

Report commissioned by the Commonwealth of Learning and UNESCO

SUMMARY REPORT

**The Role of Transnational, Private,
and For-Profit Provision in Meeting Global Demand for Tertiary
Education: Mapping, Regulation and Impact**

**CASE STUDY
BANGLADESH**

Professor Robin Middlehurst and Steve Woodfield

Centre for Policy and Change in Tertiary Education, University of Surrey, United Kingdom



COMMONWEALTH *of* LEARNING

Research authors:

Professor Robin Middlehurst
Centre for Policy and Change in Tertiary Education
University of Surrey
United Kingdom

Mr. Steve Woodfield
Centre for Policy and Change in Tertiary Education
University of Surrey
United Kingdom

The Centre for Policy and Change in Tertiary Education forms part of the Centre for Policy and Change (CPC), an interdisciplinary research and development unit at the University of Surrey in the UK.

Copyright © 2004 by Commonwealth of Learning and UNESCO

Published by:

Commonwealth of Learning
1285 West Broadway, Suite 600
Vancouver, BC V6H 3X8
CANADA

Telephone: 604 775 8200
Facsimile: 604 775 8210
Email: info@col.org
Web: <http://www.col.org>

Case Study: Bangladesh

Table of Contents

Section 1. Country Overview	1
1. Geography	1
2. Political Structure.....	1
3. Economics.....	2
Section 2. Education System	3
1. Context.....	3
2. Levels in the Education System	3
3. Qualifications in the Education System.....	9
4. Finance for Tertiary Education.....	10
5. Government Education Policy.....	11
6. Access to Tertiary Education	14
Section 3. Legal Frameworks for Tertiary Education	16
1. Key Organisations.....	16
2. Main laws/decrees governing higher education	17
3. Regulation/Licensing of Tertiary Providers.....	17
4. Accreditation in Tertiary Education	18
Section 4. Transnational Provision.....	19
1. Terminology/Typology	19
2. Status and Accreditation	20
3. Government policy	20
Section 5. Public Perceptions	21
1. Higher education - general	21
2. Private providers.....	21
3. Quality in Higher Education.....	22
4. Transnational Provision	22
Section 6. Tertiary Sector Data	23
1. All Tertiary education institutions.....	23
2. Institutional level data.....	28
Section 7. Sources of Information.....	30
Section 8. Appendices	31
Appendix 1: Outstanding Queries	31

Appendix 2: Contributors and Contacts 33

Section 1. Country Overview

1. Geography

- 1.1. The People's Republic of Bangladesh is located in South Asia on the Bay of Bengal, bordered by India and Myanmar. Its location makes it particularly prone to cyclone and floods.
- 1.2. Bangladesh is one of the world's most densely populated and least developed countries. The population in 2002 was around 130 million (having nearly doubled since 1971), and is expected to reach 170 million by 2020. The population density is 834 people per square km. In 1999, 36% of the population were classified as very poor and 70% of children under the age of five were underweight (World Bank, 1999a). In 2001, the population growth rate was 1.48% and the average life expectancy was 68 (BER 2002). Approximately 59% of the population is under 25 years old.
- 1.3. The estimated literacy rate in 2002 for those aged 15 and over was 38% according to a 2002 Education Watch Report titled "Literacy in Bangladesh – 2002", although this is increasing every year due to the activities of the government and various NGOs. Bangladesh was awarded the International Literacy Prize in 1998 by UNESCO and hopes to be totally literate by the year 2015. Bangla is spoken by 98% of the population, although English is widely understood amongst educated people. There are six administrative divisions in Bangladesh, namely, Chittagong, Dhaka, Khulna, Rajshahi, Barishal and Sylhet.
- 1.4. Nearly 90% of Bangladesh's population are Muslim, around 10% are Hindu, and the rest are Buddhist, Christian and other faiths. Around 42.7% of the population lived below the poverty line in 1999 (Quddus, 1999). The communications infrastructure is poor and an estimated 85% of the population lives in rural areas.

2. Political Structure

- 2.1. Formerly East Pakistan, Bangladesh separated from the rest of Pakistan and became an independent state after the liberation war in 1971. The initial transition of Bangladesh towards a democratic state was short-lived. After the assassination of the president in August 1975, Bangladesh spent most of the period before 1991 under military rule, apart from a short-lived period of democracy between 1979 and 1981. In 1991, the military dictator, General Ershad, was forced to resign by a popular movement led by the Bangladesh Nationalist Party and the Awami League. Since 1991, the two parties have alternated in government and the political scene remains volatile (Bangla 2000, BBC 2003).
- 2.2. In 1996, an Awami League government was elected under Prime Minister Sheikh Hasina Wazed, and promised to follow liberal economic policies emphasising strong social development. However, in October 2001 a new government, a coalition headed by the Bangladesh Nationalist Party (BNP) and including the Islamic party, Jamaat-e-Islami, came to power. The Prime Minister is Khaleda Zia who became the first female Prime Minister in Bangladesh when she first held office between 1991 and 1996.
- 2.3. Bangladesh is a parliamentary democracy. The head of the government is Prime Minister and the head of state is the President. The Bangladesh Parliament (called the Jatiya Sangsad) is unicameral and at present it consists of 300 members. They are elected for a five-year term in single-seat constituencies.

3. Economics

- 3.1. Bangladesh is one of the poorest countries in the world, with nearly 20% of the population living in hard-core poverty (BER 2002). Bangladesh also has a large external debt, and is a major recipient of foreign aid.
- 3.2. Historically, the major employment sector in Bangladesh has been agriculture, and around three-fifths of the population currently works in farming-related employment. Bangladesh is poor in mineral resources although the principal energy resource, natural gas, is found in several fields in the northeast of Bangladesh. Dependence on agriculture leaves the country vulnerable to weather conditions; a poor monsoon can result in poor harvests. Therefore, the government has developed measures to reduce this vulnerability such as the construction of a number of irrigation projects designed to control floods and to conserve rainwater for use in the dry months, use of high quality seeds, pest control, etc. As a result, the country reached near the threshold of self-sufficiency in food during the tenure of the Awami League government (1996-2001).
- 3.3. In the late 1970s, the government began to develop an economic policy based on economic diversification and industrial development. This included privatisation of state-owned enterprises, incentives for foreign investment and a lowering of import barriers. This attracted multinational corporations and put pressure on local business to adapt to the new marketplace. The main foreign investors in Bangladesh are Japan and the USA. Export partners include Europe, Hong Kong, Japan, and the US. The majority of imports come from India, China, Western Europe, and Hong Kong (Bangla 2000).
- 3.4. Bangladesh has a growing economy with an enterprising middle class, and between 1971 and 1999, per capita income in Bangladesh grew from \$100 to \$350. The economy is developing rapidly with significant growth in exports, imports, and investment (World Bank, 1999). In 2001-2002, the percentage of national savings was 22.34%, and national investment was 23.18% (BER 2002). During the same period, the gross GDP growth rate was 7.06% at the current market rate.
- 3.5. In the next quarter century, the country will need to accommodate a labour force of 100m, almost double its present size, and create 2.3 million new jobs per year. The agricultural sector has been unable to meet the increasing demand for jobs, and therefore many Bangladeshis have sought work abroad, particularly in Saudi Arabia, Kuwait, the UAE, and Oman. The total remittance received from Bangladeshi workers abroad was \$1817 million up to March of the 2001-2002 fiscal year. Most of the new jobs needed over the next two decades (20 million, or a 5% increase per annum) will need to be provided by the services sector, including work in wholesale and retail trades, and in construction, transportation, and communications.
- 3.6. In addition, the ICT infrastructure and Internet connectivity is currently very poor in Bangladesh. This will need to improve to help support trade and further economic development and also to provide the infrastructure required for on-line distance based education.

Section 2. Education System

1. Context

- 1.1. Bangladesh has historical links with Britain and it inherited an education system based on the UK model (British Council, 2001). Since independence in 1971, the Bangladeshi education system has undergone many changes. For example, since the inauguration of the Second Five Year Plan (1980-1985) Bangladesh has implemented a Universal Primary Education (UPE) programme during successive Five Year Plan periods spanning a period of 22 years. The UPE is a comprehensive non-formal education programme aiming to eradicate illiteracy from the country, and to provide programme stipends for female students.
- 1.2. Since independence, the education policy of successive governments has focused on improving and extending primary education and providing opportunities for Education for All (EFA). Primary education was made free and compulsory for all children between the ages of 6 and 10 in 1991 and Bangladesh currently has one of the largest primary education systems in the world. In 2000, there were 76,600 primary schools in Bangladesh and gross enrolment in primary education reached over 96%. Net enrolment is estimated by the Directorate of Primary Education to be around 80%.
- 1.3. Bangladesh inherited 6 public universities at the time of independence in 1971. The first public university was Dhaka University, established by the British in 1921 on the Oxbridge model. A further 5 universities were established in the 1950's and 1960's. In the late 1970's, the tertiary sector faced a range of problems, such as campus violence, session-jam (whereby a three-year Honours degree course took an extra two to three years to complete), and low quality teaching. The public sector was also unable to cope with demand, and by 1992 there were still only 8 public sector universities, only able to accommodate around 25% of the 80,000 students who applied for admission (Hopper, 1998).
- 1.4. Historically, many Bangladeshi students have studied abroad either in India or, if they could afford to or received a scholarship, in the USA, Canada, UK and Australia. Annually, about 50 to 60 thousand Bangladeshi students study in different colleges, universities and institutes in India (Alam and Shamsul Haque, 2002). In addition, many Bangladeshi teachers work abroad.
- 1.5. The idea of allowing the private sector to establish universities was first discussed in 1981, although this was stalled by a military coup in May of that year. This idea was revisited in 1992 when the government enacted a series of laws related to higher education, including the Private Universities Act that allowed the establishment of private higher education institutions (the first charter was awarded to North South University (NSU) on 5th November 1992). This represented an attempt to expand access to higher education, to reduce the financial burden on the public sector, and to make higher education more attuned to labour market needs and to develop a skilled manpower base.
- 1.6. Between 1992 and 1996, 16 PHEIs were established during a rapid expansion of the tertiary sector, although the rate of approval of charters slowed between 1996 and 2001. When the new government was installed in October 2001, the approval of charters gained momentum, and by the end of 2001 the number of private universities in Bangladesh stood at 29 (although recent information suggests that there may now be as many as 56 private universities operating in Bangladesh).

2. Levels in the Education System

(Adapted from UNESCO (sourced from International Association of Universities (IAU), updated from IBE web site, 2000)

- 2.1. The education system in Bangladesh consists of three principal stages: primary, secondary, and higher/tertiary education. In parallel to mainstream formal education, students can also choose to study at Madrasahs that offer Islamic religious education. There are government supported and private educational institutions at all educational levels.

Primary education

- 2.2. Primary level education runs for 5 years, from the age of 6 through to 10 (grades 1-5), and is offered in Primary Schools. There is no qualification/examination at the end of the primary level. Gross enrolment of the eligible cohort reached over 96% in 2000. Among those enrolled in first grade, 64% were reported to have completed the five-year cycle in 1999. The introduction of compulsory primary education and the recent provision of providing a 100 Taka stipend to all children in primary schools is expected to assist with the achievement of universal access to primary level education. However, one of the key problems in the Bangladesh education system today is the low level of learning achievement in primary education (World Bank, 1999).
- 2.3. The lack of formal schooling opportunities in some rural areas and in city slums means that many students go to non-traditional education programs focusing on basic education and literacy, mainly organised by NGOs (Hopper, 1999). The number of non-formal primary education centres/schools run by NGOs in Bangladesh currently stands at around 40,000. However, it is important to note that statistics provided by government institutions/agencies do not normally include non-formal primary education information run by NGOs, which currently serve 1.5 million children or 8% of the children in the primary age group.

Secondary education

- 2.4. There are three levels of secondary education, covering grades 6 to 12.
- 2.5. The first level, Junior Secondary, runs for 3 years (grades 6-8) from the ages of 11 to 13 and entrance is via examinations conducted by individual schools. There were 2,846 Junior Secondary schools in 1999 with a combined enrolment of 616,094 students. After completing Junior Secondary level, most of the students continue their studies at the second level.
- 2.6. The second level, Secondary Education (grades 9-10), runs for two years leading up to the Secondary School Certificate (SSC) at the age of 15/16. A typical secondary school consists of grades 6 to 10. In 1999, there were 12,614 secondary schools in Bangladesh enrolling 6,620,845 students. The gross enrolment ratio at the Junior Secondary and Secondary level (age 11-15 years) in 1999 was 41.2%. At secondary level, students pursue either Secondary School Certificate (SSC) vocational courses or enrol in one of the other secondary streams (Science, Humanities, Commerce).
- 2.7. From the ages of 16 to 18, students can study at Higher Secondary level (grades 11-12) at Intermediate Colleges or in intermediate sections of Degree Colleges. Students can enrol for general education streams (Science, Humanities, and Commerce) which lead to a Higher Secondary Certificate (HSC), or enrol in vocational programs leading to a Higher Secondary Certificate-vocational (HSC vocational). In 1999, there were 1,097 Higher Secondary/Intermediate Colleges.
- 2.8. The Government is planning to develop an ICT stream in the Higher Secondary levels of education by the year 2005. A project on the introduction of computer courses in 9th grade has been in operation for the last few years in selected schools (Govt. & Non-Govt.).
- 2.9. The World Bank reports that secondary education in Bangladesh faces a number of problems. These include large class sizes, insufficient resources, and unequal access (geographic, gender, and financial). In addition, students are perceived to lack transferable skills due to an exam-focused curricula and the fact that less than 10% of children complete all secondary levels.

Furthermore, it suggests that the technical and vocational stream has limited linkages with the labour market (World Bank, 1999a).

Madrasah Education

2.10. In parallel to mainstream formal education, students can also choose to study at Madrasahs, which offer Islamic religious education at primary, secondary and higher levels. Public Madrasahs are required to adopt national curricula to secure government funding. In the Madrasah system, primary education is provided by 'Ebtedayee' institutions (equivalent to five grades in primary schools) and secondary education by Dakhil institutions (equivalent to five grades of lower secondary and secondary schools) and higher secondary by Alim level institutions (two years of study) institutions. Recently, humanities, science and business education have been introduced at Dakhil and Alim stages. There is also a two-year Fazil (degree) level education and two-year Kamil (Masters) level education. The Madrasah Education Board oversees the system and conducts final examinations (Dakhil to Kamil). There is also a non-formal stream of Madrasah education (e.g. *hafizia*, *qiratia*, *quaumi*, *nizamia*) under the *kharizia* system, which survive on private donations made for religious purposes. In addition, there are 7,122 institutions at Post-Ebtedayee level constituting 26% of all post-primary education (PPE) institutions. Enrolment at PPE level in Madrasahs accounts for 15% of total PPE enrolment (1.5m out of a total of 10.6 million). Most Madrasah education takes place in rural locations and rural learners account for 91% of Madrasah enrolment, compared with around 77% in mainstream education. The Madrasah system (at PPE level) employs 76,000 teachers (23% of the total number of teachers). (JBIC, 2002)

English Medium Schools

2.11. A range of English medium schools, typically funded and operated privately, also exist that, until recently, were not officially registered with the government's Ministry of Education. These schools have grown significantly in response to market forces and demand, and the number of students increased by 12% in 2000. The curricula offered in these schools are British, and students prepare for their GCE O and A Levels. In 2001, there were 42 English medium schools, educating around 49,000 students (British Council, 2001). The World Bank suggests that fees for out-of-school tutoring place an undue burden on poorer parents and undermines the government's equity goals (World Bank, 1999a).

Higher/Tertiary education

2.12. Higher Education in Bangladesh covers levels/grades 13-16, or post-secondary school level. After gaining a degree, students can then continue with postgraduate education. The majority of higher education takes place at universities or Degree Colleges, although the early stages of higher education also take place at Polytechnic institutes (World Bank, 1999a). Higher education is becoming increasingly popular in Bangladesh, particularly due to the opportunities for better-paid employment with degrees. (World Bank, 1999b).

2.13. Higher/Tertiary Education in Bangladesh is offered by degree colleges, universities, and other higher-level institutions providing specialised and professional education. Post-primary and tertiary education programs are under the jurisdiction of the Ministry of Education (MOE). The main components of the Bangladeshi tertiary education network are: 17 public general and specialised universities (including the Bangladesh Open University), 29 private universities, 1,160 degree colleges affiliated with the National University (NU), 4 degree level institutes of technology (BIT) under the academic supervision of the BIT Council, 63 law colleges, 25 medical colleges, 43 Computer Science and BBA (Hons) colleges, 54 teacher training colleges and other professional colleges/institutions. The University Grants Commission (UGC) is the regulatory body for university level institutions and it has professional oversight over the National University. It is also supposed to serve as the intermediary between the government and the universities, protecting the latter from direct government control.

University Level

2.14. There are two main types of traditional university: public, and private. Alongside this is a range of specialist universities (engineering, medical, agricultural, science and technology). There are two known public universities in Bangladesh, the National University (affiliating) and the Bangladesh Open University, each with a specialised mandate. New Charters are being approved all the time, however, and the Ministry of Education estimates on its web site that there are currently 17 public sector Universities and 29 private sector universities in Bangladesh (as of February 2003).

Public universities

2.15. There are three main types of public universities:

1. Traditional campus-based universities, both general and technical (15), that enrol around 17,000 students each year;
2. The National University (affiliating), a campus-based university that also co-ordinates the 1,160 degree-awarding colleges throughout the country (enrolling around 2.1 million students in a year);
3. One distance learning institution, the Bangladesh Open University (BOU), cumulatively enrolls 251,413 students each year.

Private universities

2.16. Most of the private universities in Bangladesh follow the US model of higher education, with four-year bachelor degrees, a credit-hour system, and a similar academic calendar (Hopper, 1998). They claim to be not-for-profit, and are founded by philanthropists such as former civil servants, industrialists, businessmen, and professionals. Most are secular, although there are some Islamic institutions.

2.17. Private universities offer a variety of courses and charge differing tuition fees, although all private sector costs are significantly higher than the costs of studying in the public sector. Tuition fees are high compared to the average per capita income of \$350 per year. Fees range from around \$500 at the Central Women's university to around \$4,000 at the Independent University of Bangladesh (IUB) in Dhaka. However, the majority of courses are priced for the growing middle classes, at between \$1,000 and \$2,000, which Hopper suggests has raised accusations of social elitism. However, this social elitism is accepted in Bangladesh, as higher education is perceived to benefit the individual rather than the taxpayer (Hopper, 1998). All Private HEIs teach in English, which limits enrolment due to the poor standard of English amongst much of the population, due to the Bangla language policy in the schools system.

2.18. The curricula in PHEIs reflect the type of courses that are most valuable to students, e.g., internationally marketable courses such as business administration, computer science, engineering, and medicine that public universities are unable to offer in sufficient quantities. They also offer other innovative courses relevant to the particular Bangladeshi context including disaster management, physiotherapy, and textile engineering. All PHEIs are planning to offer MBAs (Hopper, 1998). The introduction of vocationally based courses is challenging public universities to restructure their curricula in order to compete, although the public sector offers Science and Engineering courses that are not generally available in the private sector, so there is an element of complementarity.

College Level

- 2.19. The vast majority (around 90%) of higher education in Bangladesh has historically taken place in affiliated (largely not for profit) degree colleges. Graduates of degree colleges receive their awards through an affiliating university. In 1992, the government established the National University (NU) to take over the supervision of degree colleges in all fields except agriculture, engineering, and medicine. The number of degree colleges proliferated in the 1990s due to two reasons: increasing demand for higher education, and the political patronage of local political leaders and members of parliament for establishing new colleges. The ownership of these colleges is complex, although most colleges are non-government owned. In 1999, the World Bank reported that around 88% of degree colleges were privately managed (World Bank, 1999b). The government provides 80% of the salary of teaching staff as subvention to registered non-government colleges.
- 2.20. Affiliated colleges offer all types of tertiary courses using a curriculum and examinations controlled by the NU. The NU controls access to honours degree programs, but not admissions to pass degree programs, many of which practice open admissions. Most students enrol in general rather than science subjects. The Bangladesh Agriculture University oversees three agricultural colleges. Universities have their own affiliated medical colleges (World Bank, 1999).

Islamic University of Technology

- 2.21. The Islamic University of Technology (IUT), Dhaka, Bangladesh, is a subsidiary part of the Organization of the Islamic Conference (OIC), which represents 57 Islamic countries throughout the world. The main objective of the university is to help human resources development in Member States of the OIC, particularly in different fields of engineering, technology, and technical education. Programmes offered by the IUT include Masters, Post-Graduate Diploma, Bachelor of Science and Higher Diploma in Engineering/Computer Science and Information Technology, and Master of Science, Post-graduate Diploma, Bachelor of Science and Diploma in Technical Education. IUT will admit 306 new students in the academic year 2003 in its regular programmes. In addition to the professional courses, all students are also required to study Islamiyat, Islamic History and Culture, and Arabic/English/French language depending on their background, to be imbued with the spirit and values of Islam, and to be able to communicate properly with their fellow students and others at the University. IUT also offers short and specialised courses on updating and upgrading knowledge and skills as needed by the Member States.

Institutes of Technology

- 2.22. In 1996, the engineering colleges at Rajshahi, Chittagong, Khulna and Dhaka became autonomous Bangladesh Institutes of Technology (BIT). Courses are engineering based BSc courses, and students are mainly Diploma in Technology graduates from Polytechnic Institutes. These colleges are subject to the academic control of the Council of Bangladesh Institutes of Technology (CBIT). The most recent Five Year Plan contained plans for the creation of more BITs, however this has not happened so far due to financial constraints.

Vocational and Technical Education

- 2.23. Vocational and Technical Education (VTE) in Bangladesh operates at Diploma and Certificate level and is offered in a range of institutions.

Lifelong Higher Education

- 2.24. Lifelong higher education is offered by universities and certain postgraduate study and research institutes. There is also a range of specialised 2-3 year training courses for technicians, office staff, and transport and health personnel.

Distance Education

- 2.25. The Bangladesh Open University (BOU), established in 1992, offers both formal programmes leading to Degrees, Diplomas and Certificates and non-formal and flexible open learning programmes at low cost for students who have not followed traditional educational pathways. The BOU (as well as the proposed Open School, which does not exist at present) has the potential to broaden access to higher education and help to meet social and market demand.
- 2.26. Via its 12 regional centres and 81 study centres, the BOU offers a variety of courses in the distance education mode including two-year degree courses in business and education and diplomas and certificates in various fields. It had enrolled 36,000 students by early 1998, and by 2001, it had a cumulative enrolment of 251,413 in its programs. Between 50% and 70% of students are women (World Bank, 1999b). The mode of tuition is via print and audio materials with one hour a day of television. The language of tuition is principally Bangla although some materials that come from other open universities such as Indira Gandhi National Open University (IGNOU) are in English. Less than a quarter of registered students complete the courses and take the examination, and about half receive the diploma. The equivalency of BOU qualifications with those from formal education has not been established, and this has hindered their acceptance in the job market (JBIC, 2002).
- 2.27. In addition to the Bangladesh Open University, the following local providers have offered distance education:
- The Bangladesh Institute of Distance Education used to offer a Bachelor of Education through distance mode. The Institute was merged with the Open University a few years ago.
 - The Bangladesh Agricultural University (BAU) offers extension programmes for villages neighbouring the campus.

Teacher education

- 2.28. There are also a range of institutions that offer training and qualifications in teaching. The majority of these are in specialist teacher training colleges and institutes, which offer Certificates and Diplomas, although there are some degree level courses. The key institutions offering training for each level in the education system are detailed below.
- **Primary level:** primary teachers are trained at Teacher Training Institutes.
 - **Secondary level:** secondary teachers are trained at Teacher Training Colleges (TTCs) both government and private. Bangladesh Open University also offers a BEd by Distance Education.
 - **Higher level:** The Institute of Education and Research (IER), University of Dhaka offers four-year BEd (Honours) and one-year M.Ed. programs through 10 Departments specializing in different professional courses. A PhD program in education is also offered at IER.
 - **Polytechnic Institute level:** Polytechnic teachers are trained at the Technical Teacher's Training College (TTTC).
 - **Vocational level:** Vocational Training Institute teachers are trained at the Vocational Teachers Training Institute (VTTI)
 - **College level:** trained at the Higher Secondary Teachers Training Institutes (HSTTIs).

Other providers

- **Agricultural Training Institutes** offer three-year Diploma courses for agriculture extension workers.

Non-formal education

2.29. Extensive non-formal education is expected to help raise adult literacy to about 90% over the next two decades (World Bank, 1999a). The Government commitment to eradicate illiteracy from the country led to a major non-formal education program in the 1990s focused on improving basic literacy mainly amongst young people and adults aged between 11 and 45. The government has chosen to concentrate on a narrowly conceived non-formal education programme confined to basic literacy courses carried out through a campaign approach (called the Total Literacy Movement) managed by the government administrative machinery in each district. A Directorate of Non-Formal Education (DNFE) was established in 1996. The government recognises the need for post-literacy and continuing education programmes to help learners consolidate their basic skills and to apply them in improving their daily lives. External assistance has been mobilised to launch post-literacy and continuing education programmes emphasising training in income-earning skills. (JBIC 2002).

English Language Teaching

2.30. There is a strong demand in Bangladesh for academic English language teaching for school examinations, studying abroad and for professional purposes. Local private providers, private universities, the British Council and the Bangladesh Open University offer these courses (British Council, 2001).

3. Qualifications in the Education System

3.1. The following types of degrees are available in Bangladesh: pass degree (HSC + 2 years), honours degree (HSC + 4 years), and a technical degree (HSC + 4 years). A Master's degree can be obtained in one year after honours and two years after passing the first degree. (World Bank, 1999b). The main languages of instruction are Bangla and English.

Source: (UNESCO, 2000)

Qualification	Type	Requirement	From	Study time
Secondary School Certificate (SSC)	Secondary		Secondary schools	5 years
Higher Secondary Certificate (HSC)	Higher Secondary		Colleges	2 years
Diploma		SSC	Polytechnic/ Monotechnic/TTC's	3 years
Senior Certificate		SSC	TTC	4 year
Post-Graduate Diploma				
Higher Diploma (HD)				
Bachelor's Degree (Pass)	University -1st stage	HSC	Degree Colleges (affiliated)	2 years
Bachelor's Degree (Honours)	University - 1st stage	HSC	Universities	4 years
Bachelor's Degree (Second Degree)	University - 1st stage	Bachelor's Degree (Pass)		
Master's Degree (MA/MSc)	University - 2nd stage	Bachelor degree (Honours)	Universities/Degree Colleges	1 year
Master of Philosophy (MPhil)	University - 3rd stage	MA/MSc	Universities	2 years
Doctor's Degree (PhD)	University - 3rd stage	MA/MSc	Universities	3 years

Education qualifications

Qualification	Type	Requirement	From	Study time
Certificate in Education	Teaching	Female (SSC)/Male (HSC)	Primary Training Institutes (PTIs)	1 year
Bachelor of Education	Teaching	Bachelor's Degree	Teacher Training Colleges	1 year
BEd (Honours) and Master in Education	Teaching and professional personnel	HSC for BEd Honours/ BEd Honours for Master in Education	The Institute of Education and Research, Dhaka Univ.	4 year Honours 1 year Masters
Masters in Education	Teaching	BEd/DipEd	The Institute of Education and Research	1 year
PhD in Education	Teaching	MA in Ed	The Institute of Education and Research	3 years
Bachelor of Physical Education	Teaching	Bachelor's Degree (Pass)	College of Physical Education	1 year
Diploma in Technical Ed.	Teaching	Diploma in Technology	Technical Teacher's Training College (TTTC)	1 year
Bachelor of Education (Technology)	Teaching	Diploma in Technical Education.	Technical Teacher's Training College (TTTC)	2 years

4. Finance for Tertiary Education

- 4.1. Total education spending in Bangladesh in 2000 accounted for 2.2% of GNP. Successive five-year development plans allocated from 3.5% to 7.1% to the education sector. The intra-sectoral allocation for education in the fifth five-year plan (1997-2002) provided primary and mass education with 64.18% of the plan allocation and 24.24% for secondary, Madrasah and college education. Universities received only 4.26%, and technical education received 3.95%. The education sector's share in total government expenditures is currently around 15% of total government expenditures. Government grants are provided by the University Grants Commission (UGC) and constitute nearly 95% of the income of the public universities. Public universities present proposed budgets (Revenue and Development) to the UGC which then packages them to the Ministry of Finance for approval. Budgets are not worked out on an amount per student basis. The MoE decides on the allocation, which is then distributed by the UGC. The Revenue budget is allocated annually and the Development budget every five years (JBIC, 2002).
- 4.2. Generally, the public universities run at a deficit (Hopper, 2002). The university sub-sector absorbs a relatively low proportion of the government budget, about 7-8 percent of total education recurrent spending. The universities require additional funding to improve quality, and the UGC recommends that they develop alternative sources of income generation such as contract research, donations from business, hiring out facilities, etc. (World Bank, 1999b). However, if this were to have any benefit to the institutions, regulations concerning the surrender of earned income would need to be revised.
- 4.3. Tuition fees provide the other main source of funding. Students in private institutions tend to pay a large share of the costs of their education, including about a third to a half of the total costs in non-governmental degree colleges and all the costs in private universities (World Bank, 1999b). Public universities receive only around 1% of their income from tuition, although there have been suggestions that students should make a greater contribution to the cost of their education (World Bank, 1999). Costs (tuition and fees) at the public Dhaka University ranged from \$265 to \$828 in 1999, and at North South University (the most popular private institution), the annual cost per student is over \$3,500 (Quddus, 1999). Fees for overseas students are much higher.
- 4.4. Many students in Bangladesh have great problems financing their higher education. The public universities are the least expensive option but can still cost up to \$828 a year, which is a large

amount considering many families survive on \$1 a day. Hopper describes an NGO in Bangladesh, Grameen Kalyan (the welfare division of Grameen Bank), which has devised the Higher Education Loan Program (HELP) that helps intellectually talented young villagers to finance university education through loans. In 1998 (1st year of the program), the average loan was \$400 with 5% of interest. Loans continue until graduation, so long as students maintain good results. Loan indebtedness is around \$1,200 on average, and students begin to repay 1 year after graduation. However, there remains a need to ensure that students find employment (Hopper, 1999).

- 4.5. There is no public system of student loans in Bangladesh, and poorer students either require financial aid or scholarships from universities. Many students work part-time (Quddus, 1999). The government provides a stipend to all female students studying at secondary and higher secondary levels (grades 6-12) to encourage girls to continue their education at higher levels. The stipend provided to students of higher educational institutions (including the universities) is allocated on merit, not on the basis of economic need. The World Bank reported in 1999 that 85% of student finance in higher education came from wealthier families, although these groups only accounted for around 1/3rd of the population (World Bank, 1999).
- 4.6. Private universities are required to reserve 5% of places for free studentships to poor but meritorious students, although some institutions go beyond this to offer additional discounts (Hopper, 1998).

5. Government Education Policy

- 5.1. Despite repeated demands from professionals and from wider society, a comprehensive statement of the national education policy or long term strategy for education for Bangladesh has historically been elusive. In terms of higher education, the sector has grown in an ad hoc manner (especially the private sector), without reference to national development goals in terms of numbers of graduates, quality of provision, or subject relevance.
- 5.2. However, in recent years the government has increased its investment in education services, whilst also encouraging greater private investment at all levels of the sector. It also introduced a National Education Policy (NEP) in 2000. The government sees the education sector as crucial to its overall national socio-economic development for the labour market, developing the research base, and for facilitating knowledge transfer.
- 5.3. The Fifth Five Year Plan (1997-2002), and the National Education Policy (NEP), 2000, under the Awami League government (1996-2001), made important recommendations concerning the development of higher education in Bangladesh. However, with a change of government in October 2001, the fate of the NEP is uncertain, although indications suggest that they are so far following the recommendations of the NEP. In early 2002, the new government set up a Committee for the Reform of Higher Education and charged it with producing a list of urgent reforms that could be quickly achieved.
- 5.4. The **Fifth Five Year Plan** set the following priority objectives related to higher education:
 - Expanding the system with particular emphasis on increasing places in science and technology
 - Improving quality (via the NU and UGC) particularly through developing centres of excellence in existing institutions and building links with the labour market in productive sectors;
 - Addressing campus violence
 - Improving higher education governance and management
 - Financial support for improving quality and equity.

- 5.5. The Plan allocated 4.5% of the total education development funds to higher education programs and in the 2001-2002 financial year there were 19 development projects at university level (MoE web site). The Plan also made private investment in education tax-exempt. The new government started work on drafting the Sixth Five-Year Plan in 2002 and this will have implications for future education policy.
- 5.6. The **National Education Policy** (NEP) was developed in 1997-98 by a team of Bangladeshi education experts. Its main recommendation relating to higher education was a need to restructure the sector for the 21st century. Particular recommendations included co-ordinating the length of degree programmes and curricula between providers, developing engineering education in BITs, developing research capacity, improving staff development, generating additional funding and income, and strengthening accreditation and regulation. A committee set up by the new BNP government has recently reviewed the NEP (Hopper, 2002). The committee has submitted its report to the government, the results of which have not yet been made public.
- 5.7. The key educational policy areas currently relevant to higher education in Bangladesh are described below.

Increasing/widening access

- 5.8. The most pressing policy concern in Bangladeshi higher education is to increase rapidly the number of places in the system as a whole, and in the private university system in particular. Between October 2001 and April 2002, charters for 12 private universities were approved, compared with only two between 1996 and 2001. However, Hopper suggests that there is limited evidence that this expansion is being done in a coherent and systematic manner (Hopper, 2002). There also appears to be little control over the expansion of the number of degree colleges, and little rational planning of their locations (World Bank, 1999b).
- 5.9. The government hopes that by expanding the input of the private sector in the education system, the public sector will be able to concentrate on promoting science and technology, and developing postgraduate education and research. In 2002 in the private sector, there were over 2,000 degree level colleges, 7 polytechnic institutes, and 29 universities. The World Bank predicts that by 2020 the private universities in Bangladesh will enrol up to a third of all university students.
- 5.10. The government is also seeking to widen access in the sector, particularly to two key underrepresented groups: women and poorer students. In terms of equity, women represent only around a quarter of the students in public higher education (and only 17 percent in private universities). However, in the BOU, 60-70% of students are female and in degree colleges, about a third of the students are female (World Bank, 1999b). Recently, a Memorandum of Understanding was signed between the Government and the European Parliament for the establishment of an Asian University for Women in Bangladesh (MoE web site).
- 5.11. A 1996 review estimated that poor households, which constitute about half the population, receive only 15% of public spending on higher education in terms of financial support. There is also an urban concentration of students in the sector (Quddus 1999) and few private universities outside Dhaka.

Academic Quality in Higher Education

- 5.12. The Bangladeshi government is also aware of the need to improve the quality of both teaching and learning resources in higher education. However, quality improvement programmes in Bangladesh have so far focused on curricula and teacher training at primary and secondary levels.

- 5.13. In terms of teaching, there is a need to improve and update the skills of teachers through staff development and a related need to reduce class sizes, which can reach as high as 70 in some degree colleges.
- 5.14. Equipment and teaching materials are in short supply although there are plans to upgrade the ICT capacity of degree colleges affiliating to the National University. To date, there is no national academic ICT network, although the UGC has started to develop a small network called BERNET, which aims to link all public universities and be the service provider for the academic sector. Currently salaries account for almost 90% of expenditure at BITs and 77% at universities, leaving little capital for developing resources. The World Bank reports that low per-student expenditures account for much of the low quality at degree colleges (World Bank 1999b).
- 5.15. Regarding formal quality assurance mechanisms, the government has plans to establish an independent accreditation mechanism for private universities and a quality assurance mechanism for public and private colleges and universities (MoE web site). The Fifth-Five-year Plan seeks to widen the functions of the UGC and to strengthen its role in resource allocation and control of quality and standards.
- 5.16. At present, the National University is struggling to monitor quality in the large number of degree colleges, and is concentrating on Honours Degree colleges (World Bank 1999b).

Higher Education Management

- 5.17. The government is also seeking to improve governance and educational management at all levels via a national expert committee. There is a perception that the management of public universities is dominated by academics, with limited powers to make substantial changes in their institutions, low management skills and poor accountability and without representation from society at large (World Bank, 1999). In addition, there is a politicisation of some public institutions due to the requirement for the election of key staff, which can negatively impact on academic activities and effective resource allocation due to political pressures.
- 5.18. It is hoped that reforming governance will also help to address problems of campus violence. Hopper describes a climate of violence on public university campuses since Independence, with political parties using student groups to disrupt the operations of the institutions. The result of such violence is that courses are disrupted, and at Dhaka University a 3 year honours course can take up to 6 years to complete (Hopper, 1998). The situation has improved to some extent recently.
- 5.19. In addition, there are plans to strengthen the role of the UGC in holding higher education institutions financially accountable for the funds they receive, such as tuition fees or public funding.

Relevance to the Economy

- 5.20. The Government is also committed to increasing the relevance of higher education to national economic development. Key policy areas include ensuring that curricula are developed that can produce students with the skills required for economic diversification, and increasing research output to facilitate knowledge production.
- 5.21. The growth of the private universities has helped to ensure that curricula are more responsive to market needs and student demand. The increase in the number of communication and business courses has helped graduate employability, although the World Bank points to structural rigidities that impede universities in opening, closing, expanding, and changing courses in response to market demand due to the ties between university/college finance and particular courses. It is perceived that curricula are becoming outdated due to the limited number of international linkages and the lack of up-to-date resources (World Bank, 1999b).

5.22. A key focus of current higher education policy is to expand the sector's capacity for Science and Technology, both in terms of research and teaching. In 1999, the World Bank pointed to two central weaknesses in the HE sector: rising graduate unemployment and an imbalance in favour of general courses rather than technical or scientific courses that would potentially contribute more toward a developing economy. Currently, research consumes only 0.5 to 1.5 percent of university budgets and only 2 percent of bachelor's degrees awarded in 1996 were in technical fields (World Bank, 1999b).

5.23. The UGC has allocated development funding for the establishment of one Science and Technology College for each of the Greater Districts where there is no university. In addition there are plans for 3 new Science and Technology Universities. There is also a plan to convert the four Bangladesh Institutes of Technology into universities (Hopper, 2002).

6. Access to Tertiary Education

Entry Requirements

Entry Requirements for a Bachelor Degree

Higher Secondary Certificate (HSC)

Entry Requirements for non university-level studies

Secondary School Certificate (SSC)

Entry requirements for a Postgraduate degree

Bachelors Degree (Honours)

Overseas/'foreign students'

6.1. Presently, foreign students constitute 6% of the total enrolment in higher educational institutions. To gain admission to Bangladesh institutions, overseas students must undergo academic credit validation for Comparable Courses by the relevant institution. In addition, international students need to provide:

- Government study permit
- Original transcript of the relevant qualification
- Valid visa
- Financial statement

Foreign students are provided with the following services:

- Support from the Student Services Department
- An escort from the airport
- Assistance with finding suitable accommodation
- Orientation on living and studying in Bangladesh
- Counselling services
- Assistance with completing immigration requirements

Current Demand for Tertiary Education

6.2. Every year the higher secondary education level produces around 245,000 graduates of the HSC exams. However, the public universities can only enrol around 17,000 HSC graduates each year (only 7% of the eligible cohort). Approximately 50% of the rest can enter non-university tertiary education, mainly in general degree colleges, 80% of which are non-governmental, albeit heavily subsidised. The 1,160 degree colleges affiliated with the National University enrol

around 200,000 students each year (this includes the small numbers of students admitted to professional colleges).

- 6.3. There has been a steady rise in the intake capacity of the private universities in Bangladesh and by 2002; the 29 institutions were able to accommodate 20,000 students. The intake in private universities is about 8,000 per annum and the intake in PHEIs is increasing around 20% per annum, compared with only around 5% in the public universities.
- 6.4. Legal and Medical degrees, MBAs and short courses in development services and management skills are the most popular courses for Bangladeshi students. There is also great demand for management courses from employers of both private and public sector firms, administrators of academic institutions, entrepreneurs and industrialists. In addition, local multinational firms are also in need of professional training courses for their managers and employees. These are mainly in Human Resources Management, Marketing and Information Management Systems (British Council, 2001).
- 6.5. University Foundation Courses (UFC) and access courses, which are seen as 'stepping stones' to higher education in Britain, are also popular with local students (British Council, 2001).
- 6.6. Demand for vocational courses for selected professions and industries (technology and management skill based) are increasing as students seek to complete formal qualifications in shorter time frames (British Council, 2001).

Section 3. Legal Frameworks for Tertiary Education

1. Key Organisations

- 1.1. Many organisations are involved in the direction of higher education in Bangladesh, and there is no single overarching authority.
- 1.2. The President of Bangladesh is the Chancellor of most of the universities and is responsible for the appointment of vice-chancellors. The Prime Minister is Chancellor of a limited number of universities.
- 1.3. The Ministry of Education (MoE) is concerned with overall policy formulation, monitoring, evaluation and execution of education. Line directorates are responsible for supervision and control of their relevant institutions, and these are:
 - Directorate of Secondary and Higher Education (DSHE): including Madrasah and other special types of education
 - Directorate of Technical Education (DTE): Technical and Vocational institutions
- 1.4. The **University Grants Commission of Bangladesh (UGC)** established in 1973, acts as an intermediary body between the government and individual universities, and is responsible for all higher education. It reports to the Minister of Education through the Secretary of Education. Its main functions are as follows (World Bank, 1999b):
 1. To assess the needs of university education and evaluate and recommend development plans to the Ministry;
 2. To identify the financial requirements of the universities;
 3. To allocate operating and development funds from the government to the various institutions;
 4. To evaluate the use of funds and implementation of development programs;
 5. To advise the Government on the establishment of new universities, including private universities, and expansion of existing institutions;
 6. To collect and disseminate statistical information;
 7. To advise the Government on proposals to grant the right to confer special degree awarding status on colleges.
- 1.5. The UGC does not have the same authority as equivalent organisations in the UK and India and does not have the power necessary to require substantive changes in the universities. It functions as a co-ordinating body, negotiating the annual budgets of public universities, and approving charters, curricula, and departmental changes for private universities (Hopper, 2002). Instead of making rigorous assessments of the strengths and weaknesses of each institution, the UGC administration takes the view that universities are competent enough to do their own assessments (World Bank, 1999b). However, an increased role is envisaged for the UGC under the Fifth 5-year Plan (2002).
- 1.6. The National University (NU) is an affiliating university that controls the degree-granting colleges. Prior to 1992, degree colleges were affiliated with one of the existing universities, which established syllabi, set and administered examinations, and awarded degrees for students in the colleges. To reduce the burden on the universities, the NU was established to take over and organise the affiliated colleges in all fields except agriculture, engineering and medicine. It has five basic functions (World Bank, 1999b):
 1. To review and approve applications by degree colleges for Government recognition;
 2. To provide oversight and control of non-governmental college administration (including budgets, salaries, recruitment, auditing);
 3. To regulate academic matters, including the uniform admissions system, and curricula for all teaching programs (The NU staff has recently undertaken an extensive review of syllabi in all

- (about 30) degree programs, and subsequently updated their content based on integrating modern practices);
4. To provide professional development of teaching staff at affiliated colleges (e.g. in-service teacher training);
 5. To set examinations and award exams (currently in 45 subjects for about 400,000 students each year; and graduate teaching and research in its own institutes). The National University publishes examination results by institution, so that the public can make comparisons on the relative performance of degree colleges.
- 1.7. **The Bangladesh Institutes of Technology (BIT) Council (CBIT)** co-ordinates the activities of the four engineering colleges that enrol around 3,200 students. It has virtually the same functions as the UGC, only for the institutes of technology (World Bank 1999).
 - 1.8. **The Association of Universities of Bangladesh (AUB)** co-ordinates the activities of universities in both academic and administrative matters. The AUB also liaises with the government and the UGC on administrative and financial affairs.

2. Main laws/decrees governing higher education

- 2.1. The legal basis for higher education is complicated, with some laws deriving from colonial times and others from the Pakistan era. There may be fundamental change in the governance and administration of higher education in the near future (World Bank, 1999b). Currently, the universities have autonomy (by the parliamentary acts) to work within the UGC-given parameters, and the same is true for degree colleges under the NU.
- 2.2. **Public Universities Ordinance (1973)** is the governance framework for public universities in Bangladesh. This order dictates the selection procedures for the 4 statutory bodies of the university -- syndicate, senate, academic and finance councils (Hopper, 2002) -- and this is sometimes seen as the root cause of much of the politicisation of the public university campuses.
- 2.3. **University Law (1993)**: grants considerable autonomy to individual public universities (World Bank, 1999b).
- 2.4. **Non-Governmental (Private) Universities Act (1992) (Amended 1998 and 2002)**: This Act regulates the establishment of private universities in Bangladesh.
- 2.5. These acts are under consideration for amendment by the government, and the Report of the Private University Act Amendment Committee was published in January 2002. The Ministry of Education has also asked the World Bank to conduct a study on public higher education and its legal and governance frameworks (Hopper, 2002).

3. Regulation/Licensing of Tertiary Providers

Licensing/recognition for providers

- 3.1. Under the President's Order No. 10 of 1973, which established the UGC, the UGC has the right to visit the public universities or to have them visited by teams of experts as and when necessary for evaluating programmes and assessing their needs and requirements.
- 3.2. The establishment of a **private university** requires the formation of a non-profit corporation or foundation and the Private Universities Act stipulates a series of conditions for establishing a private university (Alam and Shamsul Haque, 2002):
 - A security deposit of Taka 50 million in interest-bearing government bonds.

- A minimum of two faculties.
 - Permission to rent office space only for 5 years, before building their own campus. They should own land of at least five acres.
 - Programs and courses to be offered must be approved by the UGC before students are admitted.
 - Five percent of places must be reserved for free studentships to 'poor but meritorious' students.
 - Following establishment, the UGC has the authority to periodically monitor, visit and evaluate the performance of private universities, regarding the numbers of qualified teachers, library books, facilities, approved curricula, and to recommend de-certification if institutions fail to perform according to agreed-upon standards.
 - Commercial audit of private universities' by a firm of Chartered Accountants (although the World Bank questions whether this process is sufficiently thorough and effective).
- 3.3. The Private Universities Act, 1992, has been updated twice in an attempt to improve the working practices in private universities.
- 3.4. The National University reviews and approves the applications of all degree colleges that seek Government recognition. Applications are reviewed against minimum criteria for facilities, teaching staff, and library and laboratory facilities. If the institution falls short, the staff can recommend approval contingent on correcting any deficiencies within a specified number of years. The Academic Council then grants provisional recognition for a period of three years, subject to reconfirmation based on performance of the institution. Approval allows the institution to admit students and have the students sit for examinations. It also enables the institution to apply for salary subsidies (80 percent of teaching posts). Approvals for pass degree courses do not specify enrolment limits, but do set enrolment quotas and quotas for honours courses. Approval must be reaffirmed for all institutions each year and institutions can be de-affiliated (World Bank, 1999b).

4. Accreditation in Tertiary Education

- 4.1. In private universities, the UGC gives approval to programmes and courses.
- 4.2. In degree colleges, the NU can require quality improvements and is responsible for monitoring and adherence to minimum standards. The existing evaluation system for the affiliated colleges does not conform to standard practices around the world since evaluation is not regular, frequent, and continuous. Instead of assessing students only once at the end of the final year, their performance should be designed to correctly evaluate students' originality, intelligence, and depth of knowledge. The standard evaluation system that is practised widely in reputable universities could also be used for quality assurance in the affiliated colleges. The World Bank has suggested expanding the standards to include such criteria as minimum enrolment sizes, better geographical distribution of facilities, and performance in examinations (World Bank, 1999b).

Recognition of overseas qualifications

- 4.3. Overseas qualifications are highly valued in Bangladesh and young university teachers try very hard to get an overseas scholarship to study for a doctorate.

Section 4. Transnational Provision

1. Terminology/Typology

International links

- 1.1. In 1998, Hopper reported that the private sector higher education institutions were leading the way in international links in Bangladesh. A range of public and private universities in Bangladesh have links with overseas universities that are much valued by both staff and students. The principal components of such linkage programs are:
 - Provision for exchange of faculties between two institutions. Faculties of both institutions are expected to participate in teaching, curriculum development and research in host institutions
 - Staff development program for junior faculty members (leading to higher degrees)
 - Design and development of laboratory facilities for collaborative research
 - Promotion of industry-university co-operation and linkages through short courses and continuing education programs identified by local industry in which guest lecturers from abroad can fill in the gap in local faculty resources.
- 1.2. These linkage programs have helped the Bangladeshi tertiary sector institutions in many ways. Firstly, research links have allowed institutions with limited scientific and technical resources to be involved in leading edge engineering of technological research projects. Rising equipment costs would make it impractical for Bangladeshi institutions to purchase the equipment required for modern research projects, thereby encouraging overseas links on specific projects, with the results of such projects then applied in the local context. The academic exchanges have acted as informal peer reviews and confidence builders for Bangladeshi staff.
- 1.3. Since its inception, for example, the Bangladesh University of Engineering and Technology (BUET) has benefited from institutional linkages and academic exchange programs with foreign universities. Some of the linkage programs are listed below:
 - a) BUET-University of Leeds, UK Linkage Project-funded by the British Council
 - b) BUET-University of Birmingham, UK Linkage Project-funded by the British Council
 - c) BUET-University of Alberta, Canada Institutional Linkage Project Project-funded by CIDA
 - d) BUET-University of Technology Linkage Project-funded by the Government of Netherlands
 - e) BUET-Dublin City University (DCU), Ireland Linkage Project funded by DCU
 - f) BUET-University of Texas at Austin Affiliation Project-funded by USIA
 - g) BUET-Catholic University of Leuven, Belgium Linkage Project

Franchising

- 1.4. Many private universities have formal franchise agreements and collaborations with Dutch, American, and British universities. Initially the links were credit transfer agreements, whereby study in Bangladesh universities received credit for entry into overseas degree programmes although some providers, such as the NSU, received overseas visiting faculty. Such arrangements were designed to improve the legitimacy and prestige of the Bangladeshi partner and improve students' perceptions of their prospects for studying abroad (Hopper, 1998).
- 1.5. The credits obtained at NSU are acceptable to most of the better-known universities of USA, Canada, Australia, and other countries. NSU graduates have been accepted into the Graduate programs of Harvard, Cornell, University of Pennsylvania, and other well-known universities. Six economics graduates of NSU are studying for higher degrees at York University, Canada, with financial aid provided by York University.

Distance Education

- 1.6. The British Council reports that Distance learning programmes are the most popular method of obtaining a foreign degree in Bangladesh. Many local institutions are eager to develop distance learning degrees in partnership with foreign universities, particularly American universities. The British Council reports that there are now over 8 institutionalised open learning programmes on offer by local universities, out of which 4 are with American universities. US MBAs and other management qualifications are the most popular courses for distance learning (British Council, 2001).

Overseas study

- 1.7. India is the most popular study destination for Bangladeshi students, followed by the USA, the UK, Australia, and Canada. The USA is popular due to universities' facilities, opportunities for part time work whilst studying, and its scholarship programmes.

Overseas students studying in Bangladesh

- 1.8. The USTC enrolls a large number of postgraduate students from neighbouring countries and other developing countries, e.g., Nepal, Sri Lanka, Palestine, and Saudi Arabia (Alam and Shamsul Haque, 2002).
- 1.9. NSU attracts overseas students from India, Pakistan, Sri Lanka, Nepal, China, Thailand, Malaysia, Sudan, and Nigeria. Under the Study Abroad and Group Exchange program, students from world class institutions of the USA and Canada such as Brown University, University of Illinois - Urbana-Champaign, Smith College, Windsor University, York University, Mt. Holyoke College and other similar institutions attend summer semester at NSU and transfer credits back to parent institutions. Visiting faculty from foreign universities (including US and Canadian universities) teach courses at NSU.

International Recognition

- 1.10. NSU students are often admitted with full scholarships to many US and Canadian universities, including Harvard, Cornell, Pennsylvania, Syracuse, University of Texas at Austin, and other similar institutions.

2. Status and Accreditation

Licensing and accreditation

- 2.1. The University Grants Commission and the Higher Education Directorate of the Ministry of Education approve the curricula of franchised courses.

3. Government policy

GATS

- 3.1. Information on the current Bangladeshi government policy on GATS and the education sector could not be found.

Section 5. Public Perceptions

1. Higher education - general

- 1.1. Overall, the World Bank reports that education in the public universities in Bangladesh has a reasonably good reputation for quality, and in 1998, the public university, Dhaka University, was ranked forty-fourth of 65 leading Asian universities.
- 1.2. However, there are also suggestions of weak management and financial control leading to the misuse of funds, and unrest amongst the often highly politicised student bodies (World Bank, 1999b). Weak managerial and monitoring systems provide institutions with limited incentives for reform, and this, combined with low levels of funding, can lead to poorly trained staff, limited academic resources, low research output, and a limited ICT infrastructure.
- 1.3. There is also concern about graduate unemployment given the rapid expansion of the sector, and the increasing number of unemployed graduates. The World Bank also reports that even graduates from the BITs with engineering qualifications can face a period of unemployment and there are suggestions from employers that the training they received is of poor quality and that graduates require extensive on the job retraining (World Bank, 1999b).

2. Private providers

- 2.1. There has been criticism by some in Bangladesh that although the development of the private sector has increased diversity and choice, its impact on access and equity is questionable. This is mainly because of the high tuition fees, which have led to accusations of elitism. Quddus reports that many of the places in the (less expensive) public sector institutions are filled by richer students who have been educated in private urban preparatory schools. Therefore, the public subsidies received by public universities are reinforcing inequalities, since the richer students are not automatically going to the private sector. There are also allegations that political parties influence admission to public universities (Quddus, 1999).
 - 2.2. Quddus argues that there is a need for the following: a realistic fee structure at private universities, the development of student loans to assist the poor in gaining access to higher education, the creation of special admissions programs for underprivileged youth, and more partnerships between public and private universities (Quddus, 1999).
 - 2.3. Quddus reports that public confidence in the private universities and colleges is limited and the low tuition-fee public universities (e.g. BUET, Dhaka University) still attract the best students (Quddus, 1999). There is variation in the perceived quality of different private universities, although some private universities (e.g., NSU, IUB) have developed a good reputation (Alam and Shamsul Haque, 2002). In a paper presented in the International Seminar on Quality Assurance in Higher Education in Bangladesh held in March 2002, the NSU Pro-Vice Chancellor stated, "It is true that all of them (private universities) are not running well; only some of them are working well. It is quite likely that some of these universities will continue to perform poorly".
- 2.1. The World Bank suggests that private universities are weak in terms of teaching space, library and laboratory facilities and that they have few full-time teaching staff, tending to use staff on a part-time basis from public universities (World Bank, 1999b).

3. Quality in Higher Education

3.1. Although enclaves of excellence exist in many universities and colleges, there appear to be many teaching quality concerns. The World Bank reports that a UNDP review of post-primary education in 1992 highlighted the following barriers to quality in education in Bangladesh (World Bank, 1999b):

1. Inadequate professional preparation of teachers in both subject matter and teaching methods;
2. Lack of academic supervision;
3. Inadequate attention to research;
4. Lack of teacher and institutional accountability; and
5. Insufficient and unsuitable textbooks.

The World Bank concluded that reasons 3 to 5 were still valid for almost all higher education institutions at the end of the 1990s, while the first two reasons only apply now to degree colleges (World Bank, 1999b).

- 3.2. Hopper reports that there is a perception in Bangladesh that the increasing involvement of the private sector in higher education, its international links and the need to provide value for money, will accelerate the introduction of international standards for quality and accountability. However, in 1998 he reported that inspections by the UGC showed that private providers were of variable quality (Hopper, 1998). All private institutions have difficulties in recruiting sufficiently qualified staff.
- 3.3. In terms of the private colleges, the World Bank suggests that the rapid expansion of the sector took place without sufficiently trained staff or appropriate facilities. As a result, the degree college sub-sector is widely regarded as poor in quality (except for traditional, selective colleges) with class sizes averaging 70 students, and inadequately trained teachers. In addition, the open admissions policy of the Government often leads to overcrowding (World Bank 1999b).
- 3.4. Equbal Rezvi argues that the UGC has been ineffectual in raising standards in higher education, and reports suggestions from the higher education community for a new Higher Education Commission (HEC) to formulate policies, curricula and priorities in higher education, as well as to allocate funding. He paints a picture of a 'flawed system of education which encourages selective rote learning without worrying about the context and implications of the subject' (Equbal Rezvi, 2002).
- 3.5. The World Bank also suggests that the UGC has been ineffective in enforcing consistent standards, and that there is little uniformity among higher education institutions at the operational level, e.g., in admissions, examinations, teacher-student ratios, and costs per student (World Bank, 1999b).

4. Transnational Provision

4.1. Institutional links with overseas universities are much valued by both staff and students.

Section 6. Tertiary Sector Data

It is important to note that there is limited data available about the higher education sector in Bangladesh. The World Bank made the following comment about data collection for the tertiary sector:

Data collection is inadequate for both universities and colleges. For example, the NU does not collect routinely enrolments by field of study for the various degree programs. Insufficient analysis has been done on the key problems, issues, and constraints faced by higher education as it enters the twenty-first century. In particular, the situation of degree colleges remains undocumented. The plight of higher education management for both universities and degree colleges needs analysis"(World Bank 1999b).

1. All Tertiary education institutions

University data - 1970-2001

Year	No. Of Universities			No. Of Students
	Public	Private	Total	Total (Public)
1970	6	-	6	26,390
1975	6	-	6	27,553
1980	6	-	6	36,530
1985	6	-	6	41,780
1990	7	-	7	51,780
1995	11	16	27	72,872 (62,125)
1997	11	16	27	74,098 (67,804)
1999	13	16	29	82,876 (70,355)
2000	13	19	32	85,224
2001	17	29	41	92,562

Note: Number of students shown in the column excluding Open University Students (251,413)

Source: UGC Annual Report 2001, p. 67

Change in the Number of Students in the Public Universities of Bangladesh - 1995-2000

Year	Students	Increase/Decrease	Percentage Increase/Decrease
1995	65251	3156	5.08
1996	66461	1210	1.85
1997	67282	821	1.25
1998	67145	-137	-0.20
1999	70635	3490	5.20
2000	72608	1973	2.79
2001	92562		

Note: NU & BOU data excluded

Source: UGC Seminar Papers, 2001.

Change in the Number of Teachers in the Public Universities of Bangladesh: 1995-2000

Year	Teachers	Increase/Decrease	Percentage Increase/Decrease
1995	3671	3156	5.08
1996	3888	1210	1.85
1997	4015	821	1.25
1998	4264	-137	-0.20
1999	4393	3490	5.20
2000	4709	1973	2.79
2001	5147	-	-

Source: UGC Seminar Papers, 2001

Number and Percentage of Students by Type of Education, Level, and Management

Type of Education	Management	Junior Secondary	Secondary	Higher Secondary	Degree	Masters	Total
		Total	Total	Total	Total	Total	Total
General Education	Public	146021	75072	171892	245533	50560	689078
	Private	4911816	2117110	780958	348797	3343	8162024
	Total	5057837	2192182	952850	594330	53903	8851102
	%	57.14	24.77	10.77	6.71	0.61	100.00
Madrasah Education	Public	171	192	748	698	1405	3214
	Private	905703	441718	161818	55249	19671	1584159
	Total	905874	441910	162566	55947	21076	1587373
	%	57.07	27.84	10.24	3.52	1.33	100.00
Technical Vocational Education	Public		5837	31129			36966
	Private		58007	27336			85343
	Total		63844	58465			122309
	%		52.20	47.80			100.00
Professional Education	Public			19705	24797		44502
	Private			1126	48996		50122
	Total			20831	73793		94624
	%			22.01	77.99		100.00
Total	Public	146192	100806	228566	246231	51965	773760
	Private	5817519	2617961	1019108	404046	23014	9881648
	Total	5963711	2718767	1247674	650277	74979	10655408
	%	55.97	25.52	11.71	6.10	0.70	100.00

Source: BANBEIS, National Education Survey (Post-Primary), Final Report 1999, p. 37

Number and Percentage of Students of Post-Primary Professional Education Institutions by Type, Management, 1999

Type of Institution	Management					
	Public		Private		Grand Total	
	Total	%	Total	%	Total	%
Medical college	11151	39.32	2974	60.49	14125	43.78
Dental college	346	37.28	329	37.99	675	37.63
Nursing college	121	96.69	-	-	121	96.69
Homeopathic college	538	34.94	15553	27.37	16091	27.62
Unani/Ayurvedic	267	1.50	1131	23.17	1398	19.03
Nursing Training college	3289	94.50	500	85.60	3789	93.32
BIT	3565	4.74	-	-	3565	4.74
Textile technology college	459	5.23	-	-	459	5.23
College of Leather Technology	392	8.42	-	-	392	8.42
Commercial college	2747	19.29	-	-	2747	19.29
Primary training college	7192	38.65	-	-	7192	38.65
Teachers training college	4182	38.47	9520	37.79	13702	38.00
Technical TTC	137	18.98	-	-	137	18.98
Vocational TTC	46	0.00	-	-	46	0.00
HSTTI	528	8.33	-	-	528	8.33
Physical college	453	25.61	1177	15.04	1630	17.98
Agricultural college	2612	10.38	-	-	2612	10.38
Agricultural training college	6477	21.68	626	13.26	7103	20.93
Law college	-	-	18312	28.09	18312	28.09
Total (Professional)	44502	33.56	50122	31.67	94624	32.56

Source: BANBEIS, National Education Survey (Post-Primary), Final Report, 1999, P. 42

Public Universities (as of 2001)

	Name	Established	Intake Cap.	Students (1999)	Students (2001)
1.	Dhaka University (DU)	1921	4222	19963	22616
2.	Rajshahi University (RU)	1953	3173	11804	23568
3.	Bangladesh Agriculture University (BAU)	1961	1640	4806	5172
4.	Bangladesh University of Engineering & Technology (BUET)	1962	823	7084	7278
5.	Chittagong University (CU)	1965	2214	10967	12534
6.	Jahangirnagar University (JU)	1970	982	5450	6202
7.	Islamic University (IU)	1985	2061	6338	6996
8.	Shahjalal University of Science and Technology (SUST)	1991	1453	2658	3510
9.	Khulna University (KU)	1987	408	1285	2604
10.	Bangladesh Open University (BOU)	1992			251413
11.	National University (NU)	1992			817000
12.	Bangabandhu Sheikh Mujibur Rahman Agriculture University (MAU)	1998			276
13.	Bangabandhu Sheikh Mujib Medical University (MMC)	1998			522
14.	Patuakhali Science and Technology University	2001			250
15.	Haji Danesh Science and Technology University	2001			-
16.	Maolona Bhasani Science and Technology University	2001			-
17.	Sher-e-Bangla Agricultural University	2001			1034

Source: BANBEIS, National Education Survey (Post-Primary), Final Report, 1999.

University Grants Commission (UGC), Annual Report, 2001.

Private Universities (as of 2002)

	Name of University	Established	Intake cap.	Students (1999)	Students (2001)
1.	Ahsanullah University of Science and Technology University	1995	417	1064	1269
2.	American International University of Bangladesh (AIUB)	1994	80 (?)	751 (?)	1865
3.	Asian University of Bangladesh	1996	547	3173	5824
4.	Central Women's University (CWU)	1993	21 (?)	84	108
5.	Darul Ihsan University (DIU)	1993	362	1234	1623
6.	East West University	1996	160	800	1572
7.	Gono Bishyabidyalaya	1996	215	219	243
8.	Independent University (IUB)	1993	503	1072	2163
9.	International Islamic University, Chittagong (IIUC)	1993	328	623	2060
10.	IUBAT (International University of Business, Agriculture and Technology)	1993	48	164	450
11.	North South University (NSU)	1992	333	510	3213
12.	Peoples University of Bangladesh	1996	90	279	636
13.	Queen's University	1996	305	635	858
14.	University of Asia and Pacific	1996	273	517	2176
15.	University of Comilla	1996	80	224	643
16.	University of Science and Technology Chittagong (USTC)	1992	21	1172	1157
17.	Dhaka International University	2000			833
18.	BRAC University	2001			373
19.	Manarat International University	2001			118
20.	Vicarunnisa University	2001			45
21.	Bangladesh University	2001			13
22.	Leading University	2001			
23.	University of Development Alternative	2002			
24.	Stamford University	2002			
25.	Begum Gulchemonara Trust University	2002			
26.	Premier University, Chittagong	2002			
27.	Sylhet International University	2002			
28.	South East University	2002			
29.	Daffodil International University	2002			
30.	Prime University	2002			

Source: UGC, Proceedings of the International Seminar on Quality Assurance in Higher Education in Bangladesh, 2002

Number of Non-University Higher Educational Institutions - July 18, 2002

No	Category of Institutions	Number
1.	Degree College	1160
2.	Law College	63
3.	Teacher Training College	54
4.	B.P.ED College	17
5.	Special Education Training College	2
6.	Computer Science and BBA (Hons) College	43
7.	Military force Command and Staff College	1
8.	Art College	5
9.	Bangladesh Military Academy	1
10.	Bangladesh Navel Academy	1
11.	Bangladesh Air force Academy	1
12.	Marin Academy	1
13.	Marin	1
14.	Home Economics College	1
15.	Music College	2
16.	Bangladesh Institute of Bank Management	1
17.	Institute for Library and Information Management	7
18.	Bangladesh Kira Shikha Protistan (BKSP)	1
19.	Press Institute	1
20.	Garments and Manufacturing College	1
	Total affiliated college	1364

Source: National University, List of Educational Institutions, 2002.

Number of engineering and technical institutions by type of institutions

Year	BIT (Eng. College)	Polytechnic Inst.	Vocational Training Inst.	Commercial Inst.	Technical Training Centre	Other Technical Inst.	Total
1980	4	17	54	16	12	6	
1985	4	17	54	16	12	34	
1990	4	18	51	16	12	34	135
1995	4	20	51	16	12	34	137
1997	4	20	51	16	12	34	137
1999	4	20	51	16	13	34	138
2000	4	20	51	16	13	43	147
2001	4	*27	51	16	13		

Source: BANBEIS, Statistical Profile on Education Bangladesh, Publication No. 350, p. 1 *20 government + 7 private

Number of students in engineering and technical institutions by type of institutions

Year	BIT (Eng. College)	Polytechnic Inst.	Vocational Training Inst.	Commercial Inst.	Technical Training Centre	Other Technical Inst.	Total Students
1980	1709	11627	4100	1540	2856	324	22156
1985	1703	11881	4300	3620	3082	1835	26421
1990	2986	11847	3458	3239	3710	1820	27060
1995	2480	15143	5718	4884	4695	3090	36010
1997	3246	17039	5825	4162	5125	3616	39013
1999	3565	18877	5337	7247	4824	8279	34629
2000	3782	19424	6339	2698	4850	13049	50142
2001	3792	19424	7485	3703	4887	-	-

Source: BANBEIS, Statistical Profile on Education in Bangladesh, Publication No. 350

Distribution of Government Revenue Budget on Education by Sub-sector. (Tk in Million)

Sub-sector	1990-91		1994-95		1999-2000		2000-2001		2001-2002	
	Budget allocation	%	Budget allocation	%	Budget allocation	%	Budget allocation	%	Budget allocation	%
Primary & Mass	5385.0	45.6	8659.6	43.1	13120.8	40.3	13704.8	38.3	14284.3	38.2
Secondary & Higher	4699.1	39.7	8901.0	44.3	15593.3	47.9	17870.7	49.9	18823.5	50.3
Technical	285.7	2.4	417.7	2.1	448.9	1.4	464.5	1.3	437.2	1.2
University	1030.1	8.7	1533.0	7.7	2559.6	7.8	2919.1	8.2	2935.7	7.8
Administrative and others Subsidiary Dep't. (MOE)	420.2	3.6	566.0	2.8	844.6	2.6	837.5	2.3	908.9	2.5
Total	11820	100	20077	100.0	32567	100	35797	100	37389.6	100

Source: BANBEIS, Statistical Profile on Education in Bangladesh, Publication No. 350, p.75

2. Institutional level data

- 2.1. In the public universities, almost all the major subjects of Arts, Social Science, Pure Science, and Biological Sciences are offered at the Bachelors (Honours) and Masters Level. The delivery mode is face-to-face in all the universities except the Open University. The same is the case with Degree colleges under the National University.
- 2.2. The main types of course offered at Bachelors and Masters level in Private Universities are: Business Administration, Computer Science, Engineering, Medical Science, Economics, English, Bangla, Political Science, Law, Education, Philosophy, Sociology & Anthropology, and Physiotherapy. The private sector tends to be selective in deciding which courses to offer and courses tend to be closely related to market demand.

Basic Information about Public Universities 2001

Universities	Institute	Faculty	Department	Students	Teachers			Ratio of Teachers & Students
					Present	Absent	Total	
University of Dhaka*	9	9	48	22616	1203	172	1375	1:16.45
University of Rajshahi	5	8	43	23568*	723	98	821	1:28.71
Bangladesh Agricultural University	1	6	41	5172	373	63	436	1:11.86
Bangladesh University of Engineering & Technology	3	5	16	7278	376	109	485	1:15.01
University of Chittagong	3	6	30	12534	448	110	558	1:22.46
Jahangirnagar University	1	4	24	6202	266	107	373	1:16.63
Islamic University*	-	5	18	6996	202	37	239	1:29.27
Shahjalal University of Science & Technology	-	4	16	3510	181	126	307	1:11.43
University of Khulna	-	5	15	2604	114	68	182	1:14.31
Bangbandhu Sheikh Mujib Medical University	-	5	31	522	197	1	198	1:2.64
Bangbandhu Sheikh Mujibur Rahman Agricultural University	-	1	16	276	45	6	51	1:5.41
Haji Mohammad Danesh Science & Technology University	-	1	14	-	54	-	111	-
Maulana Bhashani Science & Technology University	-	-	-	-	-	-	-	-
Patuakhali Science & Technology University	-	1	14	250	-	-	-	-
Sher-e-Bangla Agricultural University	-	1	14	1034	46	22	68	1:15.21
Total:	22	63	340	92562	4174	919	5147	1:17.98
National University*	4	3	10	-	19	-	19	-
Bangladesh Open University	-	6	-	251413	57	18	75	1:3352.17
Total:	4	9	10	251413	76	18	94	-

Source: UGC, Annual Report - 2001, P-67

Section 7. Sources of Information

1. Alam M and Shamsul Haque M (2002). Development of Private Universities in Bangladesh. BIDS, Dhaka, June 1, 2002.
2. American International University-Bangladesh (AIUB) Undergraduate Handbook, 2001-2004.
3. BANBEIS, National Education Survey (Post-Primary) 1999, Final Report.
4. BANBEIS, Statistical Profile on Education in Bangladesh, Publication No-350.
5. Bangla2000. Available at: <http://www.bangla2000.com/Bangladesh/>
6. Bangladesh Bureau of Educational Information and Statistics (BANBEIS) www.banbeis.org
7. BBC (2003). Country profile: Bangladesh. Available at: http://news.bbc.co.uk/1/hi/world/south_asia/country_profiles/1160598.stm (last updated, Wednesday, 22 January, 2003)
8. Eqbal Rezvi, S (2002). New Watchdog to Improve Higher Education. Financial Express, November 21. Dhaka, Bangladesh.
9. Finance Division, Finance Ministry, Bangladesh Economic Review 2002 (Bangla).
10. Global Education and Training Information Service (British Council) (2001). Bangladesh: Market notes. August 2001 by the British Council, Bangladesh.
11. Hopper, R (1998). Emerging Private Universities in Bangladesh: Public Enemy or Ally? International Higher Education, Winter 1998.
12. Hopper, R (1999). Bangladesh. Grameen Bank's Higher Education Loan Program. International Higher Education, Summer 1999.
13. Japan Bank for International Cooperation (JBIC), Bangladesh Education Sector Overview, 2002.
14. National University, List of Educational Institutions, 2002.
15. Quddus, M (1999). Access to Higher Education in Bangladesh: The Case of Dhaka University. International Higher Education, Fall 1999.
16. UGC, Annual Report 2001 (Bangla).
17. UGC, Proceedings of the International Seminar on Quality Assurance in Higher Education in Bangladesh, 2002.
18. UGC, Seminar Papers 2001 (Bangla & English).
19. UNESCO (2000) Bangladesh - Education system. (Source: International Association of Universities (IAU)).
20. Virtual Bangladesh. Available at: http://www.virtualbangladesh.com/bd_contents.html (Last updated on Wednesday, January 22, 2003)
21. World Bank (1999a). Bangladesh Education Sector Review (Final Draft). Education Sector, South Asia Region, The World Bank.
22. World Bank (1999b). Background Paper 6 - Bangladesh: Higher Education. Education Sector, South Asia Region, The World Bank.
23. www.aiub.edu
24. www.iub-bd.edu
25. www.northsouth.edu

Section 8. Appendices

Appendix 1: Outstanding Queries

Section 1: Country Overview

1. Information on the Bangladesh economy and more detailed information if available on the current growth rate, debt levels, developments in ICT and recent national and regional economic policy initiatives.

Section 2: Education System

1. Details about the sub-HE or secondary sector and how it interacts and links with HE and Technical/vocational education? (E.g. Monotechnics, Technical Training Centres, Medical Colleges, Teacher Colleges, etc.)? There appears to be an overlap at level 13.
2. Clarification of the terminology of post-secondary education – is all post-secondary level education termed 'higher' education, even at the sub-degree level? Is the term 'tertiary education' not used?
3. Details about Computer Science and BBA (Hons) Colleges.
4. Information about the role of the private sector in the higher education system:
 - Are all of the private colleges and universities not-for-profit – what is their ownership status and structural orientation?
 - Are Teachers' Colleges private or public?
 - How are private institutions involved in professional/business education? Are they subsidised by the government?
5. What kinds of courses and qualifications do Colleges and Institutes of Technology offer? Do they offer postgraduate courses? Do they offer 'Access' courses and University Foundation Courses and, if so, what are these?
6. Information about current initiatives in distance-based higher education, and how this is delivered. We also need to clarify the terminology used in distance learning, e.g.:
 - Is DL confined to provision without face-to-face teaching contact?
 - Are there any other local or international DL courses in addition to those described?
7. Information about the financing of higher education:
 - What is the target of public vs. private financing for education, if any?
 - What are the current fees paid by students by course type?
 - How many students get scholarships?
 - How do local (private) university fees compare with transnational and DL provision?
8. Up-to-date information on current Government education policy especially related to tertiary education. What is the future of the NEP?
9. Information about academic credit validation for Comparable Courses.
10. Up-to-date information on access and enrolments to HE
 - Numbers of students with qualifications to access HE
 - Numbers and % of students who enter each level of HE (e.g. universities, colleges, etc.)
 - % of students who enter HE by age.

Section 3: Legal Frameworks for Higher Education

1. Information about the laws related to higher education (especially related to Public universities so we can compare with the private sector and details of any recent amendments to existing laws)
2. Proportion of institutions/courses are registered/accredited? What are the penalties for operating without registration/accreditation (if any)?
3. Information about the accreditation process for particular programmes and any involvement of organisations in addition to the UGC (e.g. for recognition of international qualifications, professional courses, NVQs, distance-based courses). Details about 'Minimum Standards'.
4. Accreditation and registration policy for transnational provision and distance education, if any.
5. Information on current government policy initiatives in quality assurance (e.g. any changes to the role of the UGC), and also details on any international co-operation in this area

Section 4: Transnational Provision

1. Up-to-date information about the extent of transnational provision in Bangladesh. Are there any other types of provision? Who are the local partners? Are private or public universities involved, or both?
2. Clarify the types of transnational provision (e.g. credit transfer agreements and visiting faculty – is this 2+1, 1+2?)
3. Updated figures on the number and origins of overseas students in Bangladesh, and the destinations and number of Bangladeshi students overseas
4. We understand from the British Council that distance learning is a popular means of obtaining a foreign degree but we need additional information on how this is delivered, or the extent of such provision (e.g. and links with Indian or other Asian provision?)
5. Access methods for transnational courses, and whether they are different to other types of provision.
6. Information about the activities of Bangladeshi HE institutions overseas, if any.
7. Up-to-date information on the government's policy on:
 - Transnational provision (overseas providers in Bangladesh, overseas students in Bangladesh and Bangladeshi students studying overseas).
 - The Bangladeshi government's position on GATS, and how it related to transnational provision
8. The impact of transnational provision on local culture and the local education system, if any (e.g. US vs. UK focus, the adoption of US educational pathways, impact on expanding access)
9. Issues with recognition of courses offered in association with overseas providers, e.g. for entry into local universities, employment, etc.?

Section 5: Public Perceptions

1. How do Bangladeshi parents, students and employers view the changes in the HE system in recent years? Have they benefited from increasing access and study options at tertiary level?
2. What is the current perception of the economic relevance of higher education courses amongst employers and students?
3. How are Distance Learning institutions and programmes rated by employers/students? Is there a willingness and ability to use ICT in DL courses?
4. What impact has the rapid increase of private provision had on students studying overseas?
5. Has public confidence in the quality assurance of private provision (both indigenous and transnational) improved (or not) in recent years?
6. We need more information about public perceptions of transnational education:
 - What is the level of public/employer confidence in transnational higher education?
 - Are there any concerns regarding low quality courses from unregistered/non-accredited providers?

Section 6: Tertiary Sector Data

1. Up-to-date number of higher education institutions by type (e.g. university, college, public, private); especially the number new private institutions since 2002.
2. Total numbers of students enrolled in transnational higher education courses by type of institution and country of origin. This will give us an insight into demand and supply issues.
3. Information about fees levels, modes of delivery, qualification levels, and subjects offered by transnational providers, compared with indigenous providers.

Appendix 2: Contributors and Contacts

Case Study Consultant

We would like to acknowledge the work of **Mr M. Golam Kibria**, Programme Officer in the UNESCO (Dhaka Office) who provided the information and data for many sections of this case study.

Case Study Contributors

We are very grateful for the patience, time, and enthusiasm of all of all of the country experts that contributed to the development of this case study. Our contributors are listed below (in alphabetical order):

Mr. John Fielden

Director

Commonwealth Higher Education Management Service (CHEMS) Consulting

Dr. Rick Hopper

Tertiary Education Specialist

The World Bank

Other Contacts

In addition, we would also like to acknowledge the following people, who were able to assist us with locating suitable information and important contacts.

Professor Tofazzel Hossain

Professor & Dean, School of Business

Bangladesh Open University

Dr. Hafiz G. A. Siddiqi

Vice Chancellor,

North South University

Mr. Wolfgang Vollmann

Director

UNESCO (Dhaka Office)