# Education Sector of Bangladesh

# Introduction

- The economy of Bangladesh has enjoyed a steady six percent plus growth rate of GDP in the last decade, which has recently risen to over 8 percent.
- Achievements in terms of social indicators have been impressive with continued fall in infant and maternal mortality rates along with highest life expectancy (nearly 73 years) in South Asia .
- Improvement in access to education has contributed towards progress in social and economic indicators as robust inverse correlation exists between literacy and poverty rate.

- Bangladesh is committed to the 2030 SDG agenda including SDG4, the overarching education goal which is concerned about ensuring inclusive and equitable quality education and promote lifelong opportunities for all.
- Ministry of Primary and Mass Education and the Ministry of Education of Bangladesh has one of the largest centralized education systems in the world with roughly 40 million students, 200,000 educational institutions, and a million teachers and other education workforce members.
- A key measure of how the education and skills development sub-sectors of the education system is doing is the situation of employment of workers in productive jobs with at least a living wage.

# National educational Policies

- A Non-formal Education (NFE) Policy was adopted in 2006 recognizing the need for expanding opportunities for adult literacy and education .
- The policy aims to provide second chance to drop out children and those who don't have the opportunity to attend school at early stage.
- Non-formal Education Act 2016 was adopted as a legal framework for adult and non-formal education.

- A national education policy was adopted in 2010 which indicated the overall objectives and strategies for educational development.
- Key features of  this policy are:
- **Universal education up to grade 8**
- **Despite having diversity all primary and secondary educational institutions along with Madrasha's must follow a common core curriculum**
- **Literacy and non-formal education to eradicate adult illiteracy**

- **Quality improvement in tertiary education.**
- **Student assessment  to discourage rote learning**
- **Incentives and training facilities for teachers**
- **Law should be enacted  to provide a legal framework for educational governance and management.**

# Universal & Primary Education

- The Constitution of Bangladesh calls for free and compulsory education (Article 17*)*
- According to the constitution state shall adopt measures for establishing a uniform mass-oriented and universal system of education.
- Extending free and compulsory education to all children determined by law.

- The Bangladesh Vision 2021 was prepared to articulate the Government's vision through a specific set of measures which are:

- **Ensuring inclusiveness and access as the duration of primary education extended from present grade 5.**

- **Upgrading the curriculam for quality education in a gender sensible manner to provide students to acquire human qualities and basic skills .**

- **Decentralization of administration and management system to develop a good mechanism for the supervision and monitoring.**
- **All illiterate, semi-literate and neo-literate young persons and adults will have access to learning opportunities for basic education, adult literacy and continuing education.**

- **Primary Education Development Programme (PEDP) is intended to support Bangladesh's primary education to become an efficient and effective system that provides quality primary education to all children of Bangladesh.**

# Secondary & Tertiary Education

- Secondary education (grades 6 to 10) and higher secondary education (grades 11 and 12) have remained mostly a public-private partnership, with the government subsidizing schools for teachers' salary and some other costs, rather than a full public responsibility
- A major achievement in Bangladesh has been the achievement of gender equity in access and participation in secondary education, supported by various proactive policy measures including stipends and tuition exemption for girls.
- A separate division has been created to plan qualitative change and better management of madrasas and technical vocational streams of secondary and higher secondary education.

- The sub-sector proposal emphasizes that without qualified and effective teachers and sound pedagogy in the classroom, efforts to improve quality can yield little result.

- Standards of teacher performance and training, monitoring, and incentives based on performance standards are as necessary as provision of safe drinking water and toilet facilities in schools.
- International experience suggests that orienting talented young people to teaching as an occupation, education should become a discipline in the regular undergraduate tertiary education along with measures for ensuring status, rewards and a career path in the teaching profession.

# SDG-4 strategic framework for Bangladesh

- How the education system serves the objective of enhancing skills and competencies of young workers, especially the new entrants to the workforce, has been a particular area of emphasis in the SDG4 strategy framework.
- Regarding equity and inclusiveness in education services, the range, as presented in the SDG4 Strategic Framework, is from low to medium in different sub-sectors.

- Only primary and secondary education assessed at medium level in terms of various aspects of equity and inclusion. Technical-Vocational Education Training and tertiary education remain at the low end of the spectrum in this regard.
- SDG4 strategy framework suggests, and would logically call for, substantial rethinking in the objectives, priorities and organizational structures of the sub-sectors of education.

- The brief review of the policy environment, by and large, indicates that certain priorities have been stated largely in aspirational terms.
- Effective strategies, operational plans and implementation mechanisms and means have to be worked out on some of the policy objectives.

# Role of ICT in Bangladesh's Education System

| ICT aspect | Achievements in Brief |
|---|---|
| ICT-enabled teaching-learning environment | Progress has been made in enhancing the teaching and learning environment by using ICT in classrooms (one laptop and one projector per classroom). In addition, a limited number of teaching institutions have been equipped with computer labs. |
| Recognition of ICT professionals | At the secondary level, an official curriculum has been issued by the Ministry of Education to recognize professional degrees in ICT. This is expected to eventually ensure that education institutions recruit ICT trained professionals as teachers. |
| Dissemination of quality learning material using ICT | Awareness raising campaigns are to be initiated to spread information about the digital portal developed as part of the Access to Information (A2I) Programme as well as about the digital content developed by the National Curriculum and Textbook Board (NCTB). |
| Rural-urban disparities in ICT capacity and awareness | Limitations faced by learners and teachers in semi-urban and rural areas due to lack of infrastructure facilities as well as due to inadequacy in terms of internet connectivity have been identified. |
| ICT role in monitoring and reporting capacity | Need for improving the monitoring and reporting capacities of education managers have been mapped and directives to strengthen accountability and transparency have been put forward. |

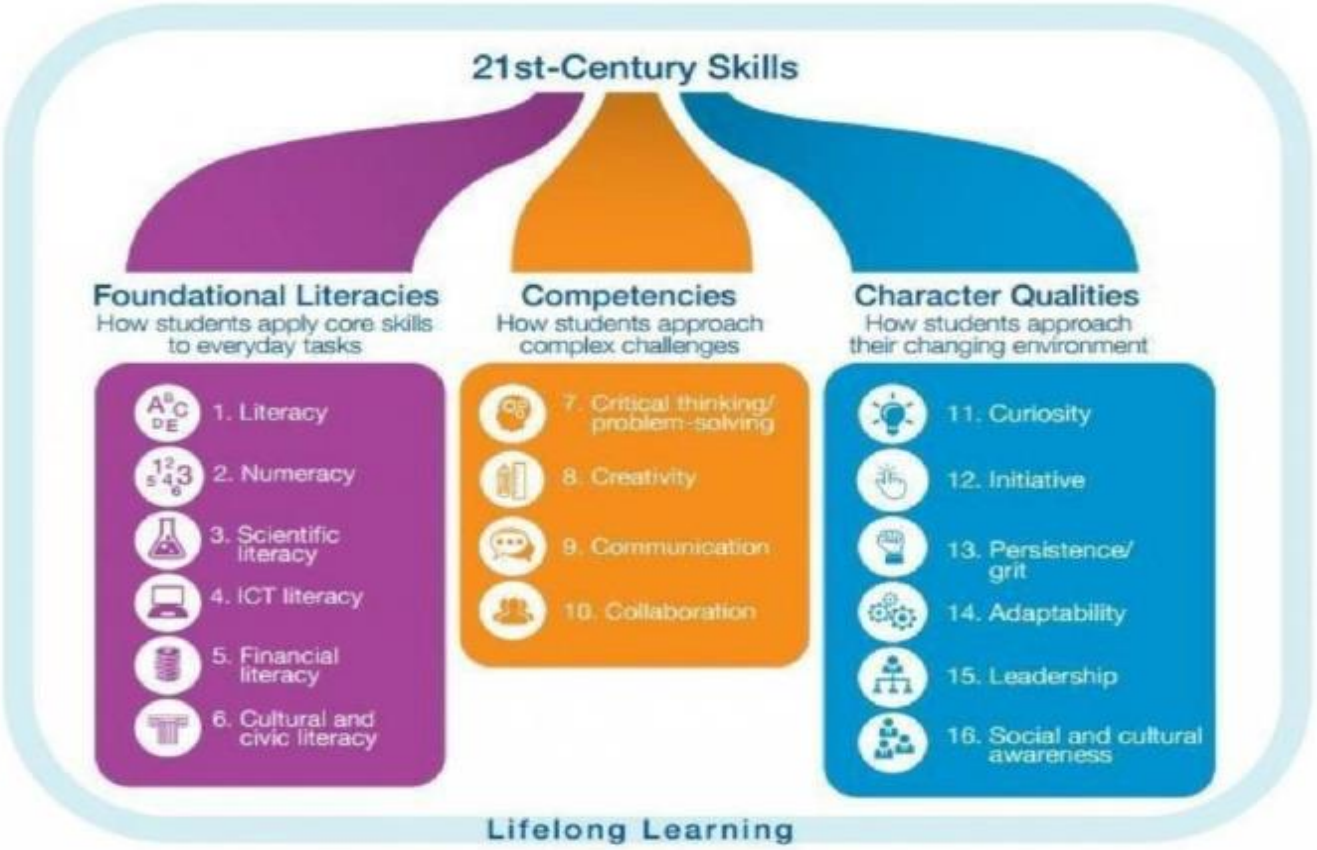
# 4th Industrial Revolution

- The Fourth Industrial Revolution (4IR) now builds on the digital revolution.
- The 4IR is radically different, since it is more than only a technological shift in economic production, as the previous three were.
- Life and the livelihoods of the majority of people in Bangladesh are largely characterised by the use of the second or even the first Industrial Revolution technologies.

- Most people are also touched by the third Industrial Revolution through the penetration of mobile phone technology.
- The features of 4IR can be found in some of the activities of a handful of the better educated and privileged population who benefit from or contribute to its development at home or abroad.

# Skills Students need to acquire in 21st Century

Exhibit 1: Students require 16 skills for the 21st century

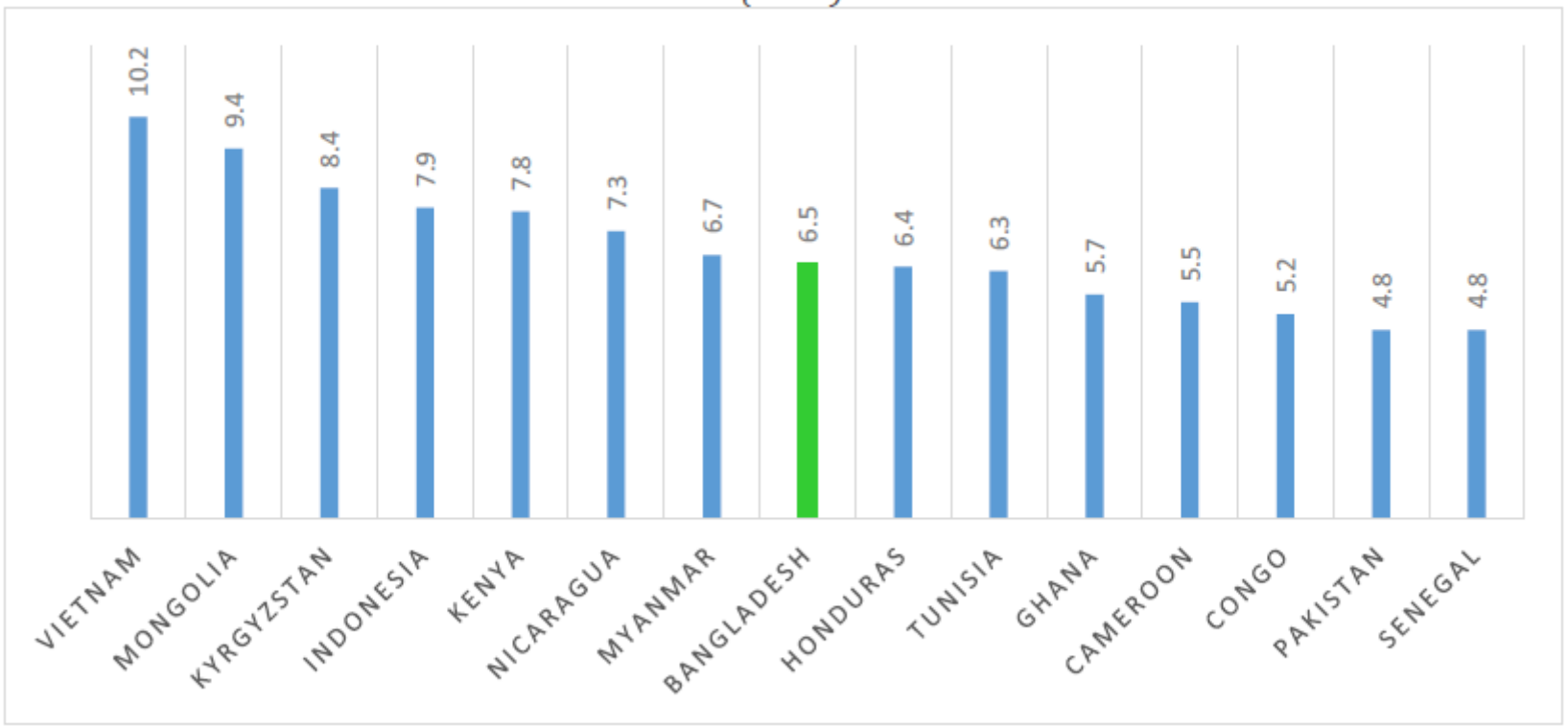



Note: ICT stands for information and communications technology.

Source: World Economic Forum, ""What are the 21st Century Skills Every Student Needs?" 2016.

# Years of schooling

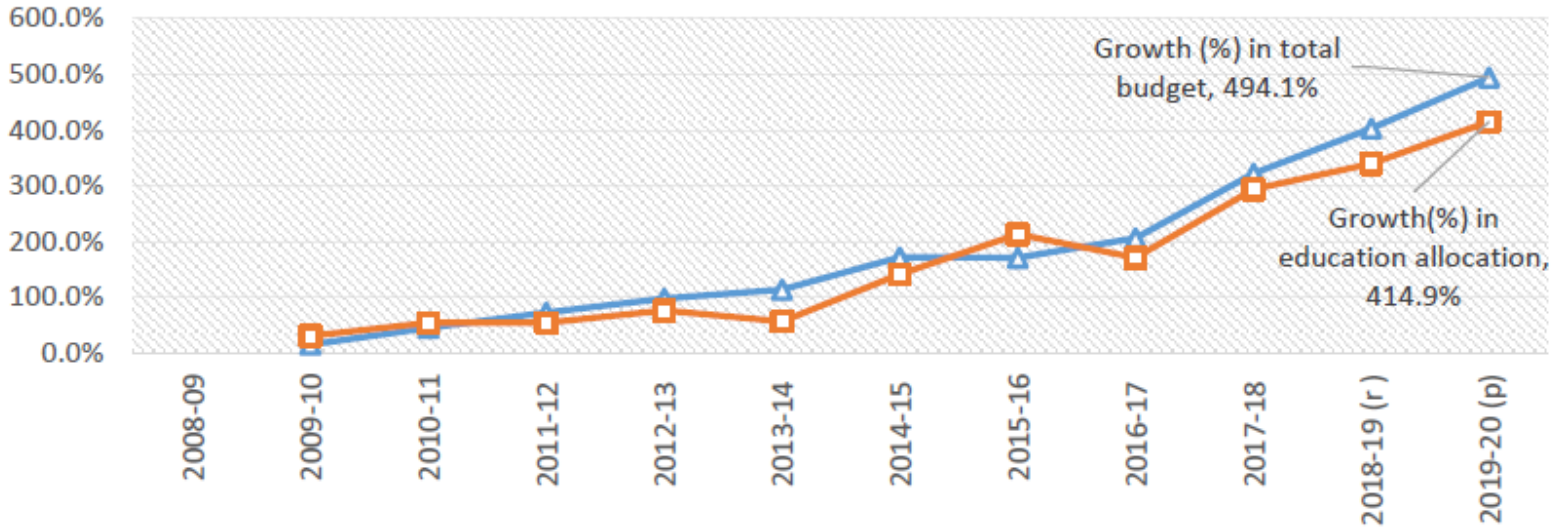
*Figure 5.5: Learning adjusted years of schooling for Bangladesh and other Low and Middle Income Countries (LMCs)*




Source: World Bank, 2019

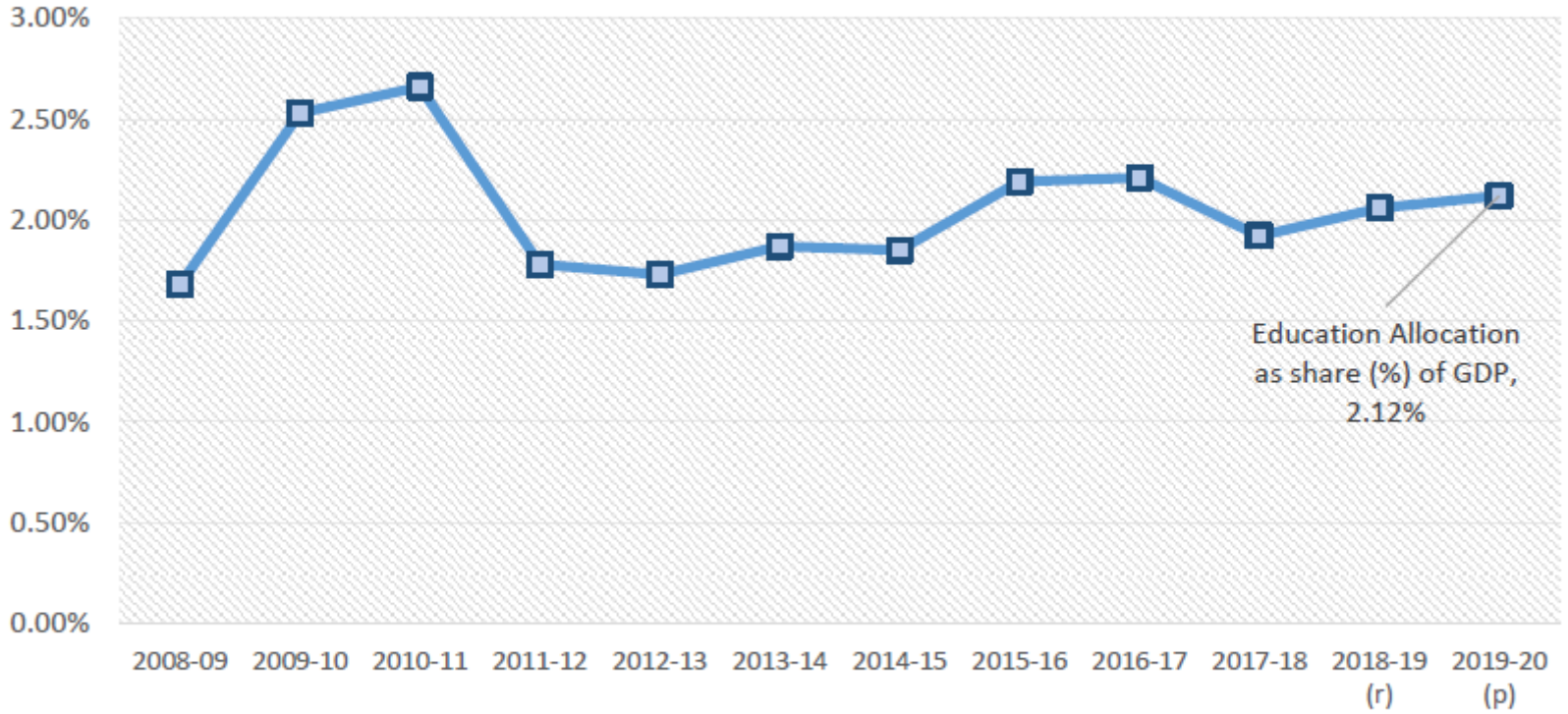
# Budget Allocation for Educational Sector

*Figure 5.1: Increase (%) in total national budget and education budget between FY 2008-09 (base year) and FY 2019-20*




Source: Budget Documents, Ministry of Finance, Government of the People's Republic of Bangladesh

*Figure 5.3: Allocation for education sector as share (%) of GDP of Bangladesh*




Source: Budget Documents, Ministry of Finance, Government of the People's Republic of Bangladesh