

## Secondary education

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2015. However, at the higher secondary level, the cohort drop-out rate was 41 percent in 2000, but decreased to 22.70 percent in 2015. The completion rate reached 77.30 percent for both genders, while the survival rate reached 100 percent in 2015, indicating a coefficient of efficiency of 75 percent (Bangladesh Education Statistics 2015, BANBEIS).

Madrassa education is a sub-sector of the education sector of Bangladesh. There are two types of madrasas: Aliya and Qawmi. Aliya madrasas are under government supervision, while Qawmi madrasas are non-government. This sub-sector is substantially large, catering to over 3.78 million students, and includes primary or Ebtedayee education. Ebtedayee education has been on the rise. While the total number of institutions offering primary madrasa education was 7,279 in 2000, this number has risen to 9,319 in 2015. Post-primary madrasas offer Dakhil, Alim, Fazil and Kamil, which are equivalent to secondary, higher secondary, degree level and masters education in the general stream.

Madrasas, including the post-primary institutions, are for the most part privately managed. Of the 221 Kamil madrasas, only three are government institutions. Among the 9,319 madrasas in Bangladesh, 9,316 are privately managed. The 6,565 Dakhil madrasas teach a total of 1,293,194 students, more than 59 percent of which are girls. Average number of students per institution is 197. The total number of teachers employed is 66,801 and the average number of teachers per institution is 10, resulting in a teacher-student ratio of 1:19 (Bangladesh Education Statistics 2015, BANBEIS).

Bangladesh Education Statistics 2015 presented some quality indicators in secondary education. It found that the teacher student ratio stands at 1:41; the size of the average classroom is 60;

67.88 percent of teachers in schools are trained; female teachers constitute 65.16 percent of trained teachers; 95.16 percent of schools have separate toilet facilities for girls; 82.21 percent of schools have computer facilities; 72.98 percent of schools have internet connection; 85.38 percent of schools have electricity; 96.51 percent of schools have safe drinking water; and 71.9 percent of schools have multimedia facilities.

The number of students appearing for SSC examinations has been gradually increasing. Total students appearing for SSCs was 7,56,387 in 2004 and 1,108,683 in 2015. 32 percent of students passed in 1990 (30 percent for girls) in 1990, and 86.72 percent (86.28 percent for girls) in 2015. Participation in vocational examinations (SSC) and percentage of students who passed have also seen an upward trend. The percentage of students passing was 68 percent in 1999, and 82 percent in 2015.

Despite impressive achievements in enrolment, secondary education fails to equip students with the knowledge or skills the economy needs. Linkages between the curriculum and the needs of the economy are insufficient. Outdated teaching methods and examinations that test rote memory do not equip students with the analytical skills or creative thinking the country so direly requires. The quality and relevance of secondary education is low.

Constraints on the provision of high quality secondary education include: (i) an acute shortage of trained secondary school teachers; (ii) inconsistent curricula across all types of primary and secondary education; (iii) inadequate teacher management system for recruitment, registration, and performance evaluation; (iv) deficiency in teaching standards; and (v) shortage of teaching equipment.

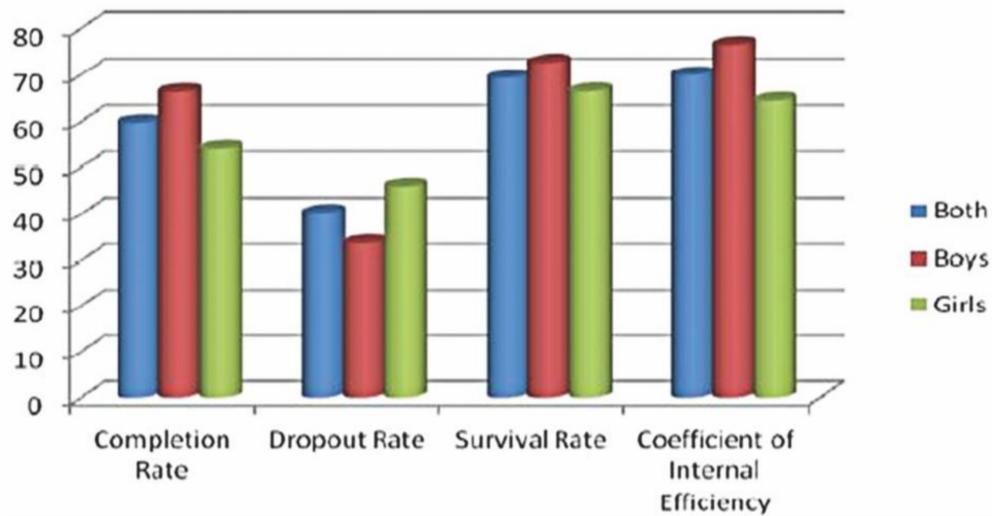
The high dropout rate is an equally major challenge in secondary education. Though incentives in the form of

stipends, free textbooks, and free meal programmes are being provided, the dropout rate is disheartening. Only 46 percent of students complete the full cycle of secondary education, reflecting a huge waste of financial resources and an inefficient education system. The secondary education system continues to have weak organisational and supervisory competence. Improving the quality and relevance of secondary education would require rigorous sec-

as the number of public secondary schools is very low. As a result, formal education has become a "product" today. Every year the cost of education is rising. People have been struggling alarmingly to afford the expenses of their children's studies.

There has been widespread but poor quality privatisation of secondary education, so Vision 2021 made it an objective to establish secondary schools at every Upazila to alleviate the

required. This was emphasised in the National Education Policy of 2010. Its proposed reforms to secondary education are to: (i) facilitate teacher development; (ii) improve science, English, mathematics teaching, and the use of ICT; (ii) modernise madrasa education; (iii) provide teaching and learning materials that are more relevant; (iv) improve examinations and assessment; and (vi) strengthen sector governance and administration, which include



Source: Internal Efficiency in Secondary Education (2015)

tor management.

Today parents think that a good educational institution can prepare their children for a GPA 5. When guardians fail to provide enough time to their children, they start to believe that money can solve this problem. They turn to expensive schools and coaching centres for their children's education. Picking up on this situation, a group of opportunists have come forward and established private schools

dearth of institutions. There is a gap between the education provided in cities and the education provided in rural areas—a gap that is gradually being widened, despite Vision 2021's promises to provide quality education to all children. We still have five years to work on it and 14 years to work on SDG 4.

In order to ensure quality education for all, the holistic and balanced development of the education sector is

effective planning, monitoring and evaluation at all levels. For wide reform, the sector requires adequate financial support. With that in mind, the government must start allocating sufficient resources in the national budget and monitor their effective utilisation with the greatest care.

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