

EDUCATION SYSTEM & OTHER RELATED ISSUES- BANGLADESH PERSPECTIVE

Mohammad Shafiqul Islam
Deputy Director
Bangladesh Bureau of Statistics
7-9 Jan, 2019

NEW CONCEPT IN EDUCATION

- ◉ Inclusive Education
- ◉ Development Education
- ◉ Values in Education
- ◉ Human Rights Education
- ◉ Gender Education
- ◉ Sex Education
- ◉ Peace Education
- ◉ Population Education

LEVEL OF EDUCATION

- ◉ Early Childhood Care and Development (ECCD)
- ◉ Pre-primary
- ◉ Primary
- ◉ Secondary
- ◉ Higher-secondary
- ◉ Tertiary

TYPE OF EDUCATION

- General Education
- Madrasah Education
- Technical Education
- Professional Education
- Teacher Education
- Specialised Education

EDUCATION SYSTEM

Broadly, Three levels:

- Primary Level (Class 1–5)
- Secondary Level (6-10) or (9-12 at some schools)
There is no middle school system in Bangladesh.
- Tertiary Level

At all levels of schooling, students can choose to receive their education in English or Bangla. Private schools tend to make use of English-based study media while government-sponsored schools use Bangla.

EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

- ◉ The emotional, social and physical development of young children has a direct effect on their overall development.
- ◉ That is why understanding the need to invest in very young children is so important, so as to maximize their future well-being.
- ◉ Areas of Early Child Development:
 - Physical development
 - Cognitive development
 - Social and emotional development
 - Language development

PRE-PRIMARY

- Pre-primary education (ISCED 0) is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school type environment, that is, to provide a bridge between home and a school-based, be designed to meet the educational and developmental needs of children at least three years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for the children.

PRIMARY EDUCATION

- ◉ The overall responsibility of management of primary education lies with the **Ministry of Primary and Mass Education (MOPME)**, set up as a Ministry in 1992.
- ◉ While MOPME is involved in formulation of policies, the responsibility of implementation rests with the **Directorate of Primary Education (DPE)** headed by a Director General.
- ◉ The Directorate of Primary Education (DPE) and its subordinate offices in the **district and upazila** are solely responsible for management and supervision of primary education. Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools.

PRIMARY EDUCATION

- ◉ The responsibility of school construction, repair and supply of school furniture lies with the DPE executed through the **Local Government Engineering Department (LGED)**.
- ◉ **The National Curriculum and Textbook Board (NCTB)** is responsible for the development of curriculum and production of textbooks.
- ◉ The Directorate of Primary Education (DPE) are responsible for conducting the two public examinations:
 - Primary School Certificate (**PSC**) (5 grade)
 - Junior School Certificate (**JSC**) (8th grade)

SECONDARY EDUCATION

- ◉ The secondary level of education is controlled by the eight General Education boards
- ◉ The boards' headquarters are located in Barishal, Cumilla, Chattagram, Dhaka, Dinajpur, Jessore, Rajshahi and Sylhet.
- ◉ Eight region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the two public examinations:
 - Secondary School Certificate (SSC) (10th grade)
 - Higher Secondary School Certificate (HSC) (12th grade)
- ◉ At the school level, in the case of non-government secondary schools, **School Management Committees (SMC)**, and at the intermediate college level, in the case of non-government colleges, **Governing Bodies (GB)**, formed as per government directives, are responsible for mobilising resources, approving budgets, controlling expenditures, and appointing and disciplining staff.

⦿ While teachers of non-government secondary schools are recruited by concerned SMCs observing relevant government rules, teachers of government secondary schools are recruited centrally by the DSHE through a competitive examination.

⦿ In government secondary schools, there is not an SMC. The headmaster is solely responsible for running the school and is supervised by the deputy director of the respective zone. Parent Teachers Associations (PTAs), however, exist to ensure a better teaching and learning environment.

TERTIARY EDUCATION

- ◉ At the tertiary level, universities are regulated by the **University Grants Commission (UGC)**.
- ◉ The colleges providing tertiary education are under the National University.
- ◉ Each of the medical colleges is affiliated with a public university.
- ◉ Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate, Academic Council, etc. in accordance with provisions laid down in their respective acts.

TECHNICAL AND VOCATIONAL EDUCATION

- ◉ The Technical and Vocational Education System provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years. The Technical Education Board controls technical and vocational training in the secondary level.
- ◉ The Directorate of Technical Education (DTE) is responsible for the planning, development, and implementation of technical and vocational education in the country.
- ◉ Curriculum is implemented by BTEB.
- ◉ There are also a number of private universities in Bangladesh. In the Technical Education System, after obtaining a Diploma-in-Engineering degree (four-year curriculum) from the institutes listed below, students can further pursue their educational career by obtaining a bachelor's degree from Engineering & Technology Universities.
- ◉ It normally takes an additional two and a half to three years of coursework to obtain a bachelor's degree, although some students take more than three years to do so. They can then enroll in post-graduate studies.
- ◉ Students can also study CA (Chartered Accounting) after passing HSC or bachelor's degree and subject to fulfilling the entry criteria of the Institute of Chartered Accountants of Bangladesh (ICAB).

CADET COLLEGES

- ◉ Cadet Colleges are important in the education system of Bangladesh.
- ◉ A cadet college is a room and board collegiate administered by the Bangladesh. Military discipline is compulsory at all cadet colleges.
- ◉ **Faujdarhat** Cadet College is the first cadet college in Bangladesh, established in 1958 over an area of 185 acres (0.75 km²) at Faujdarhat in the district of Chittagong.
- ◉ At present there are 12 cadet colleges in Bangladesh, including 3 cadet colleges for girls.

ALTERNATIVE EDUCATION SYSTEM

◉ English language schools

- A vast number of schools in Bangladesh are English version schools.
- English Medium schools are mainly private schools where all the courses are taught in English except one Bengali Language subject at ordinary level (O Level).
- These schools in Bangladesh follow the General Certificate of Education (GCE) syllabus where students are prepared for taking their Ordinary Level (O Level) and Advanced Level (A Level) examinations.
- The General Certificate of Education system is one of the most internationally recognised qualifications, based in the United Kingdom.
- The Ordinary and Advanced Level examinations are English equivalent to the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) examinations respectively. The GCE examination conducted by the British Council takes place twice a year. Currently there are two boards operating from Bangladesh for Ordinary and Advanced Level Examinations, which are Edexcel and University of Cambridge International Examinations. Bangladesh has recently opened English version schools (Bangladesh) translating board textbooks in English.

◎ Madrasah education

- The Madrasah Education System focuses on religious education, teaching all the basics of education in a religious environment.
- Religious studies are taught in Arabic and the students in some areas also serve the local area masjids.
- Students also have to complete all the courses from the General Education System. Many privately licensed Madrasas take in homeless children and provide them with food, shelter and education, e.g. Jamia Tawakkulia Renga Madrasah in Sylhet.
- In the Madrasah Education System there are two systems:
 - ❖ One, called the "Quomi" Madrasah system is privately owned and funded and is run according to the Deobandi system of Islamic education, which rejects the rational sciences.
 - ❖ The other, called the "Alia" madrasah system, is privately owned but subsidised by the government (the government spends 11.5% of its education budget on alia madrasahs, paying 80% of teacher and administrator salaries).

EDUCATION IN BANGLADESH

Number of private (Quomi) madrassas	13,902
Number of government-funded (Alia) madrassa	6,906
Number of teachers in Quomi madrassas	130,000
Number of teachers in Alia madrassas	100,732
Number of students in Quomi madrassas	1,462,500
Number of students in Alia madrassas	1,878,300
Total number of madrassas (Quomi + Alia)	13,406
Total number of teachers (Quomi + Alia)	230,732
Total number of students (Quomi + Alia)	3,340,800

NON-FORMAL EDUCATION

- ◉ There exists a substantial number of NGO-run non-formal schools, catering mainly to the drop-outs of the government and non-government primary schools.
- ◉ There are Non-Governmental Schools (NGO) and Non-Formal Education Centers (NFE) and many of these are funded by the government.. However, not all NFE graduates continue on to secondary school.
- ◉ NGO-run schools differ from other non-government private schools.
- ◉ While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society.
- ◉ They usually follow an informal approach to suit the special needs of children from these vulnerable groups.
- ◉ Different NGOs pursue different policies regarding recruitment of teachers.

CURRENT ISSUES

- ◉ Current government projects to promote the education of children in Bangladesh include compulsory primary education for all, free education for girls up to grade 10, stipends for female students, a nationwide integrated education system and a food-for-education literacy movement.
- ◉ A large section of the country's national budget is set aside to help put these programs into action and to promote education and make it more accessible.. Now even national curriculum books from class 5 to class 12 are distributed freely among all students and schools.
- ◻ But, In the past, Bangladesh education was primarily a British modelled upper class affair with all courses given in English and very little being done for the common people.
- ◻ The Bangladesh education board has taken steps to leave such practices in the past and is looking forward to education as a way to provide a poverty-stricken nation with a brighter future.
- ◻ As Bangladesh is an overpopulated country, there is a huge demand to turn its population into labour, which is why proper education is needed and proper help from government in the educational sectors of Bangladesh is crucial.

EDUCATION EXPENDITURE IN GDP

- Public expenditure on education lies on the fringes of **2.5** percent of GDP with a minimum of 0.94 percent in 1980 and a maximum of 2.5 percent in 2017.

QUALITATIVE DIMENSION

- ◉ The Education system lacks a sound Human Resource Development and deployment system and this has demoralised the primary education sector personnel, including teachers, and contributes to poor performance.
- ◉ Poverty is a big threat to primary education. In Bangladesh, the population is very high.
- ◉ The number of seats available in colleges is less than the number of students who want to enroll, and the number of seats available in universities is also less than the number of students who passed higher secondary level and want to join in a university.
- ◉ Besides, the cost of education is increasing day by day, as a result many students are unable to afford it.
- ◉ One study found a 15.5% primary school teacher absence rate

GENDER DISPARITY

- ⊙ In Bangladesh, gender discrimination in education occurs amongst the rural households but is non-existent amongst rich households.
- ⊙ There is great difference in the success rates of boys, as compared to girls in Bangladesh. However, in recent years some progress has been made in trying to fix this problem

SCHOOL ATTENDANCE

- ⦿ The low performance in primary education is also matter of concern.
- ⦿ School drop-out rates and grade repetition rates are high.
- ⦿ Poor school attendance and low contact time in school are factors contributing to low level of learning achievement.

RELIGION AND EDUCATION

Madrasah education in Bangladesh is heavily influenced by religion

LITERACY RATE

- ⦿ Bangladesh has one of the lowest literacy rates in Asia, estimated at 66.5% for males and 63.1% for females in 2014.
- ⦿ Recently the literacy rate of Bangladesh has improved as it stands at 72.9% as of 2017 due to the modernization of schools and education funds.

EDUCATIONAL INDICATORS

- ◉ Adult literacy rate / Illiteracy rate
- ◉ Number of Adult Illiterates
- ◉ Gross Intake Ratio (GIR) in the first grade of Primary
- ◉ Net Intake Ratio (NIR) in the first grade of Primary
- ◉ School-life expectancy (SLE)
- ◉ Transition Rate (TR)
- ◉ Gross Enrolment Ratio (GER)
- ◉ Net Enrolment Rate (NER)
- ◉ Age Specific Enrolment Rate (ASER)
- ◉ Repetition Rate by Grade (RR)
- ◉ Survival Rate by Grade (SR)
- ◉ Coefficient of Efficiency
- ◉ Years-Input per Graduate
- ◉ Percentage of Repeaters
- ◉ Pupil-Teacher Ratio
- ◉ Percentage of Female Teachers
- ◉ Promotion Rate by Grade (PR) Dropout Rate by Grade (DR)
- ◉ Gender Parity Index (GPI)
- ◉ Youth literacy Rate