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SITUATIONAL ANALYSIS OF HIGHER SECONDARY EDUCATION IN BANGLADESH

September 30, 2021

This publication was prepared for the United States Agency for International Development by ME&A, Inc.

SITUATIONAL ANALYSIS OF HIGHER SECONDARY EDUCATION IN BANGLADESH

Contract/Order Number: GS-10F-154BA/72038819M00001

USAID/Bangladesh Monitoring, Evaluation, and Learning Activity

September 30, 2021

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ACRONYMS

Acronym	Definition
ACGR	Annual Compound Growth Rate
BANBEIS	Bangladesh Bureau of Education Information System
BEDU	Bangladesh Examination Development Unit
BMEL	Bangladesh Monitoring, Evaluation, and Learning Activity
BPSC	Bangladesh Public Service Commission
BSC	Bangladesh Civil Service
CAPI	Computer-Assisted Personal Interviewing
CMC	College Management Committee
COR	Contracting Officer's Representative
COVID-19	Coronavirus Disease of 2019
CSO	Civil Society Organization
CST	College Survey Team
DIA	Directorate of Inspection and Audit
DSHE	Directorate of Secondary and Higher Education
FGD	Focus Group Discussion
HSC	Higher Secondary Certificate
HSE	Higher Secondary Education
HSTTI	Higher Secondary Teacher Training Institute
ICT	Information and Communication Technology
IDI	In-Depth Interview
IER	Institute of Education Research
KII	Key Informant Interview
LMS	Learning Management System
M&E	Monitoring and Evaluation
ME&A	ME&A, Inc.
MOE	Ministry of Education
MPO	Monthly Pay Order
NAEM	National Academy of Educational Management
NATPD	National Academy for Teachers' Professional Development
NER	Net Enrollment Rate
NGO	Nongovernmental Organization
NTRCA	Nongovernment Teachers' Registration and Certification Authority
SOW	Scope of Work
TOT	Training of Trainers
TNA	Training Needs Assessment
TPD	Teacher Professional Development
TTC	Teacher Training College
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

INTRODUCTION

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. According to Bangladesh Bureau of Education Information System (BANBEIS) data (2019), a total of 4,495 colleges or college sections are offering HSE across the country. Out of the colleges or college sections offering HSE, 673 (15 percent) are operated by the government, and 3,822 (85 percent) are privately operated. Out of the privately operated colleges and college sections, 2,363 (61.8 percent) 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 percent of Grades 11–12 students are enrolled in private colleges. To qualify for MPO assistance, a college must meet the specific criteria devised by the Ministry of Education (e.g., minimum enrollment, physical facilities, qualified staffing, Higher Secondary Certificate (HSC) Board recognition, student performance on the HSC examination).

HSE—Grades 11–12—provides an important bridge between secondary and tertiary education in Bangladesh; at this level, most students choose a stream of education that forms the foundation of their lifetime career. Despite HSE's importance, it is the most under-researched area of education in Bangladesh. The United States Agency for International Development (USAID)/Bangladesh tasked the Bangladesh Monitoring, Evaluation, and Learning (BMEL) Activity to conduct this HSE situational analysis. The study's primary intended audiences are USAID, the Government of Bangladesh (specifically, the Ministry of Education's [MOE's] Directorate of Secondary and Higher Education [DSHE]), bilateral donors, and other concerned stakeholders.

The study aimed to build a knowledge and evidence base on how the HSE subsector functions and the problems and challenges it faces and provides recommendations to inform USAID's strategic approach, implementation, and intervention in this subsector. The study's scope includes the general education stream of government colleges and recognized nongovernment colleges and covers five divisions—Chattogram/Cox's Bazar, Dhaka, Khulna, Rangpur, and Sylhet—representing the country's entire geographic area.

Study findings reveal substantial growth in HSE enrollment and a corresponding need for improvement in many facets of the subsector. Despite some progress in gender equity in HSE enrollment, much remains to be done to promote and maintain female enrollment, and data reveal large disparities between urban and rural enrollment. Findings indicate a great need to revise and update HSE management and supervision, assess and expand financial assistance, and improve and expand teacher recruitment and training. HSE facilities, such as classroom and laboratory equipment, information and communication technology (ICT) facilities, and libraries, require improvement, as does access to blended and online learning to ensure the continuation of studies in crises such as the ongoing COVID-19 pandemic.

METHODOLOGY

The study explored six main questions, subdivided into 43 sub-questions, using a mixed-methods approach that comprised a document review, key informant interviews (KIIs), focus group discussions (FGDs), quantitative surveys, and direct observations. In all, 46 instruments were created and pilot-tested for the study. The study was developed and implemented in collaboration with DSHE, which assisted with research design, development of study instruments, and data collection.

Primary data were collected from a sample of 100 colleges/college schools offering HSE. Selected colleges included government colleges, nongovernment colleges, college sections of schools, degree (pass) colleges, degree (honors) colleges, and master's degree colleges. The sample was distributed among colleges in rural and urban areas and five geographical types (*e.g.*, hill tracts, coastal, plain land, char land, and haor/baor [floodplain]). Additionally, to examine issues with teacher training, five public teacher training colleges (TTCs) and five public higher secondary teacher training institutes (HSTTIs) were selected in five divisions (Barisal, Chattogram/Cox's Bazar, Khulna, Mymensingh, and Rajshahi). The secondary data were collected from national-level data sources, mainly BANBEIS, MOE, DSHE, and examination boards. Data collection was split between two organizations: ME&A's core study team, which conducted a national study of HSE at the government level, and Innovision Consulting Private Limited (Innovision), which conducted a national survey of 100 colleges (college survey). The study team, comprising two local consultants, two notetakers, and a DSHE research officer and led remotely by the study's team leader, collected primary and secondary data at TTCs, HSTTIs, BANBEIS, HSC examination boards, and MOE and DHSE offices. The college survey team (CST) comprised five sub-teams (one for each project division), each assisted by a regional DSHE research officer. The sub-teams visited a total of 100 sample colleges—26 government colleges and 74 private colleges (31 MPO and 43 non-MPO; 50 percent rural and 50 percent urban)—where they conducted KIIs and FGDs with college principals, vice principals, teachers, students, parents, and civil society stakeholders and performed direct observations of college facilities. In total, the study team and CST conducted KIIs with 466 respondents and FGDs with 1,900 respondents. Multilayered quality checks were used to ensure data accuracy and validity. Data were analyzed using Excel/SPSS (quantitative data) and NVivo (qualitative data).

FINDINGS AND CONCLUSIONS

ENROLLMENT GROWTH AND INTERNAL EFFICIENCY

HSE enrollment rose at an annual compound growth rate of 5 percent between 2016 and 2020—much higher than the population growth rate. However, government assistance to private colleges did not expand accordingly, resulting in overcrowded classrooms and lower education quality. In the sample colleges surveyed, female HSE enrollment grew 11 percent a year, compared with 7 percent for males, surpassing a 50 percent share in overall enrollment. However, although the girls' dropout rate declined between 2015 and 2020, it is still high. The rural share of HSE enrollment is only about 27 percent even though 62.6 percent of the population lives in rural areas. Vast rural-urban disparities in enrollment and quality create challenges for advancing equity. Also, higher enrollment in arts/humanities subjects than in science and business subjects does not align with market demand and can create educated unemployment.

HSE MANAGEMENT AND FINANCE

Overall Management

DSHE manages the HSE system in accordance with MOE rules and regulations. Private colleges are governed by college governing bodies/college management committees. A DSHE division responsible for support and oversight of nongovernment colleges deals with MPO management, inclusion and exclusion of teachers and principals on the MPO list, salary decisions, teacher promotions, and appointment of Director General representatives in the college governing bodies. Typical issues in the management of nongovernment colleges relate to the appointment/election of governing body members, finances, and staff recruitment. It is frequently reported that politically influential individuals become involved as college governing body members to reap personal benefits rather than supporting the improvement of educational quality.

Funding and Expenditure

Funding Sources. Government colleges receive government funding through the national budget in the form of a recurring budget for salaries, operational expenses, consumables, and sundry items and a development budget granted for need-based development projects, usually implemented centrally by DSHE. Foreign aid, if any, is made part of the development budget. Tuition and other fees charged from students constitute less than 25 percent of the total budget. Nongovernment colleges have two categories: MPO listed, receiving government MPO support for salaries of a specified number of teachers, and non-MPO, receiving no MPO support from the government. Major funding sources for private colleges are student fees, MPO grant donations, and income from assets.

*Expenditure***.** More than 90 percent of a college's budget is spent on salaries, building infrastructure, and other expenses. Less than 2 percent of the budget is spent on laboratory equipment, ICT, and teachers' professional development.

Inadequacy of HSE Budget

Bangladesh's expenditure on education as a percentage of GDP declined from 2.13 percent in 2011 to 1.33 percent in 2019. The overall share of education as a percentage of the national budget declined from 12.11 percent in 2011 to 11.69 percent in 2019, and the share of post-primary/secondary and higher education also declined from 6.63 percent to 5.83 percent during the same period.

Teacher, Principal, and Vice Principal Recruitment

Government college teachers are recruited as members of the Bangladesh Civil Service cadre under the general education category of the Bangladesh Public Service Commission. Nongovernment college teachers are recruited through the Nongovernment Teachers' Registration and Certification Authority (NTRCA). MOE appoints principals and vice-principals to government colleges. Principals and vice principals of nongovernment colleges are recruited by college governing bodies based on NTRCA criteria. According to the survey, more than 90 percent of teachers, principals, and vice-principals possess the minimum prescribed qualifications and criteria. Still, complaints were expressed that some governing bodies take advantage of the minimum NTRCA criteria required for principals and vice- principals to select preferred individuals while ignoring more experienced and highly qualified candidates.

Teacher Supervision and Mentoring System

The Directorate of Inspection and Audit (DIA) and the Board of Intermediate and Secondary Education are responsible for colleges' academic supervision and management. DIA mainly performs financial and infrastructural inspections whereas education boards look at academic and support service standards. In practice, these organizations execute their functions poorly because they are under resourced in staff, funding, facilities, and equipment; have an extremely low inspector-teacher ratio; lack pedagogical knowledge and training; lack clear mandates; and are too centralized with no zonal offices.

COLLEGE STUDENT PERFORMANCE

College students' passing rate on the national examination over the last five years has been around 65 percent but shows a slightly downward trend amid several sharp rises and falls. Reasons for setbacks include student unrest due to political instability and the introduction of a new scoring system. The survey shows that 40–60 percent of private colleges and 15 percent of government colleges lack adequate physical facilities such as well-equipped labs. Classrooms are often overcrowded and can have as many as 100 or more students. About 64 percent of rural students and 68 percent of urban students who passed the HSC examination joined B.A./B.S./B.Com courses.

TEACHER PREPAREDNESS AND AVAILABLE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Training Requirements and Availability

No preservice training is required for college teachers. More than 95 percent of teachers have the required academic degree (a master's or honors degree) in the subject they teach, but about 75 percent have not attended any teacher training program. Higher Secondary Teacher Training Institutes (HSTTIs) conduct a 40-day subject-based training four times a year and/or a 27-day ICT training five times a year for teachers at private colleges, utilizing their specific pedagogy and subject matter expertise of staff members. When HSTTIs do not have a readily available subject matter expert on staff, they recruit them from the local universities and/or colleges. The National Academy for Educational Management (NAEM) runs foundation training, ICT training, and some other short courses for government colleges. Both NAEM and HSTTIs offer educational leadership and management training courses. In addition to B.Ed./M.Ed. programs, TTCs provide some in-service training if requested and financed by DSHE.

Overall, training opportunities fall far short of actual requirements. All in-service training is budget-driven and planned and organized centrally by DSHE, though HSTTIs' capacity is not fully utilized due to a lack of training budget. Additionally, access to and quality of training differ substantially between government and nongovernment college teachers. Non-MPO teachers are rarely offered training opportunities.

Gaps between Teacher Training Curricula and Teaching-Learning Practices

About 80 percent of teachers surveyed opined that current training does not bring optimal benefits to classroom teaching-learning practices. Impeding factors include a mismatch between training curricula/methodology and actual classroom environment, obsolete training curricula, lack of required teaching-learning resources, large class sizes, and shortage of teaching time. The training programs are often developed for the ideal classroom situation, which is rarely a reality. A training needs assessment has not been conducted to inform training curricula and instructional methodology.

Bangla and English Language Teaching Methods

Most survey respondents agreed that English and Bangla language teacher training programs are based on the national curriculum guidelines and that the practice methods taught are appropriate for real classroom situations. However, about 30 percent of respondents indicated that the "outdated and difficult content" is problematic, and 16 percent noted a tendency to prioritize exam results over learning.

The Teaching of Science (Physics, Chemistry, Biology) and Mathematics

Approximately 90 percent of government colleges have separate laboratories for physics, chemistry, and biology. However, only approximately 60 percent of MPO colleges and fewer than 50 percent of rural non-MPO colleges have separate laboratories for these subjects. No data were available on the adequacy of laboratory capacity and equipment and the efficiency and effectiveness of their utilization. More than 95 percent of government colleges have academically qualified teachers in science and mathematics, about 70 percent of whom have received some form of teacher training, although the length and nature of training are not indicated.

The Teaching of Soft Skills

Interviews and FGDs conducted with teachers indicated that teachers had very little understanding of soft skills (critical thinking, creativity, problem-solving, social commitment, adaptability, etc.). Vice principals of government colleges claimed that about two-thirds of their college teachers are trained in the teaching of soft skills, whereas only one-fifth (21 percent) of rural non-MPO college teachers had training on soft skills. Almost one-fourth of teachers said that they always teach soft skills or apply them while teaching. Training in soft skills should be an integral part of modern curricula of both pre-service and in-service

training courses. Furthermore, soft skills should also be integrated in the teaching/learning process through teachers training courses and the classroom teaching methodology.

GENDER EQUITY IN HSE ENROLLMENT AND PERFORMANCE IN THE LAST FIVE YEARS

Female enrollment share grew from 49 percent in 2016 to 52 percent in 2020. However, despite a higher female participation rate, the female dropout rate was significantly higher than the male dropout rate. Poverty and early marriage are the two major factors depriving girls of a college education. In addition, as most colleges are located outside city centers, female students often struggle with security issues and limited public transportation and hostel facilities. Harassment and social stigma also present challenges.

Between 2015 and 2020, female student performance on the national examinations slightly surpassed that of male students—46 percent of females obtained a score of A+ to A- in the 2019 board examination, compared with 44 percent of boys.

CHALLENGES PRESENTED BY THE COVID-19 CRISIS

More than 80 percent of principals claimed they had launched online classes after the onset of COVID-19, but the scope, subject coverage, and percentage of students who participated in these classes are not known. Online classes were the most popular strategy mentioned to recover learning losses; shortening of syllabi, providing home assignments, and arranging additional classes after the situation improves were also mentioned.

About 77 percent of students at rural colleges have internet facilities, compared with 91 percent of students at urban colleges. Non-MPO colleges in rural areas have less internet access. Most students in rural and urban areas use mobile devices; students of rural areas have less access to WiFi connection at home. There is a considerable gap between urban and rural students who have access to their own devices (laptops, personal computers, or smartphones) to participate in online classes. The device accessibility gap is even more pronounced for female students, regardless of location. Smartphones were the most often mentioned device used to access online classes. Fewer than half of students are permitted to use their mobile phones for three to four hours or more per day. Only 21 percent of rural students and 29 percent of urban students who lack access to their own devices have the capacity to buy one.

Facebook and YouTube Live are the most popular internet destinations among students, followed by Zoom video conferencing software and Google Meet. Zoom is used mostly by urban students, whereas rural students prefer Facebook or YouTube.

Approximately 95 percent of students have electricity at home. Approximately 60 percent of students in rural areas and 79 percent of students in urban areas have a TV at home.

RECOMMENDATIONS

RECOMMENDATIONS FOR EDUCATION ACCESS AND QUALITY

- Address rural-urban disparities in HSE through developing and implementing comprehensive intervention measures on a case-by-case basis.
- Address education quality issues by improving physical facilities, expanding the availability of multimedia classrooms, reducing over-crowdedness in classrooms, introducing a system of continuous learning assessment, improving learning materials, and encouraging soft skills teaching and learning (see Recommendations for Teacher Preparedness below).
- Identify subjects and skill areas presently in high demand by the emerging job market. Align the subject offerings and training programs with the emerging job market demands and coordinate a curriculum/courses review by experts in these emerging fields.

- Assess educational facilities and teaching-learning practices at non-MPO colleges and provide guidance on fulfilling the requirements for becoming listed MPO colleges.
- Devise a modern monitoring and evaluation system to monitor and assess the delivery and impact of government assistance to private colleges.
- MOE/BANBEIS should publish college data (for Grades 11 and 12) disaggregated by rural/urban location.

RECOMMENDATIONS FOR MANAGEMENT AND FINANCE

- Devise a system to oversee the governance of private colleges receiving MOE aid.
- Increase the number of females in college governing bodies and college committees to ensure gender equity in college management.
- Review the criteria/policies and volume of government support programs for MPO and non-MPO colleges. Assist well-performing nongovernment colleges in providing quality education at affordable costs to all students. Provide stipends and special assistance to well-performing students from lower-income families that fulfill well-defined criteria.
- Recruit non-government college Principals and Vice-Principals through NTRCA. NTRCA should ensure the recruitment process is transparent, merit-based, and timely so that vacant positions are filled expeditiously.
- Ensure an expeditious recruitment process for teachers at government colleges through BCS is so that vacant teaching positions are filled immediately.
- Create development intervention programs to develop private colleges in response to the rising number of these colleges and the growth in student enrollment. Adequate opportunities should be made available for government college teachers' pursuit of higher education (MPhil, PhD) degrees as part of their professional development.
- Further, attainment of higher educational qualifications by college teachers needs to be officially recognized as an integral part of their professional competence and rewarded.
- The number of smart classrooms with multi-media facilities needs to be expanded to improve effectiveness of the teaching-learning process.
- Adequate funds need to be allocated to the colleges annual recurring budgets for the modernization of classrooms (e.g., purchase of modern teaching aids). This would contribute towards enhancing educational quality and efficiency.

RECOMMENDATIONS FOR TEACHER PREPAREDNESS

- Increase the number and capacity of HSTTIs or professional learning centers for each district to address the severe shortage of teacher education and training programs both for government and non-government college teachers. . These training centres along with foundation training should offer year-round training on pedagogy, college subjects and content, ICT, and leadership training.
- Provide foundation training to college teachers as soon as possible after their recruitment and provide more frequent in-service training opportunities (e.g., refresher courses, follow-up training, continuing education courses) for continuous professional development.
- Extend HSTTI resources and managerial capacity to offer/develop more training programs.
- Invest in well-equipped and well-furnished training rooms (including smart classrooms) and laboratory facilities for training in science subjects.
- Expose college teachers and faculty members at HSTTI/ college teacher learning centers to global trends in education that meet the demands of the fourth industrial revolution using a phased approach.

- Conduct training needs assessments (TNAs) to identify training needs for college teachers' professional development.
- Ensure equal availability of adequate in-service training opportunities to teachers teaching at rural and urban colleges, in proportion to their staff strength, where the overall requirement exceeds the available training opportunities. Match the duration of training courses offered by HSTTIs, based on TNAs.
- Improve and equip HSTTIs facilities so that they are adequate to meet training needs, e.g., arrange separate accommodations for female trainees and develop other training sites to encourage female teachers to attend training programs from remote areas.
- Review and update NAEM's leadership and management training curriculum and duration in accordance with colleges' needs. Include current issues and skills such as innovation, e-governance, accountability, planning, and development. Provide NAEM with the resources to implement the new curriculum.
- Establish a dedicated national academy to provide training for government college teachers.
- Make leadership and management training mandatory for principals within six months of appointment. Consider the participation of universities and the private sector to meet training demand.
- Strengthen DIA by expanding its staff and scope of work to include academic and support service standards. Provide DIA with the resources to establish divisional offices for regional inspection and auditing services.
- Increase the number of Board of Intermediate and Secondary Education college inspectors.
- Organize professional and pedagogical training/education for the inspectors so that they address and meet colleges' pedagogical needs.
- Establish an alternate system for academic supervision and teacher mentoring (including in-school training) to enhance and maintain education quality. Bangladesh can adapt a supervision and mentoring model from another country or devise its own.
- Strengthen and empower the zonal and district education offices to address routine college management issues in conjunction with college principals and management committees.
- Implement a progressive decentralization of management and financial authority to the district and *upazila* levels. Although development planning is centralized, it should be based on a bottom-up approach (i.e., need-based priority assessments by grassroots institutions).
- Increase opportunities to take foundation training courses to cope with changing HSE curricula and content and a growing number of new teachers.
- Revise and update training manuals to include popular, effective methods of Bangla and English language instruction that can be practiced easily in large classes. Provide up-to-date English language teacher training programs, based on needs assessments of actual classroom settings and student backgrounds.
- Increase ICT facilities in college classrooms.
- Ensure that colleges and training institutes have language laboratories so that teachers and students can experience and learn all four language skills (listening, speaking, reading, and writing).
- Include soft skills in preservice and in-service teacher training curricula and manuals.
- Expand laboratory facilities to reduce overcrowding. MOE should develop a project to strengthen science education infrastructure in colleges and HSTTIs across the country.

RECOMMENDATIONS FOR GENDER EQUITY IN STUDENT ENROLLMENT

- Address high female dropout rates through financial assistance to low-income families and social campaigns against harassment and early marriage before completion of studies. Strengthen the current "harmonized stipend program" to support female students.
- Provide additional safe and clean hostel facilities for girls.
- Introduce special stipends/financial assistance programs for students coming from lower socio-economic status households to ensure gender equity among this category of students in those areas/districts where the ratio of male enrollment falls below that of female enrollment.

RECOMMENDATIONS FOR ADDRESSING COVID-19-RELATED CHALLENGES

- As many students lack access to the internet, especially girls attending nongovernment colleges in rural areas, colleges should follow a blended approach involving online, assignment-based, and face-to-face methods to make up for learning losses due to COVID-19-related restrictions.
- MOE and DSHE should provide a comprehensive learning recovery plan along with the required infrastructure and resource support.
- An inclusive education provision for college education should be issued. In addition, an inclusive education technical support hub can be established to facilitate awareness programs, training programs on know-how and technological assistance and physical facilities in the colleges phase by phase.
- All colleges should have ICT facilities to continue the teaching-learning process amid crises. MOE should develop a separate project for this.
- Offer student loans or make student grants available to buy mobile devices without interest or equated monthly installment through negotiation between MOE and IT companies.
- MOE should negotiate discounted student internet package rates with the major telecommunications companies for students, teachers, teacher trainers/educators, colleges, and training institutions. This is especially important for students from low- and middle-income households.
- DSHE should provide targeted financial support to well-performing colleges to enable them to strengthen the internet infrastructure for mobile and broadband connectivity in collaboration with the service provider companies.
- Create an instant support system with an e-learning platform for trainees who encounter problems during or after online sessions.
- Pilot more training programs and teaching-learning options using a blended approach and explore their challenges and benefits.
- Introduce a government policy for education and training institutions to develop online and blended training to ensure quality training for more people in less time, saving time and money for relevant stakeholders.

PROSPECTIVE INTERVENTION PROGRAMS

The study findings suggest a number of programs that could be initiated to develop the higher secondary education subsector in Bangladesh.

1. A Training of Trainers (TOT) program that integrates pedagogic knowledge with ICT uses for college teachers in specific subject areas.
2. A program to develop a National Academy for Teachers' Professional Development (NATPD). The academy would be a center of excellence and offer high quality professional training and research for college teachers. It would not only include the Foundation Training for BCS Education

Cadre but also subject-based trainings, needs-based trainings, and other professional development trainings for government and non-government college teachers. HSTTIs could serve as the academy's regional hubs.

3. A program to extend the number of, and facilities at, HSTTI/professional learning centers for each of the districts. These training centres along with foundation training can offer training on pedagogy, college subject and content, ICT, and leadership training round the year.
4. A technical assistance program to develop college curriculum based on the new approved integrated curriculum framework.
5. A program to develop subject-based training manuals based on the new curriculum to assist teachers in implementing the new curriculum at classroom level.
6. A program to develop a digital learning platform for higher secondary education that can make available ICT and Learning Management System (LMS) facilities for all college students and ensure learning equity.
7. A needs-based program to develop laboratory facilities to enhance experiential learning (e.g., science labs, language labs) for college students across the country.

1.0 INTRODUCTION

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 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 percent) are operated by the government, and 3,822 (85 percent) are privately operated. Out of the privately operated colleges and college sections, 2,363 (61.8 percent) 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 percent 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). 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; at this level, most students choose a stream of education (e.g., pre-engineering, pre-medicine, business management, or arts/humanities) that forms the foundation of their lifetime career. Despite HSE's importance, it is the most under-researched area of education in Bangladesh. International development agencies have never focused their assistance on this subsector and research on it is sparse.

Yet despite considerable HSE expansion in recent years, much more needs to be done to improve HSE quality and market relevance. The Government of Bangladesh's Secondary Education Development Program recently identified many areas for quality improvement, including curriculum reform; teacher quality, capacity, and management; examinations and assessments; and teaching and learning in key content areas, particularly Bangla, English, mathematics, science, and information and communication technology (ICT).

Study findings reveal substantial growth in HSE enrollment and a corresponding need for improvement in many facets of the subsector. Despite some progress in gender equity in HSE enrollment, much remains to be done to promote and maintain female enrollment, and data reveal large disparities between urban and rural enrollment. Findings indicate a great need to revise and update HSE management and supervision,

assess and increase financial assistance, and improve and expand teacher recruitment and training. HSE facilities, such as classroom and laboratory equipment, ICT facilities, and libraries, require improvement, as does access to blended and online learning to ensure the continuation of studies in crises such as the ongoing COVID-19 pandemic.

2.0 STUDY PURPOSE, AUDIENCE, SCOPE, AND QUESTIONS

STUDY PURPOSE AND SCOPE

This HSE situational analysis aims to build a knowledge and evidence base on how the HSE subsector functions and the problems and challenges it faces. The scope of the analysis includes secondary school college sections and government and recognized nongovernment colleges, including degree and master's level colleges.

AUDIENCE

The study's primary intended audiences are USAID/Bangladesh and the Government of Bangladesh—specifically, the Ministry of Education (MOE) and Directorate of Secondary and Higher Education (DSHE). USAID may distribute the report to other relevant stakeholders, such as other implementing partners, nongovernmental organizations (NGOs), multilateral and bilateral donors, and other education stakeholders that may benefit from the study's findings and recommendations.

STUDY QUESTIONS

The analysis aims to answer the following six main study questions, each of which is further divided into 43 sub-questions:

1. How did the HSE system/colleges perform in the last five years in terms of enrollment and internal efficiency?
2. How are the colleges/college sections managed and financed?
3. How did college students perform on national examinations in the last five years?
4. How prepared, equipped, and supported are teachers to teach specific subjects at the HSE level?
5. Is there equity in the enrollment and performance of boys and girls in HSE?
6. How prepared is the HSE subsector to face educational challenges due to coronavirus disease 2019 (COVID-19) and the post-COVID-19 crisis?

See Annex A for a complete list of the sub-questions.

3.0 METHODOLOGY

The study team conducted a desk review of official documents and relevant studies to gain a holistic perspective on HSE performance and identify potential problems and issues. The team then developed two secondary data collection tools comprising key informant interview (KII) and in-depth interview (IDI) protocols and focus group discussion (FGD) guides, including questionnaires for a detailed survey of 100 colleges, five teacher training colleges (TTCs), and five higher secondary teacher training institutes (HSTTIs) responsible for preservice and in-service training of higher secondary school teachers in the five project divisions and regions of Chattogram/Cox's Bazar (hill), Dhaka (plainland), Khulna (coastal), Rangpur (char), and Sylhet (haor/baor). Secondary data were collected from the Bangladesh Bureau of Education Information System (BANBEIS); Higher Secondary Certificate (HSC) examination boards; and MOE, DSHE, and BANBEIS documents.

Data collection was split between two organizations: ME&A's study team, which conducted a national study of HSE at the government level, and Innovision Consulting Private Limited (Innovision), which

conducted a national survey of 100 colleges (college survey).

The study team, comprising two local consultants, two notetakers, and a DSHE research officer, was led remotely by the study's team leader and collected primary and secondary data at TTCs, HSTTIs, BANBEIS, HSC examination boards, and MOE and DHSE offices. The college survey team (CST) comprised five sub-teams (one for each project division), each assisted by a regional DSHE research officer. The sub-teams visited a total of 100 colleges—26 government colleges and 74 private colleges (31 monthly pay order [MPO] and 43 non-MPO; 50 percent rural and 50 percent urban)—where they conducted KIIs and FGDs with college principals, vice principals, teachers, students, parents, and civil society stakeholders and performed direct observations of college facilities. In total, the study team and CST conducted KIIs with 466 respondents and FGDs with 1,900 respondents. Multilayered quality checks were used to ensure data accuracy and validity. Data were analyzed using Excel/SPSS (quantitative data) and NVivo (qualitative data).

DATA COLLECTION INSTRUMENTS

The study used the following data collection instruments (see Annex 3):

- Secondary data collection tools
    a. Questionnaire for collecting national/divisional-level Grades 11 and 12 enrollment flow data disaggregated by gender, rural-urban location, and college type/category for the last five years (including dropout, repetition, and graduation rates and relevant financial data if available with BANBEIS)
    b. Questionnaire for collecting data on student performance on the national board examinations for the last five years disaggregated by gender, rural-urban location, and college type/category
- National-level tools for KIIs, IDIs, and FGDs
    a. KII protocol for DSHE and MOE senior officials, BANBEIS, academics, and professors
    b. IDI protocol for National Academy of Educational Management (NAEM) staff, National University, Open University, multilateral and bilateral donors, and civil society representatives
    c. FGD tools/discussion guides for students and representatives of teachers' associations, parent groups, and educational journalists, etc.
- TTC tools
    a. KII protocol for principals
    b. IDI protocol for vice principal and education officer
    c. FGD teacher discussion guide
    d. FGD student discussion guide
- College survey tools
    a. KII/IDI tools for principals, vice principals, education officers, and college board members
    b. FGD guide for teachers
    c. FGD guide for students
    d. Survey questionnaire for teachers
    e. Survey questionnaire for students
    f. Direct observation form

SAMPLE SELECTION

Primary data were collected from a field survey sample of 100 HSE colleges/schools with an enrollment of Grades 11 and 12 students and teacher training institutions responsible for HSE teachers' preservice and in-service training.

1. *Sample selection for teacher training colleges/institutes survey*: Five public TTCs and five public HSTTIs for HSE teacher training in five divisions (Barisal, Chattogram/Cox's Bazar, Khulna, Mymensingh, and Rajshahi) were selected for the study. One TTC and one HSTTI were selected from each division to evaluate preservice and in-service training program adequacy and effectiveness for HSE teachers' professional development.
2. *Sample selection for the survey of 100 general education colleges*: The study team selected a sample of 100 colleges/college schools offering Grade 11 and 12 education including government colleges, nongovernment colleges, college sections of schools, degree (pass) colleges, degree (honors) colleges, and master's degree colleges (a detailed list is provided in Annex A). The samples were distributed purposively across rural and urban areas and a variety of geographic regional types (e.g., hill tracts, coastal, plain land, char land, and haor/baor [floodplain]).

Samples were distributed among five divisions. Two districts were selected from each division for a total of 10 districts. Another district was added in the Chattogram Hill Tract area to ensure the inclusion of all types of colleges. The initial plan was to randomly select two *upazilas* from each district; however, to ensure inclusion of all types of colleges from each division, the study team selected 33 *upazilas* in total. Twenty colleges were selected from each of the five divisions, using purposive random selection (i.e., all the colleges under each category had an equal chance of being randomly selected in the sample). This makes up the total sample size of 100 colleges with the representation of government, nongovernment (MPO and non-MPO), and other types of colleges (Table 1). Eighteen colleges were selected as replacements. The sample was drawn from the list of colleges developed by the DSHE.

Table 1. Distribution of College Samples by Type and Urban vs. Rural Location

Type of College	Number of Colleges	Location	Total
Government HSC	10	Rural	04
		Urban	06
Nongovernment HSC	48	Rural	22
		Urban	26
Section of School	09	Rural	3
		Urban	6
Degree (Pass)	15	Rural	12
		Urban	03
Degree (Honors)	08	Rural	5
		Urban	3
Master's	10	Rural	3
		Urban	7
Total	**100**		**100**

RESEARCH ACTIVITIES

Table 2 presents the number of individuals targeted in the quantitative survey, KIIs, FGDs, and direct observation as part of the College Study.

Table 2. Research Activities

Study Method	Tools	Respondents	Number of Activities per College	Number of Respondents
Survey	Guided by a structured question guide The survey would take 20–30 minutes Administered through computer-assisted personal interviewing (CAPI)	Teachers (with a focus on English and Mathematics)	4	400
		Male students	4	400
		Female students	4	400
Survey total			12	1,200
KII	Guided by a semi-structured question guide KII would take 40–60 minutes Audio recorded and notes taken	Principal	1	100
		Vice principal	1	100
		Education officer	1 (per district)	11
		College board member	1	100
KII total			4	311
FGDs	Guided by a semi-structured question guide FGD would take 30–40 minutes FGD would consist of four participants Audio recorded and notes taken	Teachers (with a focus on English and Mathematics)	1	100
		Male students	1	100
		Female students	1	100
FGD total			3	300
Direct observation	Guided by an observation checklist developed by ME&A (consisting of observation of classroom, college facilities, and educational activities)	College	1	100

The secondary data were sampled from national-level data sources such as BANBEIS, MOE, DSHE, and examination boards.

DATA COLLECTION

Over 21 days, the core study team and CST carried out four separate data collection activities as detailed below. The study team and CST were accompanied on all data collection visits by DSHE research officers from DSHE's central office (five officers) and regional offices (five officers).

CORE STUDY TEAM DATA COLLECTION AND INTERVIEWING ACTIVITIES

Data collection and interviewing activities were conducted on two levels:

1. National Level
    - Collected secondary data from DSHE, MOE, BANBEIS, and examination boards
    - Conducted IDIs/KIIs at the national stakeholder level with key stakeholders, including senior officials of DSHE, MOE, BANBEIS, NAEM, and National University representatives.
    - Held FGDs with DSHE officials, representatives of teachers' associations, and parent groups
2. Divisional Level
    - Conducted IDIs/KIIs in five divisions with principals and vice principals and FGDs with TTC and HSTTI teachers and students
    - Conducted KIIs/IDIs with three divisional education officers, including deputy directors

The national teacher professional development specialist, one notetaker/enumerator, and a DSHE research officer focused on conducting interviews in Dhaka for five days and IDIs, KIIs, and FGDs in three divisions (Barisal, Khulna, and Rajshahi) for 15 days. The national education research specialist and one notetaker/enumerator spent 10 working days in Dhaka conducting secondary data analysis and conducting interviews at the national level and 10 days conducting IDIs, KIIs, and FGDs in two divisions (Chattogram/Cox's Bazar and Mymensingh). The BMEL monitoring and evaluation (M&E) specialist traveled to all five divisions to assist with data collection, monitor data collection activities, and spot-check the data collected by the subcontractor.

COLLEGE STUDY TEAM DATA COLLECTION ACTIVITIES

1. ***KIIs***: At each college visited by a data collection sub-team, KIIs were conducted with the principal, a vice principal, and a college management committee (CMC) member. The KIIs were conducted by the team supervisor using a semi-structured interview guide. The principal and CMC member interview took 40–60 minutes, but the vice principal KIIs were extensive and took at least two to three hours. Innovision conducted one interview with the district education officer in each district. In total, 11 district education officers were interviewed.
2. ***FGDs***: At each college, the data collection sub-team conducted three FGDs—one with four teachers (preferably including teachers of English, mathematics, and science [biology, chemistry, and physics]), one with four female college students, and one with four male college students. Each FGD followed best practice protocols. Within the sub-team, one interviewer functioned as the moderator while the other took notes. The interviewers followed a facilitated discussion guide provided by the study team. Each FGD took approximately 30-40 minutes to complete. To address COVID-19 health risks, Innovision ensured social distancing and provided participants with masks and sanitizer.
3. ***Quantitative surveys with college teachers and students***: Data were collected using the teacher survey and student survey instruments prepared by the study team. Each survey instrument consisted of 20–25 questions in Bangla and took around 20–30 minutes to complete. All or most questions had multiple pre-coded answer possibilities for quick and easy data aggregation, which was performed daily. The survey results helped triangulate information gathered through other methods and added texture to the analysis.
4. ***Direct observation***: The team supervisor observed college classrooms, interactions between students, and educational facilities, as well as teacher and administrator interactions with students (data were disaggregated by gender). The observations were conducted with a college observation

form developed by the study team and approved by USAID. The GPS location of each college was also recorded in the direct observation form.

DATA MANAGEMENT, ANALYSIS, AND REPORTING

CORE STUDY SECONDARY DATA ANALYSIS

The local study team members analyzed the data to examine HSE strengths, weaknesses, and gaps at the national and division levels. In addition, the study team members collected secondary data from bilateral and multilateral organizations, BANBEIS, NAEM, academic institutions, HSTTIs, TTCs, NGOs, civil society organizations, and others. The secondary data collected from the Directorate of Secondary Schools and Divisional Directorate of Education were analyzed using descriptive statistics and presented in tables and charts as appropriate. Data were disaggregated at the division level and by the type of school.

CORE STUDY PRIMARY DATA ANALYSIS

The BMEL analyst worked alongside the study team to conduct all data analysis. Qualitative data from IDIs, KIIs, and FGDs were coded and analyzed using content analysis (using NVivo) to determine the presence of certain words, themes, or concepts. For the content analysis, the text was coded into manageable code categories and subcategories according to the sub-themes articulated within the study and guiding questions. Once coding was complete, the collected data were examined to find patterns and draw conclusions in response to the study questions. The data were analyzed in Excel and represented in charts and tables.

CORE STUDY DATA MANAGEMENT

1. *Data scripting team:* Considering the time limitation, the college survey subcontractor deployed a separate team to prepare the verbatim transcripts simultaneously with the data collection. The team worked at the subcontractor's head office and prepared the transcripts based on the interview notes and audio recordings. The scripting was prepared in English. The verbatim scripts were uploaded onto the online data collection platform.

2. *Quality auditing and reporting:* A quality audit team comprising the core team (survey coordinator and data analyst) and the field team (the field manager) was used to randomly spot-check fieldwork. The team physically monitored data collection for at least one college a day during their field visit. The KII/FGD audios were uploaded to the online data collection server daily. The data analyst looked for any inconsistencies in the data and notified the field manager if any were found.

3. *Data entry, scripting, analysis, and reporting*

    2. *Quantitative survey data*: The data were uploaded onto a server only after the supervisor checked and approved the data as complete. The data analyst downloaded the data in MS Excel format and exported it into SPSS by creating variable labels and value labels. The data were then analyzed in tabular format using SPSS according to the core study team's analysis and reporting instructions. The output was then provided to the study team and ME&A.

    3. *Qualitative assessment data*: A dedicated team prepared the verbatim scripting following the notes and the audio uploaded by the data collection team. The scripts were checked by the teams before finalization. The study team used NVivo software to analyze the qualitative data. During this stage, data were coded and put into the analysis software. The final cleaned scripts were provided to the study team leader in English.

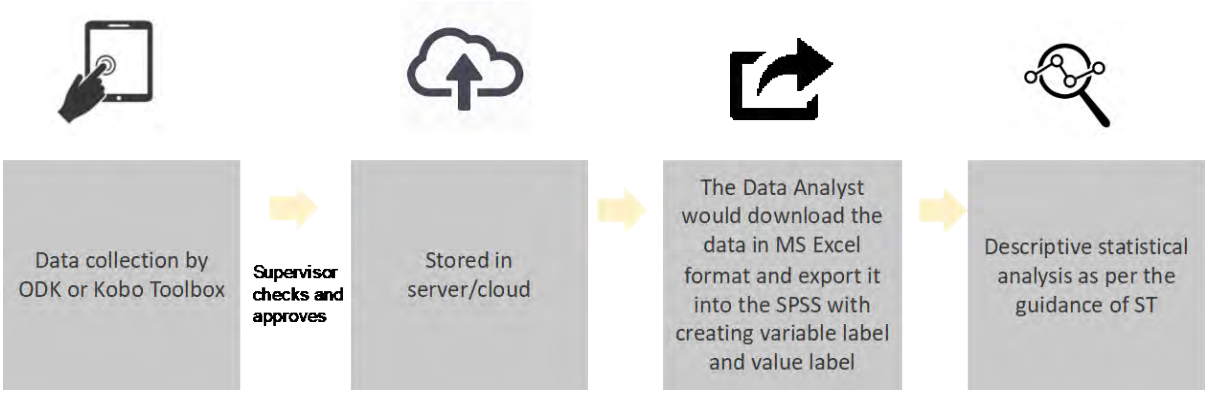
    4. *Data quality assurance by the core study team*: The supervisor of each data collection team performed quality assurance during data collection. In addition, the BMEL M&E specialist

visited data collection sites to spot-check the data and monitor the quality of the data collection process. Upon completion of fieldwork, the team leader, study team specialists, and BMEL team conducted quality control of the data collected by the local partner, reviewing at least 30 percent of the data (*e.g.*, transcripts of IDIs, KIIs, FGDs, and direct observation). Additionally, the study team performed a preliminary analysis of the data to ensure data reliability, validity, and proper interpretation of results.

COLLEGE STUDY DATA ENTRY, SCRIPTING, ANALYSIS, AND REPORTING

Quantitative Survey: The CAPI-based quantitative data collection was administered using ODK or Kobo Toolbox, which allows tablet PC-based data collection with a predesigned survey form. The data were uploaded onto a server after being checked and approved by the supervisor. The data analyst would download the data in MS Excel format and export it into the SPSS with a variable label and value label. The data were then analyzed in tabular format and provided to the ME&A/study team.

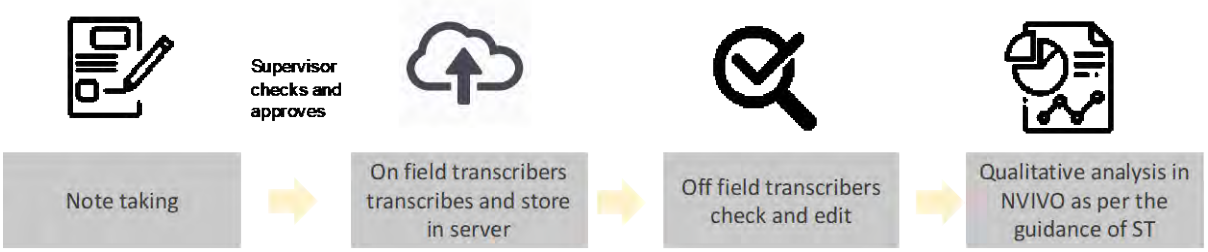
Figure 1. Quantitative Data Collection Process and Analysis



Qualitative Assessment: As stated, a dedicated team prepared the scripting following the notes and the audio uploaded by the data collection team. The data collector teams checked the scripts before finalization. The data analyst was responsible for ensuring the scripts' quality.

The data were then analyzed based on the data analysis plan provided by the team leader. The data analysis produced a tabular report with descriptive statistics. The team used Atlas.ti software for thematic analysis of qualitative data. During this stage, the team coded the data and put them into the analysis software and then conducted a thematic analysis following the analysis plan. The team provided the final cleaned scripts to the ME&A team in English.

Figure 2. Qualitative Data Collection, Recording, and Analysis Process



LIMITATIONS AND CHALLENGES

The assessment methodology involved several limitations and challenges, which were mostly mitigated through multiple data collection methodologies and data triangulation. By combining information from documents, KIIs, FGDs, surveys, direct observation and multiple sources, biased data from one source should not unduly skew the analysis. The following are the main limitations and challenges encountered on this assessment.

Selection bias. This can take place if only individuals with positive opinions are invited to participate in interviews. To mitigate this limitation, the study team and college survey teams conducted multiple interviews and FGDs with each participant category (e.g., teachers, students, teacher trainees, school principals and vice principals, school governing body members, government executive officers, teacher training college staff). The team also triangulated data collected through KIIs, FGDs, surveys, and secondary sources to assess the overall reliability of responses.

Assessment findings are based largely on key informants' subjective perceptions. Key informants inevitably have subjective biases. The study team could not verify all perceptions and anecdotes cited by key informants and sought to compensate for this limitation through cross-team validation and systemic data analysis that synthesized multiple data sources supported by NVivo data analysis software.

Social desirability or "halo" bias. This involves respondents answering questions to conform with what they believe the interviewer wants to hear or with what is acceptable to their community. The study team mitigated this potential bias by promising confidentiality before KII and FGD sessions, having participants fill out surveys individually and on an anonymous basis, and reassuring participants that their identities would not be revealed. The study team also explained the evaluation's purpose and reiterated the importance of participants expressing their true opinions, noting also that any questions they did not feel comfortable answering could be skipped. Finally, the study team minimized halo bias by triangulating information, ensuring that evaluation findings collected through one method would act as a check on findings from other data collection methods.

Short timeframe and limited resources to collect extensive data. To mitigate this limitation, the assessment divided data collection between the study team, which collected data from government and teacher training sources, and Innovision, which collected data at the college level. This enabled the assessment to cover a wide range of stakeholder groups, geographical locations, and school categories, helping ensure that a wide range of perspectives were captured in the four weeks of data collection.

Involvement of DSHE and Its Research Officers. The involvement of DSHE and its research officers in the development of the work plan and instruments and field data collection added a layer of complexity and coordination that made it difficult to adhere to a strict timeline for this assessment. Government departments and officers must manage a variety of tasks at any one time, which meant they were not always available to review documents and work with the study team on the assessment's instruments and data collection plan. The schedule for developing instruments and a plan acceptable to government partners depended largely on government officers' availability. To allow for this, the study team did not fixate on maintaining a rigid timeline and adjusted its work to fit the government's schedule. This was not problematic, but the start of data collection was postponed while this process worked its way through. Once data collection commenced, DSHE dedicated its research officers to the assessment, which resulted in a very smooth data collection effort. Having the research officers work with the study team and Innovision team to facilitate data collection helped greatly in facilitating access to and coordination with stakeholders.

COVID-19: The COVID-19 pandemic created travel and mobility restrictions. The team leader did not travel to Bangladesh and the study team had to sometimes conduct interviews remotely using online

teleconferencing platforms (e.g., Zoom, MS Teams, and/or Google Meet) or by phone. Remote interviews limit personal interaction, making it difficult to observe non-vocal cues or body language and determine whether the respondent truly understands the questions or is providing accurate information. Also, limitations related to internet bandwidth made communication more difficult at times. One strength of conducting interviews online or by phone was that it was easier to interview the person at their convenience. In addition, it was easier to follow up with people if additional information was needed.

COVID-19-related restrictions also limited the number of people who could be invited to participate in FGDs to five. The evaluation team distributed masks and hand sanitizer to all FGD participants.

Another limitation was the direct impact of COVID-19 on the BMEL staff. The data analyst for this assessment became very ill with COVID-19 just as the field data were being collated from the field. His recovery from the disease took more than a month, during which he could not fully engage with the analysis. At the same time, several family members of BMEL's M&E specialist, the data analyst's backup, also fell ill, including one who required hospitalization in an ICU and a lengthy recovery period. At the same time, BMEL's Evaluation Lead could not assist as her LOE was already past her budgeted estimate. ME&A surged support to assist the study team with data analysis though the size and complexity of the data collected for this assessment required familiarity, which meant that completion of the analysis was slow. Data analysis was not completed until the data analyst could fully re-engage in mid-May. This delayed the completion of the draft report by two weeks.

4.0 FINDINGS AND CONCLUSIONS

QUESTION 1

How did the HSE system/colleges perform in the last five years in terms of enrollment growth and internal efficiency?

Recent years have seen significant growth in HSE enrollment and completion rates and some progress in HSE enrollment gender equity. Data reveal large disparities between urban and rural college enrollment, presenting challenges for advancing equity and socioeconomic development.

1.1 ENROLLMENT GROWTH AND DISPARITIES

The rapid growth of secondary education (student enrollment in Grades 6–10 rose from 4.97 million in 2009 to 9.017 million in 2020) increased demand for HSE. To meet this demand, college sections of secondary and HSE schools—mainly in the private sector—became more numerous. Between 2016 and 2020, student enrollment in general HSE rose at an annual compound growth rate (ACGR) of 5 percent from 2.047 million to 2.481 million (Table 3), much higher than the general population growth rate. Female enrollment grew at a much higher ACGR (6.5 percent) than did male enrollment (3.3 percent), resulting in female HSE enrollment share rising from 49.5 percent in 2016 to 52.5 percent in 2020.

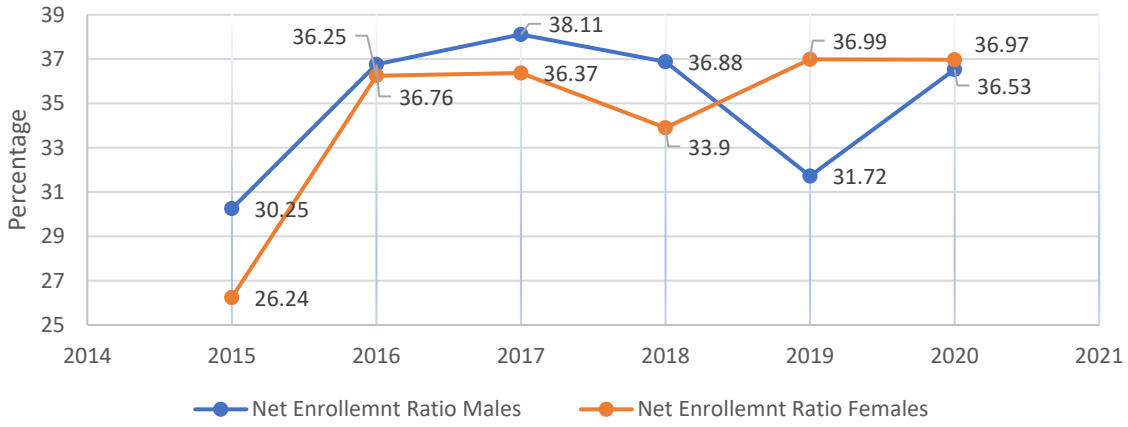
Table 3: Enrollment ('000) in Grades 11–12 in College Sections/Colleges

	Grade 11		Grade 12		Total Grades 11–12			
	Male	Female	Male	Female	Male	Female	Total	Females as % of Total
2020	621	566	682	612	1179	**1303**	2481	52%
2019	626	599	568	572	1172	**1194**	2366	50%
2018	610	585	554	558	1143	**1164**	2308	50%
2017	525	517	512	511	1028	**1037**	2066	50%
2016	536	561	477	473	1034	**1013**	2047	49%
ACGR*	0.3%	3.7%	6.6%	9.3%	3.3%	6.5%	4.9%	

*ACGR=Annual Compound Growth Rate ** Source of data: BANBEIS

According to BANBEIS data, the net enrollment ratio (NER) for males at HSE level grew from 30.25 percent in 2015 to 36.53 percent in 2020, and the NER for females grew from 26.24 percent to 36.97 percent for the same period (Figure 4). The NER for females grew almost 4 percentage points more than for males.

Figure 3: Net Enrollment Ratios Higher Secondary Education Level 2015–2020



Source: BANBEIS

The trend can be attributed to parents' increased awareness of the importance of girls' enrollment in higher education and attainment of an HSE diploma. Additionally, the GOB increased the stipend/scholarship program to encourage girls' enrollment in higher education during the last five years.

1.1.1 The Private Sector's Role and Nongovernment College Quality

Because of the limited number of colleges in the public sector (about 10 percent of colleges in Bangladesh), two-thirds (66.34 percent) of HSE students are enrolled in private, nongovernment colleges, which constitute 86 percent of all HSE institutions in Bangladesh. Nongovernment colleges are divided into two categories: qualified nongovernment colleges, listed as MPO colleges, and non-MPO colleges, which are far more abundant. The overwhelming majority of government-supported HSE programs in Bangladesh (about 80 percent) are offered through MPO colleges, which receive government subsidies for teacher salaries, infrastructural development grants, and some development budget assistance.

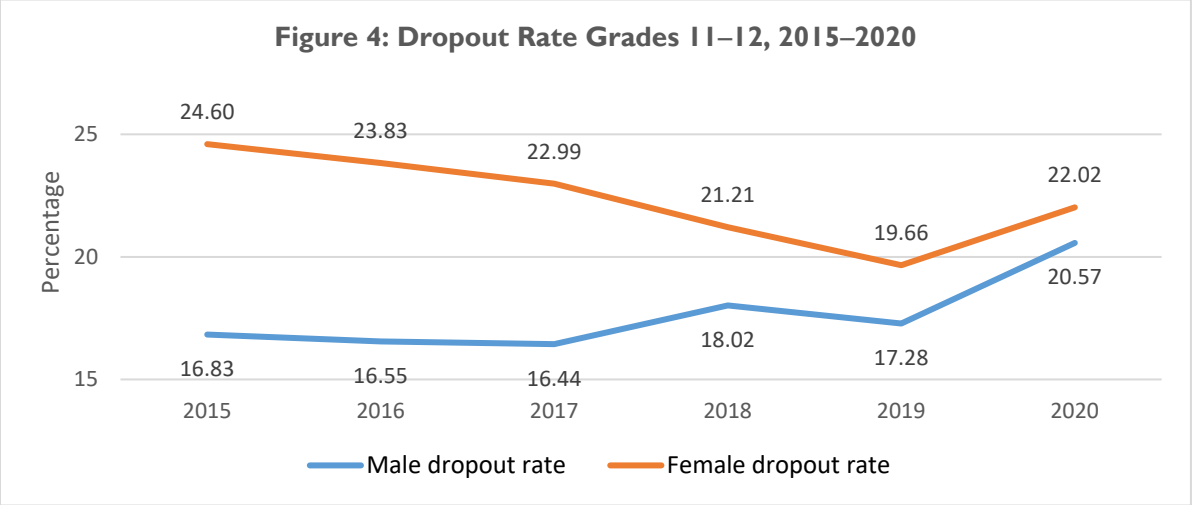
Although the government provides limited financial assistance to MPO colleges, the assistance is not enough for quality education. Non-MPO colleges finance about 80 percent of their operational costs through student fees, resulting in a financial burden on middle-income and lower-middle-income parents. The quality of education in these colleges is comparatively poor and teachers are not well paid. Interviews with teachers revealed overcrowded classrooms, limited science laboratory facilities, and inadequate investment in teachers' professional development through in-service training courses. Also, enrollment in marketable subject streams (such as business management) has not grown proportionally to overall enrollment. Expanded output in nonmarketable subjects/skills such as civics/political science, religious studies, and humanities subjects can result in educated unemployment.

Yet although the quality of these nongovernment institutions is low compared with that of government institutions, the increased access to and enrollment in HSE would not have been possible without them.

1.2 INTERNAL EFFICIENCY: DROPOUT AND COMPLETION RATES 2015–2020

BANBEIS data indicate that the girls' dropout rate was significantly higher than that of boys in 2015 (24.6 percent compared with 16.8 percent for boys), but the gap gradually became smaller over the next five years (Figure 4). The girls' dropout rate declined to 22.0 percent in 2020, whereas the boys' dropout rate rose to 20.6 percent during the same period.

Figure 4: Dropout Rate Grades 11–12, 2015–2020

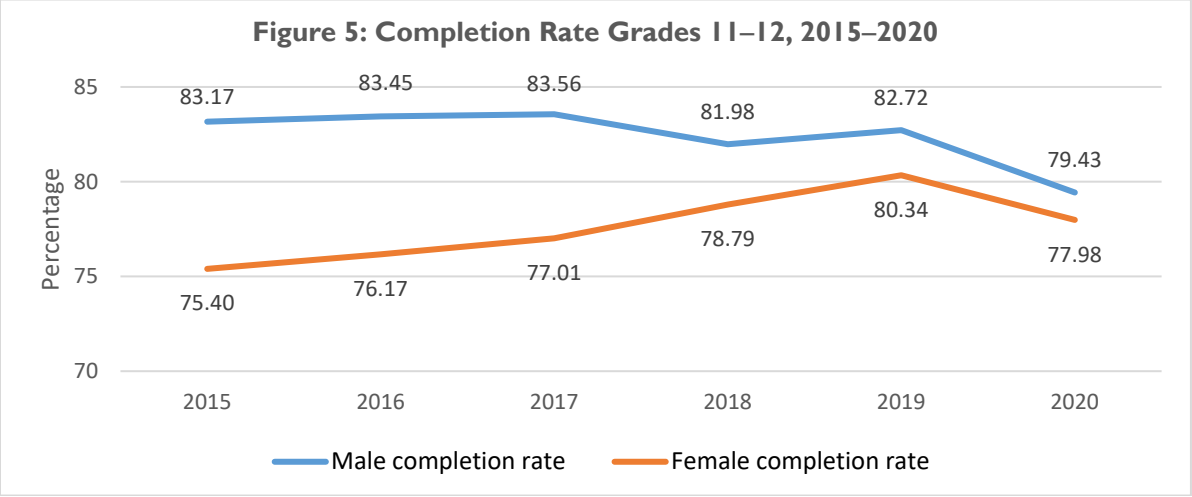


Source: BANBEIS Data 2020

According to interviews with college vice principals, two leading factors have contributed to females' higher dropout rates: poverty and early marriage. These factors were slightly more dominant in rural colleges than in urban colleges. In addition, because of colleges' distant location, female students often struggle with the limited public transportation available and face security issues (including fears of harassment and eve-teasing). Such factors negatively impact females and their parents' willingness to continue their HSE studies, resulting in dropouts.

The boys' completion rate declined from 83 percent in 2015 to 79 percent in 2020, whereas the girls' completion rate rose from 75 percent to 78 percent during the same period (Figure 5). This finding can be attributed to family socioeconomic factors: males have breadwinner responsibilities and must leave college if difficult financial circumstances require them to support the family.

Figure 5: Completion Rate Grades 11–12, 2015–2020



Source: BANBEIS Data 2020

QUESTION 2

How are the colleges/college sections managed and financed?

HSE management is complex, involving multiple authorities and multiple types of educational institutions. Whereas education standards and student assessment are supervised by the Boards and curricula are developed by the National Curriculum and Textbook Board, teacher recruitment (through the Bangladesh Public Service Commission) for public colleges, training, and supervision are managed by DSHE and, for private colleges, college governing bodies. Also, although 86 percent of HSE institutions are nongovernment colleges, their standards and oversight involve highly centralized governing agencies. Government financial assistance is limited mostly to government and (to a small extent) MPO colleges; nongovernment colleges receive most of their funding from student fees.

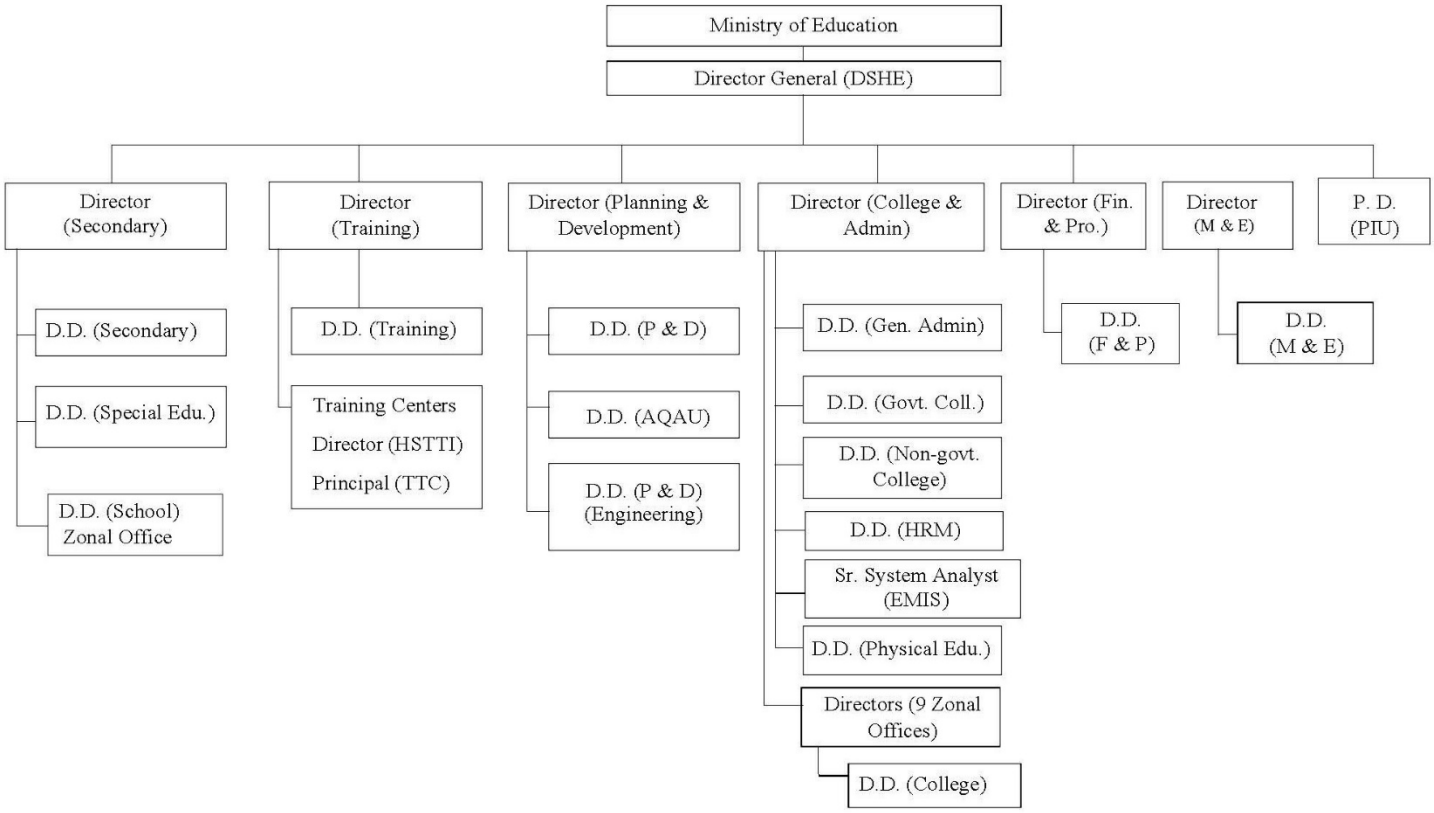
2.1 DSHE ROLES, RESPONSIBILITIES, AND STRUCTURE

Under MOE supervision and guidance, DSHE, headed by a director-general, manages secondary education, HSE, and higher education in government and nongovernment (MPO and non-MPO) institutions (Figure 6). More specifically, DSHE is assigned the following roles and responsibilities:

- To implement government policy for secondary education (Grades 6–10), HSE (Grades 11–12), and higher education (bachelor's and master's programs)
- To help MOE formulate policies concerning secondary, higher secondary, and higher education
- To promote and maintain quantitative and qualitative standards of education
- To help evaluate and assess the need for curriculum changes
- To prepare revenue and development budgets, maintain all educational institution accounts, and decide on auditing practices
- To coordinate and provide support to all types of educational institutions
- To administer recruitment, posting, transfer, promotion, retirement, and disciplinary cases of officers and employees working under DSHE's administrative control
- To create proposals for development projects and monitor and supervise activities under these development projects
- To arrange training programs both at home and abroad for teachers and officials working in educational institutions (DSHE, colleges, schools, training institutes, etc.)
- To provide information on educational matters to the related agencies and organizations
- To liaise with various government departments and organizations

DSHE contains six wings: College and General Administration, Secondary Education, Training, Planning and Development, Monitoring and Evaluation, and Finance and Procurement. Each wing is headed by Director who performs assigned tasks through nine divisional/zonal directorates (headed by a director), 64 district education offices, and 480 *upazila* offices.

Figure 6: Organizational Structure of the Directorate of Secondary and Higher Education



DD = Deputy Director; P & D = Planning & Development; PD = Project Director; PIU = Project Implementation Unit; AQAU = Access and Quality Assurance Unit; HRM = Human Resource Management; Fina. & Procu. = Finance and Procurement, M&E= Monitoring & Evaluation.

The College and General Administration wing is divided into four sub-wings: general administration, government college, nongovernment college, and Education Management Information System. The general administration wing deals with general and personnel administration of the head office and field offices. It also deals with the budget and finances for DSHE, its subordinate offices, and educational institutions.

The Training wing is responsible for training programs for teachers and officials working under DSHE, including government colleges, TTCs, HSTTIs, and the Bangladesh Madrasah Teacher Training Institute. HSE is responsible for formulating policy on secondary and higher education development. The Planning and Development wing prepares project proposals and monitors and evaluates the performance of approved projects. It also liaises with donor agencies and prepares the Annual Development Program (ADP) and Revised Annual Development Program.[1]

2.1.1 Zonal Offices

DSHE implements its college education activities through nine zonal offices situated in eight administrative divisions, plus an office in the Comilla district. Each zonal office is led by a director. The study found that both service providers (zonal office directors) and service recipients (college teachers) perceived the zonal

[1] The ADP is a list of projects in various sectors and their allocations for one year of a five-year plan for implementation of government development policies, programs, and investments. The ADP is prepared based on the year's development budget approved by Parliament.

office to have limited capacity and authority to govern colleges. This is probably because the zonal offices are financed by the Secondary Education Sector Investment Program and their permanence is therefore uncertain, impeding efforts to undertake long-term initiatives and undermining teachers' confidence in the offices' support.

The nine zonal offices, which provide administrative support to 4,551 colleges, lack sufficient resources. One assistant and one deputy director are responsible for overseeing college issues and cannot possibly manage all the remote colleges from their divisional office. One key informant stated, "While the primary and secondary level education system has district and *upazila* (sub-district) level education offices to administer and manage the institutional activities, for the college level, there are only regional offices to perform these tasks. This is a huge gap" (KII DD).

2.1.2 Nongovernment College Management

The nongovernment college subdivision (in the College and Administration wing) deals mainly with the management of nongovernment MPOs, inclusion, and exclusion of teachers and principals on the MPO list, salary scales, teacher promotions, and related matters. In addition, it appoints the director general's representatives in the colleges' governing bodies and recruitment committees. It provides data and information to MOE.

Government oversight and support of recognized nongovernment colleges are regulated by the Recognized Nongovernment Intermediate College Teachers Board of Intermediate and Secondary Education under the Terms and Conditions of Service Regulations, 1979. The Board of Intermediate and Secondary Education regulates the oversight of non-recognized colleges under the Board of Intermediate and Secondary Education (Governing Bodies of Nongovernment Intermediates Colleges) Regulation 1977, which is amended from time to time.

Every nongovernment intermediate college recognized by the Board must be managed through a governing body consisting of the following members:

Chairman: The Deputy Commissioner is concerned with colleges in the district headquarters area and appoints all governing body chairmen; for colleges outside the district headquarters area, the Deputy Commissioner, an additional Deputy Commissioner, or a Subdivisional Officer is nominated by the Deputy Commissioner. In special cases, the Deputy Commissioner may, with the approval of the Commissioner, nominate a local distinguished person interested in education as Chairman.

Member-Secretary: the college principal (ex officio)

Other Members:

- Two teachers elected by the teaching staff themselves
- Two guardians elected by the college's student guardians themselves
- One founder elected by the founders themselves
- One donor elected by the donors themselves
- Two individuals interested in education—one nominated by the Chairman of the Board and the other nominated by the Director of Public Instruction

The governing body's powers and functions are as follows:

- To appoint, subject to any conditions imposed by the Board, the principal and members of the teaching and nonteaching staff

- To sanction posts and determine the terms and conditions of service of the staff and to grant monetary advances, bonuses, or gratuities to persons it appoints
- To sanction expenditures on the purchase, acquisition, construction, and repair of books, equipment, lands, buildings, and structures for running the intermediate college efficiently
- To fix the number of full-free and half-free studentships and determine the extent of other financial assistance to deserving students (financial assistance is awarded by a committee consisting of the principal and two teachers appointed by the governing body)
- To prepare the intermediate college's annual budget, control expenditure under the budget, and examine and approve accounts
- To perform other duties entrusted to it by the Board or the Government

The governing body may appoint a standing finance committee that meets at least once a month to examine the college's accounts.

Although local government administrative officials recently replaced local members of Parliament as heads of governing bodies, politically influential individuals still get involved in colleges' governing bodies and use their political connections and power to gain personal benefits.

2.2 HSE MANAGEMENT EFFICACY AND QUALITY

When college principals were asked for recommendations to improve education efficacy and quality, 35–64 percent recommended establishing a system for in-house teacher training (Table 4). Urban college principals and principals from non-MPO and MPO colleges run by governing bodies generally supported this recommendation more than rural principals and principals at government colleges did. Other recommendations included developing infrastructure, increasing teachers' facilities, and increasing teacher monitoring for teachers under government supervision.

Table 4: College Principals' Recommendations for Improving Education Efficacy and Quality

College Category	Government		MPO		Non-MPO	
Location	Rural	Urban	Rural	Urban	Rural	Urban
N=100	(11)	(15)	(20)	(11)	(16)	(27)
Arranging in-house trainings for the teachers	36.4%	46.7%	35.0%	63.6%	50.0%	55.6%
Increasing teacher monitoring under government supervision	0.0%	13.3%	10.0%	0.0%	6.3%	7.4%
Increasing teachers' facilities	18.2%	6.7%	5.0%	0.0%	0.0%	0.0%
Developing infrastructure	0.0%	26.7%	25.0%	9.1%	6.3%	3.7%

Source: College Survey Data 2021

In FGDs, nongovernment college principals frequently expressed dissatisfaction with management committee members' educational qualifications and the nexus between members and local politicians. These principals perceived that many committee members are not well educated, are not education experts, and cannot properly evaluate important dimensions of education, rendering them unfit to improve their colleges' educational quality. One of the participants elaborated as follows:

> The majority of nongovernment college governing bodies are not fairly formed (free from political personnel) and do not have well-educated members. The governing body members often do not allow teachers to go to training programs due to personal conflicts and political clashes and are unable to value the importance of the training program. (FGD B)

Similarly, FGD participants mentioned that in several instances politically influential members of the college committees abused their power in matters related to college administration, teacher transfers, award of service benefits, and show of favoritism, causing frustration among other teachers and staff members. One teacher stated, "If a college teacher is not cooperating with the politically powerful teachers, he/she will be transferred. The politically active teachers are selected (to be a part of the staff council) rather than the brilliant ones."

2.3 HSE FINANCES

2.3.1 Funding Sources

Government colleges are funded through the national budget under two budget categories: the recurring budget and the development budget.

Recurring Budget: The recurring budget is granted under three subcategories: salaries, operational expenses, and other charges. Recently, the recurring budget has grown at an annual rate of 5–10 percent. About 85–90 percent of the recurring budget is allocated for salaries and the remaining 10–15 percent is allocated for operational and other expenses.

Development Budget: The development budget, granted as part of a need-based development project with specific objectives, provides for developing physical facilities for new and/or established colleges; purchasing equipment for laboratories, including ICT; providing teacher training; acquiring library books; and other items to improve education quality. Development projects undergo a 6- to 12-month approval process through the Ministries of Planning and Development and Finance. After approval, the project's funding is included in the ADP by the Ministry of Finance. Projects aided or implemented by foreign donors also must go through this processing cycle.

Tuition and other student fees at government colleges constitute only a small portion of government colleges' income.

MPO Grant Assistance: The government provides MPO grant assistance only to private colleges that are recognized by the Board of Higher Secondary Education using MOE/DSHE-specified criteria. At government colleges, all developmental and recurring expenditures (including salaries) are financed through the Government's budget grants, whereas at MPO-listed colleges, MPO grants are awarded in the form of salary payments for a specified number of teachers (41 percent) (Table 5). Non-MPO colleges do not receive MPO assistance.

Other Income Sources by College Category: Development budget grants also provide development projects for government and MPO colleges, including laboratory/ICT equipment, MPO-listed teacher training, and other purposes determined by DSHE (12 percent for government colleges and 7 percent for MPO colleges). These grants are allocated on a project-by-project basis. Nine development projects, of which only two pertain to colleges, are now being implemented by DSHE for ICT labs, infrastructure, and smart classrooms.

Though non-MPO colleges may receive occasional government support as part of DSHE development projects, the college survey revealed that their main funding sources are tuition fees and other student charges (90 percent), donations (6 percent), and income from property and assets (3 percent).

About 67 percent of MPO colleges' income was raised through student fees, and about 22 percent came from government assistance in the form of MPO grants for teacher salaries. Because the largest component of the total DSHE/MOE budget is the recurring budget, the share of these sources does not vary much from year to year.

Table 5: Income Sources (in %) in 2019, by College Category

College Category	Govt (%)	MPO (%)	Non-MPO (%)
Development grant	11.94	7.09	0.00
Non-salary recurring budget	14.33	1.20	0.00
Salary recurring budget	40.92	0.00	0.00
Donations	1.40	0.12	6.03
Tuition fees and other charges	23.91	66.85	90.26
Income from property and assets	0.05	0.19	3.12
MPO grant	0.00	22.21	0.00
Other	7.45	2.35	0.59
Total	100.00	100.00	100.00

Source: College Survey Data 2021

The amount of a college's budget depends on its enrollment size and development needs, especially infrastructure for new colleges. The government allocates development grants for all types of colleges, but the amount varies depending on the college's special needs and central development plans. On average, government colleges in rural areas received much larger development grants than other colleges (Table 6). Observation revealed that many of these colleges are new and in the developmental stage. MPO colleges received some development grant assistance, especially in urban areas, whereas non-MPO colleges received no development grant assistance in rural or urban areas.

The government pays salaries and several other benefits to government college teachers and staff directly into their bank accounts. MPO-listed colleges receive only basic salaries for their teachers and staff in the form of MPO grants. Only government and MPO colleges receive recurring grants; non-MPO colleges receive only occasional development grants or benefits from centralized development projects.

Table 6: Average Budget (in Thousand TKs) and Funding Sources by College Category, 2019

	Rural			Urban			Total Rural-Urban		
Budget Category	Govt.	MPO	Non-MPO	Govt.	MPO	Non-MPO	Govt.	MPO	Non-MPO
N=100	11	20	16	15	11	27	26	31	43
Dev grant	13882	2318	14	36	5035	14	6128	3314	14
Recur grant	208	779	0	8692	182	0	4959	560	0
Donations	1636	87	80		5	283	720	57	209
Salary grant	19679		0	22050		0	21007	0	0
Tuition and other	*	6691	1087	*	13770	1507	*	9287	1352
Asset income	47	35	109	12	178	107	27	87	108
MPO grant	0	12375	0		6962	0	0	10390	0
Other	333	152	19	6569	2731	21	3825	1098	20
Total	35784	22438	1311	37359	28862	1932	36666	24793	1703

Source: College Survey Data 2021

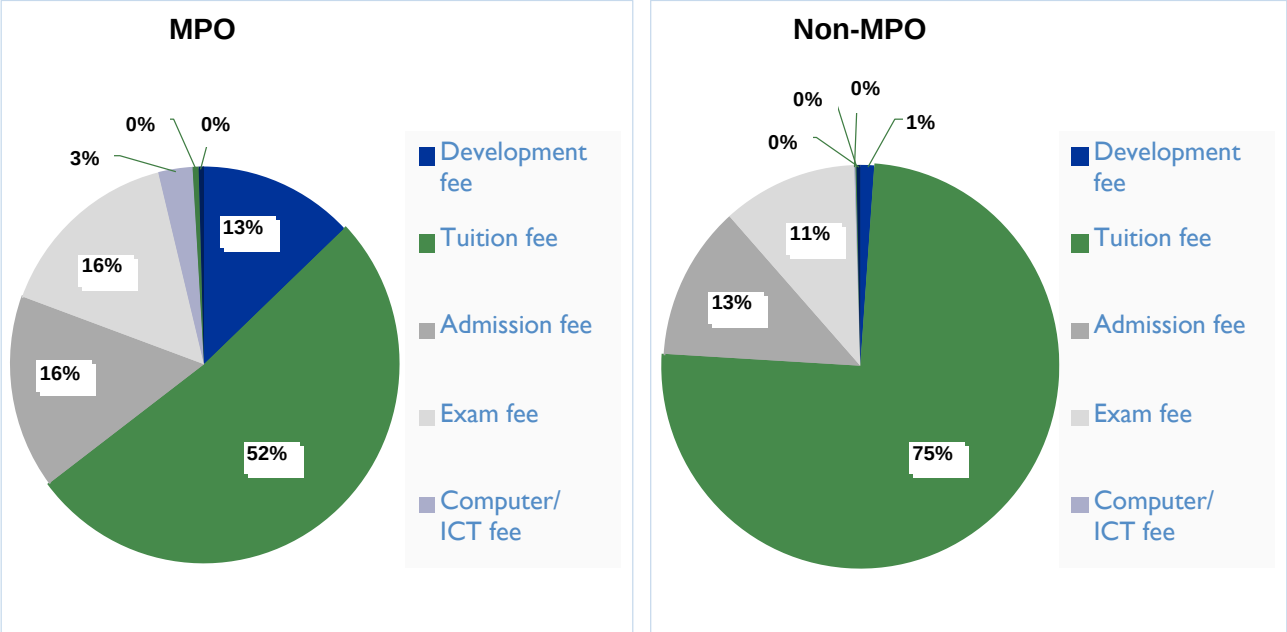
*Tuition fees of government colleges are paid to the Single Treasury Account; therefore, they are not reflected as the source of funding in individual colleges' budgets.

2.3.2 Types of Student Fees

As indicated in Table 5 above, MPO colleges and non-MPO colleges raise 67 percent and 90 percent, respectively, of their income by charging various student fees. For MPO colleges, most fees were for

tuition (52 percent), followed by admission and examination fees (16 percent each), development fees (13 percent), and computer/ICT fees (3 percent) (Figure 8). For non-MPO colleges, the vast majority of fees were for tuition (75 percent), followed by admission fees (13 percent), examination fees (11 percent), and development fees (1 percent). Interestingly, no fees were reported for computer/ICT.

Figure 7: Student Fees Charged by MPO and Non-MPO Colleges

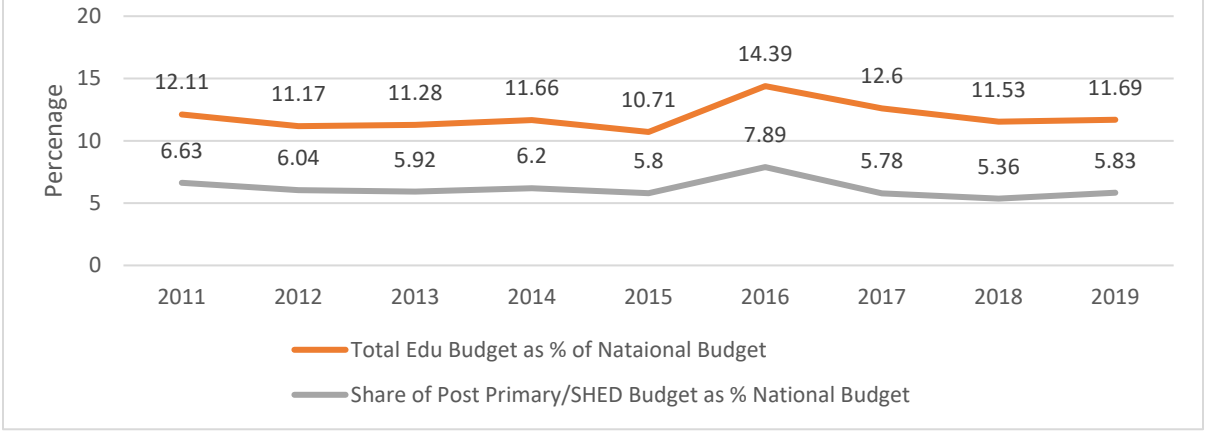


Source: College Survey Data 2021

2.3.3 Education Budget Trends

According to UNESCO data, Bangladesh's expenditure on education as a percentage of GDP declined from 2.13 percent in 2011 to 1.33 percent in 2019. The overall share of education as a percentage of the national budget declined from 12.11 percent in 2011 to 11.69 percent, and the share of post-primary/secondary and higher education declined from 6.63 percent to 5.83 percent (Figure 8).

Figure 8: Shares of Total Education Budget and Post-Primary/SHED Education Budget as a % of the National Budget 2011– 2019



Source: UNESCO

2.3.4 College Budget Adequacy

For the college survey, principals of all 100 sample colleges were asked whether theircolleges' budgets were adequate to run their colleges effectively. None indicated 100 percent adequacy (Table 7). Government rural colleges (72.7 percent) and MPO urban colleges (63.6 percent) had more adequate budgets than others. Surprisingly, the highest incidence of the shortfall is in urban government colleges, 67 percent of which reported a shortfall of either 10–20 percent (40 percent) or more than 30 percent (27 percent). This may be because these colleges attract the best students by charging comparatively low student fees and accordingly are provided with the best educational facilities and equipment and are asked to admit more students than their capacity allows. Larger enrollment sizes and efforts to maintain high standards require more resources and higher operational expenses, but the annual budgets are not raised in proportion to increased enrollment and/or increases in cost per student.

Table 7: College Principals' Opinions on College Budget Adequacy

	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
Adequate budget	72.7%	33.3%	45.0%	63.6%	50.0%	40.7%
Shortfall above 30%	27.3%	26.7%	35.0%	0.0%	37.5%	37.0%
Shortfall of 20–30%	0.0%	0.0%	5.0%	18.2%	6.3%	11.1%
Shortfall of 10–20%	0.0%	40.0%	15.0%	18.2%	6.3%	11.1%

Source: College Survey Data 2021

2.3.5 Non-Salary Recurrent Budget

In the government's educational budget allocation system, the non-salary budget comprises mostly operating expenses such as utilities, routine maintenance, and other miscellaneous expenses. Only a small portion is earmarked for items related to educational quality. The non-salary recurring budget is generally allocated for the purchase of chemicals and other inputs for science laboratories, library books and journals, local travel for educational supervision, training, and so forth. In most cases, the budget required for improving educational quality is provided through development projects planned and implemented centrally by DSHE. Critical and highly demanded components of the development budget include teacher and principal training, procurement of modern teaching-learning resources such as multimedia, reduction of large classroom sizes, laboratory equipment, library books, and so forth. Nongovernment college governing bodies have the authority to decide the share of the non-salary budget; often this share is not adequate to meet the colleges' requirements.

2.3.6 Major College Expenses

Lack of itemization of government expenses prevents a detailed analysis of expenditure. Therefore, the study team used the data collected through its national survey of 100 colleges. The largest expense (57.–73 percent) in 2019 was for salaries (Table 8). The next-largest expense for government and MPO colleges was building improvement (22 and 16 percent, respectively). For non-MPO colleges, the next-largest expense was rental costs (9 percent). Less than 1 percent of the total budget was spent on laboratory equipment, ICT, or teachers' professional development.

Table 8: Composition of College Expenses by Percentage

	Govt	MPO	Non-MPO
Building improvement	21.97	16.11	2.90
Rentals	0.00	0.12	9.11
Salaries	57.05	65.31	73.21

	Govt	MPO	Non-MPO
Building operational expenses	0.51	2.26	2.50
Teacher professional development	0.06	0.02	0.27
Lab equipment	0.63	0.20	1.93
ICT	0.42	0.74	2.33
Other	19.21	14.93	7.04
Total	100.00	100.00	100.00

Source: College Survey Data 2021

Tables 8a and 8b present shares of various expenditure items under recurring and developmental budget.

Table 8a: Average Percentage of Recurring Budget Spent on Various Items by College Category in 2019

Expenditure Type	Government	MPO-Listed	Non-MPO
Rentals	0.00	0.14	9.92
Salaries	74.32	79.05	79.69
Building operational expenses	0.66	2.74	2.72
Other	25.02	18.07	7.67
Total	100.00	100.00	100.00

Source: College Survey Data 2021

As Table 8a shows, 74–80 percent of the recurring budget was spent on salaries by all categories of colleges. Non-MPO colleges spent about 10 percent of their budget on building rentals, indicating that many of the non-MPO colleges do not own buildings. Government colleges reported a substantial portion (25 percent) of their recurring budget under the "Other" category, details of which were not reported. Generally, other recurring expenditures include contingencies, utilities, consumables (including lab chemicals), and limited repairs and/or replacement. It is not known what part of the recurring budget was spent on items that could improve the quality of the teaching-learning process (e.g., journals, multimedia teaching aids, software, ICT and science lab consumables).

As Table 8b shows, 29–64 percent of the development budget was spent on building improvements (including new construction). It is encouraging that about 9 percent of the budget was spent on library books and journals by all categories of colleges—an item that contributes to improvement of education quality. It is also encouraging that government colleges spent 35 percent and 24 percent on lab equipment and ICT, respectively. MPO and non-MPO colleges also prioritized improvements of ICT by spending 20–30 percent of their development budgets under this category, although their overall development budget base is much lower than that of government colleges. It is disappointing that an insignificant proportion of the budget (less than 1 percent in MPO colleges to about 3 percent in government and non-MPO colleges) was spent on teachers' professional development.

Table 8b: Average Percentage of Development Budget Spent on Various Items by College Category in 2019

Expenditure Item Categories	Government	MPO-Listed	Non-MPO
Building improvement	28.51	63.81	32.34
Library books and journals	9.11	9.29	9.15
Teacher professional development	3.18	0.57	3.55
Lab equipment	35.29	5.53	24.89

Expenditure Item Categories	Government	MPO-Listed	Non-MPO
ICT	23.91	20.80	30.07
Total	100.00	100.00	100.00

Source: College Survey Data 2021

Table 9 presents rural-urban differences in expenditure patterns by college category and urban/rural location. The largest expense across all categories was for salaries, ranging from 57 percent in government colleges to 73 percent in non-MPO colleges. The next-highest cost recorded for government colleges was building improvement (22 percent)—virtually all of it for rural government colleges, which scored 49 percent on this indicator. The lack of spending on urban government college building improvement implies little expansion of facilities. Together with the increasing demand for educational access to these colleges, this might account for the reported overcrowding in urban government college classrooms. Building improvement was also the second-highest expense for MPO colleges (16 percent); however, most of this cost was recorded for urban MPO colleges, which scored 24 percent on this indicator. Non-MPO colleges recorded 3 percent for building improvement perhaps because they rent a larger proportion of their buildings; rentals are their second-highest expense category (9 percent). Expenditure on items such as teachers' professional development, ICT, and lab equipment was negligible—generally less than 1 percent for each item—except for rural and urban non-MPO colleges, which spent between 1 and 3 percent on lab equipment and ICT.

Table 9: Percentage of Budget Spent on Various Items by College Category and Rural-Urban Location, 2019

College Category	Govt (in %)		MPO (in %)		Non-MPO (in %)		Overall (in %)		
	Rural	Urban	Rural	Urban	Rural	Urban	Govt	MPO	Non-MPO
Building improvement	49.18	0.21	6.51	23.91	5.89	1.42	21.97	16.11	2.91
Rentals	-	-	-	0.21	7.07	10.12	-	0.12	9.11
Salaries	50.02	91.21	75.78	56.80	71.07	74.27	57.05	65.31	73.23
Operational expenses	0.07	0.85	4.66	0.31	1.57	2.97	0.51	2.26	2.50
Library books and journals	0.05	0.25	0.67	0.06	0.59	0.77	0.16	0.33	0.71
Teacher professional development	0.04	0.07	0.05	-	-	0.41	0.06	0.02	0.27
Lab equipment	0.19	0.98	0.30	0.11	2.87	1.46	0.63	0.20	1.93
ICT items	0.36	0.48	0.51	0.92	2.15	2.41	0.42	0.74	2.33

Source: College Survey Data 2021

2.4 TEACHER, PRINCIPAL, AND VICE PRINCIPAL RECRUITMENT AND TRAINING

The recruitment procedure for college personnel varies by position type (teacher, principal, and vice principal) and by college category (government and nongovernment).

2.4.1 Teacher Recruitment

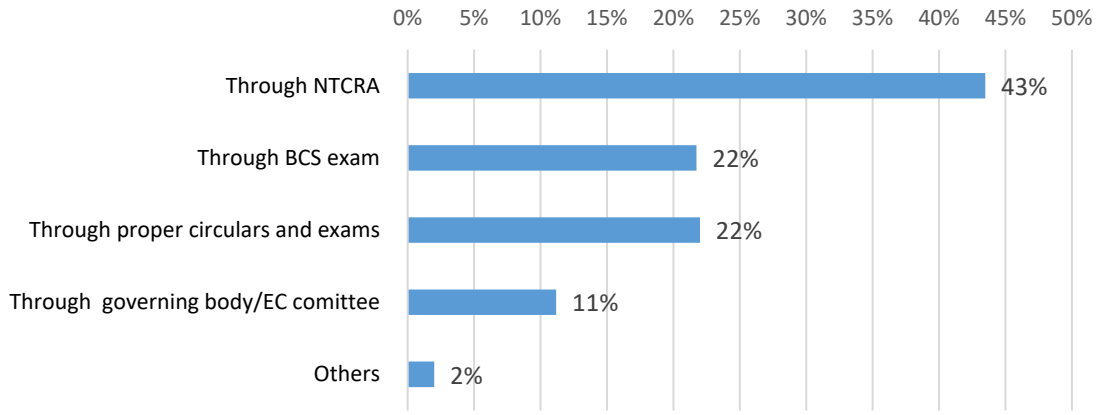
Government college teachers are recruited as a Bangladesh Civil Service (BCS) cadre in the general education category. Bangladesh Public Service Commission (BPSC) is the main policy-setting (in association with the MOE) and recruiting body for BCS. Recruitment is competitive and involves several examination procedures. However, there are no special criteria for government college teacher recruitment or promotion, except the requirement of obtaining an honors degree or a master's degree

(at least Second Division or equivalent) in the relevant subject as part of the initial recruitment and a specified minimum of years of experience to obtain a promotion.

Nongovernment teachers are recruited through the Nongovernment Teachers' Registration and Certification Authority (NTRCA), a statutory body established in 2005 under MOE with the mandate of registering and certifying qualified and competent persons as teachers. NTRCA organizes teacher registration examinations yearly to develop a pool of qualified teachers. Nongovernment colleges that need teachers must appoint them from this pool based on merit.

Although 43 percent of teachers that participated in FGDs believed that NTRCA is an appropriate mode of teacher recruitment, only 22 percent stated that the BCS examination and curricula are appropriate modes and only 11 percent indicated that recruitment through a governing body or employment committee is appropriate (Figure 9).

Figure 9: Teacher Perceptions of Teacher Recruitment Policy



Source: College Survey Data 2021

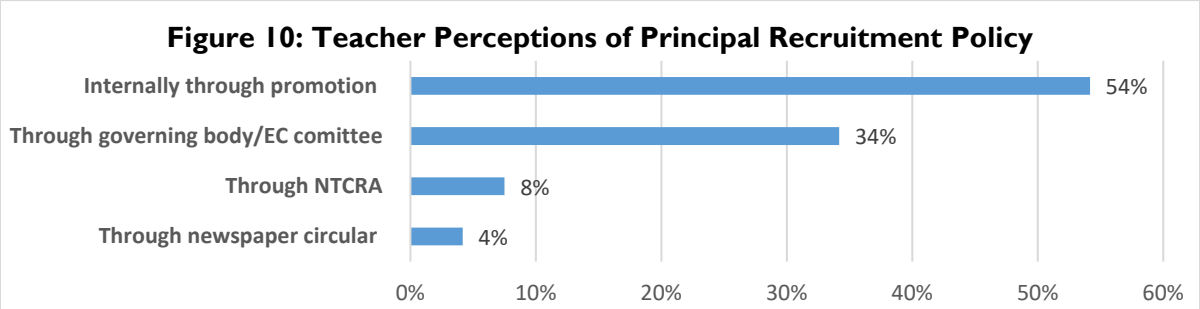
The variation in respondents' perceptions about the most appropriate mode for teacher recruitment may be based on their experience with the recruitment process for those jobs. It is not surprising that 43 percent of respondents recommended the NTRCA, given that its certification examination is held regularly and that such certification enables them to gain eligibility for a larger pool of jobs as MPO teachers in private colleges.

2.4.2 Principal and Vice Principal Recruitment

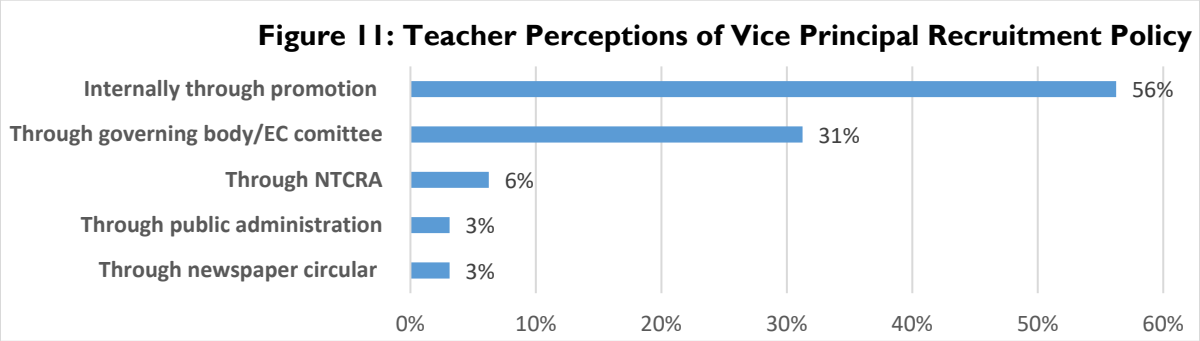
MOE usually asks the nine regional directors for a list of government colleges that do not have a principal or vice principal and appoints individuals to fill these positions. However, vice principals and principals for nongovernment colleges are recruited by the college's governing body based on NTRCA criteria.

Criteria for appointing principals and vice principals in both government and nongovernment colleges are not very well defined. Political and personal networks play a powerful role in these appointments and abuse of power is often reported in nongovernment colleges. As one of the participants described, "The appointment of the principal is influenced by the governing body. Only the president's favorite is appointed for the post. If the leadership is compromised, many crucial decisions are compromised as well. I think the principal should be appointed with a certain examination procedure with the help of NTRCA as well" (FGD C).

According to about 55 percent of teacher FGDs, principals and vice principals are appointed internally through promotion (Figures 10 and 11). About one-third of teachers believed they are recruited through the governing body.



Source: College Survey Data 2021



Source: College Survey Data 2021

2.4.3 Academic Requirements for Teachers, Principals, and Vice Principals

Eligibility for the post of a college teacher at a nongovernment college requires a four-year honors or one-year master's degree in a relevant subject from a recognized university or college.

Teacher prerequisites and qualifications vary according to college type (Degree College or only a higher secondary college). According to the government's Manpower Structure of Private Educational Institutions (Schools and Colleges) document and MPO Nitimala Policy 2021, recruitment as principal of a nongovernment degree college requires 15 years of teaching experience as a lecturer/assistant professor with at least three years as a vice principal in a degree college or principal in a higher secondary college. Recruitment as principal of a higher secondary college requires 12 years of teaching experience as a lecturer/assistant professor with at least three years as a vice principal. Both positions require a four-year honors or master's degree from a recognized university.

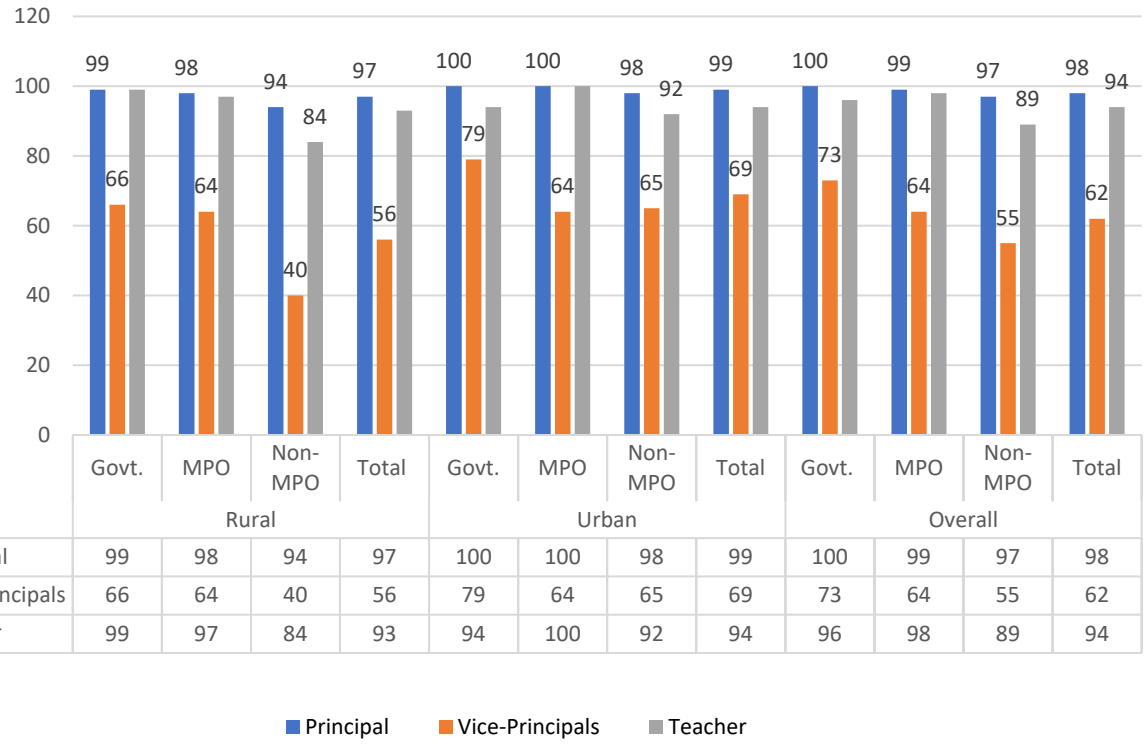
Recruitment as vice principal of a degree college requires 12 years of teaching experience as a lecturer/assistant professor, and recruitment as vice principal in a secondary college requires 12 years of teaching experience, including three years as an assistant professor. A candidate must have a four-year honors or master's degree from a recognized university or college.

Despite the fixed criteria for recruiting principals and vice principals, governing bodies play an important role in recruiting principals and vice principals in nongovernment colleges. Sometimes governing bodies take advantage of the minimal appointment criteria to recruit and advise NTRCA to select a preferred person. One FGD participant summarized it as follows: "There were several qualified candidates, even some of the candidates had Ph.D. degrees as well. But all of them were rejected because of nepotism" (FGD C).

2.4.4 Principal, Vice Principal, and Teacher Fulfillment of Recruitment Criteria

Survey respondents overwhelmingly (98 percent overall) indicated that principals fulfill the set recruitment criteria (Figure 12). However, opinions varied on vice principals, with only 62 percent of respondents agreeing that vice principals met recruitment criteria. Bangladesh has a very deferential culture, which may partly explain why almost all respondents stated that principals met recruitment criteria as opposed to only 6 in 10 vice principals. Ninety-four percent of the participants agreed that teachers are recruited according to NTRCA recruitment criteria.

Figure 12: Percentage of Principals, Vice Principals, and Teachers Who Meet Recruitment Criteria



	Rural				Urban				Overall			
	Govt.	MPO	Non-MPO	Total	Govt.	MPO	Non-MPO	Total	Govt.	MPO	Non-MPO	Total
Principal	99	98	94	97	100	100	98	99	100	99	97	98
Vice-Principals	66	64	40	56	79	64	65	69	73	64	55	62
Teacher	99	97	84	93	94	100	92	94	96	98	89	94

Source: College Survey Data 2021

Most of the surveyed principals and vice principals held a master's degree (88 percent) and sufficient teaching experience to meet the eligibility requirements. Principals had an average of 22 years of teaching experience. The posts of principal and vice principal do not require any education, management, leadership, or financial training or a degree in education. And the system does not encourage principals or teachers to take professional courses on education or to pursue a higher qualification in their teaching subjects.

Table 9a indicates the percentage of government college principals, vice principals, and teachers fulfilling educational and experience criteria for appointment. Overall, about 99 percent of principals and 96 percent of teachers at government colleges fulfill both the educational qualification criteria. Rural-urban differences are not significant. However, the situation is different in the case of vice principals. Only 79 percent of urban and 64 percent of rural vice principals fulfill the appointment criteria. There is a need to investigate the reasons behind this pattern.

Table 9a: Percentage of Government College Principals, Vice Principals, and Teachers Fulfilling Educational and Experience Criteria for Appointment

	Rural		Urban		Overall	
	Qual.	Exp.	Qual.	Exp.	Qual.	Exp.
Principals	99	97	100	100	100	99
Vice principals	66	64	79	79	73	72
Teachers	99	97	94	94	96	96

Source: College Survey Data 2021

Table 9b indicates the percentage of nongovernment college principals, vice principals, and teachers fulfilling educational and experience criteria for appointment. Overall, the pattern does not differ from that of government colleges, described above. About 98–100 percent of principals and 92–97 percent of teachers of private colleges fulfill both the educational qualification criteria. However, only 39–65 percent of vice principals fulfill the appointment criteria. There is a need to investigate the reasons behind this discrepancy and determine whether it is due to a shortage of qualified and experienced candidates or biased selection.

Table 9b: Percentage of Private College Principals, Vice Principals, and Teachers Fulfilling Educational and Experience Criteria for Appointment

	Rural				Urban			
	MPO		Non-MPO		MPO		Non-MPO	
	Qual.	Exp.	Qual.	Exp.	Qual.	Exp.	Qual.	Exp.
Principals	98	99	94	94	100	100	98	98
Vice principals	64	64	40	39	64	64	65	67
Teachers	97	99	84	85	100	98	92	92

Source: College Survey Data 2021

2.4.5 Training Received by College Principals and Vice Principals

There is no training requirement for college principals and vice principals either before or after they are appointed. Leadership/management training and ICT training are regularly organized by the National Academy of Educational Management (NAEM), which also offers a month-long training—Senior Staff Course on Education and Management—for college principals and professors.

Just more than 4 in 10 principals of government colleges participating in the survey responded that they had received leadership and management training, and 3 in 10 had received ICT training (Table 10; includes 26 evening shift principals). Around 3 in 10 stated that they had received no training. For MPO colleges, 5 in 10 principals reported that they had received leadership and management training, with 63.6 percent of urban MPO college principals reporting that they had received such training. Approximately one-third of non-MPO college principals had received leadership and management training, constituting 47 percent in urban areas as opposed to only 25 percent in rural areas. On average, approximately one in three principals received ICT training, regardless of whether they were from government or nongovernment colleges.

Table 10: Professional Development Training Attended by Principals in Last Five Years

College Category	Government		MPO		Non-MPO	
Location	Rural	Urban	Rural	Urban	Rural	Urban
N=126	(11)	(15)	(20)	(11)	(16)	(53)
None	36.4%	26.7%	35.0%	36.4%	43.8%	34.0%
Leadership/management training	45.5%	40.0%	40.0%	63.6%	25.0%	47.2%
ICT training	27.3%	33.3%	35.0%	45.5%	31.3%	37.7%
Others	18.2%	33.3%	0.0%	18.2%	18.8%	17.0%

Source: College Survey Data 2021

On the other hand, fewer than 3 in 10 vice principals received leadership and management training, with only 12 percent of urban non-MPO vice principals reporting the same (Table 11). Approximately 3 in 10 had received ICT training, and roughly half of all vice principals reported having received no training.

Table 11: Professional Development Training Attended by Vice Principals in Last Five Years

College Category	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	12	20	17	14	11	26
None	41.7%	50.0%	52.9%	50.0%	45.5%	53.8%
Leadership/management training	25.0%	30.0%	29.4%	28.6%	27.3%	11.5%
ICT training	25.0%	30.0%	29.4%	28.6%	36.4%	26.9%
Others	33.3%	15.0%	5.9%	21.4%	18.2%	15.4%

Source: College Survey Data 2021

2.4.6 Teacher Supervision and Mentoring Practices That Support Teachers' Professional Development

The Directorate of Inspection and Audit (DIA) and the Board of Intermediate and Secondary Education are responsible for academic supervision and management of colleges. In practice, DIA mainly looks after financial inspection whereas education boards look at academic and support service standards. However, both organizations are understaffed, resulting in poor execution of their functions.

DIA needs to ensure transparency, accountability, and proper utilization of government funds. It does not have a provision for teacher supervision and mentoring or a system for college teachers' professional development, except for the routine oversight of staff by principals. At present, DIA has only 24 inspectors to inspect and audit colleges across the country. DIA is supposed to perform an inspection of each college every three years, but the gap between inspections is much longer. One informant stated, "It takes 12–15 years for DIA to visit the same college due to the shortage of resources and persons for supervision activities" (KII D).

The Board of Intermediate and Secondary Education is an autonomous organization responsible for holding public examinations; providing recognition to newly established nongovernment educational institutions; and supervising, controlling, and developing educational institutions. Each of the nine regional boards has its section of colleges for inspection and consists of one college inspector, one deputy college inspector, and two assistant college inspectors. College inspections include inspecting academic facilities (infrastructure, science labs, number of books in the library, examination results); approving academic activities and MPO grants; and providing recognition of an established MPO-listed college or opening of a new college, branch, or subject. However, as the number of posts is based on an organogram from 1962, the staff levels are inadequate to meet the needs of the increased number of colleges. The Dhaka board, for example, "has five to seven persons for 1,500 colleges" (KII D). In addition to inadequate personnel,

inspectors receive very few transportation benefits or services to visit remote colleges, and the service often cannot fulfill its functional responsibilities.

2.4.7 Subject/Pedagogical Training for Academic Supervisors

Inspectors have no pedagogical knowledge training because they specialize in inspecting school infrastructure and facilities. DIA has no provision to inspect classroom activities, but it has plans for professional development through training in pedagogy and subject content knowledge. DIA is also requiring people from TTCs and the Institute of Education Research (IER) to support them as resource personnel (KII D).

Survey data on principals' satisfaction with the current system of oversight (Table 12) demonstrates that they are generally satisfied with the oversight system though 27 percent of urban MPO college principals reported being very unsatisfied. With DIA, Board, and zonal office supervisory services limited to urban locations, it is interesting that more principals of urban colleges should express greater levels of dissatisfaction than their rural counterparts.

Table 12: Principals' Level of Satisfaction with the Oversight System

	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
Highly satisfied	54.5%	53.3%	65.0%	54.5%	50.0%	29.6%
Moderately satisfied	36.4%	40.0%	35.0%	18.2%	43.8%	55.6%
Not willing to answer	0.0%	0.0%	0.0%	0.0%	6.3%	3.7%
Very unsatisfied	9.1%	6.7%	0.0%	27.3%	0.0%	11.1%

Source: College Survey Data 2021

2.5 LEVEL OF COLLEGE DECENTRALIZATION

For administration, academic oversight, and monitoring of college-level education, MOE plays the role of a central agency on policy formulation, planning, monitoring, evaluation, and execution of plans and programs. MOE works in association with DSHE to regulate public college management and the financial support and quality assurance of private colleges in accordance with MOE rules and regulations. The management of private colleges is more closely controlled by their governing bodies and management committees.

Principals expressed mixed opinions about the level of decentralization in various functions, including administration, academic supervision, and monitoring of teachers and principals (Table 13). Overall, principals were almost evenly split between believing that administration was decentralized or undesirably centralized though more rural government and MPO principals said it was undesirably centralized than their urban counterparts did. This split was likewise expressed for government college principals when asked about academic supervision: 36 percent of rural principals stated that it was undesirably centralized, compared with only 13 percent of their urban counterparts.

Table 13: College Principals' Perceptions of Level of College Decentralization by Function, College Category, and Urban-Rural Location

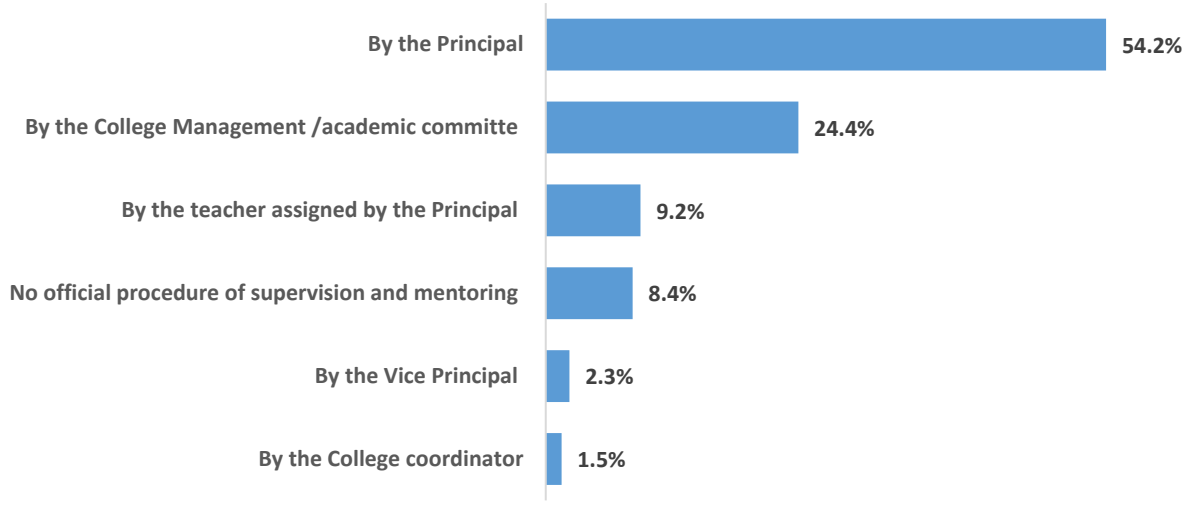
		Rural				Urban			
		Govt	MPO	Non-MPO	Total	Govt	MPO	Non-MPO	Total
N=100		(11)	(20)	(16)	(47)	(15)	(11)	(27)	(53)
Administration	Decentralized	36.4%	30.0%	68.8%	44.7%	53.3%	18.2%	37.0%	37.7%

		Rural				Urban			
		Govt	MPO	Non-MPO	Total	Govt	MPO	Non-MPO	Total
	Moderately Decentralized	0.0%	20.0%	12.5%	12.8%	6.7%	54.5%	25.9%	26.4%
	Undesirably Centralized	63.6%	50.0%	18.8%	42.6%	40.0%	27.3%	37.0%	35.8%
Academic supervision	Decentralized	36.4%	50.0%	68.8%	53.2%	60.0%	27.3%	48.1%	47.2%
	Moderately Decentralized	27.3%	35.0%	18.8%	27.7%	26.7%	63.6%	22.2%	32.1%
	Undesirably Centralized	36.4%	15.0%	12.5%	19.1%	13.3%	9.1%	29.6%	20.8%
Monitoring of teachers and principals	Decentralized	27.3%	50.0%	68.8%	51.1%	40.0%	36.4%	55.6%	47.2%
	Moderately Decentralized	36.4%	35.0%	18.8%	29.8%	33.3%	54.5%	22.2%	32.1%
	Undesirably Centralized	36.4%	15.0%	15.0%	19.1%	26.7%	9.1%	22.2%	20.8%

Source: College Survey Data 2021

About 54 percent of teachers in FGDs perceived the principal as their supervisor, but only 2 percent perceived the vice principal to have a supervisory role (Figure 13). Twenty-four percent perceived college management/academic committees to have a supervisory role. The college principal has the responsibility of in-house academic and administrative supervision and mentoring of college teachers. There was very limited institutionalized supervision and mentoring support for college teachers. The Directorate of Audit and Inspection (DIA) is responsible for inspecting, supervising, and advising the academic activities of both government and nongovernment institutions. DIA has only 24 inspectors responsible for the oversight of thousands of colleges across the country. College teachers receive little or no supervision and mentoring support.

Figure 13: Teachers' Perceptions of Which Entities Have Supervisory Roles within Colleges



Source: College Survey Data 2021

2.6 PHYSICAL AND TEACHING-LEARNING FACILITIES

Government college classrooms are generally twice the size of non-MPO classrooms, and MPO classrooms are only slightly larger than in non-MPO colleges (Table 14). MPO colleges tend to have half the number of classrooms as government colleges, whereas non-MPO colleges have far fewer in rural areas and about two-thirds as many in urban areas. Government colleges have much larger libraries than MPO and non-MPO colleges do and generally more of them (two in rural colleges and four in urban). One anomaly was for urban non-MPO colleges, where an average of eight libraries were observed.

Table 14: Average Number and Size of Classrooms and Library Facilities (in sq ft)

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
Classrooms (number)	28	14	7	34	16	23
Classrooms (average size)	983	596	461	815	566	520
Library (number)	2	1	1	4	1	8
Library (average size)	948	560	351	855	423	480

Source: College Survey Data 2021

Tables 15 to 18 present the percentage of colleges having various essential teaching-learning facilities such as science and ICT laboratories, multimedia teaching aids, ICT device facilities and devices for students and teachers, and over-crowdedness in classrooms. Science labs were observed in 86 percent of rural government colleges and 94 percent of urban government colleges visited. ICT labs were reported in 86 percent of rural government colleges but only 50 percent of urban government colleges visited. Percentages were much lower for science labs in nongovernment colleges, with the lowest percentages observed in urban non-MPO colleges (46 percent for physics, chemistry, and biology). ICT labs were also generally less frequently observed in nongovernment colleges.

Table 15: Percentage of Colleges with Science and ICT Laboratories

	Rural				Urban			
	Govt	MPO	Non-MPO	Total	Govt	MPO	Non-MPO	Total
N=66	(7)	(14)	(5)	(26)	(16)	(10)	(13)	(39)
None	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%	5.1%
Combined (one room)	42.9%	28.6%	60.0%	38.5%	43.8%	50.0%	53.8%	48.7%
Physics	85.7%	57.1%	60.0%	65.4%	93.8%	70.0%	46.2%	71.8%
Chemistry	85.7%	57.1%	60.0%	65.4%	93.8%	60.0%	46.2%	69.2%
Biology	85.7%	78.6%	60.0%	76.9%	93.8%	60.0%	46.2%	69.2%
Geography	28.6%	14.3%	0.0%	15.4%	6.3%	10.0%	0.0%	5.1%
ICT	85.7%	28.6%	40.0%	46.2%	50.0%	50.0%	30.8%	43.6%
Others	14.3%	0.0%	0.0%	3.8%	12.5%	10.0%	0.0%	7.7%

Source: College Survey Data 2021

Teaching aids were generally more prevalent in government colleges than in nongovernment colleges and least prevalent in non-MPO colleges.

Table 16: Percentage of Colleges with Classroom Teaching Aids

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	(7)	(17)	(14)	(18)	(16)	(28)
Black/whiteboard	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Podium	71.4%	47.1%	35.7%	72.2%	18.8%	35.7%
Speaker and microphone system	71.4%	52.9%	21.4%	83.3%	50.0%	39.3%
Teaching materials	100.0%	64.7%	64.3%	66.7%	62.5%	46.4%
Projector	85.7%	64.7%	35.7%	77.8%	81.3%	67.9%
Notice board	85.7%	70.6%	50.0%	77.8%	68.8%	71.4%
Locker(s)	42.9%	35.3%	21.4%	22.2%	25.0%	17.9%
Others	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%

Source: College Survey Data 2021

The percentage of colleges with ICT facilities and devices available to teachers and students varied widely depending on college type and location. Between 56 and 57 percent of urban colleges had device facilities, compared with between 29 and 35 percent in rural areas. Government and MPO colleges had higher availability of devices for teachers in government and MPO colleges than did non-MPO colleges, with a greater difference in rural locations—100 percent and 94 percent for government and MPO colleges, respectively, compared with only 57 percent for non-MPO colleges.

Table 17: Percentage of Colleges with Various Types of ICT Device Facilities and Devices for Teachers and Students

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	(7)	(17)	(14)	(18)	(16)	(28)
Device facilities	28.6%	35.3%	28.6%	66.7%	56.3%	53.6%
Computer/laptop/tablets for teachers	100.0%	94.1%	57.1%	94.4%	87.5%	82.1%
Computer/laptop/tablets for students	57.1%	29.4%	21.4%	50.0%	18.8%	25.0%
Others	0.0%	0.0%	28.6%	0.0%	6.3%	10.7%

Source: College Survey Data 2021

Overcrowding was reported by 57 percent of rural government college respondents. Elsewhere, most colleges reported adequate space per student with moderate overcrowding (25–40 percent) in urban governance and rural MPO and non-MPO colleges.

Table 18: Percentage of Colleges with Overcrowding

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=94	(7)	(16)	(12)	(17)	(15)	(27)
Adequate space per student	42.9%	58.8%	57.1%	66.7%	81.3%	75.0%
Overcrowded	57.1%	35.3%	28.6%	27.8%	12.5%	21.4%

Source: College Survey Data 2021

During the survey, data were also collected on the number of classrooms and their average sizes. Table 18a indicates the average classroom ratios and classroom space per student based on student enrollment in Grades 11–12.

Table 18a: Average Student-Classroom Ratio by College Category

	Govt	MPO	Non-MPO	Overall
Average Grade 11–12 enrollment	1308	599	239	628
Average number of classrooms	28	14	17	18
Average size (sq ft)	893	584	498	627
Average student-classroom ratio	47	43	14	35

Source: College Study Survey Data

The figures above reveal an issue with over-crowdedness in government colleges, which have the highest student-classroom ratio of 47, followed by MPO-listed colleges with 43 students per classroom. Non-MPO colleges have a much lower student-classroom ratio (14 students per classroom) but also have fewer classrooms (17 compared with 28 in government colleges). Many private non-MPO colleges may be run in non-academic rented buildings and may have lower enrollment. However, the estimation of student-classroom ratio is based only on Grade 11–12 enrollment even though in most settings, undergraduate classes are often run simultaneously, raising the actual student-classroom ratio. Therefore, the results presented in Table 21a should be interpreted cautiously.

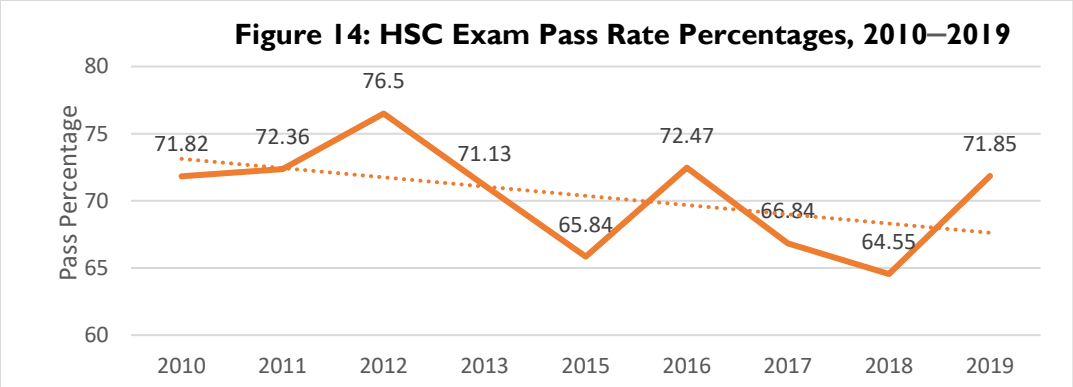
QUESTION 3

How did college students perform on national examinations in the last five years?

3.1 COLLEGE STUDENT PERFORMANCE ON NATIONAL EXAMINATIONS

The data on college student performance on the HSC national board examinations show a slightly downward trend in the pass rate, with several sharp rises and falls (Figure 14). In 2015, the pass rate was only 65.84 percent—the lowest pass rate in eight years—reflecting poor performance in English.[2] The low pass rate may have been due to political unrest at the time. In 2017, there was another fall of around 6 percentage points to 65.55 percent across all eight general education boards, attributable partly to the introduction of a "standardization of answer scripts" for examiners to follow. To obtain a uniform evaluation, a sample answer was provided to examiners for each subject/paper's questions by the Bangladesh Examination Development Unit (BEDU). In 2018, the pass rate fell again to 64.55 percent after a new method was introduced to prevent question leaks. Multiple sets of question papers were prepared, and the examinees were told only 25 minutes before the exam which question paper they would be required to answer.

[2] W. Habib (2015). (https://www.thedailystar.net/frontpage/hsc-pass-rate-8-year-low-124564), published August 10, 2015.



Source: BANBEIS Data 2020

The pass rate for arts/humanities, despite declining in 2017 and 2018, had the largest overall increase (from 43 percent in 2015 to 55 percent in 2020), whereas the pass rate for business, after peaking in 2018, declined from 38 percent in 2015 to only 22 percent in 2020 (Table 19). The pass rate for the science stream rose slightly from 20 percent in 2015 to 23 percent in 2020. These declining trends for the business and science streams are alarming as these subject areas have the most market demand. The spike in arts/humanities pass rates could lead to educated unemployment.

Table 19: Number ('000) of Students Passing HSC Board Exam by Stream, 2015–2020

Year	Arts/Humanities	Science	Business	Total
2020	628	268	249	1145
%	55%	23%	22%	100%
2019	389	225	265	879
%	44%	26%	30%	100%
2018	319	189	269	777
%	41%	24%	35%	100%
2017	283	178	183	645
%	44%	28%	28%	100%
2016	346	154	202	702
%	49%	22%	29%	100%
2015	258	117	226	601
%	43%	20%	38%	100%

Source: BANBEIS Data 2020

See Section 5.2 for student performance rates by gender.

3.2 STUDENT ENROLLMENT IN UNDERGRADUATE PROGRAMS

BANBEIS does not collect or publish data on transition rates from HSE to college. Therefore, the study team collected data from college records as part of its survey of 100 colleges. Overall, two-thirds of HSC graduates enrolled in B.A./B.Sc./B.Com college programs, showing a strong desire for higher education (Table 20). Urban students' transition rates were slightly higher (68 percent) than rural students' rates (64 percent), and the data show marked variation among divisions and college categories. Rangpur had the lowest overall transition rate (45 percent) and Chattogram had the highest (77 percent). The overall transition rate in non-MPO colleges in Rangpur was 32 percent, compared with 65 percent for MPO colleges. Unfortunately, the data are not disaggregated by gender.

Table 20: Percentage of HSC Graduates Enrolled in B.A./B.S./B.Com Programs, 2019

		Chattogram	Dhaka	Khulna	Rangpur	Sylhet	Overall
Rural	Government	77	62	90	42	62	67
	MPO	62	46	71	61	67	64
	Non-MPO	94	68	42	38	55	61
	Overall rural	79	61	66	48	63	64
Urban	Government	89	74	88	40	83	76
	MPO	60	74	62	70	58	68
	Non-MPO	73	93	68	27	73	64
	Overall urban	75	79	89	42	73	68
Overall	Government	83	69	71	41	75	72
	MPO	61	65	56	65	64	65
	Non-MPO	82	79	67	32	69	62
	Overall	77	71	70	45	69	66

Source: College Survey Data 2021

3.3 OTHER LEARNING ASSESSMENTS

No other learning assessment system exists. Colleges' internal assessment systems are not standardized.

QUESTION 4

How prepared, equipped, and supported are the teachers to teach specific subjects at the HSE level?

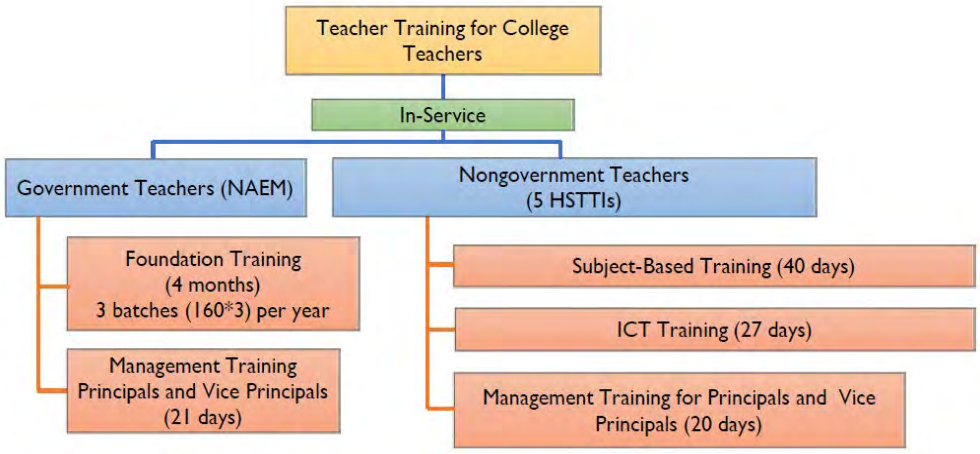
4.1 HIGHER SECONDARY TEACHER TRAINING PRACTICES IN BANGLADESH'

Although preservice teacher training for secondary and HSE teachers is available at TTCs in the form of B.Ed./M.Ed. programs, college teachers are not required to have a preservice training degree. Nongovernment college teachers are required to undergo subject-based training at an HSTTI and government college teachers are required to undergo foundation training at NAEM.

In-service professional development training for college teachers, principals, and vice principals is provided mainly by NAEM and HSTTIs (Figure 15). These budget-driven programs are controlled by DSHE, and their capacity falls far short of actual needs.

Figure 15: In-Service Training for College Teachers, Principals, and Vice Principals

4.1.1 HSTTI Training Programs



MOE established five HSTTIs at the divisional level in 1994 to provide professional development training to nongovernment college teachers and principals. The DSHE training division organizes three types of training courses through HSTTI: subject-based, ICT, and managerial (Table 21).

Table 21: Training Programs Offered at HSTTIs

Training Type			Courses Conducted per Year		
			Batch	No. of Participants	Total Participants
Preservice	Not offered				
In-service	Subject-Based Training	40 days	4	40	160
	ICT Training	27 days	5	20	100
	Managerial Training (Principal/Vice Principal)	20 days	1	30	30

Source: DSHE

Usually, HSTTIs run only short courses and only as DSHE requires (Table 22). The DSHE training division develops the training schedule and manuals and executes the training programs centrally. Normally, the 40-day subject-based training is conducted four times a year, the 27-day ICT training five times a year, and the 21-day management training for college principals once a year. Sometimes, HSTTIs can modify the DSHE training calendar. Female teachers at HSTTI courses constitute only around 25 percent of trainees, reflecting the percentage of female college teachers.

Table 22: Teacher Training Programs Conducted at TTCs and HSTTIs in 2019

Training Institution	Management	No. of Inst	No. of Teachers			Enrollment		
			Total	Female	% of Female	Total	Girls	% of Girls
TTCs	Private	104	1336	526	39.37	9511	4093	43.03
	Public	15	463	123	26.57	2976	1463	49.16
	Total	119	1799	649	36.08	12487	5556	44.49
HSTTIs	Public	0	0	0		0	0	
	Private	5	151	25	16.56	1272	311	24.45
	Total	5	151	25	16.56	1272	311	24.45

Source: DSHE

However, most of the HSTTI officials stated that HSTTIs' annual training capacity could be increased if DSHE allocates a higher budget and/or additional resources. Nevertheless, it may not be possible to increase female participants' numbers under the current infrastructure as HSTTIs do not have separate dormitories/hostels for females. As a result, females do not feel comfortable attending the HSTTI training programs.

4.1.2 NAEM Training Programs

The MOE-affiliated NAEM researches education and provides management training for education functionaries and administrators. It provides in-service training on education planning and management to the heads of higher secondary schools, college principals, and education administrators.

For newly recruited government college teachers, NAEM provides the longest four-month Foundation Training Course regularly. It usually runs three batches a year with 160 teachers per batch. However, the number of participants and batches per year can vary according to the number of teachers recruited by

the BPSC. Table 23 depicts the Foundation Training courses conducted by NAEM in fiscal year 2020–2021.

Table 23: NAEM Foundation Training Course for BCS (General Education) Cadre (Fiscal Year 2020–2021)

Batch No.	Opening	Closing	Participants
157	15.01.2020	13.12.2020	179
158	09.03.2020	08.04.2021	87
159	15.03.2021	12.07.2021	160

Source: NAEM

In addition to the Foundation Training Course, NAEM runs about 26 other types of training courses every year, seven of which are specifically for college teachers (Table 24).

Table 24: NAEM In-Service Training Courses for Teachers and Principals of Government Colleges.

	Training Name	No. of Participants in Each Session/Batch	Training Duration (days)
1	Communicative English Course for Lecturers of College Level Institutions	25 per batch	21 days
2	Educational Administration and Management Training Course for Principals of Colleges and Senior Madrasahs	25 per batch	21 days
3	Educational Research Methodology Training Course	25 per batch	45 days
4	Refreshers Course on Educational Administration and Management for Principals of Colleges and Madrasahs	25 per batch	14 days
5	Training Course on ICT for Lecturers of College	25 per batch	21 days
6	Digital Content Development Training Course for College Teachers	25 per batch	14 days
7	Pedagogical Training on Mathematics	25 per batch	06 days

Source: NAEM

In-service training (sometimes also called refresher courses) conducted by NAEM ranges from pedagogical training on mathematics to educational administration and management training courses for principals of colleges and senior madrasahs. Often, these courses are budget-driven under specific projects. From the limited volume of courses, it can be ascertained that their coverage is much smaller than the actual need of government colleges. Individuals trained at NAEM could be assigned leadership roles and tasked with disseminating the knowledge and skills learned during the NAEM training to their colleagues.

4.1.3 TTC Teacher Training Programs

There are 128 TTCs at 114 private colleges and 14 government colleges. Many TTCs offer both a four-year integrated B.Ed. program and one-year professional B.Ed. and M.Ed. programs. However, TTCs do not provide these training programs for college teachers regularly unless directed and financed by DSHE as part of a development project. Female students now constitute 45–50 percent of TTC enrolment.

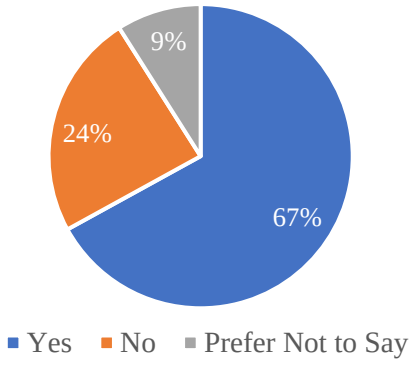
4.1.4 Disparities between Government and Nongovernment College Teachers on Professional Development Opportunities

Government college teachers work as civil service BCS education cadre officers and enjoy good salaries and benefits. By contrast, nongovernment college teachers are recruited by college authorities through these authorities' recruiting system and have separate service rules. Nongovernment college teachers have no requirements or opportunities to attend foundation training, though they do occasionally receive training from HSTTIs, and/or their divisional education offices.

During an FGD of government and nongovernment college teachers, 67 percent (30 of 45) of participants agreed that there was a disparity in professional development opportunities between teachers in these two main categories. However, around one-third of respondents opined that there was no such disparity (Figure 16). The respondents indicated that the training allowance for nongovernment college teachers is much lower than that for government college teachers and that foundation skills development training is reserved for government college teachers. Government college teachers receive training on a diverse range of skills and subjects, whereas nongovernment teachers receive only subject-based training.

Nongovernment teacher participants noted that principals and governing body members at their colleges do not encourage teachers to attend training programs and that many demotivating factors dissuade them from participating in these programs. No leave is granted to them to attend longer professional development training programs and training allowances are low - teachers receive only 350 BDT per day - for their meals. One TCC faculty member stated, "The nongovernment college teachers are facing a lot of discrimination in many ways. They get a negligible amount of training allowance. Besides, the government college teachers mostly become the trainers of the training programs, but the nongovernment college teachers are only experts in the subject matter."

Figure 16: Disparity in Professional Development Opportunities between Government and Nongovernment College Teachers



Source: College Survey Data 2021

Government college teachers also complained that they have limited access to professional development opportunities. They stated that whereas government college teachers receive foundation training, nongovernment college teachers receive more ICT and subject-based training. IDI respondents opined that all teachers should be able to attend foundation training to orient themselves to the service rules and fundamentals of teaching and learning. They also stated that teachers should have more opportunities to receive pedagogical training.

Nongovernment college teachers face difficulties getting approval from their college authorities and governing bodies to join training courses and take educational leave. Another inhibiting factor for

nongovernment college teachers is that master trainers come mostly from government colleges. During FGDs discussions, the teachers from non-government colleges voiced their dissatisfaction due to lack of opportunities to deliver trainings at HSTTIs despite having the required educational and professional credentials. According to the participants narratives, less than 5 percent of all teachers receive such an opportunity. Nongovernment teachers noted that the career ladder is not smooth for them and that these training certificates do not help them in their career progression.

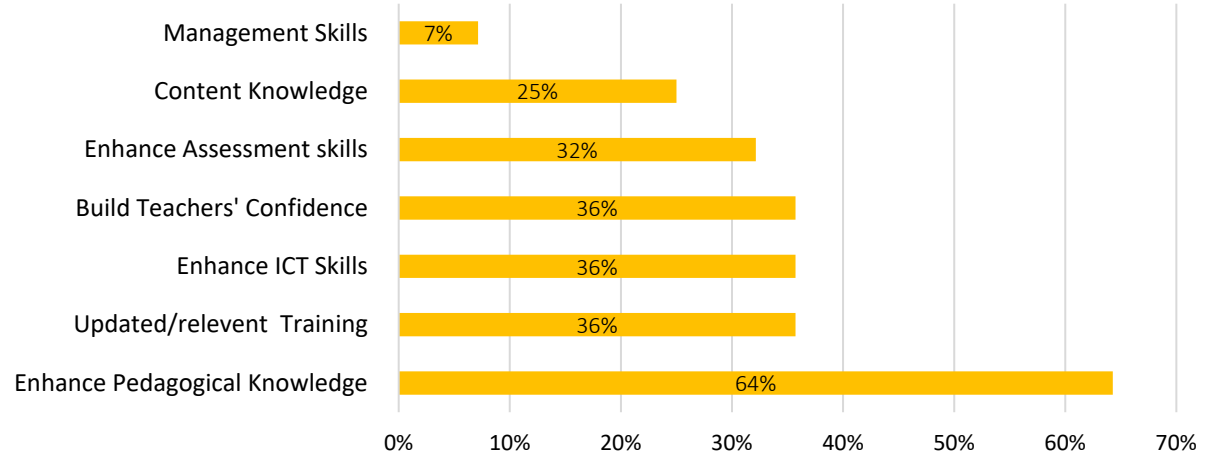
The disparities between government and nongovernment training opportunities and the career consequences entail lower nongovernment teachers' confidence and motivation to upgrade their professional qualifications. This negative cycle does not serve teachers or their students and adversely affects HSE overall quality.

Teachers also noted that colleges with less-educated governing bodies particularly undervalue training and higher studies. This undervaluation of professional development reflects these governing bodies' disregard of teachers as professional educators and results in teachers not only being required to perform their academic duties but also being kept busy with administrative tasks that should be performed by nonacademic staff. The requirement for teachers to perform nonacademic duties is then used by college authorities to deny teachers opportunities to take part in professional training. These complaints were not confined to nongovernment college teachers; some government college teachers also argued that they receive little encouragement to attend training courses, noting that it was not easy for them to get training leave from government colleges. They suggested organizing workshops to raise awareness among college authorities about college teachers' need for continued professional development.

4.2 TRAINING PROGRAM ADEQUACY

Despite the training programs' short duration, most teacher trainers (90 percent) across the five divisions considered the HSTTI training programs able to equip teachers to perform their teaching practices more skilfully. However, 64 percent of trainee teachers believed that the HSTTI training programs lack adequate duration and frequency, which undermines training quality. When asked what training components were useful for the trainee, most trainers (64 percent) identified acquiring pedagogical knowledge and skills (Figure 17). Approximately one-third of trainers also stated that ICT skills (36 percent), building teachers' confidence (36 percent), and enhancing teachers' assessment skills (32 percent) were useful components.

Figure 17: Training Components to Facilitate Teaching-Learning Practices Skilfully



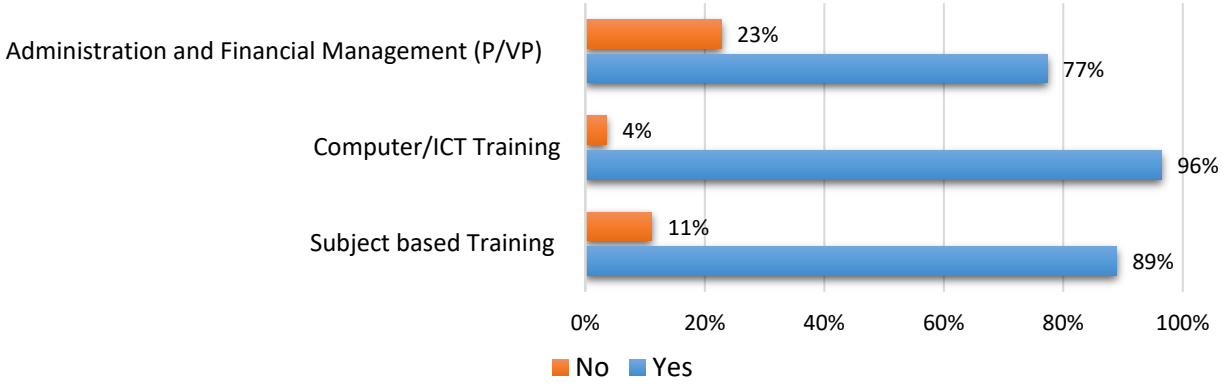
Source: College Survey Data 2021

These responses, reflecting the value of pedagogical skills, indicate how important it is for college teachers to have professional teaching degrees.

4.2.1 Usefulness of Training Manuals and Teachers' Guides

No separate teachers' guides are developed for college teachers. Most participants in teachers' FGDs described the training manuals as up to date and able to facilitate efficient teaching. Ninety-six percent of participants considered the ICT training manual up to date, and 89 percent considered the subject-based training manual up to date (Figure 18). Training manuals for all three HSTTI courses have been developed centrally by the DSHE training division.

Figure 18: Are Training Manuals Up to Date?

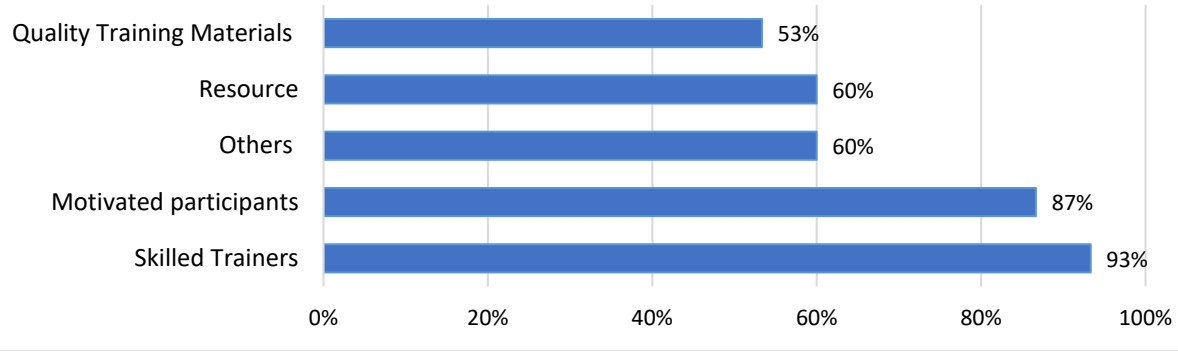


Source: College Survey Data 2021

4.2.2 Items Needed to Make Training Programs Useful and Effective

When asked what is required to make current training programs useful and effective, 93 percent of teacher FGD participants mentioned skilled trainers, and 87 percent mentioned motivated participants (Figure 19). In particular, FGD participants mentioned the need for skilled ICT trainers capable of meeting trainee needs. Also, teachers felt that much of what they learned could not be applied in the classroom as colleges often did not have the resources needed for them to employ what they learned. In addition, participants repeatedly raised two points concerning teacher motivation. First, the training often does not enhance their career path or lead to promotion, which discouraged teachers from participating. Second, trainees perceived the financial benefit they received as very low compared with training for other government personnel.

Figure 19: What Is Required to Make Training Programs Useful and Effective?

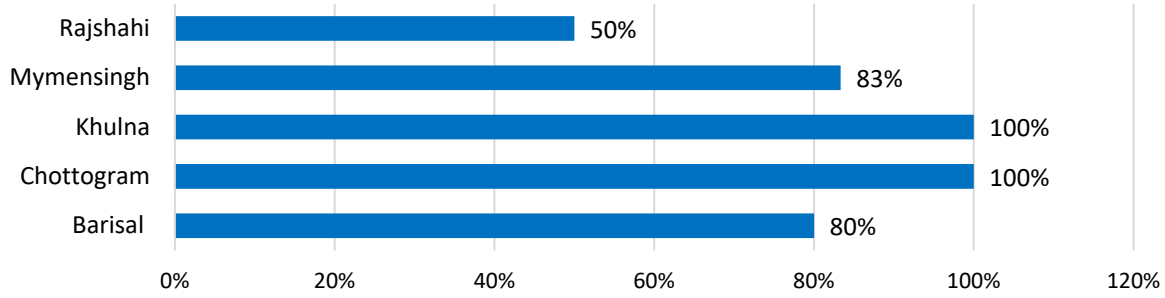


Source: College Survey Data 2021

4.2.3 Gaps between Professional Development Curriculum and Classroom Practices

Across all five divisions, 86 percent of FGD participants mentioned gaps between professional development efforts and college teaching-learning practice at the college level. Except for FGD participants from Rajshahi, an overwhelming majority (80 percent and above) of participants believed that the training provided to teachers would not markedly improve college teaching-learning practices (Figure 20).

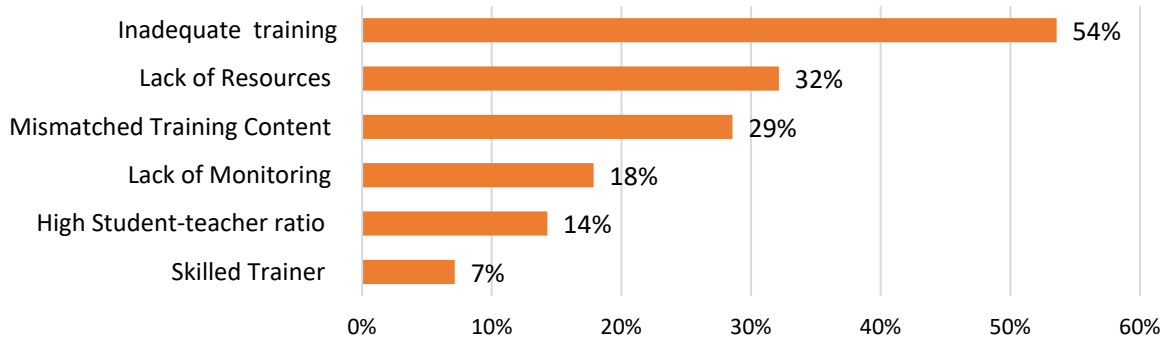
Figure 20: Perceived Gaps between Teachers' Professional Development Curriculum and Teaching-Learning Practices by Division



Source: College Survey Data 2021

FGDs with college teachers identified several factors impeding college teachers' ability to apply professional development teaching-learning practices to classroom practice. Among them, inadequate training was the most frequently mentioned (54 percent) (Figure 21). Participants cited training programs' inadequate duration, quality, and frequency. Most training courses were only 20–40 days long and did not cover important aspects of subject content and pedagogy. Also, the number of training opportunities is insufficient for the number of teachers that require training. Most teachers surveyed had received only one training in their entire teaching careers. Participants noted that training programs lack follow-up/refresher training, so teachers could not keep pace with college curriculum changes or sustain the skills they had learned during training. Lack of resources (32 percent) was the second most frequently mentioned factor. Skills gained in ICT for education, for example, are not utilized in many colleges because of the lack of ICT facilities. And because of the lack of adequate classrooms, laboratories, suitable seating arrangements, and so forth, many teachers could not use the innovative teaching methods they had learned.

Figure 21: Factors Influencing the Gaps between Teachers' Professional Development and Teaching-Learning Practices at Colleges



Source: College Survey Data 2021

Higher student-teacher ratios were one of the frequently cited (14 percent) factors participants identified as a barrier to implementing the techniques learned during training. At the college level, classes with general subjects common to all streams (science, arts, and commerce) are particularly overcrowded, and teachers frequently experience challenges managing and conducting teaching-learning practices.

When asked to identify the issues and challenges colleges face in implementing good teaching-learning practices, the principals interviewed for the study most often noted teachers' lack of subject-based training, followed by lack of projectors and digital classrooms and shortage of teaching aids (Table 25). This points to the need for more investment in teachers' continuous professional development (particularly in their specialized subject, pedagogy, learning assessment, and ICT) and substantial improvement to modernize the classroom facilities to enable teachers to use modern technology in teaching.

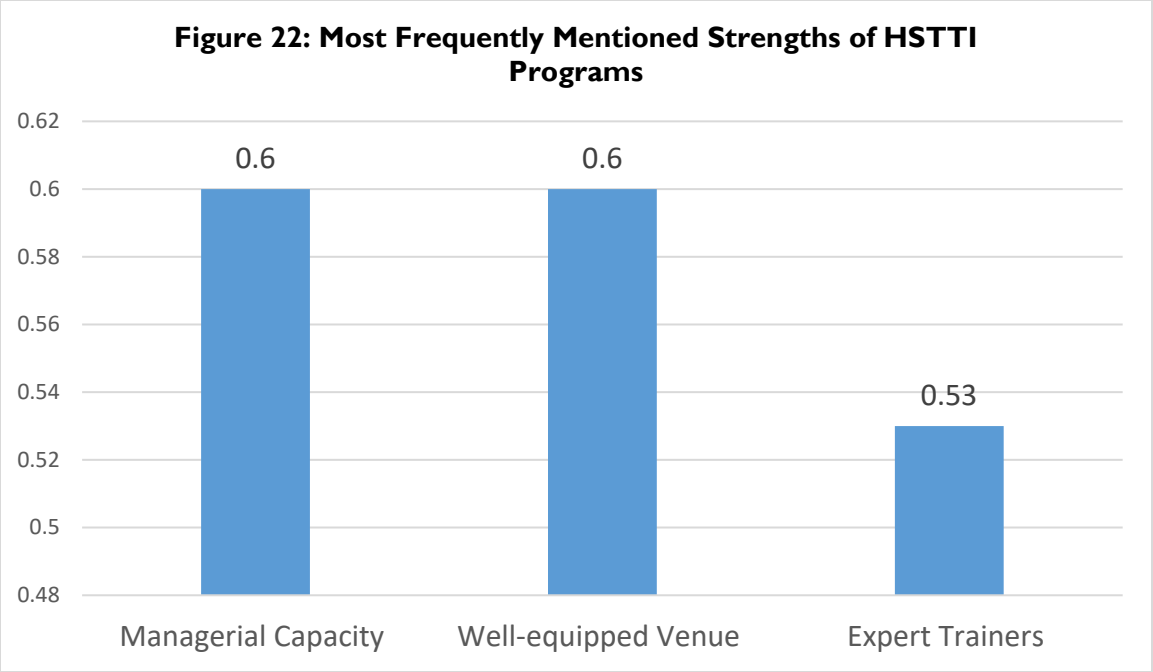
Table 25: Gaps between Teacher Professional Development Training and Implementing Best Teaching-Learning Practices

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	12	20	17	14	11	26
Insufficient class duration	0.0%	5.0%	0.0%	0.0%	18.2%	15.4%
Shortage of teaching aids	0.0%	5.0%	5.9%	14.3%	9.1%	7.7%
Syllabus needs to be more concise	8.3%	0.0%	0.0%	0.0%	18.2%	0.0%
Lack of modern classroom facilities	16.7%	0.0%	5.9%	0.0%	0.0%	7.7%
Teachers lacking subject-based training	25.0%	30.0%	17.6%	21.4%	9.1%	19.2%
Lack of digital classrooms	8.3%	0.0%	5.9%	7.1%	9.1%	0.0%
Students having less basic knowledge	8.3%	10.0%	0.0%	0.0%	9.1%	0.0%
No projectors	16.7%	0.0%	11.8%	0.0%	9.1%	3.8%
No hands-on learning	0.0%	0.0%	5.9%	0.0%	9.1%	7.7%
Class too large	0.0%	10.0%	5.9%	7.1%	0.0%	0.0%
Class standard inadequate because of lack of computers	0.0%	0.0%	11.8%	0.0%	0.0%	0.0%
No gaps	16.7%	20.0%	5.9%	21.4%	9.1%	23.1%
No comments	0.0%	0.0%	11.8%	0.0%	18.2%	3.8%

Source: College Survey Data 2021

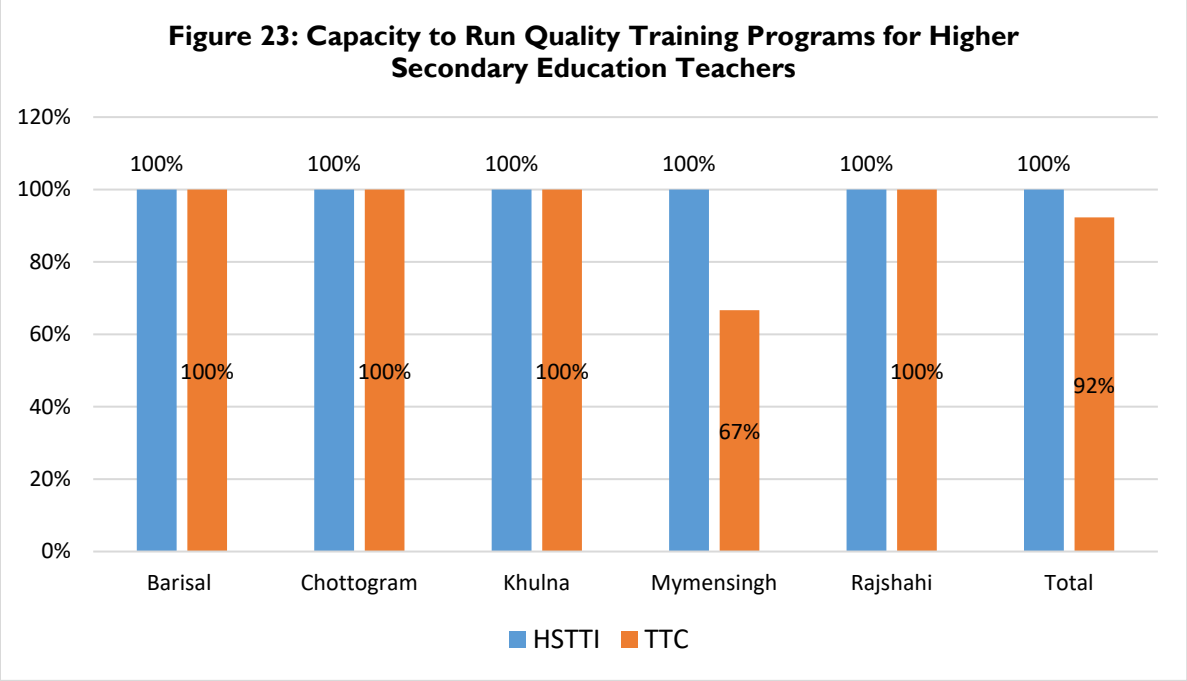
4.2.4 HSTTI and TTC Capacity to Run Quality Training Programs for HSE Teachers

Teacher trainer respondents at the five-division HSTTIs believed that their capacity sufficed to run quality training programs for HSE teachers. The most frequently mentioned strengths were staff managerial capacity (60 percent) and well-equipped venues (60 percent) (Figure 22). Questions on human resources received a mixed response. About 53 percent of respondents believed that HSTTI trainers were experienced experts and resourceful in conducting the training but that the number of trainers was not adequate to run large-scale training programs.



Source: Interviews with trainers at HSTTIs 2021

Interestingly, most teacher respondents (92 percent) at TTCs also claimed that TTCs can run quality training programs for college teachers (Figure 23). One of the participants elaborated that TTCs "have sufficient infrastructure and sufficient skilled teachers. Teachers are self-motivated towards training, most of them have relevant training from home and abroad, and the teachers have a combination of subject knowledge and pedagogic knowledge. Most of the faculty members of TTCs have a B.Ed. or M.Ed. along with a postgraduate degree in their respective subject."

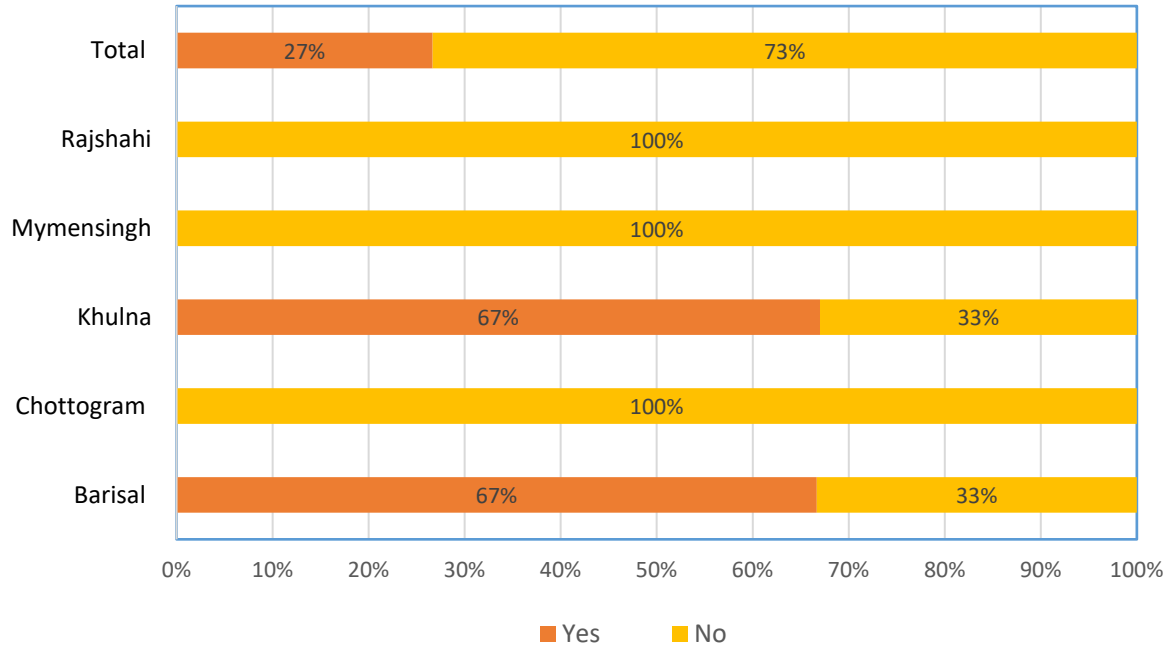


Source: Interviews with teachers at TTCs 2021

4.2.5 Training Calendar Alignment with the Curriculum and Academic Calendar

Most HSTTI trainers (73 percent) indicated that the HSTTI training calendar did not align with the college curriculum and academic calendar (Figure 24). All participants in Chattogram, Mymensingh, and Rajshahi found no alignment between the HSTTI training calendar and the college's academic calendar. The possible reasons for this gap between HSTTI's training calendar, the college curriculum and the academic calendar may be due to discrepancies between the multiple authorities in the HSE system. For example, the curriculum for college education (for Grades 11 and 12), is designed and issued by the National Curriculum and Textbook Boards (NCTB), and the training curriculum is designed and administered by the Training Division of DSHE.

Figure 24: To What Extent Do Training Calendars Align with the Curriculum and Academic Calendar?

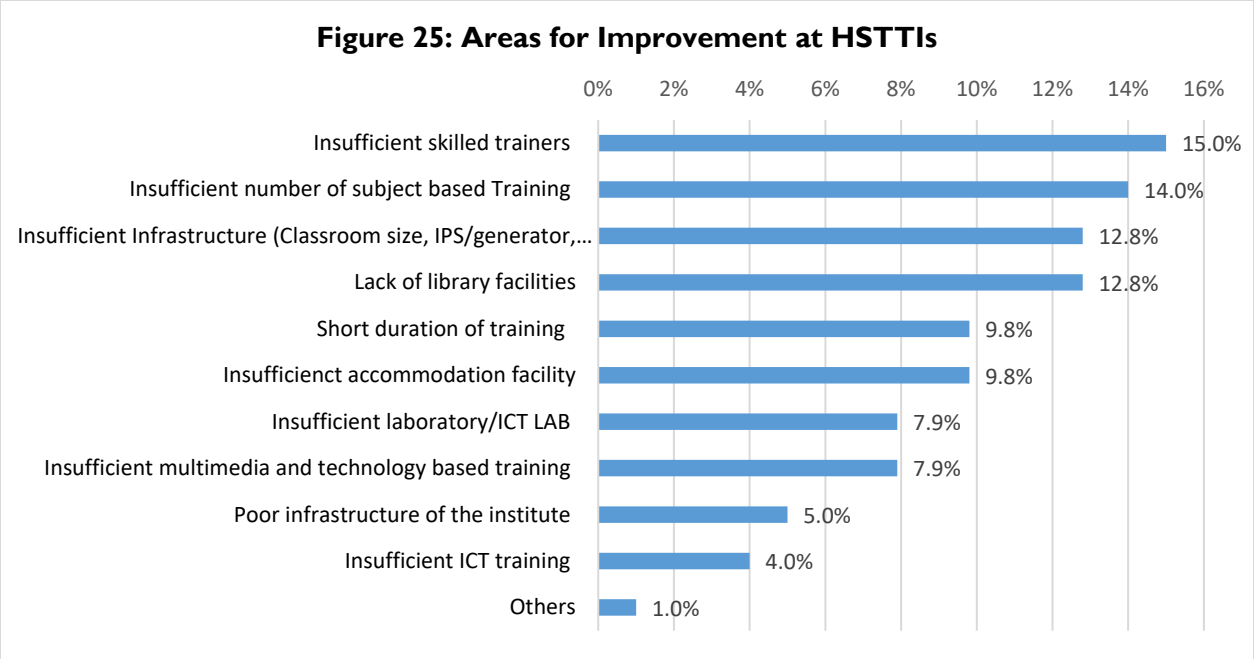


Source: Interviews with trainers at HSTTIs 2021

College administrative and academic activities are handled by multiple authorities. Examination schedules for Grades 11 and 12 college sections, for example, are approved by the concerned Boards of HSE. On the other hand, the training schedule is developed centrally by the DSHE training division.

DSHE releases its budget in June or July and HSTTIs must complete training activities within a few months, including Ramadan. This lowers training quality. The teachers of high private tutoring value subjects such as English, math, and science are in most demand during these months, so they do not want to participate in the training.

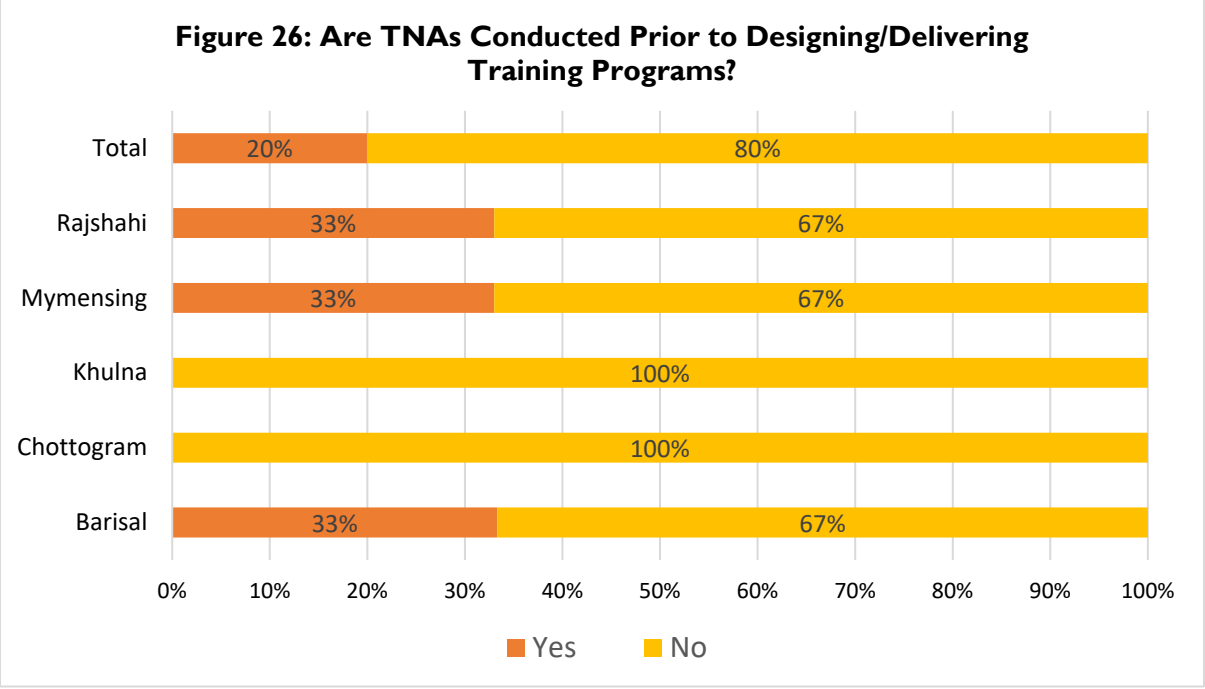
When trainers at HSTTIs were asked to identify problems that needed to be addressed to improve training, the most commonly mentioned items were insufficiently skilled trainers (15 percent), an insufficient number of subject-based training (14 percent), lack of library facilities (13 percent), insufficient infrastructure (classroom size, IPS generator, manpower, internet speed) (13 percent), insufficient accommodation facilities (10 percent), and short duration of training (10 percent) (Figure 25).



Source: FGDs with trainers at HSTTIs 2021

4.2.6 Training Needs Assessments

Most HSTTI trainers surveyed (80 percent) indicated that HSTTIs do not conduct a training needs assessment (TNA) before designing and delivering training programs because all training programs provided by the five HSTTIs are designed centrally by the DSHE training division (Figure 26). HSTTI teachers could express their opinions on training content to their institutional authorities and senior teachers engaged with the DSHE on curriculum and syllabus development.



Source: Interviews with trainers at HSTTIs 2021

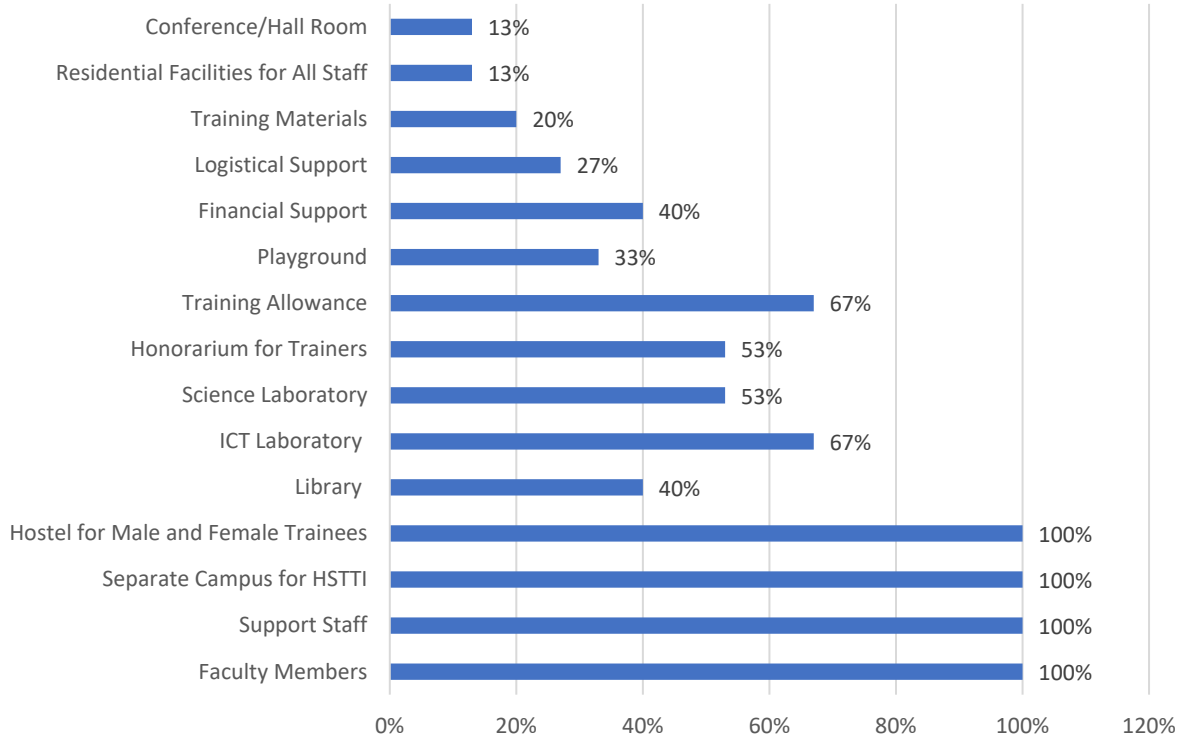
Most teachers expressed that TNAs should be conducted. They argued that the lack of TNAs prevented the identification of participants' training needs and led to a repetition of training content across courses. They felt a need to develop and adhere to rules for selecting appropriate participants for various training. For example, ICT training should be for science teachers and digital content development training should be for all teachers. They stated that many non-science teachers were receiving ICT training that was not contributing toward their work with students.

4.3 TTC/HSTTI/DIVISIONAL OFFICE GAPS AND WEAKNESSES

4.3.1 HSTTI Gaps and Weaknesses

In their interviews, HSTTI officials repeatedly emphasized that the HSTTIs lack faculty members and support staff (100 percent); separate campuses (100 percent); hostel accommodations for males and females (100 percent); academic infrastructure, including ICT laboratories (67 percent) and science laboratories (53 percent); training allowances (67 percent); honorariums for trainers (53 percent); and financial support (40 percent) (Figure 27).

Figure 27: Improvements Needed to Strengthen HSTTIs



Source: Interviews with HSTTI officials 2021

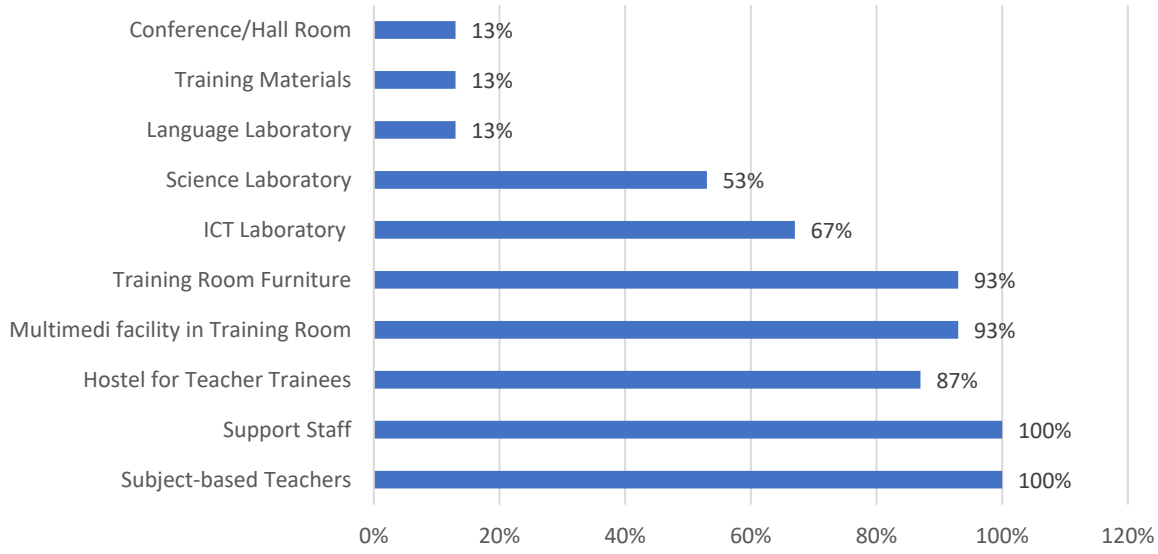
FGDs with HSTTI officials identified additional issues such as insufficient honorariums for trainees, inability to afford skilled persons from renowned institutions and universities, need for an expert research and development team for continuous training, and need for TNAs and program development. They also identified the need for foundational training for nongovernment college teachers, which they thought should be mandatory for all, and the need for HSTTIs to be separate autonomous entities. HSTTI trainees expressed the need for training allowances, ICT facilities, women-only hostel accommodations, classroom resources, separate premises for HSTTIs, and playground spaces. They noted that the training certificate

does not provide added value for trainee teachers for promotions or any kind of financial benefit. The trainees wanted the training programs to align with college teachers' career paths. They also wanted other benefits to be provided so that college teachers would be encouraged to participate fully in the programs.

4.3.2 TTC Gaps and Weaknesses

According to TTC faculty members, these institutions need subject-based teachers and support staff (100 percent), multimedia facilities and furniture in training rooms (93 percent), hostels for teacher trainees (87 percent), ICT labs (67 percent), and science labs (53 percent) (Figure 28). A senior TTC faculty member recommended that "TTCs should appoint subject-based expert teachers and arrange training programs incorporating modern training methodologies, where new ideas will be practiced. Along with this, different subject-based laboratories should be established (e.g., language laboratory, science laboratory, ICT laboratory, seminar rooms, library, sports room) so that trainees can experience hands-on learning."

Figure 28: Improvements Needed to Strengthen TTCs



Source: FGDs with TTC Faculty Members 2021

TTC trainees backed up the faculty members' comments, emphasizing the need for the provision of computer labs with adequate amounts of the latest computers and high-speed internet connectivity, hostel facilities, and more subject-based training opportunities for college teachers in all the subjects.

4.3.3 Divisional Education Office Gaps and Weaknesses

The divisional education offices monitor and supervise many colleges but do not have the capacity for this role. The Divisional Director's office contains three positions, including one director, one deputy director, and one assistant director, tasked with supervising many colleges. Most of these staff hold master's degrees, have substantial teaching experience at the college level, and have received in-service training. One of the directors stated, "The office has 300 colleges, including 22 government colleges, to monitor and supervise. They do not have a mandate to conduct teacher training programs. Therefore, with the existing resources, they can only organize training programs with the help of HSTTIs or TTCs but cannot conduct any training programs by themselves."

4.4 BANGLA AND ENGLISH LANGUAGE TEACHING

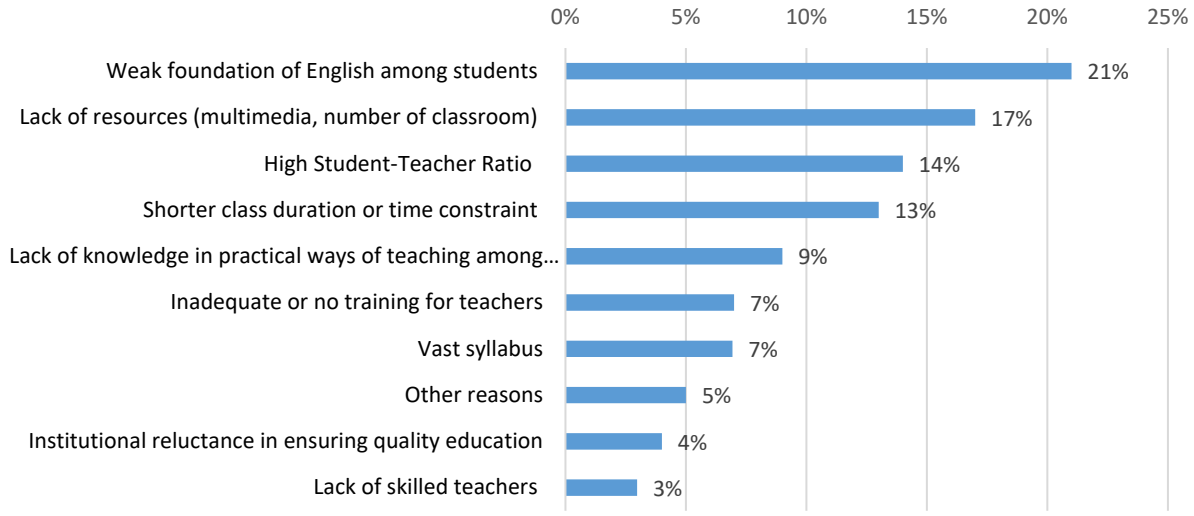
The teacher training programs are designed in accordance with modern methods of teaching the Bangla and English languages, as well as with national curriculum guidelines that identify specific competencies to be achieved at this level for both subjects. A committee of experts from various Bangladesh institutions has developed teacher training manuals aligned with the curriculum. Most survey respondents agreed that the teacher training programs are designed and developed based on the curriculum guidelines and that the prescribed methods are practical for real classroom situations. However, some indicated persistent challenges at the classroom level—particularly, large class sizes and overcrowded classrooms—that impede their practice of the methods learned in the training programs.

Data from other studies (e.g., Shawlin 2019; Rahman 2018; Rahman 2015) (see Annex 2) show that teachers at government colleges and in urban settings have better facilities for teaching English. In addition, the teachers are well trained and have more expertise than their colleagues in rural areas. The curriculum and textbooks often cover the four language skills and are incorporated into the training manuals. The in-service training program focuses on developing teachers' knowledge and understanding of literature and grammar rather than pedagogical aspects of developing English language skills.

Often teachers and students in language classes do not follow the standardized language for instruction and communication all the time, instead of using the local dialect. Teachers speak Bangla while teaching English. A systematic approach for language learning is not always followed as most teachers are not qualified and lack the required skills.

The classroom environment is highly crowded, with up to 120 students in a classroom, compelling teachers to use the lecture method. Also, in most cases, teachers' only goal is for students to achieve good grades on exams. When asked in FGDs what challenges they face in applying language training material in the classroom, college teachers revealed that HSE students have a weak foundation in English (21 percent), they need more (smaller) classrooms with multimedia equipment (17 percent), they need more teachers (14 percent) who are properly trained, and they need longer classes (13 percent) (Figure 24). Taken together, these issues leave the teachers with no choice but to use traditional teaching-learning approaches.

Figure 29: Challenges in Applying Language Training in Classrooms

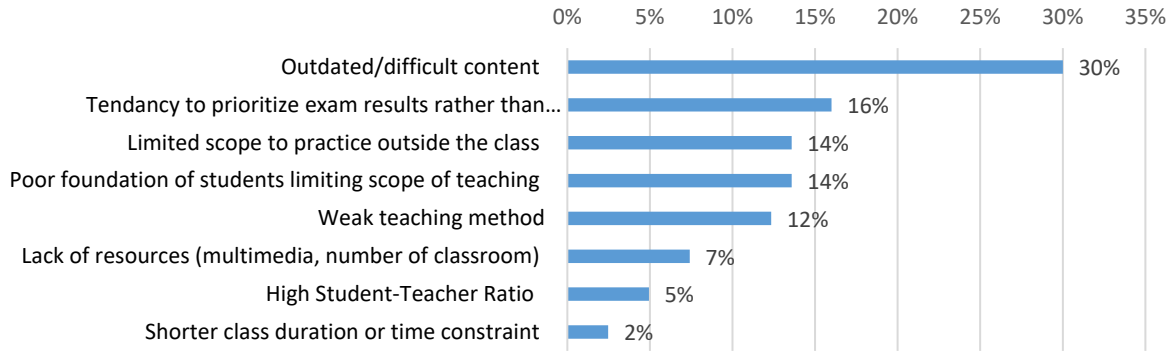


Source: FGDs with HSE teachers, College Survey 2021

4.4.1 English Textbooks and Classroom Teaching-Learning

FGDs with HSE college teachers revealed that 30 percent considered the textbooks for teaching English outdated and difficult to understand and 16 percent stated that teachers tended to prioritize exam results over learning the language (Figure 30). Fourteen percent noted that students had a poor foundation, limiting the scope of teaching and opportunities to practice outside the classroom. Twelve percent mentioned poor teaching methods.

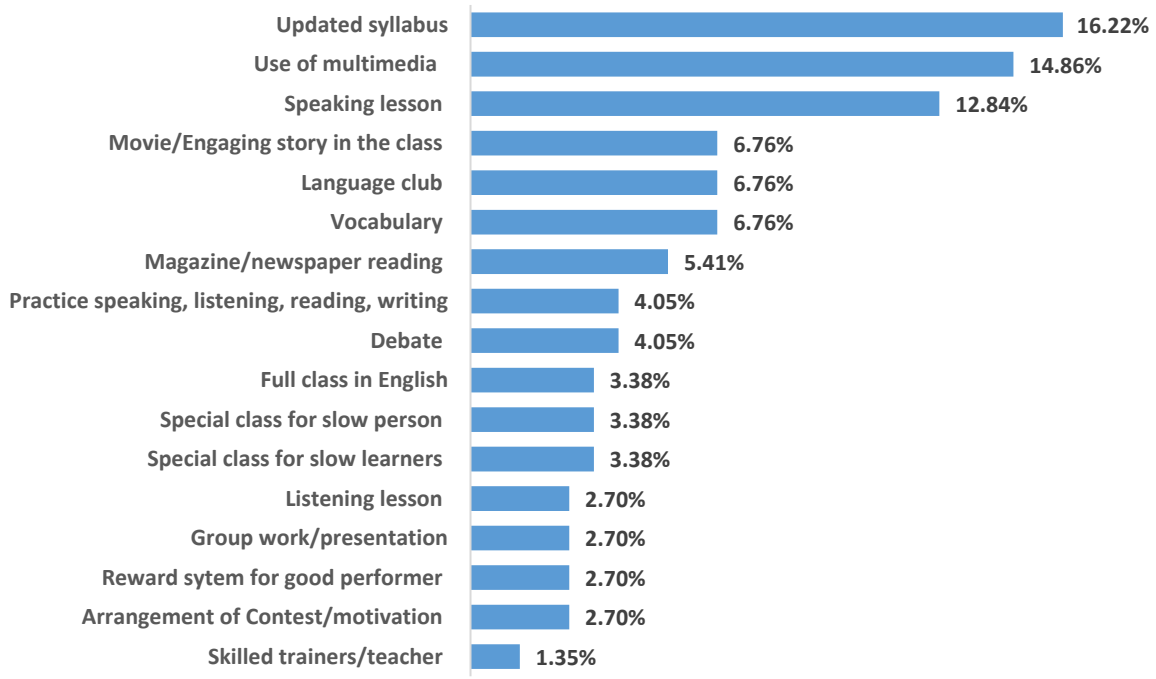
Figure 30: Gaps between English Textbooks and Actual Teaching



Source: FGDs with HSE teachers, College Survey 2021

The most frequently mentioned suggestions for improvement included updating the syllabus (16 percent), using multimedia (15 percent), and speaking lessons (13 percent) as most teachers still used a lecture format (Figure 31).

Figure 31: Suggestions for Improving English Language Teaching



Source: FGDs with HSE teachers, College Survey 2021

4.5 SOFT SKILLS TEACHING

FGDs with teachers revealed that teachers have very little understanding of soft skills (e.g., critical thinking, creative problem solving, social commitment, adaptability). Almost one-quarter of vice principals stated that soft skills are always taught in their colleges (Table 26). Soft skills are more commonly taught in urban government (43 percent) and MPO (36 percent) colleges. Approximately 55 percent said that soft skills were sometimes taught in colleges.

Table 26: To What Extent Are Soft Skills Taught in Colleges?

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	12	20	17	14	11	26
Always	25.0%	25.0%	23.5%	42.9%	36.4%	23.1%
Never	16.7%	10.0%	29.4%	7.1%	9.1%	15.4%
Sometime	58.3%	65.0%	47.1%	50.0%	54.5%	61.5%

Source: KIIs with College Vice Principals 2021

Government college vice principals claimed that about two-thirds of their college teachers are trained in teaching soft skills, whereas only 21 percent of rural non-MPO college teachers had received soft skills training.

4.6 SCIENCE AND MATHEMATICS TEACHING

Given the importance of and demand for science and mathematics students, most government and nongovernment colleges aspire to provide high-quality education in these subjects. HSE builds the foundation for careers in these specialized areas. However, the lack of proper facilities, well-trained teachers, and high-quality teaching-learning resources hamper colleges' efforts. Ninety-four percent of urban government colleges and 86 percent of rural government colleges have separate laboratories for physics, chemistry, and biology (Table 27). However, only 60 percent of MPO colleges and fewer than 50 percent of rural non-MPO colleges have separate laboratories for these subjects. More than half of non-MPO colleges have a combined laboratory where these subjects are taught.

Table 27: Availability and Type of Science Laboratories at Rural and Urban Colleges

	Rural				Urban			
	Govt	MPO	Non-MPO	Total	Govt	MPO	Non-MPO	Total
N=65	(7)	(14)	(5)	(26)	(16)	(10)	(13)	(39)
Combined (one room)	42.9%	28.6%	60.0%	38.5%	43.8%	50.0%	53.8%	48.7%
Physics	85.7%	57.1%	60.0%	65.4%	93.8%	70.0%	46.2%	71.8%
Chemistry	85.7%	57.1%	60.0%	65.4%	93.8%	60.0%	46.2%	69.2%
Biology	85.7%	78.6%	60.0%	76.9%	93.8%	60.0%	46.2%	69.2%
Geography	28.6%	14.3%	0.0%	15.4%	6.3%	10.0%	0.0%	5.1%
ICT	85.7%	28.6%	40.0%	46.2%	50.0%	50.0%	30.8%	43.6%
Others	14.3%	0.0%	0.0%	3.8%	12.5%	10.0%	0.0%	7.7%

Source: College Survey Data 2021

More than 91 percent of government colleges have qualified teachers to teach science subjects and mathematics (Table 28). More than 74 percent of them had received teacher training. Likewise, more than 91 percent of MPO and non-MPO colleges had qualified teachers, though only about two-thirds of MPO colleges and 26-48 percent of non-MPO college teachers had received teacher training.

Table 28: Percentage of Colleges Having Qualified Teachers for Science Subjects and Mathematics

		Govt		MPO		Non-MPO	
		% Qualified	% Trained	% Qualified	% Trained	% Qualified	% Trained
Physics	Rural	96	76	91	66	96	27
Physics	Urban	93	80	97	67	90	45
Chemistry	Rural	94	77	95	67	98	27
Chemistry	Urban	92	76	95	66	95	44
Biology	Rural	96	78	97	71	97	32
Biology	Urban	97	76	96	71	93	48
Mathematics	Rural	97	83	95	65	98	26
Mathematics	Urban	97	75	96	74	93	47

Source: KIIs and FGDs with College Vice Principals, College Survey Data 2021

HSTTI training programs lack the capacity—both quantitively and qualitatively—to meet the specialized preservice training needs of the many science teachers entering HSE colleges each year. Because of the importance of these subjects and rapid advancements in the international curricula, DSHE must conduct a national and regional level needs assessment and develops a plan for enhancing the opportunities for training in these subjects at HSTTIs.

QUESTION 5

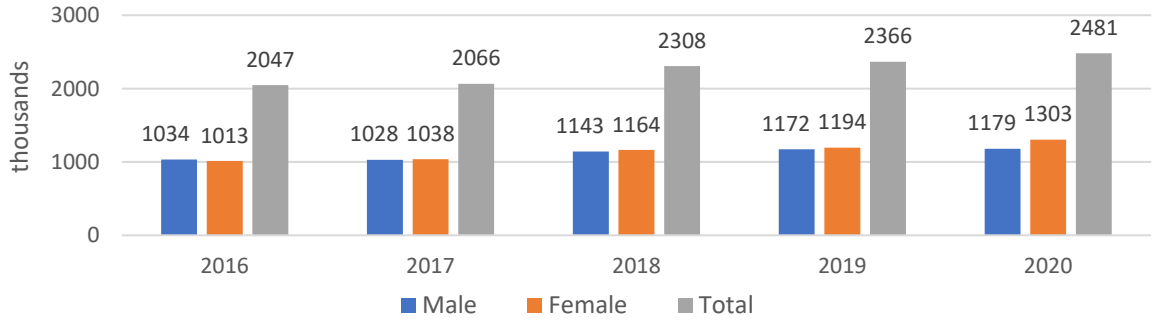
Is there equity in the enrollment and performance of boys and girls in HSE?

Girls' performance on national board examinations in 2015 and 2019 slightly surpassed that of boys. Despite rising female enrollment and completion rates, female dropout rates at the HSE level remain high. Poverty and early marriage are the primary deterrents; safety concerns also impede girls' participation in HSE.

5.1 DIFFERENCES IN ENROLLMENT AND DROPOUT RATES

According to BANBEIS data, girls' HSE enrollment, which in 2016 lagged behind boys' enrollment, has increasingly exceeded it over the last four years (Figure 32)—an encouraging indicator of progress in gender equity through socioeconomic development, the media, and the government's female stipend program.[3]

Figure 32: Grade 11–12 Enrollment ('000) Growth 2016–2020 by Gender



Source: BANBEIS

[3] To increase education access and reduce the dropout rate, the government launched five development projects between 2009 and 2017, about 75 percent of whose beneficiaries were females.

5.1.1 Rural-Urban Enrollment Disparities

Although 62.6 percent of the Bangladeshi population reside in the rural areas of the country, rural school enrollment amounts to roughly 27 percent (Table 29).[4] Lesser access to education, lower parental income, restricted or unaffordable access to the internet and online resources, inability to pay extra tutoring to pass secondary level with good grades for continuing HSE are regarded as the main culprits of such disparity (Khaled. et al. 2020).[5] Further, many students migrate from rural areas to the big cities to study at higher-quality colleges.

Table 29: Rural-Urban Enrollment Disparities in Grades 11–12 by Divisional Location, 2019

	Urban	Rural	Total	Urban	Rural
Barisal	182508	100896	283404	64%	36%
Chattogram	530973	223358	754331	70%	30%
Dhaka	982547	210321	1192868	82%	18%
Khulna	334879	172429	507308	66%	34%
Mymensingh	236704	59855	296559	80%	20%
Rajshahi	429007	179938	608945	70%	30%
Rangpur	321863	154493	476356	68%	32%
Sylhet	196031	69388	265419	74%	26%
Total	3214512	1170698	4385210	73%	27%

Source: BANBEIS Data 2020

5.2.1 Differences in Dropout Rates by Gender and College Category, 2020

In 2020, the female dropout rate was slightly higher than the male rate in non-MPO colleges (7.8 percent compared with 5.5 percent), but dropout rates in colleges of other categories showed no significant gender differences (Table 30). Government colleges had the lowest dropout rate for males (2.5 percent). Admission to government colleges is more competitive, which implies that dropouts could be related to academic competence. Furthermore, tuition fees are higher in non-MPO colleges and lower in government colleges, suggesting that the financial burden may also be affecting the dropout rate in non-MPO colleges.

Table 30: Dropout Rates Grades 11–12 in Government, MPO, and Non-MPO Colleges by Gender

	Year	2015	2016	2017	2018	2019	2020
Govt	Male	4.9%	4.1%	3.1%	5.4%	4.3%	2.5%
	Female	7.1%	6.3%	3.9%	5.6%	5.1%	3.6%
MPO	Male	9.6%	7.3%	7.1%	8.9%	9.7%	5.3%
	Female	8.9%	10.5%	7.3%	7.2%	6.4%	5.2%
Non-MPO	Male	7.0%	5.5%	6.0%	6.8%	5.0%	5.5%
	Female	7.7%	14.7%	12.2%	12.8%	6.0%	7.8%

Source: College Survey Data, Vice Principal KIIs, 2021

[4] BANBEIS does not provide or publish rural-urban distributions for HSE data. Therefore, the rural-urban analysis is based on the college survey of 100 sample colleges, which may not accurately depict actual national levels.

[5] S.S. Mahmud and T. Akita, "Urban and Rural Dimensions of the Role of Education in Income Inequality in Bangladesh" *Review Urban & Regional Devel,* 30 (2018): 169–183.

Between 2015 and 2020, the dropout rates showed a declining trend in all college categories. However, the female dropout rate at non-MPO colleges has generally been the highest. Between 2016 and 2017, the female dropout rate at MPO colleges was higher than the male dropout rate, but this situation reversed its course between 2018 and 2019. During the last five years, GOB launched several intervention schemes (such as Higher Secondary Female Stipend Project (HSFSP) and Higher Secondary Stipend Program) aimed at increasing female enrolment. Possibly, access to funding could be positively correlated with females' ability to remain in HSE[6]

5.2.2 Differences in Repetition Rates by Gender and College Category, 2020

In 2020, females from non-MPO colleges had the highest repetition rate (21.6 percent), followed by males in the same college category (19.2 percent) (Table 31). Government colleges had the lowest repetition rate for males (7.6 percent) and females (9.2 percent), likely because admission to government colleges is more competitive, meaning students generally have higher academic competence.

Repetition rates in government colleges showed a slightly declining trend; however, repetition rates for both males and females in non-MPO private colleges have historically been the highest (except in 2016 and 2017) among categories, followed by males and females in MPO colleges.

Table 31: Repetition Rates Grades 11–12 in Government, MPO, and Non-MPO Colleges by Gender

	Year	2015	2016	2017	2018	2019	2020
Govt	Male	14.4%	12.4%	11.3%	12.8%	9.0%	7.6%
	Female	16.0%	13.4%	13.9%	14.9%	10.5%	9.2%
MPO	Male	16.2%	18.0%	19.5%	19.5%	17.8%	14.9%
	Female	21.8%	20.2%	22.0%	20.8%	23.4%	18.7%
Non-MPO	Male	14.0%	10.9%	9.0%	13.5%	15.0%	19.2%
	Female	23.1%	17.6%	17.1%	23.4%	26.0%	21.6%

Source: College Survey Data, Vice Principal KIIs, 2021

5.2.3 Graduation Rates from the Board Examinations by Gender and College Category, 2015–2020

In 2019, government colleges had the highest pass rates for both females (90.3 percent) and males (84.0 percent) (Table 32). Males from non-MPO colleges had the next-highest pass rates (68.5 percent), followed by females in the same college category (57.4 percent). MPO colleges had the lowest pass rates for males (53.1 percent) and females (56.9 percent).

Table 32: Graduation Rates from the Board Examinations in Government, MPO, and Non-MPO Colleges by Gender

	Year	2015	2016	2017	2018	2019
Government	Male	85.8%	77.9%	84.2%	81.5%	84.0%
	Female	87.9%	81.5%	81.2%	83.4%	90.3%
MPO	Male	56.1%	62.1%	55.0%	52.5%	53.1%
	Female	58.5%	56.7%	57.7%	60.3%	56.9%
Non-MPO	Male	65.6%	66.7%	77.4%	63.5%	68.5%
	Female	66.7%	71.4%	67.6%	74.4%	57.4%

Source: College Survey Data, Vice Principal KIIs, 2021

[6] S. R. Khandker, S. A. Samad, N. Fuwa, and R. Hayashi, "The Female Secondary Stipend and Assistance Program in Bangladesh: What Did It Accomplish?" (Manila: Asian Development Bank, 2021). http://dx.doi.org/10.22617/WPS210021-2

Government colleges consistently perform better than nongovernment colleges because they attract high-performing students for admission through lower tuition fees and have higher-quality teachers and better physical facilities (including laboratories and libraries). By contrast, nongovernment colleges suffer from teacher shortages, poor educational facilities, and inadequate learning resources, attracting mostly students who are not admitted to government colleges because of the strong competition there.

5.2 DIFFERENCES IN PERFORMANCE

Girls' performance on national board examinations in 2015 and 2019 slightly surpassed that of boys (Table 33). In 2015, 49 percent of girls obtained an A grade (A+, A, and A-) and 22 percent a B grade, compared with 48 percent of boys who received an A grade and 21 percent a B grade. In 2019, the margin remained virtually the same, with 48 percent of girls receiving an A grade and 26 percent a B grade, compared with 44 percent of boys receiving an A grade and 25 percent a B grade. In 2019, only 25 percent of girls received a C grade, compared with 30 percent of boys, and only 1 percent of girls received a D grade, compared with 2 percent of boys.

Table 33: Comparative Rates of Male and Female Students Obtaining A+ to D Grades

Score		A+	A	A-	B	C	D	Total
2015	Male (000)	19.1	63.4	54.6	61.7	78.9	9.7	287.3
	Female (000)	15.7	70.6	59.3	62.4	72.9	9.0	289.8
	%M	7%	22%	19%	21%	27%	3%	100%
	%F	5%	24%	20%	22%	25%	3%	100%
2019	Male (000)	21.8	74.4	74.2	97.8	115.8	6.8	390.8
	Female (000)	20.0	88.1	93.5	107.8	103.4	5.5	418.4
	%M	6%	19%	19%	25%	30%	2%	100%
	%F	5%	21%	22%	26%	25%	1%	100%

Source: College Survey Data 2021

5.3 CIRCUMSTANCES THAT DISADVANTAGE GIRLS FROM PURSUING HSE

Data show a higher dropout rate for girls than for boys at the HSE level (see Section 1.2). Ninety percent of college principals (73 principals) interviewed for the survey, including 100 percent of MPO principals, cited poverty as the most prominent factor preventing girls from pursuing HSE (Table 34). The next most frequently mentioned factors were early marriage (80 percent) and security concerns (36 percent). Other reasons offered included social norms (30 percent) and social stigma (29 percent).

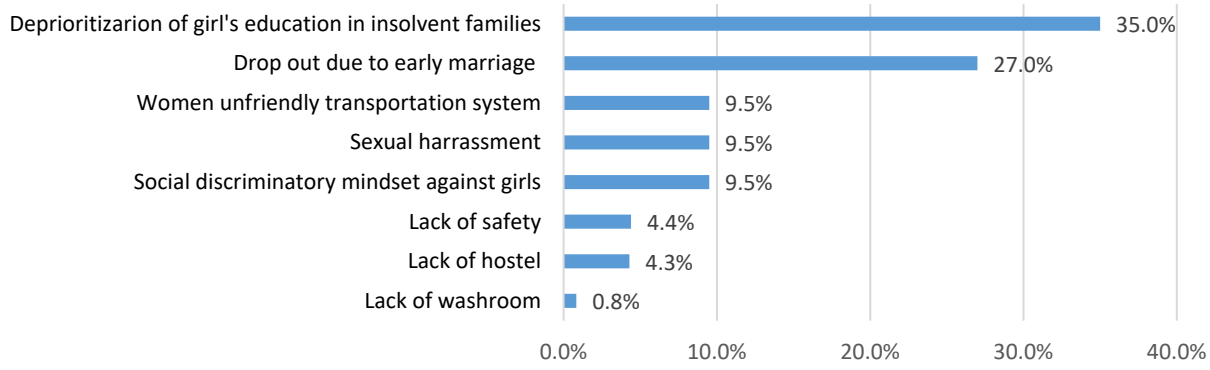
Table 34: Issues That Disadvantage Girls from Pursuing a College Education

Students' College Type	Govt	MPO	Non-MPO	Total
Poverty	88.20%	100.00%	84.40%	90.40%
Early marriage	76.50%	87.50%	75.00%	79.50%
Security concerns	47.10%	33.30%	31.30%	35.60%
Social stigma	35.30%	33.30%	21.90%	28.80%
Social norms	35.30%	45.80%	15.60%	30.10%
Pregnancy	5.90%	0.00%	0.00%	1.40%
Child/domestic labor	5.90%	4.20%	0.00%	2.70%
Too few female teachers	0.00%	0.00%	3.10%	1.40%
Others	5.90%	4.20%	9.40%	6.80%

Source: KIIs with College Principals, College Survey Data 2021

During the FGDs (part of the College Survey) the college teachers were asked what some of the main challenges faced by female students were. About 35 percent of respondents mentioned de-prioritization of girls' education in poor families as the main issue, followed by early marriage (27 percent), transportation unfriendly to women, sexual harassment, and discrimination against girls (9.58 percent each) (Figure 33).

Figure 33: Challenges for Female Students



Source: College Survey Data 2021

Most colleges have established sexual harassment committees to address security concerns, social perspectives, and social stigma. Principals stated that the committees' functions included providing protection against sexual assault (20 percent), investigating issues raised in calls to the sexual harassment hotline number (17 percent), monitoring teachers and students using CCTV (15 percent), discussing incidents with guardians (11 percent), verifying and resolving complaints of sexual harassment (8 percent), and counseling students (6 percent) (Table 35).

Table 35: Sexual Harassment Committee Functions

	Rural			Urban		
	Govt	MPO Listed	Non-MPO	Govt	MPO Listed	Non-MPO
N=56	(6)	(8)	(9)	(9)	(7)	(17)
Role of the committee against sexual assault	0.0%	37.5%	11.1%	33.3%	14.3%	23.5%
Verifying and resolving complaints	16.7%	12.5%	0.0%	11.1%	0.0%	5.9%
Monitoring activities of the teachers and students through CCTV	33.3%	12.5%	0.0%	11.1%	14.3%	29.4%
Discussing with guardians	0.0%	25.0%	11.1%	0.0%	14.3%	17.6%
Discussing in monthly meetings	33.3%	0.0%	0.0%	0.0%	28.6%	11.8%
Five-member committee follows up on students	0.0%	12.5%	11.1%	11.1%	0.0%	0.0%
Checking and investigating complaints dropped in the complaint box	0.0%	0.0%	0.0%	22.2%	0.0%	0.0%
Investigating issues from phone calls received on the number provided by the committee	16.7%	12.5%	22.2%	11.1%	28.6%	11.8%
Counseling students	16.7%	0.0%	11.1%	11.1%	0.0%	0.0%
Monitoring students	0.0%	0.0%	11.1%	0.0%	0.0%	5.9%
The committee is currently inactive	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%

Source: College Survey Data 2021

QUESTION 6

How prepared is the HSE subsector to face educational challenges due to coronavirus disease 2019 (COVID-19) and the post-COVID-19 crisis?

The COVID-19 pandemic greatly impacted Bangladesh's education system. Schools were shut down in mid-March 2020 after the first COVID-19 cases presented in the country and have remained closed since. After colleges were closed, many teachers continued classes using online methods, and some colleges organized online classes using Google Meet, Zoom, and Skype. Others recorded classes and shared them with their students using social media such as Facebook or YouTube. Many urban colleges facilitated online learning using the ICT facilities available to them; however, colleges that lacked such resources struggled to deliver lessons to students, especially in rural areas where access to online facilities for teachers is sparse. In addition, most students in rural areas do not have internet access (though many have smartphones). Because of this digital divide, the country continues to experience major disruptions and disparities in college-level education, leading to significant learning loss.

COVID-19-related restrictions have not only disrupted teaching-learning activities but also affected college assessment processes. As a result, the Board of Intermediate and Secondary Education could not conduct an in-person HSC examination in 2020 and instead published students' results based on their previous exam records. The Board is considering other approaches for 2021 but could not clarify what these might be.

Along with educational activities at the colleges, all college teacher training programs were postponed by MOE at the end of March 2020. TTCs and divisional education offices stopped all college teacher training programs in March 2020. NAEM organized some online training for teachers during the lockdown and at the end of 2020, when the worst of the pandemic had abated, resumed its face-to-face training programs. Similarly, HSTTIs resumed their subject-based training programs to a limited extent, halving the already limited number of trainees.

6.1 HOW COLLEGES AND TEACHERS MADE UP FOR TEACHING-LEARNING LOSS DUE TO THE COVID-19 PANDEMIC

Table 36 shows more than 80 percent of urban principals across all college categories indicated that they had initiated online classes, but the scope, subject coverage, and percentage of students who participated in these classes are not known. In rural areas, more than 90 percent of government college principals stated that they had launched online classes, whereas only 58 percent of non-MPO colleges had done so. Many principals stated that they had stayed connected with students through Facebook. Forty-one percent of rural government colleges indicated that they had used Facebook to conduct classes—almost twice as many as their urban counterparts. Nongovernment colleges also used Facebook but to a much lesser extent. Zoom classes were conducted but to a lesser extent than Facebook. Thirty-five percent of non-MPO principals stated that they had employed phone counseling to remain engaged with students. One-quarter (25 percent) of rural government college principals indicated that they had also employed the phone counseling method, as did 20 percent of rural MPO principals. Between 8 and 14 percent of urban college principals stated that they had used the internet to conduct online examinations, but rural principals had not, except for non-MPO principals, 12 percent of whom said they had. Except for MPO college principals, 7–12 percent of college principals stated that assignments had been provided to students.

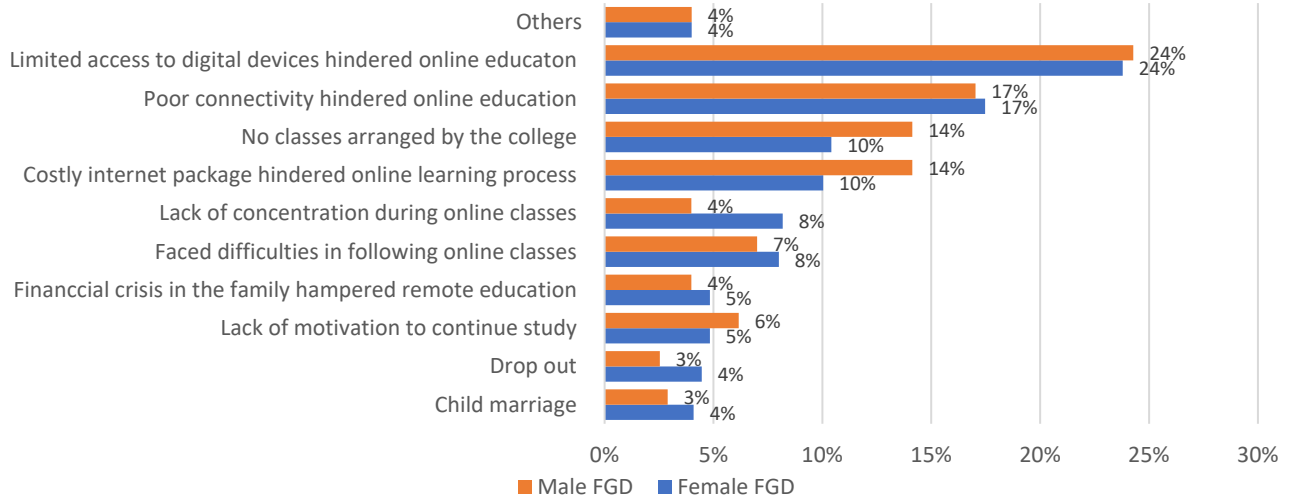
Table 36: Steps Taken during the COVID-19 Pandemic

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
N=100	12	20	17	14	11	26
Launching online classes	91.7%	85.0%	58.8%	85.7%	81.8%	84.6%
Phone counseling	25.0%	20.0%	5.9%	0.0%	9.1%	34.6%
Staying connected through Facebook	41.7%	10.0%	17.6%	21.4%	18.2%	3.8%
Conducting classes on Zoom	16.7%	5.0%	0.0%	14.3%	0.0%	3.8%
Uploading recorded lectures	0.0%	0.0%	5.9%	7.1%	9.1%	3.8%
Staying connected through messenger	0.0%	0.0%	5.9%	0.0%	0.0%	3.8%
Staying connected through YouTube	0.0%	5.0%	5.9%	0.0%	0.0%	3.8%
Staying connected through Google meet	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%
Conducting online exams	0.0%	0.0%	11.8%	14.3%	9.1%	7.7%
Visiting students at their homes	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%
Giving assignments	8.3%	0.0%	11.8%	7.1%	9.1%	7.7%
Providing books, exam copies upon contacting the guardians	0.0%	5.0%	0.0%	7.1%	0.0%	0.0%
Giving homework	0.0%	5.0%	0.0%	7.1%	0.0%	0.0%
Maintaining social distance and wearing masks	0.0%	10.0%	5.9%	0.0%	0.0%	0.0%
Completing the brief syllabus within the timeframe	0.0%	5.0%	5.9%	0.0%	0.0%	0.0%
Cannot say	0.0%	0.0%	5.9%	0.0%	0.0%	3.8%

Source: College Survey Data 2021

When asked what factors had impacted their studies during the pandemic, students most often mentioned limited access to digital devices (24 percent), which hindered their ability to participate in online education (Figure 34). Poor connectivity was mentioned by 17 percent. Fourteen percent of boys and 10 percent of girls mentioned that the cost of internet packages had hindered the online learning process. One percent of boys and 10 percent of girls stated that their colleges had not arranged any classes.

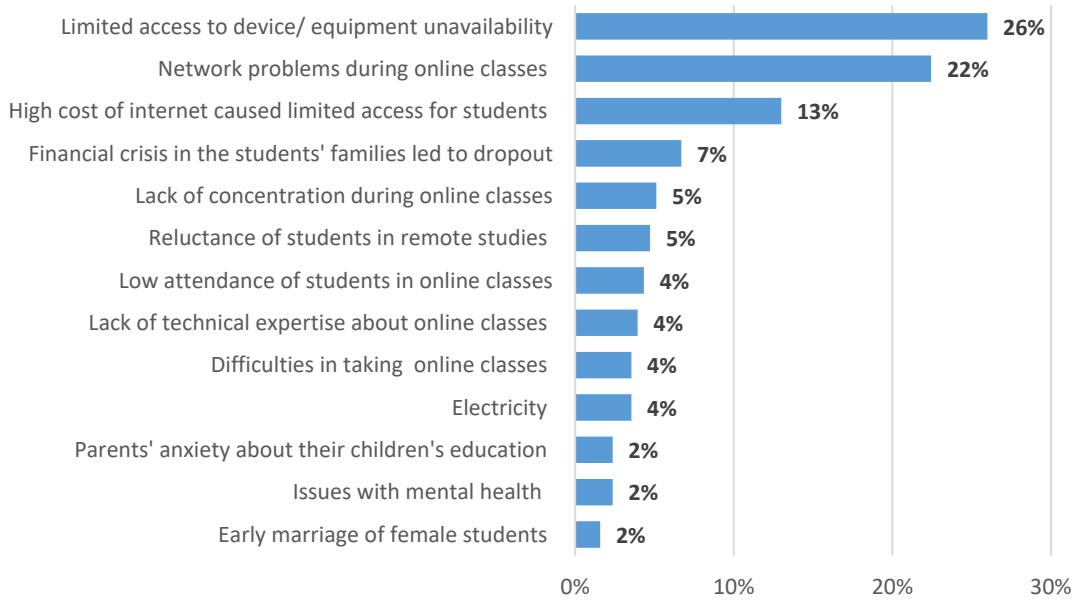
Figure 34: Factors Impacting Students' Study during the COVID-19 Pandemic



Source: College Survey Data 2021

When students were asked about what challenges they had experienced receiving an education during the COVID-19 pandemic, 26 percent mentioned limited access to devices and equipment unavailability, 22 percent mentioned network problems during classes, and 13 percent noted the high cost of internet access, which limited students' access (Figure 35).

Figure 35: Challenges Experienced during the COVID-19 Pandemic



Source: College Survey Data 2021

6.2 MOE/DSHE LEARNING RECOVERY PLAN AND POST-COVID-19 STRATEGIES

When principals and vice principals were asked what strategies MOE or DSHE had for a post-COVID-19 recovery plan, the most frequent response from government college principals was shortening the syllabus (7 in 10), followed by conducting online classes (46 percent) (Table 37). The study team did not find specific guidelines or strategies for learning recovery plans by MOE or DSHE. DSHE expected each college to prepare and implement their own plan based on the circumstances they faced. Rural government college principals mentioned additional classes (27 percent) though their urban colleagues mentioned this only 8 percent of the time. Urban government college principals mentioned providing assignments 31 percent of the time, whereas their rural colleagues mentioned this only 9 percent of the time. MPO college principals were split on shortening the syllabus, with 70 percent of urban principals mentioning this, compared with only 39 percent of rural principals. Conversely, two-thirds (67 percent) of rural MPO college principals mentioned conducting online classes, compared with only 50 percent of their urban colleagues. Non-MPO college principals mentioned shortening the syllabus 50 percent of the time, but both rural and urban non-MPO college principals differed in their experiences of conducting online classes, with 78 percent of urban principals mentioning this as a strategy, compared with only 50 percent of their rural colleagues.

Table 37: MOE/DSHE Strategies for a Post-COVID-19 Recovery

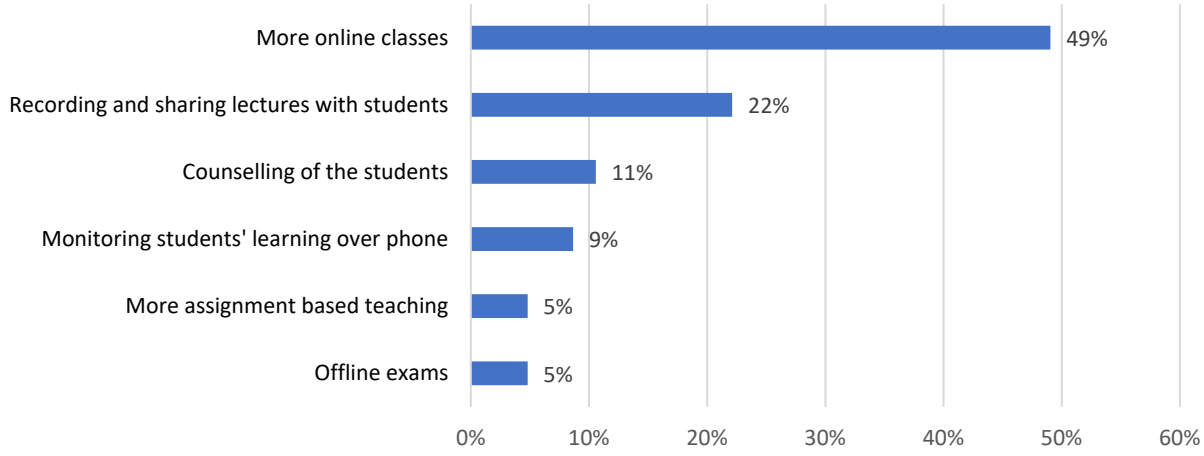
	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
N=82	11	13	18	10	12	18
Conducting online classes	45.5%	46.2%	66.7%	50.0%	50.0%	77.8%

	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
Shortening the syllabus	72.7%	69.2%	38.9%	70.0%	50.0%	50.0%
Assigning extra homework	0.0%	0.0%	5.6%	0.0%	0.0%	16.7%
Keeping the college campus clean		0.0%	5.6%	0.0%	8.3%	11.1%
Communicating with all students and guardians over phone calls	9.1%	0.0%	5.6%	10.0%	0.0%	0.0%
Following up on students' studies through messages	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%
Raising awareness among guardians about pandemic	0.0%	0.0%	0.0%	10.0%	8.3%	0.0%
Planning to conduct additional classes	27.3%	7.7%	5.6%	0.0%	0.0%	5.6%
Providing assignments	9.1%	30.8%	16.7%	30.0%	16.7%	5.6%

Source: College Survey Data 2021

Forty-nine percent of principals mentioned using more online classes as a mitigation strategy to cover learning loss during the pandemic, and 22 percent mentioned recording lectures and sharing the recordings with students (Figure 36).

Figure 36: Mitigation Strategies to Cover Learning Loss during the COVID-19 Pandemic



Source: College Survey Data 2021

6.3 ICT FACILITIES IN COLLEGES AND HOW THEY HAVE BEEN USED DURING THE COVID-19 PANDEMIC

More than 85 percent of government and MPO colleges have ICT devices for teachers and 35–45 percent have devices for students (Table 38). Non-MPO college teachers have less access (50–67 percent) to ICT devices, with 67 percent having access in urban locations but only 50 percent in rural locations. More than 90 percent of urban government and MPO colleges have internet connectivity (WiFi and/or Broadband), whereas fewer than half have these services in rural areas. Just more than 60 percent of urban and only 31 percent of rural non-MPO colleges have these services.

Table 38: Surveyed College ICT Facilities for Conducting Online Classes

	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
N=104	(11)	(15)	(20)	(15)	(16)	(27)
WiFi	45%	93.3%	45.0%	93.3%	31.3%	63.0%
Broadband	18%	46.7%	10.0%	46.7%	6.3%	22.2%
Computer/laptop/tablets for teachers	91%	86.7%	85.0%	86.7%	50.0%	66.7%
Computer/laptop/tablets for students	45%	40.0%	35.0%	40.0%	12.5%	37.0%
Allowances for data purchase	18%	20.0%	45.0%	20.0%	37.5%	29.6%
Others	0%	6.7%	0.0%	6.7%	12.5%	7.4%

Source: College Survey Data 2021

Surveyed male teachers in rural colleges are more familiar with online platforms such as Google Classroom and Zoom for teaching than their female colleagues are (Table 39). Male and female teachers in urban locations have similar familiarity with these platforms. Government college teachers have the most familiarity with these online platforms, and non-MPO teachers have the least.

Table 39: Surveyed Teachers Familiar with Online Platforms Such as Google Classroom or Zoom for Teaching

	Rural			Urban		
	Govt	MPO	Non-MPO	Govt	MPO	Non-MPO
Male (%)	87	73	67	87	67	63
Female (%)	61	58	40	85	69	57

Source: College Survey Data 2021

The percentage of teachers who stated that they had conducted online classes during the COVID-19 pandemic varies markedly by gender, location, and college category (Table 40). The most pronounced difference is by gender: in rural government colleges, 77 percent of male teachers reported having conducted online classes, compared with only 21 percent of female teachers. In urban government colleges, the difference was 65 percent male versus 35 percent female. In urban MPO colleges, the difference was 58 percent male versus 46 percent female, and in rural colleges, the gap was very large at 82 percent male and only 18 percent female. The greatest differences by gender were reported by non-MPO teachers—73 percent of urban male teachers versus 27 percent of urban female teachers and 85 percent of rural male teachers versus 15 percent of rural female teachers. There was an interesting split among male and female teachers by location: rural male teachers consistently reported higher use of online teaching than male urban teachers, whereas female teachers reported the inverse.

Table 40: Surveyed Teachers Who Conducted Online Teaching-Learning during the COVID-19 Pandemic

	Govt		MPO		Non-MPO	
	Rural	Urban	Rural	Urban	Rural	Urban
N=195	(43)	(52)	(22)	(24)	(13)	(41)
Male (%)	76.7%	65.4%	81.8%	58.3%	84.6%	73.2%
Female (%)	20.9%	34.6%	18.2%	45.8%	15.4%	26.8%

Source: College Survey Data 2021

6.4 PERCENTAGE OF COLLEGE STUDENTS WITH ACCESS TO ONLINE LEARNING

Over 70 percent of all students reported having access to the internet at home (Table 41). Ninety-one percent of urban students reported having internet at home, compared with 78 percent of rural students. Female students, in general, reported slightly lower rates than their male colleagues, though the difference was quite marked in rural non-MPO colleges, where female students reported the lowest rate of 59 percent, compared with 84 percent for their male colleagues. Ninety-three percent of urban males had access to the internet as compared with 85 percent of their rural counterparts. Overall female students have lesser access to the internet both in rural (70.3 percent) and urban (88.3 percent) areas, as compared to males (85 percent in rural areas and 93 percent in urban areas).

Table 41: Percentage of Students with Internet Access at Home

			No	Yes	N=810
Rural	Government	Female	26.7%	73.3%	45
		Male	9.1%	90.9%	44
		Total	18.0%	82.0%	89
	MPO	Female	22.2%	77.8%	81
		Male	17.5%	82.5%	80
		Total	19.9%	80.1%	161
	Non-MPO	Female	40.9%	59.1%	66
		Male	16.2%	83.8%	68
		Total	28.4%	71.6%	134
	Total	Female	29.7%	70.3%	192
		Male	15.1%	84.9%	192
		Total	22.4%	77.6%	384
Urban	Government	Female	6.7%	93.3%	60
		Male	1.7%	98.3%	59
		Total	4.2%	95.8%	119
	MPO	Female	4.5%	95.5%	44
		Male	4.4%	95.6%	45
		Total	4.5%	95.5%	89
	Non-MPO	Female	17.3%	82.7%	110
		Male	11.1%	88.9%	108
		Total	14.2%	85.8%	218
	Total	Female	11.7%	88.3%	214
		Male	7.1%	92.9%	212
		Total	9.4%	90.6%	426

Source: College Survey Data 2021

6.5 TYPES OF INTERNET CONNECTION STUDENTS HAVE AT HOME

College survey data reveal that male and female students have roughly the same levels of internet access in their homes (Table 42). Ninety-three percent of students in rural areas and 83 percent of students in urban areas have mobile data connections. However, 31 percent of urban students reported having WiFi connections in their homes, compared with only 12 percent of rural students.

Table 42: Types of Internet Access Students Have at Home

			Broadband	WiFi	Mobile Data	Other	N=495
Rural	Government	Female	0.0%	27.3%	81.8%	0.0%	33
		Male	2.5%	25.0%	80.0%	0.0%	40
		Total	1.4%	26.0%	80.8%	0.0%	73
	MPO	Female	0.0%	1.6%	98.4%	0.0%	63
		Male	0.0%	1.5%	98.5%	1.5%	66
		Total	0.0%	1.6%	98.4%	0.8%	129
	Non-MPO	Female	0.0%	20.5%	92.3%	0.0%	39
		Male	1.8%	12.3%	96.5%	0.0%	57
		Total	1.0%	15.6%	94.8%	0.0%	96
	Total	Female	0.0%	13.3%	92.6%	0.0%	135
		Male	1.2%	11.0%	93.3%	0.6%	163
		Total	0.7%	12.1%	93.0%	0.3%	298
Urban	Government	Female	0.0%	46.4%	76.8%	0.0%	56
		Male	1.7%	43.1%	74.1%	0.0%	58
		Total	0.9%	44.7%	75.4%	0.0%	114
	MPO	Female	2.4%	26.2%	83.3%	0.0%	42
		Male	2.3%	18.6%	86.0%	0.0%	43
		Total	2.4%	22.4%	84.7%	0.0%	85
	Non-MPO	Female	0.0%	31.9%	78.0%	0.0%	91
		Male	0.0%	19.8%	87.5%	0.0%	96
		Total	0.0%	25.7%	82.9%	0.0%	187
	Total	Female	0.5%	34.9%	78.8%	0.0%	189
		Male	1.0%	26.4%	83.2%	0.0%	197
		Total	0.8%	30.8%	77.7%	0.0%	386

Source: College Survey Data 2021

6.6 DEVICE OWNERSHIP AND AFFORDABILITY

6.6.1 Students Owning/Not Owning a Device

Surveyed students were asked about their ownership of devices such as a laptop or desktop computer or smartphone that would allow them to use the internet for online classes and learning. The data reveal large discrepancies in ownership levels by location, gender, and college category (Table 43). Urban students had a higher level of ownership (68 percent) than rural students (53 percent). The gender gap is widest in rural areas, with 65 percent of boys reporting ownership, compared with only 41 percent of girls; in urban areas, 78 percent of boys reported ownership, compared with 58 percent of girls. Girls in rural MPO (33 percent) and non-MPO (34 percent) colleges reported the lowest ownership levels. By college category, 70 percent of rural government college students own a device, compared with fewer than half of MPO college students (48 percent) and non-MPO students (49 percent). In urban locations, the discrepancy was lesser, with 75 percent of government college students owning a device, compared with 60 percent of MPO and 67 percent of non-MPO students.

Table 43: Percentage of Students Owning a Device

			No	Yes	N=449
Rural	Government	Female	33.3%	66.7%	30

			No	Yes	N=449
		Male	27.3%	72.7%	33
		Total	30.2%	69.8%	63
	MPO	Female	67.2%	32.8%	61
		Male	38.5%	61.5%	65
		Total	52.4%	47.6%	126
	Non-MPO	Female	65.7%	34.3%	35
		Male	37.5%	62.5%	40
		Total	50.7%	49.3%	75
	Total	Female	58.7%	41.3%	126
		Male	35.5%	64.5%	138
		Total	46.6%	53.4%	264
Urban	Government	Female	27.6%	72.4%	58
		Male	21.8%	78.2%	55
		Total	24.8%	75.2%	113
	MPO	Female	52.4%	47.6%	42
		Male	26.8%	73.2%	41
		Total	39.8%	60.2%	83
	Non-MPO	Female	47.1%	52.9%	87
		Male	20.2%	79.8%	89
		Total	33.5%	66.5%	176
	Total	Female	42.2%	57.8%	187
		Male	22.2%	77.8%	185
		Total	32.3%	67.7%	372

Source: College Survey Data 2021

6.6.2 Type of Devices Owned by Students

Among the devices enabling students to participate in online classes and learning, smartphones were the most frequently owned (99 percent of rural students and 98 percent of urban students) (Table 44). Only 6 percent of students owned laptops. Desktops were reported owned by only 1 percent of rural and 4 percent of urban students.

Table 44: Type of Devices Owned by Students

		Laptop	Smartphone	Desktop
Rural	Female	4%	100%	0%
	Male	7%	98%	1%
	Total	6%	99%	1%
Urban	Female	7%	97%	2%
	Male	6%	99%	5%
	Total	6%	98%	4%

Source: College Survey Data 2021

6.7 HOURS PER DAY STUDENTS ARE PERMITTED TO USE DEVICES

Among students who reported having internet access, 39.6 percent stated that they were permitted one to two hours of internet device use per day; 38.4 percent three to four hours, 13.5 percent five to six hours, and 8.5 percent more than six hours per day (Table 45). Eighty-four percent of rural students were not allowed to use their ICT devices for more than four hours, and 73.6 percent of urban students were similarly restricted. Permitted hourly usage was generally higher for boys than for girls and higher in urban than in rural locations. Both rural and urban females had lesser access for longer durations (three hours or more per day). There was no consistent pattern of differences among rural-urban, MPO, non-MPO, and government college students in terms of hours of internet usage.

Table 45: Daily Average Number of Hours Students Can Use ICT Devices

Location	College Category		1–2 hours	3–4 hours	5–6 hours	6+ hours	N=
Rural	Government	Female	33.3%	46.7%	3.3%	16.7%	30
		Male	15.2%	54.5%	18.2%	12.1%	33
		Total	23.8%	50.8%	11.1%	14.3%	63
	MPO	Female	65.6%	27.9%	4.9%	1.6%	61
		Male	52.3%	33.8%	10.8%	3.1%	65
		Total	58.7%	31.0%	7.9%	2.4%	126
	Non-MPO	Female	65.7%	28.6%	2.9%	2.9%	35
		Male	40.0%	32.5%	17.5%	10.0%	40
		Total	52.0%	30.7%	10.7%	6.7%	75
	Total	Female	57.9%	32.5%	4.0%	5.6%	126
		Male	39.9%	38.4%	14.5%	7.2%	138
		Total	48.5%	35.6%	9.5%	6.4%	264
Urban	Government	Female	37.9%	32.8%	20.7%	8.6%	58
		Male	34.5%	40.0%	14.5%	10.9%	55
		Total	36.3%	36.3%	17.7%	9.7%	113
	MPO	Female	33.3%	38.1%	9.5%	19.0%	42
		Male	22.0%	46.3%	24.4%	7.3%	41
		Total	27.7%	42.2%	16.9%	13.3%	83
	Non-MPO	Female	41.4%	43.7%	10.3%	4.6%	87
		Male	27.0%	40.4%	20.2%	12.4%	89
		Total	34.1%	42.0%	15.3%	8.5%	176
	Total	Female	38.5%	39.0%	13.4%	9.1%	187

Location	College Category		1–2 hours	3–4 hours	5–6 hours	6+ hours	N=
		Male	28.1%	41.6%	19.5%	10.8%	185
		Total	33.3%	40.3%	16.4%	9.9%	372
Total	Government	Female	36.4%	37.5%	14.8%	11.4%	88
		Male	27.3%	45.5%	15.9%	11.4%	88
		Total	31.8%	41.5%	15.3%	11.4%	176
	MPO	Female	52.4%	32.0%	6.8%	8.7%	103
		Male	40.6%	38.7%	16.0%	4.7%	106
		Total	46.4%	35.4%	11.5%	6.7%	209
	Non-MPO	Female	48.4%	39.3%	8.2%	4.1%	122
		Male	31.0%	38.0%	19.4%	11.6%	129
		Total	39.4%	38.6%	13.9%	8.0%	251
	Total	Female	46.3%	36.4%	9.6%	7.7%	313
		Male	33.1%	40.2%	17.3%	9.3%	323
		Total	39.6%	38.4%	13.5%	8.5%	636

Source: College Survey Data 2021

6.8 COLLEGE STUDENTS' MAIN INTERNET ACTIVITIES

College survey data show that 83 percent of urban college students used the internet for online learning, compared with 69 percent of rural students (Table 46). Boys used it for learning more than girls did—87 percent of urban male students, compared with 80 percent of female students, and 75 percent of rural male students, compared with 63 percent of female students. Usage was highest in government and MPO colleges and lowest in non-MPO colleges, especially in rural locations, where only 55 percent of students used their devices for online learning.

Table 46: College Students' Main Internet Activities

			Social Media	Watching Movies	Online Learning	Creative Work	Others	N=910
Rural	Government	Female	53.3%	37.8%	64.4%	24.4%	44.4%	45
		Male	77.3%	43.2%	81.8%	36.4%	4.5%	44
		Total	65.2%	40.4%	73.0%	30.3%	24.7%	89
	MPO	Female	58.0%	23.5%	75.3%	28.4%	21.0%	81
		Male	61.3%	28.8%	80.0%	31.3%	18.8%	80
		Total	59.6%	26.1%	77.6%	29.8%	19.9%	161
	Non-MPO	Female	50.0%	25.8%	45.5%	9.1%	36.4%	66
		Male	70.6%	33.8%	63.2%	27.9%	19.1%	68
		Total	60.4%	29.9%	54.5%	18.7%	27.6%	134
	Total	Female	54.2%	27.6%	62.5%	20.8%	31.8%	192
		Male	68.2%	33.9%	74.5%	31.3%	15.6%	192
		Total	61.2%	30.7%	68.5%	26.0%	23.7%	384
Urban	Government	Female	73.3%	40.0%	85.0%	45.0%	8.3%	60
		Male	84.7%	49.2%	96.6%	49.2%	6.8%	59
		Total	79.0%	44.5%	90.8%	47.1%	7.6%	119
	MPO	Female	50.0%	34.1%	95.5%	52.3%	2.3%	44
		Male	75.6%	51.1%	93.3%	51.1%	11.1%	45

			Social Media	Watching Movies	Online Learning	Creative Work	Others	N=910
		Total	62.9%	42.7%	94.4%	51.7%	6.7%	89
	Non-MPO	Female	62.7%	31.8%	70.9%	30.9%	20.9%	110
		Male	76.9%	48.1%	78.7%	38.9%	16.7%	108
		Total	69.7%	39.9%	74.8%	34.9%	18.8%	218
	Total	Female	63.1%	34.6%	79.9%	39.3%	13.6%	214
		Male	78.8%	49.1%	86.8%	44.3%	12.7%	212
		Total	70.9%	41.8%	83.3%	41.8%	13.1%	426

Source: College Survey Data 2021

6.9 COLLEGE STUDENTS USING ONLINE PLATFORMS FOR ONLINE LEARNING

Students reported Facebook or YouTube Live as the most frequently used platform in rural areas (50 percent) and Zoom conferencing (35 percent) as the next most used platform (Table 47). In urban areas, Zoom conferencing (52 percent) is the most frequently used platform; Facebook or YouTube Live was reported by 38 percent.

Table 47: Online Platforms Used by Colleges for Online Lessons

			Google Classroom/ Meet	Zoom Conferencing	Facebook or YouTube Live	Other	N=636
Rural	Govt	Female	20.0%	50.0%	66.7%	0.0%	30
		Male	18.2%	24.2%	75.8%	6.1%	33
		Total	19.0%	36.5%	71.4%	3.2%	63
	MPO	Female	13.1%	32.8%	36.1%	19.7%	61
		Male	9.2%	30.8%	41.5%	24.6%	65
		Total	11.1%	31.7%	38.9%	22.2%	126
	Non-MPO	Female	28.6%	37.1%	40.0%	25.7%	35
		Male	35.0%	40.0%	62.5%	12.5%	40
		Total	32.0%	38.7%	52.0%	18.7%	75
	Total	Female	19.0%	38.1%	44.4%	16.7%	126
		Male	18.8%	31.9%	55.8%	16.7%	138
		Total	18.9%	34.8%	50.4%	16.7%	264
Urban	Govt	Female	20.7%	56.9%	36.2%	5.2%	58
		Male	16.4%	65.5%	36.4%	1.8%	55
		Total	18.6%	61.1%	36.3%	3.5%	113
	MPO	Female	9.5%	50.0%	61.9%	2.4%	42
		Male	9.8%	51.2%	65.9%	0.0%	41
		Total	9.6%	50.6%	63.9%	1.2%	83
	Non-MPO	Female	34.5%	42.5%	24.1%	20.7%	87
		Male	38.2%	49.4%	28.1%	13.5%	89
		Total	36.4%	46.0%	26.1%	17.0%	176
	Total	Female	24.6%	48.7%	36.4%	11.8%	187
		Male	25.4%	54.6%	38.9%	7.0%	185
		Total	25.0%	51.6%	37.6%	9.4%	372

Source: College Survey Data 2021

6.10 ABILITY OF STUDENTS WITHOUT DEVICES TO BUY THEM

The survey data indicated that over 62.5 percent of college students do not have the ability to buy devices to participate in online classes. Seventy-five percent of rural students without devices and 63 percent of urban students without devices reported that they could not afford to purchase a device (smartphone, laptop, or desktop). (Table 48). Only 21 percent of rural students and 29 percent of urban college students reported that they could buy a device. In both rural and urban areas, more female students (28 percent) than male students (20 percent) reported that they could purchase a device.

Table 48: Students' Ability to Buy an Online Device for Learning

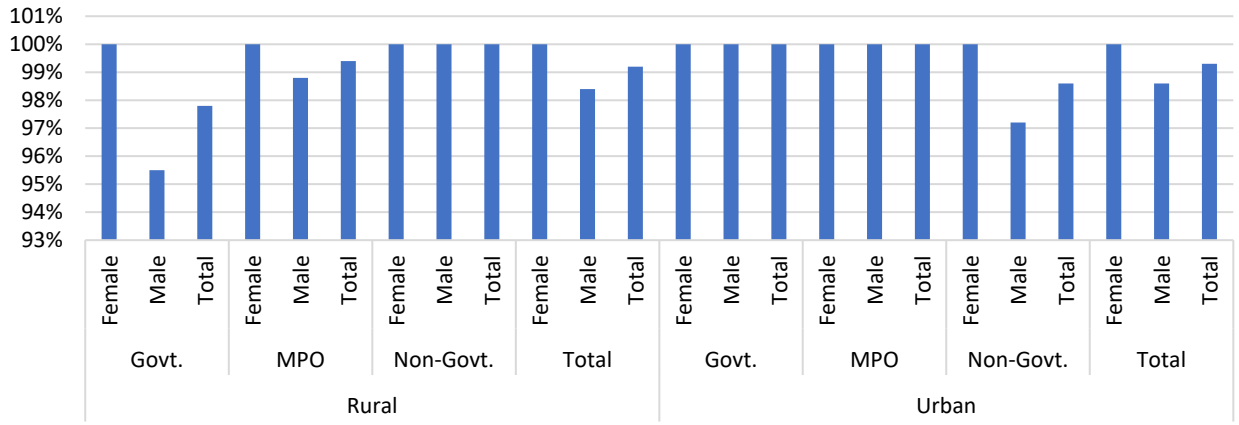
			No	To Some Extent	Yes	N=
Rural	Government	Female	60.0%	20.0%	20.0%	10
		Male	77.8%	0.0%	22.2%	9
		Total	68.4%	10.5%	21.1%	19
	MPO	Female	65.9%	2.4%	31.7%	41
		Male	84.0%	0.0%	16.0%	25
		Total	72.7%	1.5%	25.8%	66
	Non-MPO	Female	82.6%	4.3%	13.0%	23
		Male	80.0%	6.7%	13.3%	15
		Total	81.6%	5.3%	13.2%	38
	Total	Female	70.3%	5.4%	24.3%	74
		Male	81.6%	2.0%	16.3%	49
		Total	74.8%	4.1%	21.1%	123
Urban	Government	Female	56.3%	0.0%	43.8%	16
		Male	58.3%	8.3%	33.3%	12
		Total	57.1%	3.6%	39.3%	28
	MPO	Female	86.4%	4.5%	9.1%	22
		Male	72.7%	18.2%	9.1%	11
		Total	81.8%	9.1%	9.1%	33
	Non-MPO	Female	53.7%	7.3%	39.0%	41
		Male	55.6%	16.7%	27.8%	18
		Total	54.2%	10.2%	35.6%	59
	Total	Female	63.3%	5.1%	31.6%	79
		Male	61.0%	14.6%	24.4%	41
		Total	62.5%	8.3%	29.2%	120

Source: College Survey Data 2021

6.11 COLLEGE STUDENTS WITH ELECTRICITY AT HOME

Almost all students surveyed (95.5–100 percent) reported having access to electricity in their homes (Figure 37).

Figure 37: Percentage of Students Having Electricity at Home



Source: College Survey Data 2021

Students mentioned that the main challenge with electricity is the regular outages, particularly in rural areas where outages can disrupt online classes and other online educational activities.

6.12 COLLEGE STUDENTS WITH A TV AT HOME

According to the Multiple Indicator Cluster Survey 2019, half of the Bangladeshi households have a TV. However, data collected from students revealed that 60 percent of students in rural areas and 79 percent of students in urban areas have a TV at home (Table 49). Seventy-eight percent of government college students have a TV at home, whereas only 55 percent of rural non-MPO students do. Female students uniformly reported a higher incidence of TV in their homes (76 percent) than boys did (66 percent).

Table 49: Percentage of Students with a TV at Home

			No	Yes	N=
Rural	Government	Female	24.4%	75.6%	45
		Male	31.8%	68.2%	44
		Total	28.1%	71.9%	89
	MPO	Female	34.6%	65.4%	81
		Male	48.8%	51.3%	80
		Total	41.6%	58.4%	161
	Non-MPO	Female	42.4%	57.6%	66
		Male	47.1%	52.9%	68
		Total	44.8%	55.2%	134
	Total	Female	34.9%	65.1%	192
		Male	44.3%	55.7%	192
		Total	39.6%	60.4%	384
Urban	Government	Female	13.3%	86.7%	60
		Male	15.3%	84.7%	59
		Total	14.3%	85.7%	119

			No	Yes	N=
	MPO	Female	9.1%	90.9%	44
		Male	24.4%	75.6%	45
		Total	16.9%	83.1%	89
	Non-MPO	Female	16.4%	83.6%	110
		Male	36.1%	63.9%	108
		Total	26.1%	73.9%	218
	Total	Female	14.0%	86.0%	214
		Male	27.8%	72.2%	212
		Total	20.9%	79.1%	426

Source: College Survey Data 2021

5.0 RECOMMENDATIONS

RECOMMENDATIONS FOR EDUCATION ACCESS AND QUALITY

- Address rural-urban disparities in HSE through developing and implementing comprehensive intervention measures on a case-by-case basis.
- Address education quality issues by improving physical facilities, expanding the availability of multimedia classrooms, reducing over-crowdedness in classrooms, introducing a system of continuous learning assessment, improving learning materials, and encouraging soft skills teaching and learning (see Recommendations for Teacher Preparedness below).
- Identify subjects and skill areas presently in high demand by the emerging job market. Align the subject offerings and training programs with emerging job market demands and coordinate a curriculum/course review by experts in these emerging fields.
- Assess educational facilities and teaching-learning practices at non-MPO colleges and provide guidance on fulfilling the requirements for becoming listed MPO colleges.
- Devise a modern M&E system to monitor and assess the delivery and impact of government assistance to private colleges.
- MOE/BANBEIS should publish college data (for Grades 11 and 12) disaggregated by rural/urban location.

RECOMMENDATIONS FOR MANAGEMENT AND FINANCE

- Devise a system to oversee the governance of private colleges receiving MOE aid.
- Increase the number of females in college governing bodies and college committees to ensure gender equity in college management.
- Review the criteria/policies and volume of government support programs for MPO and non-MPO colleges. Assist well-performing nongovernment colleges in providing quality education at affordable costs to all students. Provide stipends and special assistance to well-performing students from lower-income families that fulfill well-defined criteria.
- Recruit non-government college Principals and Vice-Principals through NTRCA. NTRCA should ensure the recruitment process is transparent, merit-based, and timely so that vacant positions are filled expeditiously.
- Ensure an expeditious recruitment process for teachers at government colleges through BCS is so that vacant teaching positions are filled immediately.
- Create development intervention programs to develop private colleges in response to the rising number of these colleges and the growth in student enrollment. Adequate opportunities should

be made available for government college teachers' pursuit of higher education (MPhil, PhD) degrees as part of their professional development.

- Further, attainment of higher educational qualifications by college teachers needs to be officially recognized as an integral part of their professional competence and rewarded.
- The number of smart classrooms with multi-media facilities needs to be expanded to improve effectiveness of the teaching-learning process.
- Adequate funds need to be allocated to the colleges annual recurring budgets for the modernization of classrooms (e.g., purchase of modern teaching aids). This would contribute towards enhancing educational quality and efficiency.

RECOMMENDATIONS FOR TEACHER PREPAREDNESS

- Increase the number and capacity of HSTTIs or professional learning centers for each district to address the severe shortage of teacher education and training programs both for government and non-government college teachers. . These training centres along with foundation training should offer year-round training on pedagogy, college subjects and content, ICT, and leadership training.
- Provide foundation training to college teachers as soon as possible after their recruitment and provide more frequent in-service training opportunities (e.g., refresher courses, follow-up training, continuing education courses) for continuous professional development.
- Extend HSTTI resources and managerial capacity to offer/develop more training programs.
- Invest in well-equipped and well-furnished training rooms (including smart classrooms) and laboratory facilities for training in science subjects.
- Expose college teachers and faculty members at HSTTI/ college teacher learning centers to global trends in education that meet the demands of the fourth industrial revolution using a phased approach.
- Conduct TNAs to identify training needs for college teacher professional development.
- Ensure equal availability of adequate in-service training opportunities to teachers in both rural and urban settings. Match the duration of training courses offered by HSTTIs, based on TNAs.
- Improve and equip HSTTIs facilities so that they are adequate to meet training needs, e.g., arrange separate accommodations for female trainees and develop other training sites to encourage female teachers to attend training programs from remote areas.
- Review and update NAEM's leadership and management training curriculum and duration in accordance with colleges' needs. Include current issues and skills such as innovation, e-governance, accountability, planning, and development. Provide NAEM with the resources to implement the new curriculum.
- Establish a dedicated national academy to provide training for government college teachers.
- Make leadership and management training mandatory for principals within six months of appointment. Consider the participation of universities and the private sector to meet training demand.
- Strengthen DIA by expanding its staff and scope of work to include monitoring of academic and support service standards. Provide DIA with the resources to establish divisional offices for regional inspection and auditing services.
- Increase the number of Board of Intermediate and Secondary Education college inspectors.
- Organize professional and pedagogical training/education for the inspectors so that they address and meet colleges' pedagogical needs.

- Establish an alternate system for academic supervision and teacher mentoring (including in-school training) to enhance and maintain education quality. Bangladesh can adapt a supervision and mentoring model from another country or devise its own.
- Strengthen and empower the zonal and district education offices to address routine college management issues in conjunction with college principals and management committees.
- Implement a progressive decentralization of management and financial authority to the district and *upazila* levels. Although development planning is centralized, it should be based on a bottom-up approach (i.e., need-based priority assessments by grassroots institutions).
- Increase opportunities to take foundation training courses to cope with changing HSE curricula and content and a growing number of new teachers.
- Revise and update training manuals to include popular, effective methods of Bangla and English language instruction that can be practiced easily in large classes. Provide up-to-date English language teacher training programs, based on needs assessments of actual classroom settings and student backgrounds.
- Increase ICT facilities in college classrooms.
- Ensure that colleges and training institutes have language laboratories so that teachers and students can experience and learn all four language skills (listening, speaking, reading, and writing).
- Include soft skills in preservice and in-service teacher training curricula and manuals.
- Expand laboratory facilities to reduce overcrowding. MOE should develop a project to strengthen science education infrastructure in colleges and HSTTIs across the country.

RECOMMENDATIONS FOR GENDER EQUITY IN STUDENT ENROLLMENT

- Address high female dropout rates through financial assistance to low-income families and social campaigns against harassment and early marriage before completion of studies. Strengthen the current "harmonized stipend program" to support female students.
- Provide additional safe and clean hostel facilities for girls.
- Introduce special stipends/financial assistance programs for students coming from low socio-economic households to ensure gender equity among this category of students in those areas/districts where the male enrollment ratio falls below that of female enrollment.

RECOMMENDATIONS FOR ADDRESSING COVID-19-RELATED CHALLENGES

- As many students lack access to the internet, especially girls attending nongovernment colleges in rural areas, colleges should follow a blended approach involving online, assignment-based, and face-to-face methods to make up for learning losses due to COVID-19-related restrictions.
- MOE and DSHE should provide a comprehensive learning recovery plan along with the required infrastructure and resource support.
- An inclusive education provision for college education should be issued. In addition, an inclusive education technical support hub should be established to facilitate awareness programs, training programs on know-how and technological assistance, and improve physical facilities in colleges on a phased basis.
- All colleges should have ICT facilities to continue the teaching-learning process amid crises. MOE should develop a separate project for this.
- Offer student loans or make student grants available to buy mobile devices without interest or equated monthly installment through negotiation between MOE and IT companies.
- MOE should negotiate discounted student internet package rates with the major telecommunications companies for students, teachers, teacher trainers/educators, colleges, and

training institutions. This is especially important for students from low- and middle-income households.

- DSHE should provide targeted financial support to well performing colleges to enable them to strengthen the internet infrastructure for mobile and broadband connectivity in collaboration with the service provider companies.
- Create an instant support system with an e-learning platform for trainees who encounter problems during or after online sessions.
- Pilot more training programs and teaching-learning options using a blended approach and explore their challenges and benefits.
- Introduce a government policy for education and training institutions to develop online and blended training to ensure quality training for more people in less time, saving time and money for relevant stakeholders.

PROSPECTIVE INTERVENTION PROGRAMS

The study findings suggest a number of programs that could be initiated to develop the higher secondary education subsector.

1. A Training of Trainers (TOT) program that integrates pedagogic knowledge with ICT uses for college teachers in specific subject areas.
2. A program to develop a National Academy for Teachers' Professional Development (NATPD). The academy would be a center of excellence and offer high quality professional training and research for college teachers. It would not only include the Foundation Training for BCS Education Cadre but also subject-based trainings, needs-based trainings, and other professional development trainings for government and non-government college teachers. HSTTIs could serve as the academy's regional hubs.
3. A program to extend the number of, and facilities at, HSTTI/professional learning centers in each of the districts. These training centres along with foundation training should offer year-round training on pedagogy, college subjects and content, ICT, and leadership.
4. A technical assistance program to develop college curriculum based on the new approved integrated curriculum framework.
5. A program to develop subject-based training manuals based on the new curriculum to assist teachers in implementing the new curriculum at classroom level.
6. A program to develop a digital learning platform for higher secondary education that can make available ICT and Learning Management System (LMS) facilities for all college students and ensure learning equity.
7. A needs-based program to develop laboratory facilities and infrastructure to enhance experiential learning (e.g., science labs, language labs) for college students across the country.

ANNEX 1: SCOPE OF WORK

Tasking Request S028: Situational Analysis on Higher Secondary Education in Bangladesh

Background

Higher secondary education in Bangladesh generally refers to Grades 11 and 12. After completing Grade 12, students sit for Higher Secondary Certificate (HSC) Examination, a public examination administered by the Ministry of Education. Over the years, considerable expansion in higher secondary education has been achieved; yet much more needs to be done in terms of quality and to make this stage of education more market relevant. The overwhelming majority of the higher secondary level courses are offered through non-government colleges, which receive government subsidies for teachers' salaries and capital investments.

The number of students enrolled in general higher secondary education increased from 485,147 in 2009 to 741,285[7] in 2018. The share of girls enrolled in higher secondary level also improved significantly from below 48 percent to over 52 percent during the said period, raising some concerns about a reverse gender disparity. On an average, one thousand teachers annually joined the higher secondary level between 2009 and 2018, and the total number of teachers stood at over 42,000 in 2018. In 2018, despite the gradual increase in the number of female teachers in higher secondary level, less than a quarter were female. Pass rate for Higher Secondary Certificate (HSC) examination showed a moderately declining trend. The reason for this was not clear and merits further investigation. On an average, 71 percent students passed the HSC examinations during the period from 2009 to 2018. The average pass rate for girl students during the same period has been 72 percent.

Currently, over 90 percent of the students at higher secondary level are enrolled in non-government institutions, which constitute 65 percent of the total number of institutions, although provisions and facilities in most of these are deficient compared to government institutions. At the national level, less than 20 percent of all adolescents between the ages of 16 to 19 are attending grades 11 and 12. There is a high-stake public examination at the end of higher secondary education level, i.e. in Grade 12, but as reports indicate and practice shows, this examination tends to encourage rote learning-based educational practices but does not focus on building students' cognitive competencies and noncognitive skills such as problem solving and critical thinking.

Higher secondary education, even though regarded as an important bridge to tertiary education, is the most unexplored and under-researched area of education stream in Bangladesh and international development agencies usually do not intervene in this sub-sector. While there are a few documents and some analyses on secondary education, it was evident that analysis and research on higher secondary education is surprisingly inadequate and scanty. Even some seemingly comprehensive Bangladesh education sector reviews conducted by some agencies speak very little on the higher secondary education sub-sector, and when they do, it is mostly quantitative information without any analytics and qualitative data. The Secondary Education Development Program (SEDP) has identified a number of areas for quality improvement including curriculum reform; teachers' quality, capacity and management; examinations and assessments; and better teaching and learning in key content areas- Bangla, English, Mathematics, Science and Information and Communication Technology (ICT). It is not surprising that some reports and Directorate of Secondary and Higher Education (DSHE) officials and college professors testify that a big bulk of college students end up paying money as they get privately tutored after their college hours especially in English, Mathematics and Science subjects. The pervasive increase in private tuition as a system for supplementing higher secondary education that is offered in colleges not only shows how inadequate

[7] Bangladesh Bureau of Educational Information and Statistics (BANBEIS): Bangladesh Education Statistics 2018

the teaching-learning in colleges has become, but also how the more affluent can escape the penalties of bad education by spending additional money to get extra teaching for their own children.

Objective

The objective of this Higher Secondary Education Situational Analysis is to understand how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The analysis is meant to build knowledge and the evidence base on how the higher secondary education sub-sector functions and the problems and challenges it faces. Through exploration of the areas of research as given below, the analysis will provide recommendations for informing USAID's strategic approach, implementation, and areas of interventions in the higher secondary education sub-sector. The scope of the analysis will include general education stream (grades 11 and 12) of the government colleges, non-government colleges, college sections of schools, degree (pass) colleges, degree (honors) colleges, and master's colleges.

The study will seek to answer the following six major questions:

1. How did the higher secondary education system/colleges perform in the last 5 years in terms of enrollment and internal efficiency?
2. How are the colleges/college sections managed and financed?
3. How did college students perform in national examinations in the last 5 years?
4. How prepared, equipped and supported are the teachers to teach specific subjects at the Higher Secondary Education level?
5. Is there equity in the enrollment and performance of boys and girls in higher secondary education?
6. How prepared is the Higher Secondary Education sub-sector to face educational challenges due to COVID-19 and post-COVID-19 crisis?

In addition, the study may be guided by the following questions:

1. Higher Secondary Education system
    - Based on the secondary data, what are the enrollment (in numbers and rates), drop out, repetition and completion rates in the last 5 years by grade and sex?
    - Are there any types of disparities that stand out amongst boys and girls, urban and rural, and different types and categories of colleges?

2. Management and Financing
    - How is the management structure of providing higher secondary education laid out, at division, district, and sub-district levels?
    - Is the management structure good enough to have efficiency in the management of higher secondary education?
    - How are all the different types and categories of colleges/college sections funded? What are the sources of their budget? Do they have an adequate budget, particularly non-salary recurrent budget, to run the colleges/college sections?
    - What are the major types of expenses for colleges/college sections?
    - How are the teachers and principals and vice principals appointed?

- What academic qualifications do college teachers, principals and vice principals need to have in order to be recruited? Do the prerequisites and qualifications of teachers vary according to different types and categories of colleges?
- Do the existing principals, vice principals and teachers fulfill the criteria set for recruitment?
- What kind of training do the college principals and vice principals receive? Do they receive any leadership and management training? Does this training include leadership practices focused on learning?
- What are the current practices of teacher supervision and mentoring? Is there any effective supervision/mentoring system (i.e. instructional support through coaching and mentoring) that provides hands on support to teachers for their professional development?
- Do academic supervisors receive any subject/pedagogical training? If yes, how is that training translated into classroom practice?
- How centralized or decentralized the colleges/college sections are, especially in terms of administration, and academic supervision and monitoring of teachers and principals?
- What kind of physical and teaching-learning facilities are available in colleges/college sections?

3. Students' performance

- Based on the secondary data, how did the college students perform in the national examinations in the last 5 years? What are the average scores in general and by selected subjects (sciences, Mathematics and English), sex, rural and urban, type of college, and year?
- What percent of the higher secondary students (by sex and year) are enrolled in undergraduate programs?
- Based on the secondary data, and by sex, how did the college students perform in any other learning assessments (if any) in the last 5 years? If other learning assessments were in place, how far did those assessment systems measure students' learning outcomes?

4. Teachers' professional development and training institutions

- What types of professional development opportunities including pre-service and in-service are available for college teachers? Are teacher training programs (general/basic training and/or subject-based training) adequate? What is required to make these training programs useful and effective? Are training and teachers' guides/manuals up to date and do they facilitate proper teaching?
- Is there any gap between Teacher Professional Development (TPD) curriculum (BEd & MEd course for example) and teaching-learning practices at college level? If yes, what are those areas that require immediate intervention/solution?
- Do Higher Secondary Teacher Training Institutes (HSTTIs) have the capacity (e.g., infrastructure, facilitator/trainer/staff capacity, library, lab, etc.) to qualitatively contribute to improved teaching and learning?
- What types of training programs are organized for teachers throughout the year? Is the training calendar aligned with the curriculum and academic calendar?

- Do HSTTIs conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?
- What possible interventions could be designed to strengthen HSTTIs, TTCs and other training entities, if any?
- In teaching Bangla and English languages, to what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?
- What are the gaps between English textbooks and actual teaching-learning that happens in the classrooms? How can English language instruction teaching be made more practical and engaging?
- Are soft skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability, etc.) taught in classrooms? If yes, how are they being taught? Are teachers trained to teach soft skills?
- Is any special attention given to teaching of sciences (Physics, Chemistry and Biology) and Mathematics? Are teachers adequately qualified and trained to teach sciences and Mathematics?

5. Equity in the enrollment and performance of boys and girls

- Are there differences between the enrollment and dropout rates of boys and girls in the last five years?
- Are there differences in the performance of boys and girls in the Grade 12 national examination in the last five years?
- Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

6. Higher Secondary Education amidst COVID-19 and post-COVID-19 crisis

- How have the colleges and teachers made up for the teaching-learning time that was lost due to COVID-19?
- Is there any learning recovery plan or strategy for post COVID-19 undertaken by the Ministry of Education and the Directorate of Secondary and Higher Education?
- What types of ICT facilities are available in colleges and how far the teachers have used ICT facilities in the teaching-learning process? What percent of college teachers (male-female, urban-rural) are familiar with online platforms such as Google Classroom or Zoom for teaching online?
- What percent of college students have the facilities to engage in online (internet-based) teaching-learning activities?
- What kind of internet connection do students have access in their homes (broadband, wifi, mobile data, other)? What percent of college students have cable line connection?
- What devices can students afford to use (laptop, smart phone, PC, other)? What percent of college students use their own devices? Those who do not have their own devices, what do they use?
- How many hours a day are they permitted to use these devices?
- What are the main activities of the students on the internet (Facebook/social media, watching movies, online learning, creative work, others)?

- What percent of college students (male-female, urban-rural) use online platforms such as Google Classroom or Zoom for learning online?
- What percent of college students (male-female, urban-rural) have internet coverage?
- What percent of college students (male-female, urban-rural) have mobile phones? What percent of college students have the ability to buy smartphones or other devices to access internet facilities for attending online/ recorded classes?
- What percent of college students (male-female, urban-rural) do enjoy electricity facilities in their residence?
- What percent of college students (male-female, urban-rural) have a TV set at home?

Audience and Intended Use

The primary intended audience for the situational analysis is USAID, the Government of Bangladesh (Ministry of Education and Directorate of Secondary and Higher Education), development partners, NGOs, and other education stakeholders.

Methodology

This situational analysis will provide USAID with an understanding of the higher secondary education system in Bangladesh. The research team is encouraged to apply a mixed method approach. It will include key literature review (desk review), analysis of secondary data, quantitative survey, and several consultations (e.g. in-depth interview and focus group discussion) with different stakeholders. The consultations will be conducted through in-depth interviews, focus group discussions and classroom observations with follow-up interviews. Although it is unlikely that all the divisions of the country will be visited physically, it is expected that the research team will visit all 5 HSTTIs, and sample TTCs that are used for the teachers' training at the Higher Secondary Education level. Under the present COVID-19 circumstances until the research team can physically visit colleges, different teachers' training institutions, the ministry and the directorate, many interviews can take place via phone.

Sources of data for this study may include, but not limited to, the following institutions and organizations:

- Colleges/ college section
- Directorate of Secondary and Higher Education (DSHE)
- Ministry of Education
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS)
- Higher Secondary Teachers' Training Institutes (HSTTIs)
- Teachers' Training Colleges (TTCs)
- National Academy of Educational Management (NAEM)
- National University
- Open University
- Development Partners
- Civil society representatives

Geographic coverage/sample selection

The Situational Analysis will use purposive, stratified, and random sampling methods, as required, to select the samples from the following levels.

- Divisions
- Districts
- Upazilas
- Urban-Rural
- Representative selection from Char, Haor (a seasonal wetland ecosystem in the north eastern part of Bangladesh), Baor (an oxbow lake), Hill (Chittagong Hill Tracts), Coastal and Plain land area
- Colleges: General Education Stream (Grades 11 and 12) of Government Colleges, Non-Government Colleges, College Section of Schools, Degree (Pass) Colleges, Degree (Honors) Colleges and Master's Colleges
- Students, teachers, principals, and education officers

Dates of performance and timeline

Expected start date is o/a December 1, 2020 and the total length of the study shall be no more than 10 weeks.

Team composition/qualifications of consultants

The team will consist of a Team Leader, one Teacher Professional Development Specialist and one Education Research Specialist. The actual number of research associates will be determined in discussions with the research firm, once the proposal from the research firm is received.

Team Leader: (International)- 1

- The team leader will provide overall leadership for the team, and s/he will finalize the research design, write-up the final report, participate in high-level consultations at national level, consolidate individual inputs from team members and coordinate the process of assembling the findings and recommendations into a high-quality document.
- Excellent organization and team building skills. S/he must demonstrate cultural sensitivity, particularly when interacting with a range of stakeholders from high level government officials to community members. S/he will lead preparation of the key study findings and recommendations to the USAID/Bangladesh team and the major stakeholders.
- Master's degree in Education/ Social Sciences, or other related field from an internationally reputed University. A Ph.D. degree in any stream of education would be an added advantage.
- At least 15 years working experience of designing and conducting at least three studies at national level in a developing country on secondary education programs, preferably in one or more Asian developing countries. Experience working in Bangladesh would be an added advantage.
- Proven in-depth knowledge and understanding of the secondary education system focusing on teacher's professional development
- Excellent oral and written skills in English
- Excellent facilitation, presentation, and consultation skills

Teacher Professional Development Specialist (National)- 1

- The Teacher Professional Development Specialist should have good experience in conducting research on teacher's professional development particularly related to secondary education and institutional development for teachers.

- Must have a master's degree in Education focusing on teacher education and capacity development.
- Will have a sound knowledge of issues related to teacher's professional development in secondary in a developing or resource constrained country context and demonstrated experience of analyzing, synthesizing and critically examining research data and findings and presenting them in a professional way for a wide range of stakeholders.
- At least 7-10 years working experience in teacher education
- In-depth knowledge and understanding of teacher professional development
- Excellent English writing skills including visual representation
- Proven ability to work in a collaborative and team environment
- Experience of working with diverse stakeholder groups

Education Research Specialist (National)- 1

- The team will have Education Research Specialists. S/he will be responsible for conducting research on access, equity, students' performance, and management and finance. S/he should have an excellent track record in conducting educational research in Bangladesh.
- Must have a master's degree in Education, preferably in Educational Research.
- Will have a sound knowledge of issues related to access, equity and finance in higher secondary in a developing or resource constrained country context and demonstrated experience of analyzing, synthesizing and critically examining research data and findings and presenting them in a professional way for a wide range of stakeholders.
- At least 7-10 years working experience in education research
- Excellent analytical English writing skills including visual representation
- Proven ability to work in a collaborative and team environment
- Experience of working with diverse stakeholder groups

Deliverables

- In brief meeting: o/a December 3, 2020.
- Work plan including data collection instruments with clear methodology and instrumentation must be submitted to USAID for review and approval within one week after the in-brief, prior to field visits.
- Out brief meeting: To be determined, based on approved schedule.
- Draft report: A draft study report, in English will be submitted to USAID/Bangladesh within one week following the out brief for comments and/or feedback before finalization. The report should clearly answer the research questions and provide a set of recommendations for possible interventions. With USAID guidance, the study will be presented to a group of experts and officials from the GOB, USAID, and other donors to gather feedback and finalize the report.
- Final Analysis Report: This is due no later than 10 business days after the USAID provides comments and/or feedback on the draft report. The final analysis report (Times New Roman, font size 12) should also include a comprehensive reference and list of people consulted maintaining appropriate academic rigor. If the report contains procurement-sensitive information, then two

versions of the report should be submitted: public version- excluding the procurement-sensitive information, USAID internal- including procurement-sensitive information. USAID's approval for the public version is required.

- With consent from the COR, the Contractor is responsible for uploading the final public version of the report to DEC (Development Experience Clearinghouse).

ANNEX 2: LIST OF DOCUMENTS FOR THE DESK REVIEW

No.	Document
1	Government of Bangladesh Ministry of Education. *National Education Policy 2010*.
2	Bangladesh Bureau of Educational Information and Statistics (BANBEIS). *Bangladesh Education Statistics 2020*. Ministry of Education, 2021.
3	M. Monem et al. "Higher Education in Bangladesh: Status, Issues, and Prospects." *Pakistan Journal of Social Sciences* 30, no. 2 (December 2010): 293–305.
4	Iram Alivi et al. "Assessing Quality of Higher Senior Secondary School Management and Administration Services with Special Emphasis on the use of ICT: Viewpoint of Students." *Amity Journal of Management Research* 3, no. 2 (2018): 53–63.
5	"Best Practices for School Improvement: Planning." *Hanover Research,* October 2014.
6	Mohammed Zaber Hossain. "Principal Leadership Challenges in Schools and Colleges in Bangladesh: A Case Study." *International Journal of Research and Innovation in Social Science* 3, no. 6 (June 2019).
7	Shakhawat Hossain Sarkar. "Challenges of Quality Higher Education in Bangladesh: A Study on Public Universities." *Journal of Education and Practice* www.iiste.org (Online) 4, no. 8 (2013).
8	S.K Chaudhury. "Problems and Prospects of Science Education in Bangladesh." AIP Conference Proceedings 1119, 83 (2009); https://doi.org/10.1063/1.3137919 Published Online: April 29, 2009.
9	Bangladesh Bureau of Educational Information and Statistics (BANBEIS). *Pocket Book on Bangladesh Education Statistics 2017*. Ministry of Education, 2018.
10	The State of Secondary Education Quality and Equity Challenges. Education Watch 2007-08. Campaign for Popular Education (CAMPE), Bangladesh, 2008.
11	Secondary School Teachers in Bangladesh in the Light of SDG 4. Education Watch 2018-19. Campaign for Popular Education (CAMPE), Bangladesh, 2019.
13	College and Administration, Directorate of Secondary and Higher Education http://www.dshe.gov.bd/, 2021
14	Sayed Farrukh Ahmed. *Prospects and Challenges of Online Education in Bangladesh*. farrukh@daffodilvarsity.edu.bd: Daffodil International University, 2015
15	Mimma Tabassum et al. "Online Education during COVID-19 in Bangladesh: University Teachers' Perspective." AQUADEMIA 2021 5, no. 1, ep21005 ISSN 25424874 (Online) VERITAS 2021.
16	Abu Nayeem Mohammad Salahuddin. "Challenges to Effective Leadership of Urban Secondary Schools in Bangladesh: A Critical Study." *Critical Literacy: Theories and Practices* 6, no. 2 (2012).
17	Md. Ashadujjaman. "The Structural Weaknesses for Quality of Education in Private Universities of Bangladesh." *International Journal of Scientific and Research Publications* 7, no. 4 (April 2017) 69 ISSN 2250-3153
18	Md. Anwar Hossain. "Readiness and Challenges of Using Information and Communications Technology (ICT) in Higher Education of Bangladesh." *The Online Journal of New Horizons in Education* 6, no. 1 (January 2016).
19	S. M. Shawlin. *English Language Teaching in Bangladesh at Higher Secondary Level: Problems and Solutions.* 2019.

20	M. M. Rahman and A. Pandian. "A Critical Investigation of English Language Teaching in Bangladesh: Unfulfilled Expectations after Two Decades of Communicative Language Teaching." *English Today* 34, no. 3 (2018): 43–49.
21	Rahman, M. "Teaching English at HSC Level in Bangladesh: An Empirical Appraisal." *ASA University Review* 9, no. 1 (2015).

ANNEX 3: DATA COLLECTION TOOLS (KII AND FGD GUIDES AND SURVEY)

Draft Tool: Questionnaire for Secondary Desk Review

Situational Analysis of Higher Secondary Education in Bangladesh

Draft Tool: Questionnaire for Secondary Desk Review

A. Higher Secondary Education System (Sub-Question- 1.1, 1.2)

1. What were the enrollments (numbers in 000), dropouts, repetitions, and completions in the last 5 years by grade and sex?

Year M-Male F-Female	1st Year Enrollment Number (G-11)		1st Year No. of Dropouts		2nd Year Enrollment Number (G-12)		2nd Year No. of Dropouts		No. of Promotees (From G11 to G12)		No. of Repeaters (G-11)		No. of Students Graduated Board Exam	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2020														
2019														
2018														
2017														
2016														
2015														

2. Are there any types of disparities that stand out amongst boys and girls, urban and rural, and different types and categories of colleges?

2.1 Number of Graduating Higher Secondary Schools During Last 5 Years by Gender, Stream and Urban and Rural

Stream	Arts/Humanities				Science				Business			
Year M-Male F-Female	Urban		Rural		Urban		Rural		Urban		Rural	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

2.2 Number of Graduating Higher Secondary Schools During Last 5 Years by categories of colleges

College Categories	Govt. College		Non-Govt. College		College Section of School		Degree (Pass) College		Degree (Honors) College		Master's College	
Year M-Male F-Female	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

B. Students' Performance (Sub-Question - 3.1, 3.2, 3.3)

1. Based on the secondary data, how did college students perform in national examinations in the last five years? What are the average scores in general and by selected subjects (Sciences, Mathematics and English), sex, rural and urban, type of college, and year?

1.1. Average GPA Score in Higher Secondary Board Exam by Subject and Gender

Year M-Male F-Female	GPA in General		GPA Biology		Chemistry		Physics		Mathematics		English	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

1.2 Higher Secondary Students' Average GPA Score By Urban and Rural location of the College

	Urban		Rural	
	Male	Female	Male	Female
2020				
2019				

	Urban		Rural	
	Male	Female	Male	Female
2018				
2017				
2016				
2015				

1.3 Average Score by College Type in Higher Secondary Exam

	Average Score of National Examination by College Type											
	Govt. College		Non-Government College		College Sections of School		Degree (Pass) Colleges		Degree Honors Colleges		Master Colleges	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

2. What percent of higher secondary students (by sex and year) are enrolled in undergraduate programs? (Source of Data from BANBEIS)

Year	After passing Grade 12 higher secondary Exam, percent (%) of students getting enrolled in undergraduate programs of colleges.		
	Male	Female	Total
2020			
2019			
2018			
2017			
2016			
2015			

3. Based on the secondary data, and by sex, how did the college students perform in any other learning assessments (if any) in the last five years? If other learning assessments were in place, how far did those assessment systems measure students' learning outcomes?

Name of the Alternative Assessment (if any)	
Year	Average Score

	Male	Female	Total
2020			
2019			
2018			
2017			
2016			

C. (RQ- 5) Equity in the enrollment and performance of boys and girls (Sub-Question - 5.1, 5.2)

1. Are there differences between the enrollment and dropout rates of boys and girls in the last five years?

1.1 Enrolment rates of Higher Secondary Students in Grade 11 and Grade 12 by Division

Barisal	Rajshahi		Mymensingh		Mymensingh		Chattogram		Khulna		National	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

1.2 Dropout Rates of Higher Secondary Students in Grades 11 and 12) by Division

Year M-Male F-Female	Barisal		Rajshahi		Mymensingh		Chattogram		Khulna		National	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

2. Are there differences in the performance of boys and girls in the national examination in the last five years?

2.1 Number of students by achievement score during last five year in HSC

Year	Sex	GPA 5 A+	$4 \leq GPA < 5$ A	$3.5 \leq GPA < 4$ A-	$3 \leq GPA < 3.5$ B	$2 \leq GPA < 3$ C	$1 \leq GPA < 2$ D
2020	Male						
	Female						
2019	Male						
	Female						
2018	Male						
	Female						
2017	Male						
	Female						
2016	Male						
	Female						
2015	Male						
	Female						

Draft Questionnaire: National Level 5 FGD Guidelines

1. NF 1 FGD Guidelines for NAEM Trainees
2. NF 2 FGD Guidelines for Bangladesh Examination Development Unit (BEDU)
3. NF 3 FGD Guidelines for Education journalist
4. NF 4 FGD Guidelines for College Teacher Association
5. NF 5 FGD Bangladesh English Teachers Association (BELTA)

NF1 Draft Instrument: FGD Guidelines for NAEM Trainees

A. General Information

1. Name of the Organization:
2. Address:
3. Phone/Email:
4. Respondents

S. N.	Name	Sex	Experience
1			
2			
3			
4			
5			

B. Specific Questions:

1. (SQ 2.1, 5) As a Government college teacher, what trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation and achievement?
3. (SQ 4) To what extent the existing college education institutions are equipped to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) As a government college teacher, could you reflect as to what extent you are prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4) How do you consider NAEM as a sole teacher training provider for the government? college teachers in terms of its capacity, resources, and potential?
6. (SQ 4) What extent are teacher training programs based on practical methods/techniques/ activities to be practiced in classroom situations? Please explain with examples/evidence. What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in NAEM?
7. (SQ 2.3) Do you see any disparity between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.
8. What possible interventions could be designed to strengthen NAEM? What additional recommendation do you like to put forward to the enhancement of the existing education program?

Thank you very much for your time.

NF2 Draft Instrument: FGD Guidelines for Bangladesh Examination Development Unit (BEDU)

A. General Information

1. Name of the Organization:
2. Address:
3. Phone/Email:
4. Respondents

S.N.	Name	Sex	Phone Number
1			
2			
3			
4			

B. Specific Questions:

1. (SQ 3) What trends and issues do you identify in the assessment and evaluation process in the higher secondary education system in Bangladesh?
2. How do you see the existing assessment system in relation to students' learning achievement? How do you reflect the often quoted "secondary education is highly examination-based teaching learning"? Please elaborate on your response.
3. (RQ 5) How do you see the existing highly examination-based assessment system (*e.g.*, HSC examination) in terms of equity and participation in the secondary level particularly students from low social economic and ethnic groups?
4. (RQ 4) To what extent the existing college education institutions are equipped to implement quality formative and summative assessment procedure? How do these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have an impact on students' assessment process?
5. (RQ 4) Could you reflect to what extent are the teachers at these institutes prepared, equipped and supported to implement high quality assessment practices at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this? For language courses (English and Bangla), what are the major barriers to assess the four skills of language?
6. (RQ 4) How do you consider teacher training institutes in relation to enhancing secondary teachers' assessment skills including their capacity, resource and potentials?
7. (RQ 6) How has COVID-19 pandemic affected college education assessment procedure? What educational responses were initiated in terms of school based and national assessment (HSC examination) during the pandemic period and to what extent did these responses address the crisis?
8. What additional recommendation do you like to put forward to enhance the existing education assessment process of college education programs?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NF3 Draft Instrument: FGD Guidelines for Education journalist

A. General Information

Name of the Organization:

Respondents

S.N.	Name	Sex	Name of the News Agency	Phone Number
1				
2				
3				
4				

B. Specific Questions:

1. (SQ 3) What trends and issues do you identify as key in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance and quality of education?
2. (SQ 5) How do you see the girls' participation in the higher secondary level both in terms of access, participation and achievement?
3. (SQ 2) To what extent do the existing college education institutions are equipped enough to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4) Could you reflect to what extent are the teachers at these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (SQ 6) How did COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent this response addresses the learning gaps of the students?
7. What additional recommendation do you like to put forward to enhance the existing education program?

Thank you very much for your time.

NF4 Draft Instrument: FGD Guidelines for College Teacher Association

A. General Information

1. Name of the Association:
2. Address:
3. Phone/Email:
4. Respondents

S.N.	Name	Sex	Phone Number
1			
2			
3			
4			
5			

B. Specific Questions:

1. (SQ 2.6, 2.7) What is your opinion of the provisions of the existing academic qualifications and recruitment procedures for college teachers, principals, and vice principals recruited? Are they adequate? How do they vary by types of colleges? How do they relate to quality of education and management?
2. (2.9) What are the current practices of teacher supervision and mentoring? Is there instructional support through coaching? Is there hands-on support to teachers for their professional development? Is it effective? How effective would you say these initiatives are?
3. (SQ-4.1) What types of professional development opportunities (including pre-service and in-service) are available for college teachers? Are teacher training programs (general/basic training and/or subject -based training) adequate? What is required to make these training programs useful and effective?
4. (SQ 4.2) Are there any gaps between Teacher Professional Development (TPD) curriculum (B.Ed. and M.Ed. courses for example) and teaching-learning practices at college level? Are training and teachers' guides/manuals up to date and do they facilitate proper teaching? If yes, what are those areas that require immediate intervention/solution?
5. (SQ 4.3) What is your opinion of the Higher Secondary Teacher Training Institutes (HSTTIs) capacity to qualitatively contribute to improved teaching and learning? Could you elaborate in terms of infrastructure, facilitator/trainer staff capacity, library laboratory and others?
6. (SQ 4.9) Are soft skills (*e.g.*, critical thinking, creativity, problem solving, social commitment, adaptability, *etc.*) taught in classrooms? If yes, how are they being taught? Are teachers trained to teach soft skills?
7. (4.10) Is any special attention given to teaching of sciences (Physics, Chemistry, and Biology) and Mathematics? Are teachers adequately qualified and trained to teach sciences and Mathematics?
8. (SQ 5.3) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges? Can you provide an example from your own practice?

9. (SQ 6.1, 6.2) How have you made up for the teaching-learning time that was lost due to COVID-19? Could you please elaborate some efforts you have made? Any direction from the Ministry? What are the successes and challenges you experienced?
10. Is there anything else you'd like to say about college education?

Thank you very much for your time.

NF 5 Draft Instrument: FGD Guidelines for Bangladesh English Teachers Association (BELTA)

A. General Information

1. Name of the Association: **Bangladesh English Teachers Association (BELTA)**
2. Address:
3. Phone/Email:
4. Respondents

S.N.	Name	Sex	Phone Number
1			
2			
3			
4			

B. Specific Questions:

1. (SQ 1.1, 1.2) As a representative of the teacher association, what trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 1.2, 5.1, 5.2, 5.1) How do you see the girls' participation in the higher secondary level both in terms of access, participation and achievement?
3. (SQ 4) To what extent do the existing college education institutions are equipped to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. 3(SQ 4.7) In teaching languages, particularly English, to what extent are teacher training programs based on practical methods /techniques/ activities to be practiced in classroom situations? Could you provide an example of skills that you have learned during training that can or cannot be applicable in classroom teaching? Please explain why or why not?
5. (SQ 4.8) What are the gaps between English textbooks and actual teaching-learning that happens in the classrooms? How can English language instruction teaching be made more practical and engaging?
6. (SQ 4.9) Are soft skills (*e.g.*, critical thinking, creativity, problem solving, social commitment, adaptability, *etc.*) taught in classrooms? If yes, how are they being taught? Are teachers trained to teach soft skills?
7. (4.10) Is any special attention given to teaching of sciences (Physics, Chemistry, and Biology) and Mathematics? Are teachers adequately qualified and trained to teach sciences and Mathematics?
8. (SQ 5.3) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges? Can you provide an example from your own practice?
9. Is there anything else you'd like to say about college Education?

Thank you very much for your time.

Draft Instrument: National Level 10 IDIs

1. NI1_IDI Director BANBEIS
2. NI2_Civil Society (2)
3. NI3_ IDI Chairman Education Board
4. IDI4_IDI_Professor of Education IER Faculty
5. IDI5_Director_IER
6. IDI6_Multilateral_Bilateral Donors (2)
7. IDI7_Faculty_Dean_Profesional Degree National University
8. IDI8_Senoiur Faculty School of Education Open University

Situational Analysis of Higher Secondary Education in Bangladesh

NI1 Instrument: IDI Questionnaire for the Director, BANBEIS

A. General Information

1. Name: 2. Sex:

3. Years of Experience: __Years 4. Experience as in present post:

B. Specific Questions:

1. How is the BANBEIS system of data collection from schools and their reporting at the National level laid out at central, division, district, sub-district and schools levels?
2. Starting from the rural school level, is the data collected using printed questionnaires or electronically through an electronic device? Is there a system of verifying the accuracy of the collected data put in place? What is the reliability of your data? What is the accuracy of the BANBEIS data? What software/hardware is BANBEIS using to enter data? How many years old is the BANBEIS hardware and software?

   (1) Hardware was purchased in year _____(2) Software Last Updated in year _____

   3. What is the BANBEIS timeline of the annual data collection cycle, starting with the update of the data collection tools, collecting and processing of data up to production of annual reports? How long is this cycle? What is the average time lag between data collection from schools and its publication?

   4. What are the existing constraints of the management structure and operational system of BANBEIS? Does this system constrain the timely collection of reliable and comprehensive data from the central level to the grassroots school level? What are your recommendations to improve the accuracy, timeliness, and coverage (comprehensiveness) of BANBEIS data collection of both public and private educational institutions? Please explain.

   5. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the higher secondary level both in terms of access, participation, and achievement?

   6. (SQ 2.1, 2.2, 2.3) To what extent are the existing college education institutions equipped to provide quality education? How do these varied education providers (*e.g.*, government, non-government, MPO listed, or attached with degree and master offering high education institutions) may have an impact on students' learning?

   7. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers at these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?

   8. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources and potential?

   9. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses addressed the learning gaps of the students?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI2 Instrument: IDI Questionnaire for Civil Society Organization

General Information

1. Name:
2. Sex:
3. Years of Experience: ___ Years
4. Experience as in present post:
5. Representing Organization: _____

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation and achievement?
3. (SQ 4) To what extent are the existing college education institutions equipped to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers of these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resource and potentials?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses addressed the learning gaps of the students?
7. What additional recommendation do you like to put forward to the enhancement of the existing education program? What alternatives would you suggest?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI3 Instrument: IDI Questionnaire for the Chairman, Education Board Dhaka

A. General Information

1. Name: 2. Sex:

3. Years of Experience: _____ Years 4. Experience as in present post:

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation and achievement?
3. (SQ 4) To what extent are existing college education institutions equipped to provide quality education? How these varied education providers (e.g., government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers of these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent this response addresses the learning gaps of the students? From the assessment and high-stake examination perspective, how do you find the alternative?
7. What additional recommendation do you like to put forward to the enhancement of the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI4 Instrument: IDI Questionnaire for Senior Professor of Education IER, Dhaka University

A. General Information

1. Name:
2. Sex:
3. Years of Experience: ___ Years
4. Experience as in present post:

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation, and achievement?
3. (SQ 4) To what extent are the existing college education institutions equipped enough to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses addressed the learning gaps of the students?
7. What additional recommendation do you like to put forward to the enhancement of the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

N5_Instrument: IDI Questionnaire for the Director, IER

A. General Information

1. Name:
2. Sex:
3. Years of Experience: _____ Years
4. Experience as in present post:

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation, and achievement?
3. (SQ 4) To what extent are the existing college education institutions equipped to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers at these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses addressed the learning gaps of the students?
7. What additional recommendation would you like to put forward to the enhancement of the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI6 Instrument: IDI Questionnaire for the representative, International NGOs/Donor organization

A. General Information

1. Name:
2. Sex:
3. Years of Experience: _____ Years
4. Experience as in present post:
5. Representing Organization _____

B. Specific Questions: SQ-1, 2, 3, 4, 5, 6

1. Is your organization involved with programming, advocacy, training, or funding of college education programs in Bangladesh? In what ways? What are your major goals/outputs/outcomes? How and for what programs do you provide funding? What kind of changes/progress are you seeing? What are the areas that are still lagging in progress/change?
2. (SQ 2.1, 5) What trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
3. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation, and achievement?
4. (2.3, 2.4) How do you see the present Government expenditure on secondary education? What particular aspects should the Government put further emphasis on?
5. (SQ 2) To what extent are existing college education institutions equipped to provide quality education? How these varied education providers (*e.g.*, government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
6. (RQ 4.1) Could you reflect to what extent are the teachers of these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
7. (4.2, 4.3) How do you consider teacher training institutes to be in relation to the professional development of college teachers including their capacity, resources, and potential?
8. (RQ 6) In what ways did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent did these responses address the learning gaps of the students?
9. What additional recommendation would you like to put forward to enhance the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI7 Instrument: IDI Questionnaire for Dean, Professional Degree, Bangladesh National University

A. General Information

1. Name:

2. Sex:

3. Years of Experience: ___Years

4. Experience as in present post:

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation, and achievement?
3. (SQ 2.1, 2.2, 2.3) To what extent are existing college education institutions equipped to provide quality education? How these varied education providers (e.g., government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers of these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent did these responses address the learning gaps of the students?
7. What additional recommendation would you like to put forward to enhance the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NI 8 Instrument: IDI Questionnaire for Senior Faculty, School of Education, Bangladesh Open University

A. General Information

1. Name:

2. Sex:

3. Years of Experience: ___ Years

4. Experience as in present post:

B. Specific Questions:

1. (SQ 2.1, 5) What trends and issues do you identify in the educational development of the higher secondary education system in Bangladesh in terms of access, participation, performance, and quality of education?
2. (SQ 2.1, 5.1, 5.2, 5.1) How do you see the girls' participation in the secondary level both in terms of access, participation and achievement?
3. (SQ 2.1, 2.2, 2.3) To what extent are existing college education institutions equipped to provide quality education? How these varied education providers (e.g., government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
4. (SQ 4.1, 4.2, 4.7) Could you reflect to what extent are the teachers at these institutes prepared, equipped and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
5. (SQ 4.1, 4.2, 4.7) How do you consider teacher training institutes to be in relation to the professional development of college teachers including their capacity, resources, and potential?
6. (RQ 6) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses address the learning gaps of the students?
7. What additional recommendation would you like put forward to enhance the existing education program?

Thank you very much for your time.

Draft Instrument: National Level 10 KIIs

1. NK1 Additional Secretary-MOE
2. NK2 Training Director DSHE
3. NK2A Director, Planning & Development DSHE
4. NK3 College Section –DSHE
5. NK4 Director- DIA, DSHE
6. NK5 DG-NAEM
7. NK6 Director (Training)- NAEM
8. NK7 Director -BANBEIS
9. NK8 Exam Controller Education Board
10. NK9 College Inspector-National University
11. NK10 Dean-Open University

Situational Analysis of Higher Secondary Education in Bangladesh

NK1 Instrument: KII Questionnaire for the Additional Secretary (College section) Ministry of Education

A. General Information

1. Name: 2. Sex:

3. Years of Experience: ___ Years 4. Experience as in present post:

B. Specific Questions:

1. (SQ-2.1) How is the management structure of providing higher secondary education laid out, at division, district, and sub-district levels?
2. (SQ-2.2) Is the management structure good enough to have efficiency in the management of higher secondary education?
3. (SQ-2.2) How are all the different types and categories of colleges/college sections funded? What are the sources of their budgets?
4. (SQ-2.2) Do they have an adequate budget, particularly non-salary recurrent budget, to run the colleges/college sections?
5. (SQ-2.4) What are the major types of expenses for colleges/college sections?
6. (SQ-2.5, 2.6) To what extent are the existing college education institutions equipped to provide quality education? How these varied education providers (e.g., government, non-government, MPO listed or attached with degree and master offering high education institution) may have impact on students' learning?
7. (SQ-2.7, 2.8, 2.9, 2.10, 2.11, 2.12) Could you reflect to what extent are the teachers at these institutes prepared, equipped, and supported to teach at the Higher Secondary Education level particularly Science, Mathematics, and English? What are potential reasons behind this?
8. (SQ-6.1,6.2) How did the COVID-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent did these responses address the learning gaps of the students?
9. What additional recommendation would you like to put forward to enhance the existing education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK2 Instrument: KII Questionnaire for the Director (Training) of DSHE

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (Grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. General Information

1. Name: 2. Sex:

3. Years of Experience: 4. Experience as Director (Training):

5. Highest Educational Qualifications: a) PhD b) MPhil c) Masters d) Bachelors

6. Training Received in last five years:

S.N.	Name of the Training	Duration/Date	Training Institute/Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (SQ 2.1). How is the management structure of the higher secondary education laid out at division, district and upazila level?

2. (SQ-4.1.1). What types of professional development opportunities including pre-service and in-service are available for both the government and nongovernment college teachers?

Pre-Service	In-Service

3. (SQ 4.1.2). Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)
2. No, because: (please explain why you think so in three sentences maximum)

4. (SQ 4.1.3) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers

2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other please specify _____

5. (SQ-4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

6. (SQ-4.3.1) Does your institution have the capacity to plan and design quality training programs for higher secondary teachers?

1. Yes 2. No

7. (SQ-4.3.2) Please list the existing human resources at the Training wing of DSHE including all kind of staffs (put numbers, descriptions as appropriate)

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are not yet filled	Remarks
1					
2					
3					
4					
5					

8. (SQ-4.4) Is the training calendar aligned with the curriculum and academic calendar of colleges?

1. Yes 2. No

9. (SQ-4.5) Does the Training Wing of DSHE conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.
2. No, please explain how you design the training programs.

10. (SQ-4.7) To what extent are teacher training programs based on practical methods/ techniques/ activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

11. (SQ-6.1) What changes have you made in your training programs for teachers during this COVID-19 period?

12. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in 3 sentences.[8]

13. (SQ-4.6) What possible interventions could be designed to strengthen the training institutions?

14. Is there anything important you want to share with us?

Thank you very much for your time.

[8] This question is relevant, but it was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

NK3: Instrument: KII/IDI for DSHE- Directors (Planning and Development)

1. Name:
2. Designation:
3. Experience in profession:

A. Specific Questions:

1. What are major roles and responsibilities of the planning and development division of DSHE, particularly in relation to planning and development of college education in general and Higher Secondary Education in particular?
2. What major policies and development plans are being formulated for enhancing the quality of Higher Secondary Education in market demanding subject streams, which offer a gateway to youth for entering into a competitive careers education after passing Board Exam (Grade 11 -12) with high scores in market demanded fields?
3. (SQ 4.6.2) What does the 8th five-year plan reflect the present policy, and plans, and resources for college education development program during the next 5 years?
4. (S.Q- 2.3) How adequate do you consider the present budgetary allocation of colleges education? How do you see the trends of government expenditure on Govt. and Non-Govt colleges? How more resources can be generated?
5. More than 90 percent of colleges offering Grade 11-12 education are private, but government assistance to them is very insignificant, resulting in high fees for students and poor quality of educational output in subject areas of not-demanded market value? What reforms do you suggest and how they will be funded?
6. (S.Q- 2.9) What is the existing system of monitoring, accountability and quality assurance for college education, particularly for the private colleges, who can exploit students with high tuition and substandard educational facilities? What are the policy and initiatives of DSHE for teacher supervision and mentoring towards quality education both in public and private sector?
7. (S.Q- 2.11) How do you consider the existing administrative organogram? Is it efficient enough to run the colleges' education? How centralized or decentralized are the colleges/college sections, especially in terms of administration, and academic supervision and monitoring of teachers and principals?
8. (S.Q- 4.6.1) How does the planning and development of college education reflect the Education policy 2010 in terms of teachers education? What is your opinion regarding the unification of secondary and higher secondary education?
9. (SQ 4.6.2) How does the 8th five-year plan reflect the present policy and planning for teacher education /training? What are the initiatives and programs to strengthen HSTTIs, TTCs and other training entities?
10. What are the initiatives of DSHE for college education reflecting SDG4? How do you consider higher secondary education as bridging for higher education? What opportunities and scope are in this subsector?
11. What are major challenges in implementing the government initiatives and what are the ways to

mitigate those challenges?

12. Please, provide us data/information on last 5 year's budget (Development and Recurring) spent on college education (separately for public and private colleges) as percentage of total educational budget and national budget, if possible disaggregated by rural-urban and male-female colleges, for grade 11-12 Sections.

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK3 Instrument: KII for DSHE- Directors (Govt. College/ Non-Govt. College)

A. General Information:

1. Name:
2. Designation:
3. Experience in profession:

B. Management and Financing

1. (S.Q- 2.1) What is the government's policy and provision for the management structure in higher secondary education laid out, at division, district, and sub-district levels?
2. (S.Q- 2.2) How do you consider the existing management structure to have efficiency in the management of higher secondary education?
3. (S.Q- 2.3) How are all the different types and categories of colleges/college sections funded?

	Amount in ...					
	Govt. College	Non-Government College	College Sections of School	Degree (Pass) Colleges	Degree Honors Colleges	Master Colleges
Development Budget						
Recurring Budget						
MPO Grant						
Donation						
Tuition Fees and other charges						
Income from College						

4. (S.Q- 2.3) What is the government expenditure for college education for the last five years?

	Amount in ….					
	Govt. College	Non-Government College	College Sections of School	Degree (Pass) Colleges	Degree Honors Colleges	Master Colleges
2020						
2019						
2018						
2017						
2016						

2015						

5. (S.Q- 2.3) What is the government expenditure budget to run the Government colleges?

1	2	3	4	5	7	8	9
Year	Govt Grant Development	Govt Grant Recurrent Budget	Donations	Tuition Fees and other charges	MPO Grant	Other	Total
2020							
2019							
2018							
2017							
2016							
2015							

6. (S.Q- 2.4) What are the major types of expenses for colleges/college sections in government colleges?

	1	2	3	4	5	6	7	8	9	10
Year	Building Improv	Rentals	Salaries	Building's operational exp	Library Books journals	Teachers Prof Development	Lab Equip	ICT	Other	Total
2020										
2019										
2018										
2017										
2016										
2015										

7. (S.Q- 2.5, 2.6) What is the Government policy and provision to recruit teachers, principals, and vice principals appointed (criteria, academic qualification)?
8. (S.Q- 2.9) What are the current practices of teacher supervision and mentoring? Is there any effective supervision/mentoring system (*i.e.*, instructional support through coaching and mentoring) that provides hands on support to teachers for their professional development?
9. (S.Q- 2.10) Do academic supervisors receive any subject/pedagogical training? If yes, how is that training translated into the classroom practice?
10. (S.Q- 2.11) How centralized or decentralized the colleges/college sections are, especially in terms of administration, and academic supervision and monitoring of teachers and principals?

C. Teachers' Professional Development and Training Institutions

1. (S.Q- 4.6.1) What the existing interventions have you designed to strengthen HSTTIs, TTCs and other training entities, if any?

2. (S.Q- 4.6.2) What possible interventions could be designed to strengthen HSTTIs, TTCs and other training entities, if any?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK4 Instrument: KII for DSHE- Director of Inspection and Audit, DSHE

A. General Information:

1. Name:
2. Sex:
3. Designation:
4. Experience in profession:
5. Experience in Present Position:

B. Management and Financing

1. (S.Q- 2.1) What is the government policy and provision for the management structure in higher secondary education laid out, at division, district, and sub-district levels?
2. (S.Q- 2.2) How do you consider the existing management structure to have efficiency in the management of higher secondary education?
3. (S.Q- 2.3) How are all the different types and categories of colleges/college sections funded?

	Amount in ….					
	Govt. College	Non-Government College	College Sections of School	Degree (Pass) Colleges	Degree Honors Colleges	Master Colleges
Development Budget						
Recurring Budget						
MPO Grant						
Donation						
Tuition Fees and other charges						
Income from College						

4. (S.Q- 2.3) What is the government expenditure for college education for the last five years?

	Amount in …					
	Govt. College	Non-Government College	College Sections of School	Degree (Pass) Colleges	Degree Honors Colleges	Master Colleges
2020						
2019						
2018						
2017						

2016						
2015						

5. (S.Q- 2.3) What is the government expenditure budget to run the Government colleges?

1	2	3	4	5	7	8	9
Year	Govt Grant Development	Govt Grant Recurrent Budget	Donations	Tuition Fees and other charges	MPO Grant	Other	Total
2020							
2019							
2018							
2017							
2016							
2015							

6. (S.Q- 2.4) What are the major types of expenses for colleges/college sections in government colleges?

	1	2	3	4	5	6	7	8	9	10
Year	Building Improv	Rentals	Salaries	Building's operational exp	Library Books journals	Teachers Prof Development	Lab Equip	ICT	Other	Total
2020										
2019										
2018										
2017										
2016										
2015										

7. (S.Q- 2.5, 2.6) What is the Government policy and provision to recruit teachers and principals and vice principals appointed (criteria, academic qualification)?
8. (S.Q- 2.9) What are the current practices of teacher supervision and mentoring? Is there any effective supervision/mentoring system (*i.e.*, instructional support through coaching and mentoring) that provides hands on support to teachers for their professional development?
9. (S.Q- 2.10) Do academic supervisors receive any subject/pedagogical training? If yes, how is that training translated into classroom practice?
10. (S.Q- 2.11) How centralized or decentralized the colleges/college sections are, especially in terms of administration, and academic supervision and monitoring of teachers and principals?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK5 Instrument: KII Questionnaire for the Director General of NAEM

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name:

2. Sex:

3. Years of Experience:

4. Experience as DG:

5. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

6. Training Received in last five years:

S. N.	Name of the Training	Duration/Date	Training Institute/Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (S.Q- 4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by NAEM?

Pre-Service	In-Service

2. (S.Q- 4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

    1. Yes, because: (please explain why you think so in three sentences)
    2. No, because: (please explain why you think so in three sentences)

3. (S.Q- 4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S.N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other, please specify?			

4. (S.Q- 4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)
    1. Skilled Trainers
    2. Quality Training Materials
    3. Well-developed Training Manuals and Teachers Guides
    4. Motivated participants
    5. Other. Please specify _____
5. (S.Q- 4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?
    1. If YES, what are those areas that require immediate intervention/solution?
    2. If NO, why do you think so?
6. (S.Q- 4.3) Does your institution have the capacity to run quality training programs for higher secondary teachers?
    1. Yes 2. No
7. (S.Q- 4.4) Is the training calendar aligned with the curriculum and academic calendar of college?
    1. Yes 2. No
8. (S.Q- 4.5) Does NAEM conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?
    1. If yes, please explain why and how you do that (maximum in three sentences).
    2. No
9. (S.Q- 4.7) To what extent are teacher training programs based on practical methods/ techniques/ activities to be practiced in classroom situations?
    1. Not at all
    2. To a small extent
    3. To some extent
    4. To a moderate extent
    5. To a great extent

10. (S.Q- 4.8) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in NAEM?

11. (S.Q- 6.1) What changes have you made in training programs for the teachers during this COVID-19 period?

12. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in 3 sentences.[9]

13. (S.Q- 4.6) What possible interventions could be designed to strengthen NAEM?

14. Is there anything important you want to share with us?

Thank you very much for your time.

[9] These questions are relevant but not mentioned in the proposal.

NK6 Instrument: KII Questionnaire for the Director (Training) of NAEM

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) function and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name:

2. Sex:

3. Years of Experience:

4. Experience as Director (Training):

5. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

6. Training Received in last five years:

S.N.	Name of the Training	Duration/Date	Training Institute/Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

Teachers' professional development and training institutions

1. (S.Q- 4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by NAEM?

Pre-Service	In-Service

2. (S.Q- 4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)

2. No, because: (please explain why you think so in three sentences maximum)

3. (S.Q- 4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S.N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other, please specify			

4. (S.Q- 4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify _____

5. (S.Q- 4.2.1) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

6. (S.Q- 4.3.1) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2. No

7. (S.Q- 4.3.2) Please list the existing human resources at NAEM including all staff members (put numbers, descriptions as appropriate)

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions that are not yet filled	Remarks
1					

2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

8. (S.Q- 4.3.3) Please list the existing facilities required for the smooth implementation of the training programs at NAEM (put remarks, numbers, good/not good, yes/no, as appropriate)

Classroom

Number of trainees at a time		Number of Training Room		Resource Person-trainee ratio	
Training Room Capacity					
Training Room condition					
Sitting arrangement			Board		
Multimedia			Ventilation		
Light & Fan			Walking space		
Suitability for interactive training delivery					

Sanitation

Number of washrooms		Male washroom		Female washroom	
Cleanliness		Maintenance			
Washroom condition					

Library room

Number of books		Type/ Category of books	
Availability of reference print materials		Availability of digital material	
Library size		Space in library	
Room condition			
Reading facilities			
Library management			
Use of library by trainees		Use by trainers	
Were resource books and materials distributed to trainees?			

Computer lab

Number of computer lab(s)		Number of computers	
Space in lab(s)		Do the trainees have open access to the computer lab(s)?	
How often the trainees use the lab(s)?			
Internet/ Wi-Fi connection			
Lab(s) condition			
Is the HSTTI website up to date?			

Sport facilities

Playground		Space for physical training/ daily assembly	
Facilities for outdoor game		Facilities for indoor game	

Residential facilities

Male hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					

Recreation facilities			Washroom facilities		
Female hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

9. (S.Q- 4.4.1) Please share the training calendar for a whole year or provide the following information for a whole year.

S. N.	Name of the Training	Number of Participants in each session/ batch	Training Duration (days)	Starting and Ending Date
1				
2				
3				
4				
5				
6				
7				

10. (S.Q- 4.4.2) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

11. (S.Q- 4.5) Does NAEM conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.
2. No

12. (S.Q- 4.7) To what extent are teacher training programs based on practical methods/ techniques/ activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

13. (S.Q- 4.10.1) To what extent are teachers trained to teach the following subjects in higher secondary level?

S. N.	Name of the Subject	5. To a great extent	4. To a moderate extent	3. To some extent	2.To a small extent	1. Not at all
1	Bangla					
2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

14. (S.Q- 4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in NAEM?

15. (S.Q- 6.1) What changes did you make in your training programs for the teachers during the COVID-19 pandemic?

16. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.[10]

17. (S.Q- 4.6) What possible interventions could be designed to strengthen NAEM?

18. Is there anything important you want to share with us?

Thank you very much for your time.

[10] This question is relevant, but it was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

NK7 Instrument: KII for BANBEIS

A. General Information:

1. Name:
2. Designation:
3. Experience in profession:

B. Higher Secondary Education System

1. (S.Q- 1.1) What are the enrollment (in numbers and rates), drop out, repetition, and completion rates in the last 5 years by grade and sex?
2. (S.Q- 1.2) Are there any types of disparities that stand out among boys and girls, urban and rural, and different types and categories of colleges?

C. Management and Financing (Sub-Question)

1. (S.Q- 2.1) How is the management structure of providing higher secondary education laid out, at division, district, and sub -district levels?
2. (S.Q- 2.3) How are all the different types and categories of colleges/college sections funded? What are the sources of their budget? Do they have an adequate budget, particularly non-salary recurrent budget, to run the colleges/college sections?

1	2	3	4	5	6	7	9	
Govt Grant Dev Budget	Govt Grant Recurring Budget	Govt Grant Recurrent Budget	Donations	Tuition Fees and other charges	Income from College property and assets	MPO Grant	Other	Total

3. (S.Q- 2.4) What are the major types of expenses for colleges/college sections?

1	2	3	4	5	6	7	8	9	
Building Improv	Rentals	Salaries	Building's operational exp	Library Books journals	Teachers Prof Dev	Lab Equip	ICT	Other	Total

4. (S.Q- 2.5) How are the policies and provisions (central or Board) for teachers, principals and vice principals appointed?
5. (S.Q- 2.6) What academic qualifications do college teachers, principals and vice principals need to have in order to be recruited? Do the prerequisites and qualifications of teachers vary according to different types and categories of colleges?
6. (S.Q- 2.7) Do the existing principals, vice principals and teachers fulfill the criteria set for

recruitment?

D. Students' Performance

1. (S.Q-3.1) Based on the secondary data, how did the college students perform in the national examinations in the last 5 years? What are the average scores in general and by selected subjects (sciences, Mathematics and English), sex, rural and urban, type of college, and year?

1.1 Average Score by Subject and Sex

Year M-Male F-Female	GPA in General		Science		Mathematics		English	
	M	F	M	F	M	F	M	F
2020								
2019								
2018								
2017								
2016								
2015								

1.2 Average Score by Urban and Rural location of the college

	Urban		Rural	
	Male	Female	Male	Female
2020				
2019				
2018				
2017				
2016				
2015				

1.3 Average score of National Examination by College Types

	Average score of National Examination											
	Govt. College		Non-Government College		College Sections of School		Degree (Pass) Colleges		Degree Honors Colleges		Master Colleges	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												

2016												
2015												

2. (S.Q- 3.2) What percent of the higher secondary students (by sex and year) are enrolled in undergraduate programs?

3. (S.Q-3.3) Based on the secondary data, and by sex, how did the college students perform in any other learning assessments (if any) in the last 5 years? If other learning assessments were in place, how far did those assessment systems measure students' learning outcomes?

E. Equity in the enrollment and performance of boys and girls

1. (S.Q-5.1) Are there differences between the enrollment and dropout rates of boys and girls in the last five years?

2. (S.Q-5.2) Are there differences in the performance of boys and girls in the Grade 12 national examination in the last five years?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK8 Instrument: KII for Examination Controller Board of Intermediate and Secondary Education, Dhaka

A. General Information:

1. Name:
2. Designation:
3. Experience in profession:
4. Experience in the present post:

B. Higher Secondary Education System

1. (S.Q- 1.1) What are the enrollment (in numbers and rates), drop out, repetition and completion rates in the last 5 years by grade and sex?
2. (S.Q- 1.2) Are there any types of disparities that stand out amongst boys and girls, urban and rural, and different types and categories of colleges?

C. Management and Financing

1. (S.Q- 2.1) How is the management structure of providing higher secondary education laid out, at division, district, and sub -district levels?
2. How are all the different types and categories of colleges/college sections being approved and affiliated? What are the government policies and provision?

	Number of College Approval											
U=Urban R=Rural	Govt. College		Non-Government College		College Sections of School		Degree (Pass) Colleges		Degree Honors Colleges		Master Colleges	
	U	R	U	R	U	R	U	R	U	R	U	R
2020												
2019												
2018												
2017												
2016												
2015												

3. (S.Q- 2.5) How are the policies and provisions (central or Board) for teachers, principals and vice principals appointed?
4. (S.Q- 2.6) What academic qualifications do college teachers, principals and vice principals need to have in order to be recruited? Do the prerequisites and qualifications of teachers vary according to different types and categories of colleges?
5. (S.Q- 2.7) Do the existing principals, vice principals and teachers fulfill the criteria set for recruitment?

D. Students' Performance

1. (S.Q- 3.1) Based on the secondary data, how did the college students perform in the national examinations in the last 5 years? What are the average scores in general and by selected subjects (sciences, Mathematics and English), sex, rural and urban, type of college, and year?

1.1Average Score by Subject and Sex

Year M-Male F-Female	GPA in General		Science		Mathematics		English	
	M	F	M	F	M	F	M	F
2020								
2019								
2018								
2017								
2016								
2015								

1.2 Average Score by Urban and Rural location of the college

	Urban		Rural	
	Male	Female	Male	Female
2020				
2019				
2018				
2017				
2016				
2015				

1.3 Average score of National Examination By College Types

	Average score of National Examination											
	Govt. College		Non-Government College		College Sections of School		Degree (Pass) Colleges		Degree Honors Colleges		Master Colleges	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												

2015												

2. (S.Q- 3.2) What percent of the higher secondary students (by sex and year) are enrolled in undergraduate programs?
3. (S.Q- 3.3) Based on the secondary data, and by sex, how did the college students perform in any other learning assessments (if any) in the last 5 years? If other learning assessments were in place, how far did those assessment systems measure students' learning outcomes?

E. Equity in the enrollment and performance of boys and girls

1. (S.Q- 5.1) Are there differences between the enrollment and dropout rates of boys and girls in the last five years?
2. (S.Q- 5.2) Are there differences in the performance of boys and girls in the Grade 12 national examination in the last five years?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

NK9 Instrument: KII Questionnaire for the College Inspector of National University

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name: 2. Sex:

3. Years of Experience:

4. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

5. Training Received in last five years:

S. N.	Name of the Training	Duration/Date	Training Institute/Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (S.Q- 4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers?

Pre-Service	In-Service

2. (S.Q- 4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences)
2. No, because: (please explain why you think so in three sentences)

3. (S.Q- 4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other, please specify.			

4. (S.Q- 4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify _____

5. (S.Q- 4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so?

6. (S.Q- 4.3) Do the institutions (TTCs) have the capacity to run quality training programs for higher secondary level teachers?

1. Yes 2. No

7. (S.Q- 4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

8. (S.Q- 4.7) Have you ever observed any training programs of higher secondary level teachers? To what extent these teacher training programs are based on practical methods/ techniques/ activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

9. (S.Q- 4.8) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used?

10. (S.Q- 6.1) What changes have you observed in training programs for the teachers during this COVID-19 pandemic? What are the challenges yet to mitigate?

11. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.[11]

12. (S.Q- 4.6) What possible interventions could be designed to strengthen teachers' quality of higher secondary level in Bangladesh?

13. Is there anything important you want to share with us?

Thank you very much for your time.

[11] This question is relevant, but it was not mentioned in the proposal.

NK10 Instrument: KII Questionnaire for the Dean, School of Education, BOU

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (Grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the respondent: 2. Sex

3. Years of Experience: 4. Years of experience as Dean:

5. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

6. Training Received:

S. N.	Name of the Training	Duration/Date	Training Institute/Agency
1			
2			
3			
4			

B. Specific Questions:

1. (S.Q- 4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by Bangladesh Open University?

Pre-Service	In-Service

2. (S.Q- 4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)
2. No, because: (please explain why you think so in three sentences maximum)

3. (S.Q- 4.1.3) Do you use your own training manuals for the training? Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes (own)	No (own)	Yes (up to date)	No (up to date)	Do they facilitate proper training? Comment (Please explain why and what changes are required to make)
1	Subject based Training					
2	Computer Training					
3	Administration and Financial Management Training for Principal/ VP					
4						

4. (S.Q- 4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify _____

5. (S.Q- 4.2.1) Do you see any gap between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in 3 sentences maximum)?

6. (S.Q- 4.3.1) How do you run training programs for higher secondary level teachers? Do you have the institutional capacity to run the programs effectively?

1. Yes 2. No

7. (S.Q- 4.3.2) Could you please mention the existing human resources you have in School of Education (BOU) including all kind of staffs (put numbers, descriptions as appropriate)

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are blank	Remarks
1					
2					
3					
4					

5					
6					
7					
8					
9					
10					
11					
12					

8. (S.Q- 4.3.3) Do you think you have the facilities and resources required for the smooth implementation of the training programs? (put remarks, numbers, good/not good, yes/no, as appropriate)

8.1 Classroom

Number of trainees at a time		Number of Training Room		Resource Person-trainee ratio	
Training Room Capacity					
Training Room condition					
Sitting arrangement			Board		
Multimedia			Ventilation		
Light & Fan			Walking space		
Suitability for interactive training delivery					

8.2 Sanitation

Number of washrooms		Male washroom		Female washroom	
Cleanliness		Maintenance			
Washroom condition					

8.3 Library room

Number of books		Type/ Category of books	

Availability of reference print materials		Availability of digital material	
Library size		Space in library	
Room condition			
Reading facilities			
Library management			
Use of library by trainees		Use by trainers	
Were resource books and materials distributed to trainees?			

8.4 Computer lab

Number of computer lab(s)		Number of computers	
Space in lab(s)		Do the trainees have open access to the computer lab(s)?	
How often the trainees use the lab(s)?			
Internet/ Wi-Fi connection			
Lab(s) condition			
Is the TTC website up to date?			

8.5 Sport facilities

Playground		space for physical training/ daily assembly	
Facilities for outdoor game		Facilities for indoor game	

8.6 Residential facilities

Male hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

Female hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

9. (S.Q- 4.4.1) Please share the training calendar for a whole year or provide the following information for a whole year.

S. N.	Name of the Training	Number of Participants in each session/batch	Training Duration (days)	Starting and Ending Date
1				
2				
3				
4				
5				
6				
7				

10. (S.Q- 4.4.2) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

11. (S.Q- 4.5) Do you conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in 3 sentences.
2. No

12. (S.Q- 4.7) To what extent are teacher training programs based on practical methods/ techniques/ activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

13. (S.Q- 4.10.1) To what extent are teachers trained to teach the following subjects in higher secondary level?

S. N.	Name of the subject	5. To a great extent	4. To a moderate extent	3. To some extent	2. To a small extent	1. Not at all
1	Bangla					

2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

14. (S.Q- 4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in TTC? How can these gaps be minimized?

15. (S.Q- 6.1) What changes have you made in your training programs for the teachers during this COVID-19 period? What other challenges are there yet to mitigate?

16. Do you see any disparity between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in 3 sentences.[12]

17. (S.Q- 4.6) What possible interventions could be designed to strengthen your institutional capacity?

18. Is there anything important you want to share with us?

Thank you very much for your time.

[12] This question is relevant, but it was not mentioned in the proposal.

Draft Instrument: College study (9)

1. C1 KII Principal
2. C2 KII Vice Principal
3. C3 KII Education officer
4. C4 KII CMC Member
5. C5 FGD Teachers
6. C6 FGD Students
7. C7 Survey Teachers
8. C8 Survey Students
9. C9 DO Form

Situational Analysis of Higher Secondary Education in Bangladesh

C1 Draft Tool: KII for College Principals

A. Institutional Information

1. Name of the Institution:
2. Types of Institute by Shift (a) Single Shift (b) Double Shift
3. Location 1. Urban 2. Rural
4. Division 1. District 2. Upazilla

B. Principal's Information

1. Name:
2. Experience in Teaching _____Years
3. Experience as Principal _____Years
4. Educational Qualification (Please encircle highest qualification)

   1) BA 2) B.Sc 3) B.Com. 4) M.A. 5) M.Sc 6) M.Com 7) Ph D
5. Professional qualification (Please encircle highest) a. None 1. B.Ed 2. M.Ed
6. Specify any Professional Development Training attended by during last 5 years (Please encircle):

   (1) None (2) Leadership/Management Training (3) ICT Training (4) Other (Please specify)
7. To what extent did the above training include leadership practices focused on learning?

   1. Not at all 2. To a small extent 3. To some extent 4. To a moderate extent 5. To a great extent

C. College Management Structure

1. Type of Educational Institute:

   1. Governmental 2. MPO Listed. 3. Non-MPO Private/Non-Govt
2. Name of the Supervising body/authority of the College in terms of:

   1. Administrative and Finance 2. Teachers Recruitment/Promotion

   3. Curriculum 4. Academic Performance 5. Overall Accountability
3. (S.Q- 2.11) How centralized or decentralized the colleges/college sections are, especially in terms of:

   (a) Administration:

   (1) Undesirably Centralized (2) Moderately Decentralized (3) Decentralized

   (b) Academic supervision

   (1) Undesirably Centralized (2) Moderately Decentralized (3) Decentralized

   (c) Monitoring of teachers and principals?

   (1) Undesirably Centralized (2) Moderately Decentralized (3) Decentralized
4. Does the College have a College Management Committee (CMC)? (1) Yes (2) NO
5. If yes, how many members consist of your College Management Committee?

   1. Total Number of members .....2. Number of Female members .....

6. What is the CMC structure and appointment criteria for your college?

No.	Designation	Eligibility/Criteria	Function and Power
1.	Chainman		
2.	Secretary		
3.	Members		
4.	How many times did the Management Committee meet in 2019 and 2020?	2019	2020
5.	What were the top two issues discussed at the most recent Management Committee meeting?	1=discipline; 2=finance issues; 3=fees; 4=school budget; 5=staff issues; 6=curriculum matters; 7=fundraising; 8=sports; 9=maintenance; 10=other	

7. (S.Q- 2.2) Is the management structure good enough to have efficiency in the management of higher secondary education?

1. Not at all 2. To a small extent 3. To some extent 4. To a moderate extent 5. To a great extent

8. Are you satisfied with the college's oversighting of the college?

1. Very unsatisfied 2. Moderately satisfied 3. Highly satisfied

9. What reforms would you suggest improving the system for better efficiency and educational quality? (Answer should not exceed 3 lines)

D. Budget and Finance

1. (S.Q- 2.3) What are the sources of funding of your college budget and their amount during 2019 (in thousand TK):

1	2	3	4	5	6	7	8	9
Govt Grant Dev Budget	Govt Grant Recurring Budget	Govt Grant Recurrent Budget	Donations	Tuition Fees and other charges	Income from College property and assets	MPO Grant	Other	Total

2. (S.Q- 2.4) What major Types of Expenses and their amount during 2019 (thousands TK)

1	2	3	4	5	6	7	8	9	
Building	Rentals	Salaries	Building's operational	Library Books	Teachers Prof Dev	Lab Equip	ICT	Other	Total

Improv			exp	journals					

3. (S.Q- 2.3) Is the total budget income adequate enough, particularly non-salary recurrent budget, to run the college sections with quality education? (Tick one)

   (a) Adequate budget (b) Short Fall of 10-20% (c) Short Fall of 20 -30%. (d) Short Fall above 30%

4. In case of budget shortfall, what are your four priority expenditure items listed under Q4 above in order to manage the budget shortfall?

   1. First Priority 2. 2nd Priority 3. 3rd Priority 4. 4th Priority

E. Fees and Stipends

1. Indicate types and amounts of annual fees etc., were charges per student during academics year 2019 (in thousands TK)

Development fee	Tuition fee	Admission fee	Exam fee	Computer/ ICT fee	Library Fee	Other Charges	Total

2. What percentage of students to total enrolment are granted fee exemptions on the basis of parental low income?

   (1) Tuition Fees % students (2) Development fee % (3) other fees and charges %

3. a. What percentage of students are granted stipends (other than merit scholarships) or grant-aid on basis of low income (please state in %)

   b. If yes, on the average, what % of total fees is approximately covered by stipend/grant?

4. Are there any fee exemption or assistance programs in place to attract and retain the following categories of students?

   (1) Females: % Students,

   (2) Children from marginalized communities: % students. (Note write zero if none)

F. How prepared are the Colleges to face COVID-19 and Post-COVID Crisis?

1. (S.Q- 6.1) What was the major teaching-learning effort you have made during COVID-19 pandemic period?

   1. Online class 2. Online/offline lesson content upload 3. Telephonic lesson 4. Teaching was closed 5. others (Please specify_____)

2. If you run online classes, what are the major challenges?

Poor Network	Others
lack of Device	

Students' poor motivation	

3. (S.Q- 6.2) Is there any learning recovery plan or strategy for post COVID -19 you have received from the Ministry of Education and the Directorate of Secondary and Higher Education?

   1. Yes 2. No

4. If yes, how do you implement those plans or strategies?

Number	Plan	Strategy

5. (S.Q- 6.3.1) To conduct the teaching facilities online, what types of ICT facilities do you have in your colleges?

   1. Wi-Fi 2. Broadband 3. Computer/laptop/tablets for Teachers

   4. Computer/laptop/tablets for Teachers 5. Allowances for data purchase

6. (S.Q- 6.3.2) What number of teachers (college section) have conducted online teaching learning activities during COVID-19 Pandemic?

   1. Total_____ 2. Male_____ 3. Female_____

7. (S.Q- 6.3.3) What percent of college teachers are familiar with online platforms such as Google Classroom or Zoom for teaching online in your college?

   a. Total percentage (%) .....1. Male (%) .....2. Female (%)

8. Is there anything else you would like to say about how the existing overall situation of college education can be improved?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C2 Draft Tool: KII for College Vice Principals

A. Institutional Information

1. Name of the Institution:
2. Types of Institute by Shift - 1. Single Shift 2. Double Shift
3. Location 1. Urban 2. Rural
4. Division 1. District 2. Upazilla

B. Vice Principal's Information

1. Name:
2. Experience in Teaching _____ Years
3. Experience as Vice Principal_____ Years
4. Educational Qualification (Please encircle highest qualification)

   1. BA 2. B.Sc 3. B.Com 4. M.A 5. M.Sc. 6. M.Com 7. Ph D
5. Professional qualification (Please encircle highest) 1.None 2. B.Ed 3. M.Ed
6. Specify any Professional Development Training attended by during last 5 years (Please encircle):

   (1) None (2) Leadership/Management Training (3) ICT Training (4) Other (Please specify)
7. To what extent did the above training include leadership practices focused on learning?

1. Not at all 2. To a small extent 3. To some extent 4. To a moderate extent 5. To a great extent

C. Teachers

1. Total Number of Teachers in your College.....
2. Number of MPO listed teachers: .....
3. Number of Teachers Teaching to Grade 11 and 12 students in your college:

Subject	Total No. of Teachers (All Subjects)		No. of Science Teachers		No. of Mathematics Teachers		No. of English Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
(a) Number of full time Teachers								
Percentage of their time devoted for Grade 11-12								
Number of Part-time Teachers								
% of Full Time								

4. Average Class-size for Grade 11 _____and Grade 12_____

5. Average Students-Teacher ratio for Grade 11_____ and Grade 12 _____

6. (S.Q- 2.5) How are the teachers and principals and vice principals appointed?

   1. By Government Body 2. By College Governing Body

7. (S.Q- 2.6) What academic qualifications do college teachers, principals and Vice Principals need to have in order to be recruited? (Click required qualifications)

Post	Educational Qualification			
	BSc/MCom/BA	MA/M.SC/MCom	NTRCA Certification	Others (Please specify)
Teachers				
Vice Principal				
Principal				

8. Specify Number of existing staff: by academic qualifications:

Post	Educational Qualification			
	BSc/MCom/BA	MA/M.SC/MCom	NTRCA Certification	Others (Please specify)
Teachers				
Vice Principal				
Principal				

9. Experience Requirements (Number of Years) (1) Principal_____ (2) Vice Principals _____

10. Other Requirement (if any): (1) Principal_____ (2) Vice Principals_____

11. (S.Q- 2.7) What percentage of the existing principals, vice principals and teachers fulfill the criteria set for recruitment?

    Qualifications: (1) Principals_____% (2) Vice Principals_____%

    Experience (1) Principals_____% (2) Vice Principals _____%

12. What are the possible reasons for non-fulfillment of recruitment criteria?

    (1)

    (2)

    (3)

13. (S.Q- 4.1.1) What types of professional development training have been organized by your college in the last two years?

	Subject-Based	Leadership	Management
Training Name			

14. (S.Q- 4.1.2) According to your assessment, how much of the teacher training programs are adequate?

    1. General/basic training _____%

2. Subject -based training _____%

15. (S.Q- 4.1.3) What is required to make these training programs more useful and effective?
16. (S.Q- 4.1.4) Are teachers provided or develop their own Teachers Guides/manuals up to date and do they facilitate proper teaching? 1. Yes 2. No
17. As Principal/supervisor, do you check whether teachers of your College regularly prepare Lesson Plans for efficient and quality teaching? 1. Yes 2. No
18. What percentage of teachers of your college prepare Lesson Plan for their teaching:_____%
19. (S.Q- 4.2.1) According to your assessment, how much is the gap (if any) between Teacher Professional Development (TPD)/Training Programs and teaching -learning practices at college level?

    (Summarily describe in 2-3 lines)
20. (S.Q- 4.2.2) What are those areas that require immediate intervention/solution to reduce the gap?
21. (S.Q- 4.9.1) To what extent, soft skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability, etc.) taught in classrooms of your college's teaching-learning practices?

    (1) Never (2) Sometime (3) Always
22. (S.Q- 4.9.2) According to your assessment, what % of teachers at your college are trained to teach soft skills? _____%

D. Physical Facilities: Infrastructural (S.Q- 2.12)

1. Adequacy of Classrooms, Labs, Library:

Types		Number	Average Size	Usability (Please put number where appropriates) 1. Excellent 2. Useable 3. non-useable	Tick (a) if Adequate Space per student, (b) if overcrowded
A	Classrooms				
B	Library				
C	Science Laboratory				
D	ICT				
f	Others….				

2. Does the College have a full-time Librarian? 1. Yes 2. No
3. Number of Books in the library _____
4. Adequacy of Library books: (1) Adequate (2) Inadequate
5. Availability of Electricity: (Tick) (1) Adequate (2) Inadequate
6. Availability of functioning Ceiling Fans (Tick) (1) Adequate (2) Inadequate
7. Availability of Internet Facilities: (Tick) (1) Adequate (2) Inadequate
8. Availability of clean drinking water in academic building: (1) Satisfactory (2) Non satisfactory

9. Availability of hygienic washrooms/toilets (1) Satisfactory (2) Non satisfactory

E. Student Enrollment and Performance-Equity in the enrollment and performance of boys and girls

1. (S.Q- 5.1) Please provide following student enrolment information of last five years by stream (grade 11&12)

Stream	Arts/Humanities		Science		Business	
	Male	Female	Male	Female	Male	Female
2020						
2019						
2018						
2017						
2016						
2015						

2. (S.Q- 5.1) Please provide the following students' performance information:

Year M-Male F-Female	1st year Enrollment number (Grade 11)		2nd year Enrollment number (Grade 12)		No. of Dropout		No. of Promotion (Grade 11 to 12)		No. of Repetition (Grade 11)		No. of Students Graduated	
	M	F	M	F	M	F	M	F	M	F	M	F
2020												
2019												
2018												
2017												
2016												
2015												

3. (S.Q- 5.3) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

   1. Yes 2. To some extent 3. No

   If yes, what issues keep girls in a disadvantaged position to pursue college education?

   1. Early marriage 2. Poverty 3.Eve teasing 4. Others (Please specify)

4. (S.Q- 3.2) What percentage of the HSC graduates of your college are enrolled in BA/B.Sc/B.Com program?

   For 2019 _____

5. (S.Q- 6.1) How did the Covid-19 pandemic affect college education? What educational responses were initiated during the pandemic period and to what extent these responses address the learning gaps of the students?

6. Is there anything else you would like to say about how the existing overall situation of college education can be improved?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C3 Draft Tool: KII for Education Officers

A. General Information:

1. Name:
2. Designation:
3. Address: District:
4. Sub-District:
5. Experience in profession:
6. Institute Location 1. Urban 2. Rural

B. Professional Training

1.1 (S.Q- 2.10) Did you receive any subject/pedagogical training?

1. Yes 2. No

1.2 If yes, would you please mention the 5 major training you have received?

No.	Name of the Training	Training provider organization
1		
2		
3		
4		
5		

2. (S.Q- 2.10) To what extent do you consider the training you have received useful?

Types of Training	Not Useful at All	Somewhat Useful	Fairly Useful	Very Useful
Subject Based training				
Pedagogical Training				
Other Training (Please Specify)				

3. (S.Q- 2.10) How do you mostly translate that training into a teacher training program?

No.	Approach	Often	Sometimes	Never
1	Lecture			

2	Group Presentation			
3	Simulation /Role play			

C. Teachers' Professional Development and Training Institutions

1. (S.Q- 4.1) What types of professional development opportunities (preservice and in-service) are available for college teachers at present?

No	General/basic training	Please put Tick mark	No	Subject -based training	Please put Tick mark
1	B.Ed		1	Bangla	
2	M.Ed		2	English	
3	ICT		3	Mathematics	
4	Others (Please specify)		4	Others (Please specify)	

2. (S.Q- 4.1) What types of training have you provided to College teachers in the last 3 years?

No	General/basic training	Please put Tick mark	No	Subject-Based Training	Please put Tick mark
1	Pedagogy		1	Bangla	
2	ICT		2	English	
3	Management		3	Mathematics	
4	Special/ Inclusive Education		4	Science	
5	Others (Please specify)		5	Others (Please specify)	

3. Are you satisfied with the teacher training programs you have been provided with?

Types of Training	Very unsatisfied	Unsatisfied	Satisfied	Highly satisfied
Subject Based training				
Pedagogical Training				

Other Training (Please Specify)				

4. What are the major challenges of the training programs you have conducted?

No.	Challenges	Please put tick mark
1.	Participant-Trainer ratio	
2.	Difficult content	
3.	Lack of resource /material	
4.	Lack of teachers' motivation	
5.	Training content irrelevancy	

5. (S.Q- 4.1) What reforms would you suggest making these training programs useful and effective?

No.	Suggest
1.	
2.	
3.	
4	

6. (S.Q- 4.1) Do you think that training and teachers' guides/manuals up to date?

   1. Yes 2. No

7. (S.Q- 4.2.1) Is there any gap between Teacher Professional Development (TPD, BEd, MEd) and teaching -learning practices at college level?

   1. Yes 2. To some extent 3. No

8. (S.Q- 4.2.2) If yes, what areas require immediate intervention/solution to fill the gap between Teacher Professional Development (TPD) curriculum and teaching -learning practices at college level?

	Gaps	Recommendation
1		
2		
3		

9. (S.Q- 4.9.1) Do you provide teachers training on Soft skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability, etc.)?

   1. Yes 2. To some extent 3. No

10. (S.Q- 4.9.2) If yes (or to some extent), on which of the soft skills do you provide training to the teachers?

No.	Soft Skills	Please Put Tick mark	No.	Soft Skills	Please Put Tick mark
1	Critical thinking,		4	Social commitment	
2	Creativity		5	Adaptability	
3	Problem Solving		6.	Others (Please specify)	

11. (S.Q- 4.9.3) If yes, what kind of teaching learning activities were used for teaching soft skills in training sessions?

No.	Teaching-learning Activities	Please Put Tick mark	No.	Teaching-learning Activities	Please Put Tick mark
1	Debate		4	Open question	
2	Drama/ Role play		5	Project work	
3	Group works		6	Others (Please specify	

D. Female Student Enrollment Situation

1. (S.Q- 5.3.1) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

   1. Yes 2. No

2. (S.Q- 5.3.2) If yes, what are the circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

No	Reason	Please Put Tick mark
1.	Early marriage	
2.	Insecurity (Eve teasing)	
3.	Social Stigma	
4.	Poverty	
5.	Social perspective	
6.	Pregnancy	
7.	Child/Domestic Labor	
8.	Too Few Female Teachers	

9.	Others (please specify)	

E. How prepared are colleges to mitigate the COVID-19 and Post-COVID crisis?

1. (S.Q- 6.1) How did college teachers make their effort to continue teaching–learning activities during the COVID-19 Pandemic Period in your Sub-district (Upazila)/ District (Zila)?

   a. Online class b. Online/offline lesson content upload c. Telephonic lesson d. Teaching was closed e. others (Please specify

2. (S.Q- 6.2.1) Is there any learning recovery plan or strategy for post COVID -19 that you received from the Ministry of Education and the Directorate of Secondary and Higher Education?

   1. Yes 2. No

3. (S.Q- 6.2.2) If yes, how do you implement those plans or strategies in your Sub-district (Upazila)/ District (Zila)?

No.	Plan	Strategy

4. What are the 5 major challenges to continue teaching-learning activities during COVID-19 Pandemic Period in your Sub-district (Upazila)/ District (Zila)?

No.	Challenges	Please put tick mark
1.	Colleges have lack of resource	
2.	Teachers are not trained	
3.	Students are not familiar	
4.	Students are with of resource	
5.	Lack of Motivation	
6.	Others (Please specify)	

5. What reforms would you suggest continuing teaching –learning activities during COVID-19 Pandemic Period in your Sub-district (Upazila)/ District (Zila)?

No.	Recommendation
1.	
2.	
3.	
4	

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C4 Draft Tool: KII for College Management Committee (CMC)

A. General Information:

1. Name:
2. Designation:
3. Years of engagement as member of this College management Committee ___Years
4. Educational Institute:
5. Address: District:
6. Sub-District:
7. Institute Location

   1. Urban 2. Rural
8. Type of Educational Institute: 1. Governmental 2. MPO Listed 3. Private/Non-Governmental

B. Information on Management and Financing-Funding and Expenditure

1. Are you satisfied with the present governance and management of the college?

   1. Very Unsatisfied 2. Unsatisfied 3. Satisfied 4. Very satisfied
2. Could you please mention the first two roles and success you have performed?

	Role	Success

3. What role do you play as a CMC member to raise the funds for the college? (e.g. help manage government, raising fees)?
4. What role do you play as a CMC member in recruiting teachers, vice principal or principal? What consideration was taken (e.g., Govt. provision, political pressure)
5. What are the challenges you have faced as a member of the CMC committee?

No.	Aspect		No	Challenges	
1.	Recruitment		1.		
2.	Fundraising		2.		
3.	Others (Please Specify)		3.		

6. What reforms would you suggest improving the system for better efficiency and educational quality? (Answer should not exceed 5 lines)
7. How many members are in your College Management Committee?

   1. Total Number of members_____2. Number of Female members_____
8. What is the CMC structure and appointment criteria for your college?

No.	Designation	Eligibility/Criteria	Function and Power
1.	Chainman		
2.	Secretary		
3.	Members		

9. How many times did you participate in the Management Committee meeting in 2019 and 2020?

   1. For 2019 _____ 2. For 2020 _____

10. What were the top two issues discussed at the most recent Management Committee meeting?

    1. Discipline issue 2. Finance issues 3. Staff issues; 4.Teaching-learning (Online Class) 5. Others (Please Specify) _____

11. (S.Q- 2.2) Is the management structure good enough to have efficiency in the management of higher secondary education?

1. Not at all 2. To a small extent 3. To some extent 4. To a moderate extent 5. To a great extent

12. (S.Q- 2.3) What are the sources of funding of your college budget and their amount during 2019 (in thousand TK)

1	2	3	4	5	6	7	8	9
Govt Grant Dev Budget	Govt Grant Recurring Budget	Govt Grant Recurrent Budget	Donations	Tuition Fees and other charges	Income from College property and assets	MPO Grant	Other	Total

13. (S.Q- 2.4) What major Types of Expenses and their amount during 2019 (in thousands TK)

1	2	3	4	5	6	7	8	9	
Building Improv	Rentals	Salaries	Building's operational exp	Library Books journals	Teachers Prof Dev	Lab Equip	ICT	Other	Total

14. (S.Q- 2.3) Is the total budget income adequate enough, particularly non-salary recurrent budget, to run the college sections with quality education? (Tick one)

    (1) Adequate budget (2) Short Fall of 10-20% (3) Short Fall of 20 -30% (4) Short Fall above 30%

15. In case of budget shortfall, what are your four priorities expenditure items listed under above in order to manage the budget shortfall?

    First Priority _____ 2nd Priority_____ 3rd Priority_____ 4th Priority_____

16. As a member of the management committee, what plan do you have for fundraising for the college section?

17. What are your recommendations to enhance the quality of your college education program?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C 5 Draft Tool: FGD guidelines for Teachers (College Study)

A. General information:

1. Name of the College:
2. Sub-District:
3. District:
4. Respondents

S.N.	Name	Sex	Experience
1			
2			
3			
4			

B. Specific Questions:

1. (SQ-2.6, 2.7) How do you consider provision of the existing academic qualifications and recruitment procedure for college teachers, principals and vice principals recruited? Do you consider them to be adequate? How do they vary by types of colleges? How do they relate to quality of education and management?
2. (SQ-2.9) What are the current practices of teacher supervision and mentoring? Is there instructional support through coaching? Hands on support to teachers for their professional development? Is it effective? Please explain.
3. (SQ- 4.1) What types of professional development opportunities including (pre-service and in-service) are available for college teachers? Are teacher training programs (general/basic training and/or subject-based training) adequate? What is required to make these training programs useful and effective?
4. (SQ- 4.2) Is there any gap between the Teacher Professional Development (TPD) curriculum (B.Ed. and M.Ed. course for example) and teaching-learning practices at college level? Are training and teachers' guides/manuals up to date and do they facilitate proper teaching? If yes, what are those areas that require immediate intervention/solution?
5. (SQ- 4.3) How do you consider Higher Secondary Teacher Training Institutes (HSTTIs) capacity to qualitatively contribute to improved teaching and learning? Can you elaborate in terms of infrastructure, facilitator/trainer staff capacity, library laboratory and other?
6. (SQ- 4.7) In teaching languages (Bangla and English) to what extent are teacher training programs based on practical methods /techniques/ activities to be practiced in classroom situations? Can you provide an example that skills you have learned from training can or cannot be applicable in classroom teaching? Please explain why or why not.
7. (SQ- 4.8) What are the gaps between English textbooks and actual teaching - learning that happens in the classrooms? How can English language instruction teaching be made more practical and engaging?

8. (SQ- 4.9) Are soft skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability, etc.) taught in classrooms? If yes, how are they being taught? Are teachers trained to teach soft skills?
9. (SQ- 4.10) Is any special attention given to teaching of sciences (Physics, Chemistry and Biology) and Mathematics? Are teachers adequately qualified and trained to teach sciences and Mathematics? (For Science Teacher)
10. (SQ- 5.3) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges? Can you provide an example from your own Practice?
11. (SQ- 6.1, 6.2) How have you made up for the teaching-learning time that was lost due to COVID-19? Could you please elaborate some efforts you have made? Any direction from the Ministry? What are the successes and challenges you experienced?
12. Is there anything else you'd like to say about college education?

Thank you very much for your time.

C6 Draft Tool: FGD guidelines for Students (College Study)

A. General information:

1. Name of the College:
2. Sub-District:
3. District:
4. Respondents

No.	Name	Sex	
1			
2			
3			
4			

Specific Questions:

1. In what ways would you describe your college study experience in terms of learning and future prospects? What are your learning expectations of your college study?
2. (S.Q- 4.9) What are some skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability) you are learning from your college study? Would you say that your learning is useful? Please provide some examples.
3. (S.Q- 4.9) What are the major challenges you face learning those skills in your college lesson or experiences? What are the approaches you are thinking best to get your lesson more usefully?
4. What resources do you consider the most essential for college study (Library facilities, ICT facilities)? In what ways can your colleges provide these services?
5. To what extent does your college support you to get your best academic performance? Do you think the support services are adequate to all (*e.g.*, Female students, students from underprivileged or ethnic groups)?
6. What is your educational expenditure (college fees, materials)? How do you manage to cover your expenditures? What support (financial) do you get from your college?
7. (S.Q- 6.1) How does COVID-19 affect your college study? Did you attend your college teaching-learning activities during COVID-19 Pandemic Period? In what ways, please explain.
8. Is there anything else you find important that you want to share with us?

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C7 Draft Tool: Survey for College Teacher

A. General Information:

1. Name
2. Designation
3. Educational Institute:
4. Address:
5. District:
6. Sub-District:
7. Experience in Teaching_____Years
8. Educational Qualification (Please Circle)

   1. BA 2. B.Sc 3. B.Com 4. M.A 5. M.Sc. 6.M.Com 7. Ph.D
9. Professional qualification (Please Circle)

   1. M.Ed (from types of Institute Government/ Non-Government)
   2. B.Ed (from types of Institute Government/ Non-Government)
   3. Professional Development Training: I. Subject II. Management III. ICT IV. Others (Please specify)

B. Institutional Information

1. Institute Location 1. Urban 2b. Rural
2. Type of Educational Institute: 1. Governmental 2. MPO Listed 3. Private/Non-Governmental

C. Teacher's Professional Information

1. (S.Q- 2.6) What academic qualification was required to be recruited in this college?

	BSc/M.Com/BA	MA/M.SC/M.Com	NTRCA	Others (Please specify)
Teachers				

2. (S.Q- 2.9) Do you receive any academic supervision/mentoring services?

   1. Yes 2. No
3. (S.Q- 2.9) If yes, what are the current practices of teacher supervision and mentoring system in your college?

   1. Instructional support through coaching 2. Group mentoring

   3. One to One mentoring
4. (S.Q- 2.9) Who provides the mentoring supervision services?

   1. By Principal 2. By Senior Teacher 3. By Government officials 4. Peers

   5. Others, please specify _____

D. Teacher's Professional Development and Training Institutions

1. (S.Q- 4.1.1) What types of professional training programs have you received?

Pre-service			In-service		
1	B. Ed		1	Foundation Training	
2	M.ED		2	Subject -based training	
3			3	ICT Training	
4			4		

2. (S.Q- 4.1.2) If you received any of the following training or other ones not listed here, please rate how do you consider them useful for your current teaching-learning activities at college?

	Not Useful at All	Somew hat Useful	Fairly Useful	Very Useful
Foundation Training				
Subject based Training				
ICT Training				
B.Ed.				
M.Ed.				
Others (Please name the training)				

3. (S.Q- 4.1.3) What reforms would you suggest making so that these training programs become more useful and effective?

NO change		
a.	Effective assessment system	
b.	Providing teaching learning materials	
c.	Opportunities for practicing	
d.	Others	

4. (S.Q- 4.1.4) Do you think that training and teachers' guides/manuals up to date?

   1. Yes 2. No

5. (S.Q- 4.1.5) Do you consider teachers' guide facilitate teaching?

   1. Yes 2. Somewhat 3. No

6. (S.Q- 4.2.1) Is there any gap between Teacher Professional Development (TPD) curriculum (Subject-based training, B.Ed., M.Ed.) and teaching-learning practices at

college level?

1. Yes 2. No

7. (S.Q- 4.2.2) If yes, what areas do you suggest that require immediate intervention/solution to fill up the gap between Teacher Professional Development (TPD) curriculum and teaching-learning practices at college level?

	Name of the Training	Gaps/Limitations
1	a. B.Ed./M.Ed.	
2	b. Subject-Based Training	
3	c. ICT	
4	d. Others (please name the training)	

8. (S.Q- 4.3.1) Did you ever receive training from HSTTI? 1. Yes 2. No
9. (S.Q- 4.3.2) What types of Training have you received from HSTTI?

   1. ICT 2. Subject Based 3. Pedagogy 4. Other (Please Specify)

10. (S.Q- 4.3.3) How do you rate your training experiences of Higher Secondary Teacher Training Institutes (HSTTIs)?

Area	Not appropriate	Slightly appropriate	Appropriate	Absolutely appropriate
a. Infrastructure facilities				
b. library				
c. lab				
d. ICT facilities				
e. Others				

11. (S.Q- 4.8.1) What are the gaps between English textbooks and actual teaching - learning that happens in the classrooms?

	Area of gaps	Never	Sometimes	Often	Always
a.	Lack of teaching-learning materials				

b.	Inconsistency between textbooks and curriculum				
c.	Faulty assessment system				
d.	Students are not capable to receive the lesson				
e.	Others (Please specify)				

12 (S.Q- 4.8.2) What reforms would you suggest making to English language instruction teaching to make it more practical and engaging?

No.	Area of Topic	
a.	Adequate teaching-learning materials	
b.	Bridging between textbooks and curriculum	
c.	Performance-based assessment system	
d.	Others (Please specify)	

13. What are the gaps between official textbooks and actual teaching – learning for the following subjects to make them more rational and practical in the classroom?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Mathematics					
2	Economics					
3	Physics					
4	Chemistry					
5	Biology					
6	Accounting					
7	Management					

14. What reforms would you suggest making to improve the teaching-learning process for the above subjects to bring them up to international standards?

_____

_____

_____

_____

15. (SQ- 4.10) Given the importance of science and mathematics, how much attention is being paid to the teaching of the Sciences (Physics, Chemistry, and Biology) and Mathematics in your college? (please circle the most appropriate response)

1. My college does not teach the pre-engineering and pre-medical stream of subjects – mathematics, physics, chemistry and biology
2. The teaching of science subjects is offered but inadequate attention is paid to them
3. Moderately preferential attention and resources are provided for the teaching of the sciences and mathematics as compared to arts subjects
4. High attention and resources are provided for the teaching of the sciences and mathematics as compared to arts subjects (as reflected by having qualified staff and well-equipped science labs)

15.1 (SQ- 4.10) If the response to Q15 is response 1 or 2 ask: What are the three main reasons why inadequate attention is being paid to the teaching of sciences and mathematics at your college? (Can circle more than one response if applicable)

1. Lack of colleges resources for hiring qualified staff and building well-equipped sciences labs
2. Lack of availability of qualified staff (e.g., in rural areas)
3. Lack of qualified students (with high scores) applying for admission to science streams of the subjects (e.g., in a rural area or competition in urban areas)
4. Other Reasons (Please specify) _____

16. (SQ- 4.10) What percentage of science and mathematics teachers at your college are fully qualified and trained to teach the Sciences and Mathematics?

	Subject	% of teachers qualified in the academic subject	% having teacher training qualification
1.	Physics		
2.	Chemistry		
3	Biology		
4.	Mathematics		

17. (SQ- 4.10) Does your college have enough qualified teachers teaching the Sciences (Physics, Chemistry, and Biology) and Mathematics?

1. Yes 2. No

17.1 (SQ- 4.10) If the answer to Q17 is "No", what are the three most important reasons preventing your college from hiring qualified teachers of the Sciences (Physics, Chemistry, and Biology) and Mathematics?

1. _____

2. _____

3. _____

18. (SQ 4.10) If you are a teacher of a science subject, describe the three most important issues and problems you have encountered when teaching science subjects and mathematics at your college.

1. _____

2. _____

3. _____

19. (S.Q- 4.9.1) Do you teach soft skills (e.g., critical thinking, creativity, problem solving, social commitment, adaptability, etc.) in your classrooms?

1. Yes 2. Sometimes 3. No

19.1 (S.Q- 4.9.2) If the answer to Q19 is "Yes", ask: What kind of soft skills do you teach in your classrooms?

No.	Area of Soft skills	Please put tick mark
a.	critical thinking, creativity	
b.	problem solving	
c.	social commitment	
d.	Adaptability	
e.	Others	

19.2 (S.Q- 4.9.3) If the answer to Q19 is "Yes", ask: What kind of teaching learning activities do you use for teaching soft skills in your classrooms?

No.	Approach	Please put tick mark	No		Please put tick mark
a.	Lecture		e.	Project work	
b.	Debate		f.	drawing	
c.	Drama/play		g.	problem solving games	
d.	Group works		h.	Others	

20. (S.Q- 4.9.4) Are you trained to teach soft skills?

1. Not at all 2. To Some extent 3. Yes

20.1 (S.Q- 4.9.5) If the answer to Q20 is "Yes", please name all the trainings you have received on soft skills in the table below.

1.
2.

3.

E. Equity in Enrollment

1. (S.Q- 5.3.1) Are there circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

   1. Yes 2. To some extent 3. No

2. (S.Q- 5.3.2) If the answer to Q1 is "Yes", ask: What are the circumstances that keep girls in a disadvantaged position to pursue their education in higher secondary colleges?

	Reason	
A	Early marriage	
B	Insecurity (Eve teasing)	
C	Social Stigma	
D	Poverty	
E	Social perspective	
F	Pregnancy	
G	Child/Domestic Labor	
H	Too Few Female Teachers	
I	Others (please specify)	

F. How prepared are Colleges to face the COVID-19 and Post-COVID-19 Crisis

1. (S.Q- 6.1) What was major teaching–learning effort you have made during COVID-19 Pandemic Period?

   1. Online class 2. Online/offline lesson content upload 3. Telephonic lessons
   4. Teaching was closed 5. others (Please specify) _____

2. If you run online classes, what were the major challenges?

a. Poor Network	d. Others
b. Lack of Device	e. Not Applicable
c. Students' poor motivation	

3. (S.Q- 6.2) Is there any learning recovery plan or strategy for post COVID -19 you have received from the Ministry of Education and/or the Directorate of Secondary and Higher Education?

   1. Yes 2. No

4. If the answer to Q3 is "Yes", ask: How do you implement those plans or strategies?

Number	Plan	Strategy

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C 8 Draft Tool: Survey Questionnaire for Student

A. General Information:

Name:

1. Class:
2. Age:
3. Sex: 1. Male 2. Female
4. Name of Educational Institute:
5. Institute Location: 1. Urban 2. Rural
6. Address: District:
7. Sub-District:

B. Student's Soft Skills Knowledge

1. (S.Q- 4.9.1) There are some skills named soft skills. Example: critical thinking, creativity, problem solving, social commitment, adaptability, etc. Are these soft skills taught in your classrooms?

   1. Never 2. Rarely 3. Often 4. Always.

2. (S.Q- 4.9.2) If the answer to Q1 is rarely, often or always, ask: What kind of soft skills do you learn in your classrooms?

No.	Soft Skills	Please put tick mark	No	Soft Skills	Please put tick mark
1	critical thinking,		4	social commitment	
2	creativity		5	adaptability	
3	problem solving		6.	Others (Please specify)	

3. (S.Q- 4.9.3) What kind of teaching-learning activities do your teachers use for teaching soft skills in your classrooms?

No.	Teaching-learning Activities	Please put tick mark	No	Teaching-learning Activities	Please put tick mark
1	Debate		4	Open question	
2	Drama/ Role play		5	Project work	
3	Group works		6	Others (Please specify	

C. How prepared are Students to face COVID-19 and Post-COVID Crisis?

1. (S.Q- 6.1) Did your college continue /conduct teaching-learning activities during COVID-19

Pandemic Period?

1. Not at all 2. Sometimes 3. Mostly 4. Always.

2. (S.Q- 6.1) Have you attended your college teaching-learning activities during COVID-19 Pandemic Period?

   1. Not at all 2. Sometimes 3. Mostly 4. Always.

3. (S.Q- 6.1) If the answer to Q2 is "Yes", ask: Which methods have been used for teaching-learning activities?

   1. Online class Lesson 2. Telephonic lesson 3. Television/Radio Lesson 4. Offline assignment from college 5. Others (Please specify)

4. (S.Q- 6.12) Do you have electricity in your home?

   1. Yes 2. No

5. (S.Q- 6.13) Do you have a TV set at home?

   1. Yes 2. No

6. (S.Q- 6.6) What kind of devices do you use to attend online classes?

No.	Device	Please put tick mark	No.	Device	Please put tick mark
1	Laptop		4	Tablet	
2	Smart Phone		5	Other (Please specify)	
3	Computer				

7. (S.Q- 6.6) Do you have your own device/s to participate in online classes?

   1. Yes 2. No

8. (S.Q- 6.6) If the answer to Q7 is "Yes", ask: What types of device/s do you have?

No.	Device	Please put tick mark	No.	Device	Please put tick mark
1	Laptop		4	Tablet	
2	Smart Phone		5	Other (Please specify)	
3	Computer				

9. (S.Q- 6.11) If the answer to Q7 is "No", ask: Do you have the ability to buy a smartphone or other

device to access internet facilities for attending online classes?

1. Yes 2. To some extent 3. No

10. (S.Q- 6.6) If the answer to Q9 is "No", ask: Whose devices do you use to attend online class?

No.	Device owner	Please put tick mark	No.	Device	Please put tick mark
1	Parents		4	Teachers/ Colleges'	
2	Siblings		5	Internet shop/cafe	
3	Relatives		6	Other (Please Specify)	

10.1 (S.Q- 6.7) How many hours a day are you permitted to use these devices?

1. More than 6 hours 2. 5-6 hours 3. 3-4 hours 4.1-2 hours

11. (S.Q- 6.10) Do you have internet access or internet coverage at your home?

1. Yes 2. No

11.1 (S.Q- 6.5) If the answer to Q11 is "Yes", ask: What kind of internet access do you have in your home?

No.	Types	Please Put Tick mark	No.	Types	Please Put Tick mark
1.	Broadband		3.	Mobile Data	
2.	Wi-Fi		4.	Other (Please Specify	

12. (S.Q- 6.8) What major activities do you do on the internet?

No.	Types	Please Put Tick mark	No.	Types	Please Put Tick mark
1.	Social media		4	Creative work	
2.	Watching Movies		5.	Other (Please Specify	
3.	Online learning				

13. (S.Q- 6.9) If you attend college online lessons, which of the online platforms do you mostly use?

1. Google Classroom/Meet 2. Zoom conferencing 3. Others_____ (Please specify)

14. If you attend online classes, what are the major challenges?

No.	Challenges	Please Put Tick mark	No.	Types	Please Put Tick mark
1	Poor Network		4	Unfriendly environment	
2	Lack of Device		5	Other (Please Specify	
3	Poor motivation				

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

C9 Draft Tool: Direct Observation Form

A. General Information:

1. Name of Educational Institute:
2. Address:
3. District:
4. Sub-District:
5. Institute Location 1. Urban 2. Rural
6. Type of Educational Institute: 1. Governmental 2. MPO Listed 3. Private/Non-Governmental

B. Physical & Teaching-Learning Facilities: Infrastructural (SQ 2.12)

1. Total Area:
2. Status of different infrastructure

Types		Number	Average Size	Usability (Please put number where appropriates) 1.Excellent 2. Useable 3. Non-useable
a	Classroom			
b	Library			
c	Science Laboratory			
d	ICT			
e	Wash block			
f	Others….			

3. Sources of drinking water in the academic building

   ☐1 Filter ☐ 2Tube-well ☐ 3Supply-water ☐ 4Well/House

4. Total number of books in library: _____
5. Total number of tables, chairs & bookshelves in the library: _____
6. Classroom teaching-learning facilities

   ☐ Black/white board

   ☐ Podium

   ☐ Speaker & microphone system

☐ Teaching materials

☐ Projector

☐ Notice board

☐ Locker(s)

7. Types of Science Laboratory

☐None ☐Combined (one room) ☐ Physics ☐ Chemistry ☐ Biology ☐ Geography

☐ Others (Please specify_____)

8. Total number of projector (for college section): _____
9. Total number of computers/laptops: _____

C. English Classroom Observation (SQ 4.8)

Teacher Name:

Designation:

Birth year:

Grade:

Content of the class:

1. Medium of the class

☐ Bangla ☐ English

2. Displays evidence of teacher preparation.

☐ Yes ☐ No ☐ N/A

3. Directions to students are clearly thought out and well stated.

☐ Yes ☐ No ☐ N/A

4. Materials for class are organized and available.

☐ Yes ☐ No ☐ N/A

5. Lessons aligned with learning outcomes.

☐ Yes ☐ No ☐ N/A

6. Relates concepts to students' experience.

☐ Yes ☐ No ☐ N/A

7. Provides remediation where needed.

☐ Yes ☐ No ☐ N/A

8. Uses open/thought-provoking questions.

☐ Yes ☐ No ☐ N/A

9. Provides interesting, adequate reinforcement and motivation.

☐ Yes ☐ No ☐ N/A

10. Cares about the slow learners.

☐ Yes ☐ No ☐ N/A

11. Reviews previous day's course content.

☐ Yes ☐ No ☐ N/A

12. Learning appropriate vocabulary is present.

☐ Yes ☐ No ☐ N/A

13. Practicing listening/speaking skills is present.

☐ Yes ☐ No ☐ N/A

14. Practicing reading/writing skills is present.

☐ Yes ☐ No ☐ N/A

15. Formative assessment is ongoing throughout the lesson.

☐ Yes ☐ No ☐ N/A

16. Employs non-lecture learning activities (i.e., small group discussion, student-led activities).

☐ Yes ☐ No ☐ N/A

17. Students are engaged and active.

☐ Yes ☐ No ☐ N/A

18. Carefully plans student assignments.

☐ Yes ☐ No ☐ N/A

D. How prepared is Colleges to face COVID-19 and Post-COVID Crisis?

1. (S.Q- 6.3) Types of ICT facilities at college to conduct teaching facilities?
    1. Device Facilities
    2. Computer/laptop/tablets for Teachers
    3. Computer/laptop/tablets for Students
2. Internet Facilities
    1. Wi-Fi facilities
    2. Broadband Facilities
    3. Data Purchase allowances for teachers
    4. Others (Please specify)

Thank you very much for your time.

Teacher Training Institutions Data generation (FGD)

1. D1 TT FGD Guidelines - TTC Trainees
2. D2 TT FGD Guidelines- HSTTI Trainees

   D3 TT FGD Guidelines- Divisional Office, Trainees

Situational Analysis of Higher Secondary Education in Bangladesh

D1 TT FGD Guidelines- TTC Trainees

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondents Information

1. Name of the TTC:

2. Participants:

S. N.	Name	Sex	Experience
1			
2			
3			
4			
5			
6			
7			
8			

B. Specific Questions:

1. (2.1) How is the management structure of the higher secondary education laid out at division, district and upazila levels?

2. (4.1.1) Given the situation, are the training programs organized by TTC adequate for teachers to facilitate teaching-learning practices skillfully? Please explain why you think so.

3. (4.1.2) Are the training manuals and teachers' guides up to date? Do these manuals facilitate proper training? Is there anything in the manual that needs to be changed/ included?

4. (4.2.4) What is required to make these training programs useful and effective?

5. (4.2) Do you see any gap between teachers' professional development curriculum and teaching-learning practices at the college level? What are those areas that require immediate intervention/solution?

6. (4.3) Does the TTC have the capacity (infrastructure, human resources, training facilities, resources, materials, etc.) to run quality training programs for you? Are there any issues that should be taken care of?

7. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college? Please explain briefly. Do you have any suggestions for TTCs to plan the training calendar aligned with the college schedule?

8. (4.5) Does TTC conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program? How is it important to design and organize training programs based on the training needs of the teachers?

9. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations? Please explain with examples/ evidence. Does the training program help build mostly your skills or mostly your knowledge?

10. (4.10) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in TTC?

11. Do you see any disparity between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in 3 sentences.[13]

12. (4.6) What possible interventions could be designed to strengthen TTC? How can this institution play an effective role in your professional development and enhancing quality education at the higher secondary level?

13. Is there anything important you want to share with us?

Thank you very much for your time.

[13] This question is relevant, but it was not mentioned in the proposal.

Situational Analysis on Higher Secondary Education in Bangladesh

D2 TT FGD Guidelines- HSTTI Trainees

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondents Information

1. Name of the HSTTI:

2. Respondents

S. N.	Name	Sex	Experience
1			
2			
3			
4			
5			
6			
7			
8			

B. Specific Questions:

1. (2.1) How is the management structure of the higher secondary education laid out at division, district and upazila levels?

2. (4.1.1) Given the situation, are the training programs organized by HSTTI adequate for teachers to facilitate teaching-learning practices skillfully? Please explain why you think so.

3. (4.1.2) Are the training manuals and teachers' guides up to date? Do these manuals facilitate proper training? Is there anything in the manual that needs to be changed/included?

4. (4.1.4) What is required to make these training programs useful and effective?

5. (4.2) Do you see any gaps between teachers' training curriculum and teaching-learning practices at college level? How can we bridge/minimize the gap?

6. (4.3) Does the HSTTI have the capacity (infrastructure, human resources, training facilities, resources, materials, etc.) to run quality training programs for you? Are there any issues that should be taken care of?

7. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college? Please explain briefly. Do you have any suggestions for HSTTI to plan the training calendar aligned with the college schedule?

8. (4.5) Does HSTTI conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program? How is it important to design and organize training programs based on the training needs of the teachers?

9. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations? Please explain with examples/evidence. Does the training program help build mostly your skills or mostly your knowledge?

10. (4.10) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in HSTTI? Should they be aligned?

11. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.[14]

12. (4.6) What possible interventions could be designed to strengthen HSTTI? How can this institution play an effective role in your professional development and enhancing quality education at the higher secondary level?

13. Is there anything important you want to share with us?

Thank you very much for your time.

[14] This question is relevant, but it was not mentioned in the proposal.

Situational Analysis on Higher Secondary Education in Bangladesh

D3 TT FGD Guidelines- Divisional Office, Trainees

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondents Information

1. Name of the DD Office:

2. Participants:

S. N.	Name	Sex	Experience
1			
2			
3			
4			
5			
6			
7			
8			

B. Specific Questions:

1. (2.1) How is the management structure of the higher secondary education laid out at division, district and upazila levels?

2. (4.1.1) Given the situation, are the training programs organized by the DD Office adequate for teachers to facilitate teaching-learning practices skillfully? Please explain why you think so.

3. (4.1.2) Are the training manuals and teachers' guides up to date? Do they facilitate proper training? Is there anything in the manual that needs to be changed/ included?

4. (4.2.4) What is required to make these training programs useful and effective?

5. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level? What are those areas that require immediate intervention/solution? How can we bridge/minimize the gap?

6. (4.3) Does the DD Office have the capacity (infrastructure, human resources, training facilities, resources, materials, etc.) to run quality training programs for you? Are there any issues that should be taken care of?

7. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college? Please explain briefly. Do you have any suggestions for HSTTI to plan the training calendar aligned with the college schedule?

8. (4.5) Does the DD Office conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program? How is it important to design and organize training programs based on the training needs of the teachers?

9. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations? Please explain with examples/evidence.

10. (4.10) What are the gaps between the textbooks taught at the higher secondary education level and the training manuals being used in the DD Office?

11. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[15]

12. (4.6) What possible interventions could be designed to strengthen the DD Office? How can this institution play an effective role in your professional development and enhancing quality education at the higher secondary level?

13. Is there anything important you want to share with us?

Thank you very much for your time.

[15] This question is relevant, but it was not mentioned in the proposal.

Teacher Training Institutions Data generation (IDI)

1. E1 TT IDI- TTC Vice Principal
2. E2 TT IDI- HSTTI Deputy Director
3. E3 TT IDI- Divisional Office, Deputy Director

Situational Analysis of Higher Secondary Education in Bangladesh

E1 TT IDI- TTC Vice Principal

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name:

2. Sex:

3. Years of Experience:

4. Experience as Vice Principal:

5. Highest Educational Qualifications:

   1. Bachelors
   2. Masters
   3. MPhil
   4. PhD

6. Training Received in last five years:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4). Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by the TTC?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1) Yes, because: (please explain why you think so in three sentences maximum)

2) No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	**Training Manual/ToT Manual/ Teachers Guide**	**Yes**	**No**	**Comment** (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3. (4.3) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2. No

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does TTC conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. Yes (Please explain why and how you do that in three sentences)

2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7.1 (4.10.1) To what extent are teachers trained to teach the following subjects at the higher secondary level?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Bangla					
2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

7.2 (4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in TTC?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.[16]

10. (4.6) What possible interventions could be designed to strengthen TTC?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[16] This question is relevant, but it was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

E2 TT IDI- HSTTI Deputy Director

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the HSTTI:

2. Name of the respondent: 3. Sex

4. Years of Experience: 5. Years of experience as Deputy Director:

6. Highest Educational Qualifications:

    1. Bachelors
    2. Masters
    3. MPhil
    4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1(4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by HSTTI?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1) Yes, because: (please explain why you think so in three sentences maximum)

2) No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2.1) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at the college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3.1 (4.3.1) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1) Yes 2) No

3.2 (4.3.2) Please list the existing human resources at HSTTIs including all staff (put numbers, descriptions as appropriate).

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are blank	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

3.3 (4.3.3) Please fill out the information for the existing facilities required for a smooth implementation of training programs (put remarks, numbers, good/not good, yes/no, as appropriate)

Classroom

Number of trainees at a time		Number of Training Room(s)		Resource Person-trainee ratio	
Training Room Capacity					
Training Room condition					
Sitting arrangement			Board		
Multimedia			Ventilation		
Light & Fan			Walking space		

Suitability for interactive training delivery	

Sanitation

Number of washrooms		Male washroom		Female washroom	
Cleanliness		Maintenance			
Washroom condition					

Library room

Number of books		Type/ Category of books	
Availability of reference print materials		Availability of digital material	
Library size		Space in library	
Room condition			
Reading facilities			
Library management			
Use of library by trainees		Use by trainers	
Were resource books and materials distributed to trainees?			

Computer lab

Number of computer lab(s)		Number of computers	
Space in lab(s)		Do the trainees have open access to the computer lab(s)?	
How often do the trainees use the lab(s)?			
Internet/ Wi-Fi connection			
Lab(s) condition			
Is the HSTTI website up to date?			

Sport facilities

Playground		Space for physical training/daily assembly	

Facilities for outdoor game		Facilities for indoor game	

Residential facilities

Male hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		
Female hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

4.1 (4.4.1) Please share the training calendar or provide the following information for the whole year.

S. N.	Name of the Training	Number of Participants in each session/ batch	Training Duration (days)	Starting and Ending Date	Other:
1					
2					
3					
4					
5					
6					
7					

4.2 (4.4.2) Is the training calendar aligned with the curriculum and academic calendar of college?

1) Yes 2) No

5. (4.5) Does HSTTI conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1) If yes, please explain why and how you do that in three sentences.

2) No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all

2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7.1 (4.10.1) To what extent teachers are trained to teach the following subjects in at higher secondary education level?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Bangla					
2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

7.2 (4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in HSTTI?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in three sentences.[17]

10. (4.6) What possible interventions could be designed to strengthen the HSTTI?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[17] This question is relevant but was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

E3 TT IDI- Divisional Office, Deputy Director (College)

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the DD Office:

2. Name of the respondent: 3. Sex:

4. Years of Experience: 5. Years of experience as Deputy Director:

6. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

Specific Questions:

1(4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by the DD Office?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1) Yes, because: (please explain why you think so in three sentences maximum)

2) No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			need to update
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2.1) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3.1 (4.3.1) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1) Yes 2) No

3.2 (4.3.2) Please list the existing human resources at TTC including all staff (put numbers, descriptions as appropriate).

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are blank	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

3.3 (4.3.3) Please fill out the information for the existing facilities required for a smooth implementation of training programs (put remarks, numbers, good/not good, yes/no, as appropriate)

Classroom

Number of trainees at a time		Number of Training Room		Resource Person-trainee ratio	
Training Room Capacity					
Training Room condition					
Sitting arrangement			Board		
Multimedia			Ventilation		
Light & Fan			Walking space		
Suitability for interactive training delivery					

Sanitation

Number of washrooms		Male washroom		Female washroom	
Cleanliness		Maintenance			
Washroom condition					

Library room

Number of books		Type/ Category of books	
Availability of reference print materials		Availability of digital material	
Library size		Space in library	
Room condition			
Reading facilities			
Library management			
Use of library by trainees		Use by trainers	
Were resource books and materials distributed to trainees?			

Computer lab

Number of computer lab(s)		Number of computers	
Space in lab(s)		Do the trainees have open access to the computer lab(s)?	
How often do the trainees use the lab(s)?			
Internet/ Wi-Fi connection			
Lab(s) condition			
Is the HSTTI website up to date?			

Sport facilities

Playground		Space for physical training/daily assembly	
Facilities for outdoor games		Facilities for indoor games	

Residential facilities

Male hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		
Female hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

4.1 (4.4.1) Please share the training calendar or provide the following information for the whole year.

S. N.	Name of the Training	Number of Participants in each session/ batch	Training Duration (days)	Starting and Ending Date	Other:
1					
2					
3					
4					
5					
6					
7					

4.2 (4.4.2) Is the training calendar aligned with the curriculum and academic calendar of college?

1) Yes 2) No

5. (4.5) Does the DD Office conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1) If yes, please explain why and how you do that in three sentences.

2) No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7.1 (4.10.1) To what extent teachers are trained to teach the following subjects in higher secondary level?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Bangla					
2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

7.2 (4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in DD Office?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparity between government and nongovernment teachers regarding their professional development opportunity/ programs? If yes, please explain with an example in 3 sentences.[18]

10. (4.6) What possible interventions could be designed to strengthen DD Office?

11. Is there anything important you want to share with us?

[18] This question is relevant but was not mentioned in the proposal.

Thank you very much for your time.

Teacher Training Institutions Data generation (KII)

1. F1 TT KII- TTC Principal
2. F2 TT KII- TTC Senior Teacher
3. F3 TT KII- HSTTI Director
4. F4 TT KII- HSTTI Assistant Director
5. F5 TT KII- Divisional Office, Director
6. F6 TT KII- Divisional Office, Assistant Director (College)

Situational Analysis of Higher Secondary Education in Bangladesh

F1 TT KII- TTC Principal

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the HSTTI:

2. Name of the respondent: 3. Sex

4. Years of Experience: 5. Years of experience as Principal:

6. Highest Educational Qualifications:

1. Bachelors
2. Masters
3. MPhil
4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by TTC?

Pre-service	In-service

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1) Yes, because: (please explain why you think so in three sentences maximum)

2) No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2.1) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3.1 (4.3.1) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2) No

3.2 (4.3.2) Please list the existing human resources at TTC including all staff (put numbers, descriptions as appropriate)

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are blank	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

3.3 (4.3.3) Please fill out the information for the existing facilities required for a smooth implementation of training programs (put remarks, numbers, good/not good, yes/no, as appropriate)

Classroom

Number of trainees at a time		Number of Training Room		Resource Person-trainee ratio	
Training Room Capacity					
Training Room condition					
Sitting arrangement			Board		
Multimedia			Ventilation		
Light & Fan			Walking space		
Suitability for interactive training delivery					

Sanitation

Number of washrooms		Male washroom		Female washroom	
Cleanliness		Maintenance			
Washroom condition					

Library room

Number of books		Type/ Category of books	
Availability of reference print materials		Availability of digital material	
Library size		Space in library	
Room condition			
Reading facilities			
Library management			
Use of library by trainees		Use by trainers	
Were resource books and materials distributed to trainees?			

Computer lab

Number of computer lab(s)		Number of computers	
Space in lab(s)		Do the trainees have open access to the computer lab(s)?	
How often do the trainees use the lab(s)?			
Internet/ Wi-Fi connection			
Lab(s) condition			
Is the TTC website up to date?			

Sport facilities

Playground		Space for physical training/daily assembly	
Facilities for outdoor games		Facilities for indoor games	

Residential facilities

Male hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		
Female hostel capacity		Number of rooms		Capacity per room	
Facilities in hostel					
Hostel condition					
Recreation facilities			Washroom facilities		

4.1 (4.4.1) Please share the training calendar or provide the following information for the whole year.

S. N.	Name of the Training	Number of Participants in each session/ batch	Training Duration (days)	Starting and Ending Date	Other:
1					
2					
3					
4					
5					
6					

4.2 (4.4.2) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2) No

5. (4.5) Does TTC conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.

2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7.1 (4.10.1) To what extent teachers are trained to teach the following subjects in higher secondary education level?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Bangla					
2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

7.2 (4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in the TTC?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[19]

10. (4.6) What possible interventions could be designed to strengthen TTC?

11. Is there anything important you want to share with us?

[19] This question is relevant but was not mentioned in the proposal.

Thank you very much for your time.

Situational Analysis of Higher Secondary Education in Bangladesh

F2 TT KII- TTC Senior Teacher

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the TTC:

2. Name of the respondent: 3. Sex

4. Years of Experience:

5. Highest Educational Qualifications:

    1. Bachelors

    2. Masters

    3. MPhil

    4. PhD

6. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by the TTC?

Pre-service	In-service

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1) Yes, because: (please explain why you think so in three sentences maximum)

2) No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2.1) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at the college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3.1 (4.3.1) Does your institution have the capacity to run quality training programs for higher secondary education teachers?

1. Yes 2. No

3.2 (4.3.2) The existing human resources at TTC including all kind of staffs (put numbers and descriptions as appropriate)

Sl.	HR position	Number of approved positions	Number of HR currently working	Positions are blank	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does TTC conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.

2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7.1 (4.10.1) To what extent are teachers trained to teach the following subjects at the higher secondary education level?

S. N.	Name of the subject	To a great extent	To a moderate extent	To some extent	To a small extent	Not at all
1	Bangla					

2	English					
3	Mathematics					
4	Geography					
5	Economics					
6	Physics					
7	Chemistry					
8	Biology					
9	Accounting					
10	Management					
11	History					
12	Statistics					

7.2 (4.10.2) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in TTC?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[20]

10. (4.6) What possible interventions could be designed to strengthen TTC?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[20] This question is relevant but was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

F3 TT KII- HSTTI Director

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the HSTTI:

2. Name: 3. Sex

4. Years of Experience: 5. Years of experience as Director:

6. Highest Educational Qualifications:

    1. Bachelors

    2. Masters

    3. MPhil

    4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by HSTTI?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)
2. No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			need to update
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at the college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3. (4.3) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2. No

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does HSTTI conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.
2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7. (4.10) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in HSTTI?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[21]

10. (4.6) What possible interventions could be designed to strengthen HSTTI?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[21] This question is relevant but was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

F4 TT KII- HSTTI Assistant Director

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the HSTTI:

2. Name: 3. Sex

4. Years of Experience: 5. Years of experience as Asst. Director:

6. Highest Educational Qualifications:

    1. Bachelors

    2. Masters

    3. MPhil

    4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by HSTTI?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)
2. No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3. (4.3) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2. No

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does HSTTI conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.

2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7. (4.10) What are the gaps between the textbooks taught at higher secondary level and the training manuals being used in HSTTI?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[22]

10. (4.6) What possible interventions could be designed to strengthen HSTTI?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[22] This question is relevant but was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

F5 TT KII- Divisional Office, Director

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name:

2. Sex:

3. Years of Experience:

4. Experience as Director:

5. Highest Educational Qualifications:

    1. Bachelors

    2. Masters

    3. MPhil

    4. PhD

6. Training Received in last five years:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by the DD Office?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences)
2. No, because: (please explain why you think so in three sentences)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify

2. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at the college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so?

3. (4.3) Does your institution have the capacity to run quality training programs for higher secondary teachers?

1. Yes 2. No

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does the DD Office conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that (maximum in three sentences).
2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7. (4.10) What are the gaps between the textbooks taught at higher secondary education level and the training manuals being used in the DD Office?

8. (6.1) What changes have you made in training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences. [23]

10. (4.6) What possible interventions could be designed to strengthen the DD Office?

11. Is there anything important you want to share with us?

Thank you very much for your time.

[23] This question is relevant but was not mentioned in the proposal.

Situational Analysis of Higher Secondary Education in Bangladesh

F6 TT KII- Divisional Office, Assistant Director (College)

This study aims to provide a greater understanding of how the Higher Secondary Education sub-sector (grades 11 and 12) functions and the problems and challenges it faces. The findings from this study will provide recommendations intended to inform USAID's strategic approach, implementation, and areas of interventions in this sub-sector. It is your choice if you would like to participate in this study. Your opinion will be analyzed and used in the report anonymously and your identity will not be disclosed. Nevertheless, you can withdraw your participation any time if you feel uncomfortable or unwilling to proceed.

A. Respondent's Information

1. Name of the DD Office:

2. Name: 3. Sex

4. Years of Experience: 5. Years of experience as Asst. Director:

6. Highest Educational Qualifications:

    1. Bachelors

    2. Masters

    3. MPhil

    4. PhD

7. Training Received:

S. N.	Name of the Training	Duration/ Date	Training Institute/ Agency
1			
2			
3			
4			
5			
6			

B. Specific Questions:

1. (4) Teachers' professional development and training institutions.

1.1 (4.1.1) What types of professional development opportunities including pre-service and in-service are available for college teachers by the DD Office?

Preservice	Inservice

1.2 (4.1.2) Given the situation, are these training programs adequate for teachers to facilitate teaching-learning practices skillfully?

1. Yes, because: (please explain why you think so in three sentences maximum)
2. No, because: (please explain why you think so in three sentences maximum)

1.3 (4.1.3) Are the training manuals and teachers' guides up to date and do they facilitate proper teaching?

S. N.	Training Manual/ ToT Manual/ Teachers Guide	Yes	No	Comment (Please explain why and what changes are required to make)
1	Subject based Training			
2	Computer Training			
3	Administration and Financial Management Training for Principal/ VP			
4	Other:			

1.4 (4.1.4) What is required to make these training programs useful and effective? (Check all that apply and add other information)

1. Skilled Trainers
2. Quality Training Materials
3. Well-developed Training Manuals and Teachers Guides
4. Motivated participants
5. Other, please specify.

2. (4.2) Do you see any gaps between teachers' professional development curriculum and teaching-learning practices at college level?

1. If YES, what are those areas that require immediate intervention/solution?
2. If NO, why do you think so (in three sentences maximum)?

3. (4.3) Does your institution have the capacity to run quality training programs for higher secondary education teachers?

1. Yes 2. No

4. (4.4) Is the training calendar aligned with the curriculum and academic calendar of college?

1. Yes 2. No

5. (4.5) Does the DD Office conduct any Training Needs Assessment (TNA) prior to designing and delivering any training program?

1. If yes, please explain why and how you do that in three sentences.

2. No

6. (4.7) To what extent are teacher training programs based on practical methods/techniques/activities to be practiced in classroom situations?

1. Not at all
2. To a small extent
3. To some extent
4. To a moderate extent
5. To a great extent

7. (4.10) What are the gaps between the textbooks taught at the higher secondary level and the training manuals being used in the DD Office?

8. (6.1) What changes have you made in your training programs for the teachers during this COVID-19 period?

9. Do you see any disparities between government and nongovernment teachers regarding their professional development opportunity/programs? If yes, please explain with an example in three sentences.[24]

10. (4.6) What possible interventions could be designed to strengthen the DD Office?

11. Is there anything important you want to share with us? *

Thank you very much for your time.

[24] This question is relevant but was not mentioned in the proposal.

Annex A

List of College Survey Colleges

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
1	Dhaka	Dhaka	Mohammadpur	Urban	132162	March 1, 2021	MOHAMMADPUR GOVT. COLLEGE	Higher Secondary	PUBLIC
2				Urban	130583	March 2, 2021	LAUREL INTERNATIONAL COLLEGE	Higher Secondary	PRIVATE
3				Urban	131919	March 3, 2021	AL - HERA COLLEGE	Higher Secondary	PRIVATE
4				Urban	108254	March 4, 2021	MOHAMMADPUR KENDRIYA COLLEGE	Masters	PRIVATE
5				Urban	108264	March 6, 2021	MOHAMMADPUR MODEL SCHOOL & COLLEGE	Higher Secondary S&C	PUBLIC
6			Savar	Rural	108453	March 8, 2021	SAVAR GOVT. COLLEGE	Masters	PUBLIC
7				Rural	108416	March 9, 2021	GAZIRCHAT A.M. HIGH SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
8				Rural	131047	March 10, 2021	COLLEGE OF FINANCE & MANAGEMENT	Higher Secondary	PRIVATE
9				Rural	108450	March 11, 2021	MIRZA GOLAM HAFIZ COLLEGE	Degree (Pass)	PRIVATE
10				Rural	136876	March 7, 2021	MAESTRO CROWN COLLEGE	Higher Secondary	PRIVATE
11		Tangail	Sadar	Urban	130590	March 1, 2021	SRISTY COLLEGE OF TANGAIL	Higher Secondary	PRIVATE
12				Urban	114748	March 2, 2021	MAJOR GENERAL MAHAMUDUL HASAN COLLEGE	Degree (Pass)	PRIVATE
13				Urban	114741	March 3, 2021	LION NAZRUL ISLAM DEGREE COLLEGE	Degree (Honors)	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
14				Urban	130643	March 6, 2021	SHAHEEN COLLEGE	Higher Secondary	PRIVATE
15				Urban	114744	March 7, 2021	GOVT. MAULNA MOHAMMAD ALI COLLEGE KAGMARI TANGAIL	Masters	PUBLIC
16			Nagarpur	Rural	114536	March 8, 2021	JADUNATH PILOT MODEL GOVT. SCHOOL AND COLLEGE	Higher Secondary	PUBLIC
17				Rural	136331	March 10, 2021	ABUL HOSSAIN COLLEGE	Higher Secondary	PRIVATE
18			Dhanbari	Rural	138720	March 11, 2021	SULTAN PROFESSOR MODEL COLLEGE	Higher Secondary	PRIVATE
19				Rural	114105	March 4, 2021	SAYED MOHABBAT ALI DEGREE COLLEGE	Degree (Pass)	PUBLIC
20				Rural	114457	March 9, 2021	PANCHPOTOL DEGREE COLLEGE	Degree (Pass)	PRIVATE
21	Khulna	Khulna	Khulna Sadar	Urban	117151	March 1, 2021	SHIPYARD SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
22				Urban	116954	March 2, 2021	GOVT. B. L. COLLEGE	Masters	PUBLIC
23			Sonadanga	Urban	133155	March 4, 2021	GOVT. JOYBANGLA COLLEGE,KHULNA	Higher Secondary	PUBLIC
24				Urban	117164	March 3, 2021	I.I.COLLEGE	Higher Secondary	PRIVATE
25				Urban	117429	March 6, 2021	KHULNA IDEAL COLLEGE	Higher Secondary	PRIVATE
26			Koyra	Rural	117240	March 8, 2021	KAPOTAKSHMA COLLEGE	Degree (Pass)	PRIVATE
27				Rural	117241	March 9, 2021	KHAN SAHEB KOMORUDDIN COLLEGE	Degree (Honors)	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
28				Rural	135276	March 10, 2021	HADDA PUBLIC COLLEGE	Higher Secondary	PRIVATE
29			Dacope	Rural	116924	March 11, 2021	CHALNA MOBARAK MEMORIAL COLLEGE	Degree (Pass)	PRIVATE
30				Rural	116923	March 7, 2021	BAJUA SURENDRA NATH MAHABIDDALAYA	Degree (Honors)	PRIVATE
31		Satkhira	Sadar	Urban	135311	March 1, 2021	SATKHIRA COMMERCE COLLEGE	Higher Secondary	PUBLIC
32				Urban	131986	March 2, 2021	M. A. GAFUR MODEL COLLEGE	Higher Secondary	PRIVATE
33				Urban	118905	March 3, 2021	UNITED MODEL COLLEGE	Higher Secondary	PRIVATE
34				Urban	118905	March 4, 2021	UNITED MODEL COLLEGE	Higher Secondary	PRIVATE
35				Urban	133837	March 6, 2021	AKHRAKHOLA IDEAL COLLEGE	Higher Secondary	PRIVATE
36			Assasuni	Rural	131921	March 7, 2021	SHYAMNAGAR GOVERNMENT MOHSIN DEGREE COLLEGE	Degree (Pass)	PRIVATE
37			Kaliganj	Rural	134702	March 11, 2021	SHIMU-REZA MP COLLEGE	Higher Secondary	PRIVATE
38			Assasuni	Rural	118611	March 10, 2021	HAJI JALALUDDIN ADARSHA COLLEGE	Higher Secondary	PRIVATE
39			Shyamnagar	Rural	118935	March 8, 2021	KASHIMARI IDEAL SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
40				Rural	118906	March 9, 2021	SATKHIRA GOVT. COLLEGE (sadar)	Masters	PUBLIC
41	Chattogram	Chattogram	Kotwali	Urban	134595	March 1, 2021	BAKALIA GOVT. COLLEGE	Higher Secondary	PUBLIC
42				Urban	104529	March 2, 2021	PATHARGHATA CITY CORPORATION COLLEGE	Higher Secondary	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
43				Urban	104531	March 3, 2021	CHITAGONG METROPOLITON COMMERCE COLLEGE	Higher Secondary	PRIVATE
44				Urban	104507	March 4, 2021	J.M SEN SCHOOL & COLLEGE	Higher Secondary	PRIVATE
45				Urban	104527	March 6, 2021	GOVT HAJI MOHD MOHSIN COLLEGE CTG	Masters	PUBLIC
46			Anowara	Rural	104037	March 8, 2021	SHAH MOHSEN AULIA DEGREE COLLEGE	Degree (Pass)	PRIVATE
47				Rural	104038	March 9, 2021	ANWARA DEGREE COLLEGE	Degree (Honors)	PRIVATE
48			Patiya	Rural	135925	March 10, 2021	PATIYA CENTRAL COLLEGE	Higher Secondary	PRIVATE
49				Rural	104782	March 11, 2021	MUZAFARABAD COLLEGE	Higher Secondary	PRIVATE
50				Rural	104780	March 7, 2021	MUZAFARABAD JASHODA NAGENDRA NANDI RESIDENTIAL COLLEGE	Degree (Pass)	PRIVATE
51		Rangamari	Sadar	Urban	107796	March 1, 2021	LAKERS' PUBLIC SCHOOL AND COLLEGE	Higher Secondary	PRIVATE
52				Urban	136979	March 2, 2021	RANGAMATI PUBLIC COLLEGE	Higher Secondary	PRIVATE
53				Urban	138484	March 3, 2021	MAWRUM COLLEGE	Higher Secondary	PRIVATE
54				Urban	107818	March 4, 2021	RANGAMATI GOVT. COLLEGE	Masters	PUBLIC
55		Bandarban	Sadar	Urban	134609	March 6, 2021	BANDARBAN COLLECTORATE SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
56			Lama	Rural	138016	March 10, 2021	HEFAZATUR RAHMAN COLLEGE	Higher Secondary	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
57				Rural	103125	March 8, 2021	MATAMUHURI COLLEGE	Degree (Pass)	PUBLIC
58				Rural	138013	March 9, 2021	QUANTUM COSMO COLLEGE	Higher Secondary	PRIVATE
59			Ruma	Rural	138065	March 7, 2021	RUMA SANGU COLLEGE	Higher Secondary	PUBLIC
60			Rowangchori	Rural	138805	March 11, 2021	ROWANGCHARI COLLEGE	Higher Secondary	PRIVATE
61	Sylhet	Sylhet	Sylhet Sadar	Urban	134615	March 1, 2021	SHAPARAN GOVT. COLLEGE	Higher Secondary	PUBLIC
62				Urban	136290	March 2, 2021	SYLHET CAMBRIAN COLLEGE	Higher Secondary	PRIVATE
63				Urban	133128	March 3, 2021	THE ROYAL M.C ACADEMY	Higher Secondary	PRIVATE
64				Urban	134604	March 4, 2021	SYLHET UNITED MODEL COLLEGE	Higher Secondary	PRIVATE
65				Urban	130431	March 6, 2021	SAHEBER BAZAR SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
66				Urban	130452	March 7, 2021	MADAN MOHAN COLLEGE	Masters	PUBLIC
67			Zakiganj	Rural	130542	March 8, 2021	ZAKIGONJ GOVT. COLLEGE	Higher Secondary	PUBLIC
68				Rural	130543	March 9, 2021	ISAMATI COLLEGE	Degree (Pass)	PRIVATE
69				Rural	130541	March 10, 2021	BAROHAL COLLEGE	Degree (Pass)	PRIVATE
70				Rural	130504	March 11, 2021	GURU SADAY SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
71		Sunamganj	Sadar	Urban	136784	March 1, 2021	NORTH-EAST IDEAL COLLEGE, SUNAMGANJ	Higher Secondary	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
72				Urban	130052	March 2, 2021	SUNAMGONJ POURA COLLEGE	Degree (Pass)	PRIVATE
73				Urban	135199	March 3, 2021	AL-HAJ MOTIUR RAHMAN COLLEGE	Higher Secondary	PRIVATE
74				Urban	130051	March 6, 2021	SUNAMGONJ GOVT COLLEGE	Masters	PUBLIC
75				Urban	130055	March 4, 2021	MOYNUL HAQ COLLEGE	Higher Secondary	PRIVATE
76			Sulla	Rural	130010	March 7, 2021	SULLA GOVT. DEGREE COLLEGE	Higher Secondary	PUBLIC
77				Rural	129998	March 8, 2021	SAWDHERSREE HIGH SCHOOL AND COLLEGE	Higher Secondary	PRIVATE
78				Rural	137860	March 9, 2021	BHATI BANGLA COLLEGE	Higher Secondary	PRIVATE
79			Tahirput	Rural	130078	March 10, 2021	JOYNAL ABEDIN COLLEGE	Higher Secondary	PRIVATE
80			Chhatak	Rural	129856	March 11, 2021	GOBINDAGANJ ABDUL HAQUE SMRITY COLLEGE	Degree (Honors)	PRIVATE
81	Rangpur	Rangpur	Sadar	Urban	127375	March 1, 2021	UTTAM SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
82				Urban	127379	March 2, 2021	ROBERTSON GANJ HIGH SCHOOL AND COLLEGE	Higher Secondary S&C	PRIVATE
83				Urban	133547	March 3, 2021	RANGPUR GOVT. CITY COLLEGE	Higher Secondary	PUBLIC
84				Urban	138217	March 4, 2021	WINS COLLEGE, RANGPUR	Higher Secondary	PRIVATE
85				Urban	127495	March 6, 2021	RANGPUR CITY COLLEGE, RANGPUR	Higher Secondary	PRIVATE
86				Rural	131935	March 9, 2021	PIRGANJ MOHABIDDALOY	Higher Secondary	PRIVATE

Sl	Division	District	Upazila	Location	EIIN	Date of Event	Name	Education Level	Management
87				Rural	127945	March 10, 2021	GURZIPARA COLLEGE	Higher Secondary	PRIVATE
88				Rural	127938	March 11, 2021	SHAH ABDUR ROUF COLLEGE	Degree (Honors)	PRIVATE
89				Rural	127940	March 7, 2021	DHAPERHAT MONIDRISHNA SEN DEGREE COLLEGE	Degree (Pass)	PRIVATE
90				Rural	127799	March 8, 2021	RASULPUR MAHTABIA B.L SCHOOL AND COLLEGE	Higher Secondary	PRIVATE
91		Kurigram	Kurigram Sardar	Urban	135337	March 1, 2021	KURIGRAM CITY COLLEGE	Higher Secondary	PRIVATE
92				Urban	122335	March 2, 2021	BHOGDANGA MODEL COLLEGE	Higher Secondary	PRIVATE
93				Urban	122329	March 3, 2021	JATRAPUR ADARSHA COLLEGE	Higher Secondary	PRIVATE
94				Urban	122333	March 4, 2021	KANTHAL BARI DEGREE COLLEGE	Degree (Pass)	PRIVATE
95				Urban	122331	March 6, 2021	KURIGRAM GOVT COLLEGE	Masters	PUBLIC
96			Ulipur	Rural	122711	March 8, 2021	BOZRA COLLEGE,	Higher Secondary	PRIVATE
97				Rural	122706	March 9, 2021	MONDOLERHAT COLLEGE	Higher Secondary	PRIVATE
98				Rural	136925	March 10, 2021	ULIPUR ADARSHAW COLLEGE	Higher Secondary	PRIVATE
99				Rural	122707	March 11, 2021	ULIPUR GOVT.DEGREE COLLEGE	Degree (Pass)	PUBLIC
100				Rural	122709	March 7, 2021	PANCHPIR DEGREE COLLEGE	Degree (Honors)	PRIVATE

ANNEX 4: TEAM CVs, DISCLOSURES OF CONFLICT OF INTEREST, AND NONDISCLOSURE AGREEMENTS

Candidate: Dr. Ghulam Farid Malik
Position: Team Leader – Situational Analysis on Higher Secondary Education in Bangladesh
Key Qualifications

Dr. Ghulam Farid Malik is an Education Expert with more than 30 years of professional experience in the areas of advanced quantitative and qualitative research methods, survey research designs, educational planning and finance, science education, curriculum development, teacher education, and educational management. He has worked for a number of national and international governmental and non-governmental and multilateral organizations and donors, including the European Union (EU), Asian Development Bank (ADB), World Bank and USAID. He has worked in Asia, Africa, Middle East, United States and South America, including over 18 years in Bangladesh and Pakistan, and over 10 years in team leadership roles. Dr. Malik has extensive experience in projects with a focus on educational policy, reforms, planning, and project implementation for increasing educational access and improving educational quality at both the primary and secondary levels. He has also prepared TOR, research design, sampling methods, reporting formats of several field studies, and provided leadership/quality assurance oversight in conduct of these studies (including development of data collection instruments, data collection quality control and entry system, choice of appropriate data analysis methodologies, various cross checks, interpretation of data, and preparation of reports).

As Chief of National Education and Training Sector in Pakistan's Federal Ministry of Planning and Development (1987-1994), Dr. Malik led large-scale surveys and sample studies for formulation of educational policies and medium-term development plans, using both qualitative and quantitative data and analysis methodologies, among other duties. As Advisor on the ADB/CIDA-funded Secondary Schools' Teaching Quality Project, he worked directly with Directorate of Secondary and Higher Education, Bangladesh for nearly three years. More recently (2018-2020), with the Secondary Education Teachers' Training and Head Teachers/School Principals' Capacity Development for Equipping Youth for Employment (EYE) Project in Myanmar, Dr. Malik designed training programs and organized implementation of Inservice Training of 100,000 teachers in pedagogy, curriculum development, generic teaching methodologies, and subject-specific teaching; established a school/region-based system for teachers' continuous professional development; and designed training programs and organized implementation of learning assessments and capacity building training of about 2,500 Educational Management Officers and Head Teachers/Principals.

Dr. Malik holds a Ph.D. in Educational/Social Policy, Planning and Management from Harvard University and three Master's degrees.

Education

Ph.D., Educational Policy, Development Planning, Management and Economics of Education, Harvard University, USA, 1983
M.A., Education, Harvard University, USA, 1980
M.A., Science and Mathematics Education, American University of Beirut, Lebanon, 1972
M.A., Education (Primary and Secondary Education), Punjab University, Pakistan, 1965
B.A., Education, Punjab University, Pakistan, 1960
B.S., Physics, Mathematics, and English, Punjab University, Pakistan, 1958
Diploma in "Educational Policy Analysis and Project Management," Harvard University Institute of International Development, 1993.

Selected Professional Experience

International Expert on Secondary Education Teachers' Training and Head Teachers/School Principals' Capacity Development for Equipping Youth for Employment, Myanmar, December 2018-July 2020 (intermittent). Designed training programs and organized implementation of Inservice Training of 100,000 teachers in pedagogy, curriculum development, generic teaching methodologies, and subject-specific teaching. Established a school/region-based system for teachers' continuous professional development. Designed training programs and organized implementation of learning assessments and capacity building training of about 2,500 Educational Management Officers and Head Teachers/Principals in: Instructional Leadership with focus on teachers' continuous development, school-based management, school improvement planning, and social marketing. Helped design reforms in pre-service Teachers Training programs at Teacher Training Colleges/universities.

Senior Editor and Advisor (online) on Educational Content, E-Magazine (International), Wonderful Engineering Tech Valley, National University of Science & Technology, Islamabad, Pakistan, March 2017-December 2017. Devised the educational content strategy for the main website of the Magazine. Responsible for selection and editing of all technical educational articles.

Senior International Education Expert, European Union (EU) Identification Mission for Sindh Education Sector Support Program, Pakistan, September 2016-November 2016. Took stock of EU support to the education sector in Sindh, conducted stakeholders' analysis and project's implementation modalities, assessed the performance, effectiveness, and impact of the EU assistance. Prepared comparative analysis of General Budget Support and other alternatives. Prepared Aide-Memoire, Action Document (AD), TOR for the Formulation phase, and full Mission Report

Education Expert, Mid-Term Review of the European Union Support to the Technical Education & Vocational Training (TEVT) Sector, Pakistan, August 2014-September 2014. Reviewed the progress of the project's implementation and performance of implementing partners; identified strengths, constraints, lessons learned, and issues to be addressed; and made recommendations for the corrective measures to achieve the project's goals.

Technical Director (Policy), Pakistan Reading Project, Pakistan, August 2013-June 2014. Reviewed existing education policy frameworks and proposed policy reforms, especially those related to basic education systems, reading instruction and literacy, assessment with focus on early grade reading assessment (EGRA), teachers continuous professional development, program accreditation, and teachers' recruitment, retention, compensation, standards, licensing, and training. Provided leadership for development and implementation of Human Resources Information System (HRIS), standardized learning assessment system including EGRA, Public-Private Partnership in Education. Developed approaches for monitoring the implementation of policy action plans, as part of the district and provincial Reading Improvement Strategies (RIS).

Visiting Professor, Bumiputera School of Economics and Business Administration, Indonesia, September 2011-February 2012. Developed and taught international courses on management and business ethics to MBA students.

Team Leader and Project Management in Education Specialist, MEDP Project, Asian Development Bank (ADB), Indonesia, December 2008-June 2011. Led all aspects of project's operations management, and implementation. Prepared Logical Frame of the project for effective implementation and systematic M&E. Advised the government on educational policy reforms, strategic planning for universalization of Nine Year Basic Education, teachers' professional development and management, good governance, and quality up-gradation of the system utilizing Sector-wide approach (SWAp) framework; assisted in capacity building of the system through infrastructure development,

organizational reforms, and HRD of concerned government as well as non-government institutions. Implemented grants worth $40 million. Established mechanism for approval, effective utilization, and disbursement of the block grant funds, with accountability and transparency. Established an IT-based system for M&E of grants program.

Educational Quality Expert, Joint Review Mission of EU/World Bank on Sindh Education Reforms Program, Pakistan, February 2009-March 2009. Played leading role in preparation of project appraisal report of Phase 1 and preparing proposal for Phase 2 of the project, including project's detailed log frame, loan covenants, and draft aide-memoires of the mission.

Educational Expert, ADB Fact-Finding Mission for preparation of proposal for Advisory TA for Capacity Building of Non-formal Religious Schools/Madrasah System, Philippines & Bangladesh July 2008-August 2008. Prepared proposal for Advisory TA for Capacity Building of Non-formal Religious Schools/Madrasah system for provision of basic education in rural and under-served areas.

Educational Evaluation Expert, Final Evaluation of EC/EU Assistance to Institute for Educational Development (IED) for Teachers Professional Development, EU Delegation and Government of Pakistan, Pakistan, March 2007-May 2007. Analyzed and evaluated utilization of EC/EU grants to IED over a period of five years and their impact on educational quality improvement and pupils' achievement. The evaluation criteria included quality, efficiency, and aid-effectiveness, besides other aid-agreement targets. Conducted needs assessment for the next phase and made recommendations for EU assistance. Prepared Aide Memoires at the end of the Mission with detailed project proposal for the next phase of EU assistance.

Teacher Registration and Accreditation Advisor, Teaching Quality Improvement (TQI), Secondary Education Project, ADB and Government of Indonesia, Bangladesh, February 2006- December 2008. Advised the government on developing policy reforms, strategies, and plans for enhancing quality of teaching-learning process. Provided technical support on organizational structuring, establishing operations management and teachers Registration Examination system. Assisted in establishment of National Teachers' Registration, Certification, and Accreditation Authority. Participated in the annual and Mid-Term Reviews.

Consultant, International Education, USAID Improving Quality of Decentralized Basic Education (IQDBE), Creative Associates International, Indonesia, October 2004-December 2004. Assisted in preparation of Technical Proposal for USAID project in Indonesia, on Improving Quality of Decentralized Basic Education (IQDBE): Improved Quality of Teaching and Learning. Proposal also included modernization and quality improvement of National examination system.

Senior Education Advisor, USAID Community Participation for Action on Social Sectors (COMPASS) Project, Nigeria, July 2004-October 2004. Analyzed the outcomes and implementation strategies of USAID-funded Literacy Enhancement Assistance Program (LEAP). Prepared five-year and annual work-plan for the education component of the COMPASS project (including Community Mobilization for school-based management and quality upgrading, managed USAID grants to schools in Kano, developed staff including training local officials and principals, teachers, PTAs, community leaders/school committee members, *etc.*).

Team Leader and Teachers Training/Upgrading and Staff Development Specialist, DMA Project Senior Secondary Education Level, Indonesia, December 2002-May 2004. Analyzed the problems of underqualification, mismatch, and low quality of teachers and other staff. Prepared and helped implementation of Action Plan for in-service training of about 50,000 teachers and principals. Prepared development strategies and work plans for operations and sustainability of Common Learning Resource Centers for Teachers' In-service Training. Developed TOR and supervised research study on Education

Sector Assessment. Participated in the annual and Mid-Term Reviews Missions and prepared drafts of MOU/Adie Memoirs.

Educational Evaluation Specialist, Thematic Evaluation Study: Public vs Private Provision of Primary Education in Bangladesh, Nepal and Indonesia, ADB, August 2002-September 2002. Prepared survey design and instruments; planned and conducted field survey of sample public and private primary schools; collected relevant educational, financial, and socio-economic data from secondary sources; analyzed data; and prepared country report in collaboration with the team.

Team Leader and Educational Planning, Management, and Finance Specialist, Basic Education Project (focus on development of Primary and Junior Secondary level), Indonesia, May 1998- April 2002. Coordinated various aspects of educational policy, planning, management, and quality upgrading, with focus on HRD/training, policy reforms, capacity building, financial management, community partnership and resource mobilization, and development of an accreditation system for quality assurance. Provided technical assistance for conducting Benefit Monitoring Survey and School mapping study. Conducted sector review of basic education system and developed reforms strategies. Prepared Quarterly, Annual, and Mid-Term Review Reports. As Team Leader, supervised and coordinated the work of 16 consultants on various aspects of educational policy, planning, management financing, community partnership and resource mobilization, and developing accreditation system.

Post-Evaluation Education Specialist, Study on Evaluation of Impact of Non-Formal Education Project, World Bank, Indonesia, January 1997-August 1997. Prepared survey design, operational strategies, and survey instruments for evaluating the impact of the project. Analyzed the effectiveness of strategies and programs of non-formal education.

Deputy Team Leader and Educational Planning and Management Specialist, Junior Secondary Education Project, ABD, Indonesia, September 1994-September 1996. Developed Medium-Term Development Plans for universalization of Nine-Year Basic Education (EDUCATION FOR ALL) with special considerations to: increasing educational access through modernization and improvement Junior Secondary level Madrasahs/Schools; promoting equity; improving quality through better management of educational inputs and curricula, and examination system; and adopting innovative approaches for promoting educational access for the disadvantaged population in remote areas, improving National Examination System (EBATANAS).

Chief of National Education and Training Sector, Chief of Education and Training Sector of Ministry of Planning and Development, Government of Pakistan, July 1987-August 1994. Led the Education and Training Sector of the country at the National level, and was responsible for National educational policy development, educational reforms, and planning; institutional development and capacity strengthening; management reforms; financing policy and development budget; major projects' development and appraisal; and resource allocation. Oversaw implementation of Education and Training Sector programs of all levels. Prepared the National Perspective and Medium-Term Plans the Education Sector, using SWAp (or Sector Wide Approach across sub-sectors of education and HRD training. Planned and oversaw implementation of "EDUCATION FOR ALL" and "Millennium Development Goals (MDG)" programs. Appraised and negotiated more than 100 domestically-funded and about 20 foreign-aid funded projects for all levels of education. Provided TA/feasibility studies of Education and Training projects assisted by ADB, World Bank, EC, JICA, CIDA, GTZ, and USAID.

Member, UNICEF Study Team, Study on Non-Formal Education Programs in Bangladesh, June 1992-July 1992. Prepared evaluation and sustainability report on non-formal education projects for poverty alleviation programs for women in Bangladesh. Prepared feasibility report on replication of the BRAC (NGO) model of non-formal education strategies for development of rural women in Pakistan.

Deputy Chief of National Education Sector, Deputy Chief of Ministry of Planning and Development, Government of Pakistan, July 1984-June 1987. Assisted the Chief in National educational development activities. Responsible for policy, planning, and oversight of development of HRD programs including basic, secondary, and post-secondary polytechnic and engineering education. Supervised the implementation of donor-funded projects.

Publications/Selected Technical Papers

A Scan of Educational Policy 2009 of Pakistan and Policy Reforms Required for Effective Implementation of USAID-funded Pakistan Reading Project and Sustainability of its Achievements." USAID-funded Pakistan Reading Project, 2014.

"Institutional Capacity Building of Educational Management System at Central, Provincial and District Level "MEDP Project (ADB Loan 2294-INO(SF), Government of Indonesia, Jakarta, 2011.

"Role of Universities in Social and Economic Transformation in Developed and Developing Countries," STIE Dharma Bumiputera (Bumiputera School of Economics and Business Administration), Jakarta, Indonesia, 2010.

"Handbook and Guidelines for School-Based Management," Basic Education Project (ADB Loan- 1412), Government of Indonesia, 2004.

"Handbook and Guidelines on Financial Management and Community Resources Mobilization for Indonesian Madrasahs/Schools," Basic Education Project (ADB Loan 1412), Government of Indonesia, 2002.

"Role of Basic Education in Poverty Alleviation and Human Rights Promotion," Directorate of R&D in Human Rights, Ministry of Law & Human Rights, Government of Indonesia, 2010.

"An Action Plan for Improving Quality, Efficiency and Effectiveness of Secondary Education System (Incl TVET schools) in Indonesia," MEDP Project (ADB Loan 2294-INO(SF), Jakarta, Indonesia, 2010.

"A Model and Action Plan for Establishment, Development, Operations Management, and Sustainability of Teachers' Registration and Certification Authority in Bangladesh," Ministry of Education, Bangladesh, 2006.

"Partnership Between Government and Religious Groups: The Role of Non-Formal Education (including TEVT/skills development programs in Pasentrins) in Indonesia," Directorate General for Out-of-School Education and Youth, Ministry of National Education, Government of Indonesia, 2000.

"A Framework for Reforming of Educational Content of Indonesian Education System for Developing Human Resources to Meet the Challenges of Free Trade Era by Year 2003 and Beyond," Institute Keguruan dan Ilmu Pendidikan, Ujung Pandang, Ministry of Education, Government of Indonesia, 1996.

"An Analysis of Human Resources Development Efforts and Labor-Market Trends in Pakistan during Sixth and Seventh Five Year Plans, and Strategies for the Eight Five Year Plan," Institute of Socio-Economic Research, Lahore, 1995.

"Eighth Five Year Plan" (Education and Training Sector), 1993-98, Government of Pakistan, 1993.

"Generation of Additional Resources for Financing Universalisation of Primary Education in Pakistan by Year 2000," BRIDGES Project, Harvard Institute of International Development, 1989.

"Inter-relations Among Demographic, Technical and Socio-Cultural Factors in the Process of Educational and Employment Planning," Academy of Educational Planning and Management, Islamabad, 1988.

"Seventh Five Year Plan" (Education and Training Sector), 1988-1993, Government of Pakistan, 1988.

"Innovative Methods and Experiences in Integrated Development Planning of Social and Cultural Factors in Planning in Pakistan," UNESCO, Paris, France, 1986.

"Development of Econometric and Mathematical Models for Educational and Manpower Planning in Developing Countries with an Application to Pakistan" (Doctoral Thesis, Harvard University), USA, 1983.

"Problems of Educational Planning and Plan Implementation in Developing Countries," Annual Conference of International Forum on Issue in Education, Harvard University, USA, 1983.

"Concept of Labour Productivity and Issues in Measurement of Productivity and Productivity of Education," Special Qualifying Paper, Harvard University, Graduate School of Education, Harvard University, USA, 1982.

"Role of Non-Formal Education for Integrated and rural Development in Pakistan," Seminar on Non-Formal Education at Harvard University, USA, 1981.

"A Comparative Study of Educational Financing System for Schools of Australia, California and Pakistan with Special Reference to Equality of Education Opportunity and Locus of Control." Seminar on Political Economy of School Finance, Harvard University, USA, 1981.

"A Demographic Model for Simulation and Forecasting of School Age Population by Age Groups and Enrolments," Graduate School of Education, Harvard University, USA, 1980.

"Meaning of Development and Role of Education in Economic Development in the Context of Developing Countries." Forum on Education and Economic Growth in the Third World, Graduate School of Education, Harvard University, USA, 1979.

Professional Affiliations

Fellow, Economic Development Institute of the World Bank, USA

Member, Governing Board, Academy of Educational Planning and Management, Pakistan

Member, Planning Committee, SCO (Indonesian Street Children Rehabilitation Organization), Indonesia

Languages

Urdu (native), English (fluent)

APPENDIX B: CONFLICT OF INTEREST (COI) VERIFICATION

(please fill/sign/date the form below)

Name:	**Ghulam Farid Malik**
Title:	Consultant
Organization:	ME&A, Inc.
Evaluation Position:	Team Leader (BMEL S028)
Evaluation Award Number: *(or RFTOP or other appropriate instrument number)*	GS-10F-154BA (ORDER NO. 72038819M00001)
Project(s) Evaluated: *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Situational Analysis on Higher Secondary Education in Bangladesh
I have real or potential conflict of interest to disclose:	☐ YES ☑ NO ☐ NOT APPLICABLE
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the DoS operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the DoS operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	
Signature:	(Ghulam Farid Malik)
Date:	12/11/2020

ME&A

APPENDIX C: USAID SENSITIVE DATA NONDISCLOSURE AGREEMENT (AID 545-5 (10/2014)

AN AGREEMENT BETWEEN

GHULAM FARID MALIK

(Name of Individual - Printed or typed)

AND THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

1. Intending to be legally bound, I hereby accept the obligations contained in this agreement in consideration of my being granted access to sensitive data. As used in this Agreement, sensitive data is marked or unmarked "sensitive but unclassified information" (SBU), including oral communications, that meets the standards set by Office of Management and Budget (OMB) Circular A-130 Appendix 3 and the U.S. Agency for International Development (USAID) Automated Directives System (ADS.) I understand that any data or systems of records protected from unauthorized disclosure by the provisions of Title 5, United States Code Sections 552 (often referred to as "The Freedom of Information Act") and 552a ("The Privacy Act") is/are sensitive data. In addition, other categories of information, including but not limited to medical, personnel, financial, investigatory, visa, law enforcement or other information which, if released, could result in harm or unfair treatment to any individual or group, or could have a negative impact upon individual privacy, federal programs, or foreign relations is sensitive data. The term includes data whose improper use or disclosure could adversely affect the ability of the Agency to accomplish its mission, as well as proprietary data and information received through privileged sources or procurement sensitive or source selection information, as those terms are defined by the Federal Acquisition Regulations.
2. I understand and accept that by being granted access to sensitive data, special confidence and trust has been placed in me by the United States Government.
3. I acknowledge I have been given access to USAID sensitive data to facilitate the performance of duties assigned to me for compensation. I understand it is my responsibility to safeguard sensitive data disclosed to me, and to refrain from disclosing sensitive data to persons not requiring access for performance of official duties. Before disclosing sensitive data, I must determine the recipient's "need to know" or "need to access" sensitive data. I will not use any sensitive data for personal financial gain.
4. I have been advised that any breach of this Agreement may result in the termination of my access to sensitive data, which, if such termination effectively negates my ability to perform my assigned duties, may lead to the termination of my employment or other relationships with the Departments or Agencies that granted my access. I am aware unauthorized release or mishandling of sensitive data may be grounds for adverse action against me. In addition, I have been advised unauthorized disclosure of data protected by the Privacy Act may constitute a violation, or violations, of United States criminal law, and that Federally-affiliated workers (including some contract employees) who violate privacy safeguards may be subject to disciplinary actions, a fine up to $5,000.00, or both.
5. I understand all sensitive data to which I have access or may obtain access by signing this Agreement is now and will remain the property of, or under the control of the United States Government. I agree that I must return all sensitive data which have, or may come into my possession or for which I am responsible because of such access:
   (a) upon demand by an authorized representative of the United States Government; or
   (b) upon the conclusion of my employment or other relationship with the Department or Agency that last granted me access to sensitive data; or
   (c) upon the conclusion of my employment or other relationship that requires access to sensitive data.

Unless and until I am released in writing by an authorized representative of the United States Government, I understand that all conditions and obligations imposed upon me by this Agreement apply during the time I am granted access to sensitive data, and at all times thereafter.
6. These provisions are consistent with and do not supersede, conflict with, or otherwise alter the employee obligations, rights or liabilities created by existing statute or Executive order relating to (1) classified information, (2) communications to Congress, (3) the reporting to an Inspector General of a violation of any law, rule, or regulation, or mismanagement, a gross waste of funds, an abuse of authority, or a substantial and specific danger to public health or safety, or (4) any other whistleblower protection. The definitions, requirements, obligations, rights, sanctions, and liabilities created by controlling Executive orders and statutory provisions are incorporated into this agreement and are controlling.

WITNESS		**ACCEPTANCE**	
THE EXECUTION OF THIS AGREEMENT WAS WITNESSED BY THE UNDERSIGNED		THE UNDERSIGNED ACCEPTED THIS AGREEMENT BEFORE ACCESSING SENSITIVE DATA OF THE UNITED STATES GOVERNMENT.	
SIGNATURE	DATE	SIGNATURE (Ghulam Farid Malik)	DATE 12/11/2022

Dr. Happy Kumar Das **Nationality:** Bangladeshi **Affiliation:** ME&A

Position: Teacher Professional Development Specialist

Education

- PhD in Child Studies, Seitoku University, Japan 2011

- M.A. in Education, Yamagata University, Japan 2008

- Master of Education (MEd), Dhaka University 2000

- Bachelor of Education (BEd), Dhaka University 1999

Key Qualifications

Dr. Happy Kumar Das is an associate professor at the Institute of Education and Research (IER) of University of Rajshahi. He received his doctoral degree from the faculty of Education of Seitoku University, Japan. He has more than 14 years of experience in the field of child education, inclusive education, educational research and project evaluation. He has published many articles, research papers and books in national and international impact factor journals. Mr. Happy has been working as core researcher and consultant in many international and national projects. He has experience working in multi-organizational and interdisciplinary team. He has strong experience in advising governmental ministries on educational policy and program development, evaluation of research and development project in educational sector. He had been also working with a number of studies funded by DFID, World Bank, UNDP, UNICEF, UNESCO and Government of Bangladesh. His main interest is addressing holistic child development, diversity, ensure quality education at all stages of teaching and learning, teacher education, teachers' professional identity, early childhood development, parent involvement and community participation at different level of education.

Professional Experience

June 2020 - July 2020, National Consultant, Assessment of Distance Learning Initiative of the Government of Bangladesh during COVID-19 Pandemic Financed by UNDP and Commissioned by a2i Programme, Bangladesh

His major accomplishments were:

- Assess national impact on education due to COVID-19 situation
- Identify a2i's education interventions to respond to this emergency needs
- Estimate how much these interventions are effective to respond to learners' needs in COVID-19 situations
- Examine how these initiatives/interventions are playing a role toward the overall national strategy to design education responses in emergency situations
- Highlight policy and strategic recommendation for the government right now and post COVID19.

September 2019 – September 2020, Researcher, Exploring Scopes and Challenges to Introduce Blended E-training Modality for Secondary Level School Teachers in Bangladesh. Financed by: Social Science Research Council (SSRC), Planning Commission, Government of Bangladesh.

His major accomplishments were:

- Proposal development
- Research instruments design and development for data collection

- Piloting & Finalizing the tools based on requirements
- Planning and coordination of field activities
- Arranging training for data collectors and supervisors
- Field visit and data collection
- Data analysis and report writing
- Finalizing the report by incorporating feedbacks and presentation of the findings.

November 2019 - January 2020, National Consultant, Development of ECD in Emergency Training Module and Capacity of Development of SSS-CHT Staff and Local Primary Education Authority. Financed by: UNICEF.

His major accomplishments were:

- Field visit and stakeholder consultation for need assessment purpose
- Development of Training Module on ECD in Emergency
- Validation and Finalization of the training module
- Facilitation of a 2-days ToT to the core team comprises of Staff, FO, PW
- Facilitation of a 1-day ToT to the core Local Education authorities.

September 2019 – January 2020, Lead Consultant/ Team Leader, Development of the Teacher Professional Development Framework for Cox's Bazar Emergency Context, Save the Children, Bangladesh.

His major accomplishments were:

- Review of relevant documents
- Conducting a KAP survey for situation analysis of TPD
- Facilitate a 2-day workshop to consult Education Sector agencies including GoB education officials on the appropriate Teacher Competency framework
- Develop Teacher Competence Framework aligned with the learning competencies as defined by Guidance for Informal Education Program (GEIP) and based on the teaching quality gaps identified in the TLCs
- Facilitate a 3-day workshop to finalize the Teacher Competence Framework
- Develop Teacher Professional Development Framework based on the Teacher Competency Framework
- Develop the teacher competencies assessment toolkit including classroom performance monitoring tool based on the Teacher competency framework and teacher competencies package
- Field test and finalize the teacher competencies assessment tools
- Develop guidance on the use of the teacher competencies assessment tools
- Develop a 2-days training course on how to conduct periodical teacher competency assessment and performance monitoring of the teachers by using the tools
- Facilitating 2-days training course for the Education Sector Resource Pool (5 batches)
- Develop guidance on performance monitoring of competencies.

July 2019 - August 2019, Team Leader, Baseline Survey of Empowering Girls through Education (EGE) Project, Save the Children, Bangladesh

His major accomplishments were:

- Set out the baseline value following the expected result and goal indicators of the project as stipulated in the log frame that will reveal the current situation of the children living in the targeted locations
- Assess the current education status of the children in the selected location

- Assess the attitude of parents, children, and others community members and supporting mechanism by the parent/community towards enrollment of girls in secondary education
- Assess existing facility (e.g internet connectivity speed) at school catchment area to ensure quality education
- Assess existing advocacy initiatives are taking place in local and national level to promote continuation of girls' education? To assess current scenario of ICT in education and facility at community to ensure education through ICT
- Explore an evaluation framework of the project based on baseline survey findings as well as used methodologies
- Work out the M&E plan based on the study findings align with logical framework.

July 2018 - June 2019, Team Leader, ICT for Inclusive Classroom: Teachers' Perception and Practice in Primary Education. National Academy for Educational Management (NAEM), Ministry of Education, Bangladesh

His major accomplishments were:

- Illustrate the classroom culture from the view of ICT usage level
- Explore the areas where can ICT be used as a supportive tool in inclusive setting
- Understand the role of ICT as drivers of change in inclusive and equitable change process, and identify the challenges.

October 2018 - January 2019, Replication Documentation Consultant, Urban Childcare Project, Aga Khan Foundation, Bangladesh

His major accomplishments were:

- Understand and capture the full scope of project activities
- Sit with the UCP team to go over the documentation that already exists in the project,
- Identify the gaps
- Incorporate feedback and finalize the document
- Compile a draft of the full document
- Get feedback from AKF(B) on the draft document; and undertake documentation where gaps exist.

October 2018 – December 2018, Lead Researcher/ Consultant, In-depth Study of Community Mobilization Shishuder Jonno Program of Save the Children. Save the Children, Bangladesh

His major accomplishments were:

- Proposal development
- Preparing KII Questionnaire, FGD Protocol
- Piloting the tool & Finalizing tool based on requirements
- Planning and coordinating field activity
- Arranging training for data collectors and supervisors
- Field visit, data collection and analysis
- Report writing, updating draft report by incorporating SCI feedbacks and presentation of findings.

June 2018 – December 2018, Member of Bangladesh Study Team, Assessing Early Childhood Development and Learning: The First Step to Building Human Capital in One Belt One Road Countries. Institute of Child and Human Development (ICHD)

His major accomplishments were:

- Prepare action plan for conducting the study
- Tools adaptation for country context
- Data Enumerator/Assessor Training
- Field Supervision during data collection
- Data entry and compilation
- Data analysis and report preparation

December 2017 - January 2018, Team Leader/ Consultant, Develop a Concept Paper on Education for the Rohingya People Commissioned by UNESCO, Bangladesh

His major accomplishments were:

- Conduct desk review and prepare a list of the current support mechanisms arranged by the government of Bangladesh (e.g. different ministries, departments, agencies) and other relevant stakeholders (e.g. UN, development partners, INGOs, NGOs, CSOs) for the Rohingya in Cox's Bazar
- Based on the situation analysis and needs assessment of the Rohingya children, adolescents and adult population, develop a Concept Paper, linking with UN Joint Humanitarian Response Plan. The Concept Paper will identify educational needs of the Rohingya children, adolescents and adult population, propose support of UNESCO for the immediate, mid-term and long-term educational needs of the Rohingya people
- Develop key advocacy messages for UNESCO jointly.

January - June, 2017, National Consultant, Feasibility Study to introduce Diploma in Primary Education as pre-service training Commissioned by DFID, Bangladesh

His major accomplishments were:

- Preparation of clear study design and submission of inception report
- Carry out a strong theoretical and analytical comparison between the pre-service and in-service training on the basis of international best practices and quality teaching learning outcomes
- Review current teacher recruitment process and existing teacher recruitment policies and rules, and recommend tangible policy changes in current teacher recruitment rules that will allow executing DPEd as a pre- service training program, with all the necessary prerequisites
- Provide concrete, tangible recommendations on merits and demerits of introducing DPEd as a pre-service teacher training program, along with concrete recommendations on necessary policy and implementation-level changes
- Submission of Draft report and PP presentation to QWG and DPE
- Incorporating recommendations from DPE, MoPME, & QWG

March - April, 2017, National Consultant, Review of Technical Assistance, DFAT, Commonwealth of Australia, Bangladesh

His major accomplishments were:

- Review of all documentation related to PEDP3 plans, implementation, reviews, studies and evaluations
- Review of the bilateral funded TA plans and implementation, including funding proposals, periodic reports submitted by the agencies managing TA and studies on specific areas and/or interventions
- Drafting, presentation in a meeting of DPs and finalisation of an inception report outlining how the review will be conducted
- Review of information on and analysis of TA arrangements for SWAps in other countries and in Bangladesh in other sectors
- Consultation meetings with DFAT, the EU, DFID, GAC, JICA, UNICEF, World Bank, ADB, Government counterparts, consultants funded by parallel TA and other key stakeholders

- Facilitating a workshop for DPs to present of the findings of the study and draft recommendations for the post-PEDP3 program and to collect feedback from DPs before finalisation of the study report
- Drafting and finalisation of a concise but comprehensive report with an assessment of the effectiveness of parallel TA for PEDP3 implementation and with options and recommendations for the provision of TA for the post-PEDP3 program.

September - December, 2016, National Education Specialist, A Study on Exploring Alternative Methods and Modalities of providing DPEd to all primary teachers under PEDP-3, Commissioned by DFID, Bangladesh

His major accomplishments were:

- Preparation of clear study design and submission of inception report
- Collect and review all relevant literatures, including relevant PEDP3 documents
- Collection of data from relevant stakeholders through survey, interviews, FGDs and observations
- Data collation and analysis
- Comprehensively examine other entities which could qualify to provide DPEd and other training to untrained teachers
- Submission of Draft report and PP presentation to QWG and DPE
- Incorporating recommendations from DPE, MoPME, & QWG

June 2016 – September 2016, National Consultant, Third Primary Education Development Program (PEDP3) Assessment and Post-PEDP3 Planning Quality Study: Teaching and Learning Quality in Primary Education- Assessment, Status and Recommendations for the Future; DPE, MoPME, GoB.

His major accomplishments were:

- Review of all studies and reports related to teaching and learning quality interventions undertaken during the PEDP3 period
- Analysis of the process of teacher management and development in the primary education sub-sector
- Review of the technical capacity and capability of key institutions (DPE, NAPE and PTIs) and of processes and instruments concerned with teacher education and development and with academic support of teachers
- Review of interventions related to formative and summative student assessment, specifically the NSA, PECE, ECL and school and classroom-based assessment, and their alignment with each other and with the national curriculum
- Review of the learning processes and outcomes of students participating in specific PEDP3 initiatives and of how information from assessments, including the NSA and PECE, is used to inform planning and other activities
- Review of the linking of physical and human resources to quality interventions
- Review of capacity and capabilities of DPE and related institutions including the National Academy for Primary Education (NAPE) and the National Curriculum and Textbook Board (NCTB) to contribute to improved teaching and learning
- Analysis of alignment and linkages across the various quality related interventions and with other PEDP3 interventions
- Drafting and finalisation (based on feedback) of an inception report, an assessment report of PEDP3 teaching and learning quality interventions, a report on the status of quality in primary education with recommendation of ways to improve teaching and learning in a post-PEDP3 program and Bangla translations of the executive summaries of the final assessment report and the final status report.

February 2016 – May 2016, National Consultant, An Assessment of PPE, DPE, GoB. Financed by UNICEF Bangladesh.

His major accomplishments were:

- Conduct a document review of relevant PPE documents including PPE Expansion plan, PEDP 3 Result matrix, Annual Operational Plan, GO-NGO collaboration and implementation guidelines, PPE Minimum Standards, Training manuals and inception report
- Developing tools and protocols
- Data collection, input and analysis
- Prepare a draft comprehensive study report and a presentation of the report
- Organize one day sharing workshop to get feedback from key stakeholders
- Finalizing the report.

January 2016 – June 2016, Country Researcher, Innovative Financing for Early Childhood Care and Education (ECCE) in Asia-Pacific Region; Conducted by Kobe University, Japan

His major accomplishments were:

- Conduct Literature review
- Translate the questionnaire into local language
- Conduct semi-structured interviews in a local language with stakeholders at central, provincial, district and school level
- Conduct interviews with education partners, including UNESCO country offices, UNICEF, World Bank, donor agencies and NGOs, based on suggestions by UNESCO and the consultant team after analyzing the country situation
- Conduct observations and interviews at school level (principals, teachers, accountant, parents, etc.)
- Prepare draft country study report in consultation with Team Leader of Kobe University and UNESCO Bangkok Office.

May 2015 – February 2016, Team Leader, Assignment on Development and Administration of Harmonized Para Worker Training Package; ICDP, CHTDB, Rangamati

His major accomplishments were:

- Harmonize the Para Worker Guide and Training Package
- Build Capacity of ICDP Master Training Pool
- Support ICDP and Master Trainers to administer Harmonized Para worker Training Package
- Build Capacity of Senior Para Workers/Para Workers/Core trainer groups on development of teaching learning materials.

February 2015 - February 2016, Group Leader, Professional Studies Diploma in Primary Education (DPEd) Programme, National Academy for Primary Education (NAPE), Ministry of Primary and Mass Education (MoPME)

His major accomplishments were:

- Responsible to lead and coordinate with the writers and editors in his group for revision and refinement of the courses and training materials
- Provide technical, pedagogical and writing support to the team members for the revision and refinement of DPEd courses and all supportive materials ensuring that the materials produced are of high quality and delivered on time
- Develop materials in accordance with the DPEd Framework
- Provide direct support in organizing, managing and facilitating training of NAPE personnel, relevant PTI Instructors, URC Instructors, Head Teachers on DPEd materials and training.

October 2015 – December 2015, Country Researcher, Regional Report and Guidelines on School Finance in the Asia-Pacific Region, Maxwell Stamps Ltd. (MSL)

His major accomplishments were:

- Conduct Literature review

- Translate the questionnaire into local language
- Conduct semi-structured interviews in a local language with stakeholders at central, provincial, district and school level
- Conduct interviews with education partners, including UNESCO country offices, UNICEF, World Bank, donor agencies and NGOs, based on suggestions by UNESCO and the consultant team after analyzing the country situation
- Conduct interviews at school level (principals, teachers, accountant, parents, etc.). The data collection should select 12 schools with different characteristics. As a specific sample, 3 primary schools and 1 lower secondary school should be selected from 3 urban, rural and disadvantaged areas/districts in 3 provinces.
- Prepare draft country study report in consultation with Lead Researcher of MSL and UNESCO.

June 2014 – May 2017, Education Evaluation Expert (Teacher), A Longitudinal Study on the Implementation of Each Child Learns" of the 3rd Primary Education Development Programme (PEDP 3), Directorate of Primary education (DPE), Ministry of Primary and Mass Education (MoPME), Government of Bangladesh

His major accomplishments were:

- Assessing the efficiency and effectiveness of the preparation of resource persons/trainers and teachers using teacher-specific assessment methodologies and tools
- Assessing the extent of the changeover to child-friendly classroom-management and pedagogical practices
- Assessing the effects of the changes in the learning environment on subject- and grade-specific learning outcomes using student assessment methodologies and tools
- Tracking of teaching and learning outcomes of students from grade 1 to grade 3 by applying appropriate tools and methodology
- Making evidence-based recommendations for potential improvements of the pilot itself during the course of its implementation, and offering suggestions regarding scaling-up of ECL, including extension of ECL to higher primary school grades and subjects other than Bangla and Math.

January 2015 – July 2015, National ECD Expert, Review of the Early Learning for Child Development Project (ELCDP), Bangladesh Shishu Academy (BSA), Ministry of Women and Child Affairs (MoWCA), Government of Bangladesh

His major accomplishments were:

- To assess ELCDP activities to determine whether the project reached the stated goals
- To examine the project's impact for future sustainability
- To identify good practices, note gaps and sugegst lessons learned for future programming.

November 2014 – December 2014, Team Leader, Final Evaluation of the Upazila Model of School Improvement Programme, Plan International, Bangladesh.

His major accomplishments were:

- To know level of Children participation ensuring child friendly education environment in SIP schools
- To know the impact of interventions which ensure community participation for quality education
- To measure the impact of coalition and coordination of inter-agency support for an integrated local authority approach in ensuring quality of primary education in local level and national level policy
- To identify the strengths, gaps, challenges and lesson learnt of the project, lesson learnt in order to provide recommendation for future implementation.

November 2013 – June 2014, National Consultant, Parenting Education, Introducing the Theme of 'Building a Culture of Early Literacy' into the Current Parenting Practices Provided by the

Integrated Community Development Project (ICDP) in the Chittagong Hill Tracts (CHT) Areas, UNICEF, Bangladesh.

His major accomplishments were:

- Review of existing ICDP parenting materials including field visit
- Indentify and review existing parenting education materials in use by other partners that promote the notion of building early literacy in the home through parenting education
- Identification of entry points for integrating the theme of 'building a culture of literacy in the home'
- Developing new guidance note and addendum to be incorporated in the current package
- Harmonize and develop parenting education training package and IEC materials that promote the theme of building a culture of early literacy in the home
- Deliver training for 40 master trainers on integration of new parenting education package.

January 2012 – June 2015, Group Leader, Professional Studies Diploma in Primary Education (DPEd) Programme, National Academy for Primary Education (NAPE), Ministry of Primary and Mass Education (MoPME)

His major accomplishments were:

- Responsible to lead and coordinate with the writers and editors in his group for revision and refinement of the courses and training materials
- Provide technical, pedagogical and writing support to the team members for the revision and refinement of DPEd courses and all supportive materials ensuring that the materials produced are of high quality and delivered on time
- Develop materials in accordance with the DPEd Framework
- Provide direct support in organizing, managing and facilitating training of NAPE personnel, relevant PTI Instructors, URC Instructors, Head Teachers on DPEd materials and training.

Employment Record

June 2019 - Present, Associate Professor, Institute of Education and Research (IER), University of Rajshahi

- February 2012 - June 2019, Assistant Professor/ Lecturer, Institute of Education and Research (IER), University of Rajshahi
- September 2006 - February 2012, Faculty/ Education Specialist, ECDRC, Institute of Educational Development (IED), BRAC University
- March 2003 - September 2006, Material Developer, Education Development Unit BRAC Education Programme
- October 2002 - March 2003, Research Assistant, Data International Ltd.

Membership in Professional Associations

- National Representative, Bangladesh, Asia-Pacific Regional Network for Early Childhood (ARNEC), Singapore; 2017- 2022.
- Member, Asia-Pacific Regional Network for Child Childhood (ARNEC), 2011- present.
- Member, Inter-Agency Network for Education in Emergencies (INEE), 2011- present.
- Editor-in-Chief, Bangladesh Journal of Educational Research (BJER), ISSN: 2313-2515; 2015- Continue
- Executive Editor, Bangladesh Journal of Educational Research (BJER), ISSN: 2313-2515; 2014- 2015
- Member, Board of Studies, Institute of Education and Research, University of Rajshihi, 2018 - 2020, 2012-2014.

- Member, Board of Governs, Institute of Education and Research, University of Rajshihi, 2013-2015.
- Member, International Early Childhood Education Association, Japan (2008-2010).
- International Cultural Ambassador (August 2008 – September 2011), Matsudo City, Chiba, Japan.

Publications

- Happy Kumar Das, Md. Shahriar Shafiq, Promoting and Expanding Integrated Community-Based Child Development- The Integrated Community Development Project, ARNEC Connections, ARNEC, Singapore, December 2019.
- Happy Kumar Das, Zia Us-Sabur and Md. Shahriar Shafiq, State of School Finance in Bangladesh, Bangladesh Education Journal, BAFED, Dhaka, 2016.
- Happy Kumar Das, Early Childhood Education (ECE) in Bangladesh-Focusing on BRAC's Model-, International Journal of Early Childhood Education Vol. 18, 2010.
- Happy Kumar Das, Early Childhood Education in Bangladesh: Current Contexts and Possibilities, Child Studies, Journal of the Institute for Child Studies, Seitoku University; March, 2010.
- Happy Kumar Das, Children's Paradise: the Practice of Early Childhood Education (ECE) in Japan, Teachers' World; Journal of Education and Research, Institute of Education and Research, Dhaka University, Vol. 33-34, Dec 2008- June 2009.
- Happy Kumar Das, Ginko Kawano and Dr. Azharul Islam, Socio-economic Factors in Basic Education Competencies: Focusing on PROSHIKA (NGO)'s Program in Bangladesh, Bull. Of Yamagata University, Educational Science; February, 2008.
- Ginko Kawano, Happy Kumar Das, Some Important Issues Towards Education For All (EFA): Developing Countries Perspectives, Bull. Of Yamagata University, Educational Science; February, 2006.

- 2016: *Para Workers' Guide for Early Child Development and Pre-primary Education Program: Part One*. Rangamati: Chittagong Hill Tracts Development Board. ISBN: 978-984-34-0030-7
- 2016: *Para Workers' Training Manual for Early Child Development and Pre-primary Education Program: Part One*. Rangamati: Chittagong Hill Tracts Development Board. ISBN: 978-984-34-0029-1
- 2015: *DPEd Professional Studies (Resource Book): Part One.* Mymensingh: National Academy for Primary Education. ISBN: 978-984-33-7418-9
- 2015: *DPEd Professional Studies (Instructor Guide): Part One.* Mymensingh: National Academy for Primary Education. ISBN: 978-984-33-7419-6
- 2015: *DPEdProfessional Studies (Resource Book): Part Two.* Mymensingh: National Academy for Primary Education. ISBN: 978-984-33-7418-9
- 2015: *DPEd Professional Studies (Instructor Guide): Part Two.* Mymensingh: National Academy for Primary Education. ISBN: 978-984-33-7419-6
- Diploma in Primary Education (DPEd) Assessment Guide, National Academy for Primary Education, June 2013.
- Guidelines for School Placements, National Academy for Primary Education, June 2013.
- PTI Management handbook, Diploma in Primary Education, National Academy for Primary Education, June 2013.
- Curriculum, Diploma in Primary Education, National Academy for Primary Education, June 2012.

- Master Trainers' Manual, Diploma in Primary Education, National Academy for Primary Education, June 2012.
- Manual for AUEO, Headteacher and Teachers, Diploma in Primary Education, National Academy for Primary Education, June 2012.
- Bangla Textbook for Grade Four Students, BRAC Education Programme, BRAC, 2003.
- Teacher's Manual for Bangla Textbook of Grade Four, BRAC Education Programme, BRAC, 2003.
- Big Books for Grade One (Amar Nam Pushi), BRAC Education Programme, BRAC, 2004.
- Country Report on Capacity Development on Education Finance and Management- Bangladesh (Unpublished), UNESCO- Bangkok, December 2015.
- Transitioning from Home to ECCE Program, from ECCE Program/Home to Primary School: A Desk Review of Asia-Pacific Regional Network for Early Childhood: September, 2012

Languages

- Bangla- Native
- English- Excellent
- Japanese- Excellent
- Hindi- Basic

APPENDIX B: CONFLICT OF INTEREST (COI) ***(please fill/sign/date the form below)***

Name	**Dr. Happy Kumar Das**
Title	Consultant
Organization	ME&A, Inc.
Evaluation Position	Teacher Professional Development Specialist
Evaluation Award Number *(or RFTOP or other appropriate instrument number)*	BMEL S028
Project(s) Evaluated*(Include project name(s), implementer name(s) and award number(s), if applicable)*	Situational Analysis of Higher Secondary Education in Bangladesh
I have a real or potential conflict of interest to disclose.	☐ Yes ☒ No N/A
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the DoS operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the DoS operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

Signature:	Happy Das
Date:	12/13/2020

APPENDIX C: USAID SENSITIVE DATA NONDISCLOSURE AGREEMENT (AID545-5 (10/2014)

AN AGREEMENT BETWEEN

DR. HAPPY KUMAR DAS

(Name of Individual - Printed or typed)

AND THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

1. Intending to be legally bound, I hereby accept the obligations contained in this agreement in consideration of my being granted access to sensitive data. As used in this Agreement, sensitive data is marked or unmarked "sensitive but unclassified information" (SBU), including oral communications, that meets the standards set by Office of Management and Budget (OMB) Circular A-130 Appendix 3 and the U.S. Agency for International Development (USAID) Automated Directives System (ADS.) I understand that any data or systems of records protected from unauthorized disclosure by the provisions of Title 5, United States Code Sections 552 (often referred to as "The Freedom of Information Act") and 552a ("The Privacy Act") is/are sensitive data. In addition, other categories of information, including but not limited to medical, personnel, financial, investigatory, visa, law enforcement or other information which, if released, could result in harm or unfair treatment to any individual or group, or could have a negative impact upon individual privacy, federal programs, or foreign relations is sensitive data. The term includes data whose improper use or disclosure could adversely affect the ability of the Agency to accomplish its mission, as well as proprietary data and information received through privileged sources or procurement sensitive or source selection information, as those terms are defined by the Federal Acquisition Regulations.

2. I understand and accept that by being granted access to sensitive data, special confidence and trust has been placed in me by the United States Government.

3. I acknowledge I have been given access to USAID sensitive data to facilitate the performance of duties assigned to me for compensation. I understand it is my responsibility to safeguard sensitive data disclosed to me, and to refrain from disclosing sensitive data to persons not requiring access for performance of official duties. Before disclosing sensitive data, I must determine the recipient's "need to know" or "need to access" sensitive data. I will not use any sensitive data for personal financial gain.

4. I have been advised that any breach of this Agreement may result in the termination of my access to sensitive data, which, if such termination effectively negates my ability to perform my assigned duties, may lead to the termination of my employment or other relationships with the Departments or Agencies that granted my access. I am aware unauthorized release or mishandling of sensitive data may be grounds for adverse action against me. In addition, I have been advised unauthorized disclosure of data protected by the Privacy Act may constitute a violation, or violations, of United States criminal law, and that Federally-affiliated workers (including some contract employees) who violate privacy safeguards may be subject to disciplinary actions, a fine up to $5,000.00, or both.

5. I understand all sensitive data to which I have access or may obtain access by signing this Agreement is now and will remain the property of, or under the control of the United States Government. I agree that I must return all sensitive data which have, or may come into my possession or for which I am responsible because of such access:

(a) upon demand by an authorized representative of the United States Government; or

(b) upon the conclusion of my employment or other relationship with the Department or Agency that last granted me access to sensitive data; or

(c) upon the conclusion of my employment or other relationship that requires access to sensitive data.

Unless and until I am released in writing by an authorized representative of the United States Government, I understand that all conditions and obligations imposed upon me by this Agreement apply during the time I am granted access to sensitive data, and at all times thereafter.

6. These provisions are consistent with and do not supersede, conflict with, or otherwise alter the employee obligations, rights or liabilities created by existing statute or Executive order relating to (1) classified information, (2) communications to Congress, (3) the reporting to an Inspector General of a violation of any law, rule, or regulation, or mismanagement, a gross waste of funds, an abuse of authority, or a substantial and specific danger to public health or safety, or (4) any other whistleblower protection. The definitions, requirements, obligations, rights, sanctions, and liabilities created by controlling Executive orders and statutory provisions are incorporated into this agreement and are controlling.

WITNESS		**ACCEPTANCE**	
THE EXECUTION OF THIS AGREEMENT WAS WITNESSED BY THE UNDERSIGNED		THE UNDERSIGNED ACCEPTED THIS AGREEMENT BEFORE ACCESSING SENSITIVE DATA OF THE UNITED STATES GOVERNMENT.	
SIGNATURE Dipa Roy	DATE 12/13/2020	SIGNATURE Happy Das	DATE 12/13/2020

Name: Md. Ahsan Habib, Ph.D. Nationality: Bangladeshi **Affiliation:** ME&A
Position: Teacher Professional Development Specialist
Education:
- PhD in Education psychology Activities, Monash University, Melbourne, Australia 2015
- M. A in Special Education Needs, Roehampton University, London, UK 2009
- M. Ed in Educational Psychology, Dhaka University Bangladesh 1998
- B. Ed in Special Education, Dhaka University, Bangladesh 1997

Key Qualifications
Dr. Md. Ahsan Habib, is an associate professor at the Institute of Education and Research (IER) of University of Dhaka. He received his doctoral degree from the faculty of Education of Prestigious Monash University, Melbourne, Australia. His PhD research topic was looking at students' sense of belonging to school. Dr. Habib has more than 15 years of experience in the field of Educational Psychology, Educational Test and Measurement, Educational Research and Project Evaluation, Training and Material Development of Early childhood to Secondary school edcaution. He has published many research papers and books in national and international impact factor journals. Mr. Habib has been working as core researcher and consultant in many international and national projects. He has experience working in multi-organizational and interdisciplinary team. He has strong experience in advising governmental ministries on educational policy and program development, evaluation of research and development project in educational sector. He had been also working with a number of studies funded by World Bank, UNICEF, UNESCO and Government of Bangladesh. He has awarded Monash Post Graduate Publication Award (PPA) - 2015, International Postgraduate Research Scholarship (IPRS) -2011-2015, Monash Graduate Scholarship-(MGA) 2011-2014, European Union Erasmus Mundus Scholarship (EM)-2008-2209, Chinese Government Scholarship 2002-2003.
Professional Experience
June 2019-June 2020, Principal Investigator (Researcher), NAEM – Dr. Ahsan Habib worked as Principal Investigator for the project of Status of recreational book reading among secondary school students of Bangladesh: Access, trends and issues, Research and Documentation Division. His major accomplishments were:
- Questionnaire development,
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

October 2019 to February 2020, Lead Consultant, NETZ, Bangladesh/German Federal Ministry of Economic Cooperation and Development (BMZ) – He worked as Lead Consultant for the project of 'Project End Evaluation on Right to Education Achieved for Children from Families Living in Ultra-Poverty and Marginalized Communities" (Reach Up). He performed the following tasks:
-Data analysis
-Project Completion Report submitted and presented

March 2018 to July, 2019, Core Researcher, BANBEIS - He worked as Principal Investigator for the project of Study on Madrasah Education (Secondary Level) in Bangladesh: Prospects and Challenges. His major accomplishments were:
- Questionnaire and test development
- Data Analysis
- Writing report and presentation

October, 2018 to March 2019, Senior Education Specialist, USAID – He worked as Principal Investigator for the project of Rapid Education and Risk Analysis Cox's Bazar (RERA), a study on impact of the Rohingya influx on pre-primary through secondary education in Bangladeshi schools in Cox's Bazar. His major accomplishments were:

- Questionnaire development,
- Data analysis,
- Report writing,
- Completion Report submitted and presented

September 2018 to June 2019 Team Leader, Sesame Workshop Bangladesh. He worked as team leader for evaluation Study of Performance evaluation of Sisimpur storybooks distributed in the Government Primary School in Bangladesh, His major accomplishments were:
- Questionnaire development,
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

June 2018-June 2019, Team Leader (Researcher) National Academy for Educational Management (NAEM). He worked as team leader for the research project of Teachers' Attitudes towards Inclusive Education in the Secondary Schools of Bangladesh, Research and Documentation Division, His major accomplishments were:
- Questionnaire development
- Attitude scale development
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

January, 2017 to December 2017, Local Consultant, Monash University, Australia and Global Development & Research Initiative Foundation (GDRI)-He worked as local consultant for the project of "The Early Childhood Intervention and Parental Involvement in Bangladesh" an intervention study project)'. He performed the following tasks:
- Test adaptation
- Test administration
- Provide training to test takers
- Lead field management

September 2015-February 2016, Reviewer (Consultant), Shishu Academy, Ministry of Women and Children Affairs and Bangladesh ECD Network (BEN) - He worked as reviewer for the project of Early Learning and Development Standard (ELDS), Early Learning for Children Development 2nd phase Project, Bangladesh. His major accomplishments were:
- Review ELDS frame and components
- Review report

September 2016-February 2017, Team Leader (Researcher) Ministry of Women and Children Affairs (MoWCA),
- He worked as team leader for impact study of the impact study titled project of Impact evaluation of The Early Learning for Child Development Project (ELCDP) 2006-2013'. His major accomplishments were:
- Test development
- Questionnaire development,
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

September 2018-June 2019, Lead Consultant, BRAC Education program (BEP), and Rangeet, Mumbai, India He worked as Lead researcher for the experimental project study "Project evaluation study of Rangeet aiming to increase awareness around social issues of primary school students". His major accomplishments were:

- Test devilment
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

September 2017-April 2018, Consultant (member), Connecting Classroom Bangladesh, British Council, Dhaka– He worked as Team Member for the project of 'Base line and End line study for the project Local Monitoring, Evaluation and Learning (MEL) Partner,'. His major accomplishments were:
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

June 2017 –June 2018, Consultant, Police Staff College, Dhaka Bangladesh – He worked as core researcher for impact study of 'The impact of Bangladesh Police Training of Field level Policing: His major accomplishments were:
- Questionnaire development,
- Data analysis,
- Report writing,
- Data presentation

July 2017 –August 2017- Consultant- C & A Foundation, Save the children Bangladesh and Social and Economic Enhancement Program (SEEP). His major accomplishments were:
- Module development and submitted
- Provided Training

September 2017-June 017, Senior Researcher, Primary Education Development Programme-PEDP3, and Unicef, – He worked as Senior Researcher for the project of 'A Longitudinal Study on Implementation of Each Child Learns (ECL). His major accomplishments were:
- Questionnaire development,
- Data analysis,
- Report writing,
- Project Completion Report submitted and presented

Employment Record
• February 2016 to till date, Associate Professor, Institute of Education and Research (IER), Dhaka University
• January 2011 to February 2016, Assistant Professor, Dhaka University
• July 2005 to January 2011, Lecturer, Dhaka University

• April, 2002 to September 2002, Databbase (Monitoring and Evaluation), World Vision, Bangladesh
• January 2001 to March 2002, Research Associate, Data International Ltd. Dhaka

Publications
• Habib, A., Malak, S. & Agbenyega, J. (2019). Punishment, engagement and learning in Bangladesh primary schools: a postcolonial framing of schooling experiences, Primary Education Journal, National Academy for Primary Education (NAPE)
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Languages
English- reading and writing (Fluent)
Chinese-Speaking (Fluent, HSK 5)
Bengali (native)

APPENDIX B: CONFLICT OF INTEREST (COI) *(please fill/sign/date the form below)*

Name	**AHSAN HABIB**
Title	Consultant
Organization	ME&A, Inc.
Evaluation Position	Education Research Specialist
Evaluation Award Number *(or RFTOP or other appropriate instrument number)*	BMEL S028
Project(s) Evaluated*(Include project name(s), implementer name(s) and award number(s), if applicable)*	Situational Analysis of Higher Secondary Education in Bangladesh
I have a real or potential conflict of interest to disclose.	☐ Yes ☒ No N/A
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the DoS operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the DoS operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

Signature:	Md. Ahsan Habib
Date:	12.12.2020

ME&A

APPENDIX C: USAID SENSITIVE DATA NONDISCLOSURE AGREEMENT (AID545-5 (10/2014)

AN AGREEMENT BETWEEN

AHSAN HABIB

(Name of Individual - Printed or typed)

AND THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

1. Intending to be legally bound, I hereby accept the obligations contained in this agreement in consideration of my being granted access to sensitive data. As used in this Agreement, sensitive data is marked or unmarked "sensitive but unclassified information" (SBU), including oral communications, that meets the standards set by Office of Management and Budget (OMB) Circular A-130 Appendix 3 and the U.S. Agency for International Development (USAID) Automated Directives System (ADS.) I understand that any data or systems of records protected from unauthorized disclosure by the provisions of Title 5, United States Code Sections 552 (often referred to as "The Freedom of Information Act") and 552a ("The Privacy Act") is/are sensitive data. In addition, other categories of information, including but not limited to medical, personnel, financial, investigatory, visa, law enforcement or other information which, if released, could result in harm or unfair treatment to any individual or group, or could have a negative impact upon individual privacy, federal programs, or foreign relations is sensitive data. The term includes data whose improper use or disclosure could adversely affect the ability of the Agency to accomplish its mission, as well as proprietary data and information received through privileged sources or procurement sensitive or source selection information, as those terms are defined by the Federal Acquisition Regulations.

2. I understand and accept that by being granted access to sensitive data, special confidence and trust has been placed in me by the United States Government.

3. I acknowledge I have been given access to USAID sensitive data to facilitate the performance of duties assigned to me for compensation. I understand it is my responsibility to safeguard sensitive data disclosed to me, and to refrain from disclosing sensitive data to persons not requiring access for performance of official duties. Before disclosing sensitive data, I must determine the recipient's "need to know" or "need to access" sensitive data. I will not use any sensitive data for personal financial gain.

4. I have been advised that any breach of this Agreement may result in the termination of my access to sensitive data, which, if such termination effectively negates my ability to perform my assigned duties, may lead to the termination of my employment or other relationships with the Departments or Agencies that granted my access. I am aware unauthorized release or mishandling of sensitive data may be grounds for adverse action against me. In addition, I have been advised unauthorized disclosure of data protected by the Privacy Act may constitute a violation, or violations, of United States criminal law, and that Federally-affiliated workers (including some contract employees) who violate privacy safeguards may be subject to disciplinary actions, a fine up to $5,000.00, or both.

5. I understand all sensitive data to which I have access or may obtain access by signing this Agreement is now and will remain the property of, or under the control of the United States Government. I agree that I must return all sensitive data which have, or may come into my possession or for which I am responsible because of such access:

(a) upon demand by an authorized representative of the United States Government; or

(b) upon the conclusion of my employment or other relationship with the Department or Agency that last granted me access to sensitive data; or

(c) upon the conclusion of my employment or other relationship that requires access to sensitive data.

Unless and until I am released in writing by an authorized representative of the United States Government, I understand that all conditions and obligations imposed upon me by this Agreement apply during the time I am granted access to sensitive data, and at all times thereafter.

6. These provisions are consistent with and do not supersede, conflict with, or otherwise alter the employee obligations, rights or liabilities created by existing statute or Executive order relating to (1) classified information, (2) communications to Congress, (3) the reporting to an Inspector General of a violation of any law, rule, or regulation, or mismanagement, a gross waste of funds, an abuse of authority, or a substantial and specific danger to public health or safety, or (4) any other whistleblower protection. The definitions, requirements, obligations, rights, sanctions, and liabilities created by controlling Executive orders and statutory provisions are incorporated into this agreement and are controlling.

WITNESS		**ACCEPTANCE**	
THE EXECUTION OF THIS AGREEMENT WAS WITNESSED BY THE UNDERSIGNED		THE UNDERSIGNED ACCEPTED THIS AGREEMENT BEFORE ACCESSING SENSITIVE DATA OF THE UNITED STATES GOVERNMENT.	
SIGNATURE	DATE	SIGNATURE	DATE
		Md. Ahsan Habib	12.12.2020