"Study on Criteria of Establishing Secondary Education Institution - A critical Review"

Table of Contents

Picture, Figure & Table List

Picture List

Table List

Figure List

Annex- ১: প্রধান শিক্ষক/ সহকারী প্রধান শিক্ষকদের জন্য প্রশ্নমালা
Annex- ২: উপজেলা শিক্ষা কর্মকর্তা / জেলা শিক্ষা কর্মকর্তাদের জন্য KII প্রশ্নমালা
Annex- ৩: সামাজিক উদ্যোক্তা/ম্যানেজিং কমিটির জন্য KII প্রশ্নমালা
Annex- ৪: মন্ত্রণালয়/অধিদপ্তর/শিক্ষা বোর্ডের কর্মকর্তাদের জন্য KII প্রশ্নমালা
Annex- ৫: FGD Guidelines
Annex- ৬: মাপিং / অবজারভেশন চেক- লিস্ট

ABBREVIATIONS

1	A-NET	Advanced National Educational Test
2	BANBEIS	Bangladesh Bureau of Educational Information & Statistics
3	BNCC	Bangladesh National Cadet Corps
4	BOU	Bangladesh Open University
5	DEO	District Education Officer
6	DSHE	Directorate of Secondary and Higher Education
7	DEO	District Education Officer
8	FGD	Focus Group Discussion
9	GoB	Government of Bangladesh
10	HSC	Higher Secondary Certificate
11	HSE	Higher secondary education
12	ICT	Information and Communication Technology Division
13	IDI	In-depth Interview
14	KII	Key informant interviews
15	MoE	Ministry of Education
16	MPO	Monthly Pay Order
17	NAEM	National Academy for Educational Management
18	NCTB	National Curriculum and Textbook Board
19	O-NET	Ordinary National Educational Test
20	SDGs	Sustainable Development Goals
21	SMC	School Management committee
22	SPS	Service process Simplification
23	SSC	Secondary School Certificate
24	TOR	Terms of Reference
25	USEO	Upazila Secondary Education Officer
26	VTI	Vocational Training Institute.

EXECUTIVE SUMMARY

Bangladesh Bureau of Educational Information and Statistics (BANBEIS) was established to collect educational information, statistics and provide necessary facilities. In line with its goals and activities, BANBEIS undertook this study through the outsourcing method titled *"Study on criteria of establishing secondary education institution - A critical Review"*. The main objective of the study is to explore the challenges of criteria of establishing secondary education institution, evaluate the recent developments and policy initiatives regarding the establish of secondary education institution. Besides, for a better MPO policy and criteria of establishing secondary education institution, the study is aimed at producing rational and strategic recommendations to encourage to facilitated the criteria of establishing secondary education institution.

To achieve the objectives and scope of work of this study, both qualitative and quantitative methods have been used. In carrying out this study, data regarding the criteria of establishing secondary education institution, challenges, and potential recommendations have been collected from several primary and secondary sources. To collect the primary data, a survey and key informant interviews (KIIs) using semi-structured questionnaires have been carried out on public and private sector stakeholders to the criteria of establishing secondary education institution in Bangladesh. To substantiate the findings from the survey and the KIIs, a workshop has also been implemented involving BANBEIS and other stakeholders. To furnish the objectives, secondary data on the criteria of establishing secondary education institution - have been sourced from books, magazines, journals, magazines, research reports, various websites, and publications. To furnish the core objective of the study, the paper thoroughly analyses primary and secondary data and explores the challenges to criteria of establishing secondary education institution in Bangladesh, and suggests possible actions to overcome them.

Based on the secondary data and literature and the primary data collected from the field, several policy/regulatory and related challenges and barriers to criteria of establishing secondary education institution are identified in this research. Main policy and regulatory challenges and barriers are –

1) Non-government secondary education institute without permanent land is unfit for registration

   Quite a large number of non-government secondary institutes in metropolitan city, industrial and urban areas are run in rented houses. Any institute must possess own land for registration and approval as per provision in the education policy. These types of institutes even can't apply for registration and get approval due to lack of own land though they can fulfill other requirement under the relevant policy. These types of institutes are fully competent to get approval and avail government facilities for better education to the children.

2) Attendance of students from adjacent upazilas

There is a provision in the education policy that an institute would be allowed to establish for 10,000 population. Students from the upazilas often get admission to the nearby adjacent upazila's institute thus there is a chance of duplication of same students in two upazila's institute. This has created a problem in calculating number of students against total population of a particular upazila.

3) Number of institutes against 10,000 population

There is a provision of approving an institute against 10,000 population. The provision in the policy is 25 years backdated (dated 23-04-1997). This is at present is unrealistic. The reasons are: i) increase in literacy rate; ii) facilities offered by government to female education, iii) introduction of well and safe trafficking in the areas.

4) Existing provision of institute-to-institute distance is unrealistic

There is a provision of establishing secondary education institute maintaining 1 km distance in industrial and metropolitan city and municipal areas and 4 km in rural areas. It has not been mentioned in the policy whether the distance is aerial or road based. There is clear gap in aerial and road-based distance and road-based distance is higher than aerial distance which require review and amendment considering the present socio-economic condition of the common people.

5) Area of land for secondary institute

There is a provision of possession of land (0.25 acre for metro area, 0.75 acre for urban area and 0.75 acre for rural area) by non-government institute. The price of land in metro and urban area is very high and entrepreneurs are not in a position to fulfill this requirement. But their role in establishing secondary institute is inevitable. Their role is also worthwhile to maximum coverage of education specially for marginal and poor people of the country. This has seriously hindered the expected development activities by the interested entrepreneurs.

6) Amount of reserve and general fund in secondary institute

There is a provision in the education policy that there should have reserve and general fund amounting BDT 1,50,000 and 75,000 respectively in secondary institute for smooth running of the institute. But the institute administration has given less importance to maintain the required amount of fund in the bank account of the institutes. This is creating financial and administrative problem in undertaking instant decision for sound management of the institutes.

7) Naming of institute after the name of entrepreneurs

There is a provision of depositing BDT. 10,00,000 for naming an institute after the name of a person. But this is not being followed properly. Majority institutes have failed to deposit the required amount of money as deposit money thus weakening the financial backbone of the institute. It is important to note that some institute have been named before the rule came into effect on 23-4 -1997.

8) Unregistered non- government secondary institutes (school and madrasah)

More than half of the running secondary institute in the country are out of any government supervision and control for maintaining certain standard of education. Even they can't apply for registration due to failure of fulfilling the criteria like possession of required land. The students are registered in a nearby institute and also appear in the final SSC examination after the name of the said institute. Thus, they are remaining out of main stream of national education system. The stakeholders associated with these institutes are deprived of any kind of support service like higher training for the teaching staff, sharing of innovative ideas in teaching and learning, social changes etc. from government. But they are inseparable part and parcel of national education system. This system should be discontinued immediately to bring harmony in education.

9) Centralization of administrative power
The centralization of administrative power by supreme authority is the root cause of excessive delay in providing approval to non-government secondary institute.

10) No legal ways of paying respect and financial benefits to educational entrepreneurs
In the existing education policy, there is no legal ways of paying social reward and minimum financial benefits to entrepreneurs from government though it is expected from every corner of the society.

11) Increasing gap between rural-urban education standard
The present education system is contributing to increase the gap between rural and urban education standard which require stoppage through undertaking effective measures.

12) Absence of library policy
There is no institute library policy for effective management of library. Library is run without any criteria. Library management committee is not active and productive.

13) Inconsistency between the two main policies
An institute has to fulfill step by step all the requirement of the relevant education policy, rules and regulations issued by concerned authority for obtaining permission of teaching, registration of institute and finally enrollment under MPO. Inconsistency has been noted on the expected number of students between the two main policies It is observed from the above that there exist a clear difference in minimum number of students in two policies. There should be same number of students in the policies. So that entrepreneurs/institute authority could arrange the same number of students from the initial stage of institute establishment final approval and enrollment under MPO.

14) Absence of establishing criteria in Special Area
There is no special policy or criteria for establishing secondary level institute in geographical hots-spots (Haor, Hills , Tea Garden, Costal, Barind and Char areas)

15) Unavailable Residence for Female Teacher

There is no residence facilities for female teachers in secondary schools at the upazila level.

Several suggestions came forward from the survey and the literature to overcome the challenges and criteria of establishing secondary education institution. Suggestions that relate to the policy and regulatory space include reconsidering criteria of establishing secondary education institution- Recommendation to addressed challenges and barriers include –

1) There should have provision in the relevant policy to run non-government secondary educational institutes in long term rented house for at least 10 years. The agreement should clearly specify the minimum 10 years rent provision and inform the local government authority regarding the house rent agreement. Thus, creating scope of mainstreaming of more than 50% existing non-govt secondary institutes for registration, approval and enrollment under MPO.

2) Service Process Simplification (SPS) would perhaps be the appropriate process of providing simplified service to the concerned institution authority for establishing new educational institute. As such a process map will have to be prepared first on agreed basis with the participation of all stakeholders. Ministry of Education would initiate and approve the proposed SPS for registration, approval and enrollment under MPO separately.

3) To cope with the literacy rate and increase of population, there should have a population range of 8,000-12,000 instead of fixed 10,000 population to adapt with the density of population, road communication, teaching -learning standard, examination results for each institute.

4) The provision of reserve fund for secondary institute should be increased to BDT 5.00 lacs and 3.00 lacs for urban and rural areas respectively. On the other hand, general fund under each institute should be increased to BDT 3.00 lac and 1.00 lacs for urban and rural areas respectively considering the economic status of the country.

5) A 'Library policy on secondary institute' has to be constituted and approve which would be followed in secondary institutes. In the policy, there should have a 'Library Management Committee' with 5 members. The head teacher would act as the chairman and Assistant teacher (Library and information science) as the member secretary in the committee. The library of the institute should be established in a separate building with all reading and photocopying facilities, comfortable seat, light, fan and toilet facilities to attract the students. The library should have at least 5,000 books of different category to meet up the demand of the students and add new books every year. The library management committee

should arrange book reading competition and award prize to encourage book reading in the institute.

6) The minimum distance from institute- to-institute in rural areas should be 3 km instead of 4 km to facilitate the students for easy trafficking and access to institute. This would help to increase literacy rate in the country.

7) A separate sector/department in DSHE could be established to look after the issues of non-government secondary institutes to establish harmony in the education sector considering the huge number of un-registered secondary institutes in the country. A post of Director would have to be created to lead the proposed sector/department.

8) There should have transportation facilities in each and every institute and should be incorporated in the education policy in a separate clause (Ref: সূত্রঃ বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা – ২৩ এপ্রিল ,১৯৯৭ এবং বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১) at the end of the Annexure 2 as clause 14. At present, there is no such provision in the education policy. The proposed transportation facilities would create easy and safe transportation of the teacher and students. This will also facilitate the visit of national, regional and local historical places thereby increasing educational knowledge of the students.

9) Provision of Scout, Girl Guide/BNCC and playground should be mandatory for secondary institutes thereby ensuring the engagement of students in extra-curricular activities. As such this could be mentioned in the relevant policy (Ref:শিম / শাঃ১১/বিবিধ-৩৯/৯৬/২৩০(৬০৬ তারিখ-২৩-৪-১৯৯৭ ইং/ ১০-১-১৪ বাং)- Annexure 2 – as clause 11.The institutes should be encouraged to arrange annual sports and cultural program at regular interval.

10) The recognition /registration fee for institutes should be increased considering the present socio-economic condition of the country as follows:

Description	Present rate as per Memo.no. MoE/ 230 dt 23-4-1997	Proposed rate	Remarks (Increase in %)
a) Primary permission	Tk.2,000	Tk,3,000	50%
b) Temporary recognition	Tk.3,000	Tk.5,000	66.66%
c) Permanent recognition	Tk.5,000	Tk.10,000	100%
d) Conservation fees/year	Tk. 400	Tk.1000	150%

No fees will be charged from institutes involved in caring and educating autism and otherwise abled students for the above services.

11) The reasons of weak education in rural areas should be investigated and find out in consultation with parents, school management committees, teaching staff, Upazila and District education officer, educationist, social workers etc. As such discussion meeting, seminar, workshop etc. could be arranged and record the findings for further course of action. There are so many factors associated with this national issue. Besides, increase of more budget allocation and close follow up of the rural institutes by senior officers of ministry, boards, directorates could help to minimize the existing education gap.

12) The education entrepreneurs might be enlisted as state VIP and honored them with gold medal and a certificate of honor from government and offered them with all the facilities as state VIP. Besides, he/she herself or his/her representative could be included as a member in the school management committee to continue a linkage with the entrepreneurs and still utilize his contribution in the development of the institutes.

13) An entrepreneur should be given the opportunity to name the institute after his/her name or name nominated/selected by him.

14) The name of an institute bears a history and dignity. This should be honored and keep it without any alternatives. The naming of a running institute could be name after the name of a person upon deposit up of; i) BDT 1.00 core for metro and city areas ii) BDT 75.00 lacs for urban and iii) BDT 50.00 lacs for rural areas.

15) Specific policies are required to add in the existing policy for establishing secondary schools in special areas.

16) Residence facilities is required in upazila level for female teachers for secondary institutes.

17) The interchange of NTRCA registered teachers are required to follow for making it easier and helpful for maintaining a happy family lives.

The study recommends addressing all the suggestions that came from the research in a timely manner. The study identifies for which suggestions, BANBEIS can take a leading action and for which it can coordinate, cooperate and BANBEIS needs to act without any further delay.

Chapter 1: Background of the Assignment

1.1 Introduction of the Assignment

Bangladesh is one of the fastest growing economies in the world. The country has tremendous opportunities of economic development by transforming its huge population into skilled human resources. Since independence, the secondary institutes have played a critical role in supplying mid-level technical personnel in government and the corporate sectors. Considering the economic growth, achievement of SDGs by 2030, vision 2041 and political commitment of the present government, Bangladesh is working on revisiting education management in terms of establishing secondary education institutes, curriculum, teachers' development, teaching-learning process and assessment.

BANBEIS is dedicated for building integrated education information & statistics and developing human resource through ICT initiatives and ensuring information and information-based planning in national development. BANBEIS has been assigned to collect, compile, preserve and disseminate educational information & statistics at the national level; to conduct education censuses, survey on public opinion including various national surveys in education institutions and to provide analyzed up-to-date information to the planning and policy making agencies. As part of the research initiatives, BANBEIS intends to conduct the present study, *"Study on criteria of establishing secondary education institution - A critical Review"*.

1.2 Literature Review

A secondary school or high school in Thailand is defined as an institution offering a secondary school education after primary school. Secondary school education is compulsory for students in most countries to prepare them for higher education in the future. A typical secondary school education lasts for at least five years. The age of an average secondary school student is 13 years old and they will receive a secondary school education until the age of 17 or 18 before pursuing pre-university studies.

Generally, the Thai national curriculum consists of three levels. The first level consists of all of the eight main subject areas, and is offered to all students. The second level is made up of three streams, which are science–mathematics, language–mathematics, and language concentrations. Specialized subjects are offered at the third level where students have more freedom in selecting the subjects they want to focus on. To enter upper secondary levels, students have to pass the O-NET test (Ordinary National Educational Test) and complete one or two elective courses. The elective courses consist of science programs, mathematics programs, foreign language programs, or social science programs. The upper secondary curriculum in Thai national schools consists of the Thai language, mathematics, science, social studies, religion and culture; health and physical education; arts; vocations and technology; and foreign languages. At the end of upper secondary, students sit for the A-NET test (Advanced National Educational Test). This qualification is equivalent to British A levels, the International Baccalaureate or the American High School Diploma. Students are also encouraged to join uniform bodies such as the Red Cross, Scouts and Girl

Guides throughout high school in Thailand. There are public secondary schools, private secondary schools and international schools offering secondary school levels. Fees for high schools in Thailand vary greatly depending on whether they are privately owned schools or government schools. Therefore, it's important for parents to find a primary school that fits their budget. A public-school education in Thailand is free of charge until Grade 9, the final year of lower secondary school. For government schools outside Bangkok, parents might need to pay fees for books and classes that amount to 10,000 baht annually. School uniforms also need to be bought by parents. Private schools and international schools charge varying miscellaneous fees.

Education in Bangladesh has three major stages - primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7-year one with three sub-cycles: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior secondary, secondary and higher secondary stages are designed for age groups 11-13, 14-15 and 16-17 years respectively. Higher secondary is followed by higher education in general, technical, technology and medical streams requiring 5-6 years to obtain a Master's degree. Bangladesh's present system of education is more or less a legacy from the British (Ali, 1986). It is characterized by co-existence of three separate streams running parallel to each other. The mainstream happens to be a vernacular based secular education system carried over from the colonial past. There also exists a separate religious system of education. Finally, based on use of English as the medium of instruction, another stream of education, modeled after the British education system, using the same curriculum, has rapidly grown mainly in the metropolitan cities of Bangladesh. Primary level education is provided by three major institutional arrangements (stream): general, kindergarten and madrasah. Secondary education has 3 major streams: general, technical/ vocational and madrasah. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasah and technology education. Technology education, in its turn, mainly includes agriculture, engineering, medical, textile, leather technology and ICT. Madrasah education is functioning parallel to the three major stages have similar core courses as in the general stream (Primary, Secondary and Post-secondary) but have special emphasis on religious studies. Therefore, at secondary and higher level however diverse the above streams may apparently look, they have certain common elements, and there exists scope for re-integration of graduates of one stream with the other at different levels. The first Education Commission in Bangladesh was appointed which is known as Qudrat-e-Khuda Education Commission. The commission has submitted their report in 1974. The report emphasized on secular education at all level, future work-relevant technical and vocational education, improved assessment system, letter grading in the assessment of student performance in all stages of education and making primary education from grade 1 to 8 and secondary from grade 9 to 12 (GoB, 1974). Later on, several commissions have been formed to modernize the education sector. The education system of Bangladesh is continuously undergoing reforms in order to meet the current and future needs and challenges of the socio-economic developments of the country. In that course of change, secondary education has achieved a number of positive

developments. Social education entrepreneurs have a great role in establishing the secondary institute in the country through providing land, building, furniture and other things from time immemorial.

1.3 Objectives of the Assignment

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) is a department attached with the Ministry of Education and is mainly responsible for providing educational information and statistics for planning, management and decision-making process in the education sector. Government allocates budget to conduct educational research in every fiscal year.

General Objectives

- To assess the criteria for establishing secondary education institutions and how those are helping to ensure the proper distribution of secondary schools. This will also support the state initiative for enhancing the MPO coverage from time to time.

Specific Objectives

i. To review the policy for establishing secondary education institutions and how those are practiced in Bangladesh in different settings;

ii. To conduct a mapping exercise of secondary level education institutions in selected areas and cover all types of institutions including general, madrasah and technical schools;

iii. To identify social entrepreneurs in establishing such institutions and unfold the incentive structure and other significant trends for establishing different types of institutions. and

iv. To unfold challenges and furnish recommendations to overcome challenges.

1.4 Scope of the Research Assignment

One hundred (100) secondary education institutions in 19 Upazilas have been covered from 8 administrative divisions, 10 districts, 168 postal area, geographical diversity and special areas.

Chapter 2: Methodology of the Assignment

2.1 Approach of the methodology

The methodology of the research consists of both primary and secondary data to conduct the qualitative and quantitative analysis of the data. To capture the real scenario of the selected places, the primary data were collected and some secondary data also were collected. This is a cross-sectional survey combining both qualitative and quantitative techniques of data collection. The qualitative technique included Key Informants Interview (KIIs), Focus Group Discussion (FGDs), workshops and information have been collected though face to face in-depth interview from the head teacher/principal or head of school management committees.
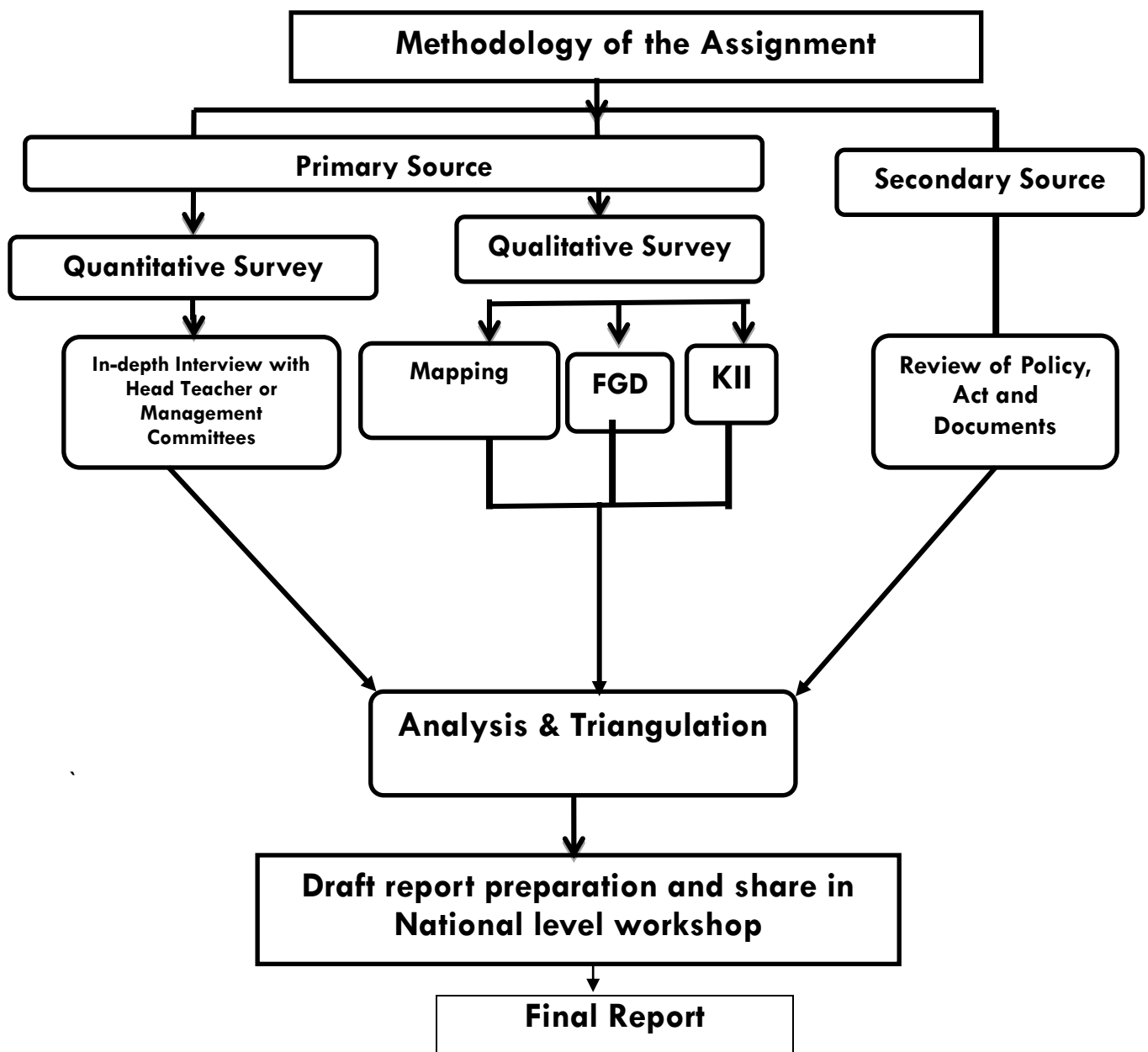
Figure 1: Methodology of the Assignment

a) Target Audience and Respondents Selection Procedures

The secondary Institutes in thc country is our target audience. We had to collect information by using various tools from the study areas. The main target audiences are

- Teacher of various selected Secondary Institutes;

- Social Entrepreneurs;

- School Managing Committees, Chairman/Members;

- Offcials from the Directorates, Boards and Ministry;

- Policy makers and Curriculum developers, Concerned Personnel.

Flow Chart 1: Steps to Design Study Tools

Draft questionnaire prepared by DOBEY

↓

Consulted/shared the draft with BANBEIS

↓

Incorporated BANBEIS suggestions

↓

Pre-tested in selected study location

↓

Changed & finalize
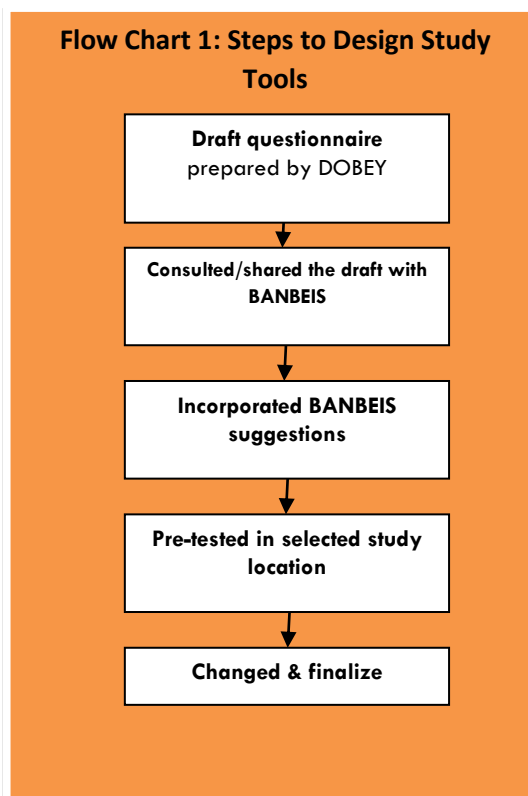
2.2 Quantitative Methods

In order to design the research, we have to select the research area. Then we define the sampling frame and determine the exact sample size from the total population of the program area.

Sampling Technique

The study employs a **3-stage Stratified Random Sampling** procedure with equal allocation. At the 1st stage of sampling, 2 districts were selected from each division of the country. At the 2nd stage of sampling, 2 upazilas were selected randomly from each of the selected districts. At the 3rd stage of sampling, few sample institutions namely general, technical and madrasah have been surveyed from each of the selected upazilas. Since the study objective is to assess the policy for establishing non-government school, non-government secondary institutions were selected.

Sample Size Determination

For determining the sample size (number of school to be surveyed), we applied the following formula:

	Where:
$$n = \frac{z^2 p(1-p)}{e^2} \times (deff)$$ $$= 112$$	p = 0.93 Estimate of the population proportion, (here we assume that 93% secondary schools/institutions are non-government) z = 1.96 (The standard value of z at 95% confidence level) deff = design effect = 1.28 e = 0.05 (Precision level 5%)

Against 112 institutes, we have collected data & information from 100 secondary institutions. Thus, 3-4 secondary institutions were surveyed from each of the selected 19 upazilas. 19 Upazilas have been covered from 8 administrative divisions, 10 districts, 168 postal area, geographical diversity and special areas.

Distribution of 1st & 2nd Stage Sample

Distribution of 1st and 2nd stage sampling is given in the table below:

Table: 1   1st & 2nd stage sample of division, district, upazila & postal office.

Division	District	Upazila	Postal Office
Dhaka	Manikganj	Manikganj Sadar	Manikganj
			Begum Zarina College
		Singair	Singair
			Joymontop
			Jamirta
			Irta
			Dhal Bazar
		Saturia	Ketta
Chattogram	Chattogram	Rangunia	Rangunia
			Dhamairhat
			Thandachori

Division	District	Upazila	Postal Office
			Shilok
			Safarvata
			Pomra
	Rangamati	Kaptai	Boraichori
			Shilchori
			Natun Bazar
			Chondraghona
Rajshahi	Pabna	Pabna Sadar	Bashaerbadha
			Chor Tarapur
			Chotbunia
			Atua
			Hemayetpur
		Ishwardi	Pakshi
			Joynagar
			Dasuria
		Atghoria	Akdanta
Rangpur	Rangpur	Mithapukur	Mithapukur
			Jagirhat
			Shithibari
			Baldipukur
	Kurigram	Kurigram	Kurigram Sarar
			Khalilganj
			Holokhana
			Patchgachi
Sylhet	Sunamganj	Sunamganj Sadar	Sunamganj
			Alhera
		South Sunamganj /Shantiganj	South Sunamganj
			Damodhortopi
			Noakhalibazar
Mymensingh	Mymensingh	Mymensingh Sadar	Mymensingh Sadar
			Chorghagra
		Valuka	Valuka
			Paragao
			Tamat Bazar
			Birunia
			Dhitpur
			Angarpara
Barishal	Patuakhali	Patuakhali Sadar	Patuakhali Sadar
			Bashak Bazar
			Lawkathi
			Itbaria
			Nondipara

Division	District	Upazila	Postal Office
		Galachipa	Sutbaria
			Ratanditaltoli
			Dhakua
			Atkhali
Khulna	Kushtia	Kushtia Sadar	Emanpur
			Howa Abdalpur
			Bscic
			Alampur
			Karimpur
		Veramara	Veramara
			Satbaria
			Jagorshor
		Mirpur	Mirpur
			Poradhah
			Chitholia
Total 8 Division	**Total 10 District**	**Total 19 Upaziila**	**Total 68 Postal Area**

Table 1: 1st and 2nd stage sample of division, district, upazila & postal office.

Distribution of 3rd stage sample of different Types of Secondary Educational Institutions.

a) list of methodological tools and their corresponding participant is given below:

Methodological Tools	Type of Participants	Number of Participants
Desk Review	• Relevant acts, rules, orders, policies, published research reports; other customary laws of Bangladesh and Relevant survey Reports, Journal, Publication, newspapers, etc. Existing curricula, curricula of the others country,	• Available Documents
In-depth Interview	• Selected Non-Government Secondary Institutes	• 100 Head teachers/school committee members
Workshop	Guidelines/Checklist for Validation and Feedback incorporate	Meeting and discussion with the key personnel of stakeholders who are closely related with policy formulation, approval, implementation and monitoring i.e. Line Ministries, DEOs and Executing Agencies as well as other entities Clients/beneficiaries High Officials., Related Stakeholders
• Sub-total		• 100 Persons
Key Informant Interview (KII's)	• Ministry/Division/Board/BANBEIS/NAEM officers & Ex. Officers,	• 7 Persons (Central level)
	• Relevant Official of Education Board, Directorate and Divisions	
	• District Education Officer	• 5 Persons
	• Upazila Secondary Education Officer	• 14 Persons
	• Social Entrepreneurs	• 8 Persons (1 in each division)
Sub-total		34
FGD		35

Table 2: Distribution of 3rd stage sample of different Types of Secondary Educational Institutions

2.3 Detailed Method of Data Collection

Some Important methods of data collection were adopted for the study to collect necessary information from the project area and they are-

Review of Secondary Documents

The consultants reviewed the secondary documents related with the study, BANBEIS Report, and secondary data sources. The following secondary documents were reviewed:

Ø জাতীয় শিক্ষানীতি ২০১০

Ø Secondary Schools, Terms and Conditions of Service (6th' December 1979)

Ø Madrasah Education Board Act, 2020

Ø The Madrasah Education Ordinance, 1978 & 1979

Ø The Registration of Private Schools (Amendment) Act, 2001 (Act No. III of 2001).

Ø The Registration of Private Schools (Amendment) Act, 1989 (Act No. XVIII of 1989).

Ø The Bangladesh (Adaptation of Existing Laws) Order, 1972 (President's Order No. 48 of 1972).

Ø কারিগরি শিক্ষাএমপিও নীতিমালা-২০১৮ (সংশোধিত)

Ø আইসিটি নীতিমালা ২০১৫

Ø জাতীয় দক্ষতা উন্নয়ন নীতি ২০১১

Ø বাংলাদেশ মাদ্রাসা শিক্ষা বোর্ড ১৯৮৪

Ø বাংলাদেশ মাদ্রাসা শিক্ষা বোর্ড প্রবিধানমালা ২০০৬

Ø বাংলাদেশ মাদ্রাসা শিক্ষা বোর্ড প্রবিধানমালা ২০০৯

Ø বেসরকারি শিক্ষাপ্রতিষ্ঠান এর শিক্ষক ও কর্মচারীদের বেতন-ভাতাদির সরকারি অংশ প্রদান ও জনবল কাঠামো সম্পর্কিত নির্দেশনা ২০১৩

Ø স্বতন্ত্র এবতেদায়ী মাদ্রাসা স্থাপন, স্বীকৃতি, পরিচালনা, জনবল কাঠামো এবং বেতন-ভাতাদি / অনুদান সংক্রান্ত নীতিমালা ২০১৮

Ø বেসরকারি শিক্ষা প্রতিষ্ঠান (মাদরাসা) জনবল কাঠামো ও এমপিও নীতিমালা-২০১৮

Ø বেসরকারি শিক্ষা প্রতিষ্ঠান (মাদ্রাসা) জনবল কাঠামো ও এমপিও নীতিমালা ২০১৮ (২৩ নভেম্বর ২০২০ পর্যন্ত সংশোধিত)
বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল-কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা ২০২১

Ø আইসিটি মাস্টারপ্লান ২০১২-২০২১ রিপোর্ট

Ø 8th Five Year Plan 2021-2025

Ø 2nd perspective plan 2021-2030

Ø United Nations Sustainable Development Goals (SDGs),2030

Ø Engineering Curriculum for Local and Global Employability: Bangladesh Technical Education Board, Dhaka

Ø Relevant survey Reports, Journal, Publication, newspapers, etc.

In-depth Interview with head teacher/ superintendent/ principal of secondary institutions

Face to face interview is a type of interview with an individual that aims to collect detailed information. Interviews were conducted with selected secondary level institutes. In-depth Interview was conducted with head teacher/ superintendent/ principal of 100 secondary institutes using questionnaire /checklist.

Key Informant Interviews

KIIs were conducted with relevant representatives DSHE, Directorate of Technical and Madrasah Education, relevant Official of Education Boards, relevant representatives of secondary institutes, president/secretary of secondary institutes and specialist of various subjects etc. A total of 22 KIIs were conducted using semi- structured questionnaire /checklist.

Picture 1: Data enumerator is collecting data from Upazila Secondary Education Officer

Focus Group Discussion (FGD)

Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. As a part of qualitative analysis, 8 Focus Group Discussions (FGDs), 1 in each division were conducted with secondary institutions and other relevant stakeholders. The participants for each FGD were 10-12 individuals. One FGD was conducted in each division/secondary institute.

Picture 2: FGDs are being conducted with head teachers and assistant teachers

Conducting mapping exercise of secondary level institutions

Four Upazilas namely Galachipa, Sunamganj Sadar, Ishwardi and Savar were selected for mapping secondary institutions. Relevant information was collected, analyzed and present with final report using Google and other mapping websites, www.google/map; www.lgrdc.gov.bd-upazila map.

Stakeholder Consultation workshop(s):

There were Two workshops 1st was at the inception stage and 2nd one was at the reporting stage. Representatives from Client side (BANBEIS, Senior representatives from DHSE, Education Board, and faculties from different institutes and employers, both in Dhaka and selected divisions (outside Dhaka) were present as observer/resource person and the number were ≤ 30.

Study Tools Design

The draft questionnaire was prepared by our team based on the objectives, scope of work, needs and indicators for the study as indicated in the TOR, proposed approach and methodologies. Besides, consultations/discussions with BANBEIS authority were done to cover all the required indicators. The questionnaire was prepared after incorporating suggestions, changes and modifications as required.

Steps in designing Study Tools

Draft questionnaire prepared by DOBEY

↓

Share the draft with BANBEIS

↓

Incorporate BANBEIS suggestions

↓

Pre-test in selected study location

↓

Change and finalize
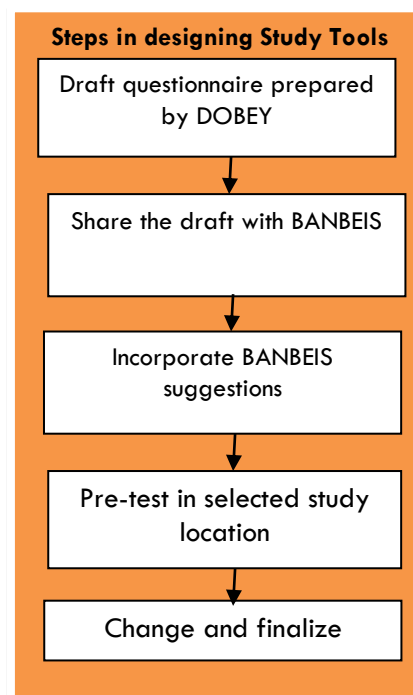
Orientation workshop for enumerators:

A formal training session was conducted for the enumerators before proceeding to the field for data collection. There was detailed orientation on the topic, objective, various aspects of interview skills, using topic guide for FGD, KII, IDI and rapport building with respondents. Two representatives from the client (BANBEIS) were present as observer/resource person during the training session.

Picture 3: Training of data enumerators by consultants

2.4 Quality Control Mechanism

The team leader and other specialists were in constant touch with the field supervisors so that field enumerators can seek instructions on the concepts, definitions and difficulties encountered in carrying out the fieldwork under the actual operational condition. The consultant team have monitored the field study activities at randomly selected places to oversee the data collection activities to ensure quality. In addition, qualities of data collection of the investigators have been monitored over cell phone communication.

2.5 Data Management, Data Analysis and Report Generation

Data management, processing and analysis include registration of the questionnaires, coding, data verification and quality control, data punching, data processing and finally the analysis to generate the required output. Computer aided data processing and analysis technique was employed for which a systematic approach is needed, where each and every activity has to be properly identified. The steps are described below in detail:

At the end of data collection from field, all the filled-up questionnaires were given a number, which is called "registration" to provide each questionnaire a separate identification. Then information given by the interviewee was transformed into the form that could be analyzed easily. Following steps was followed in this regard:

Data Editing, Coding and Cleaning

Each questionnaire, therefore, have been edited and coded before entry into the computer. Coding of information initially was done by coders with guidance of the Experts and then verified by coding verifiers provided by the firm as extra manpower. Editing of the questionnaire were undertaken in order to ensure that the questionnaires were accurate and completed out by the enumerators.

Data Management, Analysis and Reporting Steps

Step 1: Questionnaire registration

Step 2: Coding

Step 3: Data verification and quality control

Step 4: Data entry/Compiling

Step 5: Data processing

Step 6: Data analysis

Step 7: Report generation

Format of Data Supplied for Analysis

The Data processing involved two important steps. The first step was to categorize questions and to allocate answer to them. The purpose of coding was to classify the answers to a question into meaningful categories.

Data Analysis and Tabulation Plan

All the necessary analysis was done using software. In line with the requirements of the TOR, the Team Leader and other consultants of the survey designed dummy tables.

A lucid analysis was made using some statistical tools like measures of central tendency, dispersion, graphs, construction of confidence interval and test of hypothesis on crucial variables.

For a sound and meaningful analysis of collected information following categories of statistical information and data have been adopted:

Comparisons with different geographic locations including the whole sample were made with socioeconomic status of respondents, sex, age, education, and other segmentation.

Preliminary analyses were carried out in the field throughout the study process: all data, household survey, information and interview notes, FGD outcomes and KII were constantly reviewed and validated.

Triangulation

TRIANGULATION was the main stepping-stones to be used by the consultants to ensure the validity and reliability of the data collection and analysis for the   study. Following forms of Triangulation were used in the study:

- » Methodological Triangulation
- » Data /Source Triangulation
- » Environmental/Geographic Triangulation

Analyzing the constrains of field and secondary data collection raised many interesting issues and challenges, which was duly solved in consultation with BANBEIS. Using a multiple indicative framework and qualitative methods allows verification of data gathered and increases the validity of the assessment through TRIANGULATION.

Chapter 3: Findings from the study

3.1 Status of Secondary Educational Institutions in former Pakistan Government

With the end of the British rule in 1947, the sub-continent was partitioned into two independent countries namely India and Pakistan. Bangladesh became one of the provinces of Pakistan and was named as East Pakistan. There was a general awareness of the need to restructure the education system to meet the needs of the new nation. The country came into being as a result of an ideology based on the Islamic system of values and culture. Urdu was adopted as its national language. However, Bangla became the medium of instruction in most of the public schools in East Pakistan. The experiments with Urdu in education during that period were linguistically and philosophically defensible from a narrowly patriotic or nationalistic point of view. However, at the time of independence there was a considerable presence of missionary schools and colleges in which the medium of instruction was English. Economic disparity, extraction of wealth and socio-political repression made East Pakistan very discontented. Starting from the language movement in the year 1952 to establish Bangla as the national language (Alam, 1991; Umar, 1970), the people of East Pakistan had struggled hard for democracy and autonomy, which turned into a war of liberation in 1971 (Zaheer, 1994). After a protracted nine months long war, Bangladesh finally achieved her independence. After Liberation in 1971, Bangladesh inherited a literacy rate of 17.61% of her population of all ages (GoB, 2004a). The first Education Commission was formed in Bangladesh headed by Dr.Qudrat-e-Khuda and submitted their report in 1974. The report emphasized on secular education at all level, work-relevant technical and vocational education, improved assessment system, letter grading in the assessment of student performance in all stages of education and making primary education from grade 1 to 8 and secondary from grade 9 to 12 (GoB, 1974). The report firmly asserted that women's education should be as such which help them in their domestic life and stressed that subjects such as child-care, nursing of the sick, primary health care, food quality and maintain nutrition status with family must be included in their curriculum. The commission also suggested that girls should be channeled into 'vocations especially suitable to them', such as primary-school teaching, nursing and typing (Jalaluddin & Chowdhury, 1997).

Existing Structure of the Education System in Bangladesh

The Bangladesh education system is composed of primary (Grades 1–5), middle or junior secondary (Grades 6–8), and secondary (Grades 9–10) levels, followed by higher secondary education (HSE) (Grades 11–12) and tertiary/higher education levels. At the secondary and higher secondary levels, students can opt to enroll in a general education stream (in schools and colleges), a religious stream (in madrasah), or a technical stream (in technical and vocational education institutes). Each stream offers options for further curricular specializations. Regional Boards of Intermediate and Secondary Education conduct external examinations such as the Secondary School Certificate (SSC) and Higher

Secondary Certificate (HSC) at the end of each educational level. HSE (Grades 11–12) is offered at five types of colleges: higher secondary colleges (also called intermediate colleges), Grades 11–12 college sections attached to secondary schools, degree (pass) colleges, degree (honors) college, and master's colleges. According to BANBEIS data (2019), a total of 4,495 colleges or college sections are offering HSE across the country. Out of these colleges or college sections, 673 (15 %) are operated by the government, and 3,822 (85 %) are privately operated. Out of the privately operated colleges and college sections, 2,363 (61.8 %) receive government assistance in the form of basic salaries for a specified number of teachers through Monthly Pay Order (MPO) and occasional need-based small grants. About 66.3 % of Grades 11–12 students are enrolled in private colleges. To qualify for MPO assistance, a college must meet criteria devised by the Ministry of Education (e.g., minimum enrollment, physical facilities, qualified staffing, HSC Board recognition, student performance on HSC examinations, having an approved governing body). Secondary education level institutions in technical and vocational stream include Polytechnics, VTI, Commercial Institutes, Technical Training Center, Textile Vocational Center, Agriculture Training Institute and others. Bangladesh Open University (BOU) also provides distance education for drop-out students at secondary education level with the support of a countrywide network of regional and local centers, radio and television programs.
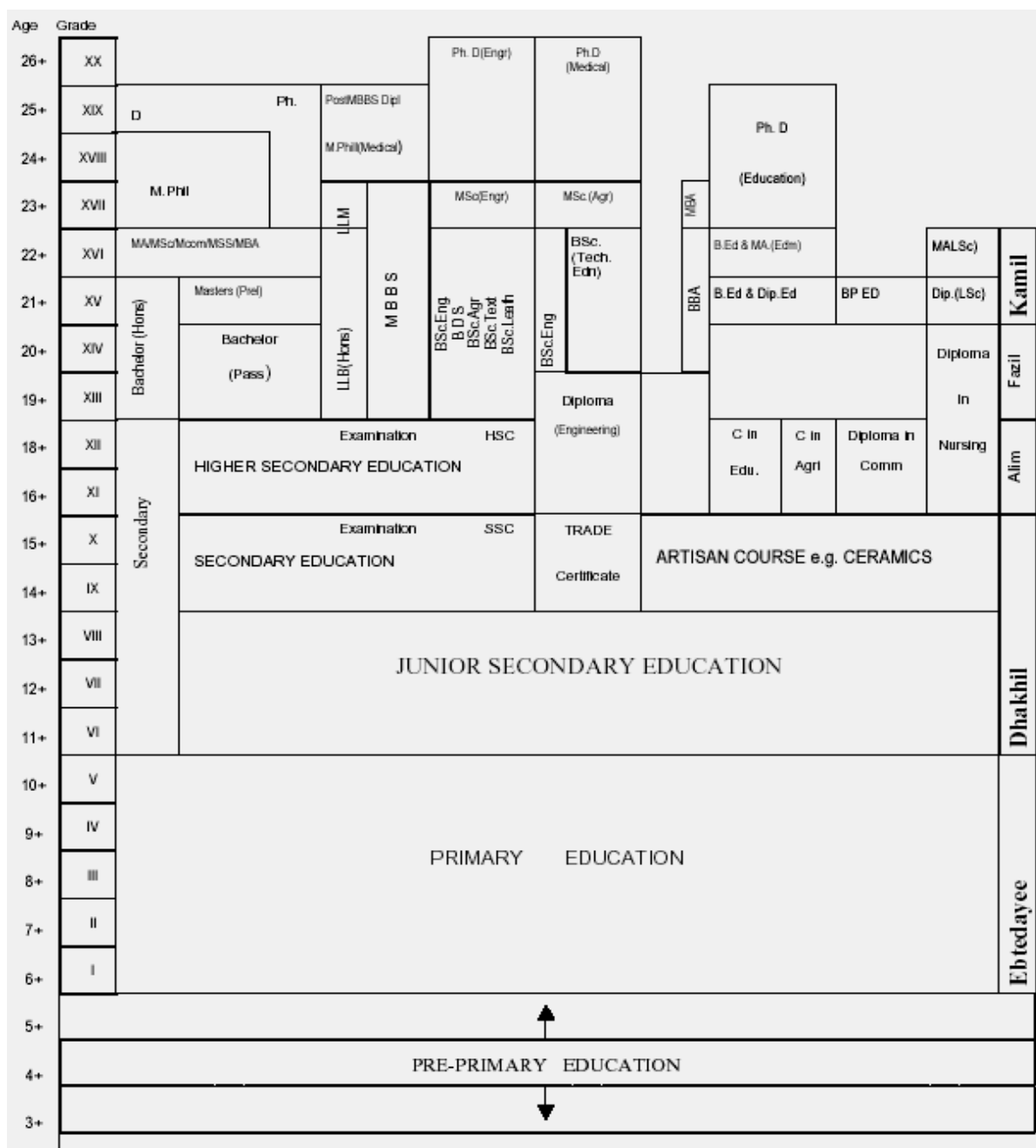
Figure 2: Different Streams of Education System in Bangladesh

The MPO-supported teachers, in addition to receiving government salaries, qualify for professional development training under government-sponsored teacher in-service training programs. Non-MPO-listed colleges generally do not receive government funding and finance themselves through student payment of tuition fees and donations. The government colleges are managed by the Directorate of Secondary and Higher Education (DSHE) and are fully publicly financed. The financing includes funding for salaries and developmental and operational expenditures. Consequently, students at public colleges pay more affordable tuition fees than students at non-MPO private colleges. The private colleges are managed by their governing bodies in accordance with the framework and regulations devised by the Ministry of Education (MoE). HSE—Grades 11–12—provides an important bridge between secondary and tertiary education in Bangladesh.

3.2 Findings against secondary level institution establishing criteria from School Survey

The non-govt. secondary institutes are established through entrepreneurs from time to time as per initiative of the local elites and educationist. As such, these institutes are established before and after the constitution of the policies on establishing secondary institutes in the country.

In the present study, "Study on criteria of establishing secondary education institution – A critical review", 20 Upazilas have been covered from 8 administrative divisions, 10 districts, 168 postal area, geographical diversity and special areas were selected randomly. From each upazila 3 to 4 secondary institutes namely high school, dakhil madrasah and technical school were randomly selected through consultation with respective Upazila Secondary education officers. The sample institutes are high schools/dakhil madrasah/technical institutes having classes from 6 to 10. Thus 100 institutes were selected for collection of relevant data and information from the head/ assistant head teacher of the institute using a semi-structured questionnaire. The data and information collected from the head/assistant head teacher in this study has been presented below:

1) **Number of participants (n=100)**

The number of institutes under the study is given below:

- Secondary Level High School - 70

- Dhakhil Madrasah - 24

- Secondary Level Technical Institute – 06

2) **Number of urban and rural status of secondary institutes**

It has been designed to include both urban and rural institutes in the study so that the existing status could be collected, analyze and present in the final report. The urban and rural status of the institutes are presented in the Fig. 3 below:
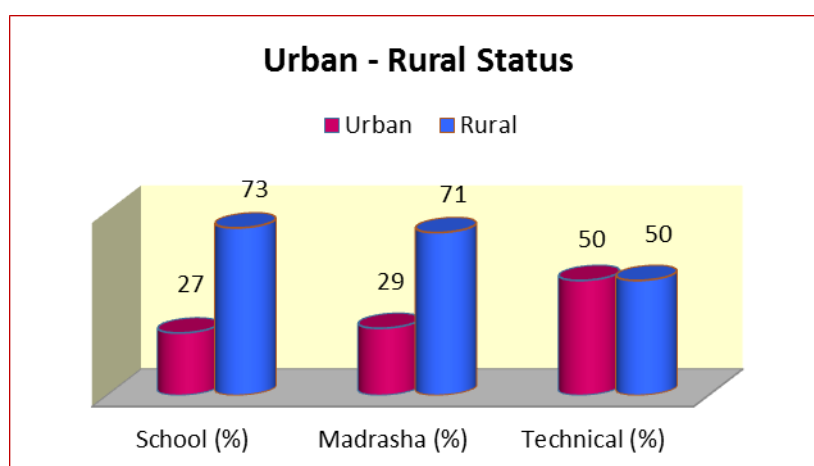
Figure 3: Urban -rural status of institutes

From the above Fig. 3 it is known that there were 27%, 29% and 50% urban and 73%, 71% and 50% rural school, madrasah and technical school under the study respectively. As the number of institutes in the rural areas is higher than the urban areas, so the higher number of sample institutes in rural areas purposively has been included in the study.

3) **Maintaining 1 km distance from institute to institute in municipal areas**

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of maintaining 1Km distance between two institutes in municipal areas as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)। The maintenance of distance in establishing secondary institutes was observed and record the road distance between 2 institutes in the surrounding areas i.e. North, South, East and West side. As such, data and information were collected from secondary institutes of municipal areas. The surrounding road distance (appx.) from a sample institute as recorded by the enumerator team is presented in the Table -3 (Annexure-2):

District	Upazila	Name of Sample institute	Name of surrounding institutes with road distance (Km)			
			North	South	East	West
Manikganj	Manikganj sadar	Kusherchar Ismail Hossain High School	Nurunnahar, 1 km	The Granada, 1 km	Doatma, 1 km	Shaheed Titumir, 2 km
		Hurun Nahar High School	Betila, 2 km	Kusherchar .2 km	Khan Bahadur, 6 m	Lemubari, 6 km
		Duat Ali Alim Madrasah	Manikganj Islamia Kamil Madrasah, 2.4 km	Bom Paril, 18 km	Char Jamalpur, 12 km	Sarupai, 6 km
	Singair	Gobindhal-Ghonapara Model Secon-dary School	Singair, 2.5 km	Kabi Nazrul, 5 km	Talebpur, 7 km	Charigram, 10 km
		Talebpur Standard High School	Singair, 5 km	Bayra, 10 km	Abul Hossain, 12 km	Atigram, 14 km
		Surendra Kumar Govt. Girls High School	Manikganj S. Boys HS, 1 km	Afroza Ramzan HS, 1 km	Al Bahadur, 4 km	Ramzan Ali Madrasah, 3 km.
Chottogram	Rangunia	Ghatchek High School	Rangunia High School, 3 km	Keylok High School, 10 km	R A B M High School, 12 km	Fumra High School, 5 km
		Rangunia Nurul Uloom	B. A. Model HS, 0.3 km	Islmia Dakhil M.	Tayabi M High	Naimia Madrasah,

District	Upazila	Name of Sample institute	Name of surrounding institutes with road distance (Km)			
			North	South	East	West
		Kamil (MA) Madrasah		1 km	School; 6 km	10 km
		Rangunia Adarsh Multipurpose Pilot High School	Rangunia Majumdarkhil High School 3.5 KM	South Rangunia Shilak High School 4 Km	Chandraghona Adarsh High School 5 Km	Begum Iqbal Zakir Hussain Girls High School 2.5 KM
Pabna	Pabna sadar	Darul Uloom Markazia Dakhil Madrasah	Char Ghoshpur, 4 km	Dwipchar Dar, 5 km	Maligacha, 6 km	Charashibarampur, 3 km
Kurigram	Kurigram sadar	Kurigram Collectorate School and College	Alia Madrasah, 1 km	No	Nilaram School and College, 1 km	Khalilganj School and College, 2 km
		Ideal High School	No	Kurigram Boys High School, 1 km	MA Sattar Ideal High School, 2 km	Khalilganj School and College, 5 km
		Kurigram Kamil Alia Madrasah	Nageshwari Kamil Madrasah, 25 km	Panchpir Keramtia Alim Madrasah, 10 km	Govt Boys High School, 2 km	Kathalbari Fazil Degree Madrasah, 8 km
Sunamganj	Sunamganj sadar	Bulchandi High School	Govt Jubilee High School 1 km	Alhaj Jamirun Noor High School, 9 km	H. M. P. High School, 1 km	Lobjan Chowdhury Girls High School, 0.5 km
		Sunamganj Girls High School	Govt Jubilee High School 0.3 km	Govt SC Girls High School, 0.2 km	Alhera Jamia Madrasah 5 Km	Bulchand High School, 0.5 km
		Govt Satish Chandra Girls High School	Bus stand, 1 km	Belatoa, 0.5 km	Jubilee, 1 km	Masterpara, 1 km
		Lobjan Chowdhury Girls High School	Tegharia, 1 km	Bus Stand, 1 km	Puran Bazar, 0.5 km	Hasan Bhuban, 1 km
		H.M.P. High School	Miradupur, 1 km	Jubilee, 0.5 km	Purba Bazar, 1 km	Sabia, 1 km
		Deeni Senior Alim Model Madrasah	Sekpara, 1 km	Sukhar, 1 km	Molagati, 0.5 km	Koitahar, 1 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with road distance (Km)			
			North	South	East	West
		Government Technical School and College, Sunamganj	Govt Jubilee High School 0.3 km	Dirai Government School, 4.2 Km	Govt. Technical School and College, 40 km	No
		Alhera Jamia Islamia Alim Madrasah	Yakub Jayan Dakhil Madrasah, 15 km	Darul Huda Dakhil Madrasah, 8 km	Ambari High School, 5 km	Bini Senior Madrasah, 4 km
Mymensingh	Mymensingh sadar	Premier Ideal High School	Mukul Niketan, 0.8 km	Jute Warehouse, 1.5 km	Mymensingh, 2.05 km	Pa Balika, 1.5 km
		Patgudam High School	Premier School, 2 km	Kumar Upendra, 2 km	Edward, 2.5 km	Kewatkhali, 2.5 km
		Patgudam Girls High School	Jute Warehouse, 0.2 km	Mymensingh, 0.8 km	Premier School, 0.8 km	Kumar Upendra, 0.8 km
		Mrityunjay School (Vocational)	Government Laboratory High School, 1 km	City Collegiate School, 1 km	Shambhuganj Jutmil Adarsh High School, 2 km	Muslim High School 1.5 Km
	Bhaluka	Aftab Uddin Memorial Technical School	Bara Doba High School, 2.5 Km	Bhaluka Pilot High School, 2 km	Chaporbari Dakhil Madrasah, 1.5 Km	Mustafa Matin High School, 2 km
Patuakhali	Patuakhali sadar	Town High School	L. M. Semi, 1 km	Adarsh, 1 km	Donavan, 1 km	No
Kushtia	Veramara	Rahima Afsar Secondary Girls School	Government Girls School, 1 km	Chandipur Secondary School, 8 km	Taher Secondary School, 8 km	Satbagia Bhabanipur Secondary School, 6 km
		Bhermara Alia Madrasah	Bheramara Government Pilot High School, 0.3 km	Chandipur Secondary Schoo, 2.5 km	Baromile Dakhil Madrasah, 3 km	Government Secondary Girls' School, 1 km
Total	10	29	28	28	29	27

Table 3: List of surrounding institutes around a sample institute in municipal areas

It is observed from the Table that the distance between 2 institutes were not rigidly followed in establishing secondary institutes and the distance varied widely. It is expected that the new institutes would be established following 1 km(appx.) road distance in all sides i,e. North ,South , East and West side respectively to maintain a healthy environment

between two institutes. But it was not being followed properly in practical situation. The madrasah and technical schools are providing education to students which is not competitive with general education. The existing distance though varied with the recommended distance of 1 Km(appx) is based on the need of stakeholders. It has been observed that more than 50% institutes didn't follow the prescribed limit of 1 km(appx) distance. It is to be mentioned here that the institutes were established in different times, even some institutes during the then East Pakistan era and some before the present policy came into effect. However, the existing distance between two institutes is not conflicting rather it is supportive for the mass education of the poor and vulnerable students and running without creating any disturbance.

In response to the establishing of institutes in municipal areas keeping 1 km (appx) distance is a guiding provision in the policy of establishing secondary institutes, the respondent under survey has provided the following data which is presented in the Fig. 4 below:
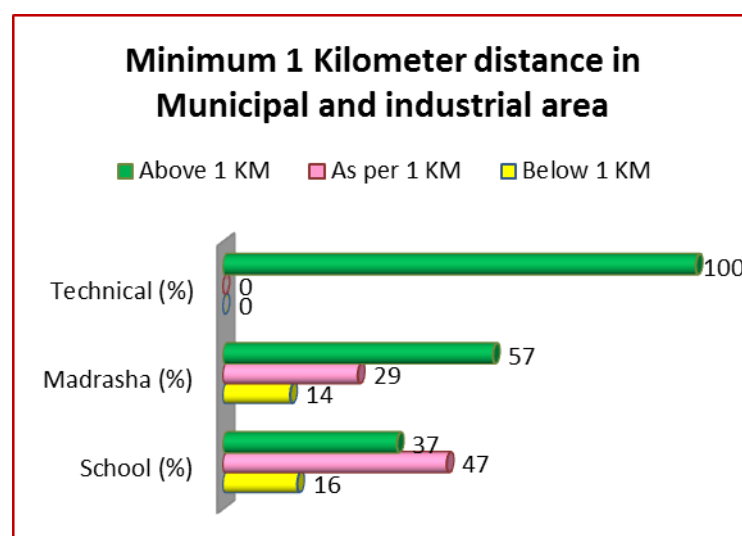
Figure 4: Minimum 1 Kilometer(appx) distance in Municipal areas

It is observed from the above Fig.4 that 47% and 29% schools and madrasahs have been established respectively maintaining a distance of 1 km (appx) in the city areas. On the other hand, 16% school and 14% madrasah were established below 1 km (appx.) distance whereas 100% technical school, 57% madrasah and 37% school were established above 1 km (appx) distance respectively. It is to be mentioned here that the institutes were established in different times, even some institutes during the then East Pakistan era. However, the existing distance between two institutes is not conflicting rather it is supportive for the mass education of the poor and vulnerable students.

4) **Maintaining 4 km distance from institute to institute in rural areas**

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of maintaining 4 Km distance between two

institutes in rural areas as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

Data and information were collected from rural secondary institutes on maintaining 4 Km(appx) distance between 2 institutes. The surrounding road distance from a sample institute – North, South, East and West side was recorded and present in Table -4 (Annexure -2).

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
Manikganj	Singair	Bhumdakshin High School	Jaimantop, 2 km	Dhalla, 4 km	Jamirta, 6 km	Royail, 15 km
		Panishail SI Khan High School	Dhalla, 9 km	Mazir Uddin, 9 km	Shantipur, 9 km	Tetuljhora, 9 km
		Khaserchar Mahmudia Alim Madrasah	Dhalla Islamia Dakhil, 4 km	Bhatirchar, 3.5 km	Rajnagar, 10 km	Charjamalpur, 15 km
		Dhalla Islamia Dakhil Madrasah	No	Char Rajnagar Maniknagar Mahmudia Dakhil Madrasah, 15 km	Savar Islamia Fazil Madrasah, 10 Km	Khaserchar Mahmudiya Alim Madrasah, 7 km
	Saturia	Golda Islamia Dakhil Madrasah	Khaljora, 3 km	Kaita, 2 km	Jagar, 5 km	Janna, 4 km
Chattogram	Rangunia	Sonargaon Dakhil Madrasah	Baduniya Alam Shah Para Kamil Madrasah, 4 km	Ranirhat Al Amin Fazil Madrasah, 4 km	Rangamati Senior Madrasa, 20 km	Rauzan Darul Islam Kamil Madrasah, 30 km
		Ahmadia Islamia Dakhil Madrasah	Hazrat Khadija RA Dakhil M., 6 km	Betagi Rahmaniya, 15 km	Maryam Nahar Islamia Da; Mother, 4 km	Pomra Nurul Uloom Madrasah, 12 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
		Sonargaon Dakhil Madrasah	Ranirhat Alamin Hamadia Fazil Degree Madrasah 4 Km	Rangunia Alamshahpara Kamil Madrasa & Khilmogol High School 5 Km	Sonargaon High School 0.5 Km	No
		Rafiqabad Girls High School	R A B M High School, 5.5 km	North Rangunia High School, 7 km	Islampur High School 7.53	Betbunya High School 12 Km
		West Shilak Bedora Alam Chowdhury High School	Rangunia Pilot High School, 5 km	South Shilak Multipurpose High School, 1.5 km	N Shah Alam Chowdhury High School 2.5 KM	Ideal High School 3 Km
		East Sarfbhata Ideal High School	Sadarbhata, 4 km	Bedira Alam, 4.5 km	Mireysil 6 km	M. Shah Alam, 7 km
		Alhaj Abul Bashar Chowdhury High School	Pomra Shaheed, 4 km	Boalkhali, 7 km	Anwara Begum, 4 km	Botari Betagi, 4 km
Rangamati	Kaptai	Sakrachari High School	Ghagra High School 3.5 km	Wagga High School 5 km	No	Sonargaon High School 20 km
		Bangladesh Navy School and College Kaptai	Kaptai high School, 2 km	Bidyut Unnoyon Board High School, 3 km	No	Chitmoram High School
		Kaptai Al Amin Nuria Dakhil Madrasah	15 km	15 km	15 km	15 km
		Tayabia Sunnia Dakhil Madrasah	K. M, 1km	Parayan, 1 km	Nuria, 12 km	Paharika, 1 km
Pabna	Pabna Sadar	Char Khokra Standard High School	Nazrul Islam, 5 km	Bhadimari, 5.5 km	Dashuria, 3.5 km	Basherbada, 8 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
		D. Ismail Hussain Memorial Girls High School	Nazrul Islam, 8 km	Krishanpur, 12 km	Noor Jahan, 6 km	Dashuria, 8 km
		Notun Bazar High School	Daribau Bhadar, 9 km	Dublia, 7 km	Sujanagar, 8 km	Habaspur, 2 km
		Ruppur High School	5 km	9 km	6 km	9 km
		Charashibarampur Islamia Dakhil Madrasah	Char Ghoshpur, 5 km	Dwipchar Dar, 4 km	Char Sadipur, 6 km	Pabna Markazia, 3 km
	Ishwardi	Sara Gopalpur High School	Sabara Jhowdia, 2 km	Baghail, 4 km	Suara Marwari, 4 km	Munlit, 4 km
		Maniknagar High School	Nurjahan Girls, 4 km	Shirkadia, 4 km	Abul Kashem, 4 km	Riaz Uddin, 5 km
		Shyampur Al Hera Dakhil Madrasah	Naduria Dakhil Madrasah, 5 Km	Kalikapur Islamia Dakhil Madrasah, 3 km	Majhpara Senior Alim Madrasa 6 km	Bashuria Madinatul Uloom Alim Madrasah, 5 km
	Atghoria	Gopalpur Chowkibari High School	Dengargram High School, 4 km	BP High School 7 km	Ekdanta high school, 3 km	Shaheed Samarnika High School, 3 km
Rangpur	Mithapukur	Mithapukur Government Model High School	Latifpur High School, 2 km	Al-Faruk High School, 2 km	Zirai High School, 3 km	Paglarhat High School, 2 km
		Ideal High School	Jaigir HS and College, 3 km	Natibpur HS, 5 km	Chuhar HS, 8 km	Mithapukur HS, 5 km
		Shitalgari High School	North, 6 km	South, 5 km	East, 6 km	West, 3.5 km
		Paykan High School	Shah Abul Kashem High School 3 km	Latifpur High School 3.5 m	Jagir Adarsh High School, 3.5 Km	Tanka Girls High School, 2 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
Kurigram	Kurigram Sadar	Harishwar High School	Kathalbari Bahumukhi Girls High School, 5 km	No	Daserhat High School, 4 km	Tograihat High School, 4 km
		Panchgachi Dakhil Madrasah	Moratari Mohius Sunnah Dakhil Madrasah 8 km	Charsiteigar Darul Hedayet Dakhil Madrasah, 11 km	Jatrapur Islamia Dakhil Madrasah, 6 km	Terigat Madinatul Uloom Dakhil Madrasah is 5.5 km
Mymensingh	Mymensingh Sadar	Ghagra Badera High School	Ghagra Union, 3 km	Amlitola, 3 km	Nazirabad, 5 km	Zilla Parishad, 5 km
		Ghagra Dakhil Madrasah	Al Karimul, 6 km	Mezbaulus, 7 km	Chor Khai, 8 km	Gopalnagar, 6 km
	Bhaluka	Paragaon Navdigant High School	Kamala Taher, 4 km	Kachina, 4 km	Shaheed Nazim, 9 km	Paragao, 4 km
		Shirirchala Rahmania Dakhil Madrasah	Tamat, 7 km	Talab Hussainia, 2 km	Barachala, 4 km	Gazipur, 15 km
		Shaheed Qutub Uddin High School	Batazir, 4 km	Ichadighi, 6 km	Kachina, 6 km	Adagata, 8 km
		Birunia Sadir Uddin Master High School	Saiba, 5 km	Shaheed Smrani, 10 km	Aska, 6 km	Medila, 7 km
		Randia High School	Dipti Academy, 4 km	Gowari Bhawa, 5 km	Dhalia, 4 km	East Amira, 4 km
		Katlamari High School	Pachgao, 3 km	Sonaullah, 7 km	Naradh, 6 km	Angargara, 7 km
Patuakhali	Patuakhali Sadar	Sharikkhali Secondary School	Chaulabuniya, 4 km	Hetalia, 4 km	Sehakathi, 7 km	Aulia, 6 km
		Shaheed Smriti Vidyaniketan	Golbunia, 3 km	Daritaluk, 4 km	Khalishakhali, 3 km	Srirampur, 6 km
		Itbaria Sharikkhali Secondary School	Aziz Mulla, 5 km	Sharikkhali, 7 km	Gharohayal, 8 km	A. Hai, 4 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
		Itbaria Gilabunia Dakhil Madrasah	Yusuke, 3 km	Kalikapur, 4 km	Bitalbunia, 3 km	Yusuke, 3 km
	Galachipa	Atkhali Secondary School	Dakua, 4 km	Chiknikandi, 5 km	Par Dakua, 5 km	Ulania, 5 km
		Dakua Islamia Dakhil Madrasah	Kalikapur, 3 km	Manikchad, 6 km	Madhya, 5 km	Kalikapur, 3 km
Kushtia	Kushtia Sadar	Laxmipur Hasan Bagh Secondary Girls School	Alhaj Abdul Ghani Secondary School, 4 km	Tiarpur Secondary School , 2.50 km	Madhupur Hobirunnecha Secondary School, 2.5 km	Afzalpur Secondary School, 3 km
		Pirpur Secondary School	Abdullahpur, 6 km	Jhowdia, 11 km	Madhupur, 6 km	Tribeni, 5 km
		Alhaj A. Gani Secondary School	Udanbam, 4 km	Abdalpur, 5 km	Lakshipur, 4 km	Jhowdia, 4 km
		Mir Abu Abdullah Memorial Secondary School	Swastipur Secondary School, 4 km	Mukul Sangh Girls School, 3 km	Ideal school, 4 km	Kaburhat Secondary School, 6 km
		Alampur Secondary Girls School	Swastipur, 4 km	Dahkula, 4 km	Ujangram, 5.5 km	Baliapara, 2 km
		Mrittikapara Dakhil Madrasah	Harra Adarsh Dakhil Madrasah, 14 km	Harinaray-anpur Secondary School, 7 km	Bibi Asiya Khatun Alim Madrasah, 2 km	Ranjitpur Secondary School, 4 Km
	Veramara					
		Patuakandi Secondary School	North, 7 km	South, 3 km	East 6 km	West, 8 km
		AmdahSwar-uperghop Kazihata MahishadorPatuakandi Secondary School	Adega, 5 km	Dharampur, 5 km	Satbaria, 5 km	Namir Uddin, 4 km

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (Km)			
			North	South	East	West
		Jagshwar-Maolahabaspur Secondary Girls School	Parankhali, 3.8 km	Dharampur, 4 km	Haji, 3.6 km	Jagshwar, 2 km
	Mirpur	Aburi Magura Secondary School	KB Secondary School, 7 Km	Osmanpur Poragpur Secondary School, 5 km	Kakiladah Secondary School, 4 km	Asamnagar Secondary School, 4 km
		Tegharia Ideal Secondary School	Mashan Secondary School, 5 km	Poradah Secondary School, 4 km	KSM Minapara School and College, 8 km	Apiyan Secondary School, 7 km
Total 10	**Total 19**					

Table 4: List of surrounding institutes around a sample institute in rural areas

It is observed from the Table-4 (Annexure-2) that the distance between 2 institutes were not rigidly followed in establishing secondary institutes and the distance varied widely. It is expected that the new institutes would be established following 4 km distance in all sides i,e. North ,South , East and West side respectively to maintain a healthy environment between two institutes. But it was not being followed properly in practical situation. The distance between two institutes have varied in all sides i,e. North, South, East and West side.

It is evident that the rural institutes are being established with the active initiative of entrepreneur / educationist / social worker either on individual or group. In most cases, the land for the institute is donated by entrepreneurs/educationists/ social workers. Besides, better road or water communication is another factor for establishment of secondary institutes. As such the distance have varied from institute to institute. The stakeholders have collectively decided the location and functioning of the institutes in a particular place through a long process.

The data provided by the respondent for rural areas on maintaining 4 km distance from institute to institute in rural areas is presented in Fig. 5 below:
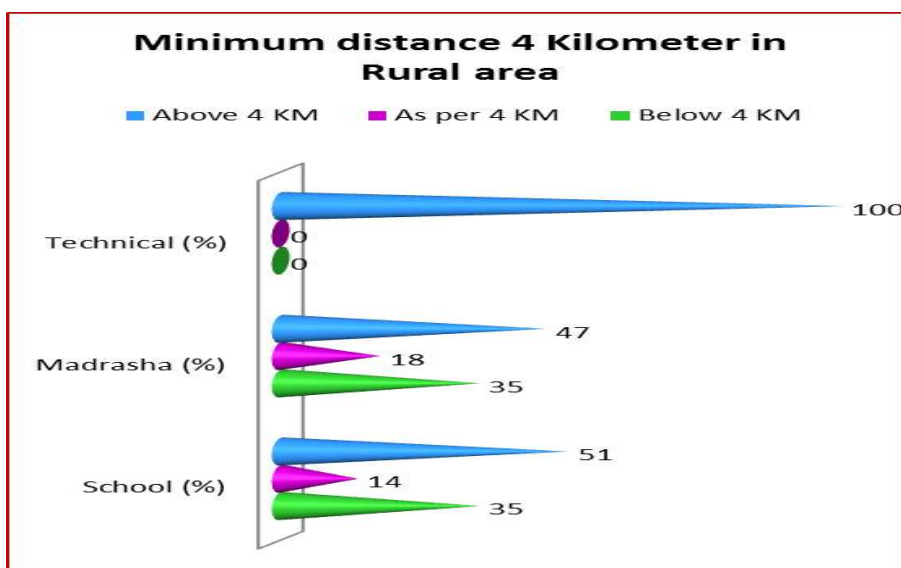
Figure 5: Maintaining 4 km distance from institute to institute in rural areas.

It is evident from the above Fig. 5 that there exists 14% school and 18% madrasah in rural areas within the prescribed limit of 4 km(appx) in the policy. On the other hand, 51% school, 47% madrasah and 100% technical school exist above 4 km(appx) distance. Besides, 35% school and 35% madrasah exist below 4 km(appx) distance. So, more than 50% institutes failed to maintain 4 Km (appx) distance in establishing institutes in rural areas. It is to be mentioned here that the institutes were established in different times, even some institutes during the then East Pakistan era.

5) **Maintaining distance from institute to institute in special geographical areas**

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of relaxing distance between two institutes in special geographical areas as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

Data and information were collected from secondary institutes of special geographical areas -hilly, coastal and haor . The surrounding road distance from a sample institute – North, South, East and West side were recorded and present in Table -5 (Annexure -2).

District	Upazila	Name of Sample institute	Name of surrounding institutes with distance in Km (appx)			
			North (Km)	South (Km)	East (Km)	West (Km)
Chottogram (Hilly areas)	Kaptai	Barichari Karnaphuli Nurul Huda Quadri High School	Wagga High School 11 km	Karnaphuli College 4 km	Kaptai High School 12 km	No

		Wagga High School	Chakrachori High School, 6 km	Baraishari Karnaphuli Nurul Huda Quadri High School 8 km	Kaptai High School 8 km	Rangunia High School 12 km
		Chitmaram High School	Wagga High School 15 km	No School	PDB High School 12 km	Naranggiri Government High School, 10 km
Sunamganj (Haor areas)	Sunamganj sadar	Government Jubilee High School	Masterpara, 1 km	Bus stand, 0.5 km	Gulchad, 1 km	No
	South Sunamganj / Shantiganj	East Pagla High School	Panchagram High School, 7 km	Abdul Ghafoor High School, 8 Km	Faizaw High School, 12 Km	Pagla Government Model School and College, 8 km
		South Sunamganj Technical School	Technical School and College 2.5 Km	Alhaj Jamirun Noor High School, 2 km	No	No
		Noakhali Sattagram High School	No	Gourinagar Sologram High School, 3 km	Satgaon Jibdara High School, 3 km	Joykolos Ujanigaon Rashidiya High School, 4 km
		Alhaj Jamirun Noor High School	Lobjan Chowdhury Girls School, 7 km	Jhorkalas Ujanigaon Rashidiya High School, 8 km	Shantiganj Model High School, 9 km	Jaynagar Bazar Haji Ganibox High School, 11 km
Patuakhali (Coastal)	Patuakhali Sadar	Madarbunia Islamia Dakhil Madrasah	Gilabuniya, 5 km	Tusharkhali, 4 km	Hajikhala, 5 km	Goga, 7 km
	Galachipa	Ratnadi Taltali Secondary School	Ulania Hat School and College 8 Km	Panpatri High School, 9 km	Charkajal Secondary School 10 Km	Ideal School and College, 7 km
		Chiknikandi Secondary	Banshbadia Secondary	Kotkhali Junior Secondar	Pankhali Panjakia Secondary	Chiknikandi Dakhil Madrasah,

Division	District	Upazila	Population (BBS, 2011)	Number of Schools (High School + Madrasah + Technical)	Average Population
Dhaka	Manikganj	Manikganj Sadar	309413	43+5+8=56	9981
		Singair	287451	25+6+0=31	9273
		Saturia	171494	20+4+3=27	6352
Chattogram	Chattogram	Rangunia	339004	44+15+0=59	5746
	Rangamati	Kaptai	59693	13+2+2=17	3511

Table 5: List of surrounding institutes around a sample institute in special geographical areas(hilly, coastal and haor)

It is observed from the Table - 5 (Annexure-2) that the distance between 2 institutes have varied widely due to thin population. Easy communication is another factor in deciding the establishment of secondary institutes in special geographical areas. It is noticed that the students residing in the middle of two institutes face a lot of problem in continuing their education and increase the risk of dropout from education. As such the special geographical areas need special consideration in establishing secondary institutes to increase the education rate.

6) Population of institution areas

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of maintaining an institute against 10,000 population as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

Data and information on population of upazila against secondary level institutes were collected from respective Upazila Secondary Education Officer and relevant websites (website: www. bbs.gov.bd). Total numbers of secondary institutes of respective upazila was also collected from respective Upazila Secondary Education Officer and relevant websites. The numbers of institutes and total population thus collected is presented below:

Division	District	Upazila	Population (BBS,2011)	Number of Schools (High School + Madrasah + Technical)	Average Population
Rajshahi	Pabna	Pabna Sadar	590914	69+42+16=127	4653
		Ishwardi	313932	42+18+6=66	4757
		Atghoria	157254	28+18+2=48	3276
Rangpur	Rangpur	Mithapukur	508133	96+50+9=155	3278
	Kurigram	Kurigram Sadar	160250	53+30+6=89	1801
Syhlet	Sunamganj	Sunamganj Sadar	279019	31+5+1=37	5741
		South Sunamganj/ Shantiganj	183881	17+6+0=23	7995
Mmensingh	Mymensingh	Mymensingh Sadar	775733	76+20+16=112	6926
		Bhaluka	430320	57+42+7=106	4060
Barishal	Patuakhali	Patuakhali Sadar	316462	64+55+12=131	2416
		Galachipa	361518	45+37+5=87	4155
Khulna	Kushtia	Kushtia Sadar	502599	64+17+12=93	5404
		Veramara	208030	30+4+3=37	5622
		Mirpur	330067	54+11+5=70	4715
Total 8 Division	Total 10 District	Total 19 Upaziila	6285167	1351	4652

Table 6: Upazilawise population and number of secondary institutes.

From the above Table -6 it is observed that there are an institute against a lowest population of 1801 and highest population of 9,981. There exist on average 4,652 population against an institute. It is important to mention here that the students (population) enrolled in the institutes from the adjacent upazilas are excluded in the statistics mentioned above. The students from the adjacent upazilas of other districts have free entrance into the desired institutes. As such the number of institutes against published population is not beyond any comments.

Data received from the respondent institute under survey is presented below:
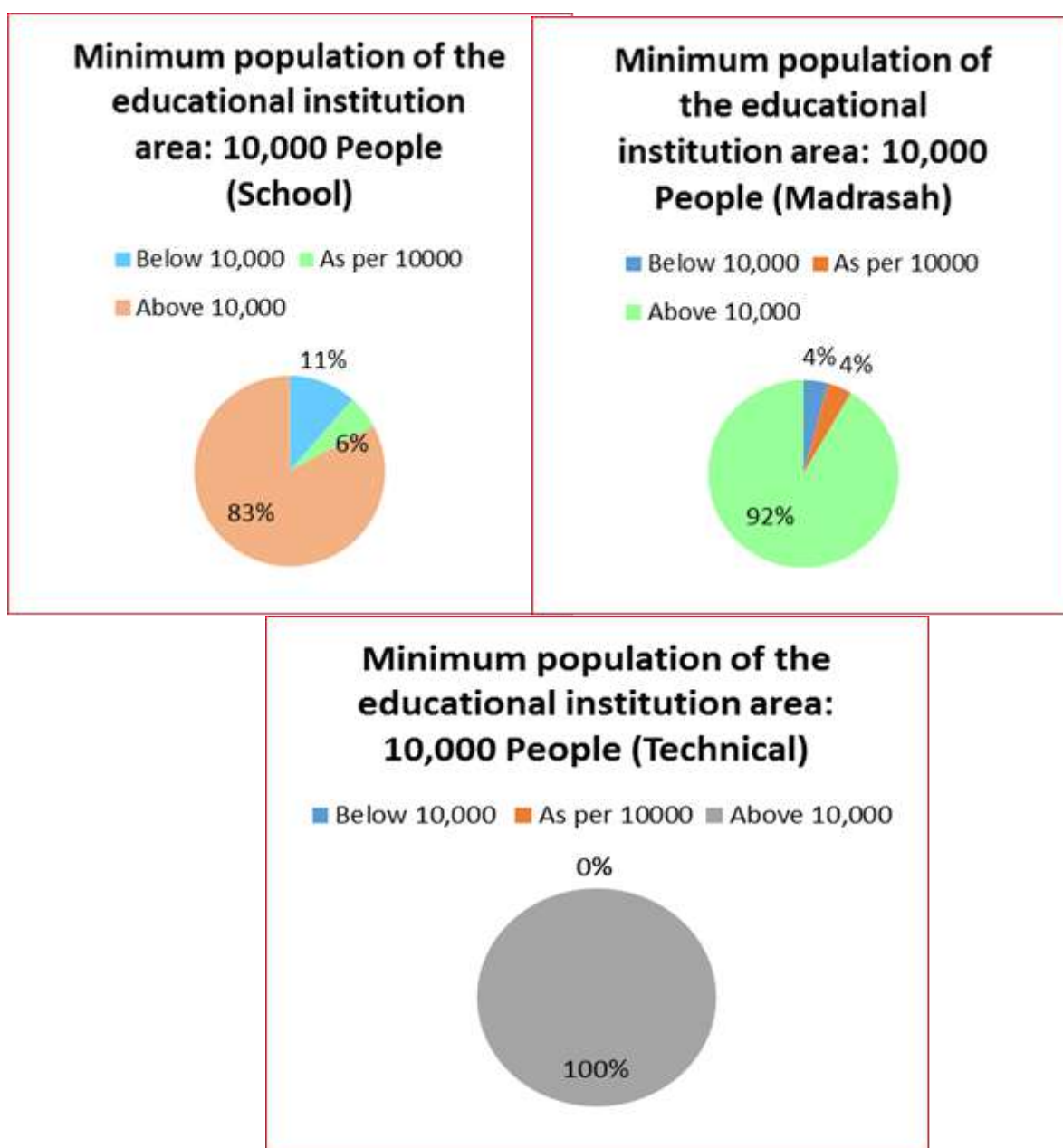
Figure 6: Population of the respective institution areas

It is observed from the above Fig. 6 that 6% school and 4% madrasah have been established with a population of 10,000 whereas 83% school, 92% madrasah and 100% technical school are at present have population above 10,000. More number of institutes in the area are perhaps sharing the available students. There are a number of factors which regulate the number of students from a fixed number of populations like socio-economic status, motivation of parents for secondary education, teaching - learning situation and trafficking in the areas etc. Hence, the requirement of 10,000 population for an institute in the respective policy require necessary amendment by increasing the number of populations. So, there is need of decreasing the recommended population size in the policy. In considering the increased education rate and easy trafficking in the country, the recommended population should be 7,000 against an institute.

7) Number of students

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of number of students in each institute and it varies with urban and rural areas as well as boys and girl students as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

The number of students in urban and rural areas as reported by the institute under survey is presented below:

a) Urban School – co-education and boys' students
N.B. Schools under survey have classes 6-10. Number of boys' students for secondary school is (Junior- 200 for classes 6-8 and high school - 130; hence standard number of students' 200+130=330) 330

Secondary school - Urban (co-education and boys)	No. of schools	%
Below 330 students	4	31
As per 330 students	0	0
Above 330 students	9	69
Total	13	100

Table 7: Urban School – co-education and boys' students

b) Urban School – girls' students
N.B. Schools under survey have classes 6-10. Number of standard girl students for secondary school is (Junior- 180 for classes 6-8 and high school - 120; hence 180+120=300) 300

Secondary school - Urban (Girls)	No. of schools	%
Below 300 students	0	
As per 300 students	0	
Above 300 students	6	100
Total	6	100

Table 8: Urban School – girls' students

It is observed from the above table that in urban areas there were more students' boys-69% and girls – 100% than the required number of students. So, the school had to accommodate higher number of students than provision in the policy. As such the existing policy is required to review and make required amendment in the policy.

c) Rural School – co-education and boys' students

N.B. Schools under survey have classes 6-10. Number of boys students for secondary school is (Junior- 150 for classes 6-8 and high school - 100; hence standard   number of students 150+100=250) 250

Secondary school-rural (co-education and boys)	Number of schools	%
Below 250 students	1	2
As per 250 students	1	2
Above 250 students	45	96
Total	47	100

Table 9: Rural School – co-education and boys' students

d) Rural School - Girls students

N.B. Schools under survey have classes 6-10. Number of girl students for secondary school is (Junior- 120 for classes 6-8 and high school - 80; hence standard   number of students 120+80=200) 200.

Secondary school- girl students	No of school	%
Below 200 girl students	0	0
As per 200 girl students	0	0
Above 200 girl students	5	100
	5	100

Table 10: Rural School - Girls students

It is observed from the above table that in rural areas there were more students' co-education and boys- 96% and girls – 100% than the required number of students. So, the school had to accommodate higher number of students than provision in the policy. As such the existing policy is required to review and make required amendment.

e) Urban Madrasah – Co-education and boys

N.B. Madrasahs under survey have classes 6-10. Number of boys' and girl students for dakhil madrasah is (Junior- 180 for classes 6-8 and dakhil - 120; hence standard number of students 180+120=300) 300.

Dakhil Madrasah -urban (Co-education and boys')	No of madrasah	%
Below 300 students	2	29
As per 300 students	0	0
Above 300 students	5	71
Total	7	100

Table 11: Urban Madrasah – Co-education and boys

It is observed from the table that 29% madrasah had a smaller number of students than required whereas 71% madrasah had students than required number of 300 students. As such urban madrasahs are accommodating more students than provision in the Education Policy.

f) Rural Madrasah- Co-education and boys

N.B. Madrasahs under survey have classes 6-10. Number of boys' and girl students for dakhil madrasah is (Junior- 150 for classes 6-8 and dakhil - 100; hence standard number of students 150+100=250) 250.

Dakhil Madrasah- Rural (Co-education and boys)	No of madrasah	%
Below 250 students	9	50
As per 250 students	0	0
Above 250 students	9	50
Total	18	100

Table 12: Rural Madrasah- Co-education and boys

g) Rural Madrasah – Girls

N.B. Madrasahs under survey have classes 6-10. Number of girl students for dakhil madrasah is (Junior- 150 for classes 6-8 and dakhil - 100; hence standard number of students 150+100=250) 250.

Dakhil Madrasah-Rural Girls	No. of Madrasah	%
Below 250 students	1	100
As per 250 students	0	0
Above 250 students	0	0
Total	1	100

Table 13: Rural Madrasah – Girls

It is observed from the table that 50% rural madrasah for boys and 100% madrasah for girls had a smaller number of students than standard whereas 50% madrasah for boys had students than standard number of 250 students. As such rural madrasahs for co-education and boys are accommodating more students than provision in the Education Policy.

In general, secondary schools for boys and girls are accommodating more students than the prescribed standard number of students in the education policy. But exception have been noticed for rural dakhil madrasah for girls only which require further investigation. Excess number of students in schools and madrasahs have revealed that there is further scope of establishing new secondary schools and madrasahs because the number of students is increasing day by day requiring more seats in schools and madrasahs.

8) Area of land of the institutes

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of possession of land by each institute and it varies with urban and rural areas as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

There is pre-requisite fixed area of land for 3 type of areas namely- i) 0.25 acre for city and industrial area; ii) 0.50 acre for urban area; and iii) 0.75 acre for rural area in the policy for establishing educational institute. The respective respondent has provided the following data as presented below:

a) City and industrial area -0.25 acre

Area of Land of the educational institutions:(City and Industrial area)	School	%	Madrasah	%	Technical	%
Below 25 Decimal (0.25 Acre)	7	37	0	0	0	0
As per 25 Decimal (0.25 Acre)	0	0	0	0	1	33
Above 25 Decimal (0.25 Acre)	12	63	7	100	2	67
Total	19	100	7	100	3	100

Table 14: Areas of land of institutions in city and industrial area.

It is observed that 63% school, 100% madrasah and 67% technical school had above 0.25 acre of land for their organization whereas 37% schools had below 0.25 acres of land in their possession. It is interesting to note that no school and madrasah had as per 0.25 acres of land for their institute.

b) Urban area -0.50 acre

Area of Land of the educational institutions:(Urban area)	School	%	Madrasah	%	Technical	%
Below 50 Decimal (0.50 Acre)	4	16	2	25	0	0
As per 50 Decimal (0.50 Acre)	1	4	0	0	0	0
Above 50 Decimal (0.50 Acre)	20	80	6	75	2	100
Total	25	100	8	100	2	100

Table 15: Area of land of institutions in Urban area

It is observed that 80% school, 75% madrasah and 100% technical school had above 0.50 acre of land for their organization whereas only 4% schools had as per 0.50 acres of land in their possession.

c) Rural area- 0.75 acre

Area of Land of the educational institutions:(Rural area)	School	%	Madrasah	%	Technical	%
Below 75 Decimal (0.75 Acre)	1	4	2	22	0	0
As per 75 Decimal (0.75 Acre)	2	8	1	11	0	0
Above 75 Decimal (0.75 Acre)	23	88	6	67	1	100
Total	26	100	9	100	1	100

Table 16: Area of land of institutions in city to Rural area.

It is observed that 88% school, 67% madrasah and 100% technical school had above 0.75 acre of land for their organization whereas 4% schools and 22% madrasah had below 0.75 acres of land only.

In general, most of the schools and madrasahs had above areas of land than requirement in city and industrial, urban and rural areas. This is most acceptable as to facilitate the institute for better education and other educational activities.

9) Library (should have 2,000 books)

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of number of books in the library as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

Institute library is an integral part of any institute. There is provision of keeping 2,000 books in each institute under the policy. The data provided by the institutes is presented below:

Figure 7: Data on library books
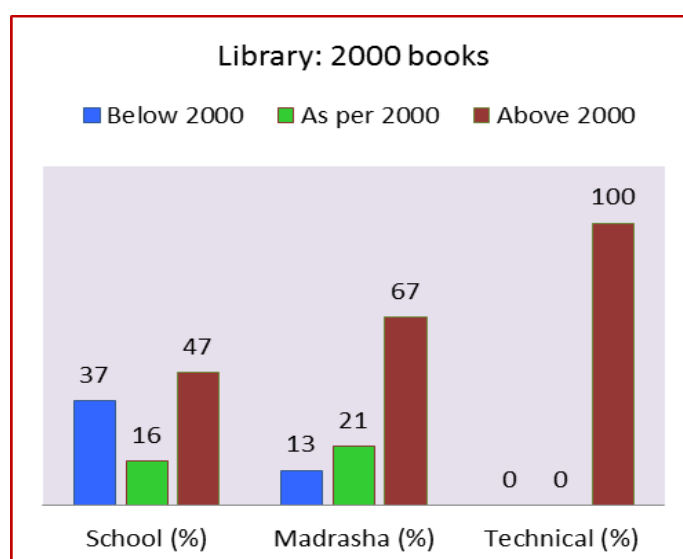
It is observed from the survey data that 47% school, 67% madrasah and 100% technical school had above 2,000 books in their library respectively whereas 37% school and 13% madrasah had below 2,000 books. However, number of books in the library should be increased with different books to cater the need of the students.

10) School fund

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of possession of school fund (Reserved and general fund) to cater the urgent need of institutes as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) eneral fund স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

a) **Reserved fund:** There is a provision of BDT 1,50,000 as reserve fund for each and every institute as required under the policy for establishing institute. The data as provided by the respondent is presented below:

Figure 7:Statement of reserve fund of institutes

It is observed from the survey data that 73% school, 79% madrasah and 17% technical school had a reserved below BDT 1,50,000 respectively. On the other hand, 21%, 8% and 67% school, madrasah and technical school had more than BDT 1,50,000 fund. It is important to mention here that the reserved fund is maintained through joint signature of district education officer and respective head teacher and a pre-requisite of permanent approval and enrollment of MPO.

b) **General fund**: There is a provision of BDT 75,000 as general fund for each and every institute as required under the policy for establishing institute. The data as provided by the respondent is presented below:
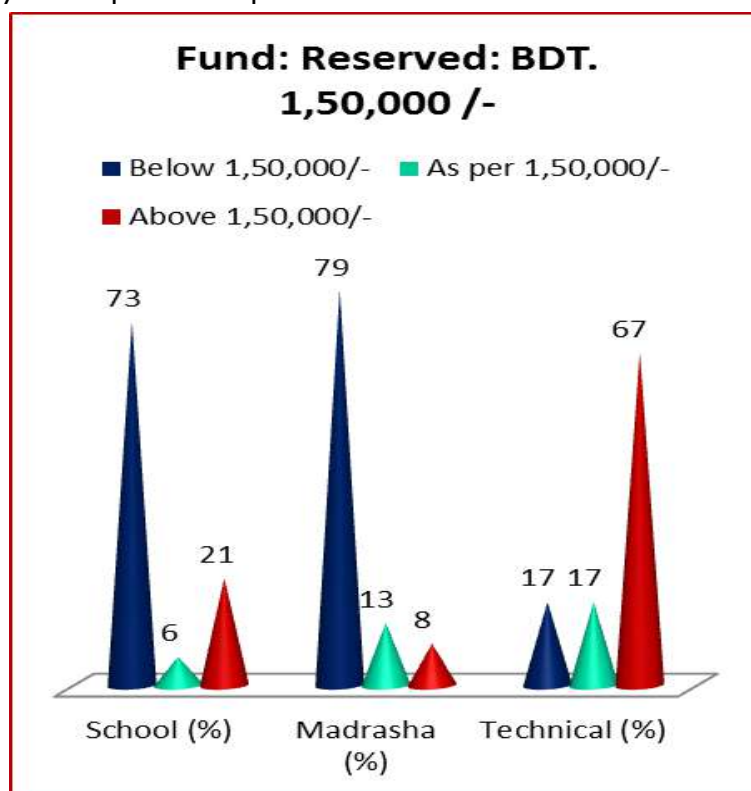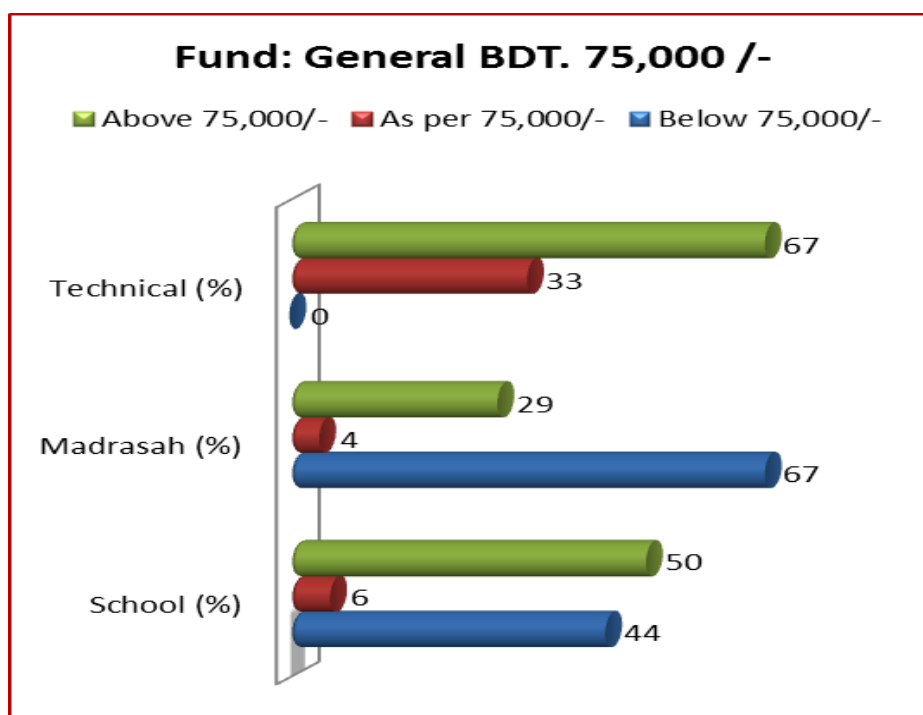

Figure 8: Statement of general fund of institute.

It is observed from the survey data that 50% school, 29% madrasah and 67% technical school had a general fund above BDT 75,000 respectively. On the other hand, 44% and 67% school and madrasah had below than BDT 75,000 general fund. The institutes who had deficient in general fund has to be investigated and steps should be taken as per findings because general fund is important to run an institute with strong financial support.

11) Naming of institute after the name of a person

In case of establishing non-government secondary level educational institution (school-college-madrasah), there is a provision of naming an institute after the name of a person as per Govt. Memo No. শিম/শা-১১/বিবিধ-৩৯/৯৬/২৩০ তাং ২৩-০৪-১৯৯৭ ইং ; ১০/০১/২০১৪ বাং - শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) eneral fund স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭)।

There is a provision in the education policy mentioned above that a person could name an institute after his or her name through depositing BDT 10,00,000 in the institute fund. The data provided by the respondent on naming an institute after his or her name is presented below:

a) Secondary school
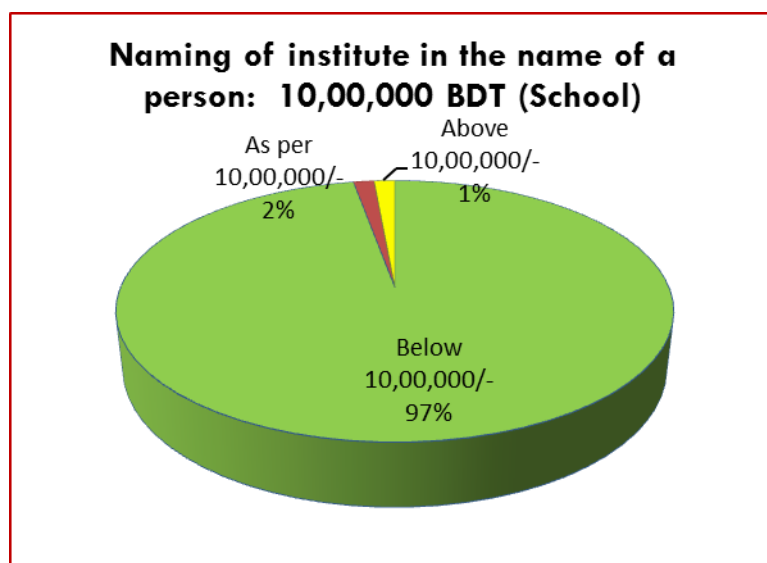
Figure 9: Deposition status of fund for naming schools

Majority of the respondent (97%) informed that the required amount of fund (BDT 10,00,000) is not being deposited by the person after naming the school after his or her name. It has been mentioned earlier that some schools have been established before the approval of the policy but some school has violated the rule. Two percent schools have deposited the required amount of money for naming the institute only whereas one percent school have deposited money than the required amount. As such the relevant policy is required to be reviewed and re-fixed the amount for naming of institutes.

b) Madrasah

Figure 10: Deposition status of fund for naming madrasah

It has been observed that 92% person have failed to deposit the required amount BDT 10,00,000 for naming the madrasah after his or her name whereas 4% and 4% have deposited the required and more than required money in the madrasah respe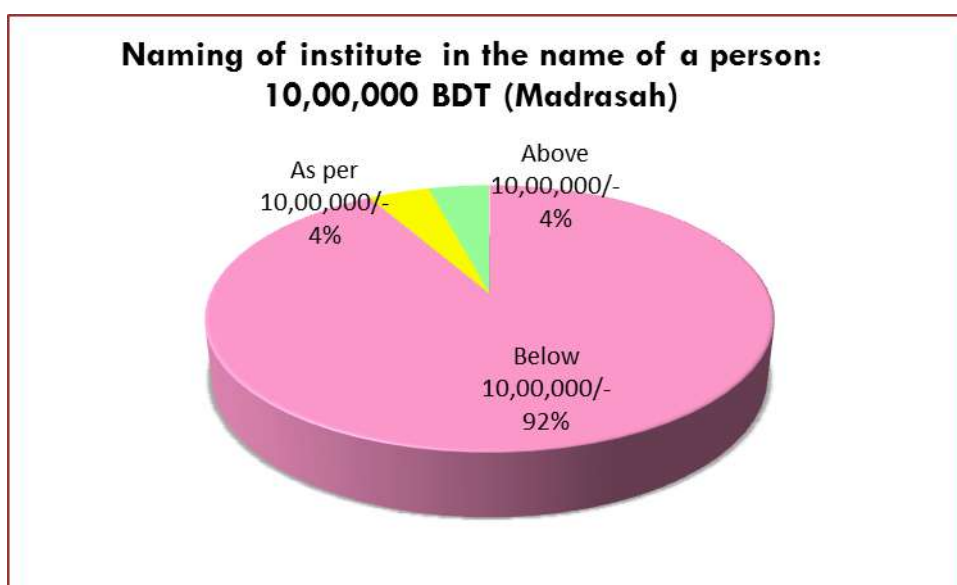ctively. As such the relevant policy is required to be reviewed and re-fixed the amount for naming of madrasah after his or her name. It is important to note that some madrasah has been named before the constitution of the relevant policy for deposition of money for naming. As such the relevant policy is required to be reviewed and re-fixed the amount for naming of madrasahs.

12) Attendance of students from nearby upazilas

The data provided by the respondent on attendance of students from nearby upazilas have been presented in the Figure below:
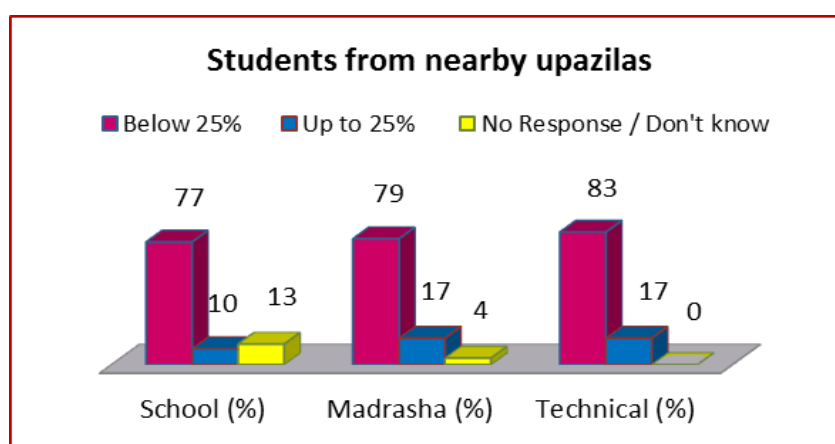

Figure 11: Students (%) attending schools from nearby upazilas

It has been revealed from the above Fig. that less than 25% students in 77% school, 79% madrasah and 83% technical school are attending the institutes included in the survey from nearby upazilas whereas 25% students are attending in 10%, 17% and 17% school, madrasah and technical school respectively under survey. On the other hand,13% school and 4% madrasah informed that they are not aware of attendance of students from other upazilas. It is a common phenomenon that parents will prefer to admit their children in institutes nearby their residence, well trafficking, schools with quality education, better teaching staff, better results etc. Hence it is important to find out if there is any duplication of students between the two upazilas. The duplication of students' issue could be resolved in the presence of both Upazila secondary education officer and avoid duplication of students. The present issue has been discussed with proper mapping of the conflicting upazilas in next clause.

3.3 Findings against secondary level institution establishing criteria from FGDs (Head Teacher/Assistant Teachers of the Institutions)

Focal Group Discussions (FGDs) was conducted in 13 high school/institutions of 5 districts (Annexure - 1). In the FGDs, 8-10 people were invited to attend the discussion meeting. In-depth discussion was initiated by the enumerators on pros and cons of establishment, teaching and learning, appointment of qualified teachers, SSC result, finally inclusion under MPO, maintain discipline, management and running of educational institution etc. A

checklist was followed in the discussion. The participants were encouraged to express his/her view and opinion without any fear and informed that the information would be used for the present study only. The information thus collected from them was compiled and present below:

1) In general, educational institutions are established by following existing policies and term and condition. But in some cases, it became hard to fulfill the required terms and conditions of policies like area of land, population and maintain school to school distance and deposit the required amount of fund.

2) Sometimes full implementation of the policies related with institution is encountered as a challenge. In such case, the government should extend assistance to the institution authority/committee. As such, some clause is required to be added in the existing policies through amendment like allowing to run institution in long term rented houses with other facilities. The officers responsible for establishment of new institution should have a pre-fixed time frame for completion of inspection; follow the procedure and approval. Service process simplification (SPS) would perhaps be the appropriate process of providing service to the concerned institution authority. The participant expressed their opinion that most of the existing policies are conducive to MPO enrollment.

3) In few cases, attempts are made to gain personal interest in the process of establishing institution. The government should strictly stop such ill practice. Entrepreneurs should be provided with awards and honors for establishing educational institutions as well as waiver of tuition fees for their children and grandchildren as token of honor.

4) Entrepreneur or entrepreneur's son/daughter/grandson/granddaughter could be included as member in the school management committee (SMC). As such it will be easier to continue the development of the institution.

5) The teaching staffs at the initial time of teaching are recruited without considering the required qualification and experience which later on became a problem for the institute for MPO enrollment.

6) They opined that the supervising authority should follow up the activities of the institutes at a regular interval to facilitate and guide them to achieve the required approval and ultimately MPO enrollment.

7) The relevant policies and terms and condition for establishment of institutions are required to be amended in terms of present requirements and at the same time institutions must be established according to MPO enrollment policies while granting recognition to the respective institutions.

8) There are couples of identified problems like infrastructural problems, problems in managing committee/political influence, impact on quality of teaching and results in exam, non-availability of subject wise teachers and problems in payment of teacher's salaries. Besides, there are problem of available land area, number of students and geographical spacing of institutes.

9) All the conditions and policies for establishment of institutions need to be amended/relaxed in terms of requirements and at the same time institutions must be set up according to MPO policies while granting recognition to institutions.

10) A large number of private institutes are still running with their own resources and deprived of any government facilities; even higher training for the teachers. Their students are also appearing in the SSC final exam with identity of nearby registered institutes. The present situation is required to be reviewed with national interest and bring the running institutes under government supervision. Because they are invariably part and parcel of our education system.

Social Entrepreneurs mainly establish educational institutions for education and social development as such their social recognition would be established by the state. Development of rural education assist the elimination of social barriers and prejudices, prevention of child marriage, increase in employment, creation of moral values to students, mainstreaming of marginalized groups and help to play a vital role in national development.

and other significant trends for establishing different types of institutions.

Findings from interviews with Entrepreneurs

Entrepreneurs play a vital role in establishing secondary institutes because they are directly involved with secondary level institution establishment. Eight (8) entrepreneurs were interviewed. The information provided by the entrepreneurs is presented below:

1) Main terms and conditions for establishing secondary schools

It is observed from the information that 75% respondent mentioned the self-ownership of land followed by distance among institutes and teachers and staff as important criteria for establishing institutes. The other criteria are number of students, population, infrastructure, teacher and staff as per pattern, capacity to build infrastructure, furniture, and density of population, well road communication and spacious class rooms.

2) Institutes established by the entrepreneurs

It is reported that 75% entrepreneurs have established 1-2 institutes with their own initiatives and 12% entrepreneurs have established 3-4 institutes.

3) Whether population ratio is being followed

More than 77% respondent mentioned that they follow the population ratios in establishing institutes.12% have mentioned it negatively.

4) Influencing factors

The following factors have influenced them:

i)Rate of education; ii) Girl's education; iii) Distance of educational institutes ;iv) Poverty of guardians; v) Unavailability of girls institutes; vi) Equal rights; vii) Build a developed world; viii) Naming the institute after his wife's name; ix) poverty free country; x) Build an educated society; xi) general assistance xii) easy traffic and noise free environment.

5) Role of entrepreneurs

The following roles were played by the entrepreneurs:
    i.   Donation of land, fund and furniture for institute;
    ii.   Collection of fund and donations from peoples;
    iii.   Ensure quality education for students; specially for girl students;
    iv.   Initiative to build classrooms and bring under MPO;
    v.   To avoid crossing of rivers during rainy season with the assistance of elite persons;
    vi.   Inform the benefits of education to stakeholders.

6)   Self- evaluation

Self- evaluation by the entrepreneurs was as follows:

a)   Social:

i)   Mention in the discussion meetings
ii)   Motivate people to work as volunteers
iii)   Work as per rules and regulations of directorate of education;
iv)   Social assistance and assistance to poor students;
v)   Socially feel proud, dignity in the society and receive eternal value (showab) after death; .
vi)   Feel self- praised;
vii)   Increase the rate of education;
viii)   Motivate people of all segment for mass education.

b)   Economical

i)   Collection of fund and furniture;
ii)   Spend as per his capacity;
iii)   Financial assistance to poor students;

iv)   Be self-sufficient after being educated and employment in job.

c)   Political

i.   Discussion with the political personnel. Ensure government assistance and help to avoid outside problems;
ii.   Quick finish of work due to acquaintance at district level;
iii.   Receive respect and value as entrepreneurs forever;
iv.   Build educational institutes and initiate development activities;
v.   Be an educated nation and country would run nicely;
vi.   Spread the light of education which is the manifesto of the ruling party.

7)   Problems encountered in establishing institutes

i.   Problems with land, infrastructure and manpower;
ii.   Encounter economical problem;
iii.   Creation of problem by the opponents;
iv.   Resistance by the nearby institutes;
v.   Admission of students as expected;
vi.   Political influence;
vii.   Want of relevant manpower in the area;
viii.   Want of qualified and skill teachers;
ix.   Problems of road/communication;
x.   Failed to fulfill the required terms and conditions for education institute;
xi.   Existence of unstable situation due to want of population ratio as required;
xii.   Difference in opinions

8)   Satisfaction over the overall management of institutes

Out of 8 respondents, 7 have mentioned that they are satisfied with the overall management of the institutes. Single entrepreneurs have expressed dissatisfaction over the management of institutes.

9) Incentives for the entrepreneurs

i.   Political assistance/support
ii.   Administrative assistance
iii.   Social recognition as entrepreneurs
iv.   Honors offered by state and different organization
v.   Government grant to institutes

10)   Expected incentives/benefits from government

i.   Financial benefits
ii.   Administrative assistance
iii.   Benefits from different government organizations
iv.   Build infrastructure for institutes
v.   Development of infrastructure (Academic building, chair and bench, water supply, electricity, wash rooms etc.)

    vi.   Soft eye of relevant authority

    vii.   Social benefits.

11)   Suggestions on spread of people friendly and sustainable education

    i.   Creation of awareness of students

    ii.   Creation of awareness of guardians

    iii.   Carryout duties by each and everybody towards spread of education

3.4.1 Information from non-government secondary institutes(unregistered)

KII was conducted with Md. Mehedi Hasan, Head Teacher, Radiant laboratory High School (unregistered) and Chairman, Kindergarten Association of Bangladesh, House # 145, Rabindra Bhaban, South Bishil, Mirpur-1 Dhaka on 26 June, 2022. Dr. Md. Shahajat Ali, Team Leader and Mr. Sabuj Dobey, Director, DOBEY International Ltd. interviewed head teacher. After self-introduction, head teacher provided the following information which is presented below:

Radiant Laboratory High School (Unregistered) is situated in the house #145, Rabindra Bhaban, South Bishil, Mirpur-1 Dhaka. The school has facilities of teaching from kindergarten level to class X with co-education including boys and girls. The school is run by private management since its operation since 2003. The school is situated in a rented house with facilities for teaching. The school has separate toilet facilities for teachers, boys and girls.

Out[side view of Radiant Laboratory High School, Mirpur, Dhaka]

There are also 6 supporting staff in the school. There are 420 (Play to class X) students in the school. There are many such schools in the country which are part and parcel of our education system. These schools are partly recognized by providing free books to the students. The school doesn't get any sort of government facilities. Students are registered in nearby school and appear in the SSC exam as usual under the same school. The school authority didn't apply for government registration for failure of fulfilling the requirement of government policy. They have mainly failed to fulfill the requirement of possession of land under the school. Head Teacher and General Secretary of the Kindergarten Association of Bangladesh expressed his grievances for not availing any facilities like

higher training of teachers on model teaching and recent development in teaching innovations and modern methods.

Recommendations by head teacher are as follows:

i. All the privately owned schools should be brought under registration from DSHE. These schools are part and parcel of our education system. These schools are partly recognized by providing free books to the students. They also deserve minimum government educational facilities like; a) higher training for teaching staff, b) government stipend for the poor and orphan students, c) recognition of education by providing the secondary school certificate in the name of the original school.

ii. There should have provision of rented house for at least 10 years instead of possession of land by any institute for establishing and registration of schools. This should be included in a separate clause under the concerned policy for establishing of institutes.

iii. A study should be conducted by Directorate of Secondary and Higher Education (DSHE) to know the numbers and functioning of such unregistered schools in the country. This is urgently needed especially in mega cities, city corporations and industrial areas of the country. The findings from the study would provide information for planning new policies for national planners on further development of education in the country.

iv. There should have provisions in the policy for providing higher training to teachers on model teaching and recent development in teaching innovations and modern methods.

3.4.2 Information from non-government dakhil madrasah (unregistered)

KII was conducted with Mufti Md. Muhibbullah, Chairman, Non-Government Madrasha Association of Bangladesh and Founder Principal and Chairman, Hakimul Ummah National Madrasah, House # 22/10, South Bishil, Mirpur-1 Dhaka on 26 June, 2022 at 1:30 pm. Dr. Md. Shahajat Ali, Team Leader and Mr. Sabuj Dobey, Director, DOBEY International Ltd. interviewed him. After self-introduction, Chairman and Principal provided the following information which is presented below:

Hakimul Ummah National Madrasah is situated in a House # 22/10, South Bishil, Mirpur-1. The madrasah has facilities of teaching from class VI to dakhil. At present the madrasah has enrolment of 100 students. The madrasah is unregistered and run by non-government management since its functioning from 2006. The madrasah is situated in a rented house with facilities for teaching. The madrasah is run by a Madrasah Management Committee. Students are registered in nearby registered madrasah and appear in dakhil exam as usual. Text books from the board is allotted to the madrasah and distribute the same to the students as usual.

Picture 7: Key In...

It was informed tha...
to failure of fulfillin...
in the name of the madrasah. The madrasah doesn't receive any sort of government
facilities including training of teachers on improved method and recent development in
teaching. Moreover, the poor and orphan students are deprived of government stipend. As
such Principal expressed his grievances over the non-assistance of government in delivering
their teaching. But they are also part and parcel of educating the poor, deprived and
problematic students of the society.

Recommendations by put forward by Principal are as follows:

i. The non-government (unregistered) madrasah should be brought under registration
through relaxation of existing rules so that they could obtain registration easily.

ii. The non -government madrasah should be provided with government educational
facilities like – i) higher training for teaching staff, ii) provision of stipend for the
poor and orphan students, iii) recognition of education by providing the dakhil
certificate in the name of the original madrasah.

iii. The clause in the education policy related with registration requirement should
have provision of establishing and functioning of madrasah in rented house for at
least 10 years instead of permanent land.

iv. A study should be conducted by Directorate of Madrasah Education to know the
numbers of existing madrasahs in the country with information of the students. This
is urgently needed especially in industrial areas, mega cities and city corporation
areas of the country where such madrasahs are running presently. The findings
would provide information for formulation of new policies for national planners on
education.

3.4.3 Findings from Key Informants (Division/Department and Board) on establishing secondary level institution

Key informant information

Most of the secondary educational institutions in the country have been established with the initiative of educational entrepreneurs from time immemorial. Their contribution in establishing the school has enlightened the area through spread of education. To bring harmony in establishing secondary institutions, it was felt necessary to establish the institutions through imposing some rules and regulations. As such necessary Rules/Act and regulations were formulated and imposed by the concerned authority from time to time. To collect the information related with establishing secondary institutions, 8 KIIs was conducted with relevant personnel as mentioned above. Earlier appointment was made with the respective officers before conducting KIIs. A written checklist questionnaire (Annexure - 5) was used to collect the information. The information thus received from them is presented below without any edition and comments:

1) **Problems identified in establishing secondary institutions**

   i. There is lack of suitable teachers to adapt to the creative education system;

   ii. It is a common census that teachers are not being provided with due financial and social dignities as per their status;

   iii. To place due importance and address the existing issues of non-government institutes, a separate administrative structure is needed;

   iv. There is shortage of qualified teachers as per to the sanctioned posts under education policy;

   v. There is lack of infrastructure in educational institutions.

2) **Issues that arise in nationalization of secondary educational Institutions**

   i. It has been found that proper recruitment procedures are not being followed in recruitment of teachers which later creates problems in permanent approval and enrollment in MPO;

   ii. It is noticed that there is discriminatory application of teacher's recruitment rules in many cases that created problems in MPO;

   iii. Non-compliance of teaching staff standards has been noticed in non-government institutes;

   iv. There is lack of decentralization in policy enforcement.

3) **Policy problems in establishing secondary educational institutions**

   i. Ensuring provisional required land in urban areas for education institute as per policy is harder to achieve;

   ii. There is lacking of universality in the education policies;

   iii. Policies don't evolve over time;

   iv. In many cases education policies are not being updated to meet up the present demand of modern education;

4) **Incentives to educational entrepreneurs**

i.   There is no legal way to provide incentives to educational entrepreneurs;

5) **Policy issues related to Monthly Payment Order (MPO)**

i.   There is lack of provisional number of students, in each institute in some cases due to irregularities in the establishment of secondary institutes;

ii.   In few cases the concerned institute has failed to achieve the desired final exam result;

iii. Provisional amount of reserve funds which has to be deposited for the establishment of education institution is required to be reduced;

iv.   It is observed that Government is enforcing MPO enrollment rules strictly debarring many institutes in MPO enrollment;

v.   It is fact that majority teachers of the concerned institute are mainly dependent on MPO for their monthly salary;

vi.   In few cases, there exist coordination problems in enforcing policy;

vii. Necessary amendment is required in শিক্ষা মন্ত্রণালয় (বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা-১৯৯৭) এবং বেসরকারি শিক্ষা প্রতিষ্ঠান (মাদ্রাসা) জনবল কাঠামো ও এম পি ও নীতিমালা – ২০১৮ (২৩ নভেম্বর ২০২০ পর্যন্ত সংশোধিত),কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয় so that qualified teachers of reputed institutions can avail the preference under MPO.

6) **Ways forward in establishing secondary institutions**

i.   Ensuring participation of stakeholders at all levels in policy formulation regarding establishing secondary institutions in the country;

ii.   Expediting necessary policy changes and or amendment to meet up the present demand;

iii. Granting permission to set up secondary institutions in long term (minimum10 years) rented houses in urban and city areas to support the running for long time non-government secondary institute to enroll under government control and vigilance ;

iv.   There should have clear transparency in issuing school to school distance certificate by concerned authority;

v.   It is a demand of time to bring equity in policy implementation;

vi.   It is well accepted that decentralization of administrative power do work well to expedite the local situation and better service to common people but centralization of administrative power is blocking many issues and taking longer time in Ministry

of Education to cater the service to the people in establishing secondary institute for the marginal and poor people;

vii.   It is necessary to increase the dedication of the concerned personnel of respective department/division in implementing the relevant policy (ies);

7) Suggestions:

i.   Commitment of the concerned officers is required to bring necessary amendment in the existing Policy/Act/Rules /Regulations on establishing more non-govt. secondary institutes as required;

ii.   Strong political commitment of government could bring an ambient situation for establishing secondary institutions in the country;

iii.   A policy review committee should be formed with senior officers of the respective ministry/ directorates/ boards/ organizations for reviewing the existing policies to bring the required amendment and should follow time bound activities;

iv.   There should have provision of in-service training of all teaching staff to keep pace with the creative education in the country;

v.   Effective program should be undertaken by M/o Education for updating the existing policies to achieve the SDGs by 2030 and build a developed nation by 2041;

vi.   A separate administrative department is needed to look after the huge number (more than 50%) of running non-government secondary institutions in the country which at present is out of any control and support service;

vii.   Arrangements should be made to provide agreed incentives to the individual educational entrepreneurs especially secondary institutions;

viii. There should have inter-departmental strong coordination during policy formulation and amendment;

ix.   Effective and time bound implementation of the policy should be followed in granting initial approval for establishment of secondary educational institution.

3.4.4 Information provided by District Education Officers on establishing secondary institution

A semi-structured questionnaire/checklist was used to collect information from the District Education Officer (DEO) (Annexure - 4). Information was collected from 5 DEOs which is presented below:

a) Concepts regarding the policies and terms and conditions for establishing secondary educational institutions

The respondent informed that the policies and terms and conditions for establishing secondary educational institutions are conducive to spread the education to common

people. But some policies and terms and conditions have already crossed 20 years which require review and updating to cope with the changed education system, socioeconomic status of people and technological advancement in the country.

b) Problems faced in implementing the existing policies in establishing secondary educational institutions

The problems in the education sector is multidisciplinary in nature which include infrastructural, communication system problems, financing and lack of awareness among the stakeholders and under valuation of teaching profession. However, the education system must cope with the achievement of SDGs by 2030 and a developed Bangladesh by 2041.

c) Opinion whether the existing policies and terms and conditions are adequate
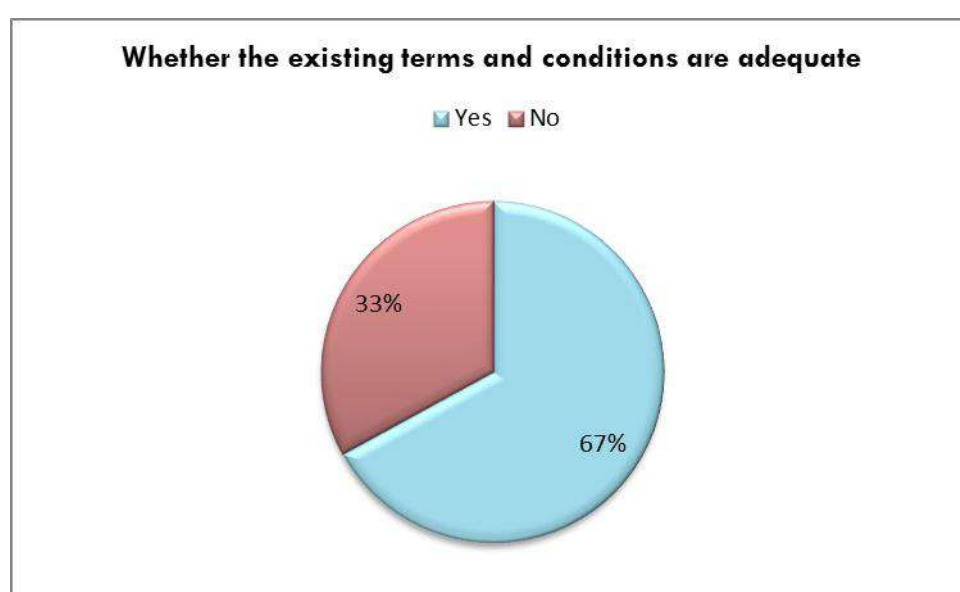

Figure 12: Opinion whether the existing policies and terms and conditions are adequate

More than two- third (67%) respondent mentioned it positively and one third (33%) mentioned it negatively. Hence it is clear that the existing policies are supportive but the policies require further updating and simplification so that more educational institutions are established to accommodate the increased students of the country. The problems have to be identified and require proper addressing through feedback from the stakeholders.

d) Opinion of the informants as to whether there are any conflicting issues in the existing policies
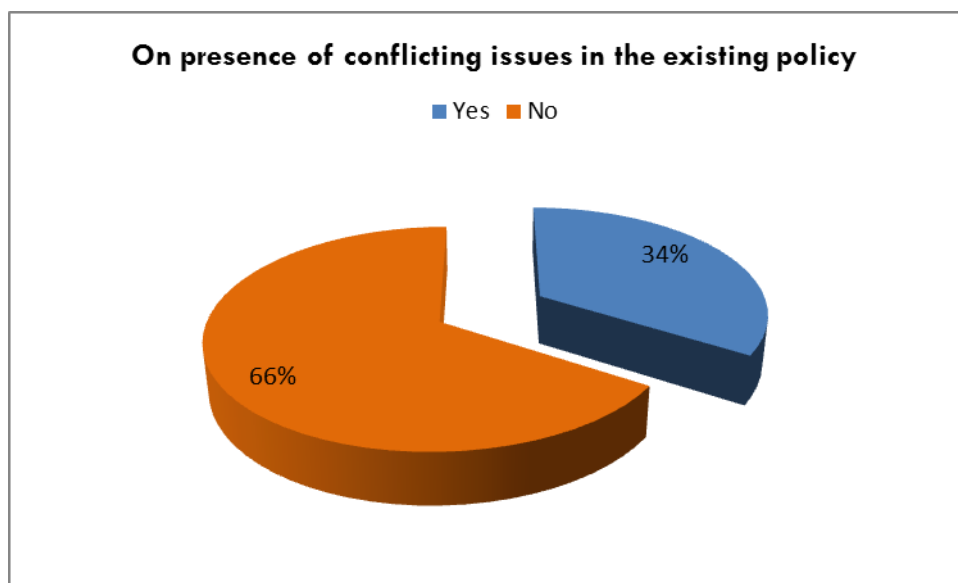
Figure 13: On presence of conflicting issues in the existing policy

The respondent opined the presence of conflicting issues (34%) and absence 66% of any conflicting issues in the existing policies. As such, it is very important to pinpoint identify and remove the conflicting issues which are hindering the smooth process of establishing secondary institutes.

e) Opinion on any complications observed in the existing policies for improving the quality of secondary education.

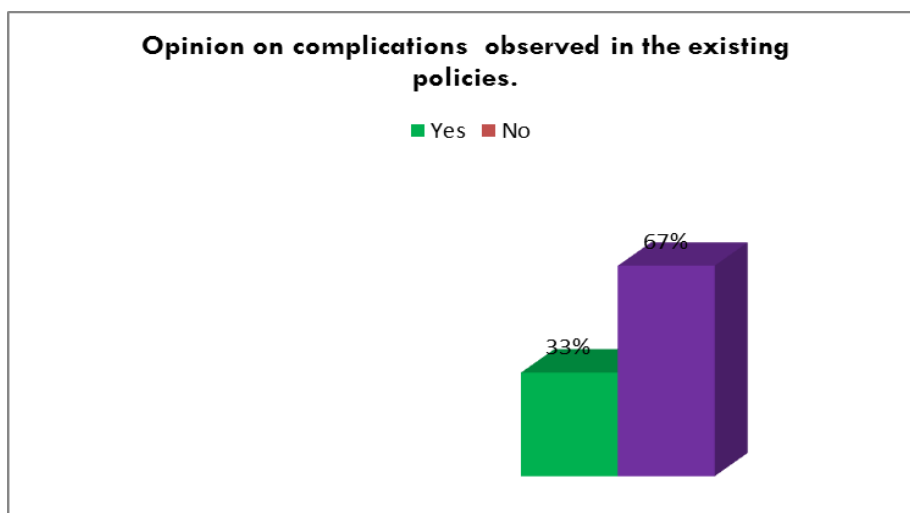Figure 14: Opinion on complications observed in the existing policies.

More than two-third (67%) respondent denied the presence of any conflicting issues and one -third (33%) respondent opined positively. The conflicting issues present in the policies is required to be identified and addressed properly to make the policies more proactive to people.

f) Procedures to make stakeholders aware of the policy

About the method of making the stakeholders aware of the policy, the district level respondents informed that the stakeholders' awareness could be created through training, exchange of views, conference and discussion meetings.

g) Facilitation on implementation of policies

The respondents opined that it could be facilitated through ensuring active participation of stakeholders, maximum cooperation at local level, accurate information on policies, decentralization of administrative power and digitalization of administrative approval process of establishing secondary institution.

h) Provision of incentives to social entrepreneurs in establishing educational institution

The respondents informed that the social entrepreneurs play a vital role in establishing educational institution in our country from time immemorial. They are glad to undertake all costs including donation of land, school building, furniture, books etc. to establish an institution from his/her own budget/assets. They might be given due respect for this educational promotion service in local, regional and national level by the education authority at different level. These could be provided through offering honor in celebrating the national and other international celebration days, maximum cooperation in the process of establishment of institution, reducing the length of approval process, providing official recognition through a medal and certificate.

i) Problems faced in establishing new secondary educational institutions

Regarding the nature of problems faced in establishing new secondary educational institutions, the respondents said that there are different types of problems like lack of proper and adequate area of land, road connectivity or trafficking, adequate fund, local cooperation, participation of stakeholders, political support, skilled teachers and running of the institution. Excessive delays in approval of establishing institution have been identified as one of the important problems that hinder the whole process.

j) Ways forward to address the problems

The respondents informed that raising the awareness of stakeholders, increasing local support, providing political cooperation, facilitating and implementing government policies, employing skilled teachers, liberalizing land area and ensuring standard teaching would make it transparent and fast for establishing secondary educational institution.

3.4.5 Information provided by Upazila Education Officers on establishing secondary institution

A semi-structured questionnaire/checklist was used to collect information from the Upazila Secondary Education Officer (USEO) (Annexure - 4). Information was collected from 14 USEOs which is presented below:

a) Concepts regarding the policies and terms and conditions for establishing secondary educational institutions

The respondents informed that the relevant policies and terms and conditions for establishing secondary education institutions are in many respects conducive. In general, the existing rules and regulations require revision and amendment to cope with the changes over progress in education, socioeconomic conditions of people and time. However, the government should not be reluctant in complying with these policies and conditions to maintain a standard in education system.

b) Problems faced in implementing the existing policies in establishing secondary educational institutions

There are infrastructural and communication system problems and lack of awareness among the entrepreneurs in implementing the existing policies. It is necessary to have continuous support from the local people in establishing secondary institutions but it is absent in many cases. There are also recruitment problems of the teachers at the local level, non-transferability of teachers from school to school, political identity of school management committee members, non-trained teachers and bureaucratic interference in the management of secondary institutions.

c) Opinion whether the existing policies and terms and conditions are adequate
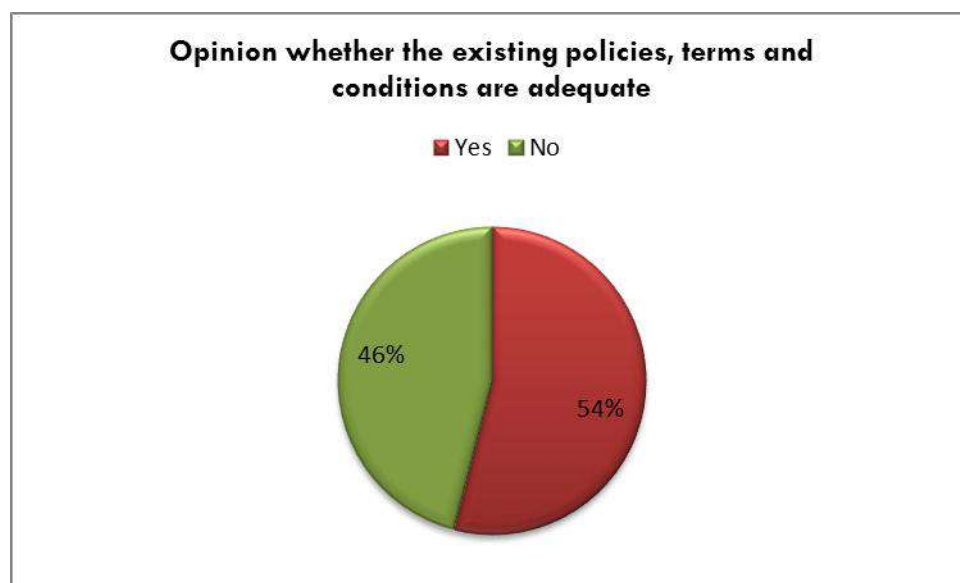
Figure 15: Opinion whether the existing policies, terms and conditions are adequate

More than 54% respondent informed that the existing policies and terms and conditions are adequate whereas 46% respondent responded negatively. Hence it is clear that there is scope and need of updating policies to address the present progress in education.

d) Opinion of the informants on the presence of conflicting issues in the existing policies
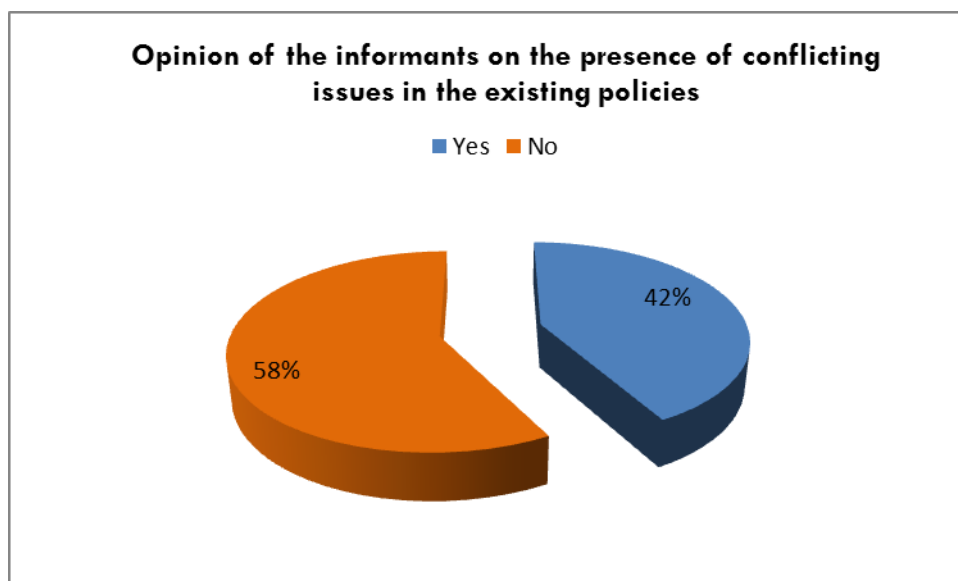
Figure 16: Opinion of the informants on the presence of conflicting issues in the existing policies

The respondent opined that there are conflicting issues 42% and absence 58% of any conflicting issues in the existing policies. It is important to note that the conflicting issues present in the existing policies could be identified and address in a befitted manner so that people could avail the opportunity to establish secondary institution in a simple and easy process.

e) Opinion on any complications observed in the existing policies for improving the quality of secondary education
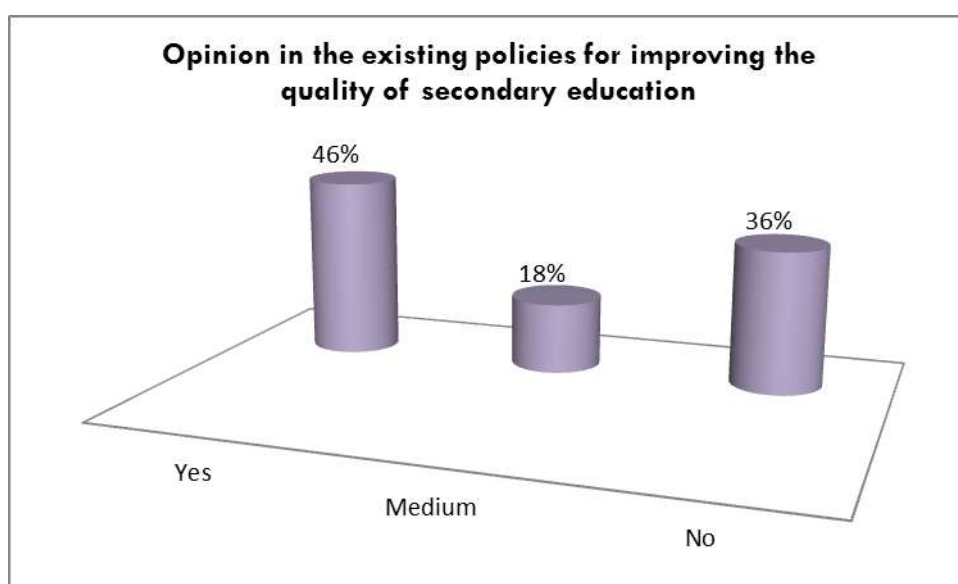

Figure 17: Opinion in the existing policies for improving the quality of secondary education

According to the opinion of the USEOs, there are 46% complication, no complication 36% and a medium 18% in the existing policies. The complicated issues should be identified

and address through a high-powered committee formed in the M/o. Education so that people could utilize the opportunities for establishing secondary institutions.

g) Making stakeholders aware of the policies

Regarding the methods of making the stakeholders aware of the policy, the respondents informed that there is urgent need of clear understanding of the policy, explaining the benefits, conduct meetings, resolving political conflicts, maintaining good relations with the education authorities, presenting multifaceted educational activities to them; effective publicity could help the stakeholders aware on policies. Besides, stakeholders could be made aware through uploading requisite information in website of relevant organizations. Exchange of views with the stakeholders through discussion meeting, conference, seminar would help to reduce the gap.

h) Facilitation of implementation of policies

The respondents said that it could be facilitated through active participation of stakeholders, maximum cooperation at local level, accurate information on policies, cooperation from the respective authority, decentralization of administrative power and digitalization of application procedure for establishing secondary institution.

(i) Incentives that can be offered to a social entrepreneur

Regarding the type of incentives that can be offered to a social education entrepreneur, the respondents said that offering honors, invitation to various national and international events, participation in different social activities, prioritizing his opinion, and keeping him associated with the management of the institutions.

j) Problems encountered in establishing new secondary educational institutions

Regarding the types of problems faced in establishing new secondary educational institutions, the respondents said that there are different types of problems like lack of proper and adequate area of land, road connectivity or trafficking, required fund deposit, participation of stakeholders, political support, school to school distance charter, skilled teachers and running of the institution. Excessive delay in approval of establishing institution have been identified as one of the important problems that hinder the whole process. Besides, long process in obtaining permission to start teaching is also a problem in setting up new secondary education institutions.

k) Ways forward to address the problems

The respondents informed that raising the awareness of stakeholders, increasing local support, providing political cooperation, facilitating and implementing government policies, employing skilled teachers, liberalizing land area, financial support from government, commitment from government and ensuring standard teaching with qualified teaching staff would make it transparent and fast for establishing educational institution. It is to be remembered here that educational institution is a community organization. Hence it requires direct involvement of community in establishing the institute and government would support the whole process of establishing the proposed institutes.

3.5 Mapping exercise of secondary level education institutions in selected areas

3.5.1 Maping exercise of secondary level education institutions

Some basic information on education of 4 upazilas under 4 divisions has been collected and review. The information is presented below:

Table ---- A mapping exercise of secondary level education institutions in selected areas

Name of district	Name of upazila	Nos of registered non-government institutes			Total	Total Students (field survey)	Average Student/ institute	Average students/ Class (6-10)	Population (BBS,2011)	Average population/ institute
		Secondary School	Dakhil Madrasah	Technical (secondary)						
Pabna	Ishwardi	45	18	4	67	32,515	335	67	3,13,932	4,686
Patuakhali	Galachipa	47	36	3	86	28,513	332	66	3,61,518	4,204
Sunmaganj	Sunamganj sadar	27	4	1	32	12,605	394	79	2,19,338	6,854
Dhaka	Savar	52	5	0	57	45,743	803	160	13,85,910	24,314

Findings:

1) Among the upazilas , Galachipa is situated in the coastal region whereas Sunamganj sadar is situated in the haor region with the lowest population . There is a municipality in each upazila thereby more concentration of population is noticed. Being situated adjacent to Dhaka North and South City Corporation, Savar upazila have the highest population.

2) Among the upazilas, Galachipa upazila have the highest number (86) of institutes. A non-government education institute is being established with active support of local elites, education entrepreneurs, social workers and after all to fulfill the growing need of the students. On the other hand, Sunamganj sadar have the lowest number (32) of institutes.

3) Except Savar , average number of students per institute is 394,335 and 332 for Sunamganj sadar, Ishwardi and Galachipa respectively. But there are on average 803 students per institute which is unrealistic for Savar has been recorded. Savar being an adjacent area of Dhaka North and South city corporation, it possesses highest population with relatively lower number (57) of institutes with perhaps presence of large number of unregistered private secondary institutes. The students are admitted in the private unregistered secondary schools and register their names in nearby registered non-government secondary institutes for appearing in the final SSC examination. This is an unapproved procedure of providing education through such unregistered institutes. These institutes are beyond any supervision or control from M/o. Education, DSHE, relevant boards. To bring harmony in

secondary education there is an urgent need to include these types of institutes in the main stream of education.

4) It has been mentioned in the education policy that an institute would be established for a population of 10,000. It is observed from the above data that an institute on average has been established for a population of 4,686, 4,204 and 6,854 for Ishwardi, Galachipa and Sunamganj sadar respectively. On the other hand, an institute stand for a population of 24,314 in Savar which is unrealistic. The emerging student from this population is admitted and running their education in the unregistered institutes. So, the basis of an institute against 10,000 population is not established and it varies from upazila o upazila

5) According to education policy, an ideal class should consist of 30 students. But it is found that 67, 66 and 79 students do exist in each class for Ishwardi, Galachipa and Sunamganj sadar respectively. If we consider 2 sections in each class even it is higher t the numbers of student than an ideal situation.

The population size against an institute of Ishwardi, Galachipa and Sunamganj sadar has similarities (Lowest 4,204 and highest 6,854) but Savar is quite different and un-realistic. Hence it requires further investigation to find out the real situation of running institutes in Savar.

Dual admission of students among institutes of different upazilas

The data and information on secondary education institutes of 4 upazilas namely - Galachipa, Sunmaganj sadar, Ishwardi and Savar have been collected. The location of the institutes has been shown in the map of the respective upazilas. An adjacent upazila has been chosen and the location of the institutes bordering the upazila (union) has also been shown in the map to view the location of the institutes. The consultant team has analyzed the existing location of the running secondary institutes. It was not possible to measure the physical distance between the two nearby institutes of two different upazilas physically due to time and manpower constraint. The salient information as could be gathered is presented below:
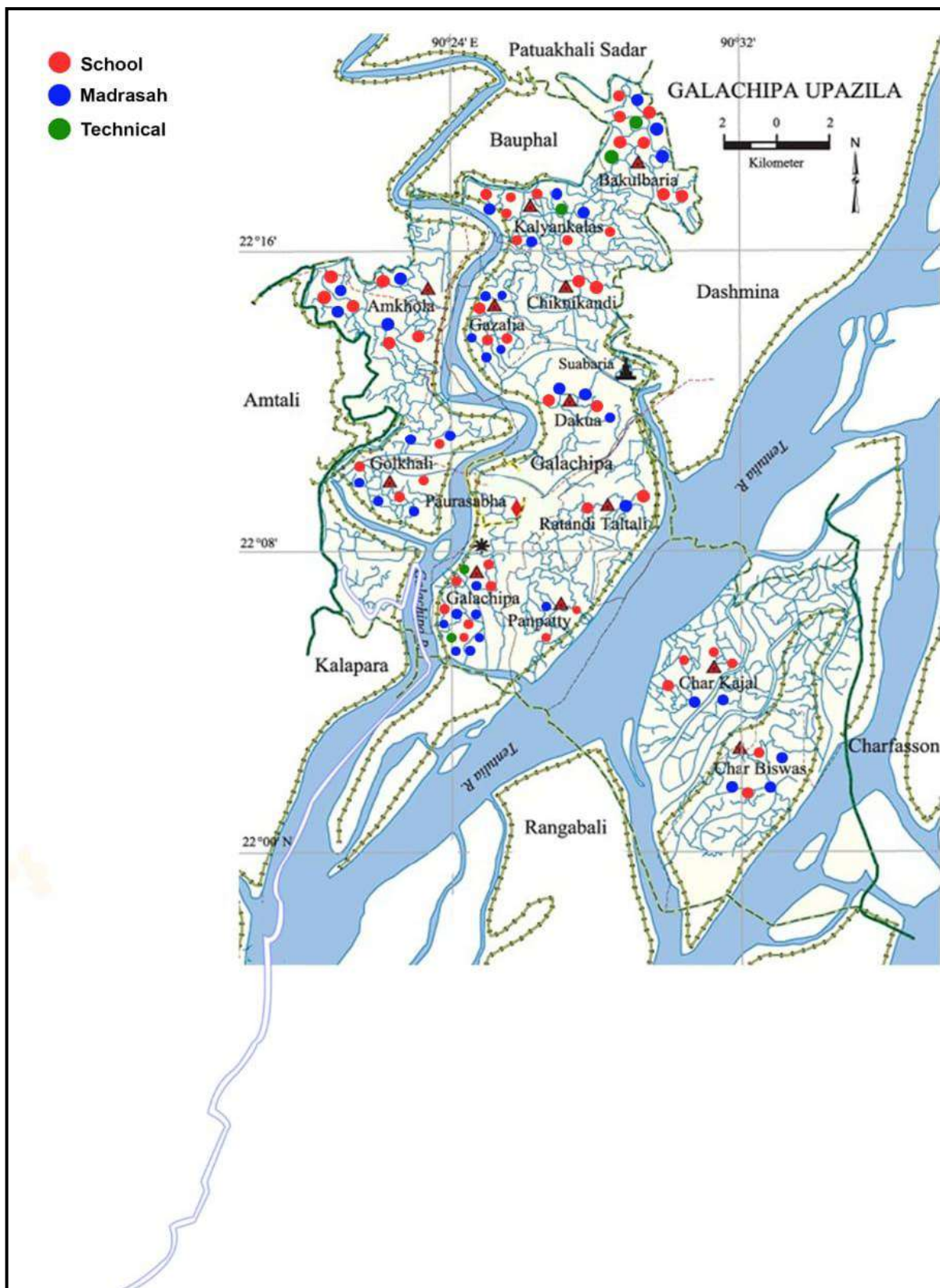
Picture 8: Map of Galachipa upazila and part of Amtali upazila (Amkhola union)

1. **Galachipa upazila , Patuakhali District**

a) Galachipa upazila is situated in the coastal area of Bangladesh with the flow of multiple medium to large rivers having tidal effect. The area has also many canals. Thus, the movement of the major people is dependent on river trafficking and to some extent by road. The adjacent upazila of Galachipa is Amtali upazila and the name of the adjacent union is Amkhola . The map of Galachipa upazila is presented below:

The upazila boundary between Galachipa and Amtali (Amkhola union) is marked by land border line. The local people can hardly recognize the upazila border line. The lives and livelihood of the people of two upazilas is not isolated rather participatory in all activities based on their requirement ignoring the boundaries of two administrative upazilas.

b) Secondary education institutes have been established as per the requirement of the students. The relevant entrepreneurs and school management committees have undertaken all the pros and cons to establish an educational institute by abiding all the policies, rules and regulations. It is important to note that these institutes were established from time to time even during the then East Pakistan era – some institutes after the policies being effective and some even before the policies came into effect in Bangladesh.

c) The land distance between two nearest institutes of two upazilas varies. The physical distance between two institutes is apparently more than 4 km.

d) The head of the institutes opined that the admitted students from other upazila are regular students of their institutes and not enrolled in adjacent other institutes.

e) The head of the institutes informed that the parents have always give preference to get admission of their children in nearby institutes with well trafficking, quality education, better teaching staff and better results in final examinations.

f) It is important to note that head teacher of 13% school and principal of 4% madrasah informed that they are not aware of the fact that students from other upazilas are attending classes and they consider it as normal phenomenon.

2. **Sunmaganj sadar upazila , Sunamganj**

a) Sunmaganj sadar is situated in the haor region of Sunmaganj district. The upazila is also the district headquarter with a municipality. The upazila has several haors and beels. There are also several rivers in the upazila. The haor region became full of water during rainy season which regress during summer. The main transport in the haor region is boat. There are few roads where people use rickshaw, auto tricycle, bicycle, microbus and bus as private transport. In the remote areas, local people mainly move on foot during summer time. The map of Sunamganj sadar upazila is presented below:
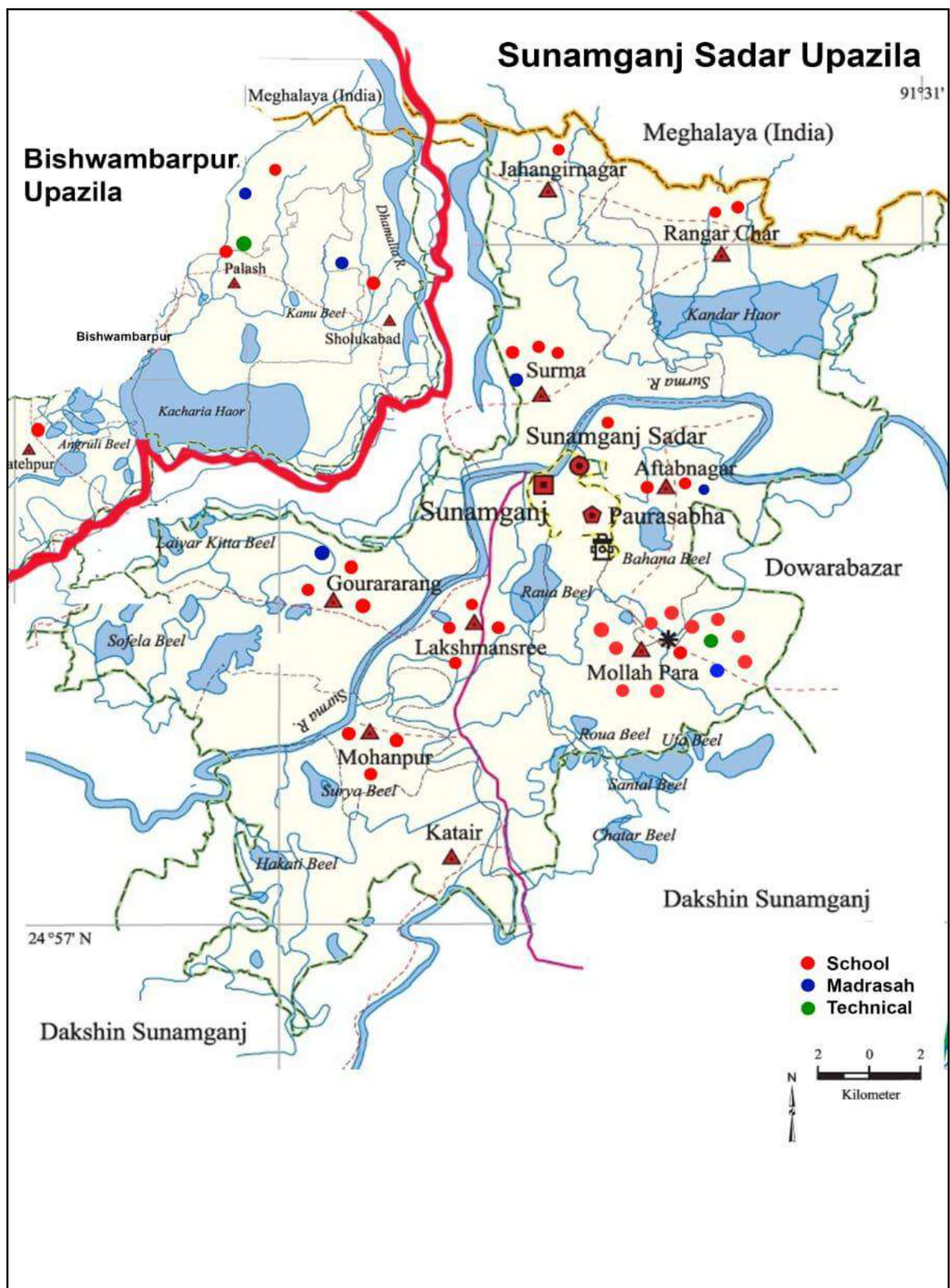
Picture 9: Map of Sunmaganj sadar upazila and part of Bishwambarpur upazila (Palash union)
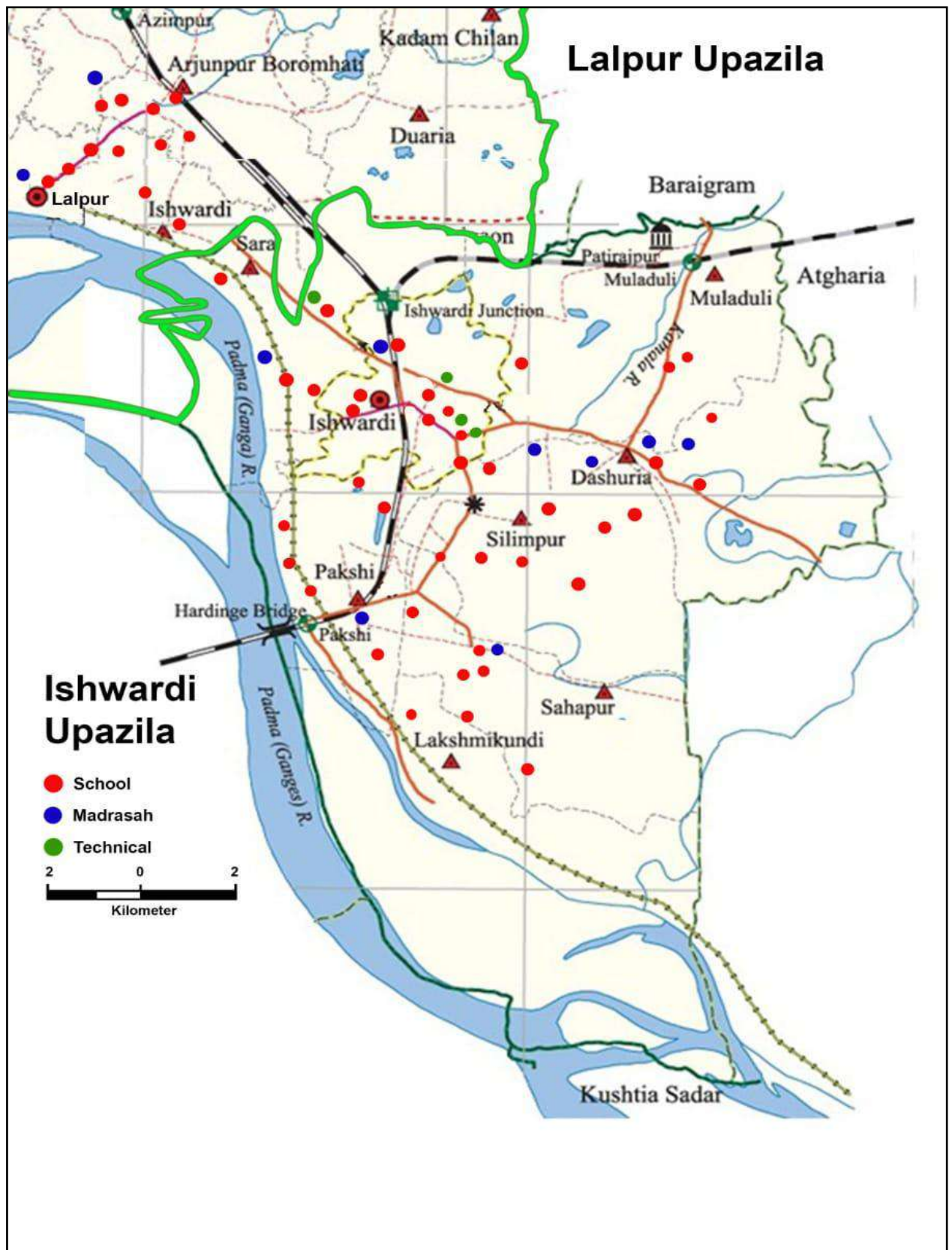
b) The upazila boundary between Sunamganj sadar and Bishwambarpur upazila(Palash union) is marked by land border line. The local people can hardly recognize the upazila border line. The lives and livelihood of the people of two upazilas is not isolated rather participatory in all activities based on their requirement ignoring the boundaries of two administrative upazilas.

c) The land distance between two nearest institutes of two upazilas varies. The physical distance between two institutes of two upazilas is apparently more than 6 km.

d) The head of the institutes informed that the parents have preference to get admission of their children in nearby institutes with well trafficking, quality education, better teaching staff and better results in final examinations.

e) The head of the institutes opined that the admitted students from other upazilas are regular students of their institutes and the same student is not enrolled in two institutes simultaneously

3. Ishwardi upazila, Pabna district

a) Ishwardi is situated in the plain land of Pabna district. The upazila is partially bordered by the Padma river (Bheramara upazila of Kushtia district). The upazila has a municipality. The upazila also possess a number of chars adjacent to the Padma river. Lalpur is the adjacent upazila (Azimpur union) of Ishwardi. The map of Ishwardi upazila is presented below:

The upazila boundary between Ishwardi and Lalpur upazila(Palash union) is marked by land border line. The local people can hardly recognize the upazila border line. The lives and livelihood of the people of two upazilas is not isolated rather participatory in all activities based on their requirement ignoring the boundaries of two administrative upazilas. It is important to note that these institutes were established from time to time even during the then East Pakistan era – some institutes after the policies being effective and some even before the policies came into effect in Bangladesh.

b) The land distance between two nearest institutes of two upazilas varies. The physical distance between two institutes of two upazilas is apparently more than 4 km.

c) The head of the institutes informed that the parents have preference to get admission of their children in nearby institutes with well trafficking, quality education, better teaching staff and better results in final examinations.

d) The head of the institutes opined that the admitted students from other upazila are regular students of their institutes. They also opined that the same student is not enrolled in two institutes simultaneously.

e) The aerial distance between two nearest institutes of two upazilas varies. Some of the existing institutes have been established before and some after the concerned education policy came into effect.

Picture 10: Map of Ishwardi upazila and part of Lalpur upazila (Gopalpur union)
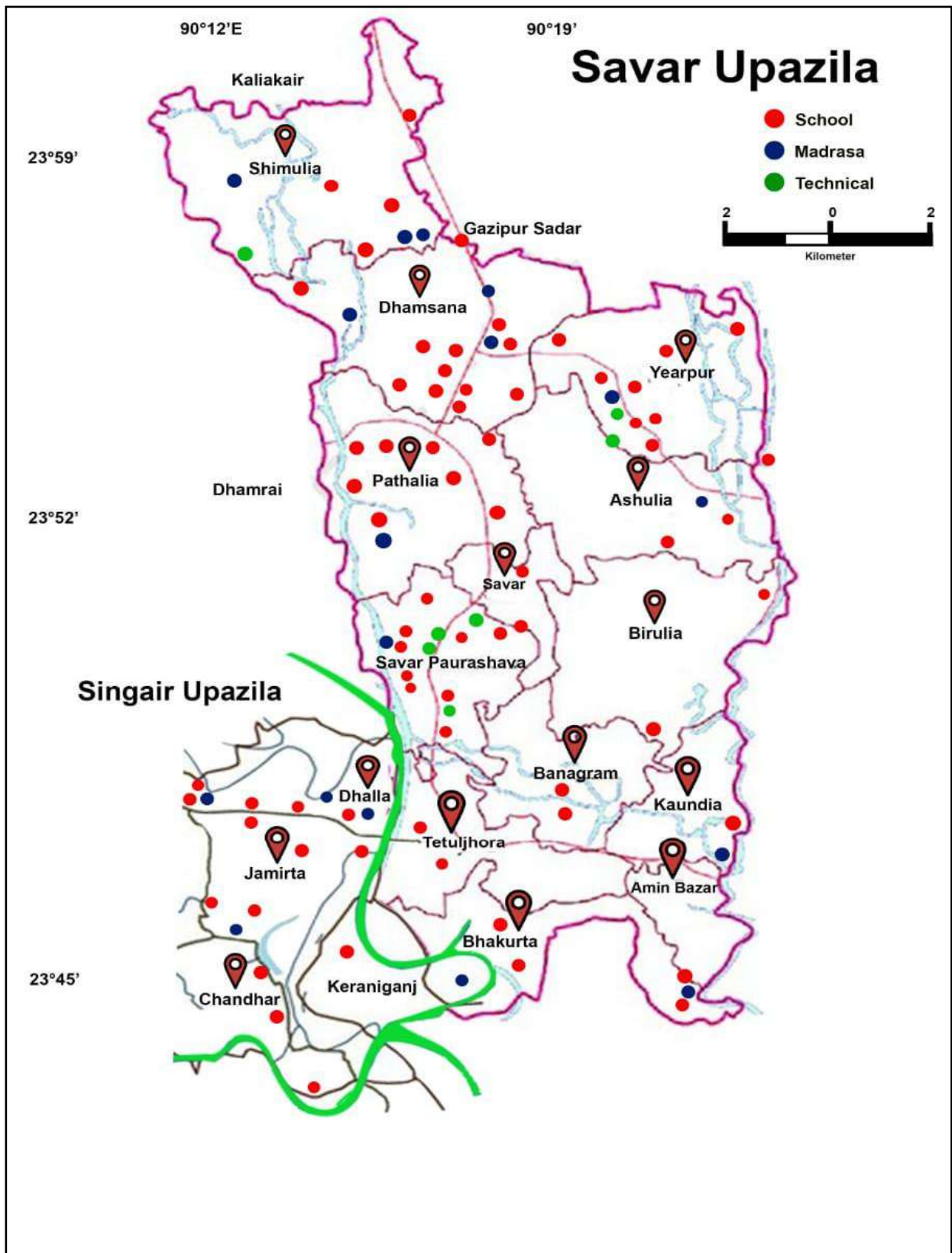
Picture 11: Map of Savar upazila and part of Singair upazila (Dhalla union)

1. **Savar Upazila, Dhaka district**

a) Savar is situated in the plain land of Dhaka district. The upazila is partially bordered by Singair upazila . Major part of the upazila is suburban part of the Dhaka Megacity. The upazila has a municipality. Singair is the adjacent upazila (Dhalla union). The map of Savar upazila is presented below:

The upazila boundary between Savar and Singair upazila(Dhalla union) is marked by land border line. The local people can hardly recognize the upazila border line. The lives and livelihood of the people of two upazilas is not isolated rather participatory in all activities based on their requirement ignoring the boundaries of two administrative upazilas. It is important to note that these institutes were established from time to time even during the then East Pakistan era – some institutes after the education policies being effective and some even before the policies came into effect in Bangladesh. The upazila have a large number of population and manufacturing factories including garments. Thus, the population is dominated by migratory low paid workers. A part of the workers lives with their family members.

b) The land distance between two nearest institutes of two upazilas varies. The physical distance between two institutes of two upazilas is apparently more than 4 km.

c) The head of the institutes informed that the parents have preference to get admission of their children in nearby institutes with well trafficking, quality education, better teaching staff and better results in final examinations.

d) The head of the institutes opined that the admitted students from other upazilas are regular students of their institutes and the same students are not enrolled in two institutes simultaneously.

e) There are large number of unregistered and non-government secondary institutes in the upazila where a large number of students are educated without any government support. A part of the students is admitted in the institutes of the Dhaka Megacity.

f)   There is shortage of standard secondary institutes in the upazila which require special attention to establish secondary institutes to cater the growing need of the students.

Chapter 4: Policy review for establishing secondary institutions and practice in Bangladesh

4.1 To review the policy for establishing secondary education institutions and practice in Bangladesh

4.1.1 Existing policies and criteria's of policies for establishing secondary education institutions

a) In case of establishing non-government educational institution (school-college-madrasah) the following minimum conditions must be fulfilled as per Memo.no. - # # - # ´# - ´- # # ´ fl ´ · · · · - - ´ · ´ Ł ´ ž ´ ´ fl · · · · -)

SL	Criteria to be fulfilled	Secondary Education Institutions (Nine-Ten)/ Dakhil Madrasah (Nine-Ten)	Identified challenges	Suggestions, Amendment of Circular/Policy(ies) (Proposed)
01	Minimum distance from one institution to the nearest institution	• 1 Km (municipal and industrial area) • 4 Km (rural area).	1. There is a lot of inconsistency in the present reality with the policy formulated about 25 years back with the minimum distance criteria. • Ref: 3.2 (3,4) • Page: 25,26	• Based on the demand and establish rights of citizen in special areas (i,e. haor, char, coastal, hills, tea-garden, third gender, harizan , tribal community area) and municipal and industrial areas 1 kilometer distance criteria should be removed or flexible. • In rural areas, the distance should be reduced to 3 km to bring similarity and fulfill the criteria of distance for enrollment in MPO. (সূত্রঃ বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা — ২৩ এপ্রিল ,১৯৯৭ এবং বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১)

02	Minimum population of the educational institution area		10,000 people	1. There is a lot of inconsistency in the present reality with the policies formulated about 25 years back with the minimum population. Ref: 3.2 (5) Page: 27	• Based on the present situation on literacy rate of 74.66%, minimum population need to be reduced to 7,000.
03	Minimum number of students			1. There is a lot of inconsistency in the present reality with the policies formulated about 25 years back with the minimum students.	a) Students: The number of students should be reduced.
	a) General education	1. In co-education and all-boys institutions	130 (City area) 100 (rural area).	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back with minimum students. Ref: 3.2 (6,a,c) Page: 28	• There should be minimum in institutes; -125 students (city and urban) -100 students (rural) Necessary amendment is required in all policies for registration, approval and enrollment in MPO. (সূত্রঃবেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা– ২৩ এপ্রিল ,১৯৯৭ এবং বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১)
		2. In girls only institutions	100 (City area) 80 (rural area).	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back with the minimum students.	There should be minimum in institutes; -100 students (city and urban) -80 students (rural) Necessary amendment is required in all policies for registration, approval and enrollment in MPO. সূত্রঃ বেসরকারি উদ্যোগে মন্ত্রণালয়ের

					প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা – ২৩ এপ্রিল ,১৯৯৭ এবং বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১
				Ref: 3.2 (6,b,d) Page: 28,29	
	b) Madrasa education	1. In co-educational and all-boys institutions	300 (City area) 275(Municipal area) 250 (Rural area).	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back with the minimum students Ref: 3.2 (6,e,f) Page: 29	There should be minimum students in madrasah; -150 students (city and urban area) -125 students (rural area) Necessary amendment is required in all policies for registration, approval and enrollment in ( ) - ( )
		2. In girls only institutions	250 (City area) 225(Municipal area) 200 (Rural area).	Ref: 3.2 (6,g) Page: 29	-125 students (city and urban area) -100 students (rural area) Necessary amendment is required in all policies for registration, approval and enrollment in বেসরকারি শিক্ষা প্রতিষ্ঠান (মাদ্রাসা)জনবল কাথামো ও এম পি ও নীতিমালা-২০১৮(২৩ নভেম্বর ২০২০ পর্যন্ত সংশোধিত) According to Govt. Circular, Ref- . Ministry of Education, Technical and Madrasha Education Division , Amended Date : 23-11-2020, Non-government education institutions (Madrasha) Manpower and MPO Policy-2018
04	Area of land of the educational institutions:		0.25 Acre (Metro area), 0.50 Acre (Municipal area) 0.75 Acre (Rural area)	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back.	Based on the findings and demand, there should be provision to run institution in houses with proper environment and long term rent – not less than 10 years of lease agreement. The institution authority will manage their own land within this time frame; all the process

			Ref: 3.2 (7,a) Page: 30	and activities also have to be informed to local administration and education authority. On the other hand, the area of land should be reduced in poor/specialized areas. This should be included in the respective policy, if approved.
05	Educational Institution Building	1 square meter per student/ As per minimum requirements in concrete building / semi concrete building / tin shed structure class Room: 5, office/teacher room: 2, Library Room: 1, Toilet: 1, Common Room: 1.	There is a lot of inconsistency in the present situation with the policies formulated about 7 years back.	Separate block/ building should be introduced with disable student friendly sanitation, separate toilet for both boys and girls, male and female teachers with proper healthy sanitation, drinking water supply system according to Ministry of Education, Circular Memo no. 37.00.0000.071.05.001.04-529 Date: 23-06-2015 Improvement of toilet and sanitation management in secondary and higher school, madrasah and technical Institution.
06	Number of teachers-staff	Qualified as per approved staffing pattern		Manpower for non-government education institution (school & college) & MPO Rules -2021 have to be strictly followed. The teachers appointed during approval for teaching should be as such to fulfill criteria meulierced in বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১)
07	Library	2000 books	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back. Ref: 3.2 (8) Page: 31	There is urgent need of establishing library ina separate building with proper facilities. A library operational committee should be constituted with institution head as head of library and librarian as member secretary and other suitable 5 members from teachers. A library operational policy is required to be prepared and circulate for follow up by secondary institutes by M/o. Education.

				Minimum numbers of books have to be increased to 5000 books to fulfill the present demand of students and teachers. Book reading competition could be arranged with provision of awarding from institute. The improved library service is expected to reduce drug addiction, vandalism, eve teasing, teenaged crimes etc.
08	Funding	Reserved: BDT 1,50,000/ - General: BDT 75,000	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back. Ref: 3.2 (9,a,b) Page: 32	Considering the present socio-economic development of the country and create a strong financial footing of the institutes, the reserved and general fund are required to be increased to as follows: i) Reserved fund: BDT 5,00,000 for urban areas and 3,00,000 for rural areas ii) General fund: BDT 3,00,000 for urban areas and 1,00,000 for rural areas.
09	Naming institute after the name of a person	BDT 10,00,000 is required to be deposited for naming an institute after the name of a person.	There is a lot of inconsistency in the present situation with the policies formulated about 25 years back. Ref: 3.2 (10,a,b) Page: 33,34	Amount of money for naming the institute after person: Increase the amount of money for naming the institute after person Tk BDT 1,00,00,000 for Metro/Industrial areas, Tk 75,00,000 for municipal areas and TK 50,00,000 for rural areas. Govt. circular Ref- / - , / - / / : - - will be applicable and no deposition of fund is required.
10	Curriculum	NCTB approved and as per government guidelines	No inconsistency has been noticed	Need to follow updated circular of NCTB
11	Co-curricular activities	Annual sports, games, literary and cultural programs. Activities like		a) Every institute must follow at least one of the following- BNCC/Scouts or Girl guide. b) Establish facilities for indoor and outdoor games.

		tree plantation, scouting / girls guide, cleaning campaign etc. should be undertaken.		c) Arrange literacy, sports, games and cultural activities periodically/annual basis. d) Activities like tree plantation, cleaning and other campaign as declared by government should be undertaken.
12	Management Committee of the Educational Institution	There must be a management committee according to the regulations regarding the formation of the management committee (As per non-government Secondary School Managing Committee Regulation 1977/ Madrasas Governing Body/ Managing Committee Regulation 1979)	It is observed that the School Management Committee (SMC) is not properly functioning. SMC is influenced by local politicians interfering management of school. Provision of ad-hoc committee instead of SMC.	As per rules and regulations issued by board/ directorate, SMC should be updated. Regular meeting of the SMC should be held and follow up the decisions. District and upazila education officer should be assigned to monitor and report to authority.
13.				
	a) Initial permission (for 3 years)	a) 5,000		• Amount of money for initial permission Increase the amount of money as follows: Tk.10,000 for Metro/Industrial areas, Tk 5,000 for municipal area and Tk 2,000 for rural area for secondary institutes.
	b) Provisional recognition (for 5 years)	b) 7,000		• Amount of money for initial permission: Increase the amount of money as follows: Tk 15,000 for Metro/Industrial area,

				Tk 10,000 for municipal area and
				Tk 5,000 for rural area higher secondary level.
	c) Permanent recognition	c) 10,000		Amount of money for initial permit: Increase the amount of money as follows: Tk 30,000 for Metro/Industrial area, Tk 20,000 for municipal area and TK 10,000 for rural area higher secondary level. For autism, otherwise abled institutes, no charge. Increase of conservation fee @ Tk. 1,000 per year for every institute.
14.	Transport facilities in institutes		It is observed that in the existing policies and rules, there is no mention of transport as criteria. There are no transport facilities in majority of institutes and as such students suffer for easy transport.	It is required to add a new clause as: "Transport for students" .Institutes should arrange bus, minibus, coaster etc for transportation of students and added as new clause 14 in policy. বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা – ২৩ এপ্রিল ,১৯৯৭

Table 17: review the policy for establishing secondary education institutions and practice in Bangladesh

Chapter-5:
Challenges of establishing secondary level institution in Bangladesh

5.1 Major Findings/Challenges

It is acknowledged that secondary education has achieved an impressive success in enrolment, gender parity, exam result and the adoption of the 2010 Education Policy but secondary education fails to equip students with the knowledge or skills which is required for human development. According to study the main challenges and constraints on the provision of high-quality secondary education include among others are as follows:

1) **Non-government secondary education institute without permanent land is unfit for registration**

Quite a large number of non-government secondary institutes in metropolitan city, industrial and urban areas are run in rented houses. Any institute must possess own land for registration and approval as per provision in the education policy. These types of institutes even can't apply for registration and get approval due to lack of own land though they can fulfill other requirement under the relevant policy. These types of institutes are fully competent to get approval and avail government facilities for better education to the children.

2) **Attendance of students from adjacent upazilas**

There is a provision in the education policy that an institute would be allowed to establish for 10,000 population. Students from the upazilas often get admission to the nearby adjacent upazila's institute thus there is a chance of duplication of same students in two upazila's institute. This has created a problem in calculating number of students against total population of a particular upazila.

3) **Number of institutes against 10,000 population**

There is a provision of approving an institute against 10,000 population. The provision in the policy is 25 years backdated (dated 23-04-1997). This is at present is unrealistic. The reasons are: i) increase in literacy rate; ii) facilities offered by government to female education, iii) introduction of well and safe trafficking in the areas.

4) **Existing provision of institute-to-institute distance is unrealistic**

There is a provision of establishing secondary education institute maintaining 1 km distance in industrial and metropolitan city and municipal areas and 4 km in rural areas. It has not been mentioned in the policy whether the distance is aerial or road based. There is clear gap in aerial and road-based distance and road-based distance is higher than aerial distance which require review and amendment considering the present socio-economic condition of the common people.

5) Area of land for secondary institute

There is a provision of possession of land (0.25 acre for metro area, 0.75 acre for urban area and 0.75 acre for rural area) by non-government institute. The price of land in metro and urban area is very high and entrepreneurs are not in a position to fulfill this requirement. But their role in establishing secondary institute is inevitable. Their role is also worthwhile to maximum coverage of education specially for marginal and poor people of the country. This has seriously hindered the expected development activities by the interested entrepreneurs.

6) Amount of reserve and general fund in secondary institute

There is a provision in the education policy that there should have reserve and general fund amounting BDT 1,50,000 and 75,000 respectively in secondary institute for smooth running of the institute. But the institute administration has given less importance to maintain the required amount of fund in the bank account of the institutes. This is creating financial and administrative problem in undertaking instant decision for sound management of the institutes.

7) Naming of institute after the name of entrepreneurs

There is a provision of depositing BDT. 10,00,000 for naming an institute after the name of a person. But this is not being followed properly. Majority institutes have failed to deposit the required amount of money as deposit money thus weakening the financial backbone of the institute. It is important to note that some institute have been named before the rule came into effect on 23-4 -1997.

8) Unregistered non- government secondary institutes (school and madrasah)

More than half of the running secondary institute in the country are out of any government supervision and control for maintaining certain standard of education. Even they can't apply for registration due to failure of fulfilling the criteria like possession of required land. The students are registered in a nearby institute and also appear in the final SSC examination after the name of the said institute. Thus, they are remaining out of main stream of national education system. The stakeholders associated with these institutes are deprived of any kind of support service like higher training for the teaching staff, sharing of innovative ideas in teaching and learning, social changes etc. from government. But they are inseparable part and parcel of national education system. This system should be discontinued immediately to bring harmony in education.

9) Centralization of administrative power

The centralization of administrative power by supreme authority is the root cause of excessive delay in providing approval to non-government secondary institute.

10) No legal ways of paying respect and financial benefits to educational entrepreneurs

In the existing education policy, there is no legal ways of paying social reward and minimum financial benefits to entrepreneurs from government though it is expected from every corner of the society.

11) Increasing gap between rural-urban education standard

The present education system is contributing to increase the gap between rural and urban education standard which require stoppage through undertaking effective measures.

12) Absence of library policy

There is no institute library policy for effective management of library. Library is run without any criteria. Library management committee is not active and productive.

13) Inconsistency between the two main policies

An institute has to fulfill step by step all the requirement of the relevant education policy, rules and regulations issued by concerned authority for obtaining permission of teaching, registration of institute and finally enrollment under MPO. Inconsistency has been noted on the expected number of students between the two main policies which in presented below:

SL No	Name of Policy	Number of minimum expected students	
		Co-education & Boys	Girls only
1	বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল, কলেজ ও মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা- ২০১৮	330 (Urban) 250 (Rural)	300 (Urban) 200 (Rural)
2	বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০১৮	300 (Urban) 200 (Rural)	200 (Urban) 100 (Rural)

Table 18: Expected number of students between the two main policies

It is observed from the above that there exist a clear difference in minimum number of students in two policies. There should be same number of students in the policies. So that entrepreneurs/institute authority could arrange the same number of students from the initial stage of institute establishment final approval and enrollment under MPO.

14) Absence of establishing criteria in Special Area

There is no special policy or criteria for establishing secondary level institute in geographical hots-spots (Haor, Hills , Tea Garden, Costal, Barind and Char areas)

15) Unavailable Residence for Female Teacher

There is no residence facilities for female teachers in secondary schools at the upazila level.

Education is considered as one of the most important factors for the development of human potential as well as socio-economic growth of the country. It is also a constitutional right of citizen in Bangladesh. The result shows an increasing trend of net enrollment and gross enrollment ratios of both boys and girls.

The study recommends that achieving the targets of goal 4 of SDGs then it should put equal emphasis on general, madrasah and technical education in secondary level. The government should also increase the budget allocation for madrasah, vocational and technical education, create higher training facilities for teachers, provide ICT enabled infrastructures, take rigid punitive measures against question paper leakage and stop coaching business of teachers in order to ensure that all girls and boys complete free, equitable and quality secondary education in Bangladesh.

In addition, the secondary education system is passing through a weak organizational and supervisory competence. It is necessarily true that to enhance and to improve the quality of secondary education sector it requires a well-organized standard education program sector management.

Chapter 6: Recommendations and Conclusion

6.1   Recommendations

1) There should have provision in the relevant policy to run non-government secondary educational institutes in long term rented house for at least 10 years. The agreement should clearly specify the minimum 10 years rent provision and inform the local government authority regarding the house rent agreement. Thus, creating scope of mainstreaming of more than 50% existing non-govt secondary institutes for registration, approval and enrollment under MPO.

2) Service Process Simplification (SPS) would perhaps be the appropriate process of providing simplified service to the concerned institution authority for establishing new educational institute. As such a process map will have to be prepared first on agreed basis with the participation of all stakeholders. Ministry of Education would initiate and approve the proposed SPS for registration, approval and enrollment under MPO separately.

3) To cope with the literacy rate and increase of population, there should have a population range of 8,000-12,000 instead of fixed 10,000 population to adapt with the density of population, road communication, teaching -learning standard, examination results for each institute.

4) The provision of reserve fund for secondary institute should be increased to BDT 5.00 lacs and 3.00 lacs for urban and rural areas respectively. On the other hand, general fund under each institute should be increased to BDT 3.00 lac and 1.00 lacs for urban and rural areas respectively considering the economic status of the country.

5) A 'Library policy on secondary institute' has to be constituted and approve which would be followed in secondary institutes. In the policy, there should have a 'Library Management Committee' with 5 members. The head teacher would act as the chairman and Assistant teacher (Library and information science) as the member secretary in the committee. The library of the institute should be established in a separate building with all reading and photocopying facilities, comfortable seat, light, fan and toilet facilities to attract the students. The library should have at least 5,000 books of different category to meet up the demand of the students and add new books every year. The library management committee should arrange book reading competition and award prize to encourage book reading in the institute.

6) The minimum distance from institute- to-institute in rural areas should be 3 km instead of 4 km to facilitate the students for easy trafficking and access to institute. This would help to increase literacy rate in the country.

7) A separate sector/department in DSHE could be established to look after the issues of non-government secondary institutes to establish harmony in the education sector considering the huge number of un-registered secondary institutes in the country. A post of Director would have to be created to lead the proposed sector/department.

8) There should have transportation facilities in each and every institute and should be incorporated in the education policy in a separate clause (Ref: সূত্রঃ বেসরকারি উদ্যোগে মন্ত্রণালয়ের প্রশাসনিক আওতাধীন শিক্ষা প্রতিষ্ঠান (স্কুল-কলেজ-মাদ্রাসা) স্থাপন, চালুকরণ ও স্বীকৃতি প্রদানের ক্ষেত্রে অনুসরণীয় নীতিমালা — ২৩ এপ্রিল ,১৯৯৭ এবং বেসরকারি শিক্ষা প্রতিষ্ঠানের (স্কুল ও কলেজ) জনবল কাঠামো ও এমপিও নীতিমালা-২০২১; ২৮ মার্চ, ২০২১) at the end of the Annexure 2 as clause 14. At present, there is no such provision in the education policy. The proposed transportation facilities would create easy and safe transportation of the teacher and students. This will also facilitate the visit of national, regional and local historical places thereby increasing educational knowledge of the students.

9) Provision of Scout, Girl Guide/BNCC and playground should be mandatory for secondary institutes thereby ensuring the engagement of students in extra-curricular activities. As such this could be mentioned in the relevant policy (Ref:শিম / শাঃ১১/বিবিধ-৩৯/৯৬/২৩০(৬০৬ তারিখ-২৩-৪-১৯৯৭ ইং/ ১০-১-১৪ বাং)- Annexure 2 – as clause 11.The institutes should be encouraged to arrange annual sports and cultural program at regular interval.

10) The recognition /registration fee for institutes should be increased considering the present socio-economic condition of the country as follows:

Description	Present rate as per Memo.no. MoE/ 230 dt 23-4-1997	Proposed rate	Remarks (Increase in %)
e) Primary permission	Tk.2,000	Tk,3,000	50%
f) Temporary recognition	Tk.3,000	Tk.5,000	66.66%
g) Permanent recognition	Tk.5,000	Tk.10,000	100%
h) Conservation fees/year	Tk. 400	Tk.1000	150%

Table 19: The recognition /registration fee for institute

No fees will be charged from institutes involved in caring and educating autism and otherwise abled students for the above services.

11) The reasons of weak education in rural areas should be investigated and find out in consultation with parents, school management commi.ttees, teaching staff, Upazila and District education officer, educationist, social workers etc. As such discussion meeting, seminar, workshop etc. could be arranged and record the findings for further course of action. There are so many factors associated with this

national issue. Besides, increase of more budget allocation and close follow up of the rural institutes by senior officers of ministry, boards, directorates could help to minimize the existing education gap.

12) The education entrepreneurs might be enlisted as state VIP and honored them with gold medal and a certificate of honor from government and offered them with all the facilities as state VIP. Besides, he/she herself or his/her representative could be included as a member in the school management committee to continue a linkage with the entrepreneurs and still utilize his contribution in the development of the institutes.

13) An entrepreneur should be given the opportunity to name the institute after his/her name or name nominated/selected by him.

14) The name of an institute bears a history and dignity. This should be honored and keep it without any alternatives. The naming of a running institute could be name after the name of a person upon deposit up of; i) BDT 1.00 core for metro and city areas ii) BDT 75.00 lacs for urban and iii) BDT 50.00 lacs for rural areas.

15) Specific policies are required to add in the existing policy for establishing secondary schools in special areas.

16) Residence facilities is required in upazila level for female teachers for secondary institutes.

17) The interchange of NTRCA registered teachers are required to follow for making it easier and helpful for maintaining a happy family lives.

6.2 Conclusion

Education is a basic citizen right in our country. As such all running secondary education institution deserves the right to be included under MPO and avail all the benefits offered by GoB. The study attempts to find out the major issues and challenges related to establishment of secondary education institutions. After analyzing the data, it is observed that a series of holistic education reforms in the area of secondary education must be taken to implement the national education policy. The government and concerned authority should come forward to strap up all challenges related to education systems in Bangladesh particularly for secondary education; otherwise, it will run beyond control. The government of Bangladesh has put maximum effort to achieve the SDGs by 2030 and developed Bangladesh by 2041. The up-gradation of education standard is a basic need to meet up the challenges of 4IR which is knocking our doors. Education is the tools which open our eyes and it is regarded as the basis for every development effort. But in some cases, the education system in Bangladesh is not well-structured and appropriate for our socio-economic development. This is because it can't establish linkages between education and economic growth appropriately. This study has recommended some important issues which have been emerged to pace with different situation. In order to develop this sector, the government should finalize a unified establishment criterion first. Regarding to serve and develop all those requirements related to secondary education, government and other organizations must play their spontaneous and paramount responsibilities.