

Notes from the Editor

The lead article of the current issue by **Manzoor Ahmed (BRACU-IED)** looks “Beyond EFA and MDG 2015.” It attempts to capture the views of the parts of civil society in Bangladesh, which are committed to educational progress, regarding the education agenda within the overall post-2015 development agenda (MDGII?) as well as a broader range of post-2015 education goals. The matter is seen as work in progress that will be elaborated and refined until late 2015.

M.A. Taiyeb Chowdhury, Md. Iqbal Sarwar and Md. Muhibullah, Department of Geography and Environmental Studies, University of Chittagong examine the features of formal environmental education in Bangladesh at the school level with particular reference to the national curriculum. The overall finding is that the textbook contents on environment are not well-structured and lack in integrity and logical progression. Redesigning and revision of the curriculum and textbooks with an interdisciplinary and holistic approach are strongly recommended.

Kingsley Osamede Omorogiwa, University of Benin, Nigeria writes about the benefits and challenges students and teachers experience in the feedback process as part of formative assessment in the context of distance education. The findings have wider relevance for all assessment of learning.

The last two articles relate to early childhood development. **Nishat F. Rahman and Sakila Yesmin (BRACU-IED)** point out that depression among women during and after pregnancy influences developmental outcomes for up to a quarter of the children. They urge the involvement of mental health professionals in providing support to the mothers to reduce behavioural, physical and mental disorders among children. **Syeda Aticun Nahar and Mausumi Razzak Roni (IER, Dhaka University)** evaluate the achievement of pre-school children participating in the programme in Dhaka city slums run by an NGO called Surovi. They found strong achievement in pre-mathematics and physical and motor development of children; scores for social and emotional development and environmental awareness were also relatively good. A disappointment was achievement in language and communication, creative and aesthetic skills, science and technology and health and security competencies.