

Study on Present Status of Secondary Education in Enclave /Defunct Area of Bangladesh

Abstract

Enclave means a portion of territory of one state surrounded by territory of another or others, as viewed by the surrounded territory. The main aim of this study is to explore the present status of secondary education in enclave /defunct area of Bangladesh. This study has been conducted following mixed method research approach based on qualitative with some quantitative evidences. It is an empirical study based on data collection from primary and secondary sources. A multiple instrumental approaches have been adopted for this study. The primary data have collected through semi-structured interview, questionnaire, key informant interview (KII) and FGD guideline. Following mixed method analyses it is found that after completing the PECE exam a total number of 76 boys and 77 girls are admitted inside the enclave areas' secondary schools. All of the non government (without MPO) schools and 94.5% non government (having MPO) schools classrooms have proper ventilation system. There are no non-government (having MPO) schools which have any kind of boundary wall regarding security issue. The ratio of toilet and student is 1:88 in non government (having MPO) secondary school however it is 1:98 in non government (without MPO) schools. Average class-size was bigger in non government (having MPO) than in non government (without MPO) schools. The teacher student ratio is 1: 29 at non government (having MPO) schools and 1:17 at non government (without MPO) school in enclave area. The teachers have mainly bachelor degree as academic qualification while professional training is very limited. The main problem they face to go to the school is that the condition of the roads is very bad. All the community members were in unison that their children are now getting all the facilities but those are not enough compared to the children of mainland. The SMC members think that the students should be provided with Tiffin for free from the schools. Infrastructure is one of the main needs for the development of the education of the children of the enclaves.

Background of the Study

Enclave means a portion of territory of one state surrounded by territory of another or others, as viewed by the surrounded territory. There are a good number of enclaves all around the

world including Bangladesh and India, which were created for a variety of historical, political or geographical reasons.

Bangladesh is a South Asian country having more than 150 million people living within a small area of 147 547 km². Within the country, 98% people identify themselves as Bengali and the rest are known as indigenous minorities. Bangladesh has a per capita income of USD1190 but 69% of people live in poverty despite a GDP real growth rate of just over 6% (Bangladesh Economic Review, 2014). Both Bangladesh and neighboring India are suffering much from enclave problem. There are a total number of 162 territories within Bangladesh and India, which are commonly known as '*Chitmahal*' in Bengali which means the land disconnected from the mainland. There are 111 Indian exclaves inside Bangladesh and 51 Bangladeshi ones inside India. Maximum Indian exclaves are located in the north-west part of Bangladesh in the districts of *Lalmonirhat, Panchagarh, Kurigram* and *Nilphamari*.

In 2015, India and Bangladesh ended one of the world's greatest geographical border oddities. The two countries formally exchanged 162 tracts of land totalling 24,270 acres where 60,000 people are living. A total number of 47,000 people on the Bangladeshi side and some 14,000 on the Indian side were finally given the right to make a choice: stay where they have lived for generations with official citizenship of the country that will absorb them or return to their country of origin.

The people of enclaves are facing various types of problem including security, health, nutrition, education and communication also. Before this exchange, they have no identity and official citizenship. They treat as most disadvantage community in both countries. Some study was conducted in enclaves area they found the similar scenario. A study reveals that only three primary schools (one government primary school), a high school and a madrasha (Islamic education centre) found in *Angorpota-Dohogram* enclave. The literacy rate is not satisfactory that is more than 43% of the people are illiterate in this enclave (Rahman, Morshed & Sultana, 2013).

The secondary education situation is also shocking than primary education. However, secondary education is the most powerful weapon against climate change. The educating girls of secondary level are the most promising way of reducing population growth. Secondly, secondary education is essential for creating the pool of people with the cognitive skills to become the teachers, nurses and health workers on which society depends. Thirdly, parents realize that primary schooling is only a foundation and that the real benefits to their children

accrue from continuing their education at secondary level and beyond. There could even be a 'knock-back' effect if secondary education does not become available. Without the possibility of progression to that level, parents might be less keen to send their children to primary school, putting at risk the gains already made (Daniel, 2010).

As a part of continuous effort of the government to access in secondary education there are several development initiatives and measures have been taken by the government as well as several development partners through projects for enhancing secondary education in the country. But recently enclave area merged within the territory of Bangladesh. As such, there is no information about the access and quality of secondary education in the enclave area. For this reason, it is proposed this study to find out the present status of secondary education in this area.

Objectives of this study

The main aim of this study is to explore the present status of secondary education in enclave /defunct area of Bangladesh. The specific objectives of this study are described as follows:

- To find out the enrolment situation enclave area
- To find out the access of secondary education in this area
- To find the obstacle and challenges in secondary education

Study area

Recently, a total number of 111 enclaves are including with Bangladesh as per government decision. These enclaves are located in four districts in Bangladesh. Those are:

Name of District	Number of enclaves	Number of selected enclaves
Lalmonirhat	59	4
Panchagarh	36	2
Kurigram	12	1
Nilphamari	4	1

Limitation of this study

This study has some limitations to meet the research objectives properly. The major limitations are presented below-

- This study has some methodological limitations for selection of schools, teachers and students.
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- Due to that it is a quantitative study with some qualitative data but this study has not able to explore in-depth of present educational status.
- This study tried to measure the present educational facilities through some key aspects that were not in detailed.
- Due to shortage of time and insufficient budget this study has been conducted only in 08 (eight) enclaves in Bangladesh.

Nature of the Study

This study has been conducted following mixed method research approach based on qualitative with some quantitative evidences. It is an empirical study based on data collection from primary and secondary sources. A multiple instrumental approaches have been adopted for this study. The primary data have collected through semi-structured interview, questionnaire, Key Informant Interview (KII) and FGD guideline.

Selection of Area

District	Upazila	Enclave Area
Lalmonirhat	Patgram	Angorpota-Dohogram
		Baskata
	Hatibandha	Singimari
		Uttorgotamari
Panchagarh	Sadar	Garati
	Debiganj	Dahala Khangabari
Kurigram	Fulbari	Dasiar Chhara
Nilphamari	Dimla	Nagarjigabari

Population & Sampling of the study

The populations of this study are:

- All the secondary teachers of enclaves area
- All the secondary students of enclaves area
- All Upazial Education Officer (UEO) of enclaves area
- All community member of enclaves area

The study covers 8 enclaves of Bangladesh. Thus, the sample categories are:

- A total number of 8 secondary schools have selected randomly from selected enclave area or from the adjacent areas.
- A total number of 8 head teachers have selected purposively for selective secondary schools for in-depth interview.
- A total number of 80 students have selected randomly from selective secondary schools, in specifically 10 students have selected from each school.
- A total of 6 UEOs have selected purposively to collect their opinion on present status of secondary education in enclave area.
- A total of 6 Upazila Chairmans have selected purposively to collect their opinion on present status of secondary education in enclave area.
- A total of 6 UNOs have selected purposively to collect their opinion on present status of secondary education in enclave area.
- A total number of 8 community leaders have selected purposively from selected enclave area.
- A total number of 40 community members have selected conveniently for conducting FGD. In specifically 10 community members have selected from selected district.
- A total number of 40 school management committee members have selected conveniently for conducting FGD. In specifically 10 members have selected from selected district.

The sampling strategy presents in bellow table at a glance:

Sampling strategy of this study

Type of respondent	Number of respondent	Sampling strategy	Data collection method
Head Teachers	8	Purposively	Semi structured interview
Students	80	Randomly	FGD
USEO	6	Purposively	KII
UNO	6	Purposively	KII
Upazila Chairman	6	Purposively	KII
Community leader	8	Purposively	KII
Community member	40	Conveniently	FGD
SMC	40	Conveniently	FGD

Major Findings

The major findings of this study are:

- After completing the PECE exam a total number of 52.2% boys and 58.8% girls are admitted inside the enclave areas' secondary schools.
 - There is not sampled secondary school at enclave areas are *Pucca* but half of the (80.0%) non government (having MPO) and 33.3% non government (without MPO) schools are *Semi Pucca*.
 - All of the private schools and 94.5% non government (having MPO) schools classroom have proper ventilation system.
 - There are no non government (having MPO) schools which have any kind of boundary wall regarding security issue.
 - All of the secondary schools have tube-well and those are arsenic free.
 - The ratio of toilet and student is 1:41 in non government (having MPO) secondary school however it is 1:61 in non government (without MPO) schools.
 - Average class-size was bigger in non government (having MPO) than in non government (without MPO) schools.
 - The attendance rate in non government (having MPO) secondary schools (48%) was lower than the non government (without MPO) secondary schools (57%).
 - The teacher student ratio is 1: 29 at non government (having MPO) schools and 1:17 at non government (without MPO) school in enclave area.
 - Teachers' qualification is not very high in the secondary schools as half of them have Bachelor degree and only one-fourth teachers have Masters degree. However, teachers' professional training is rarely found among teachers working in those areas.
 - In SSC exam, only 15% boys and 24% girls have passed successfully in last year.
 - All schools have its own school uniform and students are wearing regularly.
 - All non government (without MPO) secondary schools have usable chalkboard in classroom while 70.3% non government (having MPO) schools have usable chalkboard.
 - Each of the non government (having MPO) schools has 10 charts/posters/pictures and private schools have 8 charts/posters/pictures.
 - Non government (without MPO) schools are arranging co-curricular activities regularly more than non government (having MPO) schools.
 - Local leaders are more engaged with the non government (having MPO) schools than non government (without MPO) schools.
 - All the students were satisfied at the teaching quality and standard of their school.
 - The main problem they face to go to the school is that the condition of the roads is very bad.
 - All the community members were in unison that their children are now getting all the facilities but those are not enough compared to the children of mainland.
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- The SMC members think that the students should be provided with Tiffin for free from the schools.
- Infrastructure is one of the main needs for the development of the education of the children of the enclaves.
- Here the guardians are very interested in their children's education and they show a positive attitude towards schooling of their children.
- Most of the USEOs were in unison that at least two institutions should be given registration in each enclave.

Recommendations

Based on the findings the following recommendations have been drawn to improve the secondary education situation in the enclave areas in Bangladesh. The recommendations are:

- Infrastructural support is urgently required in the secondary schools located around the enclave areas. The infrastructural support would include school building, benches, power supply and so on.
 - Sanitation should be ensured.
 - Recreational and co-curricular facilities of the schools should be increased.
 - Parents' particularly mothers' awareness build up program should be introduced.
 - Training should be arranged for SMC members relating school management and quality education.
 - Meeting with the parents should be arranged regularly.
 - Meeting with the community is needed to be arranged and it should at least bi-monthly.
 - Involvement of the local community should be increased.
 - Program should be arranged for local government representatives' awareness about school.
 - Teachers' training should be arranged for the secondary teachers.
 - Schools could be taken under MPO so that government monitoring and supervision would be strengthened.
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