Secondary Education Regional Information Base:
Country Profile

Bangladesh

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Acknowledgement

Reader's Guide

The following symbols are used in the statistical tables:

…   No data available

*   National estimation

**   UIS estimation

-       Magnitude nil or negligible

+n   Data refers to the school or financial year (or period) after the reference year (or period)

-n   Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Education Database (http://www.uis.unesco.org) on June 21, 2007. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation, is available from the UIS Glossary of Education Indicators.

Levels of education in UIS statistics are defined according to the International Standard Classification of Education (ISCED97). According to ISCED97, secondary education is divided into two levels: lower secondary level of education and upper secondary level of education. In the case of Bangladesh, junior secondary education corresponds to the former, while secondary and higher secondary education combined together corresponds to the latter, unless clear distinction is made in each table/figure.

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

Abbreviations

ADB	Asian Development Bank
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BDT	Bangladesh Taka
BISE	Board of Intermediate and Secondary Education
CIDA	Canadian International Development Agency
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
EFA	Education for All
FSP	Female Stipends Programme
GER	Gross Enrolment Ratio
GPA	Grade Point Average
GPI	Gender Parity Index
GSE	General Secondary Education
HSC	Higher Secondary Certificate
IBE	International Bureau for Education
IDB	Islamic Development Bank
MOE	Ministry of Education
MOL	Ministry of Labour
MOT	Ministry of Textile
NCTB	National Curriculum and Textbook Board
NORAD	Norwegian Agency for Development Cooperation
NPA	National Plan of Action
NTRCA	Non-government Teacher Registration and Certification Agency
PMU	Project Monitoring Unit
PSUP	Programme Support Planning Unit
PTR	Pupil-teacher Ratio
SESDP	Secondary Education Sector Development Project
SESIP	Secondary Education Sector Improvement Plan
SSC	Secondary School Certificate
TA	Technical Assistance
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TVE	Technical and Vocational Education
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNPD	United National Population Division
USD	United States Dollar (currency)

Bangladesh

1 Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration
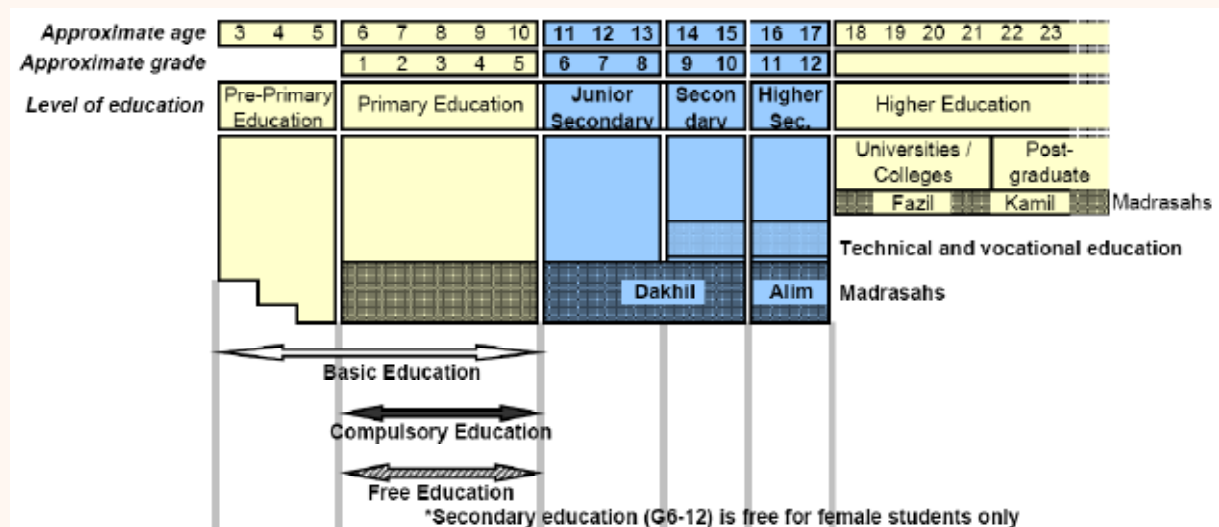
1.2 Size of Schooling Sector

Table 1. School-aged Population, 2005

	Enrolment	Ave. Annual Growth Rate, 2000-2005
Primary	16,526,136	0.36%
Secondary	22,150,390	1.51%
Lower level	9,887,982	1.93%
Upper level	12,262,408	1.19%

Source: UNESCO Institute for Statistics. 2007a.

Table 2. Enrolment, 2004

	Enrolment	Ave. Annual Growth Rate, 2000-2004
Primary	17,953,300	0.40%
Secondary	10,354,760	0.06%
Lower level	6,284,563	0.62%
Upper level	4,070,197	-0.77%

Source: UNESCO Institute for Statistics. 2007a.

Table 3. Number of Teaching Staff (full and part-time), 2004

	Number of teaching staff	Ave. Annual Growth Rate, 2000-2004
Primary	352,683	3.28%
Secondary	378,276	8.54%
Lower level	186,247	7.83%
Upper level	182,829	9.27%

Source: UNESCO Institute for Statistics. 2007a.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2005
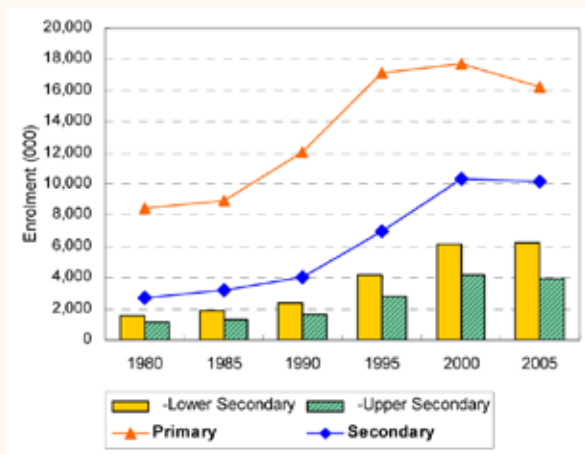
Source: BANBEIS. 1985, 1992, 1995, 2003, and 2006a. / DPE. 2001 and 2006.

Figure 3. Change in Number of Teaching Staff, 1980-2005
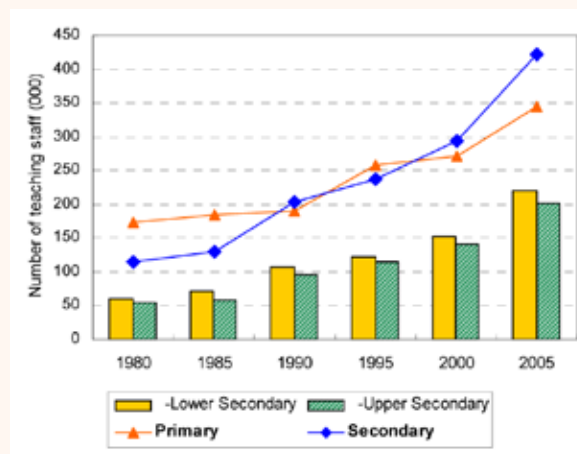
Source: BANBEIS. 1985, 1992, 1995, 2003, and 2006a. / DPE. 2001 and 2006.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2004
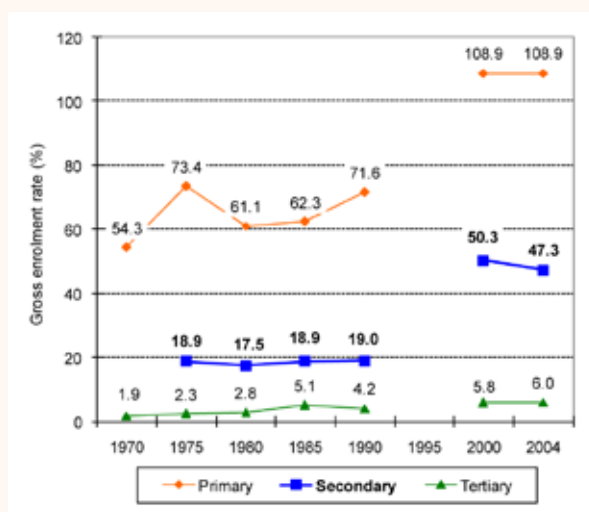
Source: UNESCO Institute for Statistics. 2007a.

Table 4. GER in Secondary Education, 2004

	Total	Male	Female	GPI
Secondary	47.3%	46.6%	48.1%	1.03
Lower level	64.4%	61.4%	67.5%	1.10
Upper level	33.6%	34.7%	32.5%	0.94

Source: UNESCO Institute for Statistics. 2007a.

Table 5. NER in Secondary Education, 2004

	Total	Male	Female	GPI
Secondary	44.3%	43.5%	45.1%	1.04

Source: UNESCO Institute for Statistics. 2007a.

1.4 Geographical Distribution of Access

Figure 5. GER by Geographical Areas, 2005
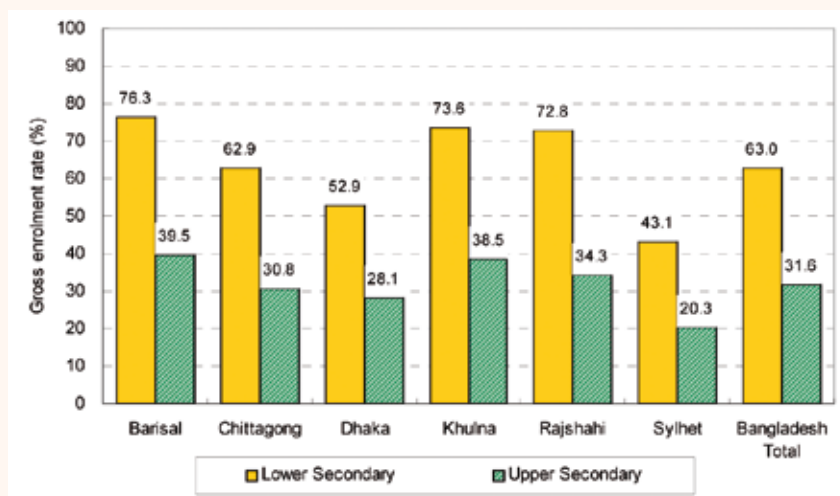
Source: BANBEIS.

Table 6. GER by Geographical Areas and Sex, 2005

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Barisal	74.34%	78.35%	1.05	39.37%	39.65%	1.01
Chittagong	57.81%	68.18%	1.18	30.65%	30.99%	1.01
Dhaka	49.10%	57.07%	1.16	27.79%	28.50%	1.03
Khulna	69.54%	77.84%	1.12	39.41%	37.55%	0.95
Rajshahi	69.45%	76.20%	1.10	35.70%	32.80%	0.92
Sylhet	41.07%	45.15%	1.10	19.98%	20.63%	1.03

Note: Gender Parity Index (GPI) was calculated by UNESCO Bangkok on the basis of BANBEIS statistics
Source: BANBEIS.

1.5 Student Progression

Table 7. Progression Indicators, 2004

Gross Primary Graduation Ratio[1]	67.4%
Transition rate from Primary to Secondary (general programmes)[1]	89.3%[-1]
Gross Enrolment Ratio in Total Secondary[1]	47.3%
Percentage of Repeaters in Total Secondary[1]	8.9%
Upper Secondary Gross Graduation Ratio[2]	12.1%[+1]

Source: [1] UNESCO Institute for Statistics. 2006a. [2] BANBEIS.

1.6 PTR and Average Class Size

Table 8. Pupil-teacher Ratio, 2004

Lower secondary	33.7
Upper secondary	21.2

Source: UNESCO Institute for Statistics. 2007a.

Table 9. Average Class Size, 2005

Lower secondary	37.3
Upper secondary	35.5

Source: M. Hossain, BANBEIS

2 Institutional Context of Secondary Education

2.1 Education System

Formal education in Bangladesh consists of pre-primary education or early childhood education (three years), primary education (five years), secondary education (seven years), and finally higher education.

The level of education after primary education, referred to as secondary education, caters to children and adolescents who range from 11-17 years old. It is divided into three sub-stages: 1) three years of junior [lower] secondary; 2) two years of secondary (1st stage of upper secondary); and 3) two years of higher secondary (2nd stage of upper secondary). Junior secondary education caters to 11-13-year olds (Grade 6 to 8), whereas secondary education and higher education to 14-15-year olds (Grade 9 and 10) and 16-17-year olds (Grade 11 and 12) respectively.

An equivalent level of education is offered in *madrasahs* (Islamic schools). *Dakhil* offers the educational equivalent of junior secondary and secondary schools, and *alim* equates with higher secondary. The Government legally recognizes this equivalency, and graduates from madrasahs are given the same opportunity to continue schooling at higher levels.

Diversification of courses and curriculum is introduced at the beginning of secondary education (Grade 9) in both general schools and madrasahs. Technical and vocational education is also available at the secondary and higher secondary levels in vocational and trade schools, as well as in Business Management institutions.

Primary education was made free and compulsory for children aged 6 to 10 by the Compulsory Primary Education Act of 1990. Although currently no such act exists for the secondary level, the Government, with support from external agencies, provides a number of stipends specifically targeted at girls to boost female participation in secondary education. (*See* 3.3 Tuition *for details*)

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 1.)

2.2 Legislative Framework and Key Policy Documents

A number of reports regarding the logical framework of the education system and policy suggestions have been prepared by different commissions at different times. The policy documents and reports that are currently in effect are presented below.

The Constitution of the People's Republic of Bangladesh (1972)

The Constitution establishes that the Government of Bangladesh has the obligation to ensure the literacy of all its citizens within the shortest possible time. The Constitution mandates the state to adopt effective measures for: (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law (i.e. the Compulsory Primary Education Act, 1990); (b) relating education to the needs of the society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law.

Interim Education Policy (1979)

The interim education policy document consisting of the recommendations of the National Education Advisory Council, headed by the State Ministry of Education, was published in February 1979. The interim policy document puts emphasis on increased literacy so that people can take part in the development of the country.

The document establishes the current educational framework with secondary education consisting of three sub-stages; namely, junior secondary (3 years), secondary (2 years), and higher secondary (2 years). In addition, the document stipulates the following: (a) terminal examination will be conducted by the District Education Authorities for all stages of secondary education; (b) vocational, technical, agricultural and medical education will be included and integrated into secondary and higher secondary education; (c) there will be provision of skills development in any technical subject at junior secondary and secondary levels.

In regard to madrasah education, the Interim Education Policy stipulates that it should be reorganized to ensure its equivalency to general education in such a way that the dakhil level corresponds to secondary and alim to higher secondary education.

Mohammad Moniruzzaman Mia Commission Report (2004)

This report was submitted by the Mohammad Moniruzzaman Mia Commission in March 2004. The report consists of three parts: general education, professional education, and special education, with eleven subdivisions in each part.

Among a number of recommendations reported in the document, those of particular importance and relevance to secondary education relate to: (a) maintaining the existing education framework (i.e. 3 years schooling in junior secondary, 2 years in secondary and 2 years for higher secondary); (b) introducing a unitrack secondary education; (c) formulating secondary education in such a manner so that the dropouts can also manage some livelihood; (d) decentralizing administration, particularly for secondary and higher secondary; (e) establishing one model secondary school in each district; and (f) exploring the full utility of modern technology for quality improvement in primary and secondary education.

The Sixth Five Year Plan 2003-2008

The Sixth Five Year Plan (2003-2008), issued by the Planning Commission, Ministry of Planning, presents a description of different projects, including their budget estimates and project implementation periods. The document prescribes the following targets in regard to secondary education: (a) increasing participation in different levels and types of education, such as lower secondary, secondary, and higher secondary levels, including madrasah education; (b) increasing participation of girls through stipend programmes in all levels of secondary education; and (c) increasing quality of secondary education through in-service training of teachers.

Education for All: National Plan of Action II 2003-2015

EFA NPA-II (2003-2015) targets the goals for (a) formal basic education (i.e. primary), (b) non-formal basic education, and (c) non-formal adult education. It has no provision for goals or targeted achievements at the secondary level.

2.3 Administrative Structure

The education system in Bangladesh is managed and administered by two governmental ministries: the Ministry of Education (MOE) and the Ministry of Primary and Mass Education, in association with the attached departments and directorates, as well as a number of autonomous bodies. The MOE is concerned with policy formulation, planning, monitoring, evaluation and execution of plans and programmes related to post primary, secondary and higher education. This oversight also applies to technical and madrasah education.

The Directorate of Secondary and Higher Education (DSHE), attached to MOE, is headed by a Director-General who is responsible for administration, management and control of post-primary, secondary and higher education (including madrasah and other special types of education). It is assisted by subordinate offices located at the division and district levels, and project offices at the *upazila* (sub-district) level.

More specifically, higher secondary education is under the direct responsibility of DSHE, the national level organization; whereas lower secondary and secondary education are under the Regional Offices of DSHE, as well as under the District Education Offices. A Regional Office administers and controls lower secondary schools, secondary schools, and dakhil madrasahs, dealing with the recognition and inspection of schools. The District Education Office is responsible for the academic supervision and regular inspection of secondary schools and madrasahs, as well as the particular inspection of newly established schools. In addition, the District Education Officer is responsible for forwarding the application of schools and madrasahs regarding salary subvention of teachers and other educational co-curricular activities of the district. At the district level, there is also an Upazila Secondary Education Office headed by the Upazila Secondary Education Officer. The Office is responsible for the monitoring of stipend programmes for girls at secondary and higher secondary levels, academic supervision, and data collection of annual surveys conducted by BANBEIS.

Figure 6. MOE's Organizational Chart
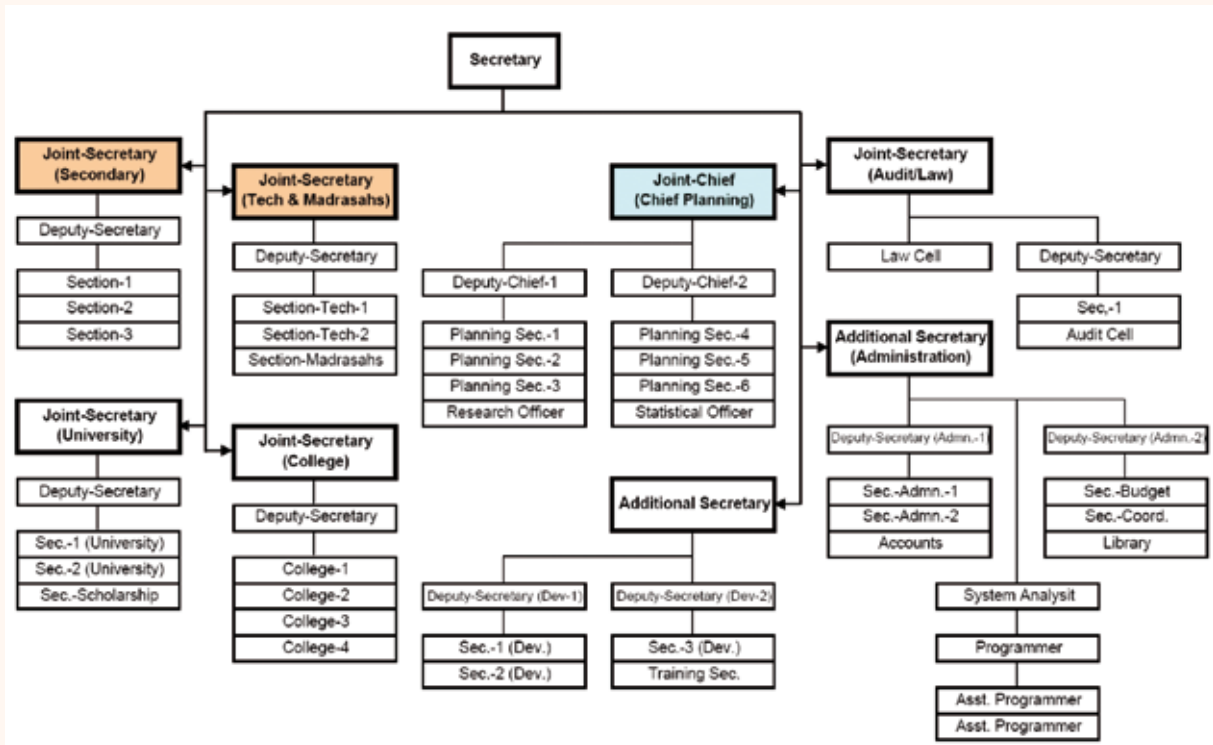
Figure 7. DSHE's Organizational Chart
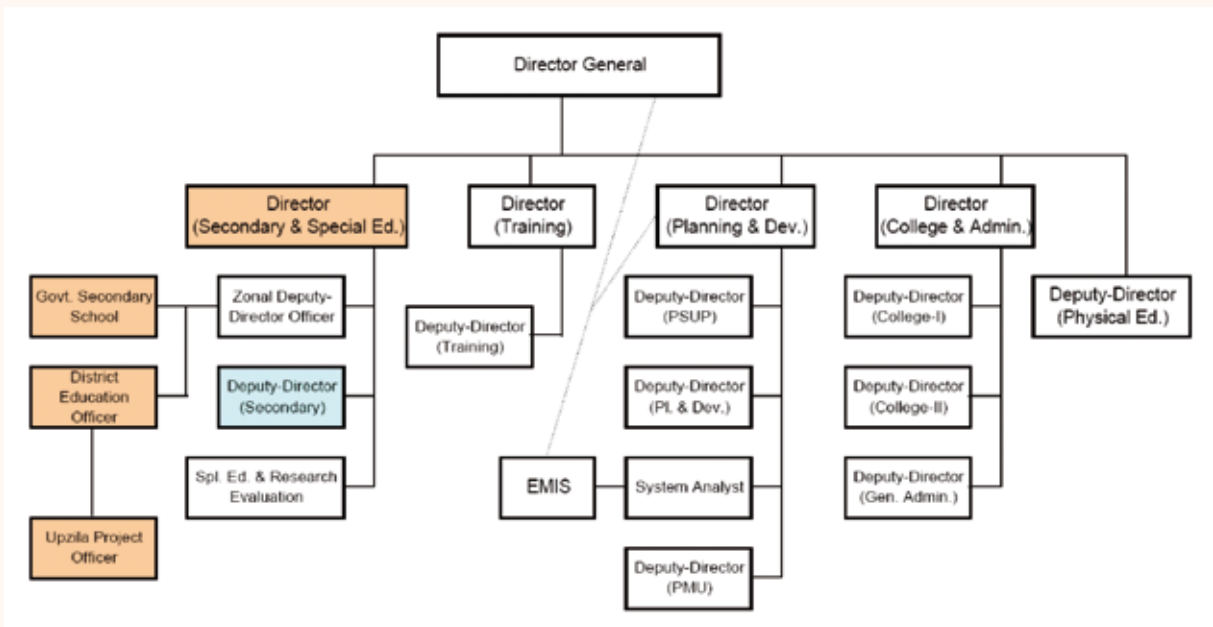
Note: PSUP = Programme Support Planning Unit; PMU = Project Monitoring Unit

The following governmental offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Directorate of Secondary & Higher Education, MOE
TVE at the secondary level	Directorate of Technical Education, MOE
Personnel management and development	Directorate of Secondary & Higher Education, MOE; Directorate of Technical Education, MOE
Learning assessment	Board of Intermediate & Secondary Education; Bangladesh Madrasah Education Board; Bangladesh Technical Education Board
Curriculum development and research	National Curriculum & Textbook Board
Textbook	National Curriculum & Textbook Board
Planning	Ministry of Education; Education Wing, Planning Commission
Budgeting	Ministry of Education; Ministry of Finance
EMIS	Directorate of Technical Education, MOE
Government-aided institutions	Directorate of Secondary & Higher Education, MOE; Directorate of Technical Education, MOE
Private institutions	… (self-management)

2.4 Financing

The funding mechanism in Bangladesh is highly centralized. The main education expenditure is met through a central government funding source. Although the majority of institutions at the secondary level are non-governmental, teachers' salaries are funded out of the national education budget. Foreign loans and grants are also managed at the central level.

Fiscal year is January 1 - December 31.
School year is September 5 - May 30.

Table 10. Public Expenditure on Education, 2005

As % of GDP	2.5%
As % of total govt. expenditure	14.2%
Per pupil as % of GDP per capita	
Primary education	7.7%
Secondary education	14.7%
Tertiary education	49.7%

Source: UNESCO Institute for Statistics. 2007a.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure
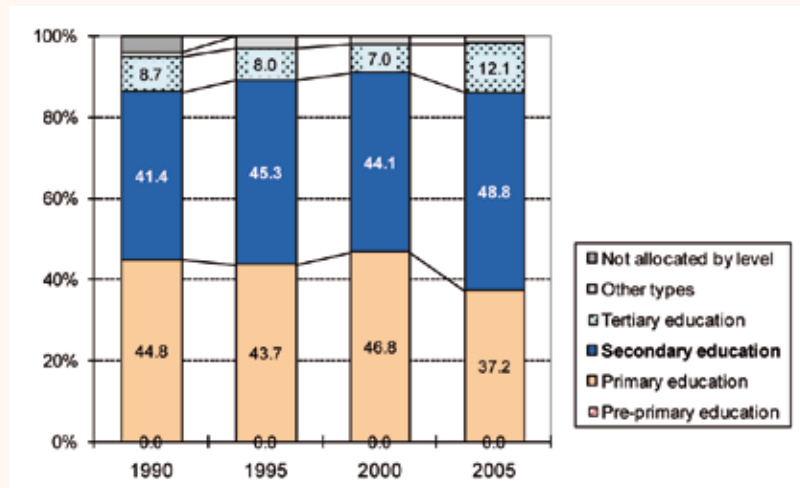
Source: Ministry of Finance. 1991, 1996, 2001 and 2006.

Figure 9. Resource Allocation by Nature of Spending as % of Total Education Expenditure, 2005
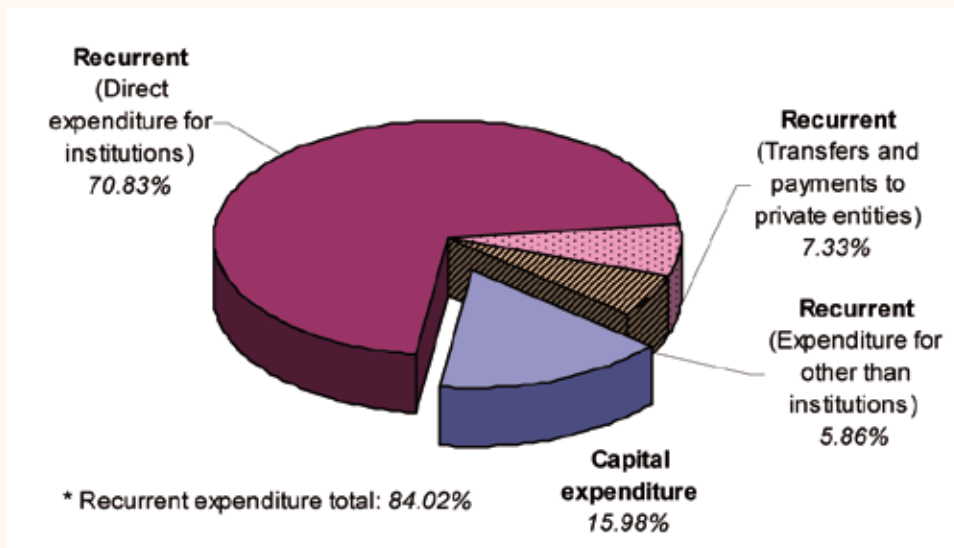
Source: Ministry of Education. 2006a.

3 General Secondary Education (GSE)[1]

Figure 10. GER by Geographical Areas (Urban-Rural), 2006
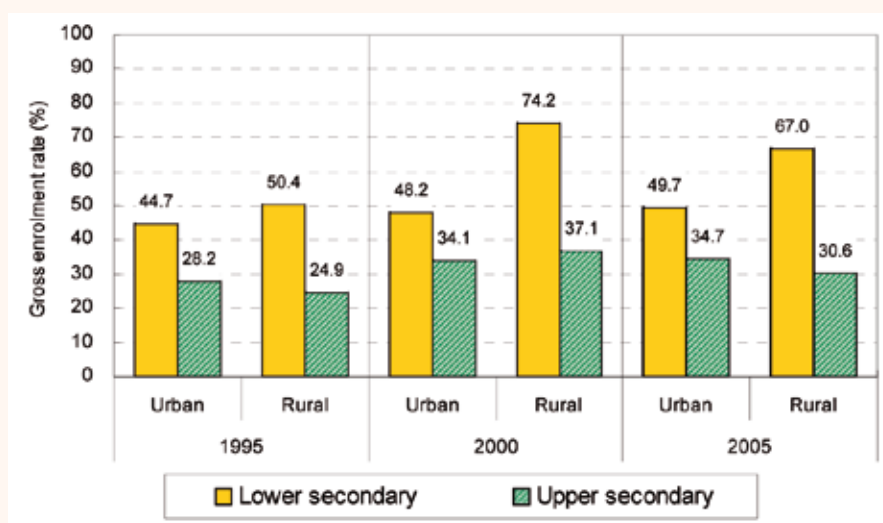
Source: BANBEIS.

Table 11. GER by Geographical Areas and Sex (Urban-Rural), 2006

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Urban	47.3	52.1	1.10	37.5	31.8	0.85
Rural	62.7	71.4	1.14	30.1	31.2	1.04
Total	59.2	67.0	1.13	31.9	31.3	0.98

Source: BANBEIS.

3.1 Types of Schools

There are three types of institutions in 'non-madrasah' general secondary education: (a) junior secondary schools, which cater only to grades 6 through 8; (b) secondary schools, comprising both junior secondary and secondary levels and catering to grades 6 through 10; and (c) schools and colleges, which cater to all three sub-levels of secondary education, i.e. junior secondary, secondary, and higher secondary education. In addition, there are many degree and Masters' colleges, which also combine grades 11 and 12. As for madrasah institutions, all types of schools cater to three levels of secondary education except for dakhil, which does not provide education at the higher secondary level. Although all institutions at the secondary level are under the responsibility of DSHE, responsibility for actual implementation and management lies with the governmental bodies at various levels, depending on the level of secondary education.

(See *2.3 Administrative Structure* for details.)

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1   General secondary education in Bangladesh also includes madrasah education, which is ensured total equivalency to education offered in 'non-madrasah' general secondary institutions. TVE institutions at the secondary level are not included here.

Table 12. Types of Secondary Schools and Administrative Authority

		Grade									Administrative authority
		5	6	7	8	9	10	11	12	13	
Junior secondary school			■	■	■						DSHE
Secondary school			■	■	■	■	■				DSHE
School & College		■	■	■	■	■	■	■			DSHE
Madrasah	Dakhil	■	■	■	■	■					DSHE
Madrasah	Alim	■	■	■	■	■	■	■			DSHE
Madrasah	Fazil	■	■	■	■	■	■	■	■		DSHE
Madrasah	Kamil	■	■	■	■	■	■	■	■		DSHE
College	Intermediate						■	■	■		DSHE
College	Degree pass						■	■	■		DSHE
College	Honours						■	■	■		DSHE
College	Masters						■	■	■		DSHE

Table 13. Number of Institutions and Enrolment by Type, 2005

		Number of Institutions	Enrolment					
			Junior Sec. (G6-8)		Secondary (G9-10)		Higher Sec. (G11-12)	
Junior secondary school		4,322	910,914	14.6%				
Secondary school		13,541	3,979,709	63.9%	2,142,921	77.4%		
School & College		638	252,273	4.0%	112,736	4.1%	64,152	7.0%
Madrasah	Dakhil	9,215	745,366	12.0%	339,484	12.2%		
Madrasah	Alim		170,279	2.7%	83,491	3.0%	43,379	4.8%
Madrasah	Fazil		147,724	2.4%	73,721	2.7%	51,921	104.8%
Madrasah	Kamil		26,248	0.4%	16,051	0.6%	20,584	204.8%
College	Intermediate	5,612					197,077	304.8%
College	Degree pass						403,119	404.8%
College	Honours						47,050	504.8%
College	Masters						88,706	604.8%

Source: BANBEIS. 2006a and 2006b.

3.2 Admission Requirements

Transition from primary to junior secondary education depends on satisfactory annual examination results. The head teachers of the respective primary-level institutions issue the school leaving certificates.

In order to meet the admission requirements for Grade 9 (the first grade of secondary education), students need to secure minimum prescribed marks from their junior secondary schooling. The respective schools and local education authorities make the decisions regarding student promotions. Although there is no public examination held at the entrance stage of secondary education, students are required to take the Secondary School Certificate (SSC) examination at the end of Grade 10 (See also *3.5 Student Assessment and Promotion*), and the results will be the basis for admission into the higher stage of secondary education. The examination is administered nationwide by seven Boards of Intermediate and Secondary Education (BISE).

3.3 Tuition

In Bangladesh, only education at the primary level is compulsory and provided free of charge. For secondary education, tuition is collected from students. The Government sets the amount for all public schools. Currently, the tuition ranges from Bangladesh Taka (BDT) 10-15 (equivalent of US$ 0.14-0.22) for junior secondary and from BDT 15-40 (equivalent of US$ 0.22-0.58) for secondary and higher secondary schools.

With the exception of a limited number of fully private schools in urban areas that collect a relatively high rate of tuition fees, the majority of government-aided private institutions collect tuition amounts similar to public institutions. Fully private institutions, however, set their rates independently, and the amount tends to be very high and expensive.

Support Programmes

The Government of Bangladesh (GOB) lays special emphasis on raising the female literacy rate and ensuring female participation in all spheres of social as well as economic development. In view of this, Female Stipend Programmes (FSP) have been launched at the junior secondary and secondary levels since 1994. Having started with female students in targeted areas, the programme has now expanded to cover most parts of the country. It has also expanded in terms of education level to include higher secondary education. These stipend programmes generally include the monthly tuition fee, which is given directly to the institutions; monthly stipends; book purchase subsidies for female students in grades 9 and 11; and examination fees for female students in grades 10 and 12. The primary objectives of the stipend programmes are: (a) to increase female enrolment rates at the secondary level; (b) to assist girls in passing the SSC/Higher Secondary Certificate (HSC) examination (or equivalent) so that they become qualified for employment; and (c) to hold girls in studies and retain them from early marriage. Certain conditions apply for the programmes: (a) to attend at least 75% of school days during an academic year; (b) to secure marks of at least 45% on average or a GPA of 2.5 in the semi-annual and annual examinations; and (c) to remain unmarried up to the SSC/HSC or equivalent. The programmes are currently funded by the Government of Bangladesh (GOB), Asian Development Bank (ADB), Norwegian Agency for Development Cooperation (NORAD) and the Islamic Development Bank. (IDA).

In addition, there are three merit-based scholarship programmes in place at the secondary level: (1) the Junior Scholarship by DSHE, which is given to high-performing students in the annual Junior Scholarship Examination; (2) the Secondary Scholarship, funded by BISE and the Madrasah Education Board, which is given to students performing well in the SSC or Dakhil Examination; and (3) the Higher Secondary Scholarship, also sponsored by BISE and the Madrasah Education Board, given to high performers in the HSC and Alim Examination.

3.4 Curriculum

The National Curriculum and Textbook Board (NCTB) and Madrasah Education Board are responsible for the prescription of curriculum for junior secondary and secondary education; whereas BISE takes direct responsibility for the curriculum/syllabus for higher secondary education. The development of textbooks is also under the responsibility of the same governmental bodies.

Secondary education curriculum was last revised during the mid- to late nineties in an incremental manner: in 1996 for grades 6 and 9, in 1997 for grades 7 and 9, and in 1998 for Grade 11. The old curriculum was revised in order for students to be introduced to the most recent features of the changing society, and learning content was also localized accordingly. In terms of some major subjects, the revised curriculum puts more emphasis on improving students' English communication ability (especially at the junior secondary and secondary levels) by replacing the conventional English courses with communicative English courses, introduces agriculture education at the junior secondary level, and omits arithmetic from secondary-level mathematics for its discontinuity to higher secondary education.

Table 14. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week

	School opening days per year	Teaching weeks per year	Teaching hours per week
Junior secondary	233 days	42 weeks	42 hours
Secondary	233 days	42 weeks	42 hours
Higher secondary	233-240 days	42 weeks	24 hours

Source: MOE.

*More comprehensive and detailed description on the curriculum is available from "*World Data on Education*" database by IBE. (Visit the country specific webpage from here:* Education system in Bangladesh, 2003*)*

3.5 Student Assessment and Promotion

Annual Promotion

The annual promotion to the next grade is based on the results of the assessment examinations, which are held three times a year at the end of each semester. Public examination is held at the end of secondary as well as higher secondary education, which is essentially the admission requirement to the higher level of education. (Please see below for graduation requirement.) The extremely high percentage of repeaters in grades 10 and 12 reflects the fact that many students fail the examination and need to remain in school for an additional year(s).

Table 15. Percent of Repeaters by Grade and Sex, 2004

	Junior Secondary			Secondary		Higher Secondary	
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	5.64%	5.66%	7.41%	7.35%	17.58%	6.56%	27.73%
Male	6.86%	5.52%	7.87%	7.78%	17.84%	8.34%	29.78%
Female	4.47%	5.80%	7.00%	6.94%	17.33%	3.94%	24.66%

Source: UNESCO Institute for Statistics. 2007a.

Graduation

Students are required to sit the public examination at the end of secondary and higher secondary education. These examinations are called Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) respectively, and administered by BISE and Madrasah Education Boards.

Table 16. Student Progression after Graduating from Junior Secondary Level, 2005

Of all graduates from junior secondary level general education	
Secondary general education	85.3%
Vocation-technical trades	3.1%
Of all graduates from junior secondary level madrasah education	
Secondary madrasah (dakhil) education	95.3%

Source: BANBEIS. 2006a.

Table 17. Student Progression after Graduating from Secondary Level, 2005

Of all graduates from SSC (general and vocational) examination	
Higher secondary general education	79.9%
Higher secondary vocational-technical trades	15.2%
Of all graduates from SSC (dakhil) madrasah education	
Higher secondary madrasah (alim) education	60.0%

Source: BANBEIS. 2006a.

Table 18. Student Progression after Graduating from Higher Secondary Level, 2005

Of all graduates from HSC (general) examination	
Bachelor degree course in general colleges	48.3%
Bachelor degree course of general education in the universities	12.8%
Bachelor degree of Engineering, Medical, Agriculture, Computing in the technical colleges, medical colleges and universities	10.4%
Of all graduates from HSC (alim) examination	
Fazil degree courses in madrasah	70.6%

Source: BANBEIS. 2006a.

4 Private Education

There are two types of non-public education institutions in Bangladesh: fully independent, non-public schools and government-subsidized schools. While the former enjoys full autonomy in regard to almost every aspect of school administration, the latter type of school is required to comply with the national standards regarding establishment, permission, recognition, staffing pattern, curriculum and teacher recruitment process that are described below.

There are two policy directives in effect that concern the provision of education by non-public institutions. The first policy guideline was circulated by MOE in 1995 regarding staffing pattern and government subvention of teachers and employees working in private institutions. The guideline stipulates the requirements as follows: (a) recognition of the institution from the respective authority, (b) recruitment and staffing pattern rules for teachers and employees, (c) minimum enrolment, (d) curriculum and co-curricular activities, (e) audited accounts of income and expenditure, (f) satisfactory examination results, and (g) an approved management committee. In addition, if a school is to open in a rural area, the land needs to be owned by the school, itself, and needs to meet the minimum spatial area set in the directive.

Another policy directive was released in 1997 regarding establishment, permission and recognition of new private/non-public institutions. The directive provides a clear prescription on: (a) distance from similar types of institutions, (b) minimum population in the surrounding area, (c) minimum enrolment separately for co-educational/boys' institutions and girls' institutions by type, (d) minimum land ownership, (e) a minimum 9-square-foot area per student for school building/facilities of all types, (f) teachers and employee staffing patterns, (g) library book requirements, (h) fund requirements, (i) naming an institution after a person, (j) curriculum as per the National Curriculum and Textbook Board (NCTB), (k) co-curricular activities, (l) existence of a managing committee/governing body, and (m) fees for permission and recognition.

In general, the Government encourages the private provision of education at all levels of education. The ratio of private enrolment at the secondary level, including TVE, is extremely high. The majority of these institutions is government-subsidized and receives salary support from the Government.

Table 19. Percent of Enrolment in Private Institutions, 2005

	2000			2004		
	All	**General**	**TVE**	**All**	**General**	**TVE**
Secondary education	95.73%	96.08%	62.07%	95.69%	95.83%	86.79%
- Lower secondary	97.62%	97.62%	na	97.71%	97.71%	na
- Upper secondary	92.97%	93.76%	62.07%	92.56%	92.81%	86.79%

Note: The percents were calculated by UNESCO Bangkok on the basis of UIS Statistics.
Source: UNESCO Institute for Statistics. 2007a.

5 Secondary-Level Technical and Vocational Education

The Mid-Term Budget Framework (MOE. 2006b), which is released every fiscal year by MOE, sets up the national target of 10 percent enrolment in TVE programmes by the year 2010. The document further indicates that the number of TVE institutions should be increased to accommodate drop-outs from the general education system and to develop the country's human resources.

There are a number of job-oriented TVE programmes offered at the secondary level: (a) Technical School and Colleges; (b) Commercial Colleges; (c) Graphic Arts Institute, Glass & Ceramic Institute, Survey Institutes, and Technical Training Centres; (d) private SSC/HSC vocational institutes; (e) private HSC Business Management Institutes; and (f) public Textile Vocational Centres.

Table 20. Number of TVE Institutes, 2007

Technical School & College	64
Commercial College	16
Graphic Arts Institute	1
Ceramic Institute	1
Survey Institute	2
Technical Training Centre	13
Private SSC/HSC Vocational Institute	1224
Private HSC Business Management Institutes	1180
Public Textile Vocational Centre	28

Source: MOE; MOL; & MOT

Of those listed above, the Technical Training Centres are managed by the Ministry of Labour and Manpower, and Textile Vocational Centres by the Ministry of Textile. The Technical Education Board under MOE conducts all examinations and offer diploma and certificates for all TVE institutions including those by different Ministries.

Table 21. Percent of Enrolment in TVE Programmes, 2000-2005

	2000	2001	2002	2003	2004	2005[1]
Secondary education	1.0%	1.2%	1.1%	1.2%	1.62%	1.9%
- Lower secondary	na	na	na	na	na	na
- Upper secondary	2.5%	2.9%	2.9%	2.9%	4.1%	5.0%

Source: UNESCO Institute for Statistics. 2007a.[1] BANBEIS. 2005.

6 Teachers and Education Personnel in GSE

Table 22. Number of Teachers and Key Indicators, 2004

	Number of teachers	Percent of female teachers	Percent of trained teachers	Pupil-teacher ratio
Secondary education	369,076	18.1%	31.5%	27.4
- Lower secondary	186,247	17.2%	37.6%	33.7
- Upper secondary	182,829	18.9%	25.6%	21.2

Source: UNESCO Institute for Statistics. 2007a.

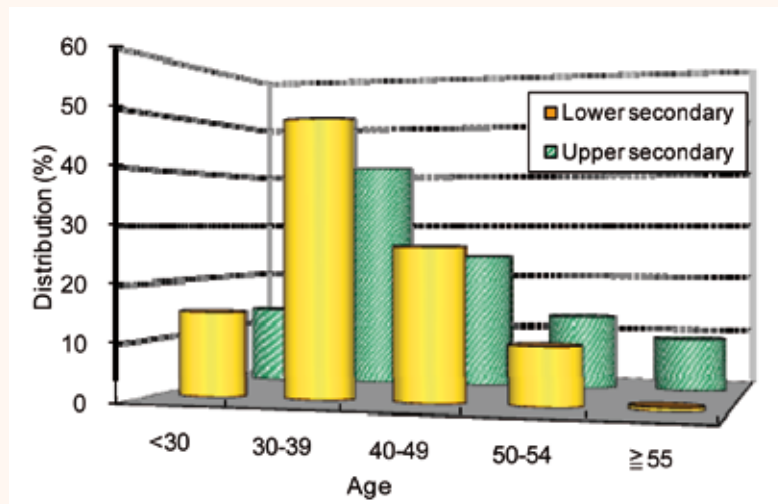**Figure 11. Change in Number of Teachers, 2000-2004**
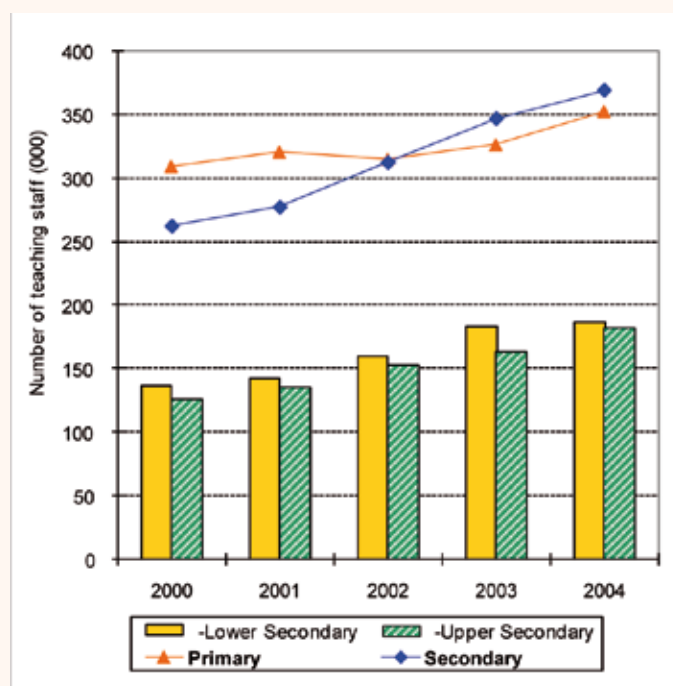
Source: UNESCO Institute for Statistics. 2007a.

Figure 12. Age Distribution of Teachers, 2004/05

Source: BANBEIS. 2007.

6.1 Teacher Management

For government-aided non-public institutions, which currently constitute the majority of schools at the secondary level, teacher recruitment and deployment is under the responsibility of the management committee of each school, which includes a representative from DSHE for junior secondary and secondary education. Teachers are recruited from those registered in the Non-Government Teacher Registration and Certificate Agency (NTRCA). (See *6.2 Qualifications and Pre-service Training*)

As for public institutions, DSHE directly controls the recruitment process.

6.2 Qualifications and Pre-service Training

The minimum academic qualification is a Bachelor's degree or equivalent for junior secondary and secondary education, and a Master's degree for higher secondary education. Although there is no pre-service training needed for all, teachers can complete the training offered in respective training institutions prior to recruitment and receive a higher wage after the appointment. There are currently 126 pre-service [in-service] training institutions, such as teacher training colleges (both private and public), the Physical Education College, or open universities. The degrees offered include Bachelor of Education (B.E.), Diploma in Education (Dip. in Ed.) and Bachelor of Physical Education (B.P.Ed.).

In addition to the minimum qualification described above, teachers who wish to be recruited by government-aided non-public institutions are required to take and pass a competitive examination held annually. They must also be registered in NTRCA in order to be eligible for recruitment. This regulation does not apply to fully-independent non-public institutions.

6.3 In-service Training

Teachers are required to receive in-service training during the service. The same institutions that offer pre-service training (see *6.2 Qualifications and Pre-service Training*) also offer trainings for in-service teachers based on the curriculum prescribed by MOE, and participation is taken into consideration for the teachers' career development.

7 Recent Reforms

Teacher Registration and Accreditation, 2005

To ensure the quality of secondary education, the Government used financial assistance from the Asian Development Bank (ADB) and the Canadian International Development Agency (CIDA) to introduce the teacher registration and accreditation system. In the new system, the Non-government Teachers Registration and Certification Agency, an autonomous body newly established by MOE, accredits and registers those who have passed a competitive examination. This process serves as a requirement in order to be recruited by government-aided non-public institutions.

The reform was implemented within the framework of the Teaching Quality Improvement in Secondary Education Project (TQI-SEP), which aims to enhance the quality of secondary education by improving the quality of teachers. The specific objectives of the project are: (a) to help strengthen the NTRCA for registration, certification and deployment of qualified and competent teachers in non-government secondary schools and thereby enhance the quality of secondary education; (b) to establish an integrated national secondary teachers' training network, improve the teachers' training system and thereby contribute to the quality of teaching and learning at the secondary level; (c) to provide a scope of quality per-service and in-service teacher training, including continuing professional development to enhance teachers' professional competency; (d) to improve the overall standards of management of teacher training centres and significantly increase training access to under-served and disadvantaged areas; (e) to enhance the professional competence and quality of teachers, trainers and concerned officials; and (f) to build an integrated system for linking MOE with other stakeholders to enhance educational quality at the secondary level.

Management and Quality Support System, 1999-Present

Within the framework of the Secondary Education Sector Improvement Plan (SESIP), several reforms have taken or are expected to take effect. The major areas of reform include: (a) strengthening of the planning and management capacity of DSHE through the establishment of the Programme Support Planning Unit (PSPU), which is responsible for the planning process of all the projects under DSHE, and Project Monitoring Unit (PMU), which is in charge of the monitoring of programmes/projects and reporting on the basis of sample study results, etc.; (b) decentralization of the role, responsibilities and authority of secondary education management down to the thana (sub-district) level; (c) strengthening capacity for curriculum development; (d) privatization of textbook production; (e) reforms in the examination system; (f) improvement in teacher education; (g) strengthening of school management and supervision; (h) expansion of physical facilities at the zonal and district offices; (i) establishment of new secondary schools in under-served areas and construction of new classrooms in overcrowded schools; and (j) continuation of the stipend and free tuition programme that targets female secondary students.

The components (b) and (f) of the above are those that are currently or expected to undergo the reform process in the future within the framework of the Secondary Education Sector Development Project (SESDP).

(Please see *8. Involvement of Development Agencies* for details on SESIP and SESDP.)

8 Involvement of Development Agencies

Below is the list of major secondary education-related projects (recently completed or on-going) that are supported by external development agencies (*as of April 2007*):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Secondary Education Sector Improvement Project (SESIP)	ADB (TA/Loan)	JS+S+US	Unknown/ 1999-2006	Project website
Secondary Education Sector Development Project (SESDP)	ADB (TA/Loan)	JS+S+US	2004-/ 2006-2013	Project website
Teaching Quality Improvement in Secondary Education (TQI-SEP)	ADB & CIDA (TA/Loan & Grant)	JS + S	2002-/ 2004-2011/	Project website
Female Secondary School Assistance Project (FSSAP), –Phase I	WB, IDA (Loan)	JS + S	2002-2007	Project website
Education Sector Development Support Credit II	WB, IDA (Loan)	JS+S+US	2006	Project website
Introduction to Dakhil (Vocational) Course in Madrasah, Phase I	IDB (Loan)	JS + S	2001-2007	IDB Homepage
Female Secondary Education Stipend Project, Phase III	NORAD (Grant)	JS + S	2004-2006	NORAD Homepage

Note: Implementation period for ADB and WB refers to the period from the year of project approval to the [estimated] project completion year.

JS = Junior secondary; S = Secondary; HS = Higher secondary

The projects and information listed here are taken from agency websites at the time of data collection.

9 Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information about education.

Publications

Ahmed, M., Nath, S.R., Hossain, A., and Kalam, Md.A. 2005. The State of Secondary Education: Progress and Challenges. (Bangladesh Education Watch 2005) Dhaka, CAMPE. (PDF; 7.27Mb)

Documents

Ministry of Education:

> The Interim Education Policy (1979)
> Moahammad Moniruzzaman Mia Commission Report (2004)

Ministry of Primary and Mass Education:

> The Education for All: National Plan of Action II 2003-2015 (PDF; 855kb)

Websites

Asian Development Bank: http://www.adb.org (English)
> Key Indicators

BANBEIS: http://www.banbeis.gov.bd/ (English)
> Database at BANBEIS

Campaign for Popular Education (CPE): http://www.campebd.org (English)

International Bureau of Education: http://www.ibe.unesco.org (English)
> World Data on Education – Education system in Bangladesh, 2003
> Country-specific website

Ministry of Education: http://www.moedu.gov.bd/ (English)

UNESCO Institute for Statistics: http://www.uis.unesco.org (English)
> Education Database
> Literacy Database
> Country/Regional Profiles

World Bank: http://www.worldbank.org (English)
> Country website
> Data and Statistics

BANBEIS. 1985. *Bangladesh Educational Statistics 1985.*

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Central Intelligence Agency. 2007. *The World Fact Book.* https://www.cia.gov/cia/publications/factbook/ (Accessed 2 May 2007)

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United Nations. 2005. *World Population Prospects: The 2004 Revision.* New York, United Nations Population Division.

UNDP. 2006. *Human Development Report 2006 database.* http://hdr.undp.org/hdr2006/statistics/ (Accessed 2 May 2007)

UNESCO. 2006. *Global Monitoring Report 2007.* Paris, UNESCO.

UNESCO Institute for Statistics. 2007a. *Education database.* http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx (Accessed 21 June 2007)

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Ministry of Education. 2006a. *Annual Budget Allocation Book 2005-06.*

-----------. 2006b. *Mid-Term Budget Framework 2006-07.*

-----------. 2007. *Ministry of Education: Organizational Chart.* http://www.moedu.gov.bd/ (Accessed April 18, 2007)

Ministry of Finance. 1991. *Annual Budget Allocation Book 1990-91.*

-----------. 1996. *Annual Budget Allocation Book 1995-96.*

-----------. 2001. *Annual Budget Allocation Book 2000-01.*

-----------. 2006. *Annual Budget Allocation Book 2005-06.*

Annex
Background Statistics: Development Indicators

Geography

1	Area	133,910 sq km^2 (land)
		10,090 sq km^2 (water)

Source: Central Intelligence Agency. 2007.

Demography

2	Total population, 2005	153.3 millions
3	Population growth rate, 2000-2005	1.89%
4	Urban population, 2005	25.0%
5	Life expectancy at birth, 2000-2005	62.0 years (total)
		61.3 years (male)
		62.8 years (female)
6	Total fertility rate, 2000-2005	3.22

Source: UNPD. 2007.

Social and Economic Indicators

7	Population below the national poverty line, 1990-2003	49.8%
8	Population below the absolute poverty line, 1990-2004	36.0%
9	GDP, 2004	USD 56.6 billions
		USD 260.4 billions (PPP)
10	GDP per capita, 2004	USD 406
		USD 1,870 (PPP)
11	GDP per capita annual growth rate, 1990-2004	2.5%
12	Human Development Index, 2004	0.530

Source: UNDP. 2006.

Education Indicators

13	Adult literacy rate (ages 15 and above), 2000-2004[1]	…
14	Youth literacy rate (ages 15-24), 2000-2004[1]	…
15	School life expectancy, 2003[2]	9.2 years (total)**
		9.0 years (male)**
		9.3 years (female)**
16	EFA Development Index, 2004[2]	0.722

Source: [1]UNESCO Institute for Statistics. 200b. [2]UNESCO. 2006.

Country profiles are updated on a regular basis. Visit the Secondary Education Regional Information Base website to access the latest version or to check the status of updates. Other country profiles are also available from the website (http://www.unescobkk.org/education/epr/sepra/infobase).