপ-পুলিশ কমিশনার, উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, ঢাকা মেট্রোপলিটন পুলিশ, ঢাকা এর অনুকূলে দরপত্রের সাথে সংযুক্ত করে দাখিল করতে হবে।
৭	দরপত্র দাখিলের মূল্য	টেন্ডার সিকিউরিটি হিসাবে এফ "ক" হতে "জ" এর জন্য ১,০০০/- (এক হাজার) টাকা (অফেরতমোণা)।
৮	দরপত্র পদ্ধতি	উন্মুক্ত দরপত্র (জাতীয়)।
৯	দরপত্রের অর্ধের উৎস	জিএবি (রাজস্ব)।
১০	দরপত্র দাখিল বিক্রয়ের সর্বশেষ তারিখ ও সময়	০৫/১০/২০১৫প্রঃ তারিখ অফিস চলাকালীন সময় পর্যন্ত। প্রতিষ্ঠানের প্যাডে আবেদনের মাধ্যমে দরপত্র দাখিল সঙ্গ্রহ করা যাইবে।
১১	দরপত্র দাখিলের সর্বশেষ তারিখ ও সময়	০৭/১০/২০১৫প্রঃ ১২.০০ ঘটিকা।
১২	দরপত্র খোলার তারিখ ও সময়	০৮/১০/২০১৫প্রঃ ১২.৩০ ঘটিকা।
১৩	দরপত্র জমা দেওয়ার ঠিকানা	১) অতিঃ উপ-পুলিশ কমিশনার, উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, তেজগাঁও থানা কমপ্লেক্স, ঢাকা। ২) সিনিয় সহকারী পুলিশ কমিশনার (ভিকিটিম), উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, তেজগাঁও থানা কমপ্লেক্স, ঢাকা।
১৪	দরপত্র জমা দেওয়ার ঠিকানা	১) অতিঃ উপ-পুলিশ কমিশনার, উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, তেজগাঁও থানা কমপ্লেক্স, ঢাকা। ২) সিনিয় সহকারী পুলিশ কমিশনার (ভিকিটিম), উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, তেজগাঁও থানা কমপ্লেক্স, ঢাকা এর অফিস কক্ষে রক্ষিত দরপত্র বাক্সে।
১৫	দরপত্র আহ্বান কর্তৃপক্ষ	উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, ডিএমপি, ঢাকা।
১৬	দরপত্র আহ্বানকারী পদবী	উপ-পুলিশ কমিশনার, উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন, ডিএমপি, ঢাকা।
১৭	দরপত্র আহ্বানকারী ঠিকানা	উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন এর কার্যালয়, তেজগাঁও থানা কমপ্লেক্স, ঢাকা।
১৮	দরপত্রাদার যোগ্যতা	সিডিউল এহসের আবেদনের সময় নিম্নলিখিত কাগজপত্রের মূলকপি প্রদর্শন করিতে হইবে এবং দরপত্রের সহিত সকল কাগজপত্রের সত্যায়িত অনুলিপি জমা প্রদান করিতে হইবে। ক) নবায়নকৃত ট্রেড লাইসেন্স। খ) নবায়নকৃত ব্যাংক পরিশোধের সার্টিফিকেট। গ) ভ্যাট রেজিস্ট্রেশন সার্টিফিকেট। ঘ) অ্যাক সলভেন্সি সার্টিফিকেট/ব্যাংক স্টেটমেন্ট ইত্যাদি। ঙ) কোন সরকারি প্রতিষ্ঠানে কমপক্ষে ০২ বৎসরের মালামাল সরবরাহের অভিজ্ঞতার সনদপত্র। চ) দরপত্রাদাতা কর্তৃক উদ্ধৃত একক মূল্যের হিসাব সর্ভেষ্টি আইটেমের মোট সন্ধ্যা মূল্যের ৫% Liquid Asset (Working Capital) সংক্রান্ত ব্যাংকের আলাদা সনদপত্র দাখিল করিতে হইবে।
কোন কারণ দর্শানো ব্যতিরেকে যে কোন দরপত্র গ্রহণ/প্রত্যাহান করার ক্ষমতা অত্র সংস্থা সংরক্ষণ করে।		
মোহাম্মদ ফরিদা ইয়াসমিন বিপি নং-৭৩০১০৪৬১৯২ উপ-পুলিশ কমিশনার উইমেন সাপোর্ট এন্ড ইনভেস্টিগেশন ডিভিশন ঢাকা মেট্রোপলিটন পুলিশ, ঢাকা। ফোনঃ- ৯১০৩০৫৭, মোবাইঃ ০১৭১৩-৩৯৮৩৩০ E-mail-dcwsid@dmp.gov.bd		