Proceedings

Seminar on Turning Demographic Burden of Bangladesh into Demographic Dividend through Effective Education

Organized by
National Defence Course 2017
on 12 April 2017

NATIONAL DEFENCE COLLEGE BANGLADESH

National Defence College, Bangladesh

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BANGLADESH


WELCOME TO SEMINAR-1

Foreword

Demographic dividend, as defined by the United Nations Population Fund (UNFPA) means, "the economic growth potential that can result from shifts in a population's age structure, mainly when the share of the working-age population (15 to 64) is larger than the non-working-age share of the population (14 and younger, and 65 and older)." In other words, it is a boost in economic productivity that occurs when there are growing numbers of people in the workforce relative to the number of dependents. UNFPA stated that, a country with both increasing numbers of young people and declining fertility has the potential to reap a demographic dividend.

The demographic dividend can be defined as the potential economic benefit offered by changes in the age structure of the population, during the demographic transition, when there is an increase in working-age population and an associated decline in the dependent age population.

The demographic dividend can be defined as the potential economic benefit offered by changes in the age structure of the population, during the demographic transition, when there is an increase in working-age population and an associated decline in the dependent age population. What needs to be emphasized here is that economic gains from demographic dividend are not certain, as the term might misleadingly imply. Economic returns are not solely function of demographic Dividend.

Bangladesh has to concentrate on developing several policies for all levels of education including vocational education and training to create a skill workforce. If we fail to grab this opportunity immediately, this young population could create a disastrous hazard for the nation.

I highly appreciate the sincere efforts of the Editorial Board for their relentless effort and contribution towards the publication of the paper. I wish the paper would surely inspire the readers.

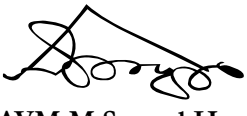
Lt Gen Chowdhury Hasan Sarwardy, BB, SBP, BSP, ndc, psc, PhD
Commandant
National Defence College

Editorial

Demographic dividends are not automatic. To realize the dividends, we will need educated, healthy and productive labor force. Only new and enhanced infrastructure will provide jobs, increase attractiveness for foreign direct investment, improve productivity and urbanization, and ultimately, connect us to the global economic markets which we desperately needs to access. We need to adopt an expansionary economic policy so that we can increase production, productivity and consequent employment generation for future workforce through higher investment in above mentioned sectors. This massive number of young working people, if provided jobs, will definitely generate economic activity. On the other hand, they can become a threat to stability and turn into 'demographic burden,' if we were unable to provide them work or business. (The Independent, 2014).

The demographic dividend refers to the potential economic benefit offered by changes in the age structure of the population, when there is an increase in working-age population and an associated decline in the dependent age population. More people in the working age group and lower dependency ratio mean higher saving and investable surplus, leading to higher economic growth. The prime objective of this article is to explore how Bangladesh can be benefitted by the optimum utilization of demographic dividends; as well as the challenges Bangladesh might face if they remain unutilized. The paper gave main emphasis on secondary data. Demographic dividend is the window of opportunity that opens for a population only once. How much benefit Bangladesh will realize from this demographic dividend depends on employment opportunities in the economy. If there is little employment opportunities, a large part of the increased labor force will remain unemployed, hindering the benefit to be reaped from demographic dividend. Benefits of demographic dividend also depend on human resource development. Bangladesh has to concentrate on developing several policies for all levels of education including vocational education and training to create a skill workforce. If we fail to grab this opportunity immediately, this young population could create a disastrous hazard for the nation.

In fine, I would like to thank all concerned for whom publication of this paper was possible. I hope that this endeavour will satisfy the readers. I promise to continue this effort to bring more diverse and newer topic for the readers in future.



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Contents

Overview of the Seminar

As part of the course curriculum, National Defence College (NDC) arranges a good number of seminars and other individual and group research works for the course members.

The seminar on "Turning Demographic burden of Bangladesh into Demographic dividend through Effective Education" was held at NDC lecture hall on 09 and 12 April 2017 as part of the course curriculum of National Defence (ND) Course-2017. The seminars were participated by four groups of Course Members of ND Course 2017. All groups presented their key note papers on the same subjects on 09 April 2017 and critique groups provided their comments and suggestions to the respective groups. Based on the presentation Group C was selected to present their paper on 12 April 2017.

The panel of presenters covered four sub-themes, namely: Formal (Mainstream) Education in Bangladesh, Non-Formal (Vocational and Technical) Education, Religion-based Education and Higher Education.

The topic of the seminar was very much effective for the present context of Bangladesh. All the keynote speakers upheld important sides of the themes and the discussion contributed a lot to fulfill the aim of the seminar. At the end of the presentation there was an interactive session where Commandant NDC, Resource Persons, Faculty, Sponsor Senior Directing Staffs and all Course Members of National Defence Course 2017 participated and contributed.

Turning Demographic Burden of Bangladesh into Demographic Dividend through Effective Education

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Brig Gen Sanaul
Deputy Leader

Brig Gen Habib

Gp Capt Ekram

Col Sibuti

Rapporteurs

Cdre Anwar

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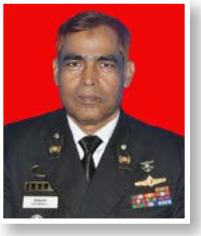
Members of Group A

Brig Gen Mamun Firoz

Brig Gen Bayezid

Brig Gen Iqbal



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Jt Secy Mashiur

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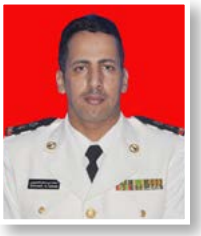


Cdr Al-Otaibi

Col Nash

Cdre Wije

KEYNOTE PAPER OF GROUP-A

FORMAL (MAINSTREAM) EDUCATION IN BANGLADESH

Introduction

Bangladesh is world's most densely populated country with approximately 1080-1150 persons living per square km. Every year the population increases significantly (almost 1.2%) taxing on arable land, thus creating additional pressure on already scares food, accommodation, healthcare and education facilities. Approximately 200,000 people are entering the age of competing to be absorbed in job market while there are hardly some 100,000 opportunities created. Most of these are unskilled labour force who do not have good employment opportunities; at home or abroad. All these create an unhealthy rat race of unemployment, social crimes and other security concerns affecting growth and development. Overpopulation and related problems these days have become so obvious and pressing that this is often termed as demographic burden. Most of the population are engaged with agriculture and related activities. But this sector also cannot accommodate the yearly new individual pouring in the job market. To arrest further complicacy of the problem and to transform demographic burden to demographic dividend, it is argued that effective education can play a significant role.

Bangladesh is now going through a phase of demographic transition. The country needs to concentrate its effort on harnessing the potential of demographic dividend. Here, there is a strong need to equip its largely-young population with skills while the country strives for becoming a higher middle-income one. It is argued that education is a key condition for modernization and sustainable development. By investing in education – in life-long learning – we build human capital and equip people to make the leap into the new global economy. We develop in them the skills and know-how to attract foreign investment, to generate new jobs, and to build shared prosperity.

Education can put people on a path towards good health, empowerment and employment. It can help to build more peaceful societies. "Education can

make a lasting difference in children's lives. But education is not just good for children, it is good for nations. Investing in education isn't just the right thing to do, its smart economics." That's the argument presented to global leaders at the World Economic Forum meeting in Davos by Yoka Brandt, a UNICEF Deputy Executive Director. Formal (mainstream) education plays the most significant role in shaping the structure of education of Bangladesh. This education sector faces challenges due to the drop-outs from schools because of poverty, shortage of educational institutions than the demand, low quality education system, inefficient teachers, faulty exam procedures and inadequate budget allocation. Bangladesh cannot become the middle income country if these challenges cannot be overcome. In Bangladesh approximately 75% of the students fall under this group. Hence, this paper will discuss present demographic profile, analyze government education policy, present education system and it's effectiveness with measures for improvement to reap demographic dividend. The paper will mainly focus on formal education covering the students from Grade I to Grade XII (HSC).

Demographic Profile of Bangladesh in Education Sector

Scenario of Demographic Dividend in Bangladesh. The countries in South Asia would acquire a demographic dividend for a period of an average of 50 years. Among the countries, on an average, Bangladesh would acquire the highest dividend which is estimated at around 1 percent during the period of window of opportunity 1980- 2020(International Population Conference, 2009). Latter half of the 20th century, most working age Bangladeshis had to invest their time and income in taking care of a large number of children. These children have since grown up and are contributing to the economy, but they have had far fewer of their own children than their parents' generation. As shown in Table below, the result is more working age Bangladeshis with fewer dependents to care for. In 1961, approximately 48.8% of the population had to care for 51.2% of the population. By 2012, however, an estimated 61.6% percent of the population had to care for only 38.4%, freeing up both time and income.

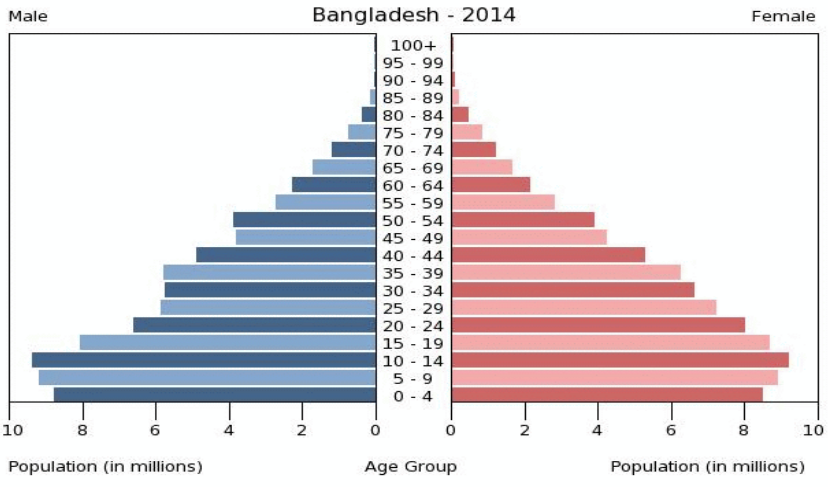
Demographic changes in Bangladesh			
0-14 yrs		15-59 yrs	60+ yrs
1961	46.0	48.8	5.2
1974	48.0	46.3	5.7
1981	46.7	47.8	5.5
1991	45.1	49.5	5.4
2001	39.4	54.9	5.7
2012	33.6	61.6	4.8

Present Demographic Distribution. The statistical data of demographic distribution of total population of Bangladesh as per age are shown below. From the table it is seen that for a longer period of time Bangladesh will have maximum number of male and female who will work as workforce.

Population	156,186,882 (July 2016 est.)
Age structure	**0-14 years:** 28.27% (male 22,456,564/female 21,695,491) **15-24 years:** 19.53% (male 15,261,363/female 15,247,635) **25-54 years:** 39.39% (male 29,565,250/female 31,951,537) **55-64 years:** 6.77% (male 5,232,828/female 5,342,822) **65 years and over:** 6.04% (male 4,493,557/female 4,939,835) (2016 est.)
Dependency ratios	**Total dependency ratio:** 52.5% **Youth dependency ratio:** 44.9% **Elderly dependency ratio:** 7.6%
Median age	**Total:** 26.3 years **Male:** 25.6 years **Female:** 26.9 years

Age –Sex Structure of the Population. A population pyramid illustrates the age and sex structure of a country's population and may provide insights about the possibility of the prosperity of the country. The population is distributed along the horizontal axis, with males shown on the left and females on the right. The male and female populations are broken down into 5-year age groups represented as horizontal bars along the vertical axis, with the youngest age groups at the bottom and the oldest at the top.

Age –Sex Structure of the Population



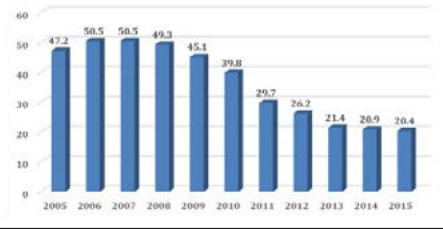
Source: CIA World Fact book - This page was last updated on October 8, 2016

From the above graph we find that at present widest bar remain at the age group of five (5) –nineteen (19) years (highlighted) and due to fewer births as we go forward, the base (age 0-4) of the pyramid for Bangladesh is not as wide. Children ages from 5 to 19 usually go to primary, secondary and higher secondary schools. So, if hundred percent enrollments in the primary and the zero dropout rate is not ensured, after near future these population is going to be burden instead being asset. Now from the following graphs we find that although the absenteeism declined gradually during 2005-2015 period, yet 13% students in primary school remain absent from school, and the dropout rate at both primary and secondary are still high.

Average Student Absenteeism by Gender 2005-2015

Average student absenteeism by gender 2005-2015

Student	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Boys	23.0	21.0	20.0	20.0	18.2	17.2	15.5	14.0	13.8	13.4	13.1
Girls	22.0	20.0	19.0	18.0	17.2	16.0	14.3	14.0	13.5	13.2	13.0
Total	**23.0**	**20.0**	**20.0**	**19.0**	**18.0**	**16.5**	**14.9**	**14.0**	**13.7**	**13.3**	**13.1**

Dropout Rate At Primary Level (%)	Dropout Rate At Secondary Level (%)
	

Analyses

a. From the discussion, it is understood that 23% of total populations are of 0-14 age group and they are likely to be studying in primary and secondary school.

b. Around 20 % of total populations are of 15-24 age group and they are likely to be studying in higher secondary and above.

c. Around 40 % of total populations are of 25-54 age group and they are likely to be studying in higher education or likely to be service holders.

d. A good number of students are dropped out from primary schools (20.4% in 2015) because of poverty. The government, NGOs, Donor Organizations have various campaign to educate them. However, dropout rate has a declining trend.

e. The girls are victimized by early marriage or use as child labour in the society.

f. The bulk number of students those are dropped out from primary education are mostly likely to become burden to the society.

National Educational Policy

Goals and objectives. There are total 30 goals and objectives in the National Education Policy (2010) in which emphasis is given on morality, creativity and production oriented education, technical and vocational education, equity

regarding gender, religion and ethnicity, ICT and math-science education, same curriculum and syllabus for all streams, awareness creation on environmental issues, education for special children, street-children and extreme- poor children's education.

Common core contents in primary and secondary education. A qualitative transformation in teaching the identified core skills and competencies in all categories of primary and secondary institutions has to be a priority. Possibilities that exist are short term measures such as contractual appointments and extra incentives for capable instructors in math, science, English and IT. Long term measures would include special pre-service programmes and better incentives and rewards for transforming teaching as a profession. Strong bilingual competency in Bangla and English for all students completing the secondary should be a core objective -- building the foundation of Bangla competency at the primary level and similar English skills and IT skills at the secondary stage. Mobile phone operators, IT multi-nationals, Internet service providers and other businesses can be persuaded and given incentives to "adopt" schools to support IT instruction and IT-based improvement in pedagogy.

Focus on pre-primary and primary education. Following focuses were given in the pre-primary and primary education:

a. Pre-primary education for 5+ years children.
b. Employ female teacher for pre-primary schools.
c. Ensure teaching-learning process as an integrated method.
d. Expand primary education from five to eight years.
e. Implement same curriculum and syllabus for all streams.
f. Ensure teacher-student ratio as 1:30.
g. Inclusion of marginalized children.
h. Establish library facilities in all primary schools.

Focus on Secondary Education. Following focuses were given in the secondary education:

a. Secondary education from grade 9 to grade 12.
b. Six compulsory subjects for all students of all streams i.e. general, madrassa and technical education stream.
c. 'O' and 'A' level considered as a special system.
d. Special emphasis on science education.
e. Ensure laboratory facilities in all secondary schools.
f. Teacher: Students' ratio would be 1:30 by 2018.
g. Improvement of the quality of teachers.

Other areas of focus.

a. More training programme on agriculture education.
b. Ensure quality of law education.
c. Importance on special education and gender studies.
d. Prohibition of corporeal and mental punishment.
e. Recruitment of new competent teacher by a new commission.
f. Special budget for women education.

Pros and cons of education policy. Since the independence of Bangladesh, it has not been possible for us to implement any Education Policy in the last four decades. With an aim to ensure that our next generation is provided with real education and knowledge of science and technology and thereby they will develop into an efficient and skilled human resource, respectful and committed to people and inspired by patriotic spirit Education Policy-2010 has been pronounced. It has got some strengths and weaknesses which are as follows.

a. Strengths.

(1) Special focus has been given on women's education.
(2) The policy emphasizes on "creativity" to produce better work force.
(3) Providing free textbooks to the students up to Class X.
(4) Ensuring equal rights in education for all.
(5) Special program for dropped out students in vocational sector.
(6) Use of ICT in education sector.

b. Weaknesses.

(1) Superficial emphasis on quantity rather than quality in 'Srijonshil Poddhoti'.
(2) Discrimination amongst mediums i.e. General, English and Madrasa.
(3) No special attention to disabled students of rural area.
(4) No strict rules to punish corrupted administrators in education sector.
(5) No particular strategy to combat Digital means used by students in exams.
(6) No particular strategies for ICT education in rural areas.
(7) Undefined process of moral education.

Formal Education System in Bangladesh

Formal Education. Formal education, also known as formal training, is the process of integral education correlated stretching from primary education to secondary education and higher education, and that entails a systematic and deliberate intention that concretizes itself in an official curriculum, applied with defined calendar and timetable. This is the entire educational offering known as compulsory education from early childhood education to the end of secondary education. As basic features this type of education occurs in concrete space and full-time. Example of this type of education is the education received in schools and colleges.

Present State of Education. Bangladesh has made remarkable gains over the past two decades by ensuring access to education, especially at the primary

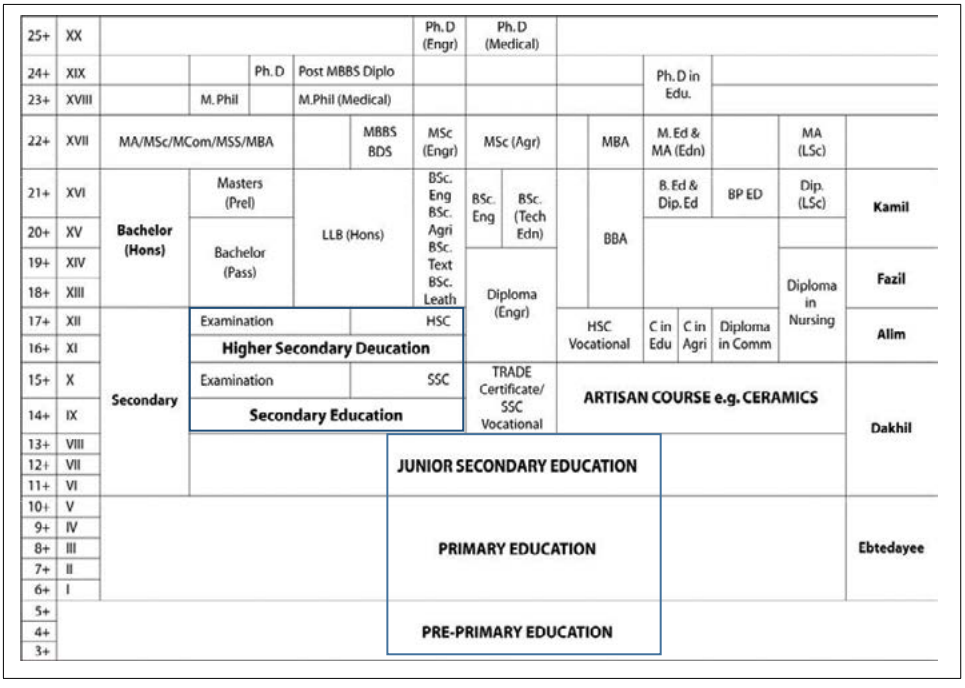
level and for girls. The country's net enrollment rate at the primary school level increased from 80 percent in 2000 to 98 percent in 2015, and secondary school net enrollment is now around 54 percent, up from 45 percent in 2000. Furthermore, the percentage of children completing primary school is close to 80 percent, and Bangladesh has achieved gender parity in access. Current agenda 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. The three main educational systems in Bangladesh are:

a. General Education System.

b. Madrasah Education System.

c. Technical – Vocational Education System.

Structure of the Mainstream education system in Bangladesh. Education in Bangladesh has three major stages-primary, secondary and higher educations. Primary education is a 5-year cycle (classes 1-5) while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary (classes 6-8), 2 years of secondary (classes 9-10) and 2 years of higher secondary (classes 11-12). The entry age for primary is usually 6 years. The junior, secondary and higher stages are designed for age groups usually 11-13, 14-15 and 16-17 years. Following chart describes the various tiers and streams in the education system of Bangladesh:



Primary Education. The primary education in Bangladesh is a compulsory education for all 6+ years' children. The primary education system is the largest group of Bangladesh with 19.4 million school going children. Bangladesh government announced compulsory free primary education system in 1990. Primary education in Bangladesh has made a historical landmark for its success. There are 82,218 schools where it has 365925 teachers. Most of the teachers are women, approximately 53% of them and 23% head teacher are women. Some of the statistics related to primary enrolment and teachers over the last 25 years is given below which shows the significant improvement in this area.

Students Enrolment

(Number of Students Enrolled in Primary Schools and Percentage of Boys and Girls)

	Number of Students			% of Students	
Year	Total	Boys	Girls	Boys	Girls
1991	12,635,419	6,910,092	5,725,327	54.7	45.3
1995	17,284,157	9,094,489	8,189,668	52.6	47.4
2000	17,667,985	9,032,698	8,635,287	51.1	48.9
2005	16,225,658	8,091,221	8,134,437	49.87	50.13
2010	16,957,894	8,394,731	8,563,133	49.5	50.5
2014	19552979	9639095	9913884	49.3	50.7

Teachers Statistics

Year	Working Teachers			
	Total	Male	Female	Female (%)
1990	160869	127777	33092	20.57
1995	158658	115950	42708	26.9
2000	158216	104588	53628	33.9
2005	162084	90344	71740	44.26
2010	395281	200743	194538	49.2
2014	482884	203779	279105	57.8

Challenges in Primary Education. Although Bangladesh has achieved significant progress in primary education in terms of enrolment of the students and free distribution of books across the country, the present scenario of primary education is not up to the expectation. If it comes to ensuring quality basic education for all at primary level, following weak areas need improvement:

a. Discriminatory education system at primary level.
b. Exorbitant tuition fees at non-government schools.
c. Excessive burden of books.
d. Lack of trained teachers.
e. Ineffective creative method.
f. Corruption and coaching business.
g. Poor pay for the teachers.

Non-formal Primary 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. Very few NGOs, however, impart education for the full five-year primary education cycle. Because of this, on completion of their two-to three-year non-formal primary education in NGO-run schools, students normally re-enter into government/non-government primary schools at higher classes. There are Non-Governmental Schools (NGO) and Non-Formal Education Centers (NFE) and many of these are funded by the government. The largest NFE program is the much reputed BRAC program. However, all NFE graduates do not continue on to secondary school. 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.

Secondary Education. The aim of secondary education is to enable the learners to acquire new knowledge, skills, use modern science and technology, develop positive outlook and scientific attitude, to acquire skills for self-employment and to inspire them with patriotism, and religious, moral, cultural and social values.

a. **Structure.** At present, the secondary education consists of three sub-stages: lower secondary, (junior) secondary and higher secondary, and this structure may be termed as the 3+2+2 plan. Lower secondary education (class 6 to 8) is offered in junior high schools. Many high schools and a few intermediate colleges also offer lower secondary education. Most junior high schools have primary section attached to them. The secondary stage (class 9-10) is offered in institutions

of various types: schools having one to ten grades or twelve grades, three to ten grades; and six to ten grades. Higher secondary education (class 11-12) is offered in some high or secondary schools.

b. **Intermediate Colleges.** The Education Policy of 2010 recommended expanding primary level up to grade VIII. Meanwhile, the Primary Education Final Examinations and the Junior School Certificate Examinations after the completion of Grade V and Grade VIII were introduced in 2008 and 2010 respectively. The Education Policy of 2010, having two stages of secondary education is scheduled to be implemented by 2018. Some of the statistics related to secondary and higher secondary education in regards to school/college, teachers and students are given below.

Secondary and Higher Secondary Education Statistics-2014

Type	Management	Number of Teachers			Number of Students			
		Total	Total	Female	% Female	Total	Girls	% Girls
Junior Secondary	Private	2412	18618	5099	27.39	367510	217990	59.32
	Total	2412	18618	5099	27.39	367510	217990	59.32
Secondary School	Public	316	7675	2389	31.13	264131	131373	49.74
	Private	16003	186761	44544	23.85	7782235	4140815	53.21
	Total	16319	194436	46933	24.14	8046366	4272188	53.09
School & College	Public	11	535	256	47.85	16503	4749	28.78
	Private	942	19405	6681	34.43	729986	380157	52.08
	Total	953	19940	6937	34.79	746489	384906	80.86
School Total	Public	327	8210	2645	32.22	280634	136122	48.51
	Private	19357	224784	56324	25.06	8879731	4738962	53.37
	Total	19684	232994	58969	25.31	9160365	4875084	53.22
School & College (College Section)	Public	11	38	21	55	3773	1592	42
	Private	942	14442	3723	26	238097	126702	53
	Total	953	14480	3744	26	241870	128294	53
Higher Secondary	Public	26	294	95	32	14652	5393	37
College	Private	1275	22460	5031	22	334426	174586	52
Source: BANBEIS								

Management Structure of the Education Sector. Education System in Bangladesh is being managed and administered by two Ministries ie Ministry of Education (MoE) and Ministry of Primary and Mass Education Division (MOPME) in association with the attached Departments and Directorates as well as a number of autonomous bodies. There are staff level educational organizations, which help line organizations to function effectively in order to achieve the goals of education. These organizations include Boards of Intermediate and Secondary Education (BISE), National Curriculum and Text Book Board (NCTB), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), and National Academy for Education Management (NAEM) etc. Region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the two public examinations, SSC and HSC, in addition to granting recognition to non-government secondary schools. At the school level, in case of non-government secondary schools, School Management Committees (SMC), and at intermediate college level, Governing Bodies (GB), formed as per government directives are responsible for mobilizing resources, approving budgets, controlling expenditures, and appointing and disciplining staff.

Public Exam. Primary School Certificate Exam (PSC, 5th Grade) is managed by the Directorate of Primary Education (DPE) while the secondary level of education is controlled by the eight General Education boards. These boards conduct JSC, SSC and HSC exams.

Finance in Education. Education sector allocations are about 2.3 percent of GDP and 14 percent of total government expenditure during the financial year 2015-2016. Current level of budgetary allocation for education is, by any standard, well below than what is required. As percentage of GDP, education budget in Bangladesh is one of the lowest (1.9%). Ranked 155 out of 161 countries (data for 2012/2013) which is also lower than its other South Asian countries. Allocation for education as percentage of total budget, in Bangladesh is also not significant, ranked 81 out of 155 countries (data for 2012/2013). Development budget for education has been increasing proportionately since FY-2010, but decreased again in FY-2016. Education financing in Bangladesh features in a low-cost and low-yield system. Budget allocation has to increase substantially to meet national goals and priorities in order to reap maximum from education sector reform.

Analysis of Present Education System. After an in-depth study, following are the findings in relation to present education system of Bangladesh:

a. Bangladesh has remarkable achievements in widening access to primary education and attaining gender equity.

b. Enrollments of the poor especially at rural areas are still lagging.

c. About five million children are still out of school, either because they did not enroll in school or dropped out very early, mostly due to poverty.

d. The repetition rates are still high.

e. The transition rates are low across various levels of education.

f. Children living in urban slums suffer from both demand and supply-side limitations to education.

g. 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 pass higher secondary and want to join in a university.

h. The cost of education is increasing day by day, as a result many students are unable to afford it.

j. There are lacking in the most basic facilities such as chairs and tables, water, electricity, and even toilets are absent in many schools outside the city areas. In many cases there are even no buildings.

k. 5% of schools do not have toilet facilities in Bangladesh while another 14% have to make it with just one. This also affects retention which is another major problem.

l. The challenges for improving the quality of the education system are daunting and multi-faceted. They include low learning levels, inadequate acquisition of non-cognitive skills, inequitable learning among students, a high degree of variation between schools, low teacher motivation,

low time on task, weak examinations and teacher development systems, limited incentives for performance and low levels of accountability in properly using public finance.

m. The student-teacher ratio varies greatly between urban and non-urban schools (UNICEF 2008).

Effective education and Human Resource Development

Effectiveness of Formal Education. It is difficult to measure how much effective the education system of Bangladesh is. The statistics show that approximately 45% of the Grade VIII level students of South Asia cannot solve simple Mathematical problems and Bangladesh is perhaps no exception! Couple of months back a TV Channel (Maasranga) highlighted that some of the students scoring GPA 5 in SSC could not even de-abbreviate GPA. Students have to appear at a number of public exams at various levels and this encourages them to be result oriented. This creates only examinees, does not help developing effective knowledge based society. They also showed poor performances in simple retranslations and general knowledge related to Bangladesh history and culture. Certain other realities that might give an idea about standard/ effectiveness of education system are:

a. Approximately 20% of Grade IV qualified students cannot read headlines of Bangla newspaper.

b. One can score a GPA 5 in JSC Mathematics without even reading geometry.

c. One may score GPA 5 in HSC (science) without reading calculus.

d. In some junior classes, the answer is sometimes prompted by the teachers to help the school get a good result.

e. In a department of a prestigious university, only 02 persons scored the qualifying marks in the year 2016.

f. Reportedly, sometimes the question paper is said to be available in Facebook.

At every level the schools are overcrowded. Many of the schools have to run a second shift with the same teachers reducing the schooling hour of the students and over taxing the teachers. Teachers are also low paid and devoid of social status. On the contrary, the teachers, especially the primary school teachers have to perform number of nonprofessional responsibilities like data collection of various households, voters, economic condition, family planning etc. In the rural areas the primary schools run with approximately 40-50% shortage of teachers. Again, high dependence on coaching centres and private tutors are affecting the quality and mental make-up of the students. Apart from the parents' background and quality of the students, effectiveness of education largely depends on following:

a. Standard of school and education Institute.
b. Quality and number of teacher and the Pedagogy.
c. Education content.
d. Education policy, vision and the mechanism.
e. Job market and employment opportunities.

Over a period of time, Bangladesh has made major improvements in its education system. The literacy rate in Bangladesh is 83 percent for youth and 61 percent for adults. However, there is still work to be done. It is estimated that 1,300,000 primary school-age children do not have access to education in Bangladesh. Additionally, the rate of student school drop-out is still very high and the student to teacher ratio can be as high as 51:1. Despite all these negative statistics, the education may be made really effective by establishing a link between educational institutions and industries so that the education provided to the workforce is useful and relevant to the industries and the demand of the market.

Socio-Economic Impact. It is said that the main resources of a country are natural resources to include the minerals, the agricultural land, water etc. while the human capital remains the other most significant resource. With the improvement in education, the individual's wage/ income rises, social status, buying capacity increases and the outlook about life, healthcare and other values get pursued. Economists say that apart from experience and training,

education is the single individual factor for increasing value and productivity in the labour market. Again, education itself is an area of investment productivity. For this we need to have a comprehensive plan to establish a network between academics, industries and institutions.

Employment Opportunities.

a. Skilled labour yield in higher wage, contributing positively to more investment. High job market will bring in more remittance, initiate investment and will create job openings in the country. A boom in the industry is likely to draw more investors, attract flow of labour force, rally government subsidy and support and finally will come in the academicians for further research and development. This is then sure to create a linkage, forward and backward to accommodate more workforce (example-garment sector). Bangladesh holds a key to its development and a future to be one of the powerhouses of South Asia, i.e. primarily supporting manpower export sector, and requiring the Bangladesh Governments role playing for expansion and creation of new untapped markets like technical manpower, medical manpower, engineering manpower, industrial manpower, computer personnel, Technical and Farmers, School/ College/ University Teachers Administrative Personnel etc. Expatriates' Welfare and Overseas Employment Minister Nurul Islam told BSS that a total of 3 lakh 77 thousand 312 workers went abroad with jobs till July 2016 and the country received $15.5 billion as remittance in 2015.

b. The JOM survey 2010 shows that remittances sent by Bangladeshi migrants have high positive correlations to their level of education. Remittances are higher in case of Doctors, Engineers & Professors. A migrant with secondary education remit taka 30,000/- on an average per annum more than a migrant without secondary education. A migrant with higher education is likely to remit an average of Tk. 40,000/- and an unskilled migrant is likely to remit Tk. 29,000/-per annum (WB Report 2012).

c. About 9.56% of total expatriates are illiterate and 90.44% are literate. Out of the total expatriates 61.50% has passed class -I to IX, 16.25%

obtained SSC or equivalent degree, 2.47% has graduation or graduation with honours degree, 0.62% has master's degree and 2.41% has medical or engineering degrees. About 87.82% of the total expatriates did not take any formal training before leaving the country. However, 12.18% undertook some level of formal training (SUR-2013). Arguably, only a language skill development training to the workforce would fetch them at least one step more salary than their present earnings.

d. There are certain non-economic benefits of education as well. The schools and colleges help produce a knowledge based society that fosters growth and prosperity. These institutions are the centers for producing good citizenry, people with ethos and values, norms and discipline. They also contribute in developing a society with responsibility, nationalism and an informed electorate.

Educational Planning and HRD. Major challenges of education planning and HRD in Education Institutions that need to be addressed are as follows:

a. Corruption and inability of Government in implementation of the policies.

b. Inadequate study /effort of nationwide population profiling and skill development in respect of human resource development.

c. Difficulties of manpower planning: putting right persons in right place.

d. Lack of quality education.

e. Lack of co-ordination within the institutions and also within institutions and industries.

   (1) Shortage of investment in education sector.

   (2) Shortage of trained instructor.

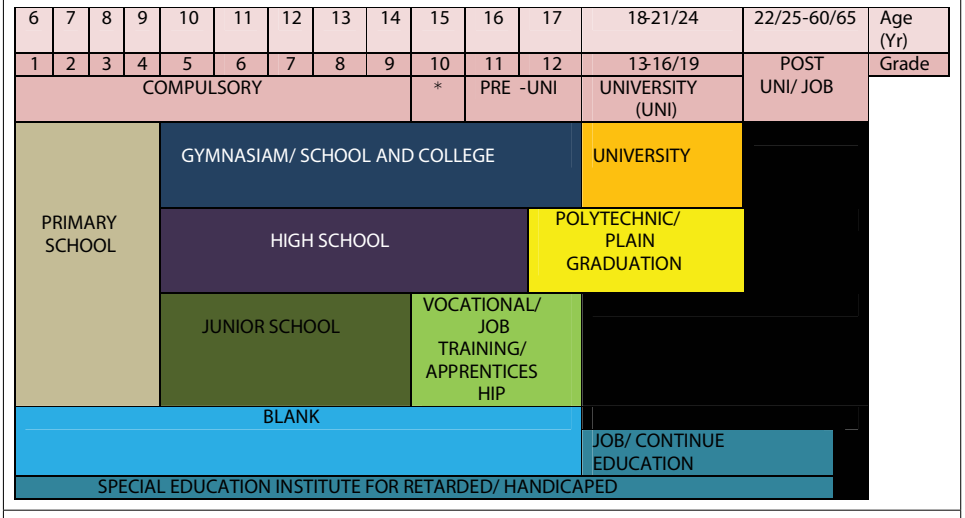
   (3) Understanding of students' capability and limitations and offering study subject that really interests an individual student.

Case Study

German Education System.

a. **The Main Stream Schooling System.** Germany runs an ideal education system with particular emphasis on vocational and technical training. After preschool education the children attend compulsory education for next 9-10 years. On completion of four year long primary education the students are divided in three groups depending on their merits. The most meritorious group go to Gymnasium/College, the next group attends High School and the last group attends Junior School. Besides main stream curricula, there are curricula for handicap and retarded children. The German government bears the burden of paying monthly unemployment money to each individual. Thus all the educations ultimately culminate into jobs. The comprehensive education-job model in Germany is shown in the figure below. The idea of dividing students after primary school is a much contested matter. To ensure justice the primary schools do have pedagogist and psychologists. Besides, based on the performances the students have the scope of changing schools from higher category to lower and vice versa. The students who cannot make it to Gymnasium has the scope of acquiring University degree through the job track at a later stage.

German Education-Job Model at a Glance



*In some Provinces (States) instead of nine years they have ten years compulsoryeducation.

b. **Syllabus and Curriculum.** In the primary schools German language, two other foreign languages, mathematics, elementary science, history and social science are taught. In Junior Schools students are exposed to practical education, whereas; in Gymnasium education is more of theory based while the High Schools provide lessons that is a unique mix of theory and practical.

c. **Teachers Training.** In Germany teaching profession is very attractive. A comprehensive system is followed to educate teachers of all schools. The volunteers are taken up after College Completion Examination (Arbiter) who undergoes trainings consisting of two phases: i.e. university study (3.5-4.5 years) and student teaching (1.5-2 years).

d. **Quality of Education.** The quality of German education is quite high. There is no central public examination in Germany. The theoretical and practical examinations including surprise tests and periodical examinations are generally completed by the schools. With ready results the schools wait for the Provincial Ministry Examination Team (PMET) to come. The

PMET conducts interviews on all the subjects and assesses practical skills before issuing certificates. Moreover, the colleges/schools are graded on the basis of the performance of their students in the entry performances in the next stage of education or of job. Thus all the institutions prepare their students for the next stage of education or job.

e. **Demography Shaping.** The main aim of German mainstream education system is to shape the whole demography into skilled work force for different levels. The schooling system, examination system, grading system of both students and institutions are so oriented that accept few very exceptional cases there is no scope for students to avoid becoming good and marketable workforce.

f. **Dropouts.** Up to 9^{th}-10^{th} grade the mainstream education is generally free and compulsory. So, there is hardly any scope of dropouts from the schools.

g. **Educational Infrastructure.** Over many decades Germany has developed its educational infrastructures and staffing system to give a universal coverage within a geographic entity.

h. **Comparison between Bangladesh and German Education System.** The comparative study on the Bangladesh and German Education System are as under:

(1) Under a perspective plan Germany has developed its education system which has taken the compulsory, vocational and technical educations to the demography. The same did not happen to Bangladesh which resulted into shortage of technical, vocational and equivalent institutions to accommodate the products of junior schools and high schools.

(2) As against Germany the teaching profession could not be done attractive in Bangladesh. Thus talented students do not volunteer for the same. Neither any comprehensive system is followed to prepare the teachers. Moreover, teacher selection system is subject to many hidden practices. So, a general shortage of quality teachers is always there in Bangladesh.

(3) In Germany, the two prone examination systems with more emphasis on interview and practical aspects seem to give dividends. The procedure of grading and placing system of educational institutions compels the educational institutions to give more emphasis on preparing their students for entry into the next stage of education and/or jobs. In Bangladesh now the public examination systems are experiencing a number of difficulties and ill practices whereby the quality of education is further deteriorating.

j. **Recommendations.** The job market for the population of Bangladesh is not limited to within Bangladesh rather spread over the whole world. To fetch those job markets, it is essential that the Bangladeshi students are educated to be marketable to get the demographic dividends. In that connotation replicating German education system is preferred. But due to a number of factors as discussed earlier it may not be feasible at times to adopt similar system in Bangladesh. However, for adoption in Bangladesh following areas may be fostered:

(1) Bangladesh may take into consideration of establishing sufficient number of vocational, technical and equivalent institutions equitably distributed over the demographic centers.

(2) The teaching profession may be made attractive and a deliberate process of preparing teachers may be planned.

Recommendations

To transform the demographic burden of Bangladesh into demographic dividend through effective formal education followings are recommended:

a. Rigorous monitoring and evaluation may be carried out to oversee the affairs of education at primary, secondary and higher secondary level.

b. Number of public exams may be reduced. At the same time, grading system may also be reviewed in consonance with globally recognized CGPA system.

c. Adequate physical infrastructure, library, IT and Science laboratories, campus and related facilities should be arranged for smooth conduct of school/colleges.

d. Effective measures e.g. close monitoring, care of weak students, stipends for poor students etc are required for creating a stress free learning environment and reducing the dropout rate. Dropout students may be accommodated from formal to technical skill training to derive better demographic dividend.

e. Good incentives and remuneration packages may be arranged to have quality teachers. To improve teacher's efficiency further, appropriate and continuous training package to be ensured.

f. Budgetary allocation should be increased to ensure adequate resources for implementing quality education conforming to the global standard especially in rural areas as this would enable Bangladesh to compete in the international market.

Conclusion

Demographic pattern of Bangladesh is very important for her development as benefits of demographic dividend depend on human resource development. Demographic dividend is always time-limited. Many developed nations are facing the end of their demographic transition and concerned about the decline in their ratio of workers to dependents. Bangladesh "demographic window of opportunity" will remain open for the next 10-20 years, providing a potential "bonus" to economic growth and development. The policy prescriptions for taking advantage of the demographic dividend include good governance, the rule of law, strong investment in education and health, and removing barriers to investment of local and foreign resources in productive activities. However, in Bangladesh's current situation, particular stress must be placed on the need for a major drive in educational investment. This situation provides a great opportunity of raising enrolment ratios and at the same time take steps to improve the effectiveness of education. This is not only an opportunity, but also a necessity, because Bangladesh is competing in a highly competitive international marketplace in which many other countries are taking similar steps.

Effective formal education is the instrument for economic empowerment and development of sustainable economy. The main purpose is the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society. There are few aspects which are not being appropriately addressed to derive maximum benefits of demographic dividend in the period of opportunities for Bangladesh. Some specific steps eg lengthening the period of compulsory education, raising the quality of the teaching force and enforcing their attendance, proper care of the dropout students, improving the quality of educational infrastructure and providing financial support for children from poor families will be important. This will not only raise the effectiveness of formal education but also allow Bangladesh's international competitiveness in the job market thus resulting in the economic boost of the country.

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IC ENGINE WORKSHOP

Turning Demographic Burden Into Demographic Dividend: Contribution of Non-Formal (Vocational and Technical) Education

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KEYNOTE PAPER OF GROUP-B

TURNING DEMOGRAPHIC BURDEN INTO DEMOGRAPHIC DIVIDEND: CONTRIBUTION OF NON-FORMAL (VOCATIONAL AND TECHNICAL) EDUCATION

Introduction

Education is the most powerful tool for socio-economic mobility and a key instrument for building a just and equitable society. Proper education not only enhances efficiency of the individuals but also augments the overall quality of life. A well-educated population, equipped with the right values and competencies, is essential for economic and social development. The growing population of Bangladesh can be transformed into a valuable resource if improvements take place in the educational sector (7th FYP). There has been a growing consensus among scholars that non-formal education offers a solution to the deficiencies of formal education and contributes to the developmental needs of developing countries like Bangladesh. Bangladesh is going through the demographic transition, and is experiencing demographic dividend as the working-age population bulges and the dependency ratio declines. The country can benefit from this dividend if focus is laid on effective education, especially on strengthening the existing qualities of vocational and technical education. Utilization of the results of the demographic dividend of Bangladesh- where the majority of the population is young and unemployed- can lead the country to the path of sustainable development in the 21st Century.

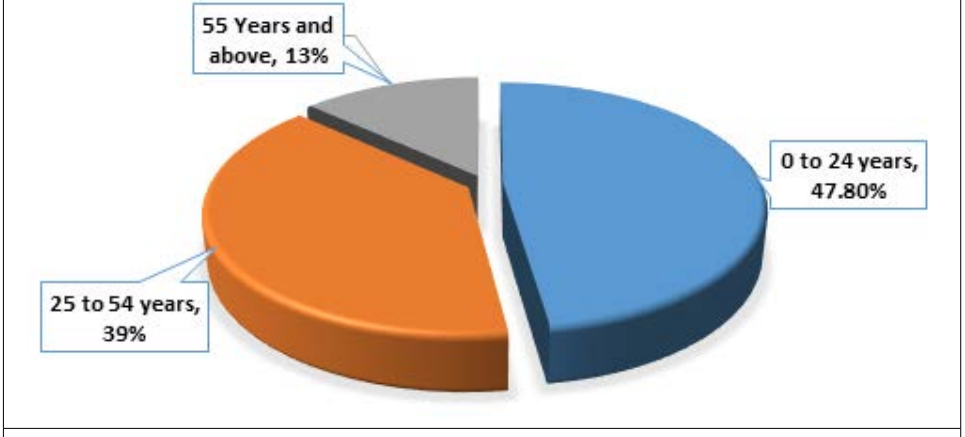
Due to the large population and inadequate funding, the state cannot provide basic education to all of its citizens through the formal education system. As a result, non-formal educational has ushered in an upsurge of adult education and lifelong learning across the world and in Bangladesh. The focus of this seminar is on the conditions, more specifically to identify the problems and prospects of non-formal education in the context of skill development and employability in order to turn the huge population into population dividend/ asset. Education is supposed to deliver the competencies and skills that enable

people to participate in society and live successful lives. But the competencies and skills in demand change over time. Effective education should enable people to participate in the development of their countries. Technical and Vocational Education and Training (TVET) plays a vital role in human resource development of a country by creating skilled manpower, enhancing industrial productivity and improving the quality of life.

Socio-economic Background of Bangladesh

Population. Bangladesh is one of the most densely populated countries in the world, with an estimated 164 million people occupying a total land area of just about 144,000 square kilometers. The annual population growth rate is 1.34%. Life expectancy for both males and females is about 71 years. The population is relatively young: the 0–24 year age group comprises 47.8 %, age group 25-54 comprises 39 % and 13.2 % for people aged 55 years or older. Projections suggest that the population will reach about 190 million by 2030. The literacy rate for people aged 7 years and older increased from 51.9% in 2005 to 57.9% in 2010. In rural areas, the literacy rate increased from 46.7% in 2005 to 53.4% in 2010, compared with the increase in urban areas from 67.6% to 70.4% during the same period. (ADB Report 2015)

Chart 1: Population Age Group



Source: ADB Report 2015

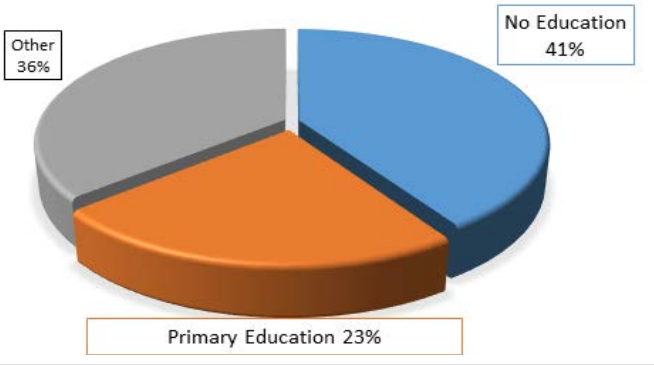
Economy. Bangladesh has ranked 106th in Global Competitiveness Index among 138 countries in 2016-17 by the World Economic Forum. Despite various challenges, the country's GDP is expected to grow by 7 % in FY 2016-2017. Economic growth also proved quite resilient during the 2008–2009 global financial crisis and recession.

Chart 2: Bangladesh Growth Rate

Source: www.tradingeconomics.com | Bangladesh Bank

Educational Profile of the Labour Force: A major challenge in building human capital is the lack of educational attainment of the labor force which predominantly consists of workers with little or no education. Of the 56.7 million workers, some 40.8 percent have no education, while 23 percent have up to a primary education. There is not much disparity in these numbers across gender while there is a considerable difference between urban and rural areas. In urban areas, 27.9 percent of workers have no education. The figure jumps to 44.7 percent in rural areas. The share of female workers with JSC and SSC is greater than similar male workers. The greatest deficiency in educational attainment is illustrated by a significantly low share of workers with vocational education. The low attainment of education among the workforce translates to low productivity and deficient human capital, accentuating the employment challenge. (7th FYP)

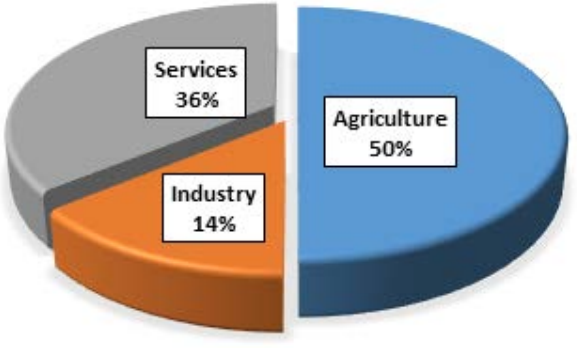
Chart 3: Education of Labour Force



Source: 7th Five Year Plan

Labour Force Employment Bangladesh's total labour force was 58.1 million in 2013. It currently gains an average of about 1.5 million new entrants per year. With an employment growth rate of 3.2%, total employment has reached about 61 million in 2015. It has created about 9 million jobs during 2010–2015. By 2030, the country's labour force will reach 95 million. On the other hand, about 50% of the employed population works in agriculture, 14% in industry, and 36% in services (Bangladesh Labor Force Survey 2013). To sustain economic growth, businesses will require a huge number of skilled workers, particularly in the industry and service sectors.

Chart 4: Occupation of Labour Force



Source: Bangladesh Labour force survey 2013

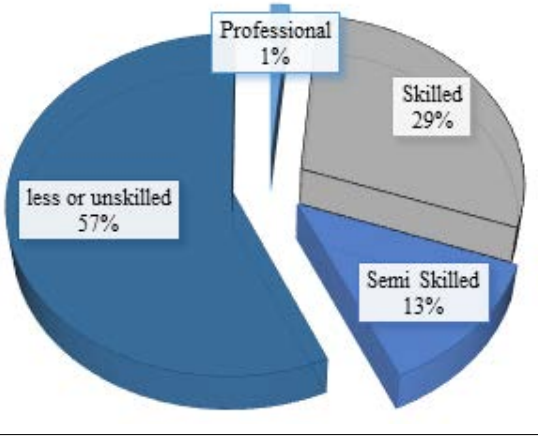
Overseas Employment. Overseas employment has become a major source of income for Bangladesh. The Bureau of Manpower, Employment and

Training (BMET) maintains an important database on the skill levels of migrant workers, who are classified into four skill categories:

a. Professional (doctors, engineers, teachers, and nurses).
b. Skilled (garment workers, masons, drivers, electricians, plumbers, and welders)
c. Semiskilled (tailors and gardeners).
d. Low-skilled/unskilled (hotel boys, cleaners, domestic help/housekeepers, and cart loaders).

In 2000–2010, about 1.50% of migrant workers were professional, 29.06% were skilled, and 12.78% were semi-skilled. The rest, about 56.66%, were either less skilled or unskilled. (Bangladesh Labor Force Survey 2013). In recent years, remittance from migrant workers has been a driving force of the Bangladesh economy. However, Bangladeshi migrant workers, who speak little English, have poor basic formal education and few vocational industry-specific skills, often face severe job insecurities. They also fail to avail themselves of the better jobs that require higher skills. The recent increase in the demand for skilled labor, both nationally and globally, continues to pose a threat to the Bangladesh economy as the skill-base of workers here is severely limited. Hence, the government has realized the necessity of technical education programs for migrant workers and outlined its strategies for action in the Outline Perspective Plan of Bangladesh 2010–2021.

ChaRt 5: Migrant Workers Statistics 2000-2010



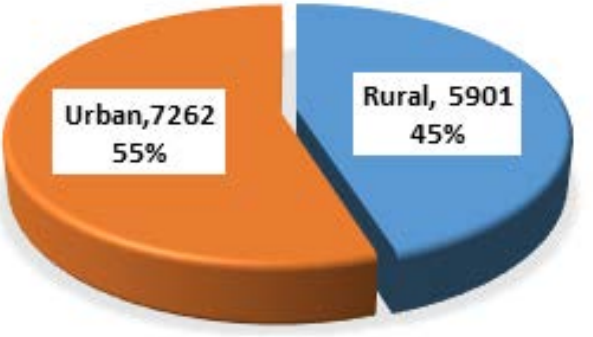
Source: Labour Force Survey 2013

Non Formal Education (NFE) and TVET in Bangladesh

General. Non-Formal education is purposeful and systematically organized form of education that generally occurs outside the formal institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds. It is flexible in terms of organization, time and place and may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. Non formal education has become the second chance education for the people, who have not enrolled at the schools or who have dropped out from the schools. They also receive some practical skills, which they can apply in real life situations as and when necessary. Many organizations and public and private institutes develop their own curricula and keep linkages with the prospective employers to make their training programs responsive to the job market. GOB has recognized the importance of non-formal vocational, technical and other forms of education. The Ministry of Education (MoE) formulated the National Skill Development Policy (NSDP) and the National Skills Development (NSDC) Council in an effort to improve the skill of the workforce, which would lead to rapid economic growth with a more equal distribution of its benefits.

Technical and Vocational Education and Training (TVET). TVET system in Bangladesh comprises both formal and non-formal education. Education, vocational skills and technical training are at the core of sustainable, inclusive and value-added economic growth. Both the latent and active workforce needs to be developed for future investment as well as self-employment through TEVT. Non-formal TVET comprises certificate courses with duration ranging from 1 month to 12 months designed by the Non-formal TVET providers and the courses they offer are not affiliated with Bangladesh Technical Education Board (BTEB).

CHart 6: Distribution of TVET Instiiutions



Source: TVET Instiiutional census 2015(BBS)

Stakeholders in Non-formal TVET. In Bangladesh, many ministries and agencies deliver formal and non-formal skills training in the context of industry and community development. Besides a major effort in the public sector, a large number of local private or voluntary agencies known as Non-Governmental Organization (NGO) are also involved in this effort. Among these private agencies some are known worldwide for their contribution to fulfilling the EFA (Education for All) goals. Many private training organizations, NGOs and donors also deliver skills training, both formal and non-formal. Skills training also occurs on-and-off the job in enterprises as pre-departure training for expatriate workers. A comprehensive National Skills Development Policy has been developed to guide skills development strategies and to facilitate improved coordination of all elements of skills training/TVET and the actors involved in it. In the National Skills Development Policy, the TVET/skills development system in Bangladesh was classified into four main segments. Such as:

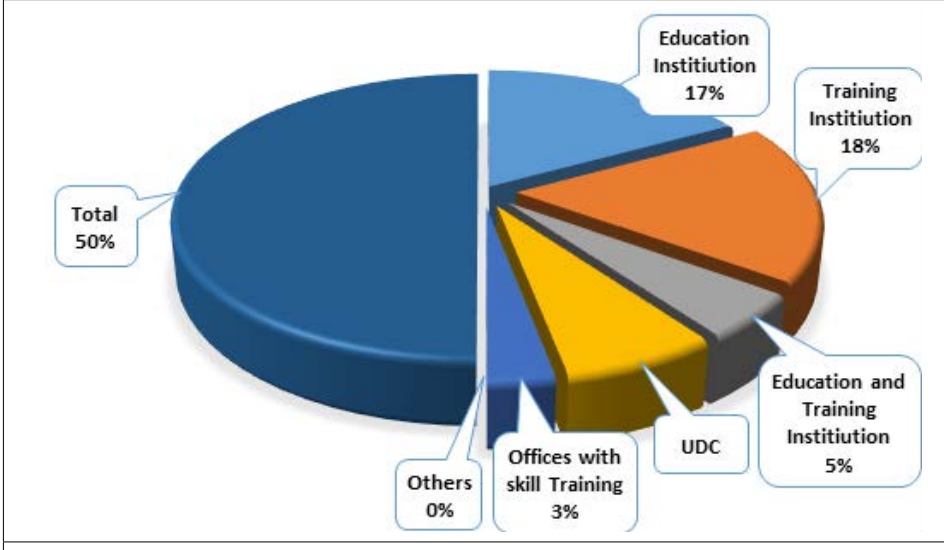
a. Public (delivered to varying degrees by numerous ministries).

b. Private (commercial training institutions including Madrashas).

c. NGOs (not-for-profit institutions).

d. Industry based (institutions managed by industry and training delivered in the workplace, including apprenticeships).

Chart 7: TVET Institiutions by Category and ORG



Source: TVET Institiution census 2015 (BBS)

Government agencies which provide non-formal training services include programs like the Ministry of Women's and Children's Affairs short courses (e.g., poultry, dairy, livestock, food processing, plumbing, and electronics) for women in areas with local demand. The Ministry of Youth and Sports, the Department of Youth Development operates 1–6 month training programs in various trades, aiming to help trainees engage in self-reliance. They also offer a 3-month residential course on livestock, poultry, and fish culture. The Department of Youth Development also offers courses on dressmaking and block and batik printing throughout Bangladesh. In addition, short-duration mobile training courses are offered at the Upazila level. Other providers include the Ministry of Social Welfare and the Directorate of Ansar and the Village Defense Party under the Ministry of Home Affairs

Public Private Partnership (PPP). Apart from mainstream education, which is called as formal education run by the Government, innovative methods and approaches are used or replicated through non-formal way of education to target mostly the underprivileged sect of people who are deprived from having access to formal education. This non-formal approach is not only intended to cater to the needs of basic education for the underprivileged, also to provide

them the quality education towards a sustainable and life-long learning. Non-formal vocational training is an important area of work for international donors and NGOs, which have gained wide experience with projects for the particular target group of the informally employed. Some NGOs offer a variety of training courses to poor and underprivileged people. NGO-managed TVET programmes mostly focus on creating opportunities for income generation and self-employment. Some major NGOs focus exclusively on non-formal TVET that aims to provide skilled manpower to industry. Among the leading NGOs providing innovative and quality TVET, the Underprivileged Children's Educational Programs (UCEP), the Dhaka Ahsania Mission (DAM), and Mirpur Agricultural Workshop and Training School (MAWTS) a Trust of CARITAS, Bangladesh maintain uniquely designed and delivered programmes.

Non Formal TVET Policies, Plans and Reform Programs

Vision 2021. The present government outlines its plans for the progress and development of Bangladesh in the Vision 2021 program. Vision 2021 pledges to combat poverty by building a Digital Bangladesh and joining the ranks of middle-income countries. The government also recognizes the huge increasing demand for skilled manpower at home and abroad. Therefore, Vision 2021 emphasizes the production of more skilled manpower for work abroad. It envisions that formal training will enhance the knowledge, skills, and creativity of all new entrants to the workforce, allowing Bangladesh to achieve nearly full employment by 2021. The government also envisions that both the public and private sectors will expand the network of quality vocational training institutes, thus ensuring full scale vocational training with adequate practical exposure.

The 7th Five Year Plan (2016-20). In line with the Rio +20 outcome document which articulates the global sustainable development agenda, the National Sustainable Development Strategy (NSDS) identifies human resource development as a priority sector. The 7th Five Year Plan (7th FYP) recognizes the essential role of human development in quest of a prosperous nation and the link between human capital and economic growth. Improvements in human capital increases the potential of workers through enhanced knowledge and skills, which lead to economic growth and development. Education is the means

through which human capital is improved. The role of TVTE programmes for increasing the skilled labour force is vital. The TVTE programmes and apprenticeships have the potential to profoundly impact unskilled informal workers as well as self-employed people. The structure of the TVET system can be modified to allow greater access. A broader portion of disadvantageous population can be served to the extent that skill development activities adopt more non-formal, flexible and variable duration approaches with eligibility not strictly tied to formal education. (7th FYP)

National Education Policy 2010. Non-formal education is a complementary stream to the formal primary education system. Those children who cannot be in the schools till 100% enrollment is ensured at the primary level or drop out of primary education are supposed to receive some basic education or vocational training to use their skills in real life situations through the non-formal schooling system.

Non-Formal Education. Following are the guidelines:

a. The age limit for enrollment in the non-formal education will be from 8 to 14 years.

b. The course materials of non-formal education program will be prepared in the light of the national curriculum of primary education and the materials will reflect the need felt by the nation. The materials will be prepared to ensure the quality of education. A technical committee for the curricula of mass education will evaluate the materials prior to approval.

c. The non-government voluntary organizations will be encouraged to conduct non-formal education programs following the curriculum of national primary education. Efforts will be made to make it accessible to the children from the backward, remote areas of the country and belonging to the most deprived groups.

d. Training of teachers for non-formal education is an important issue. The teachers will be trained in the learner-centered pedagogical approach.

Vocational and Technical Education. Following are the guidelines:

a. **Aims and Objectives.** Skilled workforce is an essential concomitant of national development. On the wake of new innovations and inventions of science, methods and strategies of development have changed. Each and every day, developing countries are facing unequal and aggressive competition in the world of business, transport, marketing of products, export of skilled manpower and communication in the international market. For a developing country like Bangladesh, opportunities of economic development will be created in this state of unequal competition and the value of physical labor will be enhanced. So highest importance will be given to turn our students into competent manpower through vocational and technical education with emphasis on science, technology and especially on information technology. The aims and objectives of vocational and technical education are:

   (1) To increase competent manpower in diverse sectors including Information and Communication Technology at a fast pace keeping in mind the national and international demands.

   (2) To build up skilled manpower at a fast pace to create opportunities of economic development and to increase dignity of labour.

   (3) To create wide-ranging employment opportunities through export of skilled manpower and to enhance foreign currency earnings.

The TVET Reform Project

The TVET Reform Project is an initiative of the Government of Bangladesh (GoB), assisted by the International Labour Organization (ILO) and funded by the European Union. The goal is to ensure Bangladesh's competitiveness in the global market and reduce poverty by improving the quality of vocational education and training. The TVET Reform Project has five key target areas which together will ensure a TVET system which is coordinated, flexible, responsive and able to meet industry needs. These areas are outlined below:

a. **Policy.** TVET Reform is not just about new ways of doing things; it is about changing the mindset of the TVET sector. If the sector is to meet the increasing demands of the global labour market, it needs to focus quickly on becoming flexible, inclusive, efficient and collaborative.

b. **Relevance.** In order to meet labour demands in Bangladesh, TVET must be delivering quality skills that employers want, and these needs are constantly changing. Through improving the responsiveness and flexibility of TVET institutions, reform will enable institutions to better meet industry needs.

c. **Strengthening.** In order for quality training to be delivered and assessed in Bangladesh, TVET practitioners need to move away from lecturing and towards practical, competency-based methods. Reform will encourage this by building the capacity of managers to understand the need for it and by improving TVET teacher training methods.

d. **Linkages**. Stronger relationships between training institutions and industry will ensure that graduates have the skills needed by employers, so that they can together meet the increasing needs of the labour market.

e. **Access**. One of the key reform objectives is to make TVET accessible to all, including youth with low literacy and numeracy, child workers, women and rural communities and persons with disabilities. To do this, reform is concentrating on removing policy-related barriers, such as minimum education levels, and also physical barriers, such as transport systems which are not gender-friendly.

Skill Development Training

The scope of skills development is much wider and diverse than generally understood and encompasses a large number of institutions and activities. However, its impact has been limited as the various component parts move their own ways without a unifying vision within which each has a clearly defined role. There is a need to rationalize the dissimilar efforts in TVET and skills training by putting it under a single regulatory framework to provide a

unified and coherent direction. The skills development system in Bangladesh can be classified into four main segments. Each of these segments offers a wide variety of formal and non-formal training programs to different target groups using different approaches to delivery and assessment:

a. Public (Delivered to varying degrees by numerous ministries).
b. Private (Receive some form of government subsidy e.g. MPO and grants).
c. Private (Commercial training institutions).
d. NGOs (Non-profit institutions).
e. Industry based (institutions managed by industry and training delivered in the workplace, including apprenticeships).

The Skills and Training Enhancement Project (STEP)

The Skills and Training Enhancement Project (STEP) aims to strengthen public and private training institutions, to improve the quality of skills training and employability of trainees, both at home and abroad, including those from disadvantaged socio- economic backgrounds. Since the project was approved by the GoB in 2010, 69,000 diploma students from 93 polytechnic institutions received stipends and 29,700 trainees received training from these training providers, 25% of them being women. STEP aims to increase the skill levels of the workforce to ensure competitiveness in both the labor and product markets. Enhancing the range and quality of vocational training will help the country to more effectively utilize the overseas employment opportunities and increase Bangladesh's remittance earning. Through effective vocational training, the project hopes to increase the average wage that a migrant can demand in the international labor market as well as reduce the risk of unemployment in times of financial crisis.

TVET System Analysis

Economic Relevance

a. **Mismatches Between Output and Employer Needs**.Employers argue that graduates of the vocational system do not meet their needs. They

claim that the system continues to produce graduates for outdated and marginal trades, which have little market demand, and does not train students for newer trades with substantial needs (World Bank 2007).

b. **Low Employment Rates.** Technical-vocational graduates tend to have lower employment rates than general education graduates. A 2006 tracer study by the World Bank, involving 2,302 students who graduated from public and private TVET institutions in 2005, found a low proportion of employed graduates. The proportion of employed individuals was highest among HSC (voc) graduates (30%), followed by diploma graduates (21%) and basic trades graduates (18%). However, these courses account for only a small proportion of total enrollment.

c. **Lack of Employer Involvement**. The main cause of TVET market weak relevance is the insufficient linkage between supply and demand (i.e. between training institutions and employers) (World Bank 2010). A major component (i.e., involvement of private sector representatives in institutional arrangements) is conspicuously missing (ADB 2011) and results in slow and inadequate responses to market developments.

d. **Lack of Effective Mechanisms for Labour Market Analysis**. TVET providers and government agencies do not systematically collect adequate labor market information. Feedback mechanisms are inadequate to change and adapt course offerings and to improve the TVET system. Regular labor market analysis and tracer studies are not available to assess the needs of domestic or global labor markets and to align the curricula accordingly. As a result, curricula do not reflect adequately up-to-date core technical skills, specific sector skills, and soft skills (World Bank 2010).

e. **Inaccurate Targeting**. People who want TVET qualifications often cannot enter a program because they have not completed grade 8. Those who enter, particularly SSC (voc), have little intention to enter manual occupations. In other words, those who can or do attend TVET do not wish to, and those who wish to are not allowed because they cannot comply with the grade 8 entry requirement (ADB 1995).

Social Relevance

a. **The Disadvantaged Lack Access to Skills Acquisition**. The system does not serve the underprivileged—the rural poor, child laborers, women, informal workers, people with low-level instruction—due to its rigidity and high entry barriers (ILO). Courses have remained inaccessible to the urban poor due to the minimum entry requirement (grade 8) is too high; and lengthy courses (1–2 years).

b. **Geographical Inequities**. Most training institutions are in urban areas, which have only about 20% of the total population. Strong regional imbalances also exist, and the share of students enrolled in private institutions is far higher in poorer regions than more affluent regions. This is inequitable, because students must pay a high proportion of total costs in private institutions through tuition and other fees, whereas public institutions are virtually free.

c. **Gender Inequalities**. Although most trade programs correspond to male-dominated trades, about one quarter of total enrollment is female (ADB 2010). Few females have an opportunity to learn the skills necessary for formal sector employment, largely due to the lack of hostels and secure transport, as well as traditionally low demand for female workers. Women in the labor market have few places where they can receive training to raise their income through productive activities (World Bank 2010).

Training Effectiveness

a. **Weak Quality Assurance**. Low quality training in private institutions results from weak quality assurance. Serious concerns remain about the accreditation process. Although BTEB is a well-developed organization, quality assurance is sparse. Procedures are time consuming, complicated, rigid, and often not followed properly, partly due to political interference and partly due to inadequate resources for inspections.

b. **Lack of Qualified Instructors.** The lack of trained teachers is a major constraint on effective TVET delivery. Two main reasons explain the lack

of qualified instructors in both public and private TVET institutions are lack of capacity to train instructors, and bureaucratic red tape that makes it difficult to fill vacancies. Poorly qualified teachers and instructors can be attributed to two factors. Those are inadequate output by teacher-training institutions, and lack of in-service training. TVET also suffers from a lack of regular in-service upgrading of instructors. Teachers' qualifications do not concur with the system's needs. The system offers very few opportunities for training and upgrading of instructors' skills. No policy and regulations exist requiring in-service training. In addition, there is no formal policy or guidelines for the continuous professional development of TVET teachers (World Bank 2010).

d. **Insufficient Material Inputs**. The TVET sector has historically lacked sufficient resources and institutions lack adequate resources to provide quality training (World Bank 2010). Inadequate spending results in poor infrastructure in SSC (voc) and HSC (voc). Institutions lack modern equipment and instruments with which to conduct practical classes, especially electrical, electronics, and refrigeration (ADB 2008; World Bank 2010). Because workshop enrollments are generally too large in relation to available equipment, students end up observing, not practicing.

e. **Lack of Incentives for Good Performance**. The managers and instructors of training institutions lack incentives for good quality teaching. Over centralized control means that school directors take few initiatives, and instructors lack accountability (World Bank 2000). Teacher motivation is also a concern, owing to the limited scope for promotion and to low salaries.

Case Studies

India - Technical and Vocational Education and Training (TVET) System. India has one of the largest technical manpower in the world. However, compared to its population it is not significant and there is a tremendous scope of improvement in this area. In India, the emphasis has been on general education, with vocational education at the receiving end. This has resulted in large number of educated people remaining unemployed.

This phenomenon has now been recognized by the planners and hence there is a greater thrust on vocationalisation of education. Another shortcoming in the area of technical and vocational education is that till now, the number of engineers graduating is more than the diploma holders. This is creating an imbalance, as more workforces are required at the lower level. Hence more polytechnics and Institute for Industrial Training (ITIs) are being opened now. Besides, various Ministries are trying to impart vocational courses through innovative institutions, specially launched for the purpose. In doing so, the government is trying to maintain quality of these courses and vocationalisation of education has received a boost with more funds being allocated for the purpose.

Singapore: Vocational and Technical Education (VET)

As a small country with virtually no natural resources, Singapore has identified human resources as its most important strategic capital. In the early days of its economic development, the efforts at human resource development came under the heading of manpower development, general education, and VET. The VET model was matched to the stage of economic development that Singapore was going through at the time. At each stage, the system was coherent, aligned internally and very closely with the contemporary needs of the evolving Singaporean economy. Government did not try to make every major component of the system state-of-the-art at a time, but instead, invested in phases. One of the most important reasons that Singapore was able to develop such a successful VET system was the quality of its government. They made smart decisions, one after another, for a long time. Singaporean people was able to enjoy the benefits of a government that has a long-term outlook in education and in other arenas. In particular, where vocational education was viewed as a dumping ground for a very long time, the effort that government made to "rebrand" vocational education as a valued and respected option was remarkably successful.

Recommendations

The following recommendations are being suggested in the field of Non Formal and TVET for effective utilization of the demographic dividend of Bangladesh:

a. Since education helps improving life style, livelihoods and living standard, every citizen should have access to education including socially excluded, marginalized, disadvantaged as well as hard- to- reach- people living in the remote areas.

b. TVET should be assigned high priority in the overall programme of economic development. The training institutions should be significantly strengthened and provided with adequate financial support.

c. A comprehensive TVET Policy should be promulgated covering all aspects of the vocational training system (institutional, on the job, apprenticeship, and non-institutional training) in all sectors of the economy.

d. Synergy and partnership between government, NGOs and the private sector should be encouraged to develop and implement a comprehensive national education programme for both formal and non-formal education systems.

e. Education and skill learning through non-formal education has to be accredited by the authority as a necessary part of the education system.

f. The training centers should be required to establish linkage with production and business enterprises. Various types of internships may be promoted with business and corporate sectors.

g. Teachers engaged in training should have adequate technical competence, ability to teach skills, knowledge about the poverty situation, understanding of the need for linking education and skill learning to income generating program and poverty alleviation.

h. Social status may be uplifted for the TVET qualified persons. Social inequality has to be removed by giving same importance to the general

education and TVET. The recruitment both in the private and public sector must not discriminate against the TVET qualified persons.

j. More TVET institutions should be established in the rural areas and they should put emphasis on providing technical and vocational skills to meet the needs of the community.

k. To ensure that TVET is more market driven, it is necessary for the governments to involve organizations in the formulation of the curricula and in the certification of skills offered.

l. A Skill Development Fund (SDF) should be created to support innovative schemes which do not require heavy initial investments in infrastructure, but which promote employment opportunities for the target groups.

m. The public and private sector banks should come forward with loan facilities for the TVET qualified persons so they could be self-employed.

n. An effective national database system must be developed to track and monitor the skills-development sector.

Conclusion

Education is the means for bringing socio- economic transformation in a society. Any education worth the name is a life-long process for the betterment of human well-being. Education is supposed to deliver the competencies and skills that enable people to participate in society and live successful lives. The value of learning requires closer cooperation between formal and non-formal education sectors and institutional/ organizational partners. TVET is extremely suitable for contributing to national socio-economic development and human resource development.

The mismatch of jobs and skills, highlighted by the narrowing wage gap between skilled and unskilled workers, is also an issue. In addition, a mechanism supporting 'Second chance' schooling has to be considered. It will serve as a remedial Programme for workers who dropped out of school to enter the labour market. The skills development provides individuals with a better

chance to obtain productive and profitable employment. Not only can TVET support the socio-economic welfare of individuals, but it can also increase international competitiveness. Bangladesh needs skill human resources to support rapid industrial growth and earnings remittance. It is needed to introduce courses to match industry need and opportunities of demographic dividend to be harnessed. In this regard strategic planning is required to develop TVET system.

A framework for a Non-formal Education policy has also been formulated, with the intention of providing quality education and training. This training will provide productive income-generating skills and allow trainees to become self-reliant. Various studies highlight the need for enhancing, supporting and coordinating private sector initiatives for skill development targeting school drop-outs and workers. The main objective should be to provide employment-based non-formal education to target groups, to provide effective education linking literacy with vocational skill training. A quality education has to meet the needs of the economy and society. The benefits of such an educational system will not be merely limited to the people receiving the education. Rather, there will be spillover effects which will affect the economy and society at large and lead to the realization of Vision 2021.

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Turning Demographic Burden of Bangladesh Into Demographic Dividend Through Religion Based Education

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KEYNOTE PAPER OF GROUP-C

TURNING DEMOGRAPHIC BURDEN OF BANGLADESH INTO DEMOGRAPHIC DIVIDEND THROUGH RELIGION BASED EDUCATION

Abstract

Bangladesh a country of 16 million people. The demography indicate a youth oriented population. About 30% population age between 10-24 years and 39.39% between 25-54 years. Largely it is due to high success rate in preventing child mortality. Remarkable success in education shows a primary school attendance of 77-81%. But, it is remaining as a challenge to turn this huge population in to a growth organ for the country. Appropriate education in main stream, religious and vocational arena in the right direction is likely to offer dividend for the nation. Due to its historical and apparent backwardness and lack of engagement with appropriate mind set in respect to religion based education a huge number of youth of Bangladesh are yet to find a plausible way out to actively contribute in nation building. It is expected due to its inherent moral teaching and intrinsic good virtues religion based education is likely to have out of proportion motivation- if harnessed in right sprit. One needs to formulate pragmatic programs to engage such minds in right spirit for nation building. Only then the so called demographic burden created by such youths of great potential can turn into demographic dividend for the country.

Introduction

Different theories have been proposed regarding the impact of population growth on the economy or development of a country. For instance, English economist Thomas Robert Malthus (1798) proposed that if population grows at a geometric rate, then food production grows at an arithmetic rate. Thus this theory suggests that in a short span of time, a larger population will face more scarce resources which mean large population is a burden. On the contrary, Professor Julian Simon (1981) of USA challenged the Malthusian approach

and argued that population growth can be a problem in the short term but it has long-term benefits. According to him, a larger population has more people, which mean more minds, more ideas, and more innovations. According to Simon the ultimate resource is human imagination combined with educated skills, flourishing under economic freedom.

Burdened with the growing rate of aging population in most of the developed countries, future hub of labor force lies in very few Asian countries. Bangladesh is one of them. With around sixty five percent of young population Bangladesh is suitably positioned to refute its long standing negative face of overcrowded developing country. It is already revealed that driving factors of our economy depends largely on our population. The two top contributing sectors in our economy are foreign remittance and earning from Ready Made Garments (RMG). In both the cases our competitive edges over our competitors is our population or in other words cheap labor force. Provided we can transform this labor force into skilled manpower or at least semi-skilled manpower our national Gross Domestic Product (GDP) will hike to a significant margin. Here transforming tool will be education.

In Bangladesh at present number of education system are prevailing; the forms are formal or traditional, technical or vocational and religious education. Religious based education is one of the oldest and established streams of education system in our country. Since in Bangladesh, the numbers of people from religions other than Islam are not very significant nor there are any mentionable numbers of religious schools run by them. As such, this paper, will consider mostly the madrasa as the religion based educational institute for Bangladesh. Due to many socio-cultural and political reasons full potential of this branch of our education system could not be harnessed. Consequently contribution of such a huge workforce in our national economy remained untapped. Therefore, it is high time to pay due attention in the madrasa education system to make it if not better, equal or close to equal effective tool to transform population into asset for our national development.

Overview on Demographic Profile and Education Sector of Bangladesh

In order to maintain the sequential development of the paper but at the same time to avoid repetition from the previous speakers a short description on the Demographic Profile of Bangladesh and a brief overview on the Education Sector of Bangladesh is placed at Annex A.

Reviewing of Existing Religion Bases Education and Its Linkage with Madrasa Education

Genesis of Religion Based Education

The genesis of religions based education system dates back the founding of any religion. It is seen that education system started whenever any preacher started spreading a new religion i.e Hindu, Christianity, Buddhism, Islam and Zionism. Historically in Europe and USA schools were often founded and operated by Christian Churches to simultaneously serve as institutions of religious and worldly learning. More details on the genesis of religion based education system are given at Annex B.

Religion Based Education Scenario in Bangladesh

Christian Missionary Based Education in Bangladesh. The Catholic Church in Bangladesh is famous for its educational institutions. In a recent survey it is found that in terms of result the Catholic educational facilities are at the top of the list. The reason for such excellence is the importance given to primary education, which is the foundation of a person's morality, character and intellect. However these institutions can be considered as religion based education institute as they are mostly following the government curriculum. There are over 50 small ethnic and tribal communities, who are the most marginalized and vulnerable people in Bangladesh. Catholic missionaries were the first to bring them the light of education. Specially they are running quite a good number of schools in Chittagong Hill Tracts (CHT) area. Altogether, the Catholic Church runs 52 high schools, 4 colleges,1 Teachers training college and numerous primary schools all over the country.

Buddha Religious Institution. Buddhist Vihara or monastery is an important form of institution associated with Buddhism. It may be defined as a residence for monks, a centre for religious work and meditation and a centre of Buddhist learning. Mahasthangarh dates back to at least 3rd century BC and is acknowledged as the earliest city-site so far discovered in Bangladesh. Somapura Mahavihara at Paharpur in Naogaon District was once the biggest Buddhist monastery south of the Himalayas. There are few " Moths" at Dhaka where rituals of the religion are taught at limited school. In Rangamati, there are few more educational institutions. Besides, Buddhist student can choose own religion lesson starting from primary upto at Secondary School Certificate (SSC) level. Other than those, there is not much known about the Buddha religion institution in Bangladesh.

Hindu Religious Institutions in Bangladesh. There is no known institution in Bangladesh where Hinduism is taught exclusively but in few temples, priests teach the religion. However, in all secular schools and institution from pre primary to secondary level a Hindu student is in absolute liberty to study "Hindu Religion Book" as a subject of his own choosing like other students of different religion.

Muslim Religious Institution in Bangladesh. The religious education sector of Bangladesh comprises of both state regulated private madrasa as well as independent, private madrasa. The former are popularly known as Aliya madrasa where alongside Islamic education, modern general education is also provided. Given that majority of these private registered madrasa operate with state funding, they are regulated in terms of curriculum content and teacher recruitment policy under a unified state recognized Madrasa Education Board. On the other hand, an unknown number of private, traditional madrasa exists outside the state sector. These seminaries specialize in religious education and are popularly known as "Qaumi" madrasa.

Comments. Among the four major religions in Bangladesh, Christian Missionary Based Education system is operating being completely merged with mainstream education. There is almost no trace of Hindu religious institutions and very few Buddha religious institutes involved primarily in teaching religious rituals, have hardly any involvement in the demographic

process of Bangladesh. Muslim religious based education system (Madrasa Education) being one of the three major education system of Bangladesh plays a vital role in affecting and shaping the demography of Bangladesh in reaping its dividend.

Contemporary Madrasa Education System in Bangladesh

Madrasa in contemporary Bangladesh can be classified into three types: government, semi-government or government-aided and private madrasa. The first two categories are commonly known as Aliya while the third is known as Kharizia or Qaumi. The government has direct control over the Aliya madrasa in terms of funding, prescribed syllabi and management through Bangladesh Madrasa Education Board (BMEB). Aliya madrasa teach the same general curriculum as that of other government or government-approved general educational institutions. There is an interconnection between Aliya madrasa and general schools. For example, students who graduate from the primary level of an Aliya are able to transfer to schools at the secondary level. Many former graduates of an Aliya are integrated into the public sector. Throughout Bangladesh, these madrasa have continued to increase since 1976: in 1976 there were 1,838 madrasa, with this number having increased to 20,446 (BMEB 2013). Under certain conditions, if the government recognizes these madrasa, the teachers of these institutions are provided a hundred-percent of their basic salaries, otherwise known as Monthly Payment Order (MPO). Table 2 below shows structure of Aliya madrasa in Bangladesh:

Table 2. Structure of Aliya Madrasa Education						
Ser	Madrasa Stage	Equivalent General Education Stage	Duration	Number of Madrasa (Recognized by BMEB up to May 2013)	Number of Students	Number of Teachers
1.	Ebtidai	Primary	5 Years	6,869	31,06,077	71,086
2.	Dakhil	Secondary	5 Years	9,322	22,86,531	82,581
3.	Alim	Higher Secondary	2 Years	2,799	1,80,240	28,847
4.	Fazil	Graduate	2 Years	1,256	48,916	24,072
5.	Kamil	Post Graduate	2 Years	200	31,050	5,123
			Total	**20,446**	**56,52,814**	**2,11,709**
Source: BMEB Information Center, May 2013						

On the other hand, the government has no control over the Qaumi madrasa, which operate on their own system and form of management. Qaumi madrasa adopt their own syllabus which follows a predominantly religious content that greatly emphasizes Arabic, Persian and Urdu language studies. These madrasa are financed by various sources such as religious and individual donations, expatriate Bangladeshis' contributions especially from Middle Eastern countries and frequent donations from some charity-based Islamic organizations. In terms of future prospects, the Qaumi madrasa are disadvantaged since their educational system is not officially recognized. Despite the advantages of the Aliya madrasa over the Qaumi in terms of career prospects, why the rural inhabitants' choice of the Qaumi as the option for educating their children is a crucial question.

Beside the Qaumi Madrasa Board (one is known as Befaqul Madarrisin), there are other regional influential Qaumi madrasa at various parts of the country (Edara – Bogra; Ettehad- Patia, Chittagong etc). They control the proceedings of their surrounding local Qaumi madrasa. Mainly for this reason there is no

reliable data available on the basic information regarding Qaumi madrasa. It is estimated that there are more than 65,000 Qaumi madrasa (15,000 registered and 50,000 unregistered) imparting Islamic education to over 58,50,000 students all over Bangladesh. However, these figures are likely to vary in reality.

Case Study on Few Selected Countries

To understate the religion based education from a holistic point of view and to see its impact on the society, team took an effort to study the same of few other countries within the sub-continent and beyond Asia. The countries are namely Pakistan, West Bengal of India and USA. Details of the limited study are given at Annex C, D and E respectively.

Effect of Existing Religion Based Education on Society

Education has always been pointed out as a key factor in economic growth of the society. Considering the huge number of students of different madrasa, the above mentioned study reveals that their education attainment can be even more crucial. This means that the empirically observed effects of education on economic growth will certainly be influenced by the improvements in the education level of the Madrasa students. On the level of both micro-effects of education on individual earnings and macro-effects on economic growth, the Madrasa students will definitely play an important role.

An Analysis on Madrasa Education: Challenges, Drawbacks and Opportunities

Challenges and Drawbacks of Madrasa Education

The Social, Cultural, and Political Influences on Madrasa. The madrasa system, like any other institution in Bangladesh, is interactively influenced by its social, political, and cultural dynamics and will probably be shaped in the future by such dynamics. The debate about Islamization, modernization, and Westernization will continue to shape views about the Madrasa system and its role in society.

Misconception Regarding Madrasa Education. Madrasa education in Bangladesh came under intense scrutiny and received renewed critical attention in the wake of the 9/11 attacks against the United States. Later, after the August 2005 erratic and inept bombings in different parts of Bangladesh, the suspicion turned into belief. However, after investigation it is now proved that not all of the terrorists have madrasa education rather most of them have not, and not from all madrasa. Most of the militants are ideologically motivated political cadres generally recruited from poorer sections of the society. As such, to make sweeping statements suggesting that all madrasa are radical, religiously extreme, and other such simplifications, would be grossly wrong.

Education for All (EFA) Policy and Its Influence on Madrasa. EFA policy encouraged children, especially those residing in the rural areas, to attend either general school or a madrasa. However, on learning outcomes in secular and modernised religious high schools provides several findings that are really challenging for madrasa graduates:

a. Religious school students have lower test scores in mathematics when compared to their peers in secular schools.

b. Level of learning in general is very low; Mathematics competency is low even when measured in terms of primary standard maths test.

c. Gender-gap in test score prevails at the beginning of the secondary schooling cycle (grade 6) and prevails through grade 8.

d. Religious school students have perverse fertility choices- they are more likely to rely on creator on the question of desired number of children.

In contrast to the Aliya madrasa, the Qaumi madrasa could not receive any incentive programs since they refused to be incorporated into the government's mainstream education system.

Mostly Backward Section of Muslims Join in Madrasa Education. Most of the students of socially, economically and educationally backward sections of the Muslim community begin their education from these madrasa and maktabs, where education is relatively cheap and in some cases free. The

students and teachers of these madrasa also get an euphoric feeling that they are performing their religious duties by learning Quran by heart, no matter whether they understand it or not.

Narrowly Focused Education System. Existing most of the madrasa education doesn't provide the learners with a clear worldview. It doesn't equip the learners with the tools of analysis. It doesn't create a culture of democracy, tolerance, social justice and peaceful co-existence. It doesn't inform the professional requirements of the labor market. It doesn't prepare and groom the learners for practical and professional life. It doesn't produce enlightened minds the society.

Lack of Professional Teachers. Standard of education in any education institute is highly dependent on the standard of its teachers. But this aspect has, so far, been highly neglected for madrasa education. The first ever such institute Bangladesh Madrasa Teachers Training Institute (BMTTI) was inaugurated. Ironically, it only conducts a four weeks short training and awards no degrees like Bachelor in Madrasa Education (B.M.Ed.) of the equivalent standard of Bachelor of Education (B.Ed.). So, there is hardly any scope for the madrasa teachers to improve their professional skill. It, in turn, affects the overall standard of education of the madrasa.

Declining to Accept the Modernization Proposal of Government. The madrasa integration plan is part of new education policy which emphasizes modern education alongside the traditional madrasa curriculum. The government has asked the administrators of Qaumi madrasa to come up with proposals and suggestions for the inclusion of market economy-oriented subjects in their curriculum without disturbing the facets of religious education. The Qaumi madrasa board, opposed the move, suggesting that the government's plan to modernize madrasa education will destroy religious education.

Future Employment Opportunities of Madrasa Graduates

Rural Educational Advancement. Madrasa based education system has significant contribution in overall development of rural education of our

country. With the overall integration in traditional educational system, Madrasa system has substantial contribution in furthering literacy rate of Bangladesh. Madrasa education system has wide spread network all over the country. In many of the remote places where formal educational institutions were not present Madrasa education system developed there as integral branch of mosque; moktab, with volunteer contribution of society. If the system is pragmatically utilized it will act as one of the primary tools to eradicate illiteracy and contribute in advancement of rural education of our country.

Employment Opportunity in RMG. Economic growth of Bangladesh is mainly driven by relatively unskilled labor.Though not palatable but the fact remains that BD enjoys competitive edge in RMG primarily because of lower labor thus production cost. Madrasa educated workforce largely falls in unskilled or semiskilled labor group. Thus Madrasa educated students can be transformed into effective workforce for RMG. In this aspects with little modification in curriculum Madrasa education system and students can be effectively turned into huge assets not for our country but other RMG exporting countries as well.

Employment Opportunity in Middle East (ME) Countries. Arab speaking ME countries are a major source of foreign remittance of our country, same as the case for other South Asian countries. The labor market is primarily of unskilled or semiskilled personnel. From experiences it is evident that due to language barrier our workforce does not get appropriate or justified salary. Since madrasa education system is based on Arabic language, madrasa educated personnel can be effectively employed in Arab speaking countries. After acquiring certain proficiency in Arabic language if demanding vocational and technical subjects can be conducted through madrasa it is obvious that our remittance earning from ME will increase in manifold.

Employment Opportunity in UN and International Organizations. Arabic is one of six official languages of UN. There are more than 25 Arab speaking rich countries in ME and North Africa who enjoy significant geo strategic importance. There are designated employment sector where Arabic language proficiency is a prerequisite to apply for. Such employment sectors cover a wide range of variety; from highly paid diplomatic, technical or semi-

skilled to low paid job as well. If madrasa education background can be utilized to train personnel in all categories of employment sectors it will open up a new window of opportunity for employment in UN and its sister organizations. Apart from UN, in Arab gulf and North Africa there are numbers of regional organizations; such as Arab league, OPEC, GCC, Arab Industrial Development and Mining Organization, Arab Monetary Fundetc. Who can also serve as huge sources of employment generation for madrasa educated personnel.

Ways Forward

Identifying the Areas to Reform for Achieving Maximum Dividend

Madrasa can survive well and contribute to the overall development of the country only when they accommodate to the changes in the economic and religious needs of the local people where these madrasa are located. In Bangladesh, where economic needs generally supersede other concerns, people demonstrate a strong preference for the general education system, which provide more job opportunities. Therefore, the madrasa must emphasize the general subjects by minimizing the religious education to the extent that it will not lose the significance of **'being a madrasa'** in order to attract the person who still view the madrasa education as important to pursue stronger religious practices. However, in order to derive maximum benefit from madrasa graduates and for achieving maximum dividend following areas may be reformed:

a. Imparting religious values in secular institutions.
b. Modernization of the curriculum,
c. Inclusion of technology education, including vocational training.
d. Teacher training and preparation,
e. Educational and recreational facilities, and
f. Utilizing the religion based values for the Sustainable Development.

Infusing Religious Values in Secular Institution

Religion, it can be said, is just as relevant now as it has ever been. The value of religion get itself expressed less through sermons and more through the hospitals, schools and countless other humanitarian works it nurtures. Simply put, religion builds social capital. Religion is the ultimate source of social cohesion. Science and technology cannot create this value. Religion is the foundation upon which these values rest. Children should obey their parents, should not tell lie, people should be honest and virtuous, are some of the social values which maintain social cohesion. Religion is the agency of social control that upholds certain ideals and values. Thus, religious values can help young generation to become moral, disciplined and socialized citizens. Therefore, endeavor should be taken in every secular institution to have the religion as a subject with the following aims:

a. To ensure that religious learning of moral and ethical value makes a positive impact on all children and young people.

b. To ensure that children and young people can individually and collectively develop the personal beliefs and values, resilient attitudes and life skills to support them through the complexities of life.

Modernizing the Main Stream Madrasa Education

Keeping this aim in view the government has adopted a few strategies in the much talked about Education Policy 2010. Complementary to those strategies the following measures are proposed to derive the maximum dividend:

a. Aliya madrasa are producing neither good Ulama nor productive human resources for competing with general education graduates. The Aliya graduates should be made competitive vis-à-vis the general graduates. In order to make Aliya graduates competitive, crash programme may be undertaken for promoting expertise in three areas – science subjects including Information Technology (IT), commerce/business and English.

b. Teachers training and curriculum development should be given utmost priority. In the madrasa sector, this is the most neglected aspect. There is

just one Teachers Training Institute in Gazipur, which too is not in good shape. This institute should be reinvigorated and indeed more should be set up. For general subjects, available institutional infrastructure in the private and public sectors may be utilized.

c. Qaumi madrasa should not be asked to change the curriculum lock, stock and barrel. But they need to be shown that they are holding on to a curriculum that has come to them from the Muslim renaissance period and that this is time bound and contextual. The Darse Nizami curriculum was appropriate during the Muslim rule in the subcontinent to produce Islamic scholarship and at the same time, prepare for administrative manpower of the period well versed in Arabic, Urdu, Farsi as well as other subjects. Is the curriculum today producing Islamic scholarship as well as manpower for today's requirement?

d. Qaumi madrasa are structurally different than schools and Aliya madrasa (e.g., curriculum, gender composition, classroom organization). Initiatives to reform traditional Qaumi will be a challenging task given that they are unregistered, source of financing is unknown, and many are organized informally under numerous federations/boards. Despite this complex challenge, the Government should engage with this sector to discuss how students can best be imparted skills that are relevant to the needs of the modern economy.

e. Qaumi madrasa should be engaged in dialogues for their incorporation in the framework of the current education policy (Education Policy 2010). The areas where they are agreeable should be the basis of the dialogues.

f. It is better that Qaumis should not be presented with threat perception or radical change. They should be taken on board, they should be engaged. Necessary disposition and patience will be needed to engage this otherwise stigmatized sector.

g. The 'punch line' of our study remains that quality of schooling in rural Bangladesh is low regardless of institution type. The Government should attempt to find more innovative ways to link substantial public resources that it gives these aided private institutions, religious or otherwise, with concurrent improvements in numeracy and literacy skills.

Examples of Modernization

Although it is clear that Madrasa education struggles with issues of modernization, poverty, and other problems from which the entire country suffers, it was hopeful to see examples of Madrasa that may perhaps serve as models for others. The following is a description of some Madrasa that seemed to implement successful steps towards modernization:

a. **Tanzimul Umma Madrasa in Uttura, Dhaka**. This Madrasa, a private Alia Madrasa following the British Cadet College model of education, emphasizes modem education, including computer science and English language on levels comparable to any modem school. At the same time, the Islamic focus is clear and obvious in all aspects of the Madrasa's activities.

b. **Kahdija Umul Mumenin Girls Alia Madrasa in Alumshabara, Rangonia, Chittagong**. This was the only Madrasa with a female principal and all~female staff. Wearing conservative veils, the principal and teachers, most of them with Masters level degrees, conduct the Madrasa's affairs with much efficiency. In their curriculum, they emphasize the need for recreational and sports facilities for their 800 female students.

c. **Mogarkhal Qaumi Madrasa in Gazipur, Dhaka**. Madrasa staff and students engage in agricultural activities and produce all of their food. Students and Madrasa staff often expressed the need to incorporate vocational training in the curriculum. The example presented in this Madrasa provides a participatory, cooperative approach to education that seems to be lacking in most Madrasa.

These examples may be the guideposts for more Madrasa and educators to follow, and lead to more creative ways to improve Madrasa education to make it more time befitting and job market oriented.

Education for Sustainable Development (ESD) through Religion Based Education

What Development Challenges Does Bangladesh Face? Bangladesh, like other developing nations, faces Sustainable Development challenges that need to be addressed in order to achieve prosperity as envisaged in Vision 2041 and turning the burden of demography into dividend. Some of the challenges identified for sustainable development are listed below in the table:

Table 3: Sustainable Development Issues in Developing Countries

Social-Cultural	Economic	Environmental
• Governance and integrity	• Poverty	• Droughts
• Cultural diversity	• Road networks	• Natural disasters e.g. flood, mudslides
• Ethnicity	• Unemployment	• Climate change
• Gender inequality	• Rural/urban migrations	• Loss of biodiversity
• Health issues	• Unsustainable usage of natural resources	• Forest cover
• HIV/AIDS	• Degradation of resources	• Waste management
• Human Rights	• Economic growth	• Land degradation
• Drug and substance abuse	• Inflation	• Land use problems
• Peace and conflict resolution	• Low income earning	• Insecurity
• Land scarcity	• Over reliance on one source of income	• Water scarcity
• Over-population		• Mono-cropping
• Mushrooming of slums		• Soil erosion
• Illiteracy		• Poor drainages
• Poverty		• Congestion
• Waste management		

What is ESD? ESD is a process of achieving sustainable development and it encompasses three main pillars: Society, Economy and Environment. If we take a closer look at the table above it is almost synonymous to the items described under socio-cultural, economic and environmental perspective for sustainable development of Bangladesh. It also includes among others, education for poverty alleviation, human rights, gender equity, cultural diversity, above all understanding the harmony and peace in the society.

Integrating the Religion Based Values with ESD

a. **Why Religion-Based Values**? If we analyze the different religious values such as Islamic values, Christian values and Hindu values they equally respect the creation and its diversity. The wellbeing of the environment is therefore a common concern for all of us. For us to develop we depend upon resources from the environment - a rich variety of plants, animals and microorganisms and the areas where they live – e.g. soil and water. For us to achieve this, religion based values can play a key role given that the protection of the earth's diversity and its beauty is a sacred trust given to us by Almighty. Table below highlights the important religion-based values with regards to the sustainable development.

Table 4 : Religion Based Education and Sustainable Development		
Islamic Values	**Christian Values**	**Hindu Values**
1. Respect and care for Allah's creation	1. Respect (care for God's creation)	1. Respect for God's creation
2. Unity of Allah's creation (Tawhid)	2. Peace (Living in peace)	2. God is in everything (All-pervading)
3. Khilafa (Steward/ Custodian of environment	3. Stewardship (Custodian of environment)	3. Everything should be revered
4. (Akhirah) accountability for preserving the earth	4. Accountability (Responsibility for preserving the earth)	4. Stewardship/care/ love for nature
5. Living in harmony with Nature	5. Harmony (Living in harmony with Nature)	5. Consider earth as mother and protect her
6. Wise use of resources	6. Wisdom (Wise use of resources)	6. Living in peace/ harmony with nature
7. Fairness in use of resources	7. Justice (Fairness in use of resources)	7. Maintaining nature's integrity (preserving nature)
8. Caring for the needy	8. Caring for the needy	8. Uphold justice for all as all is seen as aspects of divinity
9. Showing mercy on Allah's Creation	9. Faith (Conviction for conservation of God's Creation)	9. Responsibility/ accountability in managing the universe
10. Maintaining Ecological Integrity (Mizan)	10. Honesty (doing what we say)	10. Wise and benign use of Resources

b. **Role of Madrasa for ESD**. At present, Madrasa education is an inseparable part of the national education process. Therefore, necessary steps will be taken to keep the originality of this stream but it will be updated according to the demands of ESD values so that it imbibes new vigor and generate interest amongst the madrasa students. For a country like Bangladesh mainstreaming ESD values in the madrasa curriculum could be a very effective strategy of integrating and infusing religious values and ethics into the existing education system. This can be done through the following:

(1) Motivating the Teachers and and Ulamas who are directly involved in the teaching of madrasa students and managing different madrasa. Efforts may be taken to train them from MTTI at Gazipur.

(2) Incorporating religious concerns, ideologies and ESD values in the existing curriculum.

(3) Ensuring that religious values (ethics and morality) are central to all activities.

(4) The structured curriculum should be a balanced blend of moral teaching – learning (theology and Islamic culture) with modern education (science and technology).

c. **Role of Mainstream Educational Institutions**. Since religions have a potential to influence one's behavior in a great way, so by incorporating ESD values to the secular institution and strict implementation of it could go a long way in producing individuals who respect and care for the socio-cultural, economic and environment aspects.

Recommendations

Basing on the findings of the study, following are recommended:

a. Aliya students may be given equal chance like general education students for higher studies and job opportunities. Qaumi students passing the highest grade (Daurah Hadith) may be allowed to serve in college and universities in Islamic departments.

b. All Qaumi madrasa of Bangladesh may be brought under a unified umbrella to follow one standard of education. BANBEIS along with Local Government Authority and Local Administration may be utilized to prepare madrasa statistics. A five year plan may be under taken to register all of them to some designated Qaumi board.

c. Standard of education at Qaumi Madrasa may be up graded to bring it at par with general education system. The proposal may be prepared and / or vetted by a committee of ulamas and general educationists.

d. Teacher training and curriculum development should be given utmost priority. The one and only MTTI located at Gazipur, should be reinvigorated and indeed more should be set up. For general subjects, available institutional infrastructure in the private and public sectors may also be utilized.

e. By keeping the originality of Madrasa stream intact, necessary steps may be taken to update the curriculum according to the demands of ESD values so that it imbibes new vigor and generate interest amongst the madrasa students.

f. Government may educate local and international media on madrasa of Bangladesh by arranging visits, giving press notes etc. This may reduce speculation and 'bad press' against madrasa.

g. Any reform and / or policy formulation concerning madrasa may be consulted with the ulamas, beforehand, to learn their stand point and to explain them the purpose.

Conclusion

Madrasa education system is a key and fundamental institution in Bangladesh. Its history is as old as the history of Islam having a glorious past. Now, with broadly two types of madrasa in Bangladesh, namely Aliya and Qaumi, the madrasa fill a void that the Government is unable to provide basic education to poor families who cannot afford to send their children to modern schools. Critics of the madrasa tend to see them in stereotypical terms. But, many fail to identify the changes through which madrasa of contemporary Bangladesh have evolved.

On the question of madrasa reform, ulama and many Muslims envisage madrasa as a specialized institution providing Muslims specifically with 'religious' education and transmitting the Islamic scholarly traditions. But we must remember that, Ulamas have accepted changes in the past and they would do the same in future provided the reforms are not against the core values of Islam and ulamas are taken in confidence.

It is unfortunate, but true, that today discussions about madrasa education are generally framed in terms of their alleged security and political implications. In the process, the valuable functions that madrasa play in a country like Bangladesh is readily forgotten. As a whole, madrasa education as a system - with its past glory and present role in the society, with its contents to teach students and with the motivational perspective reigning among the madrasa pupil - stands as conservative but positive and dedicated to a better world of peace, piety and, by all means, they can equally contribute to the overall development of the nation.

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List of Abbreviations

ADB	Asian Development Bank
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BMEB	Bangladesh Madrasa Education Board
BME	Bachelor in Madrasa Education
BMTTI	Bangladesh Madrasa Teachers Training Institute
CHT	Chittagong Hill Tracts
EFA	Education for All
ESD	Education for Sustainable Development
GCC	Gulf Cooperation Council
GDP	Gross Domestic Product
HR	Human Resource
HRD	Human Resource Development
ME	Middle East
MPO	Monthly Payment Order
NGO	Non-Government Organization
OPEC	Organization of Petroleum Exporting Countries
RMG	Ready Made Garments
SSC	Secondary School Certificate
UN	United Nations
USA	United States of America

OVERVIEW ON DEMOGRAPHIC PROFILE AND EDUCATION SECTOR OF BANGLADESH

Population of BD: A Burden or Strength

1. Are there too many people in Bangladesh? Some will burst out in disgust and say, "What kind of a question is this? Of course, this nation is overburdened with too many people. Don't you see the crowd everywhere on the streets, buses, trains, offices, houses, markets, schools, colleges, universities, hospitals, and where not"? While others will protest and say, "Our population is not a problem at all; rather it is our wealth, as increasing supply of labour force brings remittances for the nation. Since the developed countries cannot replenish their labour force on their own because of their negative growth rate, Bangladesh has the opportunity to fill those gaps and earn foreign currencies by exporting its human resources". This debate may go on. A population may become a strength or weakness depending on the socio-economic, politico-cultural and demographic characteristics and their management for the overall national development process.

Population Dynamics of BD

2. According to The Asian Development Bank (ADB), , Bangladesh is expected to have 78 million workers by 2025, up from 56.7 million in 2010, of whom two thirds have only minimal education and 4% have received any kind of training. Different studies also show that around 2.2 million people enter the job market annually, while nearly 1 million get jobs and rest remain unemployed or under-employed. Currently, 47%

of graduates are unemployed. So it is easily understood that whatever dividend we want to achieve from the demography some important issues related to the population dynamics of the country must be studied very carefully:

a. A large population with high density, built-in population momentum and early marriage.
b. Declining fertility with wide regional variations and high contraceptive discontinuation.
c. Safe motherhood and nutrition with biased attitude towards urban, educated and rich people.
d. Rapid urban growth with growing urban poverty, vulnerability and exclusion.
e. A growing elderly population with a broken link.

Demographic Dividend and Window of Opportunity for Bangladesh

3. Demographic dividend occurs when the majority of the population is of working age and can contribute to the country's economy, so the economy grows. As per the latest population census, 33% of our population now belong to age group 0-14 years, while 18.8% population belong to age group 15-24 years and 37.6% belong to age group 25-54 years. It means that, after 15 years, most of our population will be in the workforce. Surely, we can take advantage from this transition. However, there are some challenges related to those seemingly favourable demographics. The first is finding jobs for all these people. Second, and more importantly, our young people will need to develop the right skills for the modern job market. The critical question is, are we ready, and how well are we prepared for the "demographic dividend"?

4. Demographic dividends are not automatic. To realize the dividends, we will need educated, healthy and productive labour force. Therefore, we need to have a visionary and implementable Education Policy. So that this massive number of young people can be provided with a quality

education and a reasonable job which will definitely generate economic activity. On the other hand, they can become a threat to stability and turn into 'demographic burden,' if we are unable to provide them work or business.

Brief Highlight on Education Sector of BD

5. **General**. Education system of Bangladesh is heterogeneous and complex: many forms of education have been permitted to develop and co-exist. Mainstream formal education takes three forms: Bangla-medium general education, English-medium British education and religion-based education. Along with these three, there is another form of formal education called vocational education. Formal education is divided into three tiers: primary, secondary and higher education. In parallel with formal primary education, Non Governmental Organization (NGOs) have developed a nonformal primary education subsystem to promote access to education for disadvantaged children. The primary objective of nonformal primary education is to prepare students to enter or re-enter the formal education sector. After completing nonformal primary education, graduates move to formal high schools. However the Educational Structure of Bangladesh is given at Appendix A1.

6. **Significance of Effective Education on Human Resource Development (HRD).** In today's competitive global economy, effective education is more important than ever before. Details of effective education is given at Annex B. Effective education is a very vital plank for HRD as being repeatedly enunciated more as a platitude rather than as an accepted, practical philosophy. Effective education as investment particularly in the Human Resource (HR) has been recognized recently. The relationship between education system and HRD is highly significant and these both indicators of the economy are interdependent. In the less developed countries like Bangladesh, the expenditure on the expansion of education is quite small as compared to the other sector of economy. Following are the some causes which highlight the incompetent human resource due to ineffective education system.

a. Education system is not suitably related to the needs of the employment situation of the country.

b. The educational system is by and large a continuation of the old system designed for the needs of a colonial regime and required considerable re-orientation to fulfill demands of economic and social development.

c. Micro-planning has remained a much neglected aspect in educational and economic planning in Bangladesh.

d. Course are largely academic and do not fit the student for the large diversity in the development of human resource. Courses of the universities and colleges are unrelated to the realities of the world of work.

e. There is not much of modernize and latest education curriculum for the madrasa students.

Appendix:

1. Educational Structure of Bangladesh.

APPENDIX 1 TO

ANNEX A TO

SEMINAR/GP C/NDC-2017

DATED 03 APRIL 2017

Table 1. Educational Structure of Bangladesh

Age	Grade																
26+																	
25+	XX						PhD (Engr)	PhD (Med)									
24+	XIX			PhD	Post MBBS												
23+	XVIII		M Phil		M Phil (Med)				PhD (Edn)								
22+	XVII	MA/MSc/MBA			LLM	MBBS /BDS	MSc(Engr)	MSc(Agr)		MBA	M.Ed/ MA (Edn)		MFA	MA (LSc)	Kamil
21+	XVI	BA / BSc (Hon)	Masters (Prel)		LLB (Hon) Diploma (Engr)		BSc Engr BSc Agr BSc Text BSc Leath	BSc Engr	BSc Tech	BBA	Bed		BP Ed	Dip (LSc)	Fazil
20+	XV		Bachelor (Pass)						BFA			Diploma in Nursing Dipl in Comm			
19+	XIV														
18+	XIII														
17+	XII	Secondary	Examination				HSC		HSC Voca	C in Ed	C in Agr			Alim	
16+	XI		Higher Secondary Edn												
15+	X		Examination			SSC		Trade Cert / SSC Voca		Artisan Course eg Ceramics					Dakhil
14+	IX		Secondary Edn												
13+	VIII		Junior Secondary Edn												
12+	VII														
11+	VI														
10+	V	Primary Edn													Ebtidai
9+	IV														
8+	III														
7+	II														
6+	I														
5+	Pre-Primary Edn														
4+															
3+															

Source: Ministry of Education, Bangladesh, 2004

GENESIS OF RELIGIOUS BASED EDUCATION

1. **General**. The genesis of religious based education system dates back the founding of any religion. It is seen that education system started whenever any preacher started spreading a new religion i.e Hindu, Christianity, Buddhism, Islam and Zionism. We shall make an effort to reveal the origin of religious based education in the following paragraphs:

2. **Christian Europe**. The genesis of Christianity based religious education in Europe can be described as follows:

   a. In 425 AD, the first ever Christian based education could be trace out as an institution of higher learning, educated graduates to take on posts of authority in the imperial service or within the Church in Constantinople. The Preslav Literary School and Ohrid Literary School were the two major literary schools of the Bulgarian Empire.

   b. In Early Middle Ages, bishops sponsored cathedral schools and monasteries sponsored monastic schools were established in Spain, dedicated for the education of clergy. The earliest evidence of a European episcopal school was established in Spain in 527.

   c. In addition to these episcopal schools, there were monastic schools which educated monks and nuns, as well as future bishops, at a more advanced level.[10] Around the turn of the 12th and 13th centuries, some of them developed into autonomous universities. A notable example is when the University of Paris grew out of the schools associated with the Cathedral of Notre Dame, the Monastery of St. Geneviève, and the Abbey of St. Victor.

3. **Indian Subcontinent.** The history of education in India began with teaching of traditional elements such as Indian religions, Indian

mathematics, Indian logic at Hindu centres. Early education in India commenced under the supervision of a guru. Initially, education was open to all and seen as one of the methods to achieve Moksha or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste:

a. **Hindu Education.** The oldest references to the concept of guru are found in the earliest Vedic texts of Hinduism. The guru, and gurukul – a school run by guru, were an established tradition in India by the 1st millennium BCE, and these helped compose and transmit the various Vedas, the Upanishads, texts of various schools of Hindu philosophy, and post-Vedic Shastras ranging from spiritual knowledge to various arts. By about mid 1st millennium CE, archaeological and epigraphical evidence suggest numerous larger institutions of gurus existed in India, some near Hindu temples, where guru-shishya tradition helped preserve, create and transmit various fields of knowledge. These gurus led broad ranges of studies including Hindu scriptures, grammar, philosophy, martial arts, music and painting.

b. **Caste System Education.** The Brahmans learned about scriptures and religion while the Kshatriya were educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste.The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams.

c. **Buddhaism Education.** Major Buddhist monasteries (mahaviharas), notably those at Pushpagiri, Nalanda, and Taxila, lncluded schools that were some of the primary institutions of higher learning in ancient India. Nalanda, ancient center of higher learning in Bihar, India from 427 to 1197 AD. Further centers include Telhara in Bihar. Few more mentionable Bihars are Odantapuri, in Bihar (550 - 1040), Somapura, in Bangladesh (from the Gupta period to the Turkic Muslim conquest), Sharada Peeth, Pakistan, Jagaddala

Mahavihara, in Bengal (from the Pala period to the Turkic muslim conquest), Nagarjunakonda, in Andhra Pradesh, Vikramashila, in Bihar (800-1040), Valabhi, in Gujarat (from the Maitrak period to the Arab raids), Varanasi in Uttar Pradesh (eighth century to modern times), Kanchipuram, in Tamil Nadu, Manyakheta, in Karnataka, Mahavihara, Abhayagiri Vihara, and Jetavanaramaya, in Sri Lanka.

4. Islamic Education.

a. The first institute of madrasa education was at the estate of Hazrat Zaid bin Arkam near a hill called Safa, where Hazrat Muhammad was the teacher and the students were some of his followers. After Hijrah (migration) the madrasa of "Suffa" was established in Madina on the east side of the Al-Masjid an-Nabawi mosque. Ubadaibn as-Samit was appointed there by Hazrat Muhammad as teacher and among the students. In the curriculum of the madrasa, there were teachings of The Qur'an, The Hadith, fara'iz, tajweed, genealogy, treatises of first aid, etc. There were also trainings of horse-riding, art of war, handwriting and calligraphy, athletics and martial arts. The first part of madrasa based education is estimated from the first day of "nabuwwat" to the first portion of the "Umaiya" caliphate.

b. Established in 859, Jāmi at al-Qarawīyīn in the city of Fas, Morocco, is considered the oldest university in the world by some scholars, though the existence of universities in the medieval Muslim world is debated. This was later followed by the establishment of al-Azhar in 959 in Cairo, Egypt. During the late. Abbasid period, Niam-al-Mulk created one of the first major official academic institutions known in history as the Madrasa Ni-amiyah, based on the informal majalis (sessions of the shaykhs). Niam al-Mulk, who would later be murdered by the Assassins (ashshashin), created a system of state madaris (in his time they were called the Niamiyyahs, named after him) in various Abbasid cities at the end of the 11th century. Alauddin Khilji's Madrasa, Qutb complex, built in the early-14th century in Delhi, India. Therefore, Madrasa literally means "a place where learning and studying take place]

GENESIS AND PRESENT STRUCTURES OF MADRASA IN PAKISTAN

A CASE STUDY

1. **Madrasa**. The Arabic word madrasa (plural: madaris) generally has two meanings: it simply means "school"; in its secondary meaning, a madrasa is an educational institution offering instruction in Islamic subjects including, but not limited to, the Quran, the sayings (hadith) of the Prophet Muhammad, jurisprudence (fiqh), and law. Historically, Madrasa were distinguished as institutions of higher studies and existed in contrast to more rudimentary schools called kuttab that taught only the Quran. Recently, "madrasa" has been used as a catchall by many Western observers to denote any school — primary, secondary, or advanced — that promotes an Islamic-based curriculum. In many countries, including Egypt and Lebanon, madrasa refers to any educational institution (state-sponsored, private, secular, or religious). In Pakistan and Bangladesh, madrasa commonly refers to Islamic religious schools.

2. **Madrasa - A Historical View**. As was the practice since the days of Prophet (PBUH), mosquesserved as the centers of Muslim education for almost three centuries. It was during the Abbasid period (750 - 1258 AD) that the need for a more organized educational system was felt because ofthe rapid expansion of knowledge and to meet the administrative needs of the empire. This gave birth to the Madrasa as a separate institution. It is believed that the first Madrasa in the Muslim world was established in the ninth century in the city of Fas (Fez) in Morocco. The syllabi of earlier Madrasa included the teaching ofthe Qur'an and Hadith with increasing emphasis on Fiqhwith the passage of time. The emphasis on Fiqhwas

aimed at providing trained people for the imperial courts. The subjects of mathematics, astronomy, and other human sciences were also taught in these Madrasa. Thereafter, Muslim rulers, nobles and wealthy traders established Madrasa in different areas. This system of Muslim education spread elsewhere in the Muslim world and Turkish rulers brought it to India when they consolidated their rule there. This leads to religious and socio-political transformation on Indian soil afterwards.

3. **Madrasa in the Indian Subcontinent**. The consolidation of the Muslim empire in the Sub-Continent facilitated the establishment of an organized educational system. After the fall of Baghdad in 1257 A.D, a large number of scholars were attracted to wards India. The courts of the Delhi Sultans were flooded with scholars and intellectuals from Central Asia. Some of the Sufis and scientists also migrated from Central Asia. They started preaching and teaching on their own without seeking royal patronage. They contributed to the conversion of large number of people of Indian Subcontinent to Islam. The traditional Madrasa in India mostly taught **"Hanafi Fiqh"**. The descendants of Central Asian **'Ulema'** were preferred for teaching. These institutions taught specially prescribed courses, which were not too rigid. Changes were introduced at different times, and, in some places, certain subjects were given more importance than others. But these changes were not affected in consequence of official interference.

4. **Madrasa Under British Colonial Rule**. After the decline of Muslim political power had begun in the eighteenth century, the Europeans in the Subcontinent rapidly introduced modern education. In the changed context of sociopolitical life in the Subcontinent with the establishment of British Rule, the Ulema's role was also to be seen from a different context. Under Muslim rule, the Ulema had enjoyed special privileges. With the collapse of Muslim political authority this source of patronage, which strengthened their claim as representatives and leaders of the community, was lost. In the changed political context the ordinary Muslim also became more conscious about the survival of his faith. Therefore, a new relationship between the Ulema and the common Muslim was established under which the source of strength for the Ulema were common Muslims

rather than the rulers of the time. Most of the reformist movements during the eighteenth century and early nineteenth century were led by Ulema with support from ordinary Muslims.

5. **Growth of Madrasa in Pakistan After Independence in 1947**. At Independence very few Madrasa existed in Pakistan. Leading centers of Islamic education were situated in other parts ofIndia. Pakistan inherited around 200 Madrasa, which, as per the government's conservative estimates, and a BBC report has now increased to over 17,000, although some analysts put this number at25–40,000. These religious schools cater for 2.5 to three million students and employ thousands of mullahs as teachers, mentors, and instructors. 10 There are five Islamic schools of thought in Pakistan which operate their own systems of Madrasa. They are Deobandi, Barelvi, Ahl-i Hadith, Jamat-i-Islami, and Ahl-i-Tasheh. Each school of thought organized Madrasa under different boards that are responsible for registration, examinations, and syllabus:

    a. **Wafaqul-Madarisul-Arabiya:** Central board of Sunni Deobandi institutions; established at Mulltan in 1960.

    b. **Tanzimul-Madaris**: Central board of Sunni Barelvi institutions; established at Lahore in 1960.

    c. **Wafaqul-Madaris Shi'a**: This board of Shia institutions was established in 1959 and has its centre in Lahore. Shia Madrasa teach fiqh Jafariya named after Imam Jafer Sadiq, while other Madrasa in Pakistan teach fiqh Hanafia.

    d. **Rabitahul-Madrisul-Islamiya:** This board was established by the Jamaat-i-Islamiat Lahore in 1983, and recognizes the Madrasa of all Islamic thought. They teach more modern subjects.

    e. **Wafaqul-Madarisul-Salafiya:** This board was established by the Ahl-i Hadith at Faisalabad in 1955.

6. **Existing Religion Based Education Scenario in Pakistan**. In Pakistan the Madaris curriculum is based on the Quran and Sunnah which

conveys messages of peace and tolerance. The curriculum is called "Dars-e-Nizami", which has a rich history and is shared by most Madrasa in the country. Mullah Nizamuddin Sihalvi (d. 1747), who was a scholar of repute in Islamic jurisprudence and philosophy in Lukhnow in pre-partition India, introduced this curriculum in the madaaris. Almost all Sunni Madrasa, irrespective of Deobandi, Barelvi, or Ahl-e-Hadith inclination, follow the same standard Dars-e-Nizami adopted by the Deoband seminary in 1867. It has 8 to 10 years programs divided into six levels, each being apparently equivalent to corresponding levels in mainstream education. The curriculum (Dars-e-Nizami) includes the subjects of Quran, Hadith, Tafseer, Fiqh, Arabic and Persian literature. Quran and Sunnah are the basic source of this religious education. The differences lie at levels of interpretation and explanation according to various schools of thought. There are two major concerns regarding Madrasa curriculum; confining students rigidly to their own interpretation of school of thought, and declaring others as unauthentic, thereby promoting sectarianism directly or indirectly within the society. Secondly, misinterpretation of jihadi verses for political purpose within the curriculum may cause students of madaris to gravitate towards militancy. Related other issues are discussed below:

a. Another new trend change has been observed in the Madrasa education, in which a newbreed of Madrasa is emerging in urban areas that combines formal school/college education with religious education. The students go for formal state-managed examinations for regular degrees but get additional Islamic education, which is taken care of by the institution itself. Many students attended government schools before joining Madrasa; they attribute this topoor quality of education and parents 'religious inclinations'; presumably this hybrid Madrasa education is more rewarding both academically and spiritually. With regards to curriculum reforms, the Ittehad Tanzeemat Madaaris Pakistan (ITMP) explained that every board or wafaq has their own independent committees responsible for looking into the matter of change in syllabus according to the prevailing requirements. The committees recommend suggestions to their wafaqs. ITMP are of the opinion that a Madrasa is an institution of special education

similarto engineering colleges or medical colleges. After Matric or FA, students are allowed to join amedical or engineering college, or join Madaaris for specialization in Islamic education. It is an era of specialization and there are plenty of subjects for specialization in one department.

b. Most of the religious scholars believe in a change in the system but they don't agree on a major introduction of modern and technological subjects. They believe that these subjects are already taught in the universities, and the introduction of these "advanced" subjects would deviate the Madrasa from its mission, which is to prepare human beings for eternal world. These subjects are materialistic in nature and prepare for this contemporary world only. However, they do feel that technology is a significant element of contemporary life, so the use of the computer can be beneficial for the preaching of Islam. English and Arabic languages should be introduced in Madrasa to spread the message of Islam to other religions. "Islamic education can be significantly promoted (only) if Madrasa education is reformed under the ideology of the Madrasa," said one Sunni scholar. The majority view on reform was that nothing was to be learned from Islamic education in other countries.

7. **Curriculum of Traditional Pakistani Madrasa**. The syllabus in almost all traditional Madrasa conforms to thebasic structure and scholarly standard of the Dars-i-Nizami.

The course of study in all Madrasa except that of the Shia, revolves around the teaching of Hanafi Fiqh.

8. **Students of Traditional Madrasa**. While traditional Madrasa attracted people from all social classes during the Mughal and Sultanat periods, now these Madrasa cater for the children of the lower middle class, the peasantry, and the poor with few exceptions. This shift in student composition owes largely to the fact that education in a traditional Madrasa is no longer seen as providing its students with skills needed for lucrative occupations. Well-off Muslims send their children to regular schools or

might arrange for a religious teacher to come to their homes to teach the Qur'an, and Islamic rituals, but few send them to full-time Madrasa. The students of Madrasa belong to families having emotional attachment with a particular school of thought and send their children to the Madrasa of same Fiqh. Understanding of Madrasa students about modern world is limited because teaching of modern subjects, games, literature, art and extracurricular activities are always ignored in most of the Madrasa.The graduating students are normally 17 to 27 years old. The girl students are on an average younger than the boys due relatively shorter course duration. Most Madrasa have a somewhat open admission policy with no rigid entrance requirements. Most Madrasa charge no fee and also provide food, hostel accommodation and books free of cost. Thus, Madrasa also serve as a kind of orphanage for those having no elders or relatives.

9. **Management of Madrasa**. Traditional Madrasa are individual enterprises in Pakistan. Larger Madrasa are, however, run by an elaborate hierarchy of functionaries. At the apex is the Sarparast (Chancellor), who is also often the founder of the Madrasa or his successor, in such case heis generally a direct descendant of the founder. Below him is the Muhtamim (Vice Chancellor), who is followed by the Sadar (Dean) and teachers of different subjects. The senior most teacher is the Sheikh-ul-Hadith who teaches the books of Hadith to senior students. The rector of the Madrasa is assisted in his work by a committee of elders (shura) consisting of senior Ulema and teachers, and sometimes of notable Muslims including rich traders, philanthropists and important donors. In theory, elaborate rules govern the management of Madrasa and all decisions are supposed to be taken through discussion and consensus. In practice, however, things are always very different. The managers and administrators often override the decision-making process for their personal interests.

10. **Madrasa Finances**. Traditional Madrasa run on self-help. These rely on a variety of sources to meet their expenses. The vast majority depends on local funds, which are generated from within the community. Many Madrasa have land or property endowed to them as waqfs from which they earn some income. Some people make donations to Madrasa as an act of piety. This is done in different ways, i.e. constructing a room in a Madrasa

or donating fans or coolers or any other items of common use to Madrasa simply toearn the blessing of Allah for living or deceased. The peasants of the localities also contribute in kind of grains after harvest. In smaller Madrasa, teachers and even students are sent to neighbouringtowns and villages to collect donations in cash and in kind. Larger Madrasa appoint special staff to collect funds for the Madrasa on commission.

11. **Madrasa Reforms**. The madrasa reforms taken so far are discussed below:

    a. Post 9/11, increased the importance of Madrasa reforms not only for Pakistan but also for the whole Muslim World. The Government of Pakistanis eagerly seeking to enforce changes in the Madrasa system with the belief that non-reformed Madrasa are rapidly emerging as major training grounds for terrorists. In addition, majority of Ulema are also at the forefront of demand for change in the Madrasa system.

    b. The government policy towards reforms dates from August 2001, prior to the 9/11. The then President of Pakistan, General Musharraf, underlined the need to curb the influence of religious institutions. His proposals included widening the Madrasa curricula and bringing them within the mainstream of education and prohibiting Madrasa accepting students from other countries. As a part of the Madrasa reform program of the government, the National Education Policy 1999-2010 had envisaged the major objectives in the context of the Madrasa. It included bridging the existing gulf between formal education and the Madrasa; equating their degrees with the formal education system; recognising them and providing valuable and related books for research and reforms; and evolving an integrated system of national education by bringing Madrasa and modern schools closer in the curriculum. In line with these objectives the government initiated certain revolutionary steps for improvement of the working conditions of Madrasa across the country.

12. **The Pakistan Madrasa Education Board Ordinance, 2001**. In the first instance an Ordinance called "The Pakistani Madrasa Education

(Establishment and Affiliation of Model Dini [Religious] Madaris [Madrasa] Board Ordinance, 2001) was promulgated on August 18, 2001. The aim of this ordinance was to secure the registration, regulation, standardization and uniformity of curricula and standard of education of Madrasa imparting specialised Islamic education in Pakistan with the general education system.The ordinance afforded representation of the different schools of thought in the Board. To start with, a Pakistan Madrasa Education Board under the provisions of this Ordinance was setupon 8 September 2001 under the control of the Ministry of Religious Affairs. The Ordinance, however, could not be properly enforced, as religious circles did not cooperate with the government. In this backdrop, the government reviewed its policy and initiated additional steps in the context of registration of Madrasa, rationalizing of their syllabus and mainstreaming them.

13. **Societies Registration Ordinance of 2005**. This ordinance is also called the "Madrasa Voluntary Registration and Regulation Ordinance, 2005". Under its provisions "no Madrasa shall operate without getting itself registered; every Madrasa shall submit an annual report of its educational activities and performance to the registrar; every Madrasa shall cause to becarried out the audit of its accounts by an auditor and submit a copyof its audited report to the registrar; and no Madrasa shall teach or publish any literature which promotes militancy or spreads sectarianism or religious hatred".

14. **Madrasa Reforms Project (MRP)**. The Madrasa Reform Project (MRP) is a part of the government comprehensive program for the reform of religious institutions in the country. The aim of the project is to teach formal subjects such as English, Mathematics, Pakistan Studies/ Social Studies, and General Science along with religious education. The Memorandum of Understanding (MoU) agreed between the Federal, Provincial and Regional Educational Authorities for executing a multi-million rupees project for reforming 8,000 Madrasa within five years was a ground-breaking event.

15. **Response of Madrasa to Madrasa Registration Ordinance**. According to Madrasa Registration and Control Ordinance 2002, promulgated in August 2002, no Madrasa would function without government permission. The officials of the Madrasa Authority would monitor the activities of Madrasa, and no Madrasa would accept foreign financial help without government permission. The representatives of Madrasa of four schools of thought rejected the said ordinance. They were of the opinion that 'measures like registration, change of curriculum,

and mainstreaming Madrasa were aimed at depriving them of their independence and to destroy their Islamic identity. They claimed that all such measures were a part of the American agenda to secularize the educational system, which Madrasa would resist at any cost'. However they assured their support to the government against Madrasa involved in sectarianism, terrorism or possessing weapons, provided solid proofs existed in this regard.

(One report claims that some 3.5 million students were enrolled with 35,337 Madrasa in Pakistan while another quotes the Auqaf authorities as saying the number of students was 26,131. Conflicting official figures put the number of Madrasa in Punjab at between 14,000 and 16,000. Similarly, the Ministry of Religious Affairs says there are 7,118 Madrasa in Sindh, while the provincial Auqaf department puts their number at a modest 2,800.)

MADRASA EDUCATION IN WEST BENGAL, INDIA

A CASE STUDY

1. In Madrasa Education system two categories of institutions are functioning: one is recognized by the West Bengal Board of Madrasa Education and aided by the Govt. of West Bengal with entire liability of Salary, Retirement and other benefits (Gratuity, Pension, Leave etc.) of teaching and non-teaching staff. The Govt. also bear financial liabilities for infrastructure development, incentives and other facilities i.e. free text books, sanitation and drinking water etc.

2. The other category of Madrasa are established, run and maintained by the individual or by community or by organization etc. and those are called Muktab or Khariji Madrasa.

For the first , institutions recognized by Board, two types of Madrasa Education are functioning in the state namely:

a. The new scheme –High Madrasa Education System
b. The old scheme-Senior Madrasa Education System

3. **High Madrasa Education System**. It is a modern education system which was introduced by the Government of Bengal following the recommendations of Maulana Abu Nasar Md. Waheed. The syllabus and subjects taught in High Madrasa are same as that of Madhyamik system except two subjects Arabic and Islam Parichay. From the year 2007, the four co-scholastic areas have been included in the curriculum of the Madrasa Education to promote the all round development of the learner.

4. The Co-Scholastic Areas.

a. Social and Personal Qualities: (Any one of the following is compulsory)

(1) Health Awareness.
(2) Neatness and Cleanliness.
(3) Regularity and Punctuality.
(4) Co-operation & Sympathy.
(5) Work-discipline / Obedience.

b. INTEREST (Any one of the following is compulsory)

(1) Creative Writing.
(2) Drama.
(3) Speech.
(4) Debate.
(5) Recitation.
(6) Drawing and Painting.
(7) Travelling.
(8) Team Work.

c. Attitude: (Any one of the following is compulsory) towards

(1) Class-Mate /Madrasa Mates.
(2) Teachers.
(3) Self.
(4) Properties of Madrasa.
(5) Cultural function of Madrasa.

d. Outdoor Activities : (Any one of the following is compulsory)

(1) Games and Sports.
(2) Gardening.

(3) Social/ Community Services.

(4) Activities to control Environmental Pollution .

(5) Clearing garbage.

(6) Afforestation.

5. **Senior Madrasa Education System**. This education system is a balanced blend of moral teaching-learning (Theology and Islamic Culture) with modern education (Science and Technology). The curriculum and syllabus (from Primary to Post Graduate) have been restructured with a view to open access to higher education, employment possibilities and social opportunities. The Senior Madrasa running from class I to class X are called Alim Madrasa and the Madrasa from class I to class XII are called Fazil Madrasa. In addition to Language, Social Science & Science subjects like Bengali / Urdu, English, Mathematics, Life Science, Physical Science, History and Geography the subjects like Arabic, Islamic Theology (Hadith, Tafsir and Fiqh) are also taught at Alim level (10th class standard). At Fazil level (12th standard) Bengali/Urdu, English, Arabic and Theology are compulsory subjects. The students are also offered the opportunities to choose two elective subjects from 22 different subjects.

6. **Secular Character**. The Madrasa of West Bengal are open to all. Children from different social, economic and cultural backgrounds, disadvantaged, minority communities, landless and children with disabilities or special needs, irrespective of gender are enrolled to these Madrasa. Any person irrespective of cast, creed and gender may be appointed as Teacher of the Madrasa (including Head of the institution), non-teaching staff and members of the Managing Committee. At present 17% students and 11% teaching and non-teaching staff of High Madrasa and significant numbers of the member of the Managing Committee are non-muslims. In few Madrasa muslim students are minority namely i) OrgramChatuspallly High Madrasa (Burdwan) ii) Kasba MM High Madrasa (Uttar Dinajpur) iii) ChandrakonaIslamia High Madrasa (PaschimMidnapore) iv) Dabra High Madrasa (Hooghly) and v) SagarMoniruddin High Madrasa (South 24 Pgs.). Another remarkable fact is that a good number of students in a Senior Madrasa namely PanditpurIslamia Senior Madrasa in the district of

Murshidabad are non-muslim. It disproves the anticipation that Madrasa imparts theology based education to a particular religion.

7. **Equal Access**. With a view to ensure right to free & compulsory elementary education of every child (RTE Act-2009) it has been stressed that no student will left outside the school due to financial constraints. The Madrasa Education up to class XII in all recognized aided institution is free. No tuition fee is charged. Also gender equity is maintained in a more effective manner. The comfort zone of the girl-child is being enhanced. The Govt. in Minority Affairs and Madrasa Education Department has allotted sufficient grants towards Girls Common Room, Toilet and Drinking Water, Mess and Hostel and Girls Incentives. From the statistics it is evident that more than 60% of the enrolled students in the Madrasa are girls. Also a large number of students are first generation learner coming from socio-economically backward families.

8. **Equivalence and Convergence.** The certificate of High Madrasa Examination (class 10th standard) is equivalent to Madhyamik Pariksha of West Bengal Board of Secondary Education and is recognized at the national level. Students passing out from here are not only eligible for admission to all Higher Secondary level schools throughout the country but also may go for any stream they like. The class 10th public examination in Senior Madrasa system namely Alim examination is also equivalent to MadhyamikPariksha. The students pass out from those Senior madrasa may opt for Higher Secondary level education in any higher Secondary schools under West Bengal Council of Higher Secondary Education and they may continue their higher studies in Senior Madrasa system pursuing theology along with others upto University level. The Fazil (10+2) examination under Senior Madrasa Education System is equivalent to Higher Secondary (10+2) examination of West Bengal Council of Higher Secondary Education. The Kamil [General and Honours (10+2+3)] and M.M. (10+2+3) under Senior Madrasa Education System are equivalent to General and Honours Graduate Degree and Post Graduate degree of any Indian University respectively. Thus the Madrasa are well converged with the main stream education system of the state and students are free to move between two systems according to their choice. In this

way the vertical and horizontal convergence and main streaming is well harmonized what ever may the medium of instruction i.e. Bengali / Urdu.

9. **Co-educational Status**. 564 out of 609 recognised Madrasa (including Senior Madrasa) are co-educational. 47 Madrasa are for girls and 3 for boys only. One of the four pillars of Education " Learning to Live together" is being nurtured with due care. The issue of gender disparity has duly been addressed. It is to be noted that the percentage of girls enrolment is nearly double than that of the boys in Madrasa.No. of students in recognised Madrasa are 4,47,017(approximate as on August 2010). No. of Boys : 1,82,784 i.e. 40.89 %. No. of Girls : 2,64,233 i.e. 59.11%.

10. **Balanced Curriculum.** The Board in consultation with academicians, subject experts and other stake- holders and in the light of the recommendation of the above mentioned committee, other Education Commission and Committees along with NCF -2005 keeping in touch with the syllabus of other national Boards / Councils has framed a balanced curriculum which is not only a unique blend of moral teaching learning with modern science and technology based education but also a balanced blend of co scholastic areas with scholastic one. Special emphasis has been given on peer learning and remedial lesson with the aim to successful implementation of the Continuous and Comprehensive Evaluation at Madrasa level.

11. **Quality Education**. To maintain quality education, quality teachers were / are selected through written examination, personality test and on academic qualification earlier by the School Service Commission, now by Madrasa Service Commission. To update knowledge and to promote the professional growth of teachers the Board organizes various in-service training programme from time to time. Equal emphasis has been given to promote cognitive, affective and psychomotor learning. Physical Education, Work Education, Life Skill and co-scholastic areas have been included in Madrasa curriculum. Due emphasis has been given to improve the infrastructure of the Madrasa. The SSM is helping a lot in this regard. Top priorities are being given for healthy sanitation and drinking water facility, library and laboratory facilities to all the Madrasa.

About 81 Madrasa Complex (cluster) have been formed to enhance the quality through mutual exchanges and sharing of resources among the Madrasa. For quality evaluation, the Board introduced Competency based Continuous and Comprehensive Evaluation and Grading System. Peer Learning and Remedial Lesson have been introduced to improve the learning level of the students.

12. **Equality and Uniformity.** The recruitment process, essential qualification and service conditions of teaching and non-teaching staff of Madrasa and Schools are same. The staff of Madrasa and staff of schools both enjoy similar pay scales, retirement benefits and other facilities like leaves, in-service training etc.

13. **Democratic Character of Managing Committee.** The Management of the Madrasa are controlled by the Managing Committee (MC) and the MC is formed following the Management Rules for Madrasa framed under the West Bengal Board of Madrasa Education Act 1994. The MC consists of representatives from the Guardians, Teaching and Non-Teaching Staff, PanchayetSamiti and the Govt. The Head of the institution is the Joint Secretary of the MC. Thus the management is well balanced and true democratic character is maintained.

14. **Vocational Education.** In collaboration with Department of Technical Education, 156 Madrasa are running with Vocational Education and Training.

15. **Govt. Grants.** The Govt. of West Bengal has been releasing grants in different heads every year regularly. The teaching and non-teaching staff are paid their salaries monthly. Additional posts of teachers, non-teaching staffs, librarians and laboratory attendants have been created. The Govt. also has allotted various grants namely Science Laboratory Equipments, Additional Class Room, Furniture and Equipments, Girls' Common Room, Toilet and Drinking Water, Library , Maintenance and Repairing, Monitoring and Reporting System, Computer Education, Assistance to Mess and Hostel, Girls Incentive ,Girls Dress, Math Laboratory Kit etc.

16. **Recognition.** Board has received recognition at national and international level. Recently the Hon'ble members of the Karnataka State Minorities Commission proposed that the West Bengal Board of Madrasa Education may recognize Madrasa (without any aid) in the state of Karnataka under Educational Model and Curriculum and syllabus of the West Bengal Board of Madrasa Education. Recently the Brookings Doha Centre, Washington has held up Bengal's Madrasa as models of secularism and also said that Pakistan, where the radical Islamisation is blamed a great deal on Madrasa, should learn from such Madrasa in West Bengal and emulate them. The study says **"In other parts of the Muslim World, Madrasa have served an appropriate educational purpose. For example in West Bengal, India, a survey of Islamic schools in January 2009 found that because of higher quality of education at Madrasa, even Non-Muslims were actively enrolling in them".**

ANNEX E TO

SEMINAR/GP C/NDC-2017

DATED 03 APRIL 2017

RELIGION BASED SCHOOLING IN THE USA

A CASE STUDY

1. The key to understanding primary and secondary schooling in America is the great variety of it. Public schools in the United States are mainly funded and controlled at the state and local levels and adhere to state requirements and federal guidelines. Private schools, religious or secular, have great autonomy but must fulfill government requirements in order to be accredited. Parents, relatives or tutors at home school a small, but growing, minority of students. There are, again, a great variety of standards applying to these students.

2. A second point is that in the United States there is no analog to religious education in Muslim countries. While there are many private religious schools, the majority of them provide a primarily secular education with a small religious component. In this their curricula resembles that of Bangladeshi state schools rather than madrasa. Accreditation is the key method of state control, for without it the education of graduates of religious schools will not be taken seriously by colleges or employers. Thus, to prepare their students for modern life, private religious schools are forced to provide a basic, secular education.

3. **Public Schools**. The majority of primary and secondary schools in the United States are state schools. Approximately 87% of all students attend such schools. These schools follow a state or locally approved curriculum and 90% of the funding comes from the state and local levels. The federal government provides the rest of the funding. Local school boards, organized on various lines, are responsible to voters for the operations of

the schools. Quality is highly variable. The greatest sources of controversy are the expense and quality of these schools and the demographic composition of the student body.

4. **Private Schools**. A minority of students, about 9%, attends private schools. About 7% of students attend private religious schools and 2% attend private secular schools. There is great variety of religious schools, from conservative Christian to Catholic to Jewish day schools. About half of the students attend Catholic schools, the rest schools of various denominations or those that are unaffiliated. Generalizing, the Catholic schools enjoy a good reputation for general education while others focus more on religion. The private secular schools have very good reputations and many provide entrée to the Ivy League and other elite private and public universities. All of these schools must fulfill state and federal requirements in terms of curricula. There is little controversy over these schools, except when state money, in the form of tuitions subsidies, is available.

5. **Home Schooling**. A growing minority of students, about 4%, attends so-called home schools. This method of education has historical, counter-cultural, religious and political origins that are beyond the scope of this short description. Control and regulation of these schools by the state is tenuous and controversial. While the percentage of students attending public and private secular schools has been stable for decades, the percentage of those attending private religious schools has fallen indicating that the growth in home schooling is religiously based. Home schooling can be a contentious issue, especially when state controls are strong.

6. **Effects on Secondary Schooling on Tertiary Education Prospects**. For the graduates of accredited secondary schools, admittance to selective colleges and universities will depend on their grade point average (with account taken of the perceived quality of the secondary school) and standardized test scores. Thus, what type of secondary school a student attends is not as important as the school's reputation for academic rigor and the student's performance and test scores. There are also open

enrolment colleges that accept all students without regard to their previous education. These are considered to be of lower quality though many offer a good education.

7. **Effects of Secondary Schooling on Employment Prospects**. In general, the future of employability of high school graduates is related to the quality of their education, not whether it was public or private, secular or religious. The graduates of low quality schools of all types will not be well prepared for employment while those who graduate from more rigorous schools will have the requisite skills for successful employment and being productive members of society. About seven percent of students will never graduate from a high school. Their economic and social prospects will be limited by their lack of basic literacy, mathematical skills, and general knowledge.

8. **Prohibition of State and Federal Funding of Religious Education**. The prohibition was originally the result of Protestants using the power of the state to prevent the public funding of Catholic schools. Compulsory attendance laws were also sometimes used to ensure the Americanization of Catholics. The secular nature of the state is still a contentious issue in the United States and there are continuing efforts to circumvent the principle of separation of church and state.

Turning Demographic Burden of Bangladesh Into Demographic Dividend Through Effective Higher Education

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KEYNOTE PAPER BY GROUP - D

TURNING DEMOGRAPHIC BURDEN OF BANGLADESH INTO DEMOGRAPHIC DIVIDEND THROUGH EFFECTIVE HIGHER EDUCATION

Introduction

The demographic dividend is a potential economic benefit offered by a phenomenon when a country's working-age population bulges and the dependency ratio declines. But the economic gains from demographic dividend are not certain as the gains are not the function of bulging of working age population alone. To secure the economic benefits there is a need for policies dealing with education, public health and those sectors that promote labour market, and provide incentives for investment and savings. On the contrary, if appropriate measures are not taken and policies are not formulated, demographic dividend might become counterproductive leading to unemployment and undue pressure on education, health and old age security (Matin, 2012). Bangladesh is now going through this stage of demographic transition. Demographic dividend in Bangladesh started in 1980 and it will end in 2040. So, Bangladesh has already experienced three and a half decades of demographic dividend. The country is in the midway of dividend period.

Higher education is an optional final stage of formal learning that occurs on completion of higher secondary education (Wikipedia, 2017). The UN international convent on economics, social and cultural rights of 1966 declares in article 13, that "higher education shall be made equally accessible to all, on the basis of capacity -------" (UN Human Rights Office of the High Commissioner, 2017). In Bangladesh there was a time when higher education used to be considered a luxury. However, towards the beginning of this century the need for highly educated manpower started to be acutely felt at every spheres of the society for self-sustained development and poverty alleviation. Highly educated manpower not only contributes towards human resource development of a society through supplying teachers, instructors, researchers and scholars in the

feeder institutions like schools, colleges, technical institutes and universities; they are also instrumental in bringing about technological revolution in the field of agriculture, industry, business and commerce, medicine, engineering, transport and communication etc.

To make progress in the contemporary world and to turn demographic burden into demographic dividend, Bangladesh must ensure that the required percentage of educated population get quality higher education which is evidently a critical element of development. The role of higher education is to prepare people for assuming various higher responsibilities. Though in Bangladesh there are many institutions responsible to impart higher education, the universities actually play the major role in this field. Nature and standard of higher education in the universities determine development of modern societies to a great extent. Quality universities have now become pivot of rapid change and development across the globe.

Demographic Profile of Bangladesh

Bangladesh, with 60% strong working age population, could be a major growth hub for ICT based Start-ups and a major destination for many multinational companies. At the same time working age population of Bangladesh could also exploit the growing service sector need across the globe. Unlike many western countries with a small percentage of youth population, Bangladesh is blessed with the youth energies and spirit. The question is how to make best use this invaluable resource, create job opportunities and unleash their potential. For Bangladeshis to be able to grab the global job opportunities, a national strategy needs to be crafted, which will identify future job demands globally and build capacities of the young people so that they can come level with others in the international job market. For the past decade Bangladesh has been investing heavily to achieve the education Millennium Development Goals and has made spectacular success in improving access to education. The gross enrolment ratio in primary education in 2015 has reached 109.2% and net enrolment rate 97.7%. The gross enrolment ratio in secondary education in 2015 reached 55.84% while net enrolment rate 50.27%. Bangladesh has achieved gender parity for educational access in both primary and secondary education. The

drop out number of students at school level has been continuously decreasing (Bangladesh Bureau of Educational Information and Statistics, 2016).

Focus of Higher Education to Meet Future Challenges

To exploit the demographic advantage that Bangladesh is now enjoying, it must focus immediately on the opportunities the world has to offer; both at home and abroad. Due attention is essential to reshaping education policy, curriculum and enhance capability of the institutions. It's an obvious finding from the global trend that youth education and capacity building should focus on a technology-driven job market. Many current human centred jobs will be replaced by robots globally. Artificial Intelligent technologies like Self-driving cars, drones, augmented reality are no longer in Science Fictions. However, importance of service sectors like nursing and education shall also be increasing as these can't be substituted by machines.

Up to around 30% of existing UK jobs, 38% in the US, 35% in Germany and 21% in Japan are susceptible to automation from robotics and Artificial Intelligence (AI) by the early 2030s. The likelihood of automation appears highest in sectors such as transport, manufacturing, and wholesale and retail, and lower in education, health and social works. Male workers could be at greater potential risk of job automation than women, but education is the key differentiating factor for individual workers. Likely impact of automation varies significantly across industry sectors. Transportation and storage (56%), manufacturing (46%) and trade (44%) have the highest proportion of jobs facing potential high risks of automation among the larger sectors. Education and health and social work are estimated to face the lowest risks of automation given the relatively high proportion of tasks that are hard to automate. On average, a higher proportion of male jobs (35%), particularly those of men with lower levels of education, are at higher potential risk of automation than female jobs (26%). In the future, creative and critical thinking will be highly valued, as will emotional intelligence (pwc, 2017). It is a question, how much the youths of Bangladesh are prepared for such global scenarios. Do the higher educational technical institutes have Robotics Laboratories? Are there enough facilities of research and development in institutions teaching Artificial Intelligence?

Quality of Education at Higher Secondary level

The quality of education in any university depends a lot on the previous academic performance of the intake. Expecting to improve the quality and standards in higher education without improving the quality of schools and colleges is not possible just as it is impossible to construct a building without strong foundation. In 2014-15 session 75,964 students who scored GPA-5 (both in SSC and HSC) took the Dhaka University admission tests, of whom 50,478 failed (eindependentbd.com, 2015). On the other hand number of student passing and number of GPA 5 are increasing every year. Following table shows HSC result of last seven years:

Year	Number of Students Passed	Number of students Secured GPA-5
2010	533369	28671
2011	574261	39769
2012	721979	61162
2013	744891	58197
2014	898738	70602
2015	738872	42894
2016	899150	58376

Unfortunately the concept of university education is not clear to most of the people. University is not really a place where the teachers have to complete the syllabi inside the classroom. Ideally by the time students reach the university, they are supposed to be mature enough to understand lectures and what is expected out of them by their teachers. As most students are not actually mature enough we can draw the obvious conclusion that there is something grossly wrong with the 12-year pre-university programmes.

Education vis-à-vis Effective Education

Quality of education depends on different issues like teacher's responsibilities and standard of teaching, educational curriculum, availabilities of facilities and so on. In these contexts, higher education should be standard, welfare and sustainable development oriented. One of the key aims of higher education is

to anticipate the needs of the economy and prepare highly skilled manpower to make it competitive. This is especially important for a developing country like Bangladesh. It is badly needed to build up human capital, and higher education can play a vital role in this regard for the growth of economy by a high quality workforce. But higher education is now globalized and in many ways commercialized affair. As a result, quality of higher education is ignored and business attitude prioritized, especially in the context of third world countries. As a developing country, in Bangladesh, this scenario is more vulnerable. At majority of the universities, many faculty members do not hold doctorates, and those who have finished their masters program are generally hired as new teaching staff.

Although the UGC has established rules and regulations for recruitment and promotion, an obscure system remains based on political connections – decision is rooted in political orientation rather than on merit (Mohammad Nashir Uddin, 2017). Many faculty members remain involved in university politics, which is closely linked with national politics. In such an environment, faculty members tend to lose interest and motivation in teaching. At both public and private universities, most classes are conducted in a conventional lecture style in which students are expected to memorize knowledge delivered directly from the lecturers. Open discussion in seminar style is rarely practiced. Many faculty members at public universities take on part-time positions at private universities, which offer better additional remuneration at most levels. Motivated by such economic benefits, teachers often devote a larger amount of their time in teaching at the private universities than their regular posts at their own places. This tendency in one hand lowers the quality of education at public universities and on the other hand does not necessarily improve the quality of higher education in private universities because of the poor merit of students. The main interest of many private universities is to make a profit, which in turn narrows the scope of the educational programs and lowers the quality of teaching and learning.

Prevailing Profile of Higher Education in Bangladesh

Education Structure of Bangladesh. The Bangladesh education system is large, catering over 37 million students (2015), involving many stakeholders. The

education system of Bangladesh is comprised of a mix of heterogeneous providers. A variety of schools operate within the country; government run schools, privately run schools and madrasah, English medium schools, schools run by NGOs and kindergarten schools. Similarly there are public and private sector colleges and universities. Primary education spans class 1-5; Junior secondary class 6-8, secondary class 9-10, higher secondary class 11-12 and tertiary education is everything above. Bangladesh has a centralized education system administered by the Ministry of Education (MOE) and the Ministry of Primary and Mass Education (MOPME) as follows (Bangladesh Bureau of Educational Information and Statistics, 2016):

a. The MOPME and Directorate of Primary Education (DPE) are responsible for planning and management of primary, mass and pre-primary education.

b. The MOE, Directorate of Secondary & Higher Education (DSHE) and Directorate of Technical Education (DTE) are responsible for post-primary education.

c. The MOE and UGC look after the overall management of higher education.

University Education in Bangladesh. At present, there are 37 functional public universities and 82 functional private universities in Bangladesh. When Bangladesh became an independent nation in 1971, the country had only six public universities and about three hundred colleges, both in the higher secondary sector and tertiary sector. Out of the six universities, two were specialized, i.e., Bangladesh Agricultural University in Mymensing and BUET. All these public universities had a capacity to teach about 35 thousand students and the tertiary level colleges could accommodate not more than 40 thousands, both in the Higher Secondary level and degree level. Over the years the demand for education in general and tertiary level education in particular has increased in geometric proportion with the increase in the country's population. Currently three million students study in 120 public and private universities including the degree colleges and the number is on constant rise. The demand keeps on chasing the availability of higher education and this will continue to remain so for many more years in the future.

a. **Public University**. Due to their reputations and negligible tuition fees, public universities in Bangladesh are able to attract higher quality of students with higher grade point averages. However, the quality of instruction, infrastructures, bureaucratic policies and involvement in political activities results in a poor academic environment. The public universities are resistant to updating their curriculum, instructional methods and adapting new pedagogical approaches such as active learning and assessment techniques (Mazumder, 2014).

b. **Private University**. The growth of private universities in Bangladesh is a manifestation of demand for higher education. At present, private universities admit more than 100,000 students per year. It is indeed true that except two or three private universities, most of the universities run with less than 10 departments and offer 10-15 academic programmes. There are wide variations in terms of the number of the total students in various private universities. Some private universities run with 20,000 students and there are also private universities with 1,000 students. Quality of education offered at many private universities are under question. Private universities, generally offers programs in very limited fields; for example, business administration, computer science, information technology, and the English language, which are considered "practical" and attract a large number of applicants in higher education, as increasing foreign investments in Bangladesh assist in expanding an economic market that requires a labor force trained in these fields. Private universities operate generally with students who belong to 40 percentile ranks in academic achievement at the higher secondary level though there may be exceptions in a few cases. Many private universities offer need based scholarship to poor students or offer scholarship on merit basis. In general the cost of higher education in private universities is significantly higher than any public universities. There are also a few renowned private universities, where cost of the education is beyond the affordable limit of even middle class society.

Quality of Higher Education.

The Times Higher Education, one of the most credible source of world university ranking disclosed its university index – 2017. Out of one hundred top universities in the world, nine are from Asia but there is none from South Asia. In 2017 ranking, out of 981 universities there is none from Bangladesh in the list. However, Dhaka University was ranked between 601-800 in world ranking of 2016 (The World University Rankings, 2017). On the basis of the assessment it can be said that situation of higher education in Bangladesh is very despondent. Bosworth and Collins (2003) investigated the education-quality of 84 countries across the globe considering a scale between 72 to minus 12. In the study, India and Sri Lanka scored 20.8, Bangladesh earned only 2.8 and Pakistan scored 11.3 (Rabbania, 2014). This data indicates universities or institutes of Bangladesh are not producing good human resources for its society.

In every academic examination many students are receiving higher grades in undergraduate and graduate levels. Despite their excellent academic records, their communication skill is very poor, they have poor command on their academic fields of study, they have very little knowledge about the world's current affairs, and other disciplines. Furthermore, analytical skills and ability to deal with real life ambiguous situations and academic problems are woefully inadequate. This is why, policy makers, academicians and practitioners have raised different issues of quality of higher education in Bangladesh. Various studies, for examples Aminuzzaman (2007), Masum (2008), and Kitamura (2006) stated that the quality of higher education in Bangladesh has been declining gradually over the last two decades (Rabbania, 2014). On the basis of above mentioned evidences, it is not an exaggeration to say that things have not followed right track in higher education sector over the past decades though the demand for higher education have grown ever since independence.

To improve the country's higher education system, government of Bangladesh has taken an initiative so that our graduates develop critical knowledge and skill to compete and succeed in the global market. With the assistance of World Bank, Bangladesh ministry of education has undertaken a Higher Education Quality Enhancement Project (HEQEP) that aims at improving the quality of

teaching-learning and research capabilities of higher education institutions. The University Grant Commission established a HEQEP unit for implementation, management, monitoring and evaluation of the activities of this project. Although one of the main objectives of the project was to improve the quality of teaching-learning and research, most of the project activities are focused on development of infrastructure such as classroom, lab equipment and library. Though these are essential components for improvement of teaching-learning quality, the importance of pedagogical knowledge and training has not been adequately addressed (Higher Education Quality Enhancement Project (HEQEP), 2010).

Furthermore, another research (Panday and Jamil, 2009) found that the universities have typically followed a process of recruitment and promotion of teachers wherein political consideration get more priority than merit, and that influences the degradation of quality of education and overall status of the university (Rabbania, 2014).

Higher Education (HE) Development - Malaysia Model

Malaysia have initiated varieties of generic strategies as well as quality specific strategies for the development of total education and higher education system both at national and transnational arena. Major elements of general reforms as well as quality specific practices of education sector of Malaysia are as follows (Kamal, 2012).

a. **Some Land Mark Reforms**. Malaysian government has taken four distinct phases in its Higher Education Strategic Plan (MOHE in Malaysia, 2007). The phases are:

   (1) Phase 1 - Laying the foundation (2007-2010)
   (2) Phase 2 - Strengthening and Enhancement
   (3) Phase 3 – Excellence
   (4) Phase 4 - Glory and Sustainability (Beyond 2020).

b. **Recent Reforms in Higher Education Institutes (HEI)**. The government of Malaysia has seven clear and longer vision to make

the HEIs as top class institutes of the world and to respond to global challenges in international higher education (Malaysian Higher Education Strategic Plan, 2020). The visions are:

(1) Widening access and quality.
(2) Improving the quality of teaching and learning.
(3) Enhancing research and innovation.
(4) Strengthening institution of higher education.
(5) Encourage lifelong learning.
(6) Reinforcing the higher education delivery system.
(7) "My Brain 15" initiative - to crate 100,000 PhD holders by 2020 (OECD, 2011).

c. **Research Based Higher Education Policy and Investment on HE.** Malaysia spends 33.9% of GDP per capita for the development higher education (Global Competitiveness report, 2011). As per the Third Outline Perspective Plan, the Malaysian government has given four public universities the status Research University (RU) which are supposed to enjoy greater autonomy in governance, finance, in admission and prioritized in infrastructural investment. These universities are then supposed to be adequately endowed and empowered, so as to achieve world-class status (Kamal, 2012).

d. **Inclusion of HE in National Development Plan**. In Malaysia, the government has incorporated higher education policy in national development plan (Morshidi, 2010).

e. **Corporatizations of HEIs**. In 1998, University of Malaya, the oldest university in Malaysia, was incorporated along with eight other public universities in the country and accordingly they have become more self-financing, especially when they become allowed to borrow money, enter into business ventures, establish companies and consultancy firms, as well as acquire and hold investment shares. In short, these incorporated universities are now expected to raise funds through all sorts of channels (Lee 1999).

f. **Greater Autonomy in HEIs**. The Malaysian government has decided to give autonomy to all public universities in certain areas promoting academic freedom except the financial matters, with accountability (Morshidi, 2009). It is significant to define university autonomy or freedom as "the necessary degree of independence from external interference that the University requires in respect of internal organization and governance, the internal distribution of financial resources and the generation of income from public sources, the recruitment of staffs, the setting of the conditions of the study and, finally, the freedom to conduct teaching and research" (International Association Universities 1998).

g. **Quality Assurance Mechanism and Accreditation Bodies**. To regulate all activities and to increase the efficiency of higher education institution the government of Malaysia established National Accreditation Board (LAN) in 1998 with a view to formulating policy for the standard of quality control of educational programs, monitoring, reviewing, and overseeing the quality of educational program, accrediting the courses offered and advising and recommending to the ministers for his approval of courses (Education Guide Malaysia, 2006). The Quality Assurance Division (QAD) of the Ministry of Higher Education (MOHE) was established in 2002 to promote public confidence in the quality of public university and public colleges (Ali et al, 2011) as a guide of quality assurance practices. A rating system for Malaysian Higher Education Institution (SETARA) was introduced in 2007 to enhance quality and best practices among public universities (OECD, Malaysia Country Profile 2011).

h. **Teacher Development Strategy**. In Malaysia the ministry, through the Teacher Education Division (TED) is directly involved to provide basic pre-service as well as in-service teacher training programs. The main objectives of the TED are:

   (1) Train teachers of high caliber to fulfill the requirements of all educational institutes within the national educational system.

   (2) Consistently upgrade and update the knowledge, competency and efficiency of trained teachers and lecturers in both academic and professional areas.

(3) Develop teachers training college as centers of excellence (World Data on Education, 2010/11).

j. **University-Industry-PRI (Public Research Institute) Linkage**. The universities in Malaysia have been able to maintain a credible and sustainable relationship with industries for collaborating and commercializing their research and development products and ideas. The Malaysian government emphasized this important indicator in the 9th Malaysian Plan (A Lawrence et al 2009).

k. **Joint-Degree Program**. The Malaysian governments has been working closely with overseas partners, (including multinational corporations) to set up branch campuses, twining programs namely '2+1' or '1+2', meaning that first digit(number of years) for study in local colleges and second digit for study at overseas twining university and establishing foreign campuses. Study shows that 19 UK universities and 18 Australian universities are operating 110 and 71 twinning program in Malaysia respectively (MOK, 2011).

Challenges in Improving Quality of Higher Education

In the present context of Bangladesh, the university education has been facing some crucial challenges that can be mentioned here.

a. **Poor Quality of Teaching Staffs**. Most of the teachers have lack of specialized research and training on higher education. Moreover, due to the recruitment under political consideration a good number of teachers have no scientific and updated knowledge that assist them to change their teaching methods. Only a few teachers could be admitted into the Ph.D. programme of universities in the Western World and they rather prefer to do higher studies in universities where there are less academic rigour and requirement to complete this terminal degree. There are now only a few teachers in both private and public universities in Bangladesh with terminal degree from reputed universities in the western world. Again, many private universities run with instructors from public universities and the fresh graduates from the public universities.

b. **Accountability of Teachers**. Faculty members must be aware of the university's objectives and must be committed. Many democratic provisions of the University Acts encroach upon the limited teaching time of the faculty members and they engage themselves in politics and other activities. There are very limited accountability of the teachers that contribute to lengthening of session jams.

c. **Traditional Teaching Method**. The traditional teaching method is the common feature in our universities. Here, the sharing of knowledge and students participation is very minimal. The brain storming discussions and presentations by the students enables them for a better grooming up. But this is almost absent in our university education system. Moreover, the monologue type of teaching and learning, the traditional system of distant relationship between teachers and students act as barriers in the congenial atmosphere of free learning in the universities of Bangladesh. Simultaneously, modern teaching methods and facilities like internet, multimedia, sound system are also been absent at the public universities of Bangladesh.

d. **Teachers and Students Politics**. Party politics among both teachers and students have created a serious concern in the higher education sectors. Both teaching and learning is greatly interrupted by the teacher and students politics.

e. **Inadequate Library and Laboratory Facilities**. Adequate library and laboratory facilities are very important particularly for the university education. But the quality and other facilities both in library and laboratory are very poor and outdated. There are shortages of modern equipment in the laboratory. Similarly, recent text and reference books, professional journals are hardly available in library. So, inadequate library and laboratory facilities are hindering the quality education in the universities of Bangladesh.

f. **Session Jam**. Though there is a bit of improvement, session jam is still one of the most alarming situations prevailing in the universities in Bangladesh which is hindering the higher education. A university student now has to wait for almost six years to get the four years honours degree.

g. **Over Tasked Ministry of Education**. The Ministry of Education, Bangladesh is responsible for all educational affairs at all levels alongside other education related matters. There are seventeen departments under ministry of education including University Grant Commission. Therefore neither the minister in charge nor the ministry can pay undivided attention towards higher education.

h. **Inadequate Budget Allocation** Current level of budgetary allocation for education is, by any standard, well below than what is required. The share of the education sector budget has declined over the recent years, both as percentage of gross domestic product (GDP) and as a share of total budget. Share of the education budget as a proportion of the total budget, decreased to 11.6 per cent in FY2016 from 15.9 per cent in FY2007. According to World Development Indicator (WDI) data, Bangladesh, with an education budget of 1.9 per cent of GDP, has been ranked 155 out of 161 countries in the world. In all other South Asian countries, the corresponding figures are higher (Afghanistan: 4.6 per cent, Bhutan: 5.6 per cent, Nepal: 4.1 per cent, India: 3.9 per cent, and Pakistan: 2.5 per cent). The figure has remained around 2 per cent of GDP for about last 14 years. Regrettably, budgetary allocation for education is projected to decline further as a proportion of national budget as also GDP in the coming two fiscal years (FY2017 and FY2018), as is evidenced by the Medium Term Budgetary Framework (MTBF) projections (CPD, Bangladesh, 2016). Public universities are usually dependent on this limited government budget and unable to generate additional resources by raising tuition and other fees due to political and other constraints. As such, it is difficult to improve their quality of education through greater investment in research, libraries and laboratories. The government allocation that is given for the universities are mostly spent for the salary and allowances of the faculty and staff members. So, due to the weak financial base the universities of Bangladesh do not play their assigned role. Even due to lack of finance some university do not spend anything on research. But higher education and research must go together (CPD, Bangladesh, 2016).

Policy Changes Required in Higher Education Sector

Need-Based Education. To exploit demographic advantage in the current global scenario, higher education should be need-based. Necessary institutes or departments should be opened in every neglected field of education those have more prospects in future job market as per the current and future trend considering changing realities. Equal attention must be given to technology based and service oriented job market.

Accountability and Transparency. Given the fact that budget allocation to public universities are inadequate, the financial and administrative management of higher education must be accountable and transparent. To make higher education sustainable the universities has to create own sources of income for abating the dependency on government allocation. Public universities may consider raising tuition fees to a logical level over a period of time. It is needless to mention that tuition fees at public universities are negligible as compared to private universities. This shall also make public university authorities more accountable to the consumers.

Teacher Recruitment. The recruitment policy should be planned and transparent. Unplanned and political recruitment reduces the standard of education. In this context, priority should be given to the merit, academic result and research work. Besides, a commission relating to teachers recruitment should be formed so that non-political and bias free recruitment is ensured.

Modification of the Syllabus. The syllabus of university education should be modern, time-bound, need-based and international standard. The university authority has to monitor properly to add new and innovative courses and ideas in the learning process so that the students can face the challenges of future world.

Medium of Instruction. Bangladesh missed a trick of hosting 'Call Centres', a booming need of present day service sector for lack of command over English language of its young generation. Another window of opportunity opening in service sector is for the nurses in health sector. To grasp these opportunities and many more on offer, communication skill in English is a must. Higher education of Bangladesh must become more global. In this context, the medium of instruction of higher education must be in English so that the graduates can adapt themselves to the competitive world.

Teacher-Student Politics. The university should be free from political interferences. Student politics in forties, fifties and sixties contributed immensely to our nationhood. But situation has changed and the nation now demands that student politics must be constructive and students' welfare oriented. On the other hand, teachers must avoid being, subservient of political parties. In order to create conducive atmosphere and ensure standard of education, reform of teacher and students politics is a must.

Modern Equipment. Improving educational infrastructure especially computer and Internet access, scientific laboratories and equipment, modern libraries should be introduced in place of traditional libraries, classrooms, dormitories, and recreation and cultural facilities.

Introduces Teacher Evaluation. Annual 360 Degree evaluation system for the teachers must be introduce in the universities which will have to be considered for promotion. The evaluation should be both by the university authority and by the students. This will surely raise the standard of teachers. At the moment there is no system of evaluation of teaching skill of the teachers in public universities.

Participatory and Research Based Education. Higher education should be highly participatory, reciprocal and research based. Both teachers and students spontaneously participate in this learning process and research activities. Simultaneously, facilitators can get time to explore them in the classroom.

Introduction of Academic Quality Assessment. To maintain and improve quality of education a system of Academic Quality Assessment has to be introduced in higher education institutions.

Separate Higher Education Ministry. Currently, Ministry of Education with 17 different departments under it can hardly focus on higher education. Its need of time that Bangladesh government seriously consider to establish a separate ministry for higher education like Malaysia.

Joint Degree Programme. To enhance quality of education faster, Joint degree programme in collaboration with foreign universities following Malaysian model may be introduced.

Conclusion

Higher education sector can meet the needs of the economy. It promotes overall development of society, viz., social, economic, technological, human resources development etc., which are highly correlated. Higher education needs sustenance and quality. For sustaining and improving quality in the higher education it needs reorientation of curriculum and introduction of vocational and job oriented courses and required budget allocation. Due to the low quality of training, lack of combination of knowledge and practice, poor capacity and quality of graduates, the existing education system in universities of Bangladesh is in a vulnerable state making education inappropriate in the present context. The universities of Bangladesh are failing to maintain quality of training, research and social accountability. The universities currently have little links with the labor market, and thus course offerings and contents are deficient in providing graduates with knowledge and competencies sought by the employers. However, the private universities are more responsive to labor market demands as compared to public universities. If Bangladesh can successfully address the existing challenges of quality higher education and ensure essential facilities for the same through budgetary provision, it will surely turn Demographic Burden into Demographic Dividend.

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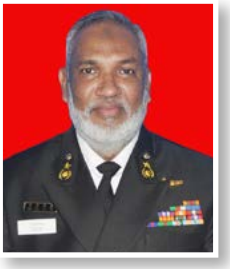
Turning Demographic Burden Into Demographic Dividend Through Effective Education

Keynote Paper Presenters of Final Seminar Group

Brig Gen Tajul
Group Leader



Cdre Salim
Deputy Group Leader

Brig Gen Habib

Jt Secy Karim

Air Cdre Gupta

Capt Yahaya

CONSOLIDATED KEYNOTE PAPER ON

TURNING DEMOGRAPHIC BURDEN INTO DEMOGRAPHIC DIVIDEND THROUGH EFFECTIVE EDUCATION

Executive Summary

Bangladesh is passing through a time where the country's GDP growth has been over 6% in a row for last one decade and the foreign exchange reserve has crossed US $ 30 billion. Moreover, Goldman Sachs has identified Bangladesh as one of the N 11 countries where her economy will be 26th by its size amongst all economies in the world by 2050.

Bangladesh, although a country with a large population is passing through a period of youth population (25-54 years) bulge of about 39% that will last for next two decades. The question is whether the country is ready or well prepared for making the leverage of this situation. Apart from many other issues to boost our economy we need to train our population into a well-educated, healthy and productive labour force. Here comes the importance of an effective education system driven by a standardized and all inclusive education. There must also be a synergy between the market demand and training of the work force joining the job market. The grim reality is that about 88% of the country's migrant labours leave the country without any formal training. The remittance inflow would have increased manifold if these groups could be trained. On the other hand, 35-40% of the students who qualify the higher secondary certificate examination cannot enter in any public university of the country.

Bangladesh has a heterogeneous and complex education system with three forms of mainstream formal education with three tiers- primary, secondary and higher. Although it is interesting to note that the primary school enrolment has reached to 98% while the literacy rate has gone up to 61%. There are many lacunas in the way the education in the country is delivered and often quantity is more pronounced than quality. Therefore, it is a crying need to address the issues in the education sector in order to transform a huge population

especially the youth to make them a dividend for the country. Finally, this would allow the country to derive maximum benefit from the window of opportunity that is fleeting.

The paper identifies prevailing huge youth population bulge. On the other hand, the country's education system is faced with numerous challenges. Of course, there are huge opportunities as well. We need to harness the opportunities while navigate through the challenges in order to transform the education system into an effective one. The Chapter Two of the paper identifies the demographic profile of the country highlighting the window of opportunities with the prevailing youth population bulge. Chapter Three of the paper analyze the education system of the country-different forms of formal education system, non-formal education system, religion based education and higher education. This chapter also mentions about German and Malaysian education models in order to customize them for our country. Chapter Four elucidates various education policies prevalent in the country and on the other hand, indicates the challenges in its implementation. Chapter Five identifies the problems, challenges and drawbacks in the existing education system to be effective in bridging the gap between the market demand and supply of the skilled, trained and educated work force into the work force. Chapter Six has focused on the way forward where it has also suggested the implementation of German Education Model for Bangladesh with little modification. Finally, the paper makes certain recommendations in order to transform this population into a trained and skilled workforce that can take the country to its desired goal of reaching to the level of a middle income country by 2021 and a developed one by 2041.

Introduction

Bangladesh is the most densely populated country with a population of about 160 million. Naturally, the country faces serious challenges in meeting the basic needs including that of education for this large population. Interestingly, many experts opine that there is a fleeting opportunity of the country that there is an existing youth population bulge. If educated and trained properly, this population bulge might become a great dividend than a burden for the country. It is noteworthy that the country is focusing towards the education

sector in order to train the human resources. But the road is not smooth at all. Bangladesh has one of the largest primary education systems in the world, according to the Directorate of Primary Education (DPE). On the contrary, in Bangladesh there is one teacher for every 53 students against the minimum international standard for teacher- student ratio of 30: 1. In case of secondary education, lecturing and reading textbooks is the usual method of teaching that is failing to meet the desired results. Our secondary and higher secondary curriculum doesn't reflect market demand or job-oriented syllabuses. Again, after SSC and HSC, research shows that 35 to 40 percent of the students in our country have no scope of enrolling themselves to desired colleges or public universities. There are different streams of education prevalent in the country leading to various standards. Therefore, these are some of the challenges facing our education sector in the present days. Today's seminar will address some of these challenges and other issues in order to transform the large population into large dividend for the country.

This paper will endeavor to explore the opportunities as to how our population can be transformed as asset through effective education. In that firstly it will highlight demographic profile and education sector of Bangladesh in brief. It will then analyse the present education sector of Bangladesh. Thereafter, various policies and its implementation will be highlighted. Then it will focus on the challenges and ways forward. Finally the paper will suggest few pragmatic recommendations.

Overview on Demographic Profile and Education Sector of Bangladesh

Demographic Profile of Bangladesh

Scenario of demographic dividend in Bangladesh. The countries in South Asia would acquire a demographic dividend for a period of an average of 50 years. Among the countries, on an average, Bangladesh would acquire the highest dividend which is estimated at around 1 percent during the period of window of opportunity 1980- 2020 (International Population Conference, 2009). Later half of the 20th century, most working age Bangladeshis had to invest their time and income in taking care of a large number of children. These children have since

grown up and are contributing to the economy, but they have had far fewer of their own children than their parents generation. As shown in Table 1, the result is more working age Bangladeshis with fewer dependents to care for. In 1961, approximately 48.8% of the population had to care for 51.2% of the population. By 2012, however, an estimated 61.6% percent of the population had to care for only 38.4%, freeing up both time and income.

Table 1: Demographic Scenario of Bangladesh

Demographic changes in Bangladesh			
0-14 yrs		15-59 yrs	60+ yrs
1961	46.0	48.8	5.2
1974	48.0	46.3	5.7
1981	46.7	47.8	5.5
1991	45.1	49.5	5.4
2001	39.4	54.9	5.7
2012	33.6	61.6	4.8

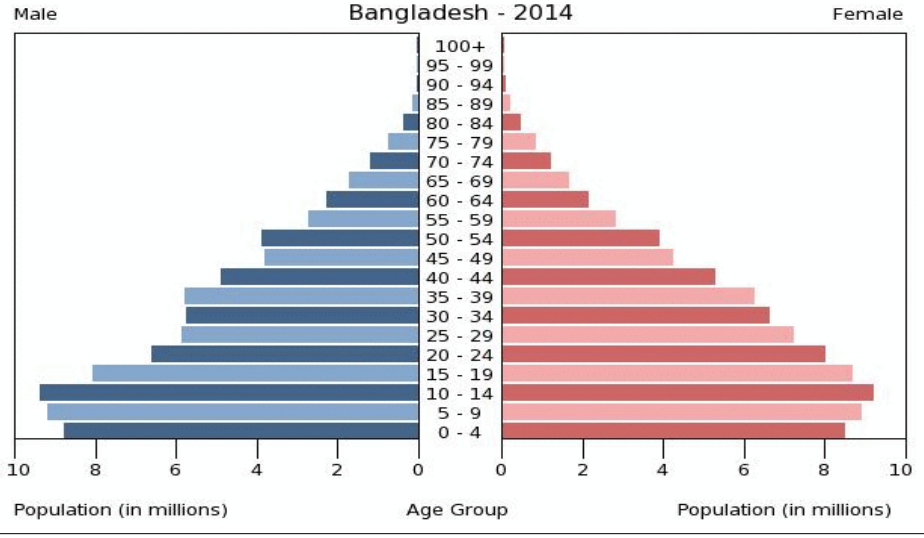
Present Demographic Distribution. The statistical data of demographic distribution of total population of Bangladesh as per age are shown below. From the table it is seen that for a longer period of time Bangladesh will have maximum number of male and female who will work as workforce.

Table 2: Demographic Distribution of Bangladesh

Population	**156,186,882 (July 2016 est.)**
Age structure	**0-14 years:** 28.27% (male 22,456,564/female 21,695,491) **15-24 years:** 19.53% (male 15,261,363/female 15,247,635) **25-54 years:** 39.39% (male 29,565,250/female 31,951,537) **55-64 years:** 6.77% (male 5,232,828/female 5,342,822) **65 years and over:** 6.04% (male 4,493,557/female 4,939,835) (2016 est.)
Dependency ratios	**Total dependency ratio:** 52.5% **Youth dependency ratio:** 44.9% **Elderly dependency ratio:** 7.6%
Median age	**Total:** 26.3 years **Male:** 25.6 years **Female:** 26.9 years

Age –Sex Structure of the Population. A population pyramid illustrates the age and sex structure of a country's population and may provide insights about the possibility of the prosperity of the country. The population is distributed along the horizontal axis, with males shown on the left and females on the right. The male and female populations are broken down into 5-year age groups represented as horizontal bars along the vertical axis, with the youngest age groups at the bottom and the oldest at the top.

Table 3: Age-Structure of Population of Bangladesh



Source: CIA World Fact book - This page was last updated on October 8, 2016

From the above graph we find that at present widest bar remain at the age group of five (5) –nineteen (19) years (highlighted) and due to fewer births as we go forward, the base (age 0-4) of the pyramid for Bangladesh is not as wide. Children ages from 5 to 19 usually go to primary, secondary and higher secondary schools. So if hundred percent enrollment in the primary and the zero dropout rate is not ensured, after near future these population is going to be burden instead being asset.

Population Dynamics of BD

According to The Asian Development Bank (ADB), , Bangladesh is expected to have 78 million workers by 2025, up from 56.7 million in 2010, of whom

two thirds have only minimal education and 4% have received any kind of training. Different studies also show that around 2.2 million people enter the job market annually, while nearly 1 million get jobs and rest remain unemployed or under-employed. Currently, 47% of graduates are unemployed. So it is easily understood that whatever dividend we want to achieve from the demography some important issues related to the population dynamics of the country must be studied very carefully:

a. A large population with high density, built-in population momentum and early marriage.
b. Declining fertility with wide regional variations and high contraceptive discontinuation.
c. Safe motherhood and nutrition with biased attitude towards urban, educated and rich people.
d. Rapid urban growth with growing urban poverty, vulnerability and exclusion.
e. A growing elderly population with a broken link.

Demographic Dividend: A Window of Opportunity for Bangladesh

Demographic dividend occurs when the majority of the population is of working age and can contribute to the country's economy, so the economy grows. As per the latest population census, 33% of our population now belong to age group 0-14 years, while 18.8% population belong to age group 15-24 years and 37.6% belong to age group 25-54 years. It means that, after 15 years, most of our population will be in the workforce. Surely, we can take advantage from this transition. However, there are some challenges related to those seemingly favourable demographics. The first is finding jobs for all these people. Second, and more importantly, our young people will need to develop the right skills for the modern job market. The critical question is, are we ready, and how well are we prepared for the "demographic dividend"?

Demographic dividends are not automatic. To realize the dividends, we will need educated, healthy and productive labour force. Therefore, we need to have

a visionary and implementable Education Policy. So that this massive number of young people can be provided with a quality education and a reasonable job which will definitely generate economic activity. On the other hand, they can become a threat to stability and turn into 'demographic burden,' if we are unable to provide them work or business.

Education Sector: An Outlook

General. Education system of Bangladesh is heterogeneous and complex: many forms of education have been permitted to develop and co-exist. Mainstream formal education takes three forms: Bangla-medium general education, English-medium British education and religion-based education. Along with these three, there is another form of formal education called vocational education. Formal education is divided into three tiers: primary, secondary and higher education. In parallel with formal primary education, Non Governmental Organization (NGOs) have developed a nonformal primary education subsystem to promote access to education for disadvantaged children. The primary objective of nonformal primary education is to prepare students to enter or re-enter the formal education sector. After completing nonformal primary education, graduates move to formal high schools. However the Educational Structure of Bangladesh is given at Annx A.

Effective Education and Human Resource Development (HRD). In today's competitive global economy, effective education is more important than ever before. Effective education is a very vital plank for HRD as being repeatedly enunciated more as a platitude rather than as an accepted, practical philosophy. Effective education as investment particularly in the Human Resource (HR) has been recognized recently. The relationship between education system and HRD is highly significant and these both indicators of the economy are interdependent. In the less developed countries like Bangladesh, the expenditure on the expansion of education is quite small as compared to the other sector of economy. Following are the some causes which highlight the incompetent human resource due to ineffective education system.

a. Education system is not suitably related to the needs of the employment situation of the country.

b. The educational system is by and large a continuation of the old system designed for the needs of a colonial regime and required considerable re-orientation to fulfill demands of economic and social development.

c. Micro-planning has remained a much neglected aspect in educational and economic Bangladesh.

d. Course are largely academic and do not fit the student for the large diversity in the development of human resource. Courses of the universities and colleges are unrelated to the realities of the world of work.

e. There is not much of modernize and latest education curriculum for the madrasa students.

Relationship between Effective Education, HRD and National Security

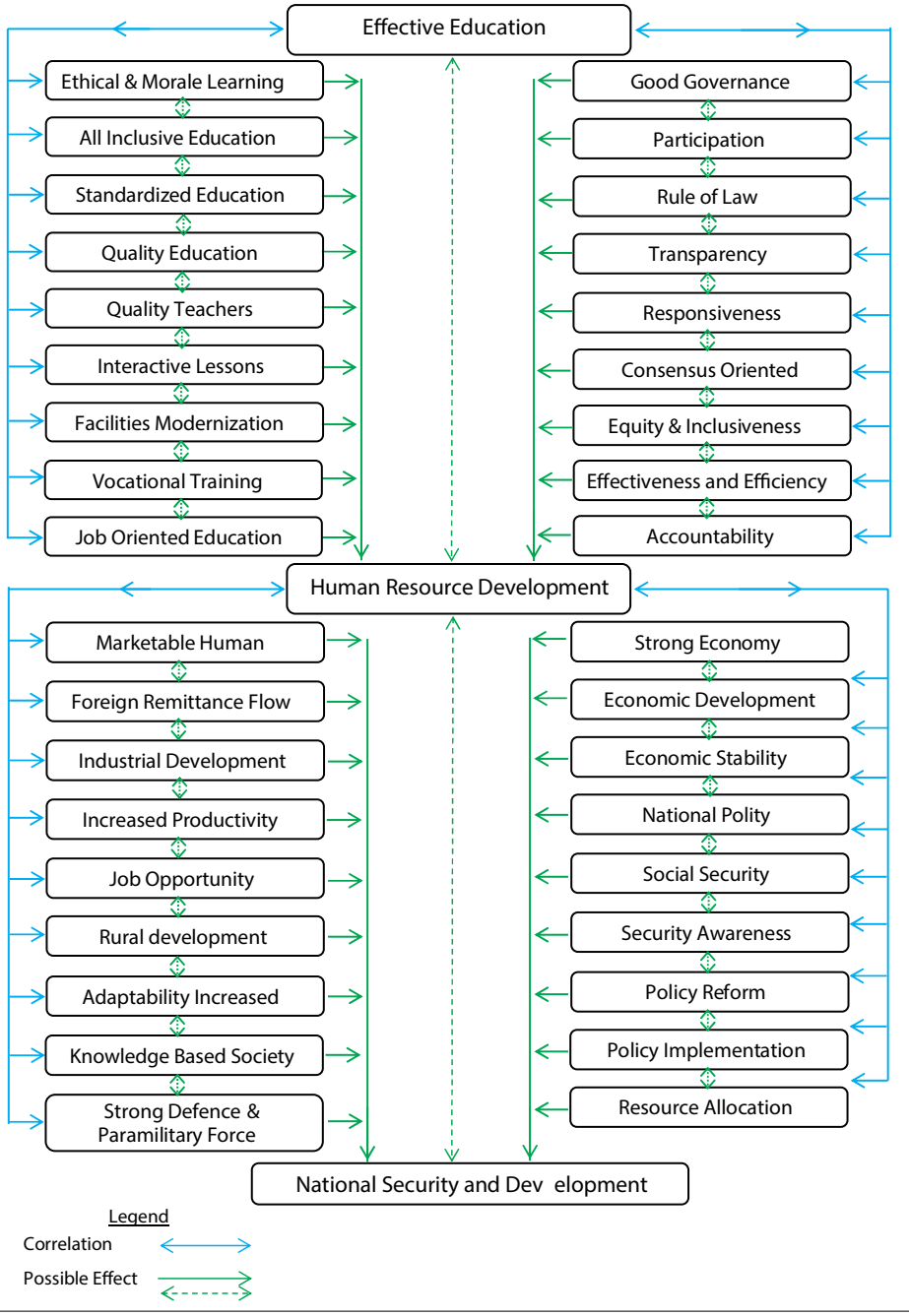
There is no single universally accepted definition of national security;initially focusing on military might, it now encompasses a broad range of facets, all of which impinge on the non-military or economic security of the nation and the values espoused by the national society. Accordingly, in order to possess national security, a nation needs to possess economic security, energy security, environmental security, etc. Security threats involve not only conventional foes such as other nation-states but also non-state actors such as violent non-state actors, narcotic cartels, multinational corporations and non-governmental organizations; some authorities include natural disasters and events causing severe environmental damage in this category. David Skaggs, former Democratic Congressman from the state of Colorado (1987–99) and a senior strategic advisor, coined the national security of USA from its strength in economy and educational sector; he espoused "The ability of the United States to protect itself and its interests around the world—our national security, broadly defined—depends directly on the strength of our economy. And it is clear that economic strength in the era of global competition depends on a nation's educational attainment—most importantly, the proportion of the workforce with effective education credentials".

National security is inherently a function of the economy, and the economy is inherently a function of a productive workforce which necessitates constant

and pragmatic HRD. HRD refers to the vast field of training and development provided by organizations to increase the knowledge, skills, education, and abilities of employees or workforce. In a broader context of national security HRD through education implies to produce awakened people, conscious people who will not only contribute as skill workforce but also safeguard against any potential military or nonmilitary threat emanated internally or externally. In broad sense correlation among these three components; national security, HRD and education may be summarized as that, education will contribute in HRD by producing a well-trained and enlighten population. This population will contribute both in economy and socio-cultural and political development. Both of these two aspects are most important nonmilitary components of national security.

The technological advances make global information-age and knowledge based economy which will rule the world. Repugnant yet rich economy (like many of the petro dollar based Middle Eastern economy) lacks viability and strength will lose edge and eventually become redundant. Cutting edge technology that both facilitate intellectual pursuits and guard core national interest will dominate the concept of all element of national security. Here lies the opportunity for countries, like Bangladesh that possess minimal or no significant natural resources except population. If the population can be transformed into effective workforce through education not only it will bolster economic development but also an awakened and enlightened society which will strengthen our national security. Details of the conceptual relationship between effective education, HRD and National Development and Security are shown in figure 1.

Figure 1: Conceptual Relationship between Effective Education, HRD and National Security



Source: Developed by Author

Present Education System: An Analysis

General

The Bangladesh education system is large, catering over 37 million students (2015), involving many stakeholders. The education system of Bangladesh is comprised of a mix of heterogeneous providers. A variety of schools operate within the country; government run schools, privately run schools and madrasah, English medium schools, schools run by NGOs and kindergarten schools. Similarly there are public and private sector colleges and universities. Primary education spans class 1-5; Junior secondary class 6-8, secondary class 9-10, higher secondary class 11-12 and tertiary education is everything above. Bangladesh has a centralized education system administered by the Ministry of Education (MOE) and the Ministry of Primary and Mass Education (MOPME) as follows (Bangladesh Bureau of Educational Information and Statistics, 2016):

a. The MOPME and Directorate of Primary Education (DPE) are responsible for planning and management of primary, mass and pre-primary education.
b. The MOE, Directorate of Secondary & Higher Education (DSHE) and Directorate of Technical Education (DTE) are responsible for post-primary education.
c. The MOE and UGC look after the overall management of higher education.

Formal Education System in Bangladesh

General. Formal education is the process of integral education and correlated issues stretching from primary education to secondary education and higher education, and that entails a systematic and deliberate intention that concretizes itself in an official curriculum, applied with defined calendar and timetable. This is the entire educational offering known as compulsory education from early childhood education to the end of secondary education. As basic features, this type of education occurs in concrete space and full-time. Example of this type of education is the education received in schools and colleges.

Primary Education. The primary education in Bangladesh is a compulsory education for all 6+ years' children. There is largest primary education system of Bangladesh with 19.4 million school going children.

Secondary Education. The aim of secondary education is to enable the learners to acquire new knowledge, skills, use modern science and technology, develop positive outlook and scientific attitude, to acquire skills for self-employment and to inspire them with patriotism, and religious, moral, cultural and social values. At present, the secondary education consists of three sub-stages: lower secondary, (junior) secondary and higher secondary, and this structure may be termed as the 3+2+2 plan.

Higher Secondary Education. Students enroll in colleges after secondary level to study at Grades XI and XII and complete the HSC examination. This is a two year long study offered by colleges or some specialized public schools (Cadet College/ Cantonment Public School and Colleges).

Public Exam. Primary School Certificate Exam (PSC, 5th Grade) is managed by the DPE while the secondary level of education is controlled by the eight General Education boards. These boards conduct JSC, SSC and HSC exams.

Analysis

a. As the article 17 of the Constitution suggests that the state shall adopt effective measures for the purpose of establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children, practically the system is not standardized. There are differences as regards to the management of the education institutions, language of teaching, contents and curricula and as a result, in overall performance.

b. Method of measuring the standard of the school, the teacher or the student is questionable. Some of the reputed schools in the urban areas have excessive load of students aspiring to get admitted, while the picture is fully opposite in case of some rural colleges where the teachers go all out to reach to students parents with the request of students in their

school/ college. Understandably, these institutions do more good to the management compared to contributing to knowledge base of the students/ society.

c. The attitude and interest of the students, capability of the teachers and the learning outcome is hardly taken care of. These schools/ colleges pursue the given syllabi to be completed within a given time. Recognition of pre- school learning/ experience is not in place.

Case Study on German Education Model

Considering the effectiveness of German education system team took an effort to have a case study on German Education system. Details are given at Annex B.

Non Formal Education and TVET in Bangladesh

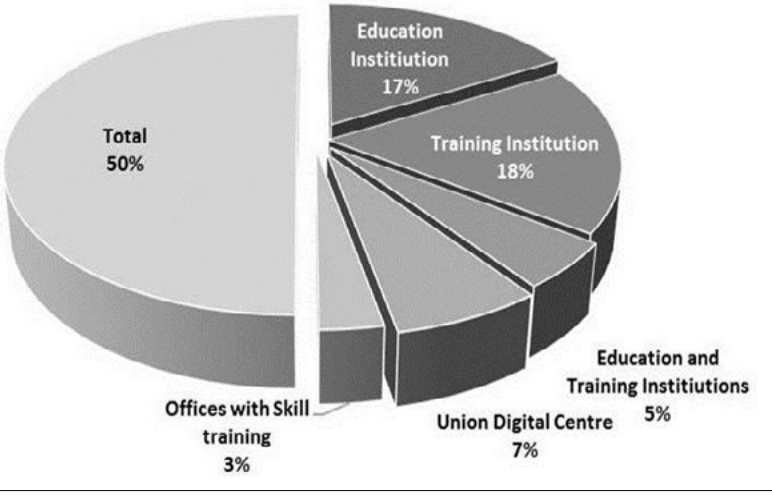
Non Formal Education. Non-Formal education is purposeful and systematically organized form of education that generally occurs outside the formal institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds. It is flexible in terms of organization, time and place and may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills and general culture. It facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. Non formal education has become the second chance education for the people, who have not enrolled at the schools or who have dropped out from the schools.Many organizations and public and private institutes develop their own curricula and keep linkages with the prospective employers to make their training programs responsive to the job market.

Technical and Vocational Education and Training (TVET). TVET system in Bangladesh comprises both formal and non-formal education. Education, vocational skills and technical training are at the core of sustainable, inclusive and value-added economic growth. Non-formal TVET comprises certificate courses with duration ranging from 1 month to 12 months designed by the

Non-formal TVET providers and the courses they offer are not affiliated with Bangladesh Technical Education Board (BTEB). Programmes on TVET have been adopted by various training centers established under the Bureau of Manpower Employment and Training (BMET) for providing training to workers nationwide.

National Technical and Vocational Qualifications Frameworks. In Bangladesh, many ministries and agencies deliver formal and non-formal skills training in the context of industry and community development. The Government of Bangladesh has adopted National Technical and Vocational Qualifications Frame works (NTVQF) in order to align the qualifications available in the country to better reflect the growing and changing occupational and skill profiles in both domestic and international markets. The NTVQF is supporting stronger integration of skills training in community organisations, schools, training institutions and the workplace, by providing a common national benchmark for the naming the achievement of qualifications. The National Skills Development Policy (NSDP) of Bangladesh desires that all training institutions deliver training in a manner that is aligned with the NTVQF. Besides a major effort in the public sector, a large number of local private or voluntary agencies known as Non-Governmental Organization (NGO) are also involved in this effort.

Figure 2: TVET Institutions by Category and Organization



Source: TVET Institution Census 2015 (BBS)

Analysis

A focused approach towards skill development in Bangladesh would be instrumental not only in improving employability but also in creating sustainable enterprises for economic growth of the nation. Planning for skill development needs to synergize the supply of trained workers according to the mutating dynamics of employment. With a more perceptive curricula and excellent teacher-input, it should be possible to make the very process of learning synonymous with a preparation for life irrespective of it being technical, vocational or education at the 'higher seats'. The present government has pledged to transform Bangladesh through ICT, and in preparation for the 'digital' dream all schools have started including a core course in communication and information technology. The merit of this can hardly be underestimated. An IT- smart human resource is indispensable if we are to meet the current global challenges and graduate into a 'middle-income' country. Bangladesh nonetheless could take off economically, according to observers, once the country's technical and vocational education institutes are brought up to date to produce a mass of readily employable hands who could be absorbed here as well as outside the country. But for that to happen, the scope of the TVET institutes and centres need to be sufficiently broadened, in terms of both course contents and, most importantly, the capacities of the instructors and trainers. There is undoubtedly a need for serious overhaul and sustained development here.

Religion Based Education

Religion Based Education Scenario in Bangladesh. Among the four major religions in Bangladesh, Christian Missionary Based Education system is operating being completely merged with mainstream education. There is almost no trace of Hindu religious institutions and very few Buddha religious institutes involved primarily in teaching religious rituals, have hardly any involvement in the demographic process of Bangladesh. Muslim religious based education system (Madrasa Education) being one of the three major education system of Bangladesh plays a vital role in affecting and shaping the demography of Bangladesh in reaping its dividend.

Contemporary Madrasa Education System in Bangladesh. Madrasa in contemporary Bangladesh can be classified into three types: government, semi-government or government-aided and private madrasa. The first two categories are commonly known as Aliya while the third is known as Kharizia or Qaumi. The government has direct control over the Aliya madrasa in terms of funding, prescribed syllabi and management through Bangladesh Madrasa Education Board (BMEB). Aliya madrasa teach the same general curriculum as that of other government or government-approved general educational institutions. There is an interconnection between Aliya madrasa and general schools. On the other hand, the government has no control over the Qaumi madrasa, which operate on their own system and form of management. Qaumi madrasa adopt their own syllabus which follows a predominantly religious content that greatly emphasizes Arabic, Persian and Urdu language studies. In terms of future prospects, the Qaumi madrasa are disadvantaged since their educational system is not officially recognized.

Effect of Existing Religion Based Education on Society. Education has always been pointed out as a key factor in economic growth of the society. Considering the huge number of students of different madrasa, the above mentioned study reveals that their education attainment can be even more crucial. This means that the empirically observed effects of education on economic growth will certainly be influenced by the improvements in the education level of the Madrasa students. On the level of both micro-effects of education on individual earnings and macro-effects on economic growth, the Madrasa students will definitely play an important role.

Higher Education in Bangladesh: An Outlook

University Education in Bangladesh. At present, there are 37 functional public universities and 82 functional private universities in Bangladesh. When Bangladesh became an independent nation in 1971, the country had only six public universities and about three hundred colleges, both in the higher secondary sector and tertiary sector. Out of the six universities, two were specialized, i.e., Bangladesh Agricultural University in My mensing and BUET. All these public universities had a capacity to teach about 35 thousand

students and the tertiary level colleges could accommodate not more than 40 thousands, both in the Higher Secondary level and degree level. Over the years the demand for education in general and tertiary level education in particular has increased in geometric proportion with the increase in the country's population. Currently three million students study in 120 public and private universities including the degree colleges and the number is on constant rise. The demand keeps on chasing the availability of higher education and this will continue to remain so for many more years in the future.

a. **Public University**. Due to their reputations and negligible tuition fees, public universities in Bangladesh are able to attract higher quality of students with higher grade point averages. However, the quality of instruction, infrastructures, bureaucratic policies and involvement in political activities results in a poor academic environment. The public universities are resistant to updating their curriculum, instructional methods and adapting new pedagogical approaches such as active learning and assessment techniques (Mazumder, 2014).

b. **Private University**. The growth of private universities in Bangladesh is a manifestation of demand for higher education. At present, private universities admit more than 100,000 students per year. It is indeed true that except two or three private universities, most of the universities run with less than 10 departments and offer 10-15 academic programmes. There are wide variations in terms of the number of the total students in various private universities. Some private universities run with 20,000 students and there are also private universities with 1,000 students. Quality of education offered at many private universities are under question. Private universities, generally offers programs in very limited fields; for example, business administration, computer science, information technology, and the English language, which are considered "practical" and attract a large number of applicants in higher education, as increasing foreign investments in Bangladesh assist in expanding an economic market that requires a labor force trained in these fields. Private universities operate generally with students who belong to 40 percentile ranks in academic achievement at the higher secondary level though there may be exceptions in a few cases. Many private universities offer need based scholarship to

poor students or offer scholarship on merit basis. In general the cost of higher education in private universities is significantly higher than any public universities. There are also a few renowned private universities, where cost of the education is beyond the affordable limit of even middle class society.

Quality of Higher Education. To improve the country's higher education system, government of Bangladesh has taken an initiative so that our graduates develop critical knowledge and skill to compete and succeed in the global market. With the assistance of World Bank, Bangladesh ministry of education has undertaken a Higher Education Quality Enhancement Project (HEQEP) that aims at improving the quality of teaching-learning and research capabilities of higher education institutions. The University Grant Commission established a HEQEP unit for implementation, management, monitoring and evaluation of the activities of this project. Although one of the main objectives of the project was to improve the quality of teaching-learning and research, most of the project activities are focused on development of infrastructure such as classroom, lab equipment and library. Though these are essential components for improvement of teaching-learning quality, the importance of pedagogical knowledge and training has not been adequately addressed HEQEP, 2010). Furthermore, another research (Panday and Jamil, 2009) found that the universities have typically followed a process of recruitment and promotion of teachers wherein political consideration get more priority than merit, and that influences the degradation of quality of education and overall status of the university (Rabbania, 2014).

Case Study on Malaysian Higher Education

Details of the case study on Higher Education in Malysia is given at Annx C. However our findings are listed below:

a. Distinct time bound and goal oriented attainable objectives have to be set.
b. Higher education must be research based.
c. Quality assurance mechanism and accreditation body must be in place to improve and maintain the standard of higher education.

d. Teacher development strategy to be adopted to constantly upgrade and improve their pedagogical skill.

e. Universities must have linkages with industries and get their specific research requirements and subsequently for application of their research and development products and ideas.

f. Joint degree programme helps improve quality of education quickly to international standard.

Various Education Policies: Theory Vis- a- Vis Its Implementation

National Educational Policy 2010

Goals and objectives. There are total 30 goals and objectives in the National Education Policy (2010) in which emphasis is given on morality, creativity and production oriented education, technical and vocational education, equity regarding gender, religion and ethnicity, ICT and math-science education, same curriculum and syllabus for all streams, awareness creation on environmental issues, education for special children, street-children and extreme- poor children's education.

Strengths

a. Special focus has been given on women's education.

b. The policy emphasizes on "creativity" to produce better work force.

c. Providing free textbooks to the students up to Class X.

d. Ensuring equal rights in education for all.

e. Special program for dropped out students in vocational sector.

f. Use of ICT in education sector.

Weaknesses

a. Superficial emphasis on quantity rather than quality in 'Srijonshil poddhoti'.

b. Discrimination amongst mediums i.e. General, English &Madrasa.

c. No special attention to disabled students of rural area.

d. No strict rules to punish corrupted administrators in education sector.

e. No particular strategy to combat Digital means used by students in exams

f. No particular strategies for ICT education in rural areas.

g. Undefined process of moral education.

Education for All (EFA) Policy and Its Influence on Education Sector

In the backdrop of a growing concern over the negative correlation between poverty and education, the government introduced its EFA policy in 1990 to promote education throughout the country, of which 85% lives in rural areas. Although Bangladesh is the most noted for its poverty and disasters, its EFA policy has boosted primary school enrolment to 97.49 per cent and completion rates have increased to 67 per cent (BANBEIS 2012). To facilitate the EFA policy, the government along with ODA (Official Development Assistance) and NGOs, have implemented and promoted various education programs. In statistical terms at least, the country may be said to have attained the global standards outlined in the Education for All declaration of 1990. Apart from EFA policy, educational incentive programs such as Food for Education (FFE) and the Female Secondary Education Project (FSEP) have affected the educational attainment of the country in the last few decades. Moreover, policies such as the Compulsory Education Act of 1990, which proclaimed primary education as a basic human right to be attained free of cost, and the Stipend for Education Project of 2002, which was a modified version of the FFE program, rapidly stimulated Bangladesh's educational indicators.

Education Policy 2010: An Analysis for Formal Education

As a matter of fact, the education policy 2010 is so far the best set of guidance that the government could make available to the people of the country. Salient aspects / positive dividends that are obvious impacts of the policy are appended bellow:

a. School attendance has increased considerably.

b. Drop outs, especially at the primary level have decreased remarkably.

c. Special emphasis on IT and computer has been established.

d. Gender parity/ equity have been considered successfully, specially the girl children enrollment and female teacher recruitment has progressed sufficiently.

e. More training programmes on agriculture and life skill oriented training is being practiced that contribute directly to the society.

f. Prohibition of corporal/ mental punishment contributing to human dignity, honour and pride.

Analysis of Education Policy 2010 on TVET

The Education Policy works as a basis for an education system suitable for the delivery of education which should be pro-people, easily available, uniform, universal, well planned, and science oriented. Effective Education can equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community. With this idea in view, the aims, objectives, goals and principles of the Education Policy 2010 in terms of TVET are as follows.

a. To ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context.

b. To ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level with the next one to consolidate the formations of knowledge and skills.

c. To attach substantial importance to information and communication technology (ICT) along with maths. science and english in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT.

d. To put special emphasis on the extension of education, give priority to primary and secondary education, motivate the students to show dignity of labour and enable students to acquire skills in technical and vocational education to facilitate self-employment, irrespective of levels of education.

Various Policies Influence on Religion Based Education

EFA Policy and Its Influence on Madrasa. EFA policy encouraged children, especially those residing in the rural areas, to attend either general school or a madrasa. However, on learning outcomes in secular and modernised religious high schools provides several findings that are really challenging for madrasa graduates:

a. Religious school students have lower test scores in mathematics when compared to their peers in secular schools.
b. Level of learning in general is very low; Mathematics competency is low even when measured in terms of primary standard maths test.
c. Gender-gap in test score prevails at the beginning of the secondary schooling cycle (grade 6) and prevails through grade 8.
d. Religious school students have perverse fertility choices- they are more likely to rely on creator on the question of desired number of children.

In contrast to the Aliya madrasa, the Qaumi madrasa could not receive any incentive programs since they refused to be incorporated into the government's mainstream education system.

Declining to Accept the Modernization Proposal of Government. The madrasa integration plan is part of new education policy which emphasizes modern education alongside the traditional madrasa curriculum. The government has asked the administrators of Qaumi madrasa to come up with proposals and suggestions for the inclusion of market economy-oriented subjects in their curriculum without disturbing the facets of religious education. The Qaumi madrasa board, opposed the move, suggesting that the government's plan to modernize madrasa education will destroy religious education.

Education Policy 2010: An Analysis for Higher Education

The National Education Policy of 2010 as it relates to higher education sought the acquisition of world class education by students to grow up with human qualities. A component of it includes the autonomy of the universities but with

government monitoring especially the private universities. The policy aims at helping students achieve quality education, encouraging free thinking and creativity. It additionally sought the expansion into new areas of knowledge through research. It proposes a minimum of 4 years to achieve a first degree with a year to gain a Master's degree.

However, the current state of higher education has not met the expectations of the policy. There is generally a low quality turnout from the higher education institutions. Identified problems include poor quality teachers in the higher institutions. Professional development of the teachers is limited to attaining higher degree qualification without the requisite expertise and experience especially to attain a doctorate degree. Another identified problem contributing to the low quality turnout is the lack of relevant infrastructure such as libraries and laboratories. These infrastructures are relevant and required to enable qualitative research. These constitute a fundamental requirement to effective education.

Problems, Challenges and Drawbacks: An In Depth Study

Qualification of Teachers. Currently a deplorable situation exists. In a research carried out it was found that most teachers at the primary level were under qualified – mostly secondary school graduates sporting third divisions (Rabbi, 2008). Most teachers also lack any sort of training and are not mentally suitable as teachers and mentors of the minds of the future generations. In many cases, teachers are more interested in private tutoring rather than mentoring and teaching in regular classes and students greatly suffer from this both academically and financially. Apparently lax appointment requirements for primary teachers are partly to blame for this. Moreover, the government should bear blame since primary school teachers are given extremely poor salary and a status that is lowest among the government employees (Rabbi, 2008; UNICEF, 2008). Thus understandably high caliber applicants are dissuaded. The government needs to realize that this self-defeating policy is reflected in the quality and commitment of the teachers. It may be noted that where primary schools are expected to provide at least 900 contact hours per year, less than 10% actually do so (DPE, 2008).

School/College/University Fees. The constitution of Bangladesh recognizes education as a basic right and decrees that education shall be free and the government shall bear all financial responsibility. However, since the government has failed to provide free education for all, private investors have naturally entered the scene. Two things are noticeable here. First, students from private institutions do best in national exams. Second, education is considered a commodity in contradiction to the constitution of the nation. Financially challenged students have no place in schools with top performance.

Infrastructure. Another factor that discourages teachers is the lack of the most basic facilities such as chairs and tables, water, electricity, and even toilets are absent in many schools outside the city corporation areas. In many cases there are even no buildings. 5% of schools do not have toilet facilities in Bangladesh while another 14% have to make do with just one. This also affects retention which is another major problem. The average ratio of student and toilet is very gloomy, 150: 1.Therefore, special attention must be given to remedy the situation as this dissuades teachers from leaving cities and working in rural and suburban areas. Thus the student-teacher ratio varies greatly between urban and non-urban schools. (UNICEF 2008).

Teacher Student Ratio. As of 2008 the average number of teachers was amazingly less than 5 in all types of schools. The teacher-student ratio in public schools was 54, in private schools, 35 and madrasas, 45. The lowest ratio is seen in private schools and these schools perform best in public examinations and at the tertiary level such as St. Gregory's High School students. One of the most important factors in fostering a healthy standard of education is a low teacher to student ratio or in other words maintaining small class size. In the developed world, where the standards of output are highest, the class sizes are lowest. At the same time in countries that are struggling with maintaining standards have large teacher-student ratios. In Bangladesh the ratio is high in all types of schools. The average ratio is 40 students to 1 teacher. The teacher-student ratio in countries possessing sophisticated educational systems is much lower. In Finland and the US the ratio is only 1:14 (Data: World Bank 2009). As the quality of education imparted greatly depends on this ratio, it is kept at a minimum) in the developed countries (Burtless, Finn & Achilles 1990, Molnar 1999. In Bangladesh the average ratio is very high and this ratio reaches a much

more appalling figure in the non-urban schools due to the disinterest among teachers to go outside the urban areas. There are just 5 teachers for over 200 students in primary school. The quality of education provided in non-urban schools in Bangladesh is pitiful and this is seen in the national exam results. Non-urban schools perform poorly (BANBEIS 2011). It may be noted here that the ratio is 1:20 in the famous St. Joseph Higher Secondary School and College with very high performance in national exams (Wikipedia: St. Joseph School, Dhaka).

Enrollment and Retention. Success has been achieved in the enrollment sector and the MDG to bring every child to school by 2015 is within reach. This journey has been very slow, however. In the first Five Year Plan of 1973 the enrollment goal was 73% (by 1978) which was only achieved in 1992 (First Five Year Plan 1973, BANBEIS 2010, DPE 2008). The major failure is in retention and ensuring completion of grade 5. The first education commission of 1972 takes seriously this failure of the education system of Bangladesh. The dropout rate mentioned at that time was an appalling 63%. Kudrat-i-Khuda's aim was to reduce this to 52% (Rabbi, 2008). Over the decades retention rates has improved largely credited to the government's scholarship programs and lunch provision. In 2010, the dropout rate dropped to 35% (BANBEIS 2010), a great improvement but nonetheless, is still more than a third. In order to increase retention reasons for this need to be determined. Obvious reasons include poor teacher quality and curriculum and vacations which are not suitable for students from poverty stricken and rural families.

Emphasis on General Education. The curriculum that is prescribed at the level is either a generalized one or a religious one. These curricula do not really hold much for students of poor families as children from these families need to become earning members at an early age. Stipends and scholarships along with lunch are given to increase retention but the situation obviously demands more. As recommended by the latest education commission there should be a drive towards vocational schooling. This would not only provide a basic education but would also be in the interest of children who would otherwise graduate from primary schooling without gaining anything from it for kick-starting their professional life. So instead of a fully generalized or religious education program, a generalized program that also prepares students

for vocational training should be introduced. This type of curriculum may be more practical and appealing to students from these backgrounds and help raise retention rates.

Method of Teaching and Evaluation. One of the most unfortunate things about education in Bangladesh is the style of teaching. Memorization is standard way of learning. Teachers expect students to memorize a huge amount of data and regurgitate them during exams. Courses are not designed to stimulate discussion and analytical thinking in classrooms. Furthermore, when the amount of memorization becomes overwhelming for the student the student naturally looks for short cuts. This calls for suggestions and also the leakage (sales) of actual question papers. This also calls for innovative methods of cheating – the same innovativeness of which the teacher and the education board could have made better use. Students cheat because it is the only alternative (to memorizing impossible amounts) left to them. The responsibility again falls on the teachers and those who set the syllabi. Thus the teacher in the present system teaches very little and the student learns very little other than cheating and regurgitation. Memorization encourages cheating and discourages thinking and so the existing system produces unthinking generations of cheating future leaders. How can one expect Bangladesh to progress? According the UNICEF, Bangladesh, the culture of memorization discourages students tremendously and is a major cause of poor achievement and low retention. They also cite this as a reason for high failure rates and repetition of classes which forces students to spend almost 9 years in primary school instead of 5 (UNICEF 2010). Overwhelming syllabi and a culture of memorization coupled with stressful hall exams which gives comparative evaluation create cheating, over-competitive and selfish individuals who will only perform in return for benefits. Einstein thus laments, 'Our whole educational system suffers from this evil. An exaggerated competitive attitude is inculcated into the student, who is trained to worship acquisitive success as a preparation for his future career.' (Einstein, 1949)

Inadequate Budget Allocation Current level of budgetary allocation for education is, by any standard, well below than what is required. The share of the education sector budget has declined over the recent years, both as percentage of gross domestic product (GDP) and as a share of total budget.

Share of the education budget as a proportion of the total budget, decreased to 11.6 per cent in FY2016 from 15.9 per cent in FY2007. According to World Development Indicator (WDI) data, Bangladesh, with an education budget of 1.9 per cent of GDP, has been ranked 155 out of 161 countries in the world. In all other South Asian countries, the corresponding figures are higher (Afghanistan: 4.6 per cent, Bhutan: 5.6 per cent, Nepal: 4.1 per cent, India: 3.9 per cent, and Pakistan: 2.5 per cent). The figure has remained around 2 per cent of GDP for about last 14 years. Regrettably, budgetary allocation for education is projected to decline further as a proportion of national budget as also GDP in the coming two fiscal years (FY2017 and FY2018), as is evidenced by the Medium Term Budgetary Framework (MTBF) projections (CPD, Bangladesh, 2016). Public universities are usually dependent on this limited government budget and unable to generate additional resources by raising tuition and other fees due to political and other constraints. As such, it is difficult to improve their quality of education through greater investment in research, libraries and laboratories. The government allocation given for the universities are mostly spent for the salary and allowances of the faculty and staff members. So, due to the weak financial base the universities of Bangladesh do not play their assigned role. Even due to lack of finance some university do not spend anything on research. But higher education and research must go together (CPD, Bangladesh, 2016).

System of Government. One of the biggest problems worldwide is bureaucracy. In Bangladesh, the government efforts often come under fire. From the Upazila level to the head office corruption is said to prevail affecting teacher transfers and quality evaluation. Development and project implementation are also hampered and delayed severely as funds get tied up in bureaucratic red-tape. Sometimes there are discrepancies even in official data on academic in Bangladesh. Besides this the administration is centralized which creates rigidity and policies often are made in light of city schools and students. For example, the school calendar does not follow the agricultural cycle and seasons. This is a problem in rural areas where most schools are and this is responsible for high absenteeism and in the end retention (UNICEF 2010).

Challenges of Non formal Education and TVET

Some of the key challenges of TVET system are appended below:

Economic Relevance

a. **Mismatches Between Output and Employer Needs**. Employers argue that graduates of the vocational system do not meet their needs. They claim that the system continues to produce graduates for outdated and marginal trades, which have little market demand, and does not train students for newer trades with substantial needs (World Bank 2007).

b. **Low Employment Rates.** Technical-vocational graduates tend to have lower employment rates than general education graduates. A 2006 tracer study by the World Bank, involving 2,302 students who graduated from public and private TVET institutions in 2005, found a low proportion of employed graduates. The proportion of employed individuals was highest among HSC (voc) graduates (30%), followed by diploma graduates (21%) and basic trades graduates (18%). However, these courses account for only a small proportion of total enrollment.

c. **Lack of Employer Involvement**. The main cause of TVET market weak relevance is the insufficient linkage between supply and demand (i.e. between training institutions and employers) (World Bank 2010). A major component (i.e., involvement of private sector representatives in institutional arrangements) is conspicuously missing (ADB 2011) and results in slow and inadequate responses to market developments.

d. **Lack of Effective Mechanisms for Labour Market Analysis**. TVET providers and government agencies do not systematically collect adequate labor market information. Feedback mechanisms are inadequate to change and adapt course offerings and to improve the TVET system. Regular labor market analysis and tracer studies are not available to assess the needs of domestic or global labor markets and to align the curricula accordingly. As a result, curricula do not reflect adequately up-to-date core technical skills, specific sector skills, and soft skills (World Bank 2010).

e. **Inaccurate Targeting**. People who want TVET qualifications often cannot enter a program because they have not completed grade 8. Those who enter, particularly SSC (voc), have little intention to enter manual occupations. In other words, those who can or do attend TVET do not wish to, and those who wish to are not allowed because they cannot comply with the grade 8 entry requirement (ADB 1995).

Social Relevance

a. **The Disadvantaged Lack Access to Skills Acquisition**. The system does not serve the underprivileged—the rural poor, child laborers, women, informal workers, people with low-level instruction—due to its rigidity and high entry barriers (ILO). Courses have remained inaccessible to the urban poor due to the minimum entry requirement (grade 8) is too high; and lengthy courses (1–2 years).

b. **Geographical Inequities**. Most training institutions are in urban areas, which have only about 20% of the total population. Strong regional imbalances also exist, and the share of students enrolled in private institutions is far higher in poorer regions than more affluent regions. This is inequitable, because students must pay a high proportion of total costs in private institutions through tuition and other fees, whereas public institutions are virtually free.

c. **Gender Inequalities**. Although most trade programs correspond to male-dominated trades, about one quarter of total enrollment is female (ADB 2010). Few females have an opportunity to learn the skills necessary for formal sector employment, largely due to the lack of hostels and secure transport, as well as traditionally low demand for female workers. Women in the labor market have few places where they can receive training to raise their income through productive activities (World Bank 2010).

Training Effectiveness

a. **Weak Quality Assurance**. Low quality training in private institutions results from weak quality assurance. Serious concerns remain about the

accreditation process. Although BTEB is a well-developed organization, quality assurance is sparse. Procedures are time consuming, complicated, rigid, and often not followed properly, partly due to political interference and partly due to inadequate resources for inspections.

b. **Lack of Qualified Instructors.** The lack of trained teachers is a major constraint on effective TVET delivery. Two main reasons of shortage of qualified instructors in both public and private TVET institutions are lack of capacity to train instructors, and bureaucratic red tape that makes it difficult to fill vacancies. Poor quality teachers can be attributed to two factors. Those are inadequate output by teacher-training institutions, and lack of in-service training. TVET also suffers from a lack of regular in-service upgrading of instructors. Teachers' qualifications do not concur with the system's needs. The system offers very few opportunities for training and upgrading of instructors' skills. No policy and regulations exist requiring in-service training. In addition, there is no formal policy or guidelines for the continuous professional development of TVET teachers (World Bank 2010).

d. **Insufficient Material Inputs**. The TVET sector has historically lacked sufficient resources and institutions lack adequate resources to provide quality training (World Bank 2010). Inadequate spending results in poor infrastructure in SSC (voc) and HSC (voc). Institutions lack modern equipment and instruments with which to conduct practical classes, especially electrical, electronics, and refrigeration (ADB 2008; World Bank 2010). Because workshop enrollments are generally too large in relation to available equipment, students end up observing, not practicing.

e. **Lack of Incentives for Good Performance**. The managers and instructors of training institutions lack incentives for good quality teaching. Over centralized control means that school directors take few initiatives, and instructors lack accountability (World Bank 2000). Teacher motivation is also a concern, owing to the limited scope for promotion and to low salaries.

Challenges of Religion Based Education.

The Social, Cultural, and Political Influences on Madrasa. The madrasa system, like any other institution in Bangladesh, is interactively influenced by its social, political, and cultural dynamics and will probably be shaped in the future by such dynamics. The debate about Islamization, modernization, and Westernization will continue to shape views about the Madrasa system and its role in society.

Misconception Regarding Madrasa Education. Madrasa education in Bangladesh came under intense scrutiny and received renewed critical attention in the wake of the 9/11 attacks against the United States. Later, after the August 2005 erratic and inept bombings in different parts of Bangladesh, the suspicion turned into belief. However, after investigation it is now proved that not all of the terrorists have madrasa education rather most of them have not, and not from all madrasa. Most of the militants are ideologically motivated political cadres generally recruited from poorer sections of the society. As such, to make sweeping statements suggesting that all madrasa are radical, religiously extreme, and other such simplifications, would be grossly wrong.

Mostly Backward Section of Muslims Join in Madrasa Education. Most of the students of socially, economically and educationally backward sections of the Muslim community begin their education from these madrasa and maktabs, where education is relatively cheap and in some cases free. The students and teachers of these madrasa also get an euphoric feeling that they are performing their religious duties by learning Quran by heart, no matter whether they understand it or not.

Narrowly Focused Education System. Existing most of the madrasa education doesn't provide the learners with a clear worldview. It doesn't equip the learners with the tools of analysis. It doesn't create a culture of democracy, tolerance, social justice and peaceful co-existence. It doesn't inform the professional requirements of the labor market. It doesn't prepare and groom the learners for practical and professional life. It doesn't produce enlightened minds the society.

Challenges in Higher Education

In the present context of Bangladesh, the university education has been facing some crucial challenges that can be mentioned here.

a. **Accountability of Teachers**. Faculty members must be aware of the university's objectives and must be committed. Many democratic provisions of the University Acts encroach upon the limited teaching time of the faculty members and they engage themselves in politics and other activities. There is very limited accountability of the teachers that contribute to lengthening of session jams.

b. **Traditional Teaching Method**. The traditional teaching method is the common feature in our universities. Here, the sharing of knowledge and students participation is very minimal. The brain storming discussions and presentations by the students enables them for a better grooming up. But this is almost absent in our university education system. Moreover, the monologue type of teaching and learning, the traditional system of distant relationship between teachers and students act as barriers in the congenial atmosphere of free learning in the universities of Bangladesh. Simultaneously, modern teaching methods and facilities like internet, multimedia, sound system are also been absent at the public universities of Bangladesh.

d. **Teachers and Students Politics**. Party politics among both teachers and students have created a serious concern in the higher education sectors. Both teaching and learning is greatly interrupted by the teacher and students politics.

e. **Inadequate Library and Laboratory Facilities**. Adequate library and laboratory facilities are very important particularly for the university education. But the quality and other facilities both in library and laboratory are very poor and outdated. There are shortages of modern equipment in the laboratory. Similarly, recent text and reference books, professional journals are hardly available in library. So, inadequate library and laboratory facilities are hindering the quality education in the universities of Bangladesh.

f. **Session Jam**. Though there is a bit of improvement, session jam is still one of the most alarming situations prevailing in the universities in Bangladesh which is hindering the higher education. A university student now has to wait for almost six years to get the four years honours degree.

g. **Over Tasked Ministry of Education**. The Ministry of Education, Bangladesh is responsible for all educational affairs at all levels alongside other education related matters. There are seventeen departments under ministry of education including University Grant Commission. Therefore neither the minister in charge nor the ministry can pay undivided attention towards higher education.

Way Forward

Way Forward for Formal Education

An investment in education sector may yield in high financial gains. Skilled labour will earn more wages that may initiate more investment. This will create more job opportunities; contribute in addressing poverty/ unemployment problems. This will allow the Govt mitigate societal security issues apart from creating buying power of individual citizens. When there is more investment and boom in a specific sector, it is likely to rally the Government support and subsidy and more entrepreneurs will be attracted. A further research and involvement of the academicians will come in a linkage will be established that might see a huge potential more vibrant than the RMG sector. This will create an expansion and open up new opportunities.

Study shows that approx 87.82 % of the migrant workers leave the country without any special training before leaving. Arguably, if a short training of 12-16 weeks in specific field of work together with language training is imparted to each individual, the earnings could be multiplied several times. In this context, skill and language learning centers may be set up targeting specific country and demand of the job market. There are advanced countries in the world that do not have enough educated manpower (as per one estimate the short-fall is about 5 million); BD can supply manpower to these countries. There is acute shortage of qualified science and math teachers in some advanced countries; BD can train in these fields and supply.

Bangladesh needs to ensure moral and ethical standard that can weed out corruption: the GDP of BD is estimated to go up by 2-3% from current 6% if simply corruption is eliminated; for that we need to start with primary education, strengthen religious motivation and inculcate institutional best practices in everyday life. This may also build a better image of the country. Regarding manpower export, Bangladesh may eye on exporting service on a contractual basis, rather than sending individual workers abroad. National skill development council may be formed in order to direct, facilitate, monitor and enhance specific skills of individuals. Basic computer literacy, driving and language training may be organized prior to going abroad. This may be done under the auspices of the Armed Forces who may capitalize their experience and expertise of working in UN environment.

Implementation of German Education Model

Considering the effectiveness of German education system to make it implementable in Bangladesh, following may be considered:

a. As a long term vision Bangladesh may work out a perspective plan of 3-4 decades to adopt the German education system customized for Bangladesh.

b. Bangladesh government may be active in establishing plenty of vocational, technical and equivalent institutions equitably distributed over the demographic centres.

c. Through incentive packages the teaching profession may be made attractive and a deliberate process of preparing teachers for all types of educational institutions may found out on a priority basis. Teaching profession must be made most attractive so that it may draw in the best of the products of the institutions.

d. The two pronged examination system as for Germany customized for Bangladesh may be introduced. At the same time the grading of institution on the basis of the outcome their students in the next stage of their character may be introduced so that by default the educational institutions change their orientation from examination/paper results and devote to develop the students for the next stage.

Way Forward TVET Sector

Quality of TVET Education. From the labor demand perspective, employers expressed concern about the quality of graduates. They perceived that the system is continuing to produce graduates for old and marginal trades, which have no market demand. These gaps between TVET institutions and the industry should be bridged as soon as possible to overcome the situation.

International Recognition. The lack of international recognition of the TVET institutions may be a problematic issue. Allowing institutions to seek accreditation from internationally recognized agencies will allow their qualifications to be recognized internationally accreditation introduced successfully in many developing countries is to allow training institutions to pay fees and seek certification and accreditation from internationally recognized agencies.

Teachers Training. Teachers engaged in training should have adequate technical competence, ability to teach skills, knowledge about the poverty situation, understanding of the need for linking education and skill learning to income generating program and poverty alleviation.

Social Status. Social status may be uplifted for the TVET qualified persons. Social inequality has to be removed by giving same importance to the general education and TVET. The recruitment both in the private and public sector must not discriminate against the TVET qualified persons.

Funding. A Skill Development Fund (SDF) may be created to support innovative schemes which do not require heavy initial investments in infrastructure, but which promote employment opportunities for the target groups.

Low Capacity Utilization. Low capacity utilization of the existing TVET system is a problem also. A recently conducted survey of over 300 public and private VET institutions shows that in both vocational education as well as vocational training, close to half the student capacity is unutilized.

Public Private Partnership. Expanding the role of non-government training providers is likely to be more effective in providing the training needed in the non-formal sector. Bangladeshi NGO's, many of them already active in training in the non-formal sector should be encouraged to expand this role.

Way Forward: Religion Based Education

Identifying the Areas to Reform for Achieving Effective Madrasa Education. Madrasa can survive well and contribute to the overall development of the country only when they accommodate to the changes in the economic and religious needs.In Bangladesh, people demonstrate preference for the general education system, which provide more job opportunities. Therefore, the madrasa must emphasize the general without losing the significance of **'being a madrasa'** However, in order to derive maximum benefit following areas may be reformed:

a. Infusing religious values in secular institutions.
b. Modernizing the curriculum.
c. Technology education.
d. Train the teachers.
e. Educational and recreational facilities.
f. Utilizing the religion based values for the Sustainable Development.

Infusing Religious Values in Secular Institution. Simply to say, religion builds social capital. Religion is the foundation upon which these values rest. Religion is the agency of social control that upholds certain ideals and values. Science and technology cannot create these values. Thus, religious values can help young generation to become moral, disciplined and socialized citizens. Therefore, endeavor should be taken in every secular institution to have the religion as a subject with the following aims:

a. To ensure that religious learning of moral and ethical value makes a positive impact on all children and young people.

b. To ensure that children and young people can individually and collectively develop the personal beliefs and values, which will support them through the complexities of life.

Modernizing the Main Stream Madrasa Education. It is important to have an in-depth modification to the existing system of both Alyia and Qaumi Madrasa to derive the maximum dividend.

a. Aliya madrasa are producing neither good Ulama nor productive human resources for competing with general education graduates. The Aliya graduates should be made competitive vis-à-vis the general graduates. In order to make Aliya graduates competitive, crash programme may be undertaken which should include science, Information Technology (IT), commerce/business and English.

b. Teachers training is the most neglected aspect should be given utmost priority. There is just one Teachers Training Institute in Gazipur, which too is not in good shape. More should be set up. Available institutional infrastructure in the private and public sectors may be utilized.

c. Qaumi madrasa should not be asked to change the curriculum lock, stock and barrel. But they need to be shown that they are holding on to a curriculum that has come to them from the Muslim renaissance period and that this is time bound and contextual. Is the curriculum today producing Islamic scholarship as well as manpower for today's requirement?

d. Qaumi madrasa are structurally different than schools and Aliya madrasa. Reforming Qaumi's will be a challenging task given that they are unregistered, source of financing is unknown, and many are organized informally under numerous federations/boards.

e. Qaumi madrasa should be engaged in dialogues for their incorporation in the framework of the current education policy (Education Policy 2010).

f. It is better that Qaumis should not be presented with threat perception or radical change. The areas where they are agreeable should be the basis of the dialogues.

Way Forward- Higher Education Sector

Need-Based Education. To exploit demographic advantage in the current global scenario, higher education should be need-based. Necessary institutes or departments should be opened in every neglected field of education those have more prospects in future job market as per the current and future trend considering changing realities. Equal attention must be given to technology based and service oriented job market.

Accountability and Transparency. Given the fact that budget allocation to public universities are inadequate, the financial and administrative management of higher education must be accountable and transparent. To make higher education sustainable the universities has to create own sources of income for abating the dependency on government allocation. Public universities may consider raising tuition fees to a logical level over a period of time. It is needless to mention that tuition fees at public universities are negligible as compared to private universities. This shall also make public university authorities more accountable to the consumers.

Teacher Recruitment. The recruitment policy should be planned and transparent. Unplanned and political recruitment reduces the standard of education. In this context, priority should be given to the merit, academic result and research work. Besides, a commission relating to teachers recruitment should be formed so that non-political and bias free recruitment is ensured.

Modification of the Syllabus. The syllabus of university education should be modern, time-bound, need-based and international standard. The university authority has to monitor properly to add new and innovative courses and ideas in the learning process so that the students can face the challenges of future world.

Medium of Instruction. Bangladesh missed a trick of hosting 'Call Centres', a booming need of present day service sector for lack of command over English language of its young generation. Another window of opportunity opening in service sector is for the nurses in health sector. To grasp these opportunities and many more on offer, communication skill in English is a must. Higher education of Bangladesh must become more global. In this context, the medium of instruction of higher education must be in English so that the graduates can adapt themselves to the competitive world.

Teacher-Student Politics. The university should be free from political interferences. Student politics in forties, fifties and sixties contributed immensely to our nationhood. But situation has changed and the nation now demands that student politics must be constructive and students' welfare oriented. On the other hand, teachers must avoid being, subservient of political parties. In order to create conducive atmosphere and ensure standard of education, reform of teacher and students politics is a must.

Modern Equipment. Improving educational infrastructure especially computer and Internet access, scientific laboratories and equipment, modern libraries should be introduced in place of traditional libraries, classrooms, dormitories, and recreation and cultural facilities.

Introduces Teacher Evaluation. Annual 360 Degree evaluation system for the teachers must be introduce in the universities which will have to be considered for promotion. The evaluation should be both by the university authority and by the students. This will surely raise the standard of teachers. At the moment there is no system of evaluation of teaching skill of the teachers in public universities.

Participatory and Research Based Education. Higher education should be highly participatory, reciprocal and research based. Both teachers and students spontaneously participate in this learning process and research activities. Simultaneously, facilitators can get time to explore them in the classroom.

Introduction of Academic Quality Assessment. To maintain and improve quality of education a system of Academic Quality Assessment has to be introduced in higher education institutions.

Separate Higher Education Ministry. Currently, Ministry of Education with 17 different departments under it can hardly focus on higher education. It is need of time that Bangladesh government seriously consider to establish a separate ministry for higher education like Malaysia.

Joint Degree Programme. To enhance quality of education faster, Joint degree programme in collaboration with foreign universities following Malaysian model may be introduced.

Cost Benefit Analysis: Migrant Workers Training Vis- a- Vis Remittance Earnings

General. The growing importance of overseas employment for the Bangladesh economy is clearly evident. Remittances rose to over $15 billion in 2015 or about 8% of gross domestic product(GDP)—up from less than $2 billion in 2000—and have become a major source of foreign exchange earnings, second only

to ready-made garments. As such, remittances contributed 61% of the recent foreign exchange reserve buildup in 2014–2015. Overseas employment itself represents over one-fifth of the annual addition to the country's total labor force and over half of additional manufacturing jobs created in recent years. Close to half a million people found jobs abroad every year from 2012 to 2014. Recognizing these contributions to the economy, to convert the demography into effective manpower or human resource, goal oriented and purpose driven education and training module should be formulated. Considering this, potential job market of such a huge overseas employee may be explored and a plan may be worked out after a Cost-Benefit Analysis (CBA). A scanty CBA has been outlined in subsequent paragraphs by the group. However, if agreed in principle, then a separate study/ research may be carried out in this respect by the appropriate authority.

Existing Facilities. At present Bangladesh has got vocational training institutes in every district, polytechnic institutes in major cities and also privately run training centers on different vocations spread all over the country. Bangladesh Army also runs Trust Technical Training Institutes (TTTI) spreading over the geographic areas of the country. Once felt necessary, similar institutes may be established in every Upazilla varying the trades/technical arenas for convenience and cost reduction. Madrasas and language teachers may be used to give language training (mostly conversational) to aspiring migrants to the Middle East, English, Bahasa Malayu and Korean language for other likely destinations utilizing existing School/College/Madrasa facilities in the evening shift without incurring additional cost.

Example. Technical/Vocational training institutes conduct training on 12-18 vocations. A CBA on Electrician training (same may be applicable for Plumber, Loom Operators and Mason) has been carried out as model and the findings are given below:

a. **Name of the Organization**: Trust Overseas Recruiting Agency (TORA).
b. **Name of the Institution**: Trust Technical Training Institution (TTTI).
c. **Managed By**: Bangladesh Army.
d. **Mainstream Students**: Retired/ serving soldiers. Civilian aspirant workers.
e. **Training Details**:

i. Name of the Course: Certificate Course (Loom Operator, Electrician, Mason, Plumber, AC/ Fridge Mechanic etc)

ii. Duration of the Course: 3/6 months (360 Training –Hour)

iii. Number of Students/ Trainees in each Batch : 10/ 30

iv. Cost per Batch (Tuition/ Training Cost, Instructor's pay, Institutional Charges , stationeries and Miscellaneous)Tk 330,000/ Tk 860,000.

v. Cost per Student : Tk 33,000 / Tk 28,000 (Cost reduces if the number of students is more)

a. Salary Structure : Salary structure of Qatar, Oman and Kingdom of Saudi Arabia (KSA) are appended below in Table 4,5 and 6 respectively:

Table 4: Salary Structure of Qatar

Grade	Monthly Basic Salary (Qatari Riyal)	Basic Salary + Allowances	Remarks
1	1800-2000	2200	Skilled and Experience
2	1400-1600	1900	Skilled
3	1100-1300	1500	Semi Skilled with little experience
4	800-1000	1200	Entry Level and Unskilled Labour

Source: Developed by Author by Interviewing Different Overseas Employees

Table 5: Salary Structure of Sultanate Oman			
Grade	**Monthly Basic Salary (US$)**	**Basic Salary + Allowances**	**Remarks**
1	6,700	9,800	
2	5,100	7,700	
3	3,880	6,200	
4	3,260	5,355	
5	2,794	4,721	
6	2,457	4,295	
7	2,147	3,855	
8 (Phd)	1,888	3,467	
9 (Masters)	1,423	2,678	
10 (BA/ BSC)	1,190	2,354	
11	1,035	2,031	
12 (2 Yr Diploma)	931	1,733	
13	802	1,526	
14	698	1,397	
15 (Gen Diploma Secondary)	647	1,294	
16	595	1,193	
17	517	1,063	
18	439	986	
(Source: Ministry of Civil Service)			

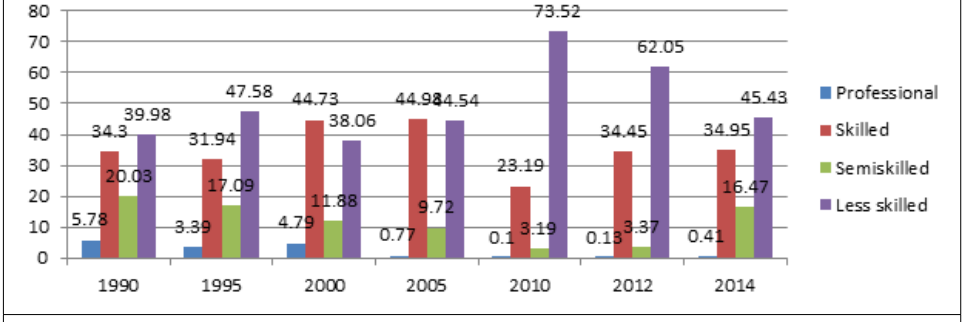
Table 6: Category Wise Status of Salary Structure for KSA					
Ser	**Category and Position**	**Qualification**	**Required Experience (Years)**	**Salary Range (SAR)**	**Remarks**
1	**Draughtsman**				
a.	Architectural	Diploma	5 and above	2500-4500	
b.	Civil / Structural	Diploma	5 and above	2500-4500	
c.	Electrical	Diploma	5 and above	2500-4500	
d.	Mechanical	Diploma	5 and above	2500-4500	
2	**Timekeeper**				
a.	Timekeeper	Diploma	3 and above	2500-4000	
b.	Document Controller	Diploma in any discipline	3 and above	2500-4000	
3	**Accountant**				
	Accountant	Relevant Degree	5 and above	3500-5000	
4	**Supervisor**				
a.	Civil / Structural Supervisor	Diploma	8and above	3000-4500	
b.	Electrical – LC, LV Supervisor	Diploma	8 and above	3000-4500	
c.	HVAC Supervisor	Diploma	8 and above	3000-4500	
d.	Plumbers and Fire Fighting Supervisor	Diploma	8 and above	3000-4500	
e.	Architectural Supervisor (finishing supervisor)	Diploma	8 and above	3000-4500	
5	**SKILLED WORKERS**				
a.	A/C Technician (Package chiller central)	SSC/ HSC + Cert Course	5 and above	1500-2500	

Table 6: Category Wise Status of Salary Structure for KSA					
Ser	**Category and Position**	**Qualification**	**Required Experience (Years)**	**Salary Range (SAR)**	**Remarks**
b.	Building Electrician	SSC/ HSC + Cert Course	5 and above	1000-1200	
c.	Finishing Carpenter for carpentry shop	VIII/ SSC + Cert Course	5 and above	1200-1600	
d.	Carpenter for Site work	VIII/ SSC + Cert Course	5 and above	1200-1600	
e.	Gypsum Installer (Drywall & Ceiling)	VIII/ SSC	5 and above	1200-1600	
f.	HVAC Duct Fabricator	SSC + Cert Course	5 and above	1200-1600	
g.	HVAC Duct Installer	VIII/ SSC	5 and above	1200-1600	
h.	HVAC Duct Insulator / Pipe Insulator	VIII/ SSC	5 and above	1000-1100	
j.	M.V/L.V Panel termination Technication	SSC/ HSC + Cert Course	5 and above	1200-1400	
k.	Mason (Tile Setter, Block Layer, Plasterer, Marble Setter)	VIII/ SSC	5 and above	1000-1200	
l.	Painter	VIII/ SSC	5 and above	1000-1200	
m.	Pipe Fitter	VIII/ SSC	5 and above	1000-1200	
n.	Plumber	VIII/ SSC + Cert Course	5 and above	1000-1200	

Table 6: Category Wise Status of Salary Structure for KSA					
Ser	**Category and Position**	**Qualification**	**Required Experience (Years)**	**Salary Range (SAR)**	**Remarks**
o.	Shuttering Carpenter	VIII/ SSC	5 and above	1000-1200	
p.	Steel Fixer, Bar Bender	VIII/ SSC	5 and above	1000-1200	
q.	Welder	SSC/ HSC + Cert ITI Course	5 and above	1000-1200	
r.	Floor Vinyl Installer	VIII/ SSC	5 and above	1000-1200	
s.	Heavy Duty Drivers	VIII/ SSC	5 and above	1500-1800	
6	**UN-SKILLED WORKERS**				
a.	Construction Labour	VIII	1 to 2	800-1000	
b.	Helper/Cleaners	VIII	1 to 2	800-1000	
Source: Sena Kallayan Shangsta					

Remarks. Bangladesh is an extremely labour intensive country, but unfortunately most of our labours are less skilled or unskilled. Figure 3 below illustrates the share of skill categories of migrant workers.

Figure 3: Share of skill Categories in Total Migrant Workers (%)



Source: Constructed using data from the Bureau of Manpower, Employment and Training

Therefore, we need to focus on skill development of individuals and invest on human capital. From the above salary structure of Qatar, Oman and KSA it is evident that a careful and meticulous planning in choosing the job grade for our migrant workers in respect of salary structure will multiply the foreign remittance earnings in many folds. And for that we need to give migrant workers training on specific fields of interest of the individuals and equipping them with language skill that will allow them to earn at least additional 40-50% remuneration without any significant cost increase.

Recommendations

Basing on findings of the study following general and specific two folds recommendations are appended below.

General

a. A standardized syllabus may be prepared for the student up to class eight. There must be some compulsory subjects in all streams (formal, religious and technical-vocational) which will reflect the common history, culture and social value of Bangladesh for all.

b. The Ministry of Education should develop a smart mechanism and monitoring system to ensure compliance and implementation of the strategies outlined in Education Policy 2010.

c. The quality of teachers in all education streams to be ensured through effective selection procedure, training and appropriate wages.

d. Students politics to be free from party politics by law.

e. High demand on infrastructure may be addressed by arranging multiple and duplicate use of existing facilities.

f. A comprehensive job market forecast until 2041 may be worked out to channel educational development accordingly.

g. Like union digital centre, a separate ICT lab may be established in each union only for the students with adequate infrastructure so that the students of secondary and higher secondary level of all stream (formal, religious and technical-vocational) have the access to online materials and online exam facilities if required.

h. Peer to peer learning may be encouraged which will substantially reduce the problem of teacher shortage. A student with better understanding may be allowed to coach his/her fellow students and some extra credential could be given in his/her assessment.

j. NCTB may engage subject specific committee comprises all related expertise in preparing textbook. A huge remuneration package along with adequate time must be given to the committee to make sure a good production of books which guarantee a progressive learning of the students.

Specific.

a. Universal religious and ethical values are to be incorporated in the formal education system as a compulsory subject.

b. Both Aliya and Qaumi curriculum need to be brought at par with mainstream education keeping their identity intact as far as possible:

   (1) Recognizing all Qawmi Boards.

   (2) Committee formed by selected ulamas from all boards and general educationist for unified education.

   (3) BANBEIS along with Local Government Authority and Local Administration may be utilized to prepare madrasa statistics.

   (4) A five year plan may be under taken to register all of them to some designated Qawmi board.

   (5) Registration may provide facilities in terms of library, books, recognition of degree, money for education etc by Government.

   (6) Not binding unnecessary regulations to discourage madrasa patrons for registration.

c. Government may encourage industries and corporate houses to forecast demand of number, types and skills of workers for their outfits and sponsor their subsistence during vocational or technical training and higher studies from world's class universities.

Conclusion

The paper started with objective to turn the demographic burden into dividend through effective education. It is believed that the study has given some insight on the probable approaches to achieve the objective. If one adds the dots that are promised within each of our recommendation listed above a possible roadmap may be seen.

A very simplistic expression of our thought is expressed the recommendation – where we find programs like Standardize and All inclusive education system, Teachers Quality, training and wages, Student Politics, Infrastructure, Job Market Demand, Spreading of Religious and Ethical values in all streams of education system and last but not the least On boarding Ulamas in policy formulation especially for religion based education of our existing education system if can be implemented, then the perceived deliverables of each segment of proposed programs will show positivity and that will take our nation to have a human strength who all can be identified as "Nation's Dividend".

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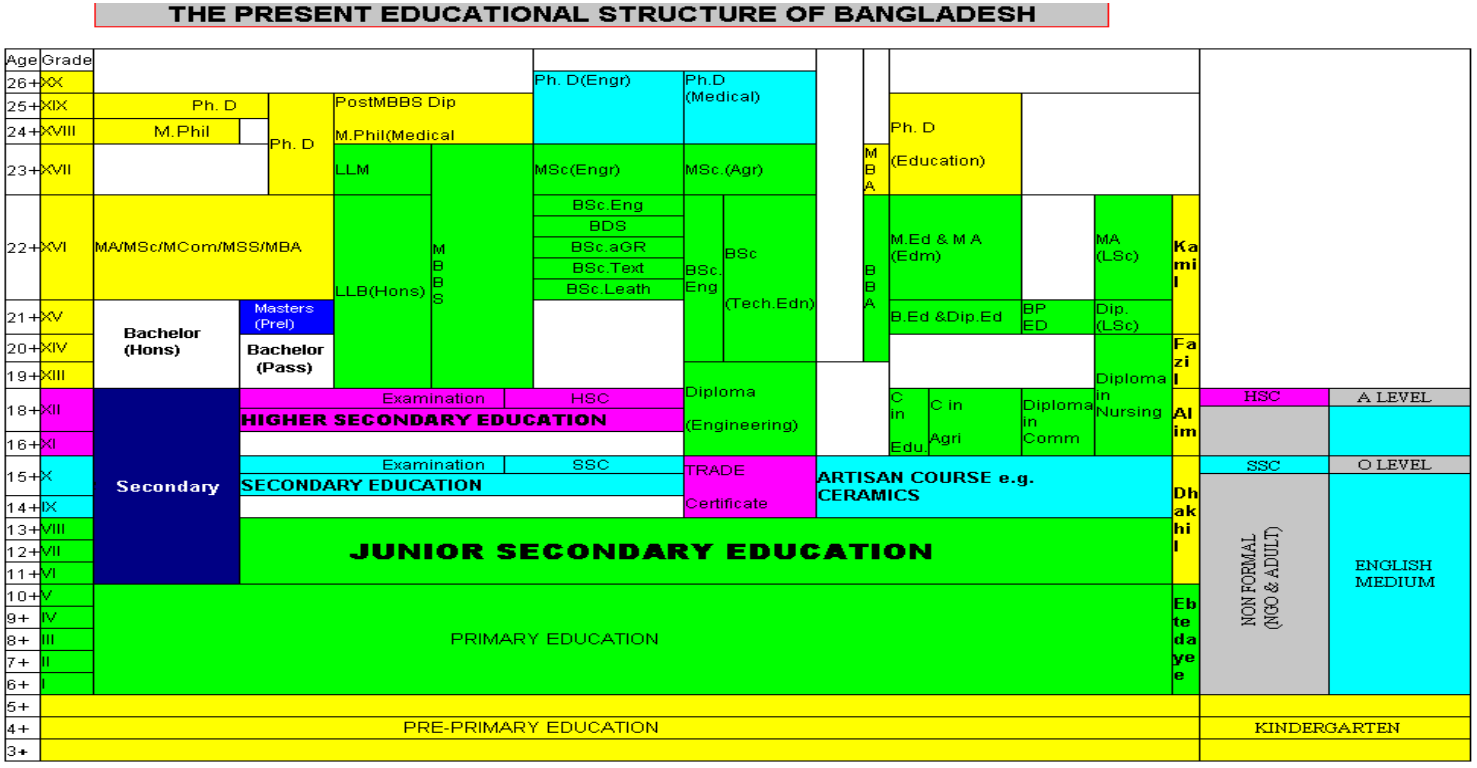
LIST OF ABBREVIATIONS

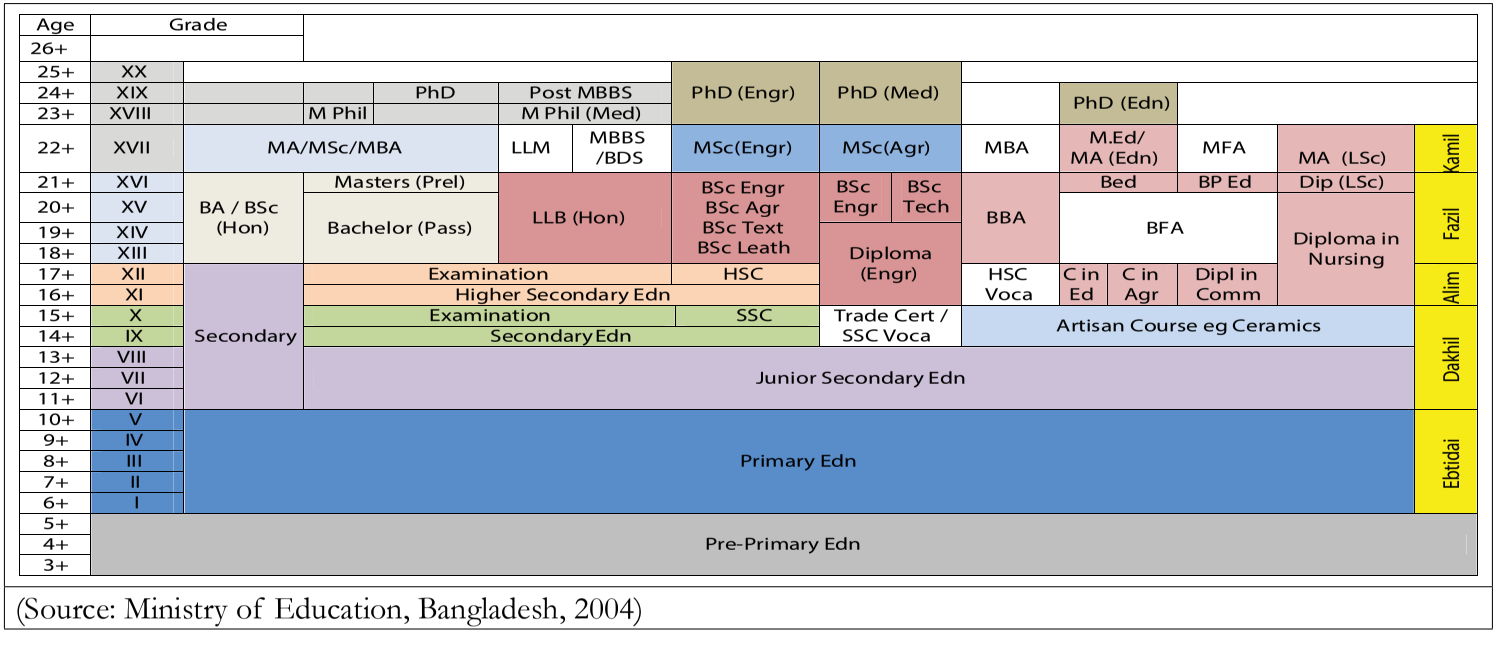
ADB	Asian Development Bank
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BMBE	Bangladesh Madrasa Education Board
BME	Bachelor in Madrasa Education
BMET	Bureau of Manpower Employment and Training
BMTTI	Bangladesh Madrasa Teachers Training Institute
BTEB	Bangladesh Technical Education Board
CHT	Chittagong Hill Tracts
CIA	Central Intelligence Agency
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
EFA	Education for All
ESD	Education for Sustainable Development
FSEP	Female Secondary Education Project
GCC	Gulf Cooperation Council
GDP	Gross Domestic Product
HEQEP	Higher Education Quality Enhancement Project
HR	Human Resource
HRD	Human Resource Development
ME	Middle East
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MPO	Monthly Payment Order
MTBF	Medium Term Budgetary Framework
NGO	Non Government Organization
NSDP	National Skill Development Policy
NTVQF	National Technical and Vocational Qualifications frame works
ODA	Official Development Assistance
OPEC	Organization of Petroleum Exporting Countries
RMG	Ready Made Garments
SDF	Skill Development Fund
SSC	Secondary School Certificate
TVET	Technical and Vocational Education and Training
UGC	University Grants Commission
UN	United Nations
USA	United States of America
WDI	World Development Indicator

APPENDIX A



(Source: Ministry of Education, Bangladesh, 2014)

EDUCATIONAL STRUCTURE OF BANGLADESH



(Source: Ministry of Education, Bangladesh, 2004)

CASE STUDY

GERMAN EDUCATION SYSTEM

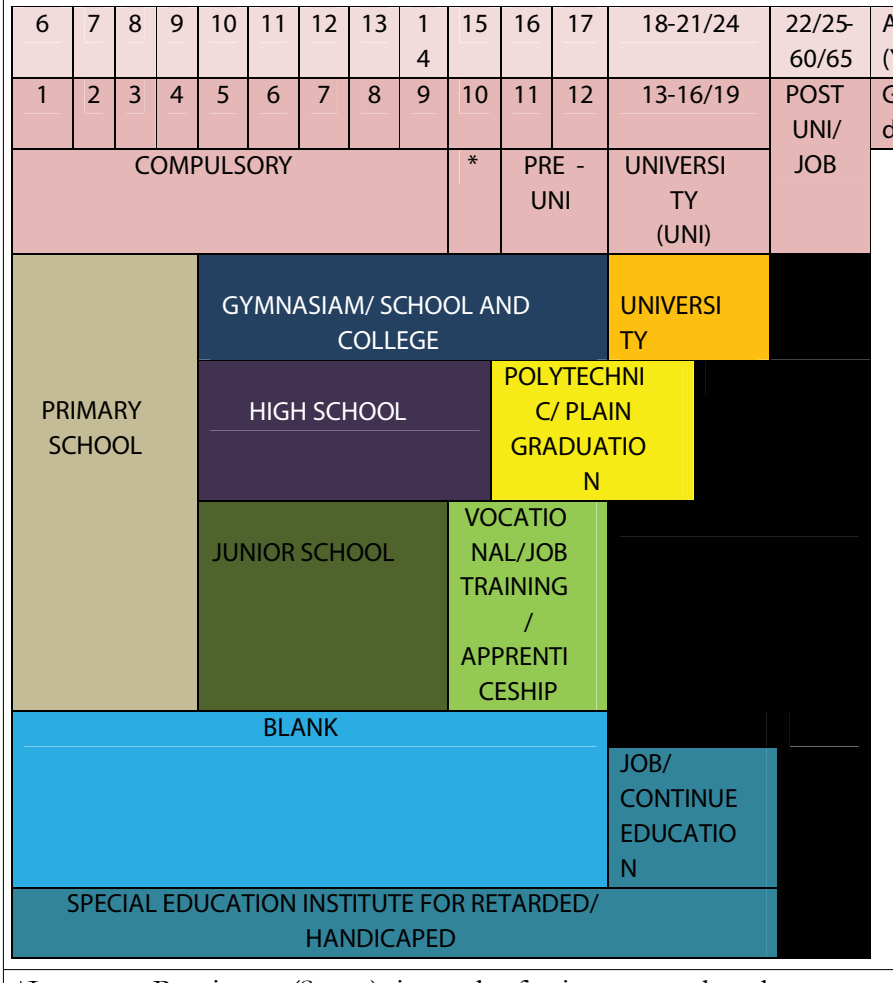
The Main Stream Schooling System. Germany runs an ideal education system with particular emphasis on vocational and technical training. After preschool education the children attend compulsory education for next 9-10 years. On completion of four yearlong primary educations the students are divided in three groups depending on their merits. The most meritorious group goes to Gymnasium/College, the next group attends High School and the last group attends Junior School. Besides main stream curricula, there are curricula for handicap and retarded children. The comprehensive diagram below is showing how the German government bears the burden of paying monthly unemployment money to each individual, for the education system culminating into jobs. The comprehensive education-job model in Germany is shown in the figure below. The idea of dividing students after primary school is a much contested matter. To ensure justice the primary schools do have pedagogics and psychologists. Besides, based on the performances the students have the scope of changing schools from higher category to lower and vice versa. The students who cannot make it to Gymnasium has the scope of acquiring University degree through the job track at a later stage.

Syllabus and Curriculum. In the primary schools German language, two other foreign languages, mathematics, elementary science, history and social science are taught. In Junior Schools students are exposed to practical education, whereas; in Gymnasium education is more of theory based while the High Schools provide lessons that is a unique mix of theory and practical.

Teachers Training. In Germany teaching profession is very attractive. A comprehensive system is followed to educate teachers of all schools. The volunteers are taken up after College Completion Examination (Arbiter) who undergoes trainings consisting of two phases: ie. university study (3.5-4.5 years) and student teaching (1.5-2 years).

Educational Infrastructure. Over many decades Germany has developed its educational infrastructures and staffing system to give a universal coverage within a geographic entity.

German Education-Job Model at a Glance



*In some Provinces (States) instead of nine years they have ten years compulsory education.

Quality of Education. The quality of German education is quite high. There is no central public examination in Germany. The theoretical and practical examinations including surprise tests and periodical examinations are generally completed by the schools. With ready results the schools wait for the Provincial Ministry Examination Team (PMET) to come. The PMET

conducts interviews on all the subjects and assesses practical skills before issuing certificates. Moreover, the colleges/schools are graded on the basis of the performance of their students in the entry performances in the next stage of education or of job. Thus all the institutions prepare their students for the next stage of education or job.

Demography Shaping. The main aim of German mainstream education system is to shape the whole demography into skilled work force for different levels. The schooling system, examination system, grading system of both students and institutions are so oriented that accept few very exceptional cases there is no scope for students to avoid becoming good and marketable workforce.

Dropouts. Up to 9^{th}-10^{th} grade the mainstream education is generally free and compulsory. So, there is hardly any scope of dropouts from the schools.

Comparison between Bangladesh and German Education System. The comparative study on the Bangladesh and German Education System are as under:

a. Under a perspective plan Germany has developed its education system which has taken the compulsory, vocational and technical educations to the demography. The same did not happen to Bangladesh which resulted into shortage of technical, vocational and equivalent institutions to accommodate the products of junior schools and high schools.

b. As against Germany the teaching profession could not be done attractive in Bangladesh. Thus talented students do not volunteer for the same. Neither any comprehensive system is followed to prepare the teachers. Moreover, teacher selection system is subject to many hidden practices. So, a general shortage of quality teachers is always there in Bangladesh.

c. In Germany, the two prone examination systems with more emphasis on interview and practical aspects seem to give dividends. The procedure of grading and placing system of educational institutions compels the educational institutions to give more emphasis on preparing their students for entry into the next stage of education and/or jobs. In Bangladesh now

the public examination systems are experiencing a number of difficulties and ill practices whereby the quality of education is further deteriorating.

Recommendations. The job market for the population of Bangladesh is not limited to within Bangladesh rather spread over the whole world. To fetch those job markets, it is essential that the Bangladeshi students are educated to be marketable to get the demographic dividends. In that connotation replicating German education system is preferred. But due to a number of factors as discussed earlier it may not be feasible at times to adopt similar system in Bangladesh. However, for adoption in Bangladesh following areas may be fostered:

a. Bangladesh may take into consideration of establishing sufficient number of vocational, technical and equivalent institutions equitably distributed over the demographic centers.

b. The teaching profession may be made attractive and a deliberate process of preparing teachers may be planned.

NDC Participants (Faculty And Staff)

Ser	Rank and Name	Appointment
1	Lieutenant General Chowdhury Hasan Sarwardy, BB, SBP, BSP, ndc, psc, PhD	Commandant
2	Rear Admiral Muhammad Anwarul Islam, NGP, ndc, afwc, psc, BN	Senior Directing Staff (Navy)
3	Air Vice Marshal M Sanaul Huq, GUP, ndc, psc, GD(P)	Senior Directing Staff (Air)
4	Major General S M Shafiuddin Ahmed, ndu, psc	Senior Directing Staff (Army)
5	Maj Gen Sheikh Pasha Habib Uddin, SGP, afwc, psc	College Secretary
6	Additional Secretary Shahid Hasan, ndc	Senior Directing Staff (Civil)
7	Brigadier General Abu Taher Muhammad Ibrahim, ndc	Senior Directing Staff (Army)
8	Shah Ahmed Shafi, ndc	Senior Directing Staff (FA)
9	Brigadier General Mohammad Mahbubul Haque, PBGM, ndc, afwc, psc	Chief Instructor
10	Brigadier General Hasan Md Shamsuddin, afwc, psc	Directing Staff (Army)-1
11	Brigadier General Md Rafiqul Islam, ndc, afwc, psc,	Directing Staff (Army)
12	Colonel Muhammad Ali Talukder, afwc, psc	Directing Staff (Army)
13	Colonel Abdul Motaleb Sazzad Mahmud, afwc, psc	Directing Staff (Army)
14	Commodore Khondkar Misbah-Ul- Azim, (TAS), afwc, psc, BN	Directing Staff (Navy)
15	Gp Capt M Mustafizur Rahman, afwc, psc,GD (P)	Directing Staff (Air)
16	Colonel Sajjad Hossain, psc	Colonel Administration

17	Colonel A K M Fazlur Rahman, afwc, psc	Director (Research & Academic)
18	Lieutenant Colonel Khandoker Anisur Rahman, psc, G+, Arty	Senior Research Fellow
19	Lieutenant Colonel Syed Jamil Ahsan, afwc, psc	General Staff Officer-1(Training)
20	Lieutenant Colonel A N M Foyezur Rahman, psc, Engrs	Senior Research Fellow
21	Lieutenant Colonel Md Anwar Hossain Bhuiyan, psc, Arty	GSO-1 (Administration)
22	Major Md Saiful Islam, psc, ASC	Mechanical Transport Officer
23	Major Md Masud Amin, Inf	General Staff Officer-2 (Administration)
24	Major Quazi Habibullah, psc, E Bengal	GSO-2 (Coord), AFWC Wing
25	Major Mohammad Tanvir Hasan Chowdhury, AEC	GSO-2 (Staff Duty)
26	Major Md Monowarul Karim, GL, Inf	GSO-2 (Accounts)
27	Major A S M Khairul Hasan, psc, Arty	General Staff Officer-2(Planning & Coordination)
28	Major Humaon Kabir, Inf	GSO-2 (Coordination)
29	Major A B M Zahidul Karim, AC	Quarter Master
30	Squadron Leader Mohammad Iqram Hossain, Edn, BAF	GSO-2(Protocol)
31	Major Tahmina Haque Munia, Sigs	GSO-2(Network Administration)
32	Lieutenant Commander Israth Zahan, (ND), BN	GSO-2 (Training Support)
33	Flying Officer Sadia Monsur, Admin	GSO-3 (AFWC Wing)
34	Senior Assistant Secretary Mohammad Saiful Kabir	Research Coordinator
35	Md Nazrul Islam	Assistant Director (Library)
36	Lecturer (English) Farhana Binte Aziz	Research Fellow (BCS Education)

NDC Participants (National Defence Course Members 2017)

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	Allied Course Members
1.	Staff Col Amir Gouda Moussa El Sayed
2.	Air Cmde Mohan Gupta, VM
3.	Brig Dheerendra Singh Kushwah, SM
4.	Cmde MahadevuGoverdhanRaju, NM
5.	Col Rudy Adrianto, S.E
6.	Staff Col TalhahBin Obaydullah Al-Ahmmdi
7.	Cdr Mohammed Misfer Al-Otaibi
8.	Captain Azhar bin Adam
9.	Brig Nirmal Kumar Thapa
10.	Col N Yakubu
11.	Col DG Allu
12.	Col AA Adereti
13.	Col MI Abdulkadir
14.	Col MT Usman
15.	Capt (NN)K K Iheanacho
16.	Capt (NN)SA Yahaya
17.	Gp Capt NM Aliyu
18.	Gp Capt PN Amadi
19.	Gp Capt AY Dari
20.	Gp Capt Mohammed Said Al Harrasi
21.	Cdre (Ops)Rahat Ahmad Awan SI(M), nswc, psn
22.	Brig J C Gamage, psc
23.	Cdre Wijessoriya Mudiyanselage Senarath Chandratissa
24.	Air Cdre Camillus Bertram Labrooy, WWV, RSP, USP, MMS, HDMC, psc
25.	Col Jeffrey P. Gottlieb
26.	Sr Col Ibrahim Moussa
27.	Col AC Sibuti, psc, hcds
Bangladesh Army	
28.	Brig Gen Md Gazi Ferooz Rahman
29.	Brig Gen Md Sanaul Haque, SGP, psc

Ser	Name
30.	Brig Gen Ahmedul Kabir
31.	Brig Gen Md Bayezid Sarwar
32.	Brig Gen Asif Ahmed Ansari, afwc, psc
33.	Brig Gen Md Sajjad Hossain, BSP, psc
34.	Brig Gen Sultanuzzaman Md Saleh Uddin
35.	Brig Gen Md Nazmul Alam, hdmc, psc
36.	Brig Gen ASM Mahmood Hasan, psc
37.	Brig Gen M Masud Ahmed, psc
38.	Brig Gen Mamun Mahmud Firoz Chowdhury, G
39.	Brig Gen S. M. Mahbub-Ul-Alam, OSP, SGP, psc
40.	Brig Gen Shaikh Muhammad Rizwan Ali, psc, te
41.	Brig Gen Salim Mahmud Chowdhury, BP, BGBM
42.	Brig Gen Mustafa Kamal Rusho, psc, G
43.	Brig Gen Khondoker Farid Hassan, PBGM (BAR)
44.	Brig Gen Md Zahirul Islam, psc
45.	Brig Gen Nahidul Islam Khan, BSP, psc
46.	Brig Gen Mohammad Shaheenul Haque, hdmc, psc
47.	Brig Gen Md. Sazzad Hussain, afwc, psc
48.	Brig Gen Shams Alauddin Ahmed
49.	Brig Gen Md Tazul Islam Thakur, afwc, psc, G
50.	Brig Gen Md Khled-Al-Mamun, psc
51.	Brig Gen Taef Ul Haq, psc, G
52.	Brig Gen Abdul Quayyum Mollah, psc
53.	Brig Gen Md Sanuwar Uddin, psc
54.	Brig Gen Iqbal Ahmed, afwc, psc
55.	Brig Gen Md Muhsin Alam, psc
56.	Brig Gen Md Habib Ullah, SPP, afwc, psc
Bangladesh Navy	
57.	Cdre Salim Reza Haroon, (G), PCGM, afwc, psc, BN
58.	Cdre Abu Nasar Muhammad Rezaul Huq, (S), afwc, psc, BN
59.	Cdre Mohammad Nazmul Hassan, (N), NPP, ncc, psc, BN
60.	Cdre Abu Mohammad Quamrul Huq, (ND), NGP, afwc, psc, BN
61.	Cdre Mohammad Anwar Hossain, (ND), afwc, psc, BN

Ser	Name
Bangladesh Air Force	
62.	Air Cdre Qazi Mazharul Karim, BUP, psc, GD(P)
63.	Air Cdre M Khalid Hossain, fawc, psc, GD(P)
64.	Gp Capt Abdullah Al Farooq, psc, GD(N)
65.	Gp Capt A K M Enayetul Kabir, Engg
66.	Gp Capt Mridha Md Ekramuzzaman, afwc, psc, Engg
Bangladesh Civil Service	
67.	Jt Secy Syed Mizanur Rahman
68.	Jt Secy Md Taslimul Islam
69.	Jt Secy Sakeun Nahar Begum
70.	Jt Secy Md Hasanul Islam
71.	Jt Secy Khondoker Mostafizur Rahman
72.	Jt Secy Md Abdul Karim
73.	Jt Secy Md Mashiur Rahman
74.	Jt Secy Md Abu Bakar Siddique
75.	Jt Secy Md Nuruzzaman Sharif
76.	Jt Secy Salima Sultana
77.	Jt Secy Abul Kalam Khan
78.	DG Md Tauhedul Islam
79.	DIG Md. Shamsuddin
80.	DIG Biswas Afzal Hossain

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2.	Lt Col A K M Kayes, psc, AC
3.	Lt Col Md Abul Kalam Sumsuddin Rana, psc, G, Arty
4.	Lt Col Md Khurshid Alam, psc, G, Arty
5.	Lt Col A S M Badiul Alam, psc, G+, Arty
6.	Lt Col Mohammad Reazul Kabir, psc, G, Arty
7.	Lt Col Shah Zulfikar Ali, psc ,Arty
8.	Lt Col S M Merazul lslam, psc, Engrs
9.	Lt Col Muhammad Saifur Rahman, psc, Engrs
10.	Lt Col Mohammad Shofiul Azam, SUP, psc, Engrs
11.	Lt Col Md Monowarul lslam Sarder, SPP, psc, Engrs
12.	Lt Col Md Aminul Hoque, psc, Sigs
13.	Lt Col Ekram Ahmed Bhuyan, psc, Sigs
14.	Lt Col A B M Abdul Batin Imani, psc, Inf
15.	Lt Col M Imran Hamid, psc, Inf
16.	Lt Col Fida Mahmud, psc, Inf
17.	Lt Col Md Shawkat Osman, psc, Inf
18.	Lt Col Mohammad Mohtashim Hyder Chowdhury, psc, Inf
19.	Lt Col Mahmud Mawla Don, psc, Inf
20.	Lt Col Mohammed Mazhar AI Kabir, psc, Inf
21.	Lt Col Muhammad Ali Haider Siddiqui, SBP, psc, Inf
22.	Lt Col Munsi Mohammad Anik Bin Ashraf, psc, Inf
23.	Lt Col Sohel Ahmed, psc, Inf
24.	Lt Col Md Sajjad Hossain, psc , ASC
25.	Lt Col Md Abdullah AI Mamun, psc , Ord
Bangladesh Navy	
26.	Capt A K M Jakir Hossain, (N) , psc, BN
27.	Cdr Kutub Uddin Mohammad Amanat Ullah, (G), psc, BN
28.	Cdr Mostafa Zillur Rahim khan, (TAS), psc, BN
29.	Cdr Mohammad Kibria Haq, (TAS) PCGMS, psc, BN
30.	Cdr Mohammad Ismail Arman (S), psc, BN

Bangladesh Air Force	
31.	Gp Capt Syed Sayeedur Rahman. BUP, psc, GD (p)
32.	Gp Capt Md Abdullah Al Mamun, psc, GD (P)
33.	Gp Capt Md Asadul Karim, psc,GD (P)
34.	Wg Cdr Md Rabiul Hasan, psc, ADWC
35.	Wg Cdr Md Sajjad Hossain, psc, ATC

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