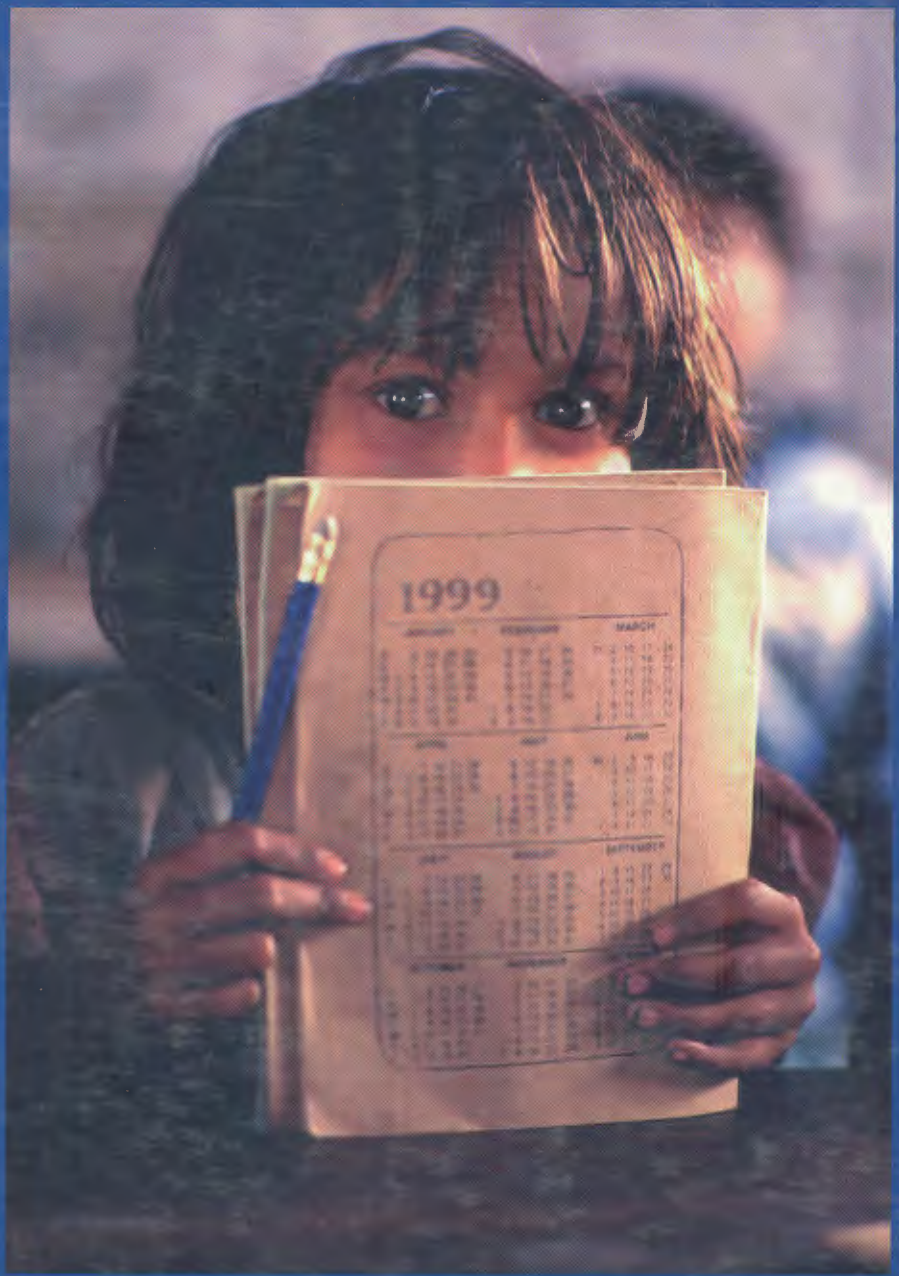
Education Watch

Hope not Complacency

State of Primary Education in Bangladesh 1999



Campaign for Popular Education

The University Press Limited

HOPE NOT COMPLACENCY

State of Primary Education in Bangladesh 1999

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Foreword

Access to education is a basic human right and Bangladesh is committed to providing basic education to all its citizens. In 1996, some responsible citizens concerned with the state of primary education in the country got together and organized a Conference on Universal Primary Education (UPE) in Bangladesh. The Conference, in one of its many recommendations called for action to create a mechanism to follow up on the Conference recommendations. In response, the Campaign for Popular Education (CAMPE), a coalition of more than 400 NGOs involved in primary and non-formal education, has spearheaded the Education Watch Project. The individuals and organizations which have been behind this initiative must be congratulated for undertaking this seminal work.

In the UPE Conference of 1996 we discussed four themes: our *vision* of primary education, *quality, management and financing*. A review of these themes confirms their continued importance even three years since these were discussed at the conference. But progress has been slow. We are yet undecided about the vision of our primary education; the National Education Policy which is supposed to provide that vision is still not finalized. Quality in primary education has remained a matter of major concern. Management is a critical issue for any primary education system, and we have not heard much about progress in the decentralization of the system which was an important recommendation of the Conference. Finally, financing has still remained critical for improving primary education in the country.

The first report of the Education Watch has chosen *internal efficiency* as its focus. The findings presented have wide implications. Despite all the initiatives taken by both the public, private and NGO sectors on improving primary education, the required momentum has not been achieved. We did make progress over the past few years but at a very slow pace. The comment made in the report that at the present rate of improvement, it won't be until the year 2082 that we will be able to ensure a meaningful level of basic education for 80 percent of our children. This alone underscores the need for much greater effort. Prime Minister Sheikh Hasina in her inaugural speech at the 1996 Conference had warned us of the tendency to exaggerate figures. It is hoped that the Education Watch will also help in creating more transparency in the system so that more accurate assessment of progress can be made.

The other fact which this report has brought up again is the importance of the public sector schools. It is clear that to have a significant impact on the performance of primary education as a whole, the major thrust must involve these schools. Rabindranath Tagore wrote:

দেশে বিদ্যাশিক্ষার যে সরকারী কারখানা আছে তার
চাকায় সামান্য কিছু বদল করতে হলে
অনেক হাতুড়ী পেটাপিটির দরকার হয়।

(It requires a lot of hammering to make even small changes in the wheel of the government-run factories that provide education in this country)

What Tagore said at the beginning of this century was true of the system prevailing in British India, and continued during the Pakistan period. We must prove that this is not the case in independent Bangladesh. We are confident that the system can become more dynamic and responsive to the needs of today and demands of the future.

As noted, the State is not the only provider of primary education. The government has liberally allowed other type of schools to function and they constitute about a third of all enrollments. While the schools run by the NGOs seem to perform relatively better and serve the neglected sections of the community, their dependence on foreign funding puts the sustainability of such schools at great risk. The indigenous *Ebtedayee Madrassas* also serve the poorer sections of the community but their performance and their relevance have fallen behind the times. The English medium Kindergarten schools have been

increasing in number since independence and have done well by some standards. But the kind of future citizens that are being groomed by these schools has long been a question. Bangladesh rightly promotes pluralism in primary education but this must be based on agreed principles of a common vision. We hope the Education Policy which is being finalized will meet this challenge.

Finally, about the school environment. The 1996 Conference had asserted the importance of proper learning environment in the classroom. Education must be made an enjoyable experience for children. I wish again to quote from Rabindranath Tagore:

> ইস্কুল বলিতে আমরা যাহা বুঝি সে একটা শিক্ষা দিবার কল। মাষ্টার এই কারখানার একটা অংশ। সাড়ে দশটার সময় ঘণ্টা বাজাইয়া কারখানা খোলে। কল চলিতে আরম্ভ হয়। মাষ্টারের মুখ চলিতে থাকে। চারটের সময় কারখানা বন্ধ হয়, মাষ্টার-কলও তখন মুখ বন্ধ করেন; ছাত্ররা দুই-চার পাতা কলে-ছাঁটা বিদ্যা লইয়া বাড়ি ফেরে। তারপর পরীক্ষার সময় এই বিদ্যার যাচাই হইয়া তাহার উপরে মার্কা পড়িয়া যায়।
>
> *(The school is like a factory for providing education. The teachers are parts of this. The bells ring at 10.30 and the factory starts to hum. The machine starts; the teachers begin their routine. At four, the machine stops and the teachers stop too. The students return home with a few pieces of machine-processed knowledge. At exam this output is assessed and is given a grade.)*

Are our schools much different now? Very little will be achieved if the schools are mechanical. We all have our roles in making the schools a place for joyful learning, a centre for acquiring knowledge that will help our citizens to face the challenges of the new millenium.

Fazle Hasan Abed
Chairman
Campaign for Popular Education

Dhaka
July 7, 1999

Preface

After the World Conference on Education for All (EFA) was held in Jomtien, Thailand in March, 1990 many activities in the field of basic education were held all over the world. Bangladesh, as a signatory to the World Declaration on Education for All, prepared a Plan of Action for implementation of the EFA goals. There were many other initiatives which included enactment of the Compulsory Primary Education Act of 1990, implementation of the Act all over Bangladesh in 1993, creation of a separate Primary and Mass Education Division (PMED) in 1995, creation of a Directorate for Non-formal Education, introduction of Food for Education programme, free distribution of text books amongst primary school students, and special emphasis on girls' education.

Basic education is the primary responsibility of the government, and the above were all government initiatives. But a large number of non-governmental organizations are also involved in basic education and literacy programmes. They are supplementing the efforts initiated by the government. Gono Shakkharata Ovijan (Campaign for Popular Education), otherwise known as CAMPE, was established in early 1990 by a number of individuals and organizations committed towards improvement of basic education in Bangladesh. It is a coalition of over 400 NGOs involved in educational programmes.

In August 1996, a Conference on Universal Primary Education was organized by a committee consisting of a number of distinguished individuals interested in basic education. It was participated by representatives of government agencies, civil society, NGOs, donor community and other stakeholders. The Hon'ble Prime Minister in her inaugural address, inter alia, emphasized the need for collection and dissemination of correct information and monitoring of progress of implementation of basic education programme. The Hon'ble Education Minister also emphasized the need for proper and reliable monitoring system. The Education Watch Project should be seen in the above context. It is befitting that CAMPE is the initiator of the project.

There are a number of Government agencies involved in collecting data on primary education. The three main agencies are: the Bangladesh Bureau of Statistics (BBS), the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) and the Directorate of Primary Education. One may ask when three agencies are collecting information on primary education why there is the need for collection of information through Education Watch Project? A simple answer to this question is that the information collected are not always through direct field survey; they do not always share the information with the public; they are not very analytical; they do not include information and analysis on a large number of NGO schools; and they do not provide analytical interpretation of trends. The government in the highest echelon is not also very happy about the quality and reliability of the data. The data so collected are mere facts and figures without any socio-economic content. The Education Watch Project on the other hand collected data through household survey, school visit and assessment of basic competencies. Therefore, the information collected by the project should be more reliable and first hand. Secondly, it has addressed many indicators of internal efficiency by creating and defining a set of parameters which can be measured and monitored. Socio-economic background of the learners is a component of the Education Watch survey. Finally, the report is analytical and not a mere compilation of facts and figures and also provides recommendations and future directions. Having said that I should hasten to add that there is no conflict between the data collected by the government agencies and that collected by the Education Watch. In most cases the Education Watch Project validated data compiled by the government agencies. In some cases the data collected by Watch gives a more favourable picture of the situation with regard to

gross and net enrollment, enrollment of girls, attendance of teachers and community participation.

The Education Watch was initiated during the middle of 1998. Data collection started immediately after recession of water of the worst flood of the century. The time available for data collection, data processing and finalisation of the report was limited. The entire work was done under the overall guidance of the Advisory Board of the Education Watch Project. Actual implementation of the project was carried out by the Working Group. But field level survey, data collection, data processing and report writing was done by the Research and Evaluation Division of BRAC under the able leadership of Dr. Mushtaque Chowdhury, Director Research and Mr. Samir Nath, Senior Staff Statistician. I thank both of them without whose untiring effort the report would not have seen the light of the day.

The members of the Advisory Board and the Working Group assisted in the preparation and publication of the report in many ways. I thank them all. In this respect we fondly remember the memory of late Dr. Abdullah Al-Muti Sharafuddin, a member of the Advisory Board and former Director of CAMPE for his contribution to the Education Watch during its initial phase. I would like to make special mention of Ms. Rasheda K. Choudhury, Director, CAMPE and Member-Secretary of Education Watch Advisory Board and the Working Group for efficiently organizing logistic and support services. I owe debt of gratitude to Mr. Kazi Fazlur Rahman, an Adviser of the first Caretaker Government and former Education Secretary and a member of the Advisory Board of the Education Watch Project who has been actively involved in the design and implementation of the project. The research team immensely benefitted from his experience and guidance. He has also painstakingly gone through the earlier drafts and suggested appropriate changes. Thanks are also due to other reviewers including Professor Kazi Saleh Ahmed, former Vice Chancellor of Jahangirnagar University for their useful comments. I must also make special mention of Mr. Fazle Hasan Abed, Executive Director, BRAC, and Chairman, Board of Directors of CAMPE and a member of the Advisory Board of Education Watch for helping the project with all the facilities at his disposal. Not only that, at the early stage when funds were not committed he helped us out with funds. The Project owes a great deal to his initiative and foresight. He was also very kind to write the foreword for this report.

Public functionaries working with relevant Government agencies like the Primary and Mass Education Division (PMED), Directorate of Non-formal Education (DNFE) and NGO Affairs Bureau helped CAMPE with their valuable comments. Special thanks are due to Dr. Delwar Hossain, Deputy Chief of Planning, PMED who provided critical views and guidelines for the study, and reviewed the drafts of this report.

Aid partners, particularly Sida, Unesco, and Novib, who came forward to support this study with all kinds of resources including time, expertise and funding, deserve special thanks.

Other BRAC and CAMPE Staff, including Mr. Faruq A Choudhury, Mr. Kaiser Zaman, Mr. Enamul Haque Khan, Dr. A. Hadi, Mr. H Shareef Ahmed, Mr. Syed Shoaib Ahmed, Mr. Shahidul Islam, Mr. M. M. Ali, Mr. Abdur Razzaque, Mr. Swapan Deb Roy and Mr. Jasimul Islam also deserve acknowledgement. We also thank Mr. Mohiuddin Ahmed of University Press Limited for agreeing to publish this report with CAMPE.

This acknowledgement will remain incomplete if we do not recognise the role and contribution of hundreds and thousands of the students, guardians, teachers and members of the public covered by the survey. This study would not have been possible without their support and cooperation.

This is the first report of the Education Watch project and it is expected there would be annual reports on the State of Primary Education. There is obviously scope for further improvement. Feedback from the stakeholders will help us improve our future reports.

The report which was shared in draft form with important stakeholders has already generated considerable interest amongst them. I hope the report will be useful to the Government, the NGOs, the donors and other stakeholders. If the report helps in a small way in providing better primary education in Bangladesh, we will feel our efforts have been amply rewarded.

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Acronyms

ABC = Assessment of Basic Competencies

ADAB = Association for Development Agencies in Bangladesh

ATEO = Assistant Thana Education Officer

BANBEIS = Bangladesh Bureau of Educational Information and Statistics

BBS = Bangladesh Bureau of Statistics

BIDS = Bangladesh Institute of Development Studies

BRAC = An NGO

CAMPE = Campaign for Popular Education

CPE = Compulsory Primary Education

CPD = Centre for Policy Dialogue

CPEP = Compulsory Primary Education Programme

CPEIU = Compulsory Primary Education Implementation Unit

DAM = Dhaka Ahsania Mission, (an NGO)

DNFE = Directorate of Non-formal Education

DPE = Directorate of Primary Education

EFA = Education for All

FFEP = Food for Education Programme

FIVDB = Friends in Village Development Bangladesh (an NGO)

GOB = Government of Bangladesh

GSS = Gono Shahajja Sangstha (an NGO)

ICDDR,B = International Centre for Diarrhoeal Disease Research, Bangladesh

IER = Institute of Education and Research (Dhaka University)

MIS = Management Information System

NAPE = National Academy for Primary Education

NCTB = National Curriculum and Textbook Board

NFE = Non-formal education

NFPE = Non-formal primary education

NFEC = Non-formal Education Centre

NGO = Non-governmental Organization

NOVIB = an international donor agency based in the Netherlands

PMED = Primary and Mass Education Division (GOB)

PO = Programme Organiser

PPS = Probability Proportional to Size

PROSHIKA = an NGO

PTA = Parent Teacher Association

Sida = Swedish International Development Authority

SMC = School Management Committee

TEO = Thana Education Officer

TLM = Total Literacy Movement

UNDP = United Nations Development Programme

UNESCO = United Nations Education Scientific and Cultural Organisation

UNICEF = United Nations Children's Fund

UPE = Universal Primary Education

WCEFA = World Conference on Education for All (held in Jomtien, Thailand, March 1990)

Editors' Note

The Education Watch Project was set up in 1998. Although not stated explicitly, the Watch has its origin in the 1996 Conference on Universal Primary Education, held in Dhaka. Inaugurated by the Hon'ble Prime Minister of Bangladesh, the conference was attended by nearly 700 participants. A book, *Getting Started: Universalising Quality Primary Education in Bangladesh*, was afterwards published in 1997 incorporating the proceedings of the Conference. It also contained several rare historical policy documents pertaining to primary education in this part of the world.

Many of the individuals who spearheaded the 1996 Conference felt the need to continue the process and Education Watch was thus born. The purpose of the *Watch* is to provide an objective assessment of the state of primary education in Bangladesh based on what is happening on the ground. In today's primary education, the government is the prime actor but it has also allowed other groups to fill critical gaps. The Watch is essentially designed to provide a global view of the overall system of primary education but, since the system is pluralist, discussion on the contribution of various types of schools may sometime become necessary and inevitable. It is true that in many ways the various types of schools are not comparable since they follow different approaches and strategies, but the broader goal of all these is the same: provision of basic education. There is no intention to criticise some and praise others, and we have tried to be objective in our analysis and interpretation of the data. On the whole we, as representatives of the civil society, have tried to perform citizens' role for instituting transparency and accountability in the management of various school systems in the country. Some of the findings may come as a shock to many policy makers and functioneries in the government, NGOs, and other sectors. Through this we want them to realise the urgency of the particular problems in question and to the fact that time is really running out.

This is the first report of the Watch and contains only quantitative information on the internal efficiency of primary education. We fully appreciate the limitations of such information and expect the readers to be aware of it. We hope to deal with qualitative issues as well in future reports.

As mentioned earlier, the Watch was instituted in 1998 and we were given only a few months to prepare for the survey. It was a race against time. The flood which created havoc in Bangladesh in August - September 1998 threatened the smooth conduct of the survey. With encouragement from the Advisory Board of the Education Watch, for which we are grateful, we decided to go ahead and the survey was done without any major interruption. In this connection we gratefully recognise the contribution of different groups of colleagues including interviewers, supervisors, quality controllers, coders, editors, data entry technicians and word processing assistants, without whose hard work this study would not have been completed so smoothly and timely. As it happens with such a large study, this publication is the result of contributions from many individuals. However, we take responsibility for any errors or inadequacies.

A. M. R. Chowdhury
R. K. Choudhury
S. R. Nath

Overview

This is the first report of the Education Watch Project. The *Watch* was set up in 1998 by a group of institutions and individuals with the aim of providing on an yearly basis an independent assessment of the primary education situation in Bangladesh. The following is a summary of the information contained in the main report.

Methodology

This first Watch Report contains information on the *internal efficiency* of primary education in Bangladesh. The areas covered under the study included : enrollment, dropout, attendance, achievement, physical facilities, teachers training, community participation, supervision, and supply of books.

Three instruments were used to collect data, viz., a household level questionnaire, a school level checklist and a child level instrument for assessing achievements. The sample design envisaged selection of samples from eight strata thus allowing separate estimates for each. The strata considered were: six rural divisions, the metropolitan cities and the non-metropolitan urban areas. The survey, done in 312 villages from all 64 districts, visited a total of 42,548 households for the household survey, 885 schools for the schools survey and 3,360 children aged 11-12 years for assessing achievements. Six different types of schools were identified : government primary; non-government primary (registered and un-registered); non-formal primary; Ebtedayee and other madrassas; English medium kindargarten; and primary schools attached to secondary schools. Data were collected in the months of October and November 1998.

Major findings

Enrollment: Weighted national gross enrollment ratio at the primary level was found to be 107; the ratio for girls was higher at 109 compared to boys' 104. Strata-wise, rural Khulna had the highest with 117 and the Metropolitan Cities the lowest with 101. Girls were consistently ahead of boys in all strata. Further analysis of the gross enrollment information showed that a third of all students enrolled in primary classes came from outside the primary age group (6-10 years). Primary schools run by the government were found to be dominant in terms of number of students enrolled; 67.7% of all students belonged to such schools. The registered non-government schools came a distant second with 12.1% students and the NGO schools third, with 8.5% students.

The weighted national net enrollment rate was found to be 77%. This means that 23% children 6-10 years of age were not enrolled at all. Girls' enrollment was more (78.6%) than boys' (75.5%). While in gross enrollment ratio the rural areas did better than urban areas, it was reverse in case of net rates; this implies that the school authorities in urban areas are probably more stringent in terms of age criterion or the urban parents are more conscious of the importance of sending their children to school at the right age or both. In net rates, Khulna continued with its lead with 82.6% and Chittagong bringing up the near with 74%. Major reasons mentioned for not sending children to school were: "too young to go to school" (36.9%) and "scarcity of money" (31.6%).

This study also confirmed the importance of parents' socio-economic status in enrollment. The children of parents belonging to better socio-economic status were enrolled than of those who were worse off. Religion-wise, Muslims had significantly higher rates of enrollment. Mothers' involvement with NGO activities seemed to positively affect enrollment.

The above data suggest improvement in our performance in attracting more children to schools. This is also borne out by comparing the figures between 1993 and 1998; interestingly, the improvement was restricted to girls alone, and the rate of improvement was rather slow - less than one percentage point per year.

Dropout: Information collected from schools has been used to calculate dropout and repeater rates in the primary

school classes. On average, for various classes, the dropout rates varied from four to seven percents and repeater rate from four to eleven percents. Considering the students enrolled in the school at the beginning of 1997 as a 'synthetic' cohort and following them to the time of the present survey (end 1998), the total primary school dropout rate was estimated to be 26.6% for girls and 28.0% for boys. For formal primary schools (government and registered non-government) only, the dropout rates were 26.2% for girls and 28.4% for boys, which means that the dropout has indeed decreased over the past few years.

Attendance: Sixty two percent students were in school on the day of visit by the survey team (girls 64%; boys 61%). When the number of students in the school register was compared with the actual seating capacity in the respective school, the schools had capacities to accommodate up to 66% of the enrolled students. This did not pose any problem, however, because of absenteeism. There was also wide variations among different types of school in attendance rates. However, there was no such difference found between the schools served by the food-for education (FFE) programme and non-FFE schools.

Achievement: Of the children aged 11-12 years who were tested on the 'Assessment of Basic Competency' (ABC), 29.6% satisfied the minimum levels in all four competency areas, viz., reading, writing, numeracy and life skills. The ABC result shows significant improvements since the last time the ABC was conducted on a national scale in 1993. Following the same trend as 1993, boys did better than girls. Urban children (48.4%) did significantly better than rural children (26.5%). Strata-wise, the children of Khulna division did the best (38.1%) and Chittagong the worst (17.3%).

Achievement in terms of 'literacy' (ABC minus the life skills part) was also computed. A higher proportion (42.5%) passed the 'literacy' test. Gender and strata-wise differences as observed in the case of ABC also persisted here. A statistically significant positive relationship existed between schooling and basic educational achievement of children, with currently enrolled children achieving better than the dropped out or never-enrolled children. Among the currently enrolled children the level of basic education was 34.2%, and 16.5% in case of dropped out children. The level of basic educational achievement increased progressively with years of schooling. The level was 7.5% for children completing one year, 20.8% completing three years and 56.9% for those completing five years. It was also observed that the rural children lagged behind their urban counterparts by one academic year.

The level of basic education varied according to school type; the students from NGO schools performed moderately and the government and registered (or un-registered) non-government students' performance was unsatisfactory. Students from Ebtedayee madrassas performed very poorly but the performance of children attending secondary-attached schools and kindergartens was quite good.

Distribution of textbooks: A third of the students received the textbooks by the first month of the school year, and over 75% received it by February. Less than four percent never received the textbooks. When asked whether they needed to pay any money to receive the books, nearly half reported in the affirmative. Over 80% paid some fees to schools for events such as examination, games, and milad (Government Primary 15.7%, NGO 59% and Ebtedayee madrassa 17.6%)

Private tutors: Students receiving help from private tutors varied widely between urban and rural areas. In urban Bangladesh, nearly 45% received such help compared to 18% in rural areas. More boys (22.8%) than girls (19.8%) received this.

Teachers: Average number of teachers in different types of schools was 4.4 for government schools, 3.9 for registered non-government, and 1.1 for NGO-run schools. Nearly 40% of government schools had 3 or fewer number of teachers. The teachers in government and other formal schools had 12 years of schooling but for NGO-run schools the average was 10 years.

Information on training of teachers revealed that an overwhelming majority of government and NGO-run school teachers had basic training; in contrast, only 32.5% of registered and un-registered non-government schools, 17.5% of madrassas and 15.8% of English medium Kindergarten teachers had their basic training.

Absenteeism of teachers was less a problem than previously thought. The highest absenteeism of over 20% happened in registered and un-registered non-government schools; the absenteeism of teachers was less in government (12.7%) and the least in NGO-run schools (5.3%).

Teacher-student ratio: In government schools, which is the most dominant type, there were 73 students per teacher. Percent of schools where there were 40 or less students per teacher was only 12.9%. The non-formal and kindergarten schools had the most satisfactory teacher-student ratio.

Physical facilities: The government-run primary schools had 3.8 rooms per school, 3.4 for rural and 5.3 for urban areas. Number of rooms for registered and un-registered non-governmental school was three and the same for NGO-run schools was one. Over a third of the school buildings were made of bricks (52.6% in urban vs 27.3% in rural areas; 46.6% in Chittagong division vs. 17% in Dhaka

and Sylhet divisions; 64% in English medium schools vs 5.7% in NGO schools).

Over 90% schools had their safe drinking water facilities within their premises or in nearby accessible places; half of the schools had those in their own premises. Half of the schools also had their own playgrounds; very few NGO-run and English medium schools had playgrounds.

Approximately 60% or over of the schools hoisted the national flag and also sang the national anthem. More than 90% government primary schools hoisted the national flag compared to only 15% in NGO schools. While over 75% of the NGO schools sang the national anthem, less than a quarter of the Madrassas did so.

Community participation: Community participation was assessed by evaluating the activities of the School Management Committee (SMC) and Parent-Teacher Association (PTA). Almost all government and non-government (registered) primary schools and madrassas had SMC. Also, 78.5% of the NGO schools had SMC. The average size of SMC was 10 and only two of them were women; women's representation was highest in NGO schools (56.7%) and lowest in madrassas (0.2%). On average, 8 meetings of SMCs were held in 1998 and three-quarters of the members were reportedly present in such meetings. Further probe on these information suggested that the information on SMCs as supplied by schools should be taken with a grain of salt.

Supervision: The Thana Education Officers (TEOs) visited 47% of the government and 30.8% of the registered non-government schools during 1998; the ATEOs visited 94% and 78.7% schools respectively. On the other hand, the NGO supervisors visited 79.6% of their schools. It was observed that the mean number of visit by the respective educational authority was much higher in NGO schools than the formal schools. In this case what is more important is the quality of the supervision or what is being done at the time of supervision. Watch Report in future should explore such qualitative aspects of primary education.

Investment in education: The country spends 2.3% of its GNP on education which is far too short of what other countries in the region spend (compared to India's 3.8%) (1994 estimates). The allocation in primary education is also very little, and 90% of the allocations are spent in meeting salaries and allowances leaving only a negligible amount for supervision, training and curriculum development.

Major conclusion: The country has set an ambitious goal to impart basic education to 80% of its children by the year 2000. With lower than 30% children receiving a minimum level of basic education and the rate of increase in this being less than one percent per year, we have a long way to traverse. Good progress has been made particularly in the areas of enrollment in general and eradication of gender disparity in the same in particular. Yet, there remains a long distance to traverse, quality of performance being the major issue being still to be effectively addressed. A momentum needs to be created with increased and judicious use of resources. There is no room for complacency.

Chapter One

Introduction

The experience of the past decades has unequivocally proven the inadequacy of the development paradigms popularised in the developing world since the end of the Second World War. Building physical infrastructure and financial capital, though important, are not enough to break the cycle of poverty. There is little doubt now that human capital formation is the *sine qua non* for a sustainable improvement in the lives of the people.

Unfortunately, Bangladesh has not performed to the best of its potential in developing this capital. Throughout its history it has tragically neglected investing in primary education as the basis for flowering of human potential. In the past, conventional strategies and traditional methods in universalising primary education has been tried, but without the desired result. Bangladesh ranks 115th among 131 countries in the literacy-league table. Over a period of 15 years between 1980 and 1995, the literacy rate in the adults rose marginally from 32 percent to 38 percent; the rate for females remains at only about half of males (Table 1.1). Compared to these figures on literacy which are provided by some international organisations, the 1995 figure provided by the government in its Fifth Five Year Plan document quoted 47 percent. Recent statistics provided by the Bangladesh Bureau of Statistics (BBS) from its Sample Vital Registration System indicate that the literacy rate has now reached 51 percent (BBS and UNICEF, 1998), a figure which many may find difficult to accept. The government has set the goal to attain an adult literacy rate of 62 percent by the year 2000, and claims that five of the 64 districts have been freed of illiteracy (*Daily Star*, June 26, 1999).

Bangladesh has done well in recent years in increasing the enrollment at primary levels, particularly for girls. Over the period 1980-1995, the net enrollment, as reported by UNICEF and the World Bank, has increased from 62 percent to 79 percent; the girls' enrollment in the same period increased much faster from a base of 47 percent to 73 percent. Recent statistics provided by the government and UNICEF suggest that the net rate has reached 80 percent for boys and 83 percent for girls (BBS and UNICEF,1998). The gender gap in enrollment has now disappeared!

TABLE 1.1

Adult (15+ year) literacy in Bangladesh 1980-1995

Year	Adult literacy rate (15+ year)		
	Male	Female	Total
1980	43	20	32
1985	43	22	33
1990	47	22	35
1995	49	26	38

Sources: State of the World's Children , UNICEF (various reports)
World Development Report, The World Bank (various reports)

Emphasis on education, particularly primary and basic education, is the order of the day in global development planning. World-wide, there are 872 million adult illiterates or one in three, and 125 million children of primary school age are out of school (see Annex 1.1 for more statistics at the global level). During the decade of the 1990's three major conferences attended by world leaders reaffirmed their commitment to the goal of universal primary education (see Annex 1.2 for more details on the goals/targets).

The World Conference on Education for All (EFA), held in Jomtien, Thailand, in March 1990 was a landmark in reaffirming the participating nations' commitment to the cause of basic education. As a direct consequence of the conference, many initiatives to promote basic education have been launched in different parts of the world. In the Asia Pacific region, for example, UNESCO, as the co-ordinating body, has drawn up a plan of action to implement the World Declaration on EFA (UNESCO, 1992). Several member countries have also drawn up their own elaborate plans of action.

Bangladesh is a signatory to the World Declaration on Education for All (EFA) which is an outcome of the Jomtien Conference. To achieve basic education for all, an emphasis was given on the completion of primary education for all children through formal and non-formal systems. According to this declaration, the countries are to impart basic education to at least 80 percent of their primary school aged children by 2000 AD (WCEFA, 1990). Imparting basic education entails achievement of a minimum level of accomplishment; available evidences suggest that Bangladesh has to go a long way to accomplish this (Greaney et al., 1998; Murshid et al, 1994; UNICEF, 1992).

The Constitution of the People's Republic of Bangladesh enshrines the right of the child to free and compulsory primary education. The Constitution was framed in 1972, but not until 1990 that the Compulsory Primary Education Act was passed. Over the past several years the country has seen increased commitment of the government, non-governmental organizations (NGOs), and donors to the cause of primary education. The recent National Plan of Action for Children 1997-2002 has summarised the positive developments that have taken place in primary education in recent times:

1. The National Programme of Action gave high priority to improving basic and primary level education;
2. Girls' education has been given priority;
3. Establishment of separate Primary and Mass Education Division (PMED) facilitated better attention given to primary education; and
4. A National Children Policy (NCP) was enunciated in 1994 in line with the Convention on Rights of Children (CRC) goals. It emphasized the need for ensuring "proper facilities for education for achieving appropriate moral, cultural and social values."

Some of the major educational goals of NCP which have been implemented already include:

1. Free and compulsory primary education for all children;
2. Free education for girls up to Class VIII;
3. Provision of appropriate facilities for non-formal education for children deprived of formal schooling ; and
4. Use of non-formal education and traditional institutions (Madrassas) to provide educational opportunities for dropouts and the unenrolled, particularly girls.

Over 37,000 primary schools owned and managed by the government with an enrollment of 12 million students constitute the core of the national system of primary education (Chapter II). Approximately 23,000 similar primary schools with an enrollment of 4.5 million students, set-up with local private initiative, are managed with limited government subvention. The Ebtedayee madrassas, which are also estimated to be over 7,000, provide education with a religious focus to about 0.5 million children. Several NGOs have given special attention to primary education; the number of students served by them is estimated to be 1.4 million which includes 1.2 million of BRAC alone. The last in the category of primary level institutions are the English medium schools, collectively known as 'Kindergartens'.

In recent times the curriculum has been replaced by a competency-based one with 53 competencies to be achieved by the end of primary cycle. Another outcome indicator is movement from primary to the secondary levels. Compared to primary, the enrollment in secondary schools is a poor 19 percent: 25 percent for boys and 13 percent for girls (Haq and Haq, 1998) for the relevant age group.

In terms of public spending on education, Bangladesh (in 1993-94) spent 2.3 percent of its gross national product (GNP) on education. Although there has been an increasing trend over the past years[1], this is far too short of what other countries in South Asia invest on education (Table 1.2). Ninety percent of the public spending on primary education goes to meet teachers salary leaving very little for others such as supervision and training (Ahmed et al, 1993).

TABLE 1.2

Percentage of GNP spent on education in Bangladesh and other South Asian Countries (1993-94)

Country	% GNP spent on education
Bangladesh	2.3
India	3.8
Pakistan	2.7
Nepal	2.9
Sri Lanka	3.2
Maldives	8.1
All South Asia	3.5

Source: Haq and Haq (1998)

[1] Sources at PMED reckon that this has gone up to 2.7 percent of GDP in recent years.

The stage is now better set than any time in the past to attain the goal of universal primary education. However, the nation has not invested sufficiently on the measurement of progress in implementing EFA. Data on education are generally insufficient for monitoring, policymaking and resource allocation. This lack of data is not peculiar to Bangladesh. In a recent review, the World Bank evaluated the existing data in the developing world in the following way (World Bank,1995):

- Existing education statistics are generally not reliable.
- Statistics are often out of date and hence of limited use in forming policy decision.
- Statistics are often collected as a matter of routine, with little critical reflection on the underlying theoretical framework, the comparative perspective, and the purpose for which the data are intended.
- The information collected focus more on counting inputs than on assessing achievement and monitoring labour market outcomes.
- Research is usually not undertaken or not used to complement statistics in monitoring education systems.

In Bangladesh it is mainly a number of government agencies which collect and publish educational statistics. Unfortunately, because of various reasons, reliability of such statistics remains questionabe.

In her speech at the inaugural ceremony of the Conference on Universal Primary Education in August 1996, the Prime Minister expressed her dissatisfaction at the 'tendency to exaggerate the figures'. She further opined that it was necessary to analyse the actual situation if the country has to move ahead. The Education Minister was more outspoken in this respect. In his own words, "There is a problem with the consistency of data on primary education. One source says that there are 19.4 million primary school-going children while others say that the figure is actually 17.2 million. Data also indicate that 92 percent of the children of school going age are enrolled, while a visit to the village clearly shows that a large number of children do not go to school at all. The problem lies with our monitoring system" (Jalaluddin & Chowdhury, 1997). The agencies referred to above, also do not always collect or publish all the relevant information that are needed to effectively monitor progress in our march to achieve EFA and to inform policy makers. It is thus imperative that a system be set up that will, on one hand fill in the existing gap in data in education and, on the other, be credible. This report is an outcome of such an initiative, which was set for the first time in Bangladesh and is known as the 'Education Watch'.

The major objectives of the 'Watch' are to collect and publish reliable data on various education related indicators and to play an advocacy role for primary education in Bangladesh (see Chapter III for detail objectives). The Conference on Universal Primary Education held in Dhaka in August 1996 was also a landmark in re-emphasising the critical importance of giving primary education a chance and the role that various stakeholders could play in this (Jalaluddin and Chowdhury, 1997). In one of the recommendations the conference participants who represented the various stakeholders including the government, NGOs, teachers, parents, intelligentsia, academia, business leaders, media and donor representatives called for a follow-up mechanism for EFA. *Education Watch* will partially fulfill that obligation.

The *Education Watch* was set up by a group of like-minded institutions and individuals concerned with education in Bangladesh who themselves were at the forefront of the 1996 Conference. Co-ordinated by Campaign for Popular Education (CAMPE), a supra body of non-governmental organisations engaged in education, and implemented by BRAC through its Research and Evaluation Division, the *Watch* is an yearly event through which various aspects of education in Bangladesh will be highlighted. The *Watch* in initial years will be concerned with primary education and this first report deals with various indicators pertinent to "internal efficiency" of primary education in Bangladesh.

This report is divided into seven chapters. Chapter 2 reviews the state of primary education in Bangladesh since independence. It concentrates on the capacity and performance of the various sub-systems, including the government schools, registered and non-registered non-government schools, the non-formal schools run by non-governmental organisations (NGOs), the madrassas, and the English medium schools, and also analyses the financial investments made in the sector over the years. Chapter 3 explains the methodology used. Chapter 4 and 5 provide data on various internal efficiency indicators. Chapter 6 presents the data on supervision and community participation. Chapter 7 provides the conclusion. The annexes provide details of some of the aspects covered in the main report.

Chapter Two

A Review of Primary Educational Development in Bangladesh

This chapter reviews the recent developments in primary education in Bangladesh. In a developing country like Bangladesh where a great mass of people are illiterate characterized by low productivity/income and a high incidence of poverty, the State usually takes up a number of interventionist measures to develop and sustain the educational sector in general and primary education in particular. Soon after the emergence of Bangladesh, the State pursued a strong interventionist role in primary education. Nationalization of all the primary schools in 1973, and the recent approach to allow larger number of non-State primary schools are examples of the State interventionist role in primary education.

In the case of primary educational development, there is an interactive relationship between the factors/variables at the macro-level and those at the micro-level. At the national level, the variables to be considered are the role of the State, e.g., enactment of laws with regard to primary education, administrative/ management system from the national-level down to the school-level involved in the delivery of primary education and the State's financial commitments. But the cutting edge of the primary educational development like any other development initiative is the situation/related configuration at the micro-level, i.e., at the school/educational institution. Therefore, the main focus of any analysis should be socio-economic determinants of 'effective schools'/ educational institutions. Lockheed et al (1991) postulate that (i) a well-designed implementable curriculum, (ii) adequate learning materials e.g., textbooks, other instructional materials, (iii) a motivated and well-trained group of teachers, (iv) adequate instructional time, and (v) optimal learning/ absorptive capacity of the students are the factors which contribute to develop and sustain 'effective schools' in a developing country such as Bangladesh.

Planned development relating to primary and mass education in Bangladesh, 1973-1998.

The Bangladesh Constitution of 1972 provides the basis for the policy on universal primary education. The policy has three components: establishing a uniform, mass-oriented and universal system of education, extending free and compulsory education to all children, relating education to the needs of society and removing illiteracy. The policy initiatives included provisions for adequate supply of trained teachers, books, educational aids and school facilities.

Educational planning in Bangladesh began as a State policy in 1973. Since independence, Bangladesh has expressed its determination to create an educated civil society through implementation of universal and compulsory primary education programme. In order to deal with educational problems and development, Bangladesh government has so far prepared eleven major documents. These include: Bangladesh Education Commission Report (1974), First Five Year Plan (1973-78), Report on Interim

Education Policy (1979), Two Year Plan (1978-1980), Second Five Year Plan (1980-1985), Third Five Year Plan (1985-1990), Bangladesh National Education Commission Report (1988),Task Force Report on Primary and Mass Education (1992), National Plan of Action on Primary and Mass Education (1995), Fourth Five Year Plan (1990-1995), and Fifth Five Year Plan (1997-2002). Annexes 2.1 and 2.2 summarize, from plan-documents in the period 1973-98, the major objectives (e.g., in terms of internal efficiency, equity etc.) and the strategies for developing primary education in the country. Salient features of these documents are available in Jalaluddin and Chowdhury (1997).

Keeping in view of Constitutional directives, Bangladesh has committed itself to implement the recommendations of the World Conference on Education for All (1990), The World Summit on Children (1990) and the Summit Declaration on Education for All held in Jomtein, New York and Delhi respectively (see Annex 1.2).

State interventions in primary and mass education

Decentralization of primary education

Hossain (1997) after evaluating the historical process of the existing macro-structural administrative situation with regard to primary education in Bangladesh opines that "Bangladesh school education system is left with an extremely centralized, non-participatory, non-transparent and bureaucratic educational administration, management and planning system. The system appears to be quite inadequate for the challenge of achieving the goal of education for all, including UPE, in Bangladesh".

For the mainstream schools, which comprise over two-thirds of the total primary enrollment in 1998, the State designs the curriculum, prints the textbooks, distributes them to the pupil free of cost, recruits the school teachers (about 70 percent of the total sub-sectoral teachers) directly, finance 100 percent of the teacher's salary, and constructs and repairs physical facilities such as buildings, stools, tables, almirahs etc. Both in terms of planning and implementation, the State in Bangladesh remains a great interventionist since 1973.

In every development plan (mainly five-yearly) of the country, the planners always have some national objectives, goals, and targets. Some flickers of de-centralized primary educational administration were observed in the framing of Primary Education Act of 1981, Upazila-Parishad related Executive order of 15 August 1983 (which put the responsibility for management of the primary schools on the Upazila Parishad), and the Compulsory Primary Education (CPE) Act of 1990. A detailed administrative and management mechanism, from the national capital via district, thana (sub-district), down to union and ultimately to the school was spelled out in the CPE-related arrangements. Whatever macro-level resolve was taken in 1990 in terms of decentralized co-ordination and management, could not be continued after the political change of 1991. Thus, some cosmetic changes have taken place in terms of decentralization (not 'devolution') of administrative power. The 'top-down' four-tiered bureaucracy still persists. In the period 1991-96, the new democratic government started to allow liberally more mainstream primary schools in the non-State sector.

From the second half of 1980s, the State has also allowed the NGOs to experiment with a variety of delivery mechanisms to cater for basic educational needs of the disadvantaged socio-economic households. The NGOs have played a complimentary role alongside the mainstream primary education schools of the country. At present about eight percent of primary school enrollment are through NGO schools.

Management : PMED / DPE

In order to strengthen the primary and mass education activities a separate Ministry level Division under the name of Primary and Mass Education Division (PMED) was established in August 1992. The new Division has been entrusted with the responsibility of formulation and implementation of policies and plans in this Sub-sector. An independent Directorate of Primary Education which was established in 1981 was a first step taken to strengthen administrative set-up.

The Primary Education (Compulsory) Act was passed in 1990. Compulsory primary education was introduced under the Act for the first time in 1992 in 68 Thanas and all over the country from 1993. For regular monitoring of implementation of compulsory primary education a separate unit called Compulsory Primary Education Implementation Monitoring unit has been established. The Unit is headed by a Director General.

Measures for enhancing enrollment and retention

Several programmes have been taken up in the primary education sector to increase enrollment and decrease dropout. Some of these programmes are described in brief below.

Satellite schools: Initially 200 satellite schools were established experimentally to help disadvantaged children specially girls to enter into schools. Afterwards 1016 more schools were set up by 1997. Satellite schools are managed by female teachers selected locally through Managing Committees. Teachers of these schools are paid by the government. The rate of student attendance in these schools is almost 100 percent. During the Fifth Five Year Plan, the government plans to establish 20,000 satellite schools.

Community schools: The government has introduced less expensive community schools in the areas with no schools. The government pays Taka 500 per teacher for a maximum of four teachers. About 5,000 community schools will be established with direct participation of the community under the Fifth Five Year Plan.

Food for education programme (FFEP): In Bangladesh poverty was identified as one of the major causes of irregular attendance and drop-out of children from primary schools. A Food for Education (FFE) programme was initiated in selected areas with a view to enabling the children of poor families to attend schools and complete the five-year primary education cycle. Taken up experimentally in 460 unions in 1993-94, the programme provides children of selected poor families of primary schools 15 to 20 kg of wheat every month for attending school regularly. The programme was reported to have significantly increased enrollment, attendance, and reduced dropout[1]. Encouraged by the reported success of this programmes, the government extended it to 1,243 unions in 1995-96. At present, over 2.2 millions students in 17,203 schools are being benefited. A study by the International Food Policy Research Institute (IFPRI) found that in FFE schools enrollment increased by 20.4 percent, attendance increased by 14.7 percent and drop-out decreased by 7.6 percent. No information on the level of achievement is available so far.

New curriculum

The curriculum for primary education has undergone substantial changes from 1992 onward. The curriculum, based on 53 terminal competencies (see Annex 2.3 for the list in Bangla) which NCTB started designing in 1986 ultimately started to get implemented at the school-level from 1992. The new curriculum is claimed to have gone through all the necessary rigorous tests. The new curriculum for five subject-areas, i.e., Bangla (language and literature), Mathematics, Science and Environment, Social studies and English (language) replaced the old curriculum of 1976-77. The new curriculum is being considered as more inspiring, imaginative and expected to carry/sustain the interests of young minds vis-a-vis the old curriculum which was criticised for being content-based. The new curriculum defines an 'Essential Learning Continuum' from grade I to grade V and a learner is expected to achieve the terminal competencies at the end of the primary cycle. If we go through the list of the terminal competencies , we find that the current curriculum is a good combination of ideological, historical (e.g., trying to inculcate religious/moral values, historical sense of nationhood, duties/responsibilities of a good future citizen), and cognitive aspects comparable with developed societies in the world and some knowledge of a foreign language (i.e., English). About 95 percent of the primary educational institutions including the mainstream schools, NFE schools of big NGOs such as BRAC, GSS, DAM of the country follow the curriculum/syllabus, fully or substantially, developed by the NCTB (Chowdhury *et al.*, 1997).

Community involvement, SMCs, PTAs, CPE committees

To muster support and participation of people in the management of primary education and to implement compulsory primary education, School Management Committees (SMCs) have been constituted for good governance of primary schools. Each management committee of the government primary schools consists of eleven members and the role, purposes, duties and responsibilities of the committees have been reformulated. To make school attractive to children, school attractiveness programme is under implementation through the management committees. Parent Teacher associations (PTAs) are formed to enlist the support of local community for improvement of the educational environment. The association consists of 27 members representing a cross-section of the village population.

Intensive district approach to education for all (IDEAL) and ESTEEM Projects

Nowadays emphasis is placed on local (district) level planning. The key elements of this approach are: local planning with community participation; a holistic approach, a matrix of networking between district, and national institutions; an emphasis on capacity-building, professional input and a focus on girls and other socially disadvantaged groups. With UNICEF support, Bangladesh also adopted Intensive District Approach to Education for All (IDEAL) in sixty-one districts. This programme which has been implemented in 17 districts in 1998 envisages that planning facilities and educational programmes begin at the village level with progressive integration and consolidation at the ward, union, Thana and district levels. The main actors in the IDEAL approach are children, parents, teachers, and community leaders. All 64 districts may be brought under IDEAL project by the year 2000. With suport from the British government, a new project called Effective Schools Through Enhanced Education Management (ESTEEM) has also gone underway.

Teachers' training, academic supervision, social mobilization programme

For training of teachers of both government and non-government primary schools there are as many as 53 Primary Training Institutes (PTI) with residential facilities. Besides, the National Academy for Primary Education (NAPE)

[1] The present study, however, contradicts some of these findings (see Chapter IV)

also imparts training to the officers under Directorate of Primary Education (DPE). Training is also carried out regularly at the school level through Assistant Thana Education Officers (called Cluster training).

For improvement of the quality of education, emphasis has been laid on intensive inspection and supervision. Field level officers have been given inspection targets. An Inspection Cell has been set up in the Directorate of Primary Education for regular inspection and supervision of the field officers.

State support to non-formal education in the 1990s

Following the limited success of the earlier mass education programmes such as Mass Education Project (MEP), the government launched another Non-Formal Education Project (INFEP) in 1991. The principal objective of INFEP was to introduce a non-formal education system complementary and supplementary to formal education system. Gradually, the INFEP was transitioned into the Directorate of Non-formal Education (DNFE).

The new administrative structure of DNFE has focused with renewed vision and vigour on government (GO)-NGO partnership in NFE programme implementation. The involvement was done with the objective of sharing and using the expertise in management, monitoring and follow up of NGOs to develop their capacity. A total of 200 NGOs (mainly local) worked under DNFE subvention programme. An 11-member inter-ministerial subvention committee headed by PMED Secretary was formed to select partner NGOs for subvention.

At present, DNFE is implementing four NFE projects. The Hard-to-Reach Project deals with education of slum children living in major cities of Bangladesh. The challenge of the project lies in that it deals with slum-dwelling children engaged in nine hazardous professions including domestic workers, sex-workers, shop helpers, brick-breaking labourers, tempo helpers and other floating children. Other projects of DNFE mostly cover adolescents and adult age group population.

Major achievements in primary education

Enrollment , access and gender-balance

In order to ensure access to primary education, the Five Year Plans attached importance to socially embedded indigenous schools to modern primary schools (Annex 2.4). These schools include 37,710 Government primary schools, 19,658 government supported registered non-government schools, 3,177 non-registered private primary schools, 1,582 primary schools attached to secondary schools, 2,989 community schools, 2,742 satellite schools, 7,173 Ebtedayee madrassas, 1,691 Kindergartens and a variety of NGO primary educational centres. In addition to these programmes, consolidation and rehabilitation programmes, subvention programmes, and food for education programmes provided incentive for primary school age children (6-10 years) to enroll and continue their studies. The success of the plans is visible in the change of gender ratio in primary education. Planned measure increased the ratio of boys and girls in the primary schools at 53: 47 in 1995. Female teachers in the primary school system increased from 20 percent in 1989 to 27 percent in 1995. Women are increasingly involved in local level school system management as Thana and assistant education officers, members of Thana education committees, school management committees and parent- teacher associations.

Aggregative indices of performance of primary educational development are available in terms of quantity. Askvik and Alam (1997) showed that gross enrollment ratio in the primary education went up from 76 percent in 1985 to 85 percent in 1990. The government claims that the gross enrollment ratio for the country has now reached 95 percent in 1999 (personal communication with DPE on April 4, 1999). There are disaggregated regional (administrative division) - level quantitative indicators of gross enrollment ratio, transition rates (i.e., drop-out rate, repeater's rate and promoter's rate) and attendance. The data available from State-agencies show that in terms of gross enrollment ratio, the administrative divisions of Barisal, Chittagong and Khulna are leading while Rajshahi is lagging behind. Alam et. al., (1997) presented regional estimates on other quantitative indicators. On the basis of their survey - based on data for January-December, 1995 of 56 mainstream primary schools (specifically of grades I and IV), they found that in terms of retention and promoter's rates, Khulna division performed better compared to Rajshahi, Dhaka or Chittagong divisions. The grade-specific dropout is estimated to be around 7 percent. This means that by the end of a primary cycle about 65 percent of the pupil are retained. There is no significant or consistent difference between male and female on these efficiency-indicators across the regions. In terms of attendance the same survey found that Khulna division performed the best (about 84 percent attendance by the pupil out of 237 days) and Chittagong and Barisal divisions the worst (attendance rate being around 75 percent of the total days). As will be seen later in this reports, these figures conform well with the present study report.

Alam et. al. (1997) in their study also tried to estimate access to primary education by the disadvantaged socio-economic categories. They observed that the percent share of the self-employed farm and non-farm households comprised about 46 to 60 percent of the total grade I enrollment. Two points should be noted. First the self-employed households are generally poor, hence the poorest households/children are not accessed; secondly, NGO NFE centres enroll mainly the disadvantaged children of

self-employed households. It is believed that enough has not been done by the State/community to enroll and sustain the children from the landless, marginal farmers and day-labourer households in primary education.

In analysing/understanding the primary educational performance of a country such as Bangladesh, one would like to know both quantitative (e.g., indicators such as enrollment-rates, drop-out rate, repeater's rate etc.) and qualitative (e.g., achievement scores in different subjects) aspects of the institutional performance. In 1993, Alam (1997) on the basis of a survey of about 1800 rural households (in 29 Thanas of Bangladesh) and a battery of achievement tests on numeracy, reading and writing skills, found that on an average a pupil in the country took a schooling period of eight (academic) years to achieve /complete the prescribed primary educational curriculum (of five years). This means, in general, that it takes an extra three years to complete the curriculum. It is also found by the study that the learning curve of the pupil remained relatively flat in the first two years (i.e., grades I and II), suddenly picking up in grade III and then keeps on rising onward at a significant rate. Thus, in the context of Bangladeshi society, it is imperative that a school-going child is sustained beyond grade II, otherwise he/she will learn almost nothing.

From the recent empirical evidence on the country's primary educational development, a comparative efficiency of four major types of primary educational delivery-mechanisms can be given (Annex 2.5). Alam et. al. (1997) compared achievement-scores in language and Mathematics tests by the pupil belonging to Grades I and IV in four delivery-mechanisms (i) mainstream State schools (ii) mainstream non-State schools (iii) NFE centres of NGOs and (iv) Ebtedayee madrassas. From the study, some general conclusions were drawn. In terms of achievement the NFE centres of NGOs performed the best followed by the non-State schools. The Ebtedayee madrassas were the worst performers. The study also showed that the instructional time (i.e., the contact hours) was the highest in the case of NFE centres (666 hours for grade I and 1379 hours for grade IV) and the lowest in the case of mainstream State-schools (411 hours for grade I and 751 hours for grade IV).

The NFE- centres (vis-a-vis the State-schools) are better endowed in terms of teaching resources, school/centre management, academic supervision and parental (community) participation (Annexes 2.6 and 2.7). In spite of much lower financial compensation to the NFE- centre teachers (in 1995, the average salary/income of an NFE teacher was Tk. 1,414 against Tk. 3,237 for a State-school teacher), the NFE-centres performed better both in qualitative and quantitative terms. due to continuous training and motivational work by the NGOs.

In a developing populous country such as Bangladesh to enroll and sustain a primary education-eligible population of 18 to 19 million is a gigantic task. There are six major types of delivery mechanisms through which primary education is being delivered to the clientele. These are:

A. The mainstream (implementing State's NCTB approved curricula and textbooks):
   i) State-owned primary schools
   ii) Registered non-State primary schools
   iii) Non-registered non-State primary schools
   iv) Community schools
   v) Satellite schools
   vi) Primary attached to secondary schools
B. Other categories (fully/substantialy following NCTB curriculum but often using their own textbooks):
   v) NGO's non-formal primary schools
   vi) Ebtedayee madrassas.

The State-owned schools dominate primary education with 59 to 66 percent of the total enrollment; it is followed by the registered non-State schools enrolling 18 to 21 percent of the total primary enrollment, then followed by NGOs' NFE programmes (about 8 percent of the total enrollment in 1998), non-registered (mainstream) schools (about 2 percent of the total enrollment in 1998) and Ebteadaiye Madrassas (about 2 percent of the total enrollment in 1998). There has been a slow decline in the share of State-owned schools in the total enrollment, whereas there has been a compensating and steady rise in the share of registered non-State (mainstream) schools. Teacher-pupil ratio is more favourable with Ebtedaiye Madrassa (1:17) NGOs' (which is 1:35) followed by registered/ non-registered (mainstream) schools (1:50); it is most unfavourable in case of State-owned primary schools (1:75 in 1997) (Annex 2.4).

Teachers

Under the four Five Year Plans the number of primary teachers increased manifold: from 1,89,508 in 1990 to 3,12,128 in 1994-a growth- rate of 16.2 percent per annum. For improving quality of teaching, a variety of pre- service and in – service training programmes were designed and implemented.

Quality education

The four Five Year Plans adopted a variety of measures to provide reasonable quality primary education. These include introduction of competency-based curriculum and continuous pupil assessment, distribution of free textbooks among primary school children, introduction of academic supervision, introduction of accountable and transparent management, and monitoring and evaluation of the primary education system.

Financial allocation

During the period covered by the four Five Year Plans the allocation of money to primary education increased enormously. The First Plan's allocation of Tk. 577 million to primary education rose to Tk. 14, 280 million in the Fourth Plan. According to another source, Tk 25,044 million was allocated to primary education through annual development programmes during 1990-95 period. Donors provided Tk 14,588 million (58.2 percent) during the same period. International donors also extended valuable financial assistance to the country's non-formal education administered by NGOs. The total revenue expenditure on primary education has increased from Tk. 799 million in 1980-81 to Tk. 9,535 million in 1995-96. This shows an increase almost as large as twelve- fold in nominal terms. In a similar vein, development expenditure on primary education has increased from Tk 250 million in 1980-81 to Tk 7,895 million in 1995-96. This increase is more than thirty times in nominal terms.

In the period 1991-92 to 1997-98 in terms of financial interventions by the State to sustain and develop primary education in the country the following salient features can be noted (Annexes 2.8 to 2.11):

i) In the period under consideration, non-development allocation for the sub-sector increased from Tk.665.41 crores in 1991-92 to Tk.1147.51 crores in 1997-98, a simple rate of growth of 4.34 percent per annum (in current Tk.). The per pupil allocation has been Tk.537 in 1994 and Tk.586 in 1997- the rise (in current Tk.) barely keeping pace with the inflation rate. The main non-development expenditure (varying between 93 percent in 1991-92 to 85 percent in 1997-98) has been by the State primary schools, then follows the allocation to Compulsory Primary Education Implementation Cell.

ii) An overwhelming share (about 98 percent in 1991-92 to 85 percent in 1997-98) of the total non-development expenditures went to finance pay of establishment and allowances of the subsector; a negligible percent (between 1 to 2 percent of the total) was allocated to finance important items such as instructional materials, maintenance of physical facilities and so on.

iii) Table 2.6 presents estimates on developmental allocation of the State for the sub-sector. The major heads of development allocation in the period were Primary Education Development Programme (PEDP) with its share varying between 31 to 20 percent of the total, building- rehabilitation-related (ranging between 14 to 37 percent of the total), multipurpose disaster centre (varying between 17 to 20 percent of the total). Development allocation (capital expenditures) has been highly erratic; it was non-existent in the years 1991-92, 92-93 and 93-94. Per pupil allocation even in current Taka has fallen in the years 1994-95 to 1996-97.

iv) In the development budget, recurring expenses (non-capital items) such as salary, wage, allowances have been sizeable . In fact, in the years 1991-92, 1992-93,1993-94, there were no capital expenditures in the sub-sectoral development budget (see Table 2.6), but there were revenue-type expenditure in the development budget to the tune of TK. 90.73 crores (in 1991-92), TK. 41.50 crores (in 1992-93) and TK. 193.0 crores (in 1993-90). Again, in the years 1995-96 and 1996-97, the revenue expenditure were significantly larger than the capital expenditures of the development budget.

Major heads/programmes which dominated the revenue-expenditure types of the sub-sectoral development budget are:

i) Primary Education Development Programme (comprising 31 to 97 percent of different yearly totals)

ii) Food for Education Project (consisting 41 to 73 percent of the total budget)

iii) Programmes under DNFE for State-funded non-formal education (comprising about 7 to 16 percent of the total budget).

Remarks

In the above, we presented data from some of our own studies. Most other data, however, were taken from various government sources. Many of these may not be comparable to the Watch data presented in the following chapters because of methodological reasons.

Chapter Three

Study Methodology

The broad objective of the *Education Watch* is to inform the people, government and other stakeholders on the progress made in various indicators relating to education, particularly primary education, on a regular basis. The specific objectives are:

1. To design a scientifically acceptable and logistically feasible methodology for instituting the Education Watch;
2. to develop and define indicators for various efficiency issues;
3. to collect reliable data on the indicators and provide analyses;
4. to publish annually a 'State of Primary Education Report' and disseminate it to all stakeholders; and
5. to play an advocacy role for primary education in Bangladesh.

In order to collect reliable data on the indicators selected for the year 1998 and to provide analyses, a research methodology and a set of instruments were developed. In developing the instruments and the research strategy it was borne in mind that the design should be scientifically sound and the methodology logistically feasible. At the beginning a set of draft instruments along with data collection strategy was formulated in a meeting of the Working Committee. Field tests were carried out on the draft instruments and meetings of the Advisory Board and the Working Committee discussed these. Finally, a pilot study was conducted at Phulpur under Mymensingh district for better understanding of the whole system. This chapter presents in some detail the different components of the instruments, sampling strategy, the interviewers and their training, field operation and data quality assessment. A chronology of the events on the development of the Education Watch project is available in Annex 3.1.

Focus of the study

The focus of the Education Watch was to monitor the internal efficiency of primary education system in Bangladesh. The government primary schools are dominant in Bangladesh, but an important role is also played by others including private primary schools, Ebtedayee madrassas, non-formal schools of NGOs and English medium kindergartens. The primary schools run by the government and private initiatives (registered and unregistered) follow the curricula recommended by the National Curriculum and Textbook Board (NCTB) for primary education. Others such as the non-formal schools run by NGOs follow the basic principles on which the NCTB curriculum is based, but sometime use supplementary and complementary materials. It has been estimated that 80 percent of NGO programmes fully or substantially follow the NCTB curricula (Chowdhury et al., 1997). A recent study which examined the BRAC[1] methodology and materials for non-formal primary education programme (NFPE) in the light of the 53 terminal competencies suggested by NCTB found that the BRAC curricula incorporated all their basic principles (Ghosh, 1999). Ebtedayee madrassas are considered equivalent to the primary schools and the English medium kindergartens teach primary education using materials produced mostly outside the country.

[1] Of all children currently enrolled in NGO non-formal schools, over 76% were in BRAC schools (see Annex 4.4).

The term efficiency describes the relationship between inputs and outputs (Tan & Mingat, 1992). In education literature, two types of efficiencies are identified: external and internal. When education is seen in the context of broader societal goals such as better health, lower fertility, productive person-power for the labour market, better environment, etc., one talks about external efficiency. When output refers to objectives which are internal to the education system such as dropout, enrollment, achievement, etc., one talks about internal efficiency. Given that monitoring external efficiencies on a regular basis is difficult and time consuming, it was decided to concentrate initially on selected aspects of internal efficiency. As equity is a matter of great concern, it received special attention in the project.

The following internal efficiency indicators were considered for the present report:

- Enrollment/Access
- Drop-out
- Attendance
- Achievement
- Physical facilities in school
- Teachers training and qualifications
- Community/Parental participation
- Mobility to higher levels/grades
- Logistics (supply of books, aids etc.)
- Supervision

The above efficiency indicators have been presented according to gender, socio-economic status, ethnic composition and geographic reach, where appropriate.

Management and funding

The Campaign for Popular Education (CAMPE), a suprabody of civil society organisations/ NGOs, provided the secretariat for this initiative. Two committees were formed to oversee the execution of the project: the Advisory Board and the Working Committee. Individuals with known professional expertise representing themselves or organisations were included in these committees. The organisations which got represented were Campaign for Popular Education (CAMPE); Institute of Education and Research (IER) at Dhaka University; International Centre for Diarrhoeal Disease Research, Bangladesh (ICDDR,B); The Centre for Policy Dialogue (CPD); Bangladesh Unnayan Parishad (BUP); BRAC; Bangladesh Institute of Development Studies (BIDS); Women for Women; Gono Shahajjhyo Sangstha; Friends In Village Development, Bangladesh (FIVD,B); The World Bank; UNESCO and UNICEF. The lists of the persons involved in the committees are given at the beginning of this report. The actual management and execution of the study was shouldered by the Research and Evaluation Division of BRAC.

The funding for the project was initially provided by BRAC. Other organisations which committed funds afterwards included NOVIB of Holland, Sida and UNESCO.

The pilot study

Prior to doing a national sample survey, a pilot study was conducted in different villages of Phulpur thana in Mymensingh district. A set of three questionnaires was prepared through several field tests and was used for the purpose. The main objective of this pilot was to have a detailed understanding of the overall operation of the project. Several members of the Advisory Board and the Working Committee visited the pilot study and as per their suggestions certain additional items were included in the final questionnaires. The pilot study also helped identify areas where special emphasis would be needed during training of the interviewers. The pilot study suggested that a survey of at least 125 households would be required to identify the required number of children for the achievement survey[2] .

The instruments

A set of three different instruments was used in the national survey of the Education Watch. Except for some open-ended questions, these instruments were structured and pre coded. The following are the instruments used:

1. Household survey questionnaire;
2. Assessment of basic competencies (ABC) questionnaire; and
3. School observation checklist.

Household survey questionnaire

This instrument was developed to provide information on gross and net enrollment, non-schooled children, availability of textbooks, use of private tutor and parental participation in school matters. Questions related to each of the household member, schooling of the persons aged 4-20 years and some household level items were included in this instrument. However, more emphasis was given on schooling and education related matters. Although the

[2] The subjects of the achievement test was the children aged 11-12 years, who constitute 5.5% of the Bangladesh population. In each cluster, 14 children (7 boys and 7 girls) needed to be tested. This means at least 60 households were necessary to reach to identify such number of children. However, to have wider spread the figure was doubled to include at least 125 households in each cluster.

[3] All primary schools in Bangladesh follow a 5-years primary cycle except for some NGO schools such as BRAC which follows a 3-years primary cycle (age 8-10 years). BRAC is now moving also to a 5-years cycle.

primary schooling age is 6-10 years[3] in Bangladesh, different studies suggested that children older and younger than this age group also enrol in primary schools. Thus it was decided to collect schooling information on all individuals aged 4-20 years. The instrument had four sections: profile of each household member, schooling of the members aged 4-20 years, parental information and household level information.

Profile of household members: This section collected information on age, sex and number of classes completed in school by each household member.

Schooling of the individuals aged 4-20 years: Current enrollment status of the individuals aged 4-20 years was the prime part of this section. More specifically, this collected information on class and type of school of the currently enrolled children; last class passed, type of latest enrolled school, causes and year of dropout of the dropped out children; and causes of non-enrollment of the never enrolled children. Additional information about the currently enrolled children included participation of the guardians in school meetings, problems faced, if any, in getting textbooks, the use of private tutors and loss of textbooks during the floods of 1998.

Parental information: This section collected selected parental information of all individuals aged 4-20 years. These were: levels of education of the parents, principle occupation of father, and mother's involvement in any income generating activities.

Household information: A total of four questions were included in this section: self-perceived yearly household economic status, amount of cultivable land possessed, religious beliefs of the household members and labour sale status of the household.

Assessment of basic competencies (ABC)

This instrument was used to provide information about the level of basic competencies of the children as an indicator of achievement. It should be mentioned here that based on the concept of basic education as enunciated in the Declaration of World Conference on Education for All (WCEFA) 1990 this instrument was developed in 1992-93 to assess basic educational level of the children of Bangladesh (Chowdhury et al., 1994). Based on the WCEFA definition of 'basic education' and 'basic learning needs', the following operational definition of basic education was adopted for Bangladesh:

Basic education refers to education intended to develop basic learning skills (i.e., the 3R's) as well as some basic life skills necessary for the children to survive, to improve the quality of their lives and to continue learning.

The above definition of basic education encompassed the following competencies which were assessed through the ABC:

a) ability to read and write a short, simple statement on everyday life;
b) ability to work out everyday arithmetic; and
c) knowledge/attitude regarding selected life skills necessary to improve quality of life.

The instrument had four sections: life skills/knowledge, reading, writing and numeracy. A variety of questions were set for each section and the number of total items was 42.

Life skills/knowledge: There were ten questions under 'life skills/knowledge' section. Six of them were on health, one on poultry/livestock, one on population, one on basic attitude about gender, and one was on specific knowledge about the outside world.

Reading skills: The 'reading skills' section consisted of three parts. The first part contained five words with different difficulty levels, the second part contained a sentence with five words, and the final part included a comprehension passage which was related to life in Bangladesh and conveyed a development message.

Writing skills: The 'writing skills' section of the instrument had four parts, viz., writing own name and the name of village/town, three words, a sentence, and a letter. It should be mentioned that capability of reading and writing a letter is considered in defining literacy in the national census in Bangladesh.

Numeracy skills: There were six parts in the 'numeracy skills' section, viz., counting, reading numbers, writing numbers, addition, subtraction and mental arithmetic. The mental arithmetic problems are related to situations that might occur in daily life of the children and need skills in the four operations, viz., addition, subtraction, multiplication and division.

A child was considered to have 'basic education' if s/he satisfied the following criteria:

a. answering 'correctly' at least seven of the ten life skills questions;
b. answering 'correctly' at least three of the four questions from the reading comprehension passage;
c. 'correctly' communicating a given message through a letter; and
d. answering 'correctly' at least three of the four mental arithmetic questions.

It should be remembered that the ABC is a curriculum independent test instrument. The competencies measured

through this is quite elementary and is expected to be achieved through primary level formal and non-formal schooling in Bangladesh. For further details about the instrument, its modification and assessment procedure see: Chowdhury et al., 1994 and 1992; Nath et al., 1993. As a background information, children's access to communications media (radio, TV and newspaper) was also assessed through this instrument.

School observation checklist

This instrument was developed to collect information about the schools and other school related matters. The school observation checklist was divided into seven sections. These were: general information about school, classroom information, teachers' profile, community participation, retention and dropout, school visit by the supervisors and losses due to the floods of 1998.

General information: This section included information on physical facilities of the school including construction materials of school building, water and sanitation provision, school dress, playground, performance in scholarship examination, singing of the national anthem and hoisting of the national flag.

Classroom information: This section included information on capacity in each classroom, number of students in school registers, and number of students who were present in classes on two reference days.

Teachers profile: Information on sex, religion, current designation, level of education and years of experience of each of the teachers were included in this section. Information about basic and refresher training was also part of the section.

Retention and dropout: Number of students registered in each class at the beginning of 1997, number of students dropped out during 1997, number of students who got promotion to the next class and number of repeaters were collected through this section.

Community participation: Community participation through school management committee (SMC) and parent teacher association (PTA) were two major parts of this section. Size of the committee and proportion of women in the committee, number of meetings held last year, date and number of persons who attended the last meeting were included in this section.

School visit: Information on school visit by the Thana Education Officers (TEOs), Assistant Thana Education Officers (ATEOs) for the government schools or the Programme Organisers (POs) for the NGO schools during 1998 were collected through this section.

Losses due to the floods of 1998: Water level in school during the floods, number of academic days lost due to flood, type of losses and estimated cost to recover these losses were collected under this part of the instrument (The results are not provided in this report).

The instruments alongwith their English versions are given in Annexes 3.2 to 3.7.

Definition of variables

The definitions of some of the indicators and terms used in this report are available in Annex 3.8.

Sampling

The minimum sample size for an estimate was calculated to be 392. Annex 3.9 gives more details of the calculations. Because of known variations in the educational attainment among the geographical regions in the country eight different surveys were carried out, one in each of the following strata:

Rural Bangladesh:	Rural Dhaka Division; Rural Chittagong Division; Rural Rajshahi Division; Rural Khulna Division; Rural Barisal Division, and Rural Sylhet Division;
Urban Bangladesh:	Metropolitan cities; and Other urban areas (non-metropolitan urban settlements)

For each stratum the same sample size and similar sampling strategy were followed. A multi-stage sampling procedure was designed for this purpose. At the first stage, 30 thanas (pourashava for other urban areas) were selected through systematic random sampling technique with probability proportional to size (PPS). At the second stage, one union (ward for the urban strata) for each selected thana/pourashava was selected randomly. At the third stage, one village (mahallah for the urban strata) was randomly selected for each selected union/ward. This means that 30 villages/mahalla (here called clusters) were selected for each stratum, totalling 240 for the whole of Bangladesh. Latest available information (Community Series of 1991 Census in districts volumes) published by the Bangladesh Bureau of Statistics were used in sampling. It came out that all 64 districts of the country got represented in the sample (Figure 3.1).

The household survey questionnaire was administered in between 125 and 200 households in each of the selected clusters. This range was fixed in such a way that it allows drawing of the required number of children for enrollment (from the household survey) and can be used as sampling frame for the basic competency survey. This range was identified from the experience of the pilot

study (see above). In the selected village/mahallah, the interviewers identified the north-west corner of the village/mahallah, and the work started by surveying the first household of the corner. A sketch of the village/mahallah was drawn to identify the first house at the north-west corner. After completing work in the first household the interviewers moved anti-clockwise for the next household and so on until the required size was reached. If the village/mahallah was small to find the minimum number of households (i.e., 125) the interviewers moved to the village/mahallah closest to the place where they finished and completed the remaining households in the similar fashion. If the village/ mahallah was too big the survey stopped at reaching the number of 200.

FIGURE 3.1
Map showing the location of sample spots

Two lists of children, one for boys and the other for girls aged 11 and 12 irrespective of schooling status were prepared from the filled up household survey questionnaires for each cluster. These were used as the sampling frame for the ABC survey. Following a systematic random sampling procedure 14 children were selected, seven from each list, for administering the basic competency instrument. This means that for each cluster, 14 children aged 11-12 years were interviewed for the ABC survey. In case of unavailability of a child a new one was chosen in the similar way from the remaining children in the list.

For the school survey, all schools located in the selected clusters and its adjacent village/mahallah were surveyed through the school observation checklist.

Thus a total of 42,584 households from 312 villages/mahallas were covered through the household survey, where 31,092 children aged 6-10 years were identified. The number of children assessed through the ABC survey was 3,360. A total of 885 schools was traced. Table 3.1 presents more details on the sample in different stratum. Distribution of the schools by type alongwith a brief description, is given in Annex 3.10.

TABLE 3.1

The study sample at a glance

Stratum	No. of village	No. of HHs	Number of children aged 6-10y	enrolled at primary level	aged 11-12y	under ABC test	No. of school surveyed
Rural Dhaka Division	35	5,205	3,780	4,001	1,424	420	103
Rural Chittagong Division	46	5,408	4,952	5,157	1,717	421	88
Rural Rajshahi Division	37	4,992	3,395	3,689	1,195	420	114
Rural Khulna Division	37	5,624	3,929	4,584	1,452	420	119
Rural Barisal Division	35	5,332	4,034	4,293	1,436	419	124
Rural Sylhet Division	37	5,029	4,485	4,699	1,553	420	90
Metropolitan cities	51	5,661	3,258	3,286	1,448	421	138
Other urban areas	34	5,297	3,259	3,520	1,375	419	109
Total	312	42,548	31,092	33,229	11,600	3,360	885

Weighting

Since the strata population in terms of the number of children varied substantially, weights were used in pooling estimates for Rural Bangladesh, Urban Bangladesh and national levels. A standard statistical procedure was used for the purpose. See Annex 3.9 for details.

Interviewers and their training

A total of 135 female and male individuals were engaged in the field work for the study. Of them 120 worked as interviewers, 10 as supervisor cum re-interviewer and the rest as senior supervisors. All of them had at least a Bachelor's degree but many had Masters level education. A good number of them had previous experience as field investigators in different social science research studies in the country.

The interviewers and the supervisors were trained in three groups over a seven-day long training workshop each. Each training workshop included a four-day classroom discussion and role play exercises, and three days of field practice. A detailed instruction manual for all sections of the instruments was used in the training workshops. Senior staff members of BRAC's Research and Evaluation Division and CAMPE conducted the training sessions. It may be mentioned that each training workshop trained more people than needed to take care of dropouts.

The field operation

The interview in each cluster was carried out by a team of four interviewers, of whom one was the team leader. This means that a total of 30 teams worked for the whole study. The team leader was given responsibility to distribute the work among the interviewers and to co-ordinate the team activity. Each team spent three days in a cluster. For each cluster, the first two days were used in household survey and the third day for school observation and the ABC test. In most clusters the teams stayed in the sample villages; in other cases the teams stayed in a nearby village.

For the household survey, the head of the household was the target respondent. If s/he was not available the husband/wife was chosen for the purpose. If neither was available, any adult member of the household was chosen. Sometimes the respondent took help from other members of the household in replying to questions asked by the interviewer. In some 'conservative' households women were not prepared to talk with male interviewers; in such cases help was sought from other male persons in the neighbouring households. Some households were missed due to unavailability of an appropriate respondent. Age determination was the most difficult and time consuming part in the household survey. Event calendar was used to determine age. On average, 16 minutes were spent for a household interview.

A team of two interviewers interviewed each child for the ABC survey and the interviews took place either inside the child's own house or in the courtyard. While one of the team members conducted the actual interview the other member subtly kept the crowd and onlookers (both children and adults) away. The team members did these alternately. It was needed because interviewing adults is very common in Bangladesh but not so for the children. Thus, care was taken to ensure that the interviewee child did not get nervous as a result of the behaviour of the interviewers or the onlookers. The chances of 'interviewer's bias' in conducting such test was investigated but there was little evidence of it as a good match was found in the test and the re-test results (see Table 3.2).

The head master was the key respondent for the school survey and the interview was held at the school premises. If the head master was not available, his/her assistant was chosen. If neither was available, any other teacher of the school was considered for the purpose. In a typical situation, however, the head master alongwith one or two other teachers in one sitting provided the required information about the school. The interviewers carried letters from BRAC and CAMPE requesting the head masters to provide them necessary co-operation and information; in a few cases, however, the head masters, particularly in madrassas, were not happy with this and demanded letter from the government education authority. It should be mentioned that although the schools were observed on the third day of the team's visit to the village/mahallah there was little chances for the school authorities know that their schools would be visited (because it was not circulated). Thus school visit could be considered as 'surprise visit'.

After completing each interview the team members carefully checked the filled up questionnaire to ensure that all the questions were asked and responses entered.

Each supervisor cum re-interviewer was given responsibility for three teams. The supervision included seeing whether the teams went to the right villages/mahallahs and whether the interviewers worked as per instructions. For re-interviewing, nine clusters were randomly selected and re-survey on some selected indicators was done. The senior supervisors made random visits to the teams to check the quality of work. The fieldwork was completed between October 9 and November 15, 1998.

Data quality assessment

Several steps were taken to ensure the quality of the data. First of all, in each team one member was made the leader whose major responsibility was to ensure the quality of data collected by other members of the team. Secondly, each supervisor cum re-interviewer who was given responsibility for three teams frequently visited the teams, observed their work and gave necessary guidance. They also re-interviewed a sub-sample of the survey on some selected variables. Thirdly, there were five senior supervisors from the Research and Evaluation Division of BRAC, the implementer of the study, who ensured that the teams and the supervisor cum re-interviewers worked as per instructions. These supervisors also offered necessary guidance when needed. Finally, members of the core research team at BRAC visited selected teams to see overall field operations. The team leaders and the supervisors

TABLE 3.2

Percentage of cases matched between the main survey and the re-interview for selected indicators

Indicators	% matched
Household survey	
Household size	97.8
Sex of individuals	99.6
Age of individuals	
6-10 years	95.0 (± 1yr.)
11-12 years	95.9 (± 1yr.)
Year of schooling of individuals aged 4-20 years	98.0
Current enrollment status of aged 4-20y	99.5
Mothers education	94.9
Fathers education	95.2
Monetary involvement in getting textbooks	96.0
Having private tutor	96.7
Self-perceived yearly economic status of household	95.0
ABC survey	
Knowledge on 'place of defecation'	90.9
Knowledge on 'prevention of night blindness'	80.2
Attitude towards gender equity in school enrollment	82.4
Reading of word 'mother'	96.4
Reading of word 'pond'	95.5
Reading of word 'freedom'	92.4
A question from comprehension passage	94.7
Writing own name	98.0
Writing the word 'Bangladesh'	94.7
Counting '40 to 50'	93.2
Reading the number '49'	91.5
A mental arithmetic	91.2

regularly communicated over telephone with the core research team in Dhaka.

Of the villages/ mahallahs covered by each interviewer team three were randomly chosen for post enumeration. This means, a total of 90 clusters were revisited for post enumeration. In each cluster, 10 households from the household survey and four children from ABC survey were re-interviewed. Thus, in total 900 households from the household survey and 360 children from the ABC survey were re-interviewed to check the reliability of the data. Though no such formal re-interview was made for the school survey, some schools were revisited to confirm that the teams carried out their work accordingly

For post-enumeration, a few items were covered instead of the whole instrument. These data were then matched with the original data to find any deviations. The matching operation, which was done using a computer, showed that the quality of the data was very good as most of the indicators matched in more than 90 percent of the cases (Table 3.2). As already mentioned, estimating the age of the individual was the hardest job in the household survey. However, the matching operation shows that the age information is correct in over 95 percent cases if a deviation of a single year is accepted as 'correct'.

In case of the ABC survey it was observed that some children correctly answered a question during re-interview but not at the time of the actual survey. This, which happened mostly in the area of life skills/knowledge, is understandable as a natural response to the failures in the first interview which provided the stimulus both to the child and parents to make up any deficiency revealed. Using Test-retest method the reliability coefficient was found to be 0.926 for the ABC survey data. Again, using Kudar-Richardson formula number 20 (KR 20) it was calculated that the reliability coefficient was 0.962 which is much higher than the satisfactory level of 0.80 (Carmines et al., 1979).

Limitations of the study

Although a scientific methodology was followed in collecting data for this study, the following limitations should be remembered while reading this report.

1. This study collected data on some internal efficiency indicators which are quantifiable and easily collectable. However, there may be many others which are equally important but need in-depth observations. This study did not attempt those. Thus, the totality of the state of the primary education in Bangladesh could not be covered.
2. During household survey, some information might not have been collected from the right persons. For example, the respondent (any adult person of the household, in absence of the household head) might not know whether the child had to pay money in collecting textbooks, when did the child get full set of textbooks, or whether the parents attended any school meeting.
3. A special note of caution for the school survey is needed. The survey collected information from schools which were situated in villages selected for the household survey. Thus, the schools surveyed can not be considered to be representative of all schools for the particular stratum.
4. The ABC is a curriculum independent test. It was designed to provide an estimate of the achievement of 'basic education' irrespective of attendance in school, and does not provide an assessment on the basis of the 53 terminal competencies expected in five-year primary school cycle.
5. Many of the analyses presented assumed correct reporting of age of the child. As indicated in the text estimation of age was the most difficult one but all measures were taken to have the best estimate.
6. It is possible that some school system not providing the minimum primary level education may have been included as primary education institutions. This may have happened mostly in Madrassas; some institutions such as Hafezia madrassas do not provide primary education. Fortunately such institutions are too small to have an effect on the analyses and conclusions.

Chapter Four

Internal Efficiency

The sustainability of a system depends on its efficiency, and this is true for education as well. There are two dimensions: internal and external. Analysis of internal efficiency deals with the system itself and the analysis of external efficiency looks at the impact of education on broader societal goals.

This chapter explores some basic indicators related to internal efficiency of primary education in Bangladesh. These include enrollment, dropout, attendance, completion, physical facilities in school, teacher quality, etc. Information on these indicators were collected through household survey and school observation. Information from previous studies were also used to show the trends over time.

Gross enrollment

Table 4.1 shows the gross enrollment ratios at primary level classes I to V. It includes enrollment in all types of primary schools: secular and non-secular, formal and non-formal. The table shows that the gross enrollment exceeded 100 per cent in almost all strata and for both girls and boys. The gross enrollment nationally is 107; girls having a higher ratio of 109 compared to boys' 104. Division-wise, rural Khulna has the highest of 117, and the Metropolitan cities have the lowest of 101; in both cases girls exceeded those of boys'. In fact, girls were ahead of boys everywhere except rural Chittagong where boys were marginally ahead than girls. The other thing which this table shows is that the Metropolitan areas were worse off than other urban areas.

TABLE 4.1

Gross enrollment ratio at primary level (Classes I to V) by stratum and sex

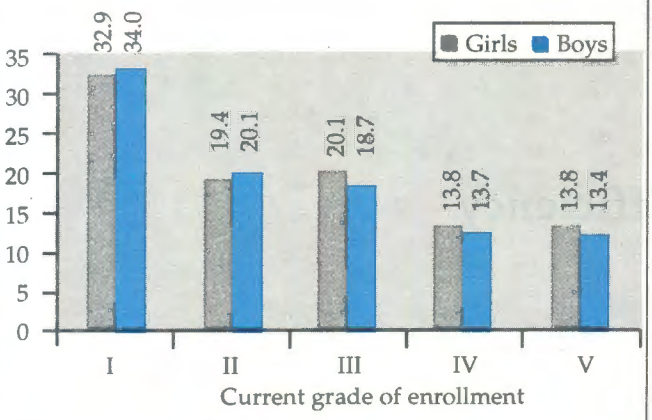
Stratum	Gross enrollment ratio (%)					
	Girls		Boys		Both	
Rural Dhaka Division	112	(1,829)	101	(1,951)	106	(3,780)
Rural Chittagong Division	104	(2,397)	105	(2,555)	104	(4,952)
Rural Rajshahi Division	113	(1,663)	105	(1,732)	109	(3,395)
Rural Khulna Division	121	(1,923)	113	(2,006)	117	(3,929)
Rural Barisal Division	108	(1,993)	106	(2,041)	107	(4,034)
Rural Sylhet Division	107	(2,185)	104	(2,300)	105	(4,485)
Metropolitan cities	103	(1,601)	99	(1,657)	101	(3,258)
Other urban areas	111	(1,626)	106	(1,633)	108	(3,259)
Rural Bangladesh	111	(11,990)	105	(12,585)	108	(24,575)
Urban Bangladesh	107	(3,227)	103	(3,290)	105	(6,517)
All Bangladesh	109	(15,217)	104	(15,875)	107	(31,092)

Figures in the parentheses indicate number of children aged 6-10 years
Source : Education Watch Household Survey (1998)

Figure 4.1 shows the gross enrollment by Class enrolled at the national level. It shows several things. Firstly, the enrollment decreases progressively every higher class. Secondly, the drop is highest between classes I and II, and the next between classes III and IV. Thirdly, there is little difference between boys and girls in the way

FIGURE 4.1

Percentage distribution of all students in different grades by sex



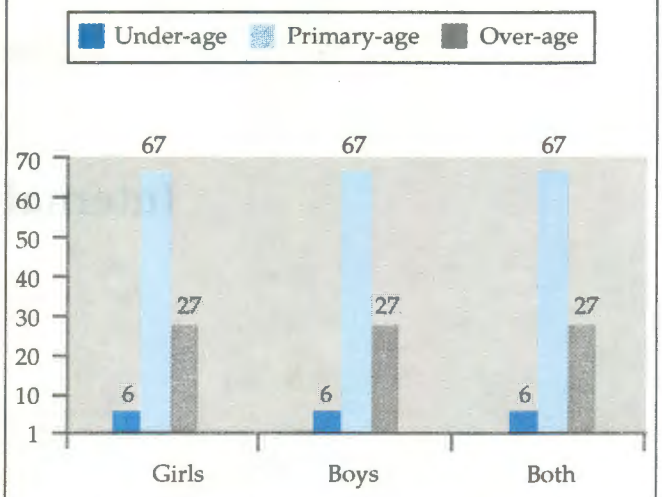
Source: Education Watch Household Survey (1998)

the attrition takes place. Fourthly, the load of students is highest in earlier classes which may be a reflection of increased enrollment at the lowest class or higher subsequent dropout or both. Ideally, a fifth (i. e. 20%) of all students should have been in each class but a third of all students are in class I alone. Annex 4.1 and 4.2 show more details of these results.

Figure 4.2 and Table 4.2 show the proportion of children enrolled at primary level by age of the child. Since the primary age is 6 to 10 years, the figure shows that 33

FIGURE 4.2

Percentage of currently enrolled children who were under-age, primary age and over-age, by sex



Source: Education Watch Household Survey (1998)

percent or a third of the enrolled students were from outside the primary age group; 27 percent were over aged. The situation in this case was marginally better in urban areas than rural areas. Annex 4.3 gives more details of the results separately for each stratum.

Table 4.3 shows the gross enrollment for different types of primary schools. It shows that of the students enrolled at primary level, the government-run schools had the highest number of them, with two-thirds of all students enrolled in such schools. It should be remembered that the government schools have also the highest capacity. A far-second in enrollment was the non-government (registered) schools with 12 percent of all students. The non-governmental organizations (NGOs), which run non-formal schools in most cases, were the third with 8.5 percent share of enrollment. The Madrassas, including Ebtedayee and others, had 6 percent of students; of these Ebtadayee, which is equivalent to the primary level, had 1.3 percent share. Others such as non-government (un-registered), English-medium kindergartens and the primary schools attached to

TABLE 4.2

Percentage distribution of children currently enrolled at primary level (Classes I to V) by age, residence and sex

Residence	% of currently enrolled children by age (years)									
	n	4-5	6	7	8	9	10	11	12	13+
	Under -age ◄			Primary age group				◄ Over-age ►		
Rural Bangladesh										
Girls	13,177	5.9	8.4	14.2	15.3	11.9	16.9	10.2	10.2	7.0
Boys	13,246	5.9	7.6	13.8	15.8	12.1	17.3	9.1	10.5	7.9
Both	26,423	5.9	8.0	14.0	15.5	12.0	17.1	9.6	10.3	7.6
Urban Bangladesh										
Girls	3,439	4.9	8.1	14.2	16.3	14.0	15.7	12.3	9.1	5.4
Boys	3,367	5.4	7.6	14.0	16.6	13.5	18.4	10.6	8.8	5.1
Both	6,806	5.1	7.9	14.1	16.4	13.7	17.0	11.4	9.0	5.4
All Bangladesh										
Girls	16,616	5.8	8.4	14.2	15.4	12.2	16.7	10.4	10.0	6.9
Boys	16,613	5.8	7.6	13.8	15.9	12.2	17.5	9.3	10.3	7.6
Both	33,229	5.8	8.0	14.0	15.7	12.2	17.1	9.8	10.2	7.2

Source : Education Watch Household Survey (1998)

TABLE 4.3

Percentage distribution of children currently enrolled at primary level (Classes I to V) by type of school, residence and sex

Type of school	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Girls (13,177)	Boys (13,246)	Both (26,423)	Girls (3,439)	Boys (3,367)	Both (6,806)	Girls (16,616)	Boys (16,613)	Both (33,229)
Primary school									
Government	68.9	69.2	69.1	57.7	55.5	56.6	67.6	67.6	67.6
Non-government (reg.)	12.9	12.7	12.8	7.2	6.5	6.9	12.3	12.0	12.1
Non-government (un-reg.)	2.9	2.9	2.9	2.0	2.8	2.4	2.8	2.9	2.8
Non-formal primary	10.0	6.6	8.3	9.0	10.4	11.7	10.2	6.8	8.5
Madrassa									
Ebtedayee	1.0	1.5	1.3	2.5	1.9	1.3	1.0	1.6	1.3
Kamil/Fazel/Alim/Dakhil	2.4	4.2	3.3	3.5	2.8	2.2	2.4	4.1	3.2
Hafezia/Kaomi/Kharezee	1.0	2.0	1.5	1.7	1.1	0.5	0.9	1.9	1.4
Kindergarten	0.5	0.7	0.6	8.8	7.7	6.7	1.2	1.6	1.4
Secondary attached	0.4	0.3	0.3	9.6	10.2	10.7	1.6	1.3	1.5
All types	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Figures in the parentheses indicate number of children currently enrolled at primary level

Source: Education Watch Household Survey (1998)

TABLE 4.4

Net enrollment rate (%) among children 6-10 years by stratum and sex

Stratum	Net enrollment rate (%)						Significance
	Girls		Boys		Both		
Rural Dhaka Division	79.2	(1,829)	71.7	(1,951)	75.3	(3,780)	p<0.001
Rural Chittagong Division	73.8	(2,397)	74.2	(2,555)	74.0	(4,952)	ns
Rural Rajshahi Division	78.0	(1,663)	75.8	(1,732)	76.9	(3,395)	ns
Rural Khulna Division	85.8	(1,923)	79.5	(2,006)	82.6	(3,929)	p<0.001
Rural Barisal Division	82.0	(1,993)	78.2	(2,041)	80.1	(4,034)	p<0.01
Rural Sylhet Division	78.8	(2,185)	77.6	(2,300)	78.2	(4,485)	ns
Metropolitan cities	76.1	(1,601)	77.9	(1,657)	77.1	(3,258)	ns
Other urban areas	80.8	(1,626)	80.9	(1,633)	80.8	(3,259)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	78.7	(11,990)	75.0	(12,585)	76.8	(24,575)	p<0.001
Urban Bangladesh	78.5	(3,227)	79.4	(3,290)	79.0	(6,517)	ns
Level of significance	*ns*		*p<0.001*		*p<0.05*		
All Bangladesh	78.6	(15,217)	75.5	(15,875)	77.1	(31,092)	p<0.001

Notes: Figures in the parentheses indicate number of children aged 6-10 years; ns = not significant at p=0.05

Source : Education Watch Household Survey (1998)

secondary schools were much less significant. Annex 4.4, which gives the share of different NGO schools in non-formal enrollment, shows that 76 percent of such students attended BRAC schools.

There were some variations between urban and rural areas in terms of the above. While the government and non-government (registered) schools had higher than the average share of enrollment in rural areas, others such as

NGOs, Madrassas, English-medium, and secondary-attached primary schools had higher shares in urban areas. The difference between girls and boys was more prominent for Madrassas and NGO schools. While there were more girls than boys in NGO schools it was the reverse in case of Madrassas. Annex 4.5 and 4.6 give more details on these aspects which show important difference between different strata. For example, the NGO presence was more prominent in Dhaka, Rajshahi, Khulna and Metropolitan areas than in Chittagong, Barisal, Sylhet or other urban areas.

ference between girls and boys persisted for several strata including rural Bangladesh, Barisal, Khulna and Dhaka divisions. An important difference between the gross and net rates emerges when one compares the urban-rural difference. While rural areas did better in gross rate, this was reversed in net rate; this probably implies that urban schools were more stringent in terms of age of the pupil while admitting them or urban parents are more concious about sending their children to school at the appropriate age, or both. The net rates varied significantly among different divisions ($p<0.001$) with Khulna being the highest (82.6%) and Chittagong the lowest (74%).

TABLE 4.5

Net enrollment rate (%) among children 6-10 years by residence, self-perceived economic status and sex

Residence	Self-perceived economic status								Significance
	Always in deficit		Sometimes in deficit		Balanced		Surplus		
Rural Bangladesh									
Girls	69.1	(4,121)	80.4	(4,320)	86.0	(2,582)	88.7	(967)	p<0.001
Boys	64.0	(4,445)	77.4	(4,378)	82.8	(2,748)	87.8	(1,013)	p<0.001
Both	66.5	(,8566)	78.9	(8,698)	84.4	(5,330)	88.3	(1,980)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		*p<0.01*		*ns*		
Urban Bangladesh									
Girls	67.1	(744)	80.0	(920)	83.6	(1,045)	81.8	(518)	p<0.001
Boys	63.5	(781)	79.4	(938)	85.1	(1,081)	92.2	(490)	p<0.001
Both	65.2	(1,525)	79.7	(1,858)	84.4	(2,126)	86.9	(1,008)	p<0.001
Level of significance	*ns*		*ns*		*ns*		*p<0.001*		
All Bangladesh									
Girls	68.9	(4,865)	80.4	(5,240)	85.6	(3,627)	87.3	(1,485)	p<0.001
Boys	64.0	(5,226)	77.6	(5,316)	83.2	(3,829)	88.7	(1,503)	p<0.001
Both	66.3	(10,092)	79.0	(10,556)	84.4	(7,456)	88.0	(2,988)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		*ns*		*p<0.05*		

Figures in the parentheses indicate number of children aged 6-10 years; ns = not significant at p=0.05

Source: Education Watch Household Survey (1998)

Net enrollment

Table 4.4 shows the net enrollment at primary level in Bangladesh as found from the Education Watch Household Survey of 1998. Nationally, the net enrollment was found to be 77 percent which means that this proportion of primary school age children (i.e., 6-10 years) were enrolled[1] and the rest (i.e. 23%) were not enrolled at all. The difference between girls and boys as found in gross ratios was maintained here as well with the girls being significantly more enrolled than boys ($p<0.001$). Such a (statistical) dif-

[1]A further look at the data by class of enrollment showed that not all of these children were in primary classes; 4.1% were in pre-primary and 0.5% in secondary. It means that the 'real' net enrollment rate for primary stage was 73% (also see Table 4.10).

Net enrollment and socio-economic differentials

Tables 4.5 and 4.6 confirm again the importance of socio-economic background of parents in enrollment. Parents were asked to identify their economic status in one of the four categories: 'always in deficit', 'sometimes in deficit', 'balanced' or 'surplus'. For those parents who reported to have a 'surplus' status in economic terms, the net enrollment was 88 percent but this was only 66.3 percent for those who reported to be in 'always deficit' situation. The other interesting information which Table 4.5 reveals is that girls' advantage over boys in enrollment is present more in poorer groups than in the richer groups. This is

TABLE 4.6

Net enrollment rate (%) among children 6-10 years by mothers' level of education, residence and sex

Residence	Mothers level of education						Significance
	None		Primary		Secondary +		
Rural Bangladesh							
Girls	73.3	(7,936)	89.8	(2,779)	95.5	(1,056)	p<0.001
Boys	68.9	(8,405)	87.8	(2,932)	94.3	(1,028)	p<0.001
Both	71.0	(16,341)	88.8	(5,711)	94.9	(2,084)	p<0.001
Level of significance	*p<0.001*		*p<0.01*		*ns*		
Urban Bangladesh							
Girls	67.6	(1,548)	87.3	(710)	94.2	(879)	p<0.001
Boys	68.2	(1,586)	88.4	(670)	93.4	(961)	p<0.001
Both	67.9	(3,134)	87.8	(1,380)	93.8	(1,840)	p<0.001
Level of significance	*ns*		*ns*		*ns*		
All Bangladesh							
Girls	72.7	(9,484)	89.5	(3,489)	95.1	(1,935)	p<0.001
Boys	68.9	(9,991)	87.9	(3,602)	94.0	(1,989)	p<0.001
Both	70.8	(19,475)	88.7	(7,091)	94.5	(3,924)	p<0.001
Level of significance	*p<0.001*		*p<0.05*		*ns*		

Figures in the parentheses indicate number of children aged 6-10 years; ns = not significant at p=0.05
Source: Education Watch Household Survey (1998)

particularly true in rural areas. In urban areas, however, boys enrollment in the better-off families was significantly higher than that of girls.

Mothers' education status continued to influence enrollment. Mothers with secondary or more education had more of their children enrolled than mothers with no or little education (p<0.001). Less educated mothers, however, tended to send their daughters more than sons to schools (Table 4.6). Further details on these information for different strata are available Annexes 4.7 and 4.8.

Table 4.7 shows the net enrollment on the basis of religious background. Nationally, Muslims had a significantly higher (77.6%) enrollment rate than non-Muslims (71.2%). This was true for all strata except Dhaka and Barisal divisions and the Metropoliton areas where the trend was the reverse, i.e., the non-Muslims had higher rates. Annex 4.9 gives these information according to sex of child.

Involvement of household members with NGO activities increased the net enrollment significantly in poorer households; this was more so in metropolitan areas (Annex 4.10).

TABLE 4.7

Net enrollment rate (%) among children 6-10 years by religion and stratum

Stratum	Religion				Significance
	Islam		Others		
Rural Dhaka Division	75.0	(3,620)	81.9	(160)	p<0.05
Rural Chittagong Division	76.8	(4,346)	53.8	(606)	p<0.001
Rural Rajshahi Division	77.3	(3,159)	71.1	(236)	p<0.05
Rural Khulna Division	83.2	(3,552)	77.1	(377)	p<0.01
Rural Barisal Division	78.9	(3,590)	89.4	(444)	p<0.001
Rural Sylhet Division	79.5	(3,844)	69.8	(641)	p<0.001
Metropolitan cities	76.6	(3,038)	84.1	(220)	p<0.01
Other urban areas	80.4	(2,844)	83.9	(415)	ns
Level of significance	*p<0.001*		*p<0.001*		
Rural Bangladesh	77.5	(22,111)	69.2	(2,464)	p<0.001
Urban Bangladesh	78.4	(5,882)	83.9	(635)	p<0.05
Level of significance	*ns*		*p<0.001*		
All Bangladesh	77.6	(27,993)	71.2	(3,099)	p<0.001

Figures in the parentheses indicate number of children aged 6-10 years;
ns = not significant at p = 0.05
Source: Education Watch Household Survey (1998)

The non-enrolled

Earlier tables showed that 23 percent children aged 6-10 years were not enrolled in any schools at the time of survey. An analysis of these children revealed that they came from socially disadvantaged classes; 86 percent of their mothers and 78 percent fathers had no education (compared to 64% among those enrolled) and 79 percent were 'poor' (compared to 66% among those enrolled). Details of this analysis are in Annex 4.11.

enrolled' or 'never enrolled' during the 1998 and 1993 surveys; this information is given for two groups of children: those aged 11-12 years in both the surveys and those aged 16-20 in the 1998 survey. This is a snap-shot of children but provide valuable information on trend. There has been an increase in proportion currently enrolled for children 11-12 years between 1993 and 1998 (Figure 4.3). However, this increase was restricted to girls whose proportion increased by 10 percentage points from 73.7 to 83.7; the

TABLE 4.8

Percentage distribution of children aged 6-10 who were never enrolled by causes of not enrolling, residence and sex

Causes	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Girls (2,292)	Boys (2,706)	Both (4,998)	Girls (608)	Boys (571)	Both (1,179)	Girls (2,900)	Boys (3,277)	Both (6,177)
School is away from home	3.9	3.3	3.6	3.6	4.9	4.2	3.9	3.4	3.6
Lack of money	31.6	32.3	31.9	31.1	25.4	28.4	31.5	31.6	31.6
School authority regretted	5.4	5.1	5.3	6.0	5.3	5.7	5.5	5.1	5.2
No use of education	1.3	0.6	0.9	0.8	0.5	0.7	1.3	0.6	0.9
Has to work at home	3.7	4.0	3.9	2.7	2.1	2.4	3.6	3.8	3.7
The child does not like	9.4	14.2	12.0	10.3	13.0	11.6	9.5	14.1	12.0
Too young to go to school	39.1	34.4	36.5	39.2	40.9	40.0	39.1	35.0	36.9
Insecure road transportation	1.8	1.4	1.6	0.7	1.1	0.9	1.7	1.4	1.5
Disability	2.3	2.3	2.3	2.8	4.3	3.5	2.3	2.5	2.4
Others	1.5	2.5	2.1	2.8	2.5	2.7	1.7	2.5	2.1

Figures in the parentheses indicate number of children not enrolled

Source: Education Watch Household Survey (1998)

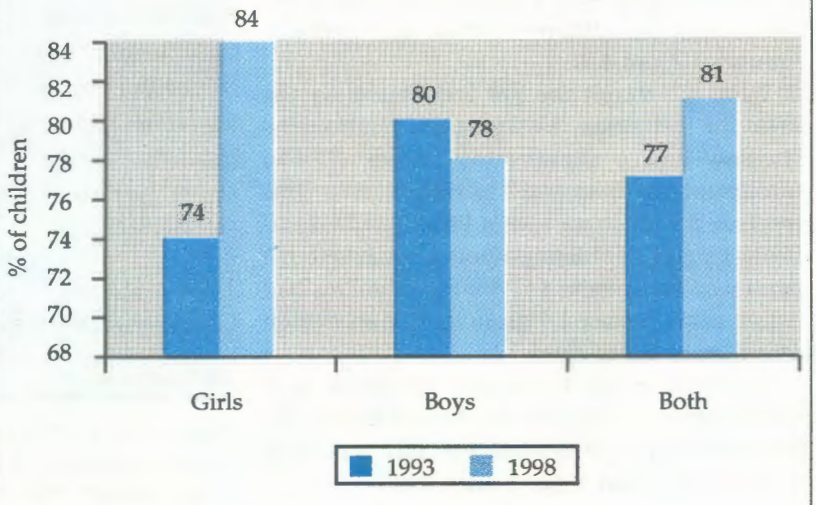
Table 4.8 gives the reasons for non-enrollment. The most important reasons mentioned were 'too young to go to school' (36.9%), 'lack of money' (31.6%) and 'the child does not like' (12%).

Trend in enrollment

The above discussion on enrollment suggests improvements in the ability of the primary school system to attract more children. The present level of enrollment is an indication of the increased efficiency of the system. We continue this discussion with a few more tables to validate the evidence on this improvement in enrollment status. From each individual aged 4-20, we collected information on her/his schooling history. The same information was also collected in 1993 from children 11-12 years old in the national survey for the Assessment of Basic Competencies (ABC) (Nath et al., 1993). Table 4.9 presents information on proportion of children who reported that they were 'currently

FIGURE 4.3

Percentage of children 11-12 years old currently enrolled in school, 1993 and 1998



Sources: Education Watch Household Survey (1998); Nath et al (1993)

TABLE 4.9

Percentage distribution of children currently enrolled, dropped out and never enrolled, 1998 and 1993

	Girls			Boys			Total		
	CE	DO	NE	CE	DO	NE	CE	DO	NE
Children 16-20 years (1998)	28.6	45.2 (n=8,366)	26.2	37.8	40.0 (n=8,605)	22.2	33.3	42.6 (n=16,971)	24.1
Children 11-12 years (1998)	83.7	7.0 (n=5,853)	9.3	77.6	10.7 (n=5,731)	11.7	80.7	8.8 (n=11,584)	10.5
Children 11-12 years (1993)	73.7	10.8 (n=1,275)	15.5	79.8	8.3 (n=1,245)	11.9	76.7	9.6 (n=2,520)	13.7

Note: CE: Currently enrolled; DO: Dropped out; NE: Never enrolled

Sources: Education Watch Household and ABC Surveys (1998); Nath, Mohsin and Chowdhury (1993)

boys actually registered a small decline from 79.8 to 77.6. Similarly, the proportion dropped out decreased for girls but increased for boys. However, the proportion of children reportedly never enrolled decreased for girls but remained almost the same for boys.

Individuals who were 16-20 years old at the time of survey had passed their primary schooling age. But the schooling information for this group of children is a crude reflection of the situation persisting approximately five to ten years ago. About a quarter of such individuals never attended school. For the present day (1998) children 11-12 years of age, this proportion is much less (10.5%). By the time this cohort reaches age 16-20, this proportion will further be reduced since many of them will get themselves admitted in schools run for adolescents by many government and non-governmental organizations.

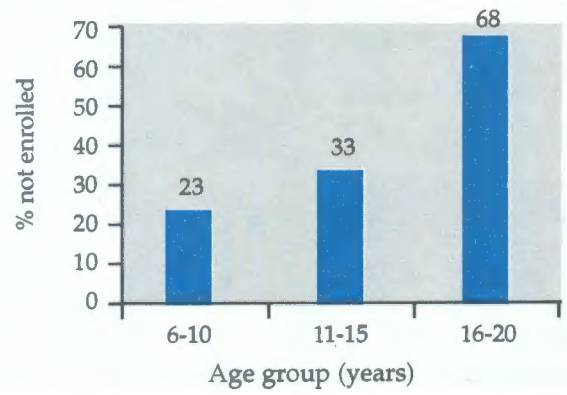
Enrollment outside primary classes

Table 4.10 shows the enrollment status of all individuals aged 4 to 20 years in four age groups : 4-5 (pre-primary), 6-10 (primary), 11-15 (secondary) and 16-20 (post secondary). It shows that proportion not enrolled increases with age : 23 percent in 6-10, 33 percent in 11-15 and 68 percent in 16-20 (Figure 4.4). As found earlier, many of those aged 11-15 years are actually enrolled in primary levels.

The other information of interest are those indicated by circles in Table 4.10. These are the 'real' net enrollment rates at different levels of schooling. For example, the 'real' net enrollment was 73 percent in primary stage, 32 percent in secondary and 13 percent in post-secondary level. The drop in enrollment between primary and secondary stages (and post-secondary) is starkling.

FIGURE 4.4

Percentage of children not enrolled among children 6-20 years old



Source: Education Watch Household Survey (1988).

TABLE 4.10

Net enrollment rates at primary, secondary and post-secondary levels for individuals aged 4-20 years.

Age (years)	Currently enrolled in class (%)				n
	Pre-primary	I-V	VI-X	XI+	
4-5	9.3	18.7	–	–	10,397
6-10	4.1	72.6	0.5	–	31,092
11-15	0.1	34.0	32.5	0.2	26,597
16-20	–	0.9	17.5	13.5	17,232

Source: Education Watch Household Survey (1998).

Dropout

Table 4.9 above provided a partial picture on the level of drop out at primary schools from the data obtained at household level. It was found that in 1998, 8.8 percent children dropped out by the time they were 11-12 years old. This is not a true reflection of the picture of dropout at the primary level as we have seen that nearly a third of the children in primary schools do not complete primary schooling by 10 years of age because of late entry. To get a better picture of the dropout at primary level we thus

TABLE 4.11

Promoted, dropout, and repeater rates, all schools by class and sex

Class/Sex	Percent of students				
	Promoted	Dropped out	Repeated	Total	No. of students
Girls					
I	87.6	5.4	7.0	100.0	18,600
II	90.5	4.6	4.9	100.0	16,371
III	81.8	7.2	11.0	100.0	15,142
IV	85.3	5.7	9.0	100.0	12,949
V	89.4	4.6	6.0	100.0	10,735
All girls	86.9	5.5	7.6	100.0	73,797
Boys					
I	86.4	5.6	8.0	100.0	19,526
II	89.6	4.4	6.0	100.0	17,112
III	82.0	6.8	11.2	100.0	15,569
IV	83.2	7.2	9.6	100.0	13,017
V	88.2	4.7	7.1	100.0	11,053
All boys	86.0	5.7	8.3	100.0	76,277

Source: Education Watch School Survey (1998)

have analysed the data received from schools. It should be remembered that for data on promotion, dropout and repeaters the head teachers failed to provide information on about 6 percent of the registered (in 1997) students. These were excluded from the analyses.

Tables 4.11 and 4.12 give information from sample schools for students whose names were found in school register in early 1997. These students were then traced at the time of the survey to find their present status. Table 4.11 gives the picture of promotion, repetition and drop out rate at different primary classes for girls and boys, for all schools. The dropout varied, for single classes, from 5 to 7 percents. The highest proportion of repeaters for girls and boys were in class III. Annex 4.11 provides the above information separately for formal schools (government primary, registered and un-registered schools). Table 4.12 gives the same but aggregated information for different types of schools. The highest dropout occurred in Madrassas. The English-medium kindergartens and non-formal schools registered the lowest dropout.

Annex 4.13 provides a comparison between schools served by the Food for Education (FFE) programme and those not served by FFE; it shows little difference between the two sets of schools.

The question about the dropout in primary schools cycle still remains. A true dropout rate can only be found if one follows a cohort of children from Class I through to the end of the primary school. In the absence of information on such a real cohort we have created a hypothetical (or 'synthetic') cohort with children in Class I as the entrants to the cohort and those passed out successfully in Class V as the group successfully passing through the system with the data available from our school survey. Table 4.13 gives the cumulative proportion of the cohort retained in each higher class, separately for formal schools and all schools. The figures given in this table should be interpreted with caution as this is not a real cohort and the outcome may have been influenced by change in enrollment over time during the past five years. The table shows that, for girls and boys alike, less than half pass through the primary system uninterrupted. The above analysis ignored the repeaters. Table 4.14 gives completion and dropout rates using the methodology suggested by UNESCO (Primary and Mass Education Division, 1998). When the repeaters are taken into consideration the completion rate increases by about 50 percent; 73 percent completed the cycle over a period of 6.6 years (instead of 5), and 27 percent drop out through the cycle. The girls did slightly better than boys. Information received from the government sources, however suggest that the completion rate would be less than what this study found.

Figure 4.5 shows several things in respect of completion rates for girls. Firstly, the completion rate was highest for kindergartens and secondary school-attached schools and lowest for Madrassas. Secondly, the number of years taken to complete the cycle for those who actually complete was also lowest for Kindergartens and secondary-attached. Thirdly, it shows the proportion of girls who actually complete in five years, without repetition. Annexes 4.14 and 4.15 give these information in tabular form.

TABLE 4.12

Promoted, dropout and repeater rates (average % for all classes) by type of school and sex (1997-98)

Type of School/Sex	Percent of students				
	Promoted	Dropped out	Repeated	All	No. of Students
Girls					
Government primary	86.6	5.8	7.6	100.0	52,357
Non-government primary	85.3	5.1	9.6	100.0	11,922
Non-formal primary	95.5	2.7	1.8	100.0	2,452
Madrassa	80.6	10.5	8.9	100.0	2,358
Kindergarten	97.5	0.9	1.6	100.0	972
Secondary attached	92.8	1.8	5.4	100.0	3,736
All girls	86.9	5.5	7.6	100.0	73,797
Boys					
Government primary	86.2	5.8	8.0	100.0	52,529
Non-government primary	82.3	6.2	11.5	100.0	12,373
Non-formal primary	93.3	3.1	3.6	100.0	1,597
Madrassa	82.0	9.2	8.8	100.0	4,353
Kindergarten	96.9	1.2	1.9	100.0	1,330
Secondary attached	91.9	2.0	6.1	100.0	4,095
All boys	86.0	5.7	8.3	100.0	76,277

Source: Education Watch School Survey (1998)

TABLE 4.13

Cumulative survival in different classes of a 'synthetic' cohort (those in school register in early 1997 and traced in 1998)

Class	% survived (all schools)		% survived (formal schools)	
	Girls	Boys	Girls	Boys
I	100.0	100.0	100.0	100.0
II	87.6	86.5	87.1	86.4
III	79.3	77.5	78.6	77.2
IV	64.9	63.5	63.5	62.6
V	55.4	52.8	53.6	51.4
Pass V	49.5	46.5	47.8	45.2
n	18,600	19,526	16,038	16,728

Source: Education Watch School Survey (1998)

TABLE 4.14

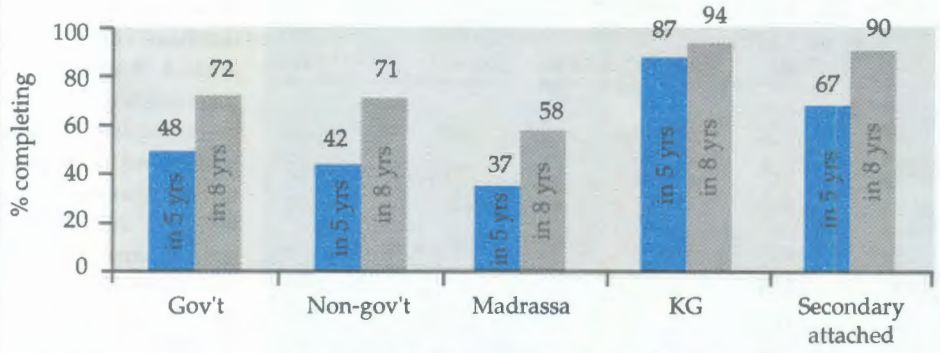
Hypothetical cohort analysis of students registered in various classes using the UNESCO methodology, for all schools (1997-98)

	% of children		
	Girls	Boys	Both
Completion rate	73.4	72.0	72.7
Drop-out	26.6	28.0	27.3
Survival rate	77.2	76.0	76.6
Co-efficient of efficiency	76.5	74.6	75.5
Years input per graduate	6.5	6.7	6.6

Source: Education Watch School Survey (1998)

FIGURE 4.5

Percentage of girls completing primary schooling by type of school and number of years taken to complete



Note: Non-formal schools are not included as most of these are of 3 years

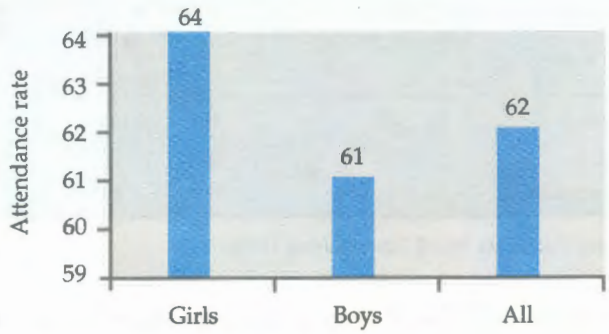
Source: Education Watch School Survey (1998)

Attendance

The attendance rate in schools has been 59 percent at the time they were visited by the interviewers. The rate was higher for girls than boys. When the estimated drop-out between the time of registration in January and the survey in October-November is considered, the attendance rate increases to 62.4 percent (64% for girls and 61% for boys) (Figure 4.6).

FIGURE 4.6

Attendance rate of students in primary schools at the time of survey in October-November 1998



Source: Education Watch School Survey (1998)

Annex 4.16 gives more information on attendance (not considering drop-out) according to different strata and Annex 4.17 gives such information for different types of schools. The highest rate of attendance has been reported for non-formal schools closely followed by the English medium kindergartens. The lowest was 47.4% for madrassas. If one assumes that 20 percent of absenteeism are random, then the proportion of children who are regular in schools is approximately 79 (=59+20). When this is considered in association with the net enrollment rate of 73 percent, the effective enrollment turns out to be 58 percent.

Table 4.15 compares the seating capacities in schools with the number of children actually registered. The table also gives the actual number of children found present on the day of visit by interviewers. It shows that the mean number of children per class whose names were recorded in the school register was 48.2. A subjective but close examination by interviewers revealed that 32 students on overage could actually be accommodated with ease in such class rooms. This means that the schools could accommodate only about 66 percent of the registered students with ease. However, given the rate of attendance, the space available in schools was just enough to accommodate the attending students. On the other hand, non-availability of space may as well have impacted on the level of attendance; fac-

ing difficulties of accommodation day after day can be disincentive for both the child and the parents.

TABLE 4.15

Mean number of children registered, number which can be accommodated in each class easily and number attended school on the day of visit (October—November 1998)

Residence	Number of students in register (average per class)	Average accommodation		Average number attended school
		No.	% of registered	
Rural	47	30	65	26
Urban	52	36	70	34
Bangladesh	48	32	66	28

Source: Education Watch School Survey (1998)

Annex 4.18 and 4.19 give more information on the above for different strata and type of school. Annex 4.20 analyses attendance according to whether the school is under Food for Education (FFE) programme or not; the difference in attendance between the two groups of schools was insignificant.

Distribution of textbooks

The students studying in primary schools were asked when did they receive the textbooks supplied free of cost by the government. Table 4.16 and Annex 4.21 show the results. Table 4.16 shows that a third of the children received the books during the month of January, the first month of the school-year. Over 75 percent had received the same by February and less than four percent never received it. The situation was marginally better in urban areas but there was no difference between girls and boys in this respect.

The students were asked whether they needed to pay any money for receiving the books. Nearly half said that they had to pay some money; however, there was no difference between girls and boys in this respect. Annexes 4.22 and 4.23 give more details. The students were also asked whether they had to pay any fees to schools during the year 1998 for any purpose including examination, games, milad, etc. Over 80 percent answered in the affirmative. Annex 4.24 gives more details on this.

Students taking help from private tutors varied widely between urban and rural areas. In urban Bangladesh, nearly 45 percent students received such help compared to 18 percent in rural areas. More boys than girls received the help ($p<0.001$). On average, 21.3 percent students (22.8% boys and 19.8% girls) received help from private tutors. Annex 4.25 gives details on this.

Teachers

Table 4.17 shows the average number of teachers in different school types for different strata. The government run primary schools, which is the dominant type, has 4.4 teachers per school. There were variations between urban and rural areas, with urban areas having 7 teachers and rural areas 4. A similar picture existed for non-government registered (and non-registered) schools. As the NGO non-formal schools are generally one-teacher schools, this is reflected well in the outcome of the survey. The results for KG schools and others such as Madrassa and secondary-attached schools are not shown; it is prob-

TABLE 4.16

Percentage distribution of children currently enrolled at primary level (Classes I to V) receiving full set of textbooks by the month of getting, residence and sex

Residence	Month of getting full set of textbooks				Did not get until October	No. of children
	January	February	March	Any time between April and October		
Rural Bangladesh						
Girls	32.2	43.9	14.6	5.6	3.7	12,798
Boys	31.8	43.9	15.4	4.9	3.9	12,867
Both	32.0	43.9	15.0	5.3	3.8	25,665
Urban Bangladesh						
Girls	38.3	40.9	12.4	6.3	2.1	3,346
Boys	40.5	41.2	11.2	5.4	1.7	3,276
Both	39.4	41.1	11.8	5.9	1.9	6,622
All Bangladesh						
Girls	32.9	43.5	14.4	5.7	3.5	16,144
Boys	32.8	43.6	15.0	5.0	3.6	16,143
Both	32.9	43.6	14.7	5.3	3.6	32,287

Source: Education Watch Household Survey (1998)

able that teachers of the whole secondary schools may have been included which inflated the figures for these schools. Annex 4.26 shows the percentage of schools with different number of teachers; nearly half of the government schools had three teachers or less.

Table 4.17

Average number of teachers per school by stratum and school type

Stratum	Govt. primary		Non-govt. primary		Non-formal primary	
Rural Dhaka	3.6	(40)	3.7	(14)	1.1	(44)
Rural Chittagong	4.4	(53)	3.3	(18)	1.0	(10)
Rural Rajshahi	3.3	(38)	3.9	(23)	1.0	(47)
Rural Khulna	4.0	(40)	3.9	(24)	1.2	(42)
Rural Barisal	3.8	(56)	3.7	(31)	1.2	(20)
Rural Sylhet	3.2	(53)	3.5	(16)	1.2	(16)
Metropolitan cities	7.6	(33)	6.6	(9)	1.3	(43)
Other urban areas	6.4	(42)	4.6	(11)	1.1	(25)
Rural Bangladesh	3.8	(280)	3.7	(126)	1.1	(179)
Urban Bangladesh	6.9	(75)	5.5	(20)	1.2	(68)
All Bangladesh	4.4	(355)	3.9	(146)	1.1	(247)

Figures in the parentheses indicate number of schools observed
Source: Education Watch School Survey (1998)

Table 4.18 gives the proportion of teachers who were female. Over 40 percent of primary school teachers were female; this proportion was much higher in urban schools (71%) than rural schools (29%). Information received from government sources suggest that about 31 percent of the teachers in government schools were female. Nearly 90 percent of NGO non-formal school teachers were female but the share of female in Madrassas was extremely low at only 5 percent.

TABLE 4.18

Percentage of female teachers by school type and stratum

Stratum	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Dhaka	33.8	40.4	93.8	0.0	-	-
Rural Chittagong	31.5	30.0	90.0	0.0	36.7	-
Rural Rajshahi	22.0	22.2	95.9	0.0	-	-
Rural Khulna	20.0	30.9	91.7	1.1	66.7	-
Rural Barisal	27.4	27.2	83.3	5.7	47.4	16.7
Rural Sylhet	36.8	48.2	63.2	0.0	66.7	-
Metropolitan cities	67.5	71.2	85.7	0.0	79.2	38.5
Other urban areas	74.0	52.9	92.6	24.0	57.7	36.4
Rural Bangladesh	29.0	31.3	89.4	2.0	49.3	16.7
Urban Bangladesh	70.8	62.7	88.0	11.0	72.1	37.8
All Bangladesh	42.8	37.3	89.0	4.7	68.7	36.9
n	(1,571)	(576)	(281)	(554)	(489)	(842)

Figures in the parentheses indicate number of teachers surveyed for each type
Source: Education Watch School Survey (1998)

Annex 4.27 gives information on the educational level of teachers. The teachers in government-run schools had 12 years of schooling and this was consistently so across divisions and urban and rural areas. A similar picture existed for non-government schools; the NGO-run non-formal school teachers, on an average, had 10 years of education.

Annex 4.28 gives the proportion of teachers who were reported to have received basic training. This 'basic training', varies among school types, with the government-run schools having a long one-year attendance at Primary Teachers Training Institutes, and NGO non-formal schools having a much shorter duration training. An overwhelming majority of government-run and NGO-run school teachers had basic training. In contrast, only 32.5 percent of non-governmental registered (and non-registered), 17.5 percent of Madrassa and 15.8 percent of kindergartens teachers had their basic training. A similar picture emerged when refreshers training was considered (Annex 4.29). A short description of different types of basic training offered for the teachers are presented in Annex 4.30.

Information was also collected on the number of years the teachers had been involved in the job. In this, the teachers in the government-run schools were most experienced with 19.3 years. The NGO-schools, being new, had least experienced teachers (Annex 4.31).

Information on absenteeism by teachers was also collected by recording the number of teachers absent on the day of visit to school. Absenteeism as a problem was more in non-government schools with over a-fifth of the teachers absent. In government-run schools, the figure was 12.7 percent. The absenteeism was least (5.3%) in NGO-run schools (Annex 4.32)

Physical facilities

Table 4.19 gives the average number of classrooms available to different schools in the country. The government-run primary schools had 3.8 rooms per school, 3.4 for rural and 5.3 for urban schools. The number of rooms per non-government registered (and unregistered) schools was 3. NGO-run non-formal schools had one room each. Annex 4.33 shows the percentage of schools by number of classrooms; it shows that 92 percent of the government schools had three or more classrooms.

TABLE 4.19

Mean number of classroom in school by stratum and school type

Residence	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Dhaka	3.4 (40)	2.4 (14)	1.0 (44)	6.8 (5)	-	-
Rural Chittagong	3.8 (53)	3.1 (18)	1.0 (10)	12.5 (2)	4.0 (5)	-
Rural Rajshahi	3.1 (38)	2.9 (23)	1.0 (47)	7.3 (6)	-	-
Rural Khulna	3.4 (40)	2.6 (24)	1.1 (42)	5.8 (12)	7.0 (1)	-
Rural Barisal	3.6 (56)	2.7 (31)	1.1 (20)	6.8 (12)	6.0 (2)	10.3 (3)
Rural Sylhet	3.3 (53)	2.7 (16)	1.2 (16)	8.0 (3)	5.5 (2)	-
Metropolitan cities	5.9 (33)	4.9 (9)	1.0 (43)	10.8 (5)	5.5 (27)	16.2 (21)
Other urban areas	4.8 (41)	3.7 (11)	1.0 (25)	9.2 (6)	7.0 (12)	13.5 (12)
Rural Bangladesh	3.4 (280)	2.7 (126)	1.1 (179)	7.0 (40)	5.0 (10)	10.3 (3)
Urban Bangladesh	5.3 (74)	4.3 (20)	1.0 (68)	9.9 (11)	5.9 (39)	15.2 (33)
All Bangladesh	3.8 (354)	3.0 (146)	1.1 (247)	7.6 (51)	5.8 (49)	14.8 (36)

Figures in the parentheses indicate number of schools observed
Source: Education Watch School Survey (1998)

A look at the construction materials of schools in terms of floor, wall and roof suggests that 34.4 percent of the school buildings had all these made from brick; it was 52.6 percent in urban areas of 27.3 percent in rural areas. Division-wise, 46.6 percent of school buildings in Chittagong had everything made of bricks while it was only about 18 percent in Dhaka and Sylhet divisions (Table 4.20). Annex 4.34 gives these information for different types of schools. Proportion of schools which were made of all-brick was more in case of English-medium kindergartens (64%) and least in NGO-run non-formal schools (5.7%).

Table 4.21 gives the availability of drinking water to students. It shows that in over 90 percent schools, water was available in the school or in a nearby place. Nearly half of the schools had their own drinking water facilities, which was higher in urban (61%) than in rural areas (42%). Annex 4.35 gives more information on drinking water source for different types of school. NGO-run non-formal schools and non-governmental registered (and non-registered) schools were particularly in a disadvantageous situation in this respect.

TABLE 4.20

Percentage of schools by type of construction material and stratum

Stratum	No. of schools observed	Everything made of bricks	Floor made of bricks and others made of tin	No use of bricks	No walls, roof or floor
Rural Dhaka Division	103	17.5	26.2	54.4	1.9
Rural Chittagong Division	88	46.6	26.1	23.9	3.4
Rural Rajshahi Division	114	19.3	20.2	60.5	0.0
Rural Khulna Division	119	27.7	18.5	46.2	7.6
Rural Barisal Division	124	35.5	20.2	33.9	10.5
Rural Sylhet Division	90	17.8	51.1	30.0	1.1
Metropolitan cities	138	59.4	18.1	20.3	2.2
Other urban areas	109	44.0	25.7	28.4	1.8
Level of significance		*p<0.001*	*p<0.001*	*p<0.001*	*p<0.001*
Rural Bangladesh	638	27.3	26.0	42.3	4.4
Urban Bangladesh	247	52.6	21.5	23.9	2.0
All Bangladesh	885	34.4	24.7	37.2	3.7
Level of significance		*p<0.001*	*ns*	*p<0.001*	*ns*

Source: Education Watch School Survey (1998)

TABLE 4.21

Percentage distribution of schools by different sources of drinking water and stratum

Stratum	Different sources of drinking water				No. of schools observed
	Self	Nearer house	Nearer school	None	
Rural Dhaka Division	32.0	58.3	4.9	4.9	103
Rural Chittagong Division	52.3	29.5	5.7	12.5	88
Rural Rajshahi Division	35.1	58.8	2.6	3.5	114
Rural Khulna Division	46.2	47.1	3.4	3.4	119
Rural Barisal Division	37.1	46.8	4.0	12.1	124
Rural Sylhet Division	51.1	41.1	1.1	6.7	90
Metropolitan cities	63.0	27.5	1.4	8.0	138
Other urban areas	58.7	33.0	3.7	4.6	109
Level of significance	*p<0.001*	*p<0.001*	*ns*	*p<0.05*	
Rural Bangladesh	41.7	47.6	3.6	7.1	638
Urban Bangladesh	61.1	30.0	2.4	6.5	247
All Bangladesh	47.1	42.7	3.3	6.9	885
Level of significance	*p<0.001*	*p<0.001*	*ns*	*ns*	

Source: Education Watch School Survey (1998)

Table 4.22 shows that half of the schools visited had play grounds. More rural schools than urban schools had playgrounds. Annex 4.36 shows the availability of playgrounds for different school sub-systems. Very few non-formal schools or English medium schools had playgrounds.

TABLE 4.22

Percentage of schools having play ground by residence and school type

Stratum	No. of schools obsenved	Percent of schools having play ground
Rural Dhaka Division	103	45.6
Rural Chittagong Division	88	59.1
Rural Rajshahi Division	114	49.1
Rural Khulna Division	119	52.9
Rural Barisal Division	124	65.3
Rural Sylhet Division	90	38.9
Metropolitan cities	138	37.7
Other urban areas	109	49.5
Level of significance		*p<0.001*
Rural Bangladesh	638	52.4
Urban Bangladesh	247	42.9
All Bangladesh	885	49.7
Level of significance		*P<0.01*

Source: Education Watch School Survey (1998)

Table 4.23 shows the proportion of schools which hoisted national flags and sang national anthems in school. Approximately 60 percent or over of the schools hoisted national flag and sang national anthems; there was little difference between urban and rural areas in this respect Table 4.24 gives this information for different school type. More than 90 percent of government-run primary schools hoisted the national flag compared to only 15 percent for NGO-run non-formal schools. On the other hand over 75 percent of NGO-run schools sang national anthem but less than a quarter of the madrassas did so.

TABLE 4.23

Percentage of schools which hoisted the national flag and sang the national anthem in the reference day by residence and school type

Stratum	Percentage of schools			
	Hoisted national flag		Sang national anthem	
Rural Dhaka Division	46.6	(103)	69.9	(103)
Rural Chittagong Division	77.0	(87)	51.7	(87)
Rural Rajshahi Division	57.0	(114)	62.3	(114)
Rural Khulna Division	65.5	(119)	69.7	(119)
Rural Barisal Division	75.0	(124)	62.9	(124)
Rural Sylhet Division	72.2	(90)	40.0	(90)
Metropolitan cities	57.2	(138)	59.4	(138)
Other urban areas	71.6	(109)	67.0	(109)
Level of significance	*p<0.001*		*p<0.001*	
Rural Bangladesh	65.3	(637)	60.4	(637)
Urban Bangladesh	63.6	(247)	62.8	(247)
All Bangladesh	64.8	(884)	61.1	(884)
Level of significance	*ns*		*ns*	

Figures in the parentheses indicate number of schools observed

Source: Education Watch School Survey (1998)

TABLE 4.24

Percentage of schools hoisted national flag and sang national anthem in the reference day by residence and school type

Type of school	National flag					National anthem				
	Rural		Urban		All	Rural		Urban		All
Government primary	89.6	(280)	97.3	(75)	91.3	57.1	(280)	69.3	(75)	59.7
Non-govt. primary	79.2	(125)	85.0	(20)	80.0	48.8	(125)	60.0	(20)	50.3
Non-formal primary	18.4	(179)	5.9	(68)	15.0	81.0	(179)	60.3	(68)	75.3
Madrassa	62.5	(40)	63.9	(11)	62.7	25.0	(40)	18.2	(11)	23.5
Kindergarten	50.0	(10)	70.0	(40)	66.0	60.0	(10)	67.5	(40)	66.0
Secondary	100.0	(3)	84.8	(33)	86.1	100.0	(3)	63.6	(33)	66.7
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*	*p<0.001*		*p<0.05*		*p<0.001*

Figures in the parentheses indicate number of schools observed

Source: Education Watch School Survey (1998)

TABLE 4.25

Percentage distribution of co-education schools by different toilet facilities and stratum

Stratum	Separate for both sexes	Same for both sexes	Only for boys	Only for girls	No facility	No. of schools observed
Rural Dhaka Division	12.6	37.9	1.0	0.0	48.5	103
Rural Chittagong Division	25.6	50.0	0.0	1.2	23.3	86
Rural Rajshahi Division	10.6	48.7	0.0	0.9	39.8	113
Rural Khulna Division	18.5	49.6	0.0	0.0	31.9	119
Rural Barisal Division	26.0	38.2	1.6	1.6	32.5	123
Rural Sylhet Division	12.2	64.4	0.0	0.0	23.3	90
Metropolitan cities	32.3	38.3	0.8	0.0	28.6	133
Other urban areas	13.7	62.7	1.0	0.0	22.5	102
Level of significance	*p<0.001*	*p<0.001*	*na*	*na*	*p<0.001*	
Rural Bangladesh	17.7	47.5	0.5	0.6	33.8	634
Urban Bangladesh	24.3	48.9	0.9	0.0	26.0	235
All Bangladesh	19.4	47.9	0.6	0.5	31.6	869
Level of significance	*p<0.05*	*ns*	*na*	*na*	*p<0.01*	

Source: Education Watch School Survey (1998)

Table 4.25 shows the availability of toilet facilities in case of only the co-education schools. Over 30 percent of such schools did not have any toilet facility at all. Only 19 percent had separate facilities for boys and girls. Proportion of rural schools which did not have any facility was 33.8 percent and similar figure for urban schools was 26 percent. Division-wise, nearly half of Dhaka schools did not have any such facility. Annex 4.37 shows the information on toilet for different school type. About two-thirds of the non-formal schools did not have any toilet facilities of their own.

Teacher-student ratio

Table 4.26 shows the teacher-student ratio in various types of schools. The government primary schools have the highest ratio with 73 students per teacher. This is followed with 55 by non-government (registered and un-registered) schools. The non-formal schools and Ebtedayee madrassas seem to have favourable ratios. In the English medium Kindergarten schools, there are only 8 students per teacher.

Table 4.27 shows the percentage of schools having different number of students per teacher. It shows that only 12.9 percent of the government primary schools had 40 or lesser number of students and 60.2 percent had 61 or more students per teacher. It may be recalled that one of the recommendations put forward by the 1996 Conference on Universal Primary Education called for having each classroom small with 40 or lesser number of students (Jalaluddin and Chowdhury, 1997).

It may be mentioned that the primary schools run by government and private initiatives are held in two shifts: one for Class I and II and another for Class III to V. The same teachers teach in both shifts. When this is considered in calculating teacher-student ratio, the ratio become more favourable (Table 4.28).

TABLE 4.26

Teacher-student ratio by type of school

Type of school	No. of schools observed	Teacher student ratio
Government primary	349	1:73
Non-government primary	142	1:55
Non-formal primary	232	1:31
Ebtedayee madrassa	12	1:32
English medium kindergarten*	39	1:8

* Those KG schools which provide schooling upto Standard V.

Source: Education Watch School Survey (1998)

TABLE 4.27

Percentage distribution of schools by school type and number of students per teacher

Type of school	Number of students per teacher				No. of schools observed
	≤ 40	41-50	51-60	61+	
Government primary	12.9	13.8	13.2	60.2	349
Non-government primary	30.3	23.2	18.3	28.2	142
Non-formal primary	95.3	2.2	0.9	1.7	232
Ebtedayee madrassa	66.7	16.2	-	16.7	12
English medium kindergarten	97.4	-	-	2.6	39
All	45.9	11.4	9.6	33.2	774

Source: Education Watch School Survey (1998)

TABLE 4.28

Teacher-student ratio in formal schools by shifts

Type of school	Class	Teacher student ratio
Government primary	I–II	1 : 33
	III–V	1 : 40
Non-government primary	I–II	1 : 25
	III–V	1 : 30

Source: Education Watch School Survey (1998)

Chapter Five

Learning Achievement of Children

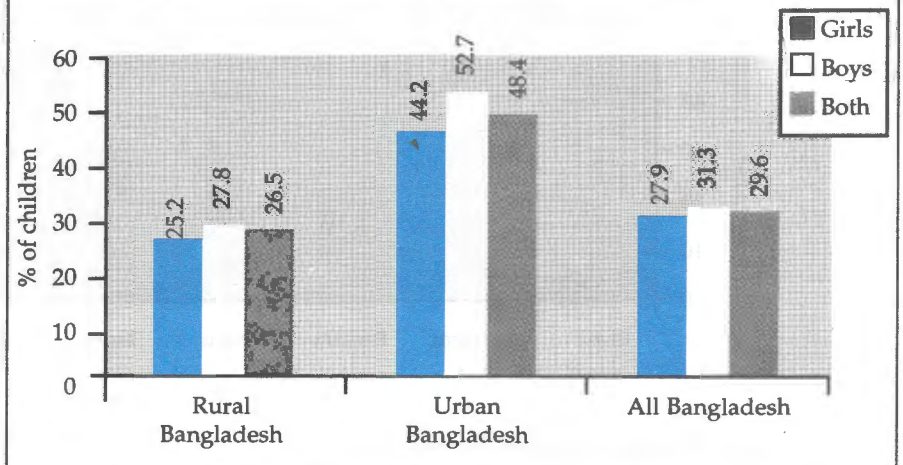
In order to evaluate the learning achievement of children at the primary stage two separate methods have been adopted. Both of these assessed the children at the end of their primary schooling age. The first one which is called the Assessment of Basic Competencies or ABC helps in understanding the level of basic education of all children of a certain age with or without schooling experience. Since 6-10 years is the official primary school age in Bangladesh, children aged 11 and 12 years were considered for this purpose. The second one is an analysis of the performance in primary scholarship examination which is held at the national level at the end of the primary schooling cycle. While the first one assessed achievement irrespective of schooling experience, the second one is an assessment for those children who reach class V. It may be mentioned that the ABC tests were held at the houses of the respective children while the information about scholarship examination was collected from the schools.

Level of basic education

According to the working definition of basic education mentioned earlier (Chapter III) 29.6 percent of the interviewed children successfully passed the minimum level of basic education (Figure 5.1). This means that among the children of Bangladesh aged 11-12 years in 1998, only 29.6 percent satisfied the minimum levels in all four areas of competence including reading, writing, numeracy and life skills/knowledge. Boys did better than girls ($p<0.05$); the rates were 31.3 percent for boys and 27.9 percent for girls (Table 5.1). Statistically significant difference was also found between the children of rural and urban areas ($p<0.001$); the children of urban areas did much better than the children of rural areas (48.4% vs. 26.5%). Similar level of area-wise variation was maintained when the data were broken down by sex of the children for urban and rural areas. The urban boys showed the best performance (52.7%) and the rural girls showed the worst (25.2%). However, statistically significant difference between girls and boys was not observed for rural children.

FIGURE 5.1

Percentage of children satisfying 'basic education' criteria by residence and sex



Source: Education Watch ABC Survey (1998)

TABLE 5.1

Percentage of children satisfying 'basic education' criteria by stratum and sex

Stratum	Girls	Boys	Both	Significance
Rural Dhaka Division	23.8 (210)	24.8 (210)	24.3 (420)	ns
Rural Chittagong Division	15.7 (210)	19.0 (211)	17.3 (421)	ns
Rural Rajshahi Division	28.0 (211)	34.0 (209)	31.0 (420)	ns
Rural Khulna Division	38.6 (210)	37.6 (210)	38.1 (420)	ns
Rural Barisal Division	29.8 (208)	34.1 (211)	32.0 (419)	ns
Rural Sylhet Division	18.6 (210)	17.1 (210)	17.9 (420)	ns
Metropolitan cities	43.1 (211)	55.2 (210)	49.2 (421)	p<0.05
Other urban areas	45.2 (210)	50.2 (209)	47.7 (419)	ns
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
Rural Bangladesh	25.2 (1,259)	27.8 (1,261)	26.5 (2,520)	ns
Urban Bangladesh	44.2 (421)	52.7 (419)	48.4 (840)	p<0.05
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
All Bangladesh	27.9 (1,680)	31.3 (1,680)	29.6 (3,360)	p<0.05

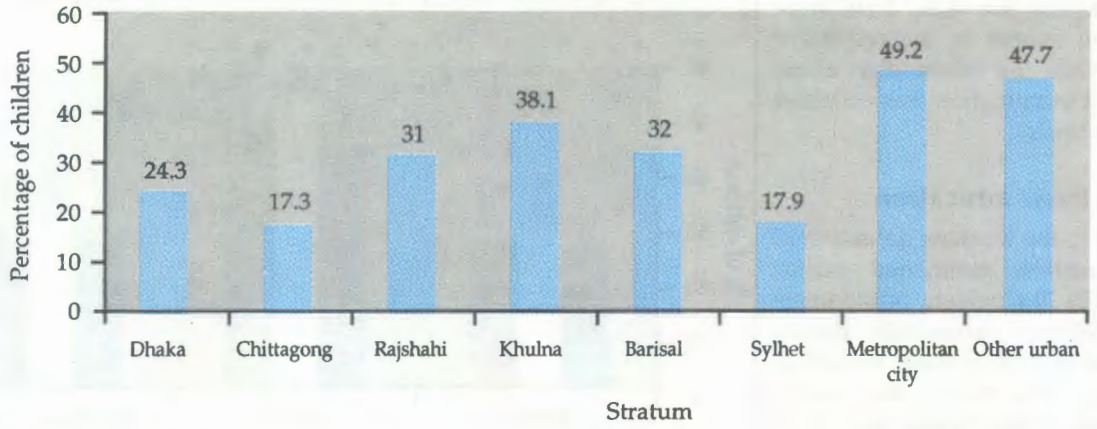
Figures in the parentheses indicate number of children under ABC test,
ns = not significant at p = 0.05
Source: Education Watch ABC Survey (1998)

A statistically significant difference in achievement was found among the children of different strata (p<0.001) (Table 5.1). In rural divisions, for example, the level of basic education was highest in Khulna (38.1%) and lowest in Chittagong (17.3%) (Figure 5.2). Between the two urban strata, the levels were very close to each other (no statistical difference): 49.2 percent for the metropolitan cities and 47.7 percent for the non-metropolitan urban areas. In most of the cases it was seen that the lower performances for a particular stratum was due to lower performance of girls. However, statistically significant gender difference was observed only in metropolitan cities and nationally (p<0.05).

'Partial basic education' was defined as children satisfying at least one of the four criteria but could not attain 'basic education'. It was observed that 57.6 percent of the children had partial basic education: this rate was 59.5 percent for the boys and 55.7 percent for the girls (Table 5.2). Nearly 60 percent of the rural children and 44 percent of the urban children possessed partial basic education. Among the interviewed children, 12.8 percent failed to satisfy any of the four assessment criteria. The proportion of children having no basic education at all was higher for girls than boys (16.4% vs. 9.2%). This rate was 13.6 percent for the rural children and 7.6 percent for the urban children. The highest proportion of children with no basic education came from rural Chittagong division (23.8%).

FIGURE 5.2

Percentage of children satisfying 'basic education' criteria by stratum



Source: Education Watch ABC Survey (1998)

TABLE 5.2

Percentage of children satisfying 'partial' and none of the basic education criteria by stratum and sex

Stratum	Partial basic education			No basic education		
	Girls	Boys	Both	Girls	Boys	Both
Rural Dhaka Division	59.5	65.2	62.4	16.7	10.0	13.3
Rural Chittagong Division	53.3	64.5	58.9	31.0	16.6	23.8
Rural Rajshahi Division	59.2	58.9	59.0	12.8	7.2	10.0
Rural Khulna Division	54.8	55.7	55.2	6.7	6.7	6.7
Rural Barisal Division	55.3	57.8	56.6	14.9	8.1	11.5
Rural Sylhet Division	61.9	71.9	66.9	19.5	11.0	15.2
Metropolitan cities	46.4	40.5	43.5	10.4	4.3	7.4
Other urban areas	42.9	45.9	44.4	11.9	3.8	7.9
Rural Bangladesh	57.5	62.2	59.9	17.3	10.0	13.6
Urban Bangladesh	44.6	43.2	44.0	11.2	4.1	7.6
All Bangladesh	55.7	59.5	57.6	16.4	9.2	12.8

Note: Partial basic education was defined as satisfying at least one but not all 'basic education criteria'

Source: Education Watch ABC Survey (1998)

Components of basic education

Similar to the composite basic educational level, stratum wise variation was observed in the data when analysis was done separately for each of the four competencies, viz., reading, writing, numeracy and life skills (Tables 5.3 to 5.6). Forty three percent of the children of Bangladesh had life skills/knowledge, 54.2 percent had reading skills, 51.4 percent had writing skills and 83.4 percent had numeracy skills. In all the areas of competency, the urban children did significantly better than the children of rural areas ($p<0.001$). There was no gender difference in the assessment of life skills/ knowledge in any of the stratum. In reading, however, the girls of Khulna did significantly better than boys ($p<0.05$) and in writing the boys of metropolitan cities did significantly better compared to their counterpart girls ($p<0.05$). Statistically significant gender difference was observed in numeracy in all the strata except rural Khulna division, with boys doing better than girls. Such difference remained even when the data were pooled for rural, urban and national estimates ($p<0.001$).

TABLE 5.3

Percentage of children satisfying the 'life skills/ knowledge' criteria by stratum and sex

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	40.0	(210)	42.9	(210)	41.4	(420)	ns
Rural Chittagong Division	28.6	(210)	31.3	(211)	29.2	(421)	ns
Rural Rajshahi Division	40.3	(211)	46.9	(209)	43.6	(420)	ns
Rural Khulna Division	51.4	(210)	48.1	(210)	49.8	(420)	ns
Rural Barisal Division	39.9	(208)	47.9	(211)	43.9	(419)	ns
Rural Sylhet Division	25.2	(210)	21.9	(210)	23.6	(420)	ns
Metropolitan cities	68.7	(211)	70.5	(210)	69.6	(421)	ns
Other urban areas	59.5	(210)	63.2	(209)	61.3	(419)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	38.2	(1,259)	41.3	(1,261)	39.6	(2,520)	ns
Urban Bangladesh	64.1	(421)	66.8	(419)	65.4	(840)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	41.9	(1,680)	45.0	(1,680)	43.3	(3,360)	ns

Figures in the parentheses indicate number of children under ABC test;

ns = not significant at p = 0.05

Source: Education Watch ABC Survey (1998)

TABLE 5.4

Percentage of children satisfying the 'reading skills' criteria by stratum and sex

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	44.8	(210)	44.8	(210)	44.8	(420)	ns
Rural Chittagong Division	35.2	(210)	42.2	(211)	38.7	(421)	ns
Rural Rajshahi Division	57.8	(211)	58.4	(209)	58.1	(420)	ns
Rural Khulna Division	77.1	(210)	68.1	(210)	72.6	(420)	p<0.05
Rural Barisal Division	58.2	(208)	61.1	(211)	59.7	(419)	ns
Rural Sylhet Division	46.2	(210)	44.8	(2100	45.5	(420)	ns
Metropolitan cities	66.8	(211)	74.8	(210)	70.8	(421)	ns
Other urban areas	57.6	(210)	71.8	(209)	69.7	(419)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	51.3	(1,259)	51.8	(1,261)	51.6	(2,520)	ns
Urban Bangladesh	62.2	(421)	73.3	(419)	70.2	(840)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	52.9	(1,680)	54.9	(1,680)	54.2	(3,360)	ns

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05
Source: Education Watch ABC Survey (1998)

TABLE 5.5

Percentage of children satisfying the 'writing skills' criteria by stratum and sex

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	45.7	(210)	43.8	(210)	44.8	(420)	ns
Rural Chittagong Division	36.2	(210)	43.1	(211)	39.7	(421)	ns
Rural Rajshahi Division	49.8	(211)	49.3	(209)	49.5	(420)	ns
Rural Khulna Division	65.7	(210)	61.4	(210)	63.6	(420)	ns
Rural Barisal Division	57.7	(208)	59.7	(211)	58.7	(419)	ns
Rural Sylhet Division	50.0	(210)	53.8	(210)	51.9	(420)	ns
Metropolitan cities	60.2	(211)	69.5	(210)	64.8	(421)	p<0.05
Other urban areas	69.0	(210)	67.5	(209)	68.3	(419)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	48.6	(1,259)	49.1	(1,261)	48.9	(2,520)	ns
Urban Bangladesh	64.6	(421)	68.5	(419)	66.6	(840)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	50.9	(1,680)	51.9	(1,680)	51.4	(3,360)	ns

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05
Source: Education Watch ABC Survey (1998)

TABLE 5.6

Percentage of children satisfying the 'numeracy skills' criteria by stratum and sex

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	77.1	(210)	89.0	(210)	83.1	(420)	p<0.01
Rural Chittagong Division	62.4	(210)	81.5	(211)	72.0	(421)	p<0.001
Rural Rajshahi Division	82.9	(211)	91.4	(209)	87.1	(420)	p<0.01
Rural Khulna Division	90.5	(210)	91.9	(210)	91.2	(420)	ns
Rural Barisal Division	76.9	(208)	89.6	(211)	83.3	(419)	p<0.001
Rural Sylhet Division	76.2	(210)	84.8	(210)	80.5	(420)	p<0.05
Metropolitan cities	79.1	(211)	92.4	(210)	85.7	(421)	p<0.001
Other urban areas	81.0	(210)	95.2	(209)	88.1	(419)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	77.3	(1,259)	88.3	(1,261)	82.8	(2,520)	p<0.001
Urban Bangladesh	80.1	(421)	93.8	(419)	86.9	(840)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	77.7	(1,680)	89.1	(1,680)	83.4	(3,360)	p<0.001

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05

Source: Education Watch ABC Survey (1998)

The literacy level

Table 5.7 presents the 'literacy' levels of the same children in different strata. 'Literacy' was defined as the children satisfying all criteria of basic education excluding the criterion of life skills/knowledge (i.e., the 3R's). This was done because some may argue that even though it is necessary to achieve life skills/ knowledge, it is not equally emphasised in all types of primary education provisions. Thus for the purpose of comparison among different types of school 'literacy' is suitably preferred.

On average, 42.5 percent of the children had basic literacy. Similar to basic education, statistically higher level of stratum-wise variation (p<0.001) was observed in the literacy rates. Urban children showed significantly better performance than the children of rural areas (p<0.001). But there was no difference between the literacy rates of the two urban areas. Among the rural areas, Khulna did the best and Chittagong the worst. Statistically significant gender difference was observed only in metropolitan cities (p<0.01), which was reflected in the estimates for

TABLE 5.7

Percentage of children satisfying 'literacy' criteria (the 3R's) by stratum and sex

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	35.7	(210)	36.7	(210)	36.2	(420)	ns
Rural Chittagong Division	25.7	(210)	33.6	(211)	29.7	(421)	ns
Rural Rajshahi Division	40.8	(211)	43.5	(209)	42.1	(420)	ns
Rural Khulna Division	58.6	(210)	57.1	(210)	57.9	(420)	ns
Rural Barisal Division	42.8	(208)	48.3	(211)	45.6	(419)	ns
Rural Sylhet Division	38.1	(210)	35.7	(210)	36.9	(420)	ns
Metropolitan cities	50.2	(211)	64.8	(210)	57.5	(421)	p<0.01
Other urban areas	57.6	(210)	60.8	(209)	59.2	(419)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	38.5	(1,259)	41.1	(1,261)	39.8	(2,520)	ns
Urban Bangladesh	54.0	(421)	62.7	(419)	58.3	(840)	p<0.01
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	40.8	(1,680)	44.2	(1,680)	42.5	(3,360)	p<0.05

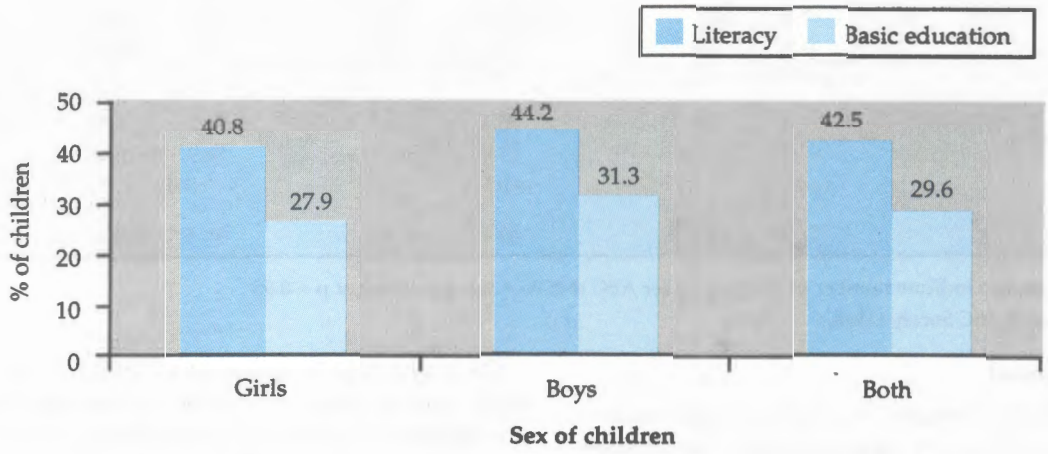
Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05

Source: Education Watch ABC Survey (1998)

overall urban and national levels. Unlike the performance in basic education, the literacy rate of the children of rural Khulna division rose up nearly to the literacy rates of the two urban areas. In general, it can be said that the literacy rate is one and a half times higher than the rate of basic education (Figure 5.3).

FIGURE 5.3

Percentage of children attaining 'literacy' as compared to 'basic education' by sex of children



Source: Education Watch ABC Survey (1998)

Schooling and basic education

A statistically significant positive relationship was observed between schooling and basic educational achievement of children. It was found that the achievement levels in basic education and its different components were much pronounced in the currently enrolled children, lesser in the dropout children and least in the never schooled children (Table 5.8). Among the currently enrolled children the level of basic education was 34.2 percent and it was 16.5 percent among the dropout children. As expected, none of the never schooled children passed through the test. However, 12.3 percent of them had life skills/ knowledge and nearly a half possessed the numeracy skills.

Table 5.9 and Figure 5.4 present the level of basic education according to the years of schooling completed by the children. In using this table one should bear in mind that data for this study were collected in October and November, thus, a child completed a certain class and currently enrolled in school means that s/he is very near to complete the next class. It was observed that the level of basic education significantly increased with the increase in years of schooling ($p<0.001$). The level of basic education was only 7.5 percent among the children with one year of schooling which went up to 20.8 percent for those completing three years of schooling and to 56.9 percent for those completing the primary education. If we look at the difference between the levels of urban and rural children against each of the completed year, it can be said that rural children showed poorer performance at each stage. Moreover, the level of basic education of the urban children with certain years of education was found similar (sometimes even higher) to the level of basic education of the rural children with an additional year of schooling. This indicates that the rural children are lagging at least a year behind their urban counterparts. Annex 5.1 gives more details of such results separately for each stratum.

The level of basic education also varied according to the type of school the children were exposed to (Table 5.10). For obvious reason, the children currently enrolled in secondary schools showed the best performance. Compared to the students of other types of schools, the students of the government and the non-government primary schools performed very poorly. However, a moderate level of performance was seen among the students of non-formal primary, Madrassa and English medium kindergartens. It was seen in the data that most of the students of English medium schools and the secondary schools, and some students of the madrassas in the sample were currently enrolled at class six or seven. On the other hand, all the students of the primary schools (formal and non-formal) were in classes between one and five. Thus, more years of schooling of the students of the secondary schools, Madrassa and the English medium schools might helped them perform better in basic education. For better understanding of the relationship between achievement level and the school type, with

TABLE 5.8

Percentage of children satisfying different basic education criteria by current enrollment status, stratum and sex

Current enrollment status	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Girls (1,259)	Boys (1,261)	Both (2,520)	Girls (421)	Boys (419)	Both (840)	Girls (1,680)	Boys (1,680)	Both (3,360)
Life skills									
Currently enrolled	41.2	46.7	43.8	68.0	71.4	69.7	45.1	50.4	47.7
Dropout	36.6	29.5	32.2	60.1	47.6	53.2	41.0	32.2	35.7
Never enrolled	10.5	11.8	11.2	15.3	30.3	22.4	11.0	13.3	12.3
Reading skills									
Currently enrolled	57.0	61.0	58.9	75.5	81.9	78.7	59.7	64.2	61.8
Dropout	45.1	31.2	36.6	31.5	38.1	35.1	12.6	32.2	36.4
Never enrolled	0.0	2.0	1.1	0.0	4.3	2.0	0.0	2.2	1.2
Writing skills									
Currently enrolled	54.0	58.2	56.0	72.5	76.8	74.6	56.7	61.0	58.8
Dropout	41.3	26.1	31.3	28.6	33.3	31.2	38.8	27.2	31.8
Never enrolled	0.0	2.2	1.2	3.9	4.4	4.1	0.4	2.3	1.5
Numeracy skills									
Currently enrolled	81.0	92.8	86.7	85.0	96.3	90.6	81.5	93.3	87.2
Dropout	83.3	84.8	84.3	68.6	90.4	80.5	80.6	85.7	83.7
Never enrolled	37.1	58.5	48.9	26.9	60.3	42.9	36.0	58.7	48.4
Basic education									
Currently enrolled	28.0	33.2	30.5	50.8	60.0	55.4	31.3	37.2	34.2
Dropout	21.3	14.1	16.9	8.7	19.0	14.3	18.9	14.8	16.5
Never enrolled	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes: Figures in the parentheses indicate number of children under ABC test;
Variations according to current enrollment status are statistically significant at $p<0.01$ in all 45 cases
Source: Education Watch ABC Survey (1998)

years of schooling as a confoundar, analysis of data was done separately for each class of students (Table 5.11). Students from only four types of schools and those who were currently enrolled in classes between one and five were considered in this analysis. The schools were government and non-government primary, non-formal primary and Madrassa. This analysis showed that none of the students of class one could pass the criteria of basic education. However, the level of basic education of the students of each type of school significantly increased with the increase in current class of enrollment ($p<0.01$). In each class the students of non-formal primary schools performed significantly better than the students of other three types of schools. Table 5.12 presents the above information for only literacy. Except the Madrassas, the literacy rate of the children significantly increased as the increase of their current class of enrollment ($p<0.001$). Like basic education, the children in non-formal schools achieved significantly higher literacy rate than their peers of similar classes in other three types of schools ($p<0.05$). Comparing Tables 5.11 and 5.12 it can be said that in terms of both basic education and literacy, the children of non-formal schools showed significantly better performance than the children of similar classes did in any other primary school type. However, the level of difference was much higher in case of basic education than literacy.

TABLE 5.9

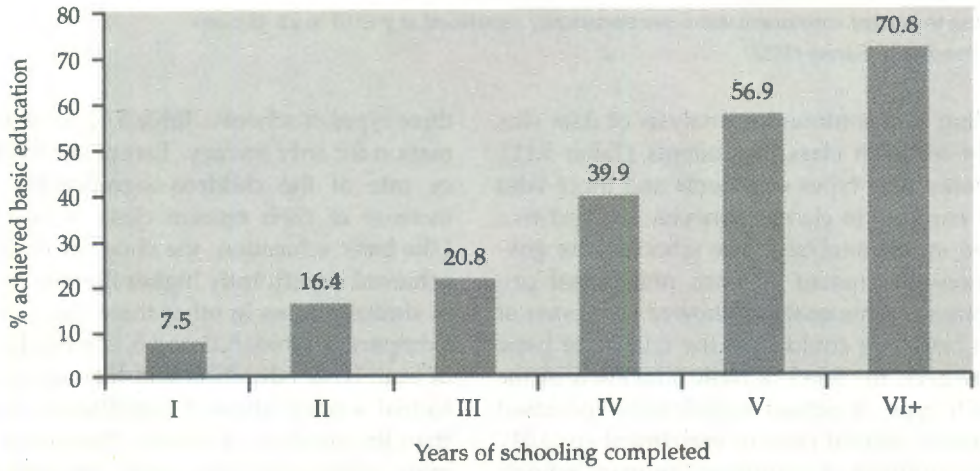
Percentage of children satisfying all 'basic education' criteria by years of schooling completed, residence and sex

Residence	Years of schooling completed						Significance
	One	Two	Three	Four	Five	Six +	
Rural Bangladesh							
Girls	6.5	13.0	12.4	37.3	50.3	57.6	p<0.001
Boys	8.9	18.2	24.3	38.1	56.8	70.2	p<0.001
Both	7.6	15.7	18.6	37.7	53.2	63.1	p<0.001
Level of significance	*ns*	*ns*	*p<0.001*	*ns*	*ns*	*ns*	
(n)	(206)	(413)	(476)	(562)	(308)	(191)	
Urban Bangladesh							
Girls	6.0	23.9	32.3	50.0	64.8	90.2	p<0.001
Boys	8.0	18.0	43.0	55.0	81.8	92.6	p<0.001
Both	6.9	21.3	37.5	52.7	73.0	91.6	p<0.001
Level of significance	*ns*	*ns*	*ns*	*ns*	*p<0.05*	*ns*	
(n)	(62)	(110)	(119)	(194)	(137)	(142)	
All Bangladesh							
Girls	6.4	14.5	14.8	39.1	52.9	64.8	p<0.001
Boys	8.8	18.2	26.3	40.9	61.8	77.6	p<0.001
Both	7.5	16.4	20.8	39.9	56.9	70.8	p<0.001
Level of significance	*ns*	*ns*	*p<0.001*	*ns*	*ns*	*p<0.05*	
(n)	(271)	(534)	(612)	(754)	(430)	(300)	

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05
Source: Education Watch ABC Survey (1998)

FIGURE 5.4

Percentage of children satisfying 'basic education' criteria by years of schooling



Source: Education Watch ABC Survey (1998)

TABLE 5.10

Percentage of currently enrolled children satisfying 'basic education' criteria by type of school, residence and sex

Type of school	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Girls (1,259)	Boys (1,261)	Both (2,520)	Girls (421)	Boys (419)	Both (840)	Girls (1,680)	Boys (1,680)	Both (3,360)
Government primary	17.0	23.3	20.1	33.6	32.1	33.1	18.9	24.2	21.5
Non-government primary	18.4	24.6	21.6	36.6	54.9	46.0	19.9	27.1	23.5
Non-formal primary	35.0	44.5	38.7	32.4	41.7	36.2	34.5	44.0	38.3
Madrassa	32.4	33.2	32.9	30.7	36.9	34.4	32.1	33.6	33.0
*(Ebtedayee)**							(12.1	18.1	15.2)
Kindergarten	0.0	30.6	26.8	33.4	58.6	47.8	26.7	42.7	38.1
Secondary attached	53.1	66.7	58.7	75.9	85.8	80.9	58.1	72.4	64.3

Figures in the parentheses indicate number of children under ABC test;
* Due to small sample size (only 30) the data were not arranged by residence;
Variations according to school type are statistically significant at p<0.001 in all nine cases
Source: Education Watch ABC Survey (1998)

TABLE 5.11

Percentage of currently enrolled children satisfying 'basic education' criteria by current class of enrollment and school type

Type of school	Current class of enrollment						Significance[1]
	One	Two	Three	Four	Five	All	
Government primary	0.0	4.8	7.2	20.9	37.7	21.5	p<0.001
Non-govt. primary	0.0ψ	6.2ψ	12.7	23.2	34.7	23.6	p<0.001
Non-formal primary	0.0ψ	21.1	46.5	36.7ψ	66.3	38.3	p<0.001
Madrassa	0.0ψ	19.4ψ	29.3ψ	12.4	51.8	25.8	p<0.01
(Ebtedayee)*						*(15.2)*	
Level of significance	*na*	*p<0.01*	*p<0.001*	*ns*	*p<0.01*	*p<0.001*	

[1] Statistical test for each of the school type was done excluding the children currently enrolled in grade one.

ψ Sample sizes in these cells are <30; na = not applicable, ns = not significant at p=0.05

* Due to small sample size (only 30) the data were not arranged by Class;

Source: Education Watch ABC Survey (1998)

TABLE 5.12

Percentage of currently enrolled children satisfying 'literacy' criteria by current class of enrollment and school type

Type of school	Current class of enrollment						Significance[1]
	One	Two	Three	Four	Five	All	
Government primary	0.0	5.5	13.0	37.8	59.0	35.4	p<0.001
Non-govt. primary	0.0ψ	6.2ψ	22.5	45.7	53.4	39.3	p<0.001
Non-formal primary	0.0ψ	27.5	53.0	52.7ψ	76.8	45.2	p<0.001
Madrassa	0.0ψ	36.3ψ	34.0ψ	44.8	66.0	42.0	ns
(Ebtedayee*)						(24.5)	
Level of significance	*na*	*p<0.001*	*p<0.001*	*ns*	*p<0.05*	*p<0.05*	

[1] Statistical test for each of the school type was done excluding the children currently enrolled in grade one.

ψ Sample sizes in these cells are <30; na = not applicable, ns = not significant at p=0.05

* Due to small sample size (only 30) the data were not arranged by Class;

Source: Education Watch ABC Survey (1998)

Parental education and basic education

Tables 5.13 & 5.14 and Figure 5.5 present the level of basic education achieved by the children according to their parental education. It was observed that the performance of the children increased as the increase in the level of education of their mothers and fathers (p<0.001). The level of basic education of the children by mothers' and fathers' education, separately for each stratum, is available in Annexes 5.2 and 5.3.

TABLE 5.13

Percentage of children satisfying 'basic education' criteria by mothers level of education, residence and sex

Residence	Mothers level of education						Significance
	Nil		Primary		Secondary +		
Rural Bangladesh							
Girls	18.2	(840)	35.9	(300)	54.1	(104)	p<0.001
Boys	21.4	(861)	39.4	(269)	48.0	(117)	p<0.001
Both	19.8	(1,700)	37.5	(569)	50.9	(221)	p<0.001
Urban Bangladesh							
Girls	29.1	(203)	49.0	(106)	70.7	(106)	p<0.001
Boys	35.7	(168)	45.1	(102)	79.4	(141)	p<0.001
Both	32.1	(371)	47.1	(208)	75.7	(247)	p<0.001
All Bangladesh							
Girls	19.4	(1,075)	37.9	(403)	59.7	(180)	p<0.001
Boys	22.7	(1,079)	40.3	(366)	59.9	(215)	p<0.001
Both	21.1	(2,153)	39.0	(769)	59.8	(394)	p<0.001

Figures in the parentheses indicate number of children under ABC test; No gender difference was observed

Source: Education Watch ABC Survey (1998)

TABLE 5.14

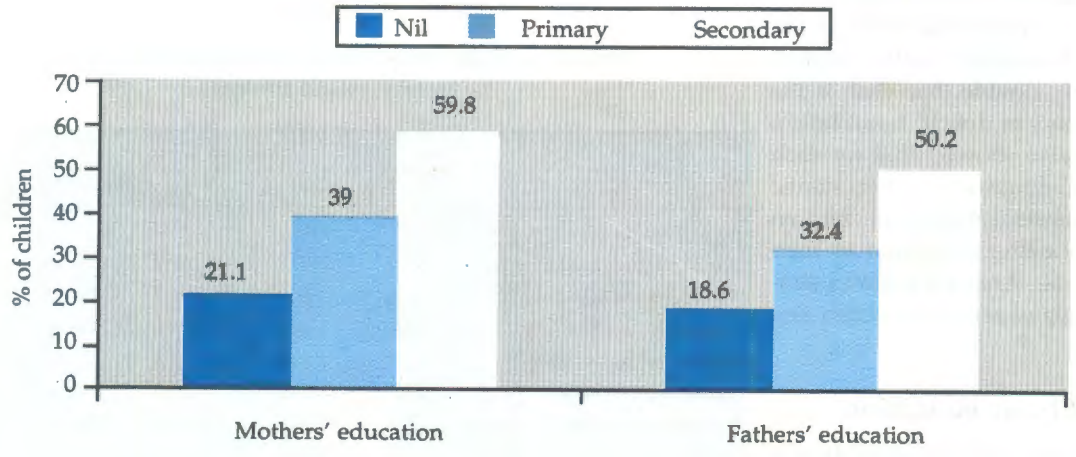
Percentage of children satisfying 'basic education' criteria by fathers level of education, residence and sex

Residence	Fathers level of education								Significance
	Nil		Primary		Secondary		Tertiary +		
Rural Bangladesh									
Girls	16.2	(657)	29.1	(282)	39.7	(246)	78.0	(37)	p<0.001
Boys	19.2	(677)	31.3	(284)	40.3	(234)	65.0	(45)	p<0.001
Both	17.7	(1334)	30.2	(566)	40.0	(480)	70.9	(82)	p<0.001
Urban Bangladesh									
Girls	23.8	(147)	48.3	(85)	53.3	(107)	73.9	(69)	p<0.001
Boys	30.1	(126)	44.8	(85)	60.6	(112)	89.0	(82)	p<0.001
Both	26.7	(373)	46.6	(170)	57.0	(219)	82.1	(151)	p<0.001
All Bangladesh									
Girls	17.0	(834)	31.6	(370)	42.2	(343)	76.0	(82)	p<0.001
Boys	20.2	(845)	33.1	(373)	44.3	(332)	76.5	(98)	p<0.001
Both	18.6	(1,679)	32.4	(743)	43.2	(675)	76.3	(180)	p<0.001

Figures in the parentheses indicate number of children under ABC test; No gender difference was observed
Source: Education Watch ABC Survey (1998)

FIGURE 5.5

Percentage of children satisfying 'basic education' criteria by parental education



Source: Education Watch ABC Survey (1998)

TABLE 5.15

Percentage of children satisfying 'basic education' criteria by self-perceived yearly economic status, residence and sex

Residence	Self-perceived yearly economic status								Significance
	Always in deficit		Sometimes in deficit		Balance		Surplus		
Rural Bangladesh									
Girls	19.0	(383)	24.3	(458)	28.3	(280)	39.0	(139)	p<0.001
Boys	20.3	(357)	28.1	(486)	33.3	(288)	34.6	(128)	p<0.001
Both	19.6	(740)	26.2	(944)	30.9	(568)	36.9	(267)	p<0.001
Level of significance	*ns*		*ns*		*ns*		*ns*		
Urban Bangladesh									
Girls	32.9	(85)	39.0	(131)	50.3	(147)	56.8	(58)	p<0.001
Boys	35.8	(78)	47.8	(115)	57.5	(153)	68.0	(72)	p<0.001
Both	34.3	(163)	43.1	(246)	54.0	(300)	63.0	(130)	p<0.001
Level of significance	*ns*		*ns*		*ns*		*ns*		
All Bangladesh									
Girls	20.4	(486)	26.2	(598)	32.9	(405)	42.1	(192)	p<0.001
Boys	21.9	(452)	30.2	(622)	38.5	(417)	42.0	(187)	p<0.001
Both	21.1	(938)	28.2	(1,220)	35.7	(822)	42.1	(379)	p<0.001
Level of significance	*ns*		*ns*		*ns*		*ns*		

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05

Source: Education Watch ABC Survey (1998)

Household economic status and basic education

Self-perceived yearly economic status of the households had significant positive relationship (p<0.001) with basic educational achievement of children (Table 5.15). The basic educational level of the children in the households with 'surplus' status was nearly double than that of the children in 'always in deficit' households. These analyses also showed that for each level of parental education and economic status of the household, the urban children did significantly better compared to their rural counterparts. Annex 5.4 shows stratum wise analysis of economic status and basic education.

Religion and basic education

When the data were analysed according to the religion of the children it was seen that 29.9 percent of the Muslim children and 27.2 percent of the non-Muslim children had basic education (Table 5.16). However, no statistically significant difference was observed between these two religious groups. According to the religion of the children, statistically significant difference in the level of basic education was found only among the children of non-metropolitan urban areas (p<0.05). Here, the non-Muslim children did better than the Muslim children. Annex 5.5 shows such analysis for boys and girls separately.

TABLE 5.16

Percentage of children satisfying 'basic education' criteria by religion and stratum

Stratum	Religion				Significance
	Muslim		Non-Muslim		
Rural Dhaka Division	24.3	(400)	25.0	(20)	ns
Rural Chittagong Division	19.0	(347)	9.6	(73)	ns
Rural Rajshahi Division	31.4	(395)	24.0	(25)	ns
Rural Khulna Division	38.0	(376)	38.6	(44)	ns
Rural Barisal Division	31.9	(361)	33.3	(57)	ns
Rural Sylhet Division	16.5	(339)	23.5	(81)	ns
Metropolitan cities	50.3	(382)	36.8	(38)	ns
Other urban areas	45.5	(354)	60.0	(65)	p<0.05
Level of significance	p<0.001		p<0.001		
Rural Bangladesh	26.9	(2,218)	22.1	(300)	ns
Urban Bangladesh	47.9	(736)	51.6	(103)	ns
Level of significance	*p<0.001*		*p<0.001*		
All Bangladesh	29.9	(2,954)	27.2	(403)	ns

Figures in the parentheses indicate number of children under ABC test;
ns = not significant at p = 0.05

Source: Education Watch ABC Survey (1998)

Private tutor and basic education

Having private tutor or extra coaching played a significant role in the achievement of the children ($p<0.001$). Nearly a half of the currently enrolled children who had the privilege of private tutor/coaching passed all four criteria of basic education (Table 5.17). This rate was 27.5 percent for those who did not have any private tutor/coaching. Positive impact of private tutor on higher level of achievement was found in all the strata considered for this study. Annex 5.6 provides separate estimates for boys and girls.

TABLE 5.17

Percentage of currently enrolled children satisfying 'basic education' criteria by stratum and having private tutor at home

Stratum	Having private tutor: Have tutor		Having private tutor: Do not have tutor		Significance
Rural Dhaka Division	46.4	(97)	21.6	(236)	p<0.001
Rural Chittagong Division	32.6	(92)	15.0	(234)	p<0.001
Rural Rajshahi Division	46.8	(79)	32.2	(270)	p<0.05
Rural Khulna Division	55.5	(110)	35.3	(255)	p<0.001
Rural Barisal Division	48.5	(103)	31.0	(255)	p<0.01
Rural Sylhet Division	35.1	(77)	16.0	(243)	p<0.001
Metropolitan cities	64.6	(195)	50.7	(144)	p<0.01
Other urban areas	62.3	(191)	44.0	(168)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		
Rural Bangladesh	44.7	(558)	25.4	(1,493)	p<0.001
Urban Bangladesh	63.5	(386)	47.1	(312)	p<0.001
Level of significance	*p<0.001*		*p<0.001*		
All Bangladesh	49.6	(944)	27.5	(1,805)	p<0.001

Figures in the parentheses indicate number of children under ABC test;
Source: Education Watch ABC Survey (1998)

Communication media and basic education

Access to communications media significantly influenced ($p<0.001$) the basic educational achievement of the children (Table 5.18). Three types of media were considered for this study: radio, television and newspaper. Each of the children was asked whether s/he heard any radio programme or/and watched one on television or/and read newspaper within a week prior to the interview. On average, 17.9 percent of the children with no access to any media had basic education. This rate was 33.4 percent among the children with access to at least one of the media and 41 percent among the children with access to any two of the media. On the other hand, 72.5 percent of the children with access to all three media had basic education. Annex 5.7 shows separate analysis by each type of media.

TABLE 5.18

Percentage of children satisfying 'basic education' criteria by number of communications media[1] they have access, residence and sex

Residence	Number of communications media: None		One		Two		Three		Significance
Rural Bangladesh									
Girls	16.9	(642)	31.4	(403)	35.3	(201)	86.3	(12)	p<0.001
Boys	18.4	(477)	30.2	(496)	38.4	(262)	46.2	(23)	p<0.001
Both	17.6	(1,119)	30.8	(899)	37.1	(462)	59.7	(34)	p<0.001
Urban Bangladesh									
Girls	26.2	(46)	41.9	(234)	49.2	(114)	74.0	(27)	p<0.001
Boys	24.2	(41)	46.0	(202)	59.9	(142)	97.1	(34)	p<0.001
Both	25.3	(87)	43.8	(436)	55.1	(256)	86.9	(61)	p<0.001
All Bangladesh									
Girls	17.3	(759)	33.8	(595)	38.4	(294)	79.6	(29)	p<0.001
Boys	18.7	(568)	32.9	(682)	43.0	(381)	68.0	(46)	p<0.001
Both	17.9	(1,327)	33.4	(1,277)	41.0	(675)	72.5	(74)	p<0.001

[1] Three types of media such as radio, television and newspaper were considered
Figures in the parentheses indicate number of children under ABC test;
Source: Education Watch ABC Survey (1998)

Trend in basic education

Table 5.19 presents the changes in the level of 'basic education' and 'literacy' rate over a period of five years. It should be mentioned that following the similar methodology and using the same test instrument a national study on ABC was conducted in 1993 (Nath, Mohsin and Chowdhury, 1993). As rural Sylhet in 1993 was a part of rural Chittagong division and no attempt was taken for separate estimate for metropolitan cities, pooled estimates (for 1998) were used due to suitability of comparison. Thus, Table 5.19 shows the changes in the national as well as sub-national levels that were designed during 1993 study. It was observed that at the national level, the level of basic education and literacy rate significantly increased over the period of five years ($p<0.05$), approximately three percentage points (see also Figure 5.6). Although, a statistically significant increase was shown in the rural areas, a declining trend was observed in the urban areas. Stratum-wise analysis shows that both in basic education and literacy the children of rural Rajshahi, Khulna and Barisal did significantly better in 1998 than 1993. The children of rural Chittagong did worse in litetacy but not in basic education. However, no significant change was noticed among the children of rural Dhaka division.

TABLE 5.19

Percentage of children satisfying 'basic education' and 'literacy' (the 3R's) criteria by stratum in 1993 and 1998

Stratum	Basic education					Literacy (the 3R's)				
	1993		1998		Remarks	1993		1998		Remarks
Rural Dhaka	28.6	(420)	24.3	(420)	ns	41.7	(420)	36.2	(420)	ns
Rural Chittagong	21.0	(420)	17.5	(840)ψ	ns	38.3	(420)	31.7	(840) ψ	p<0.05
Rural Rajshahi	23.1	(420)	31.0	(420)	p<0.05	31.0	(420)	42.1	(420)	p<0.01
Rural Khulna	18.1	(420)	38.1	(420)	p<0.01	31.2	(420)	57.9	(420)	p<0.01
Rural Barisal	22.6	(420)	32.0	(420)	p<0.01	38.3	(420)	45.6	(420)	p<0.05
Rural Bangladesh	23.4	(2100)	26.5	(2520)	p<0.05	36.6	(2100)	39.8	(2520)	p<0.05
Urban Bangladesh	55.7	(420)	48.4	(840)*	p<0.05	66.4	(420)	58.3	(840) *	p<0.05
All Bangladesh	26.7	(2520)	29.6	(3360)	p<0.05	39.6	(2520)	42.5	(3360)	p<0.05

Figures in the parentheses indicate number of children under ABC test; ns = not significant at p = 0.05

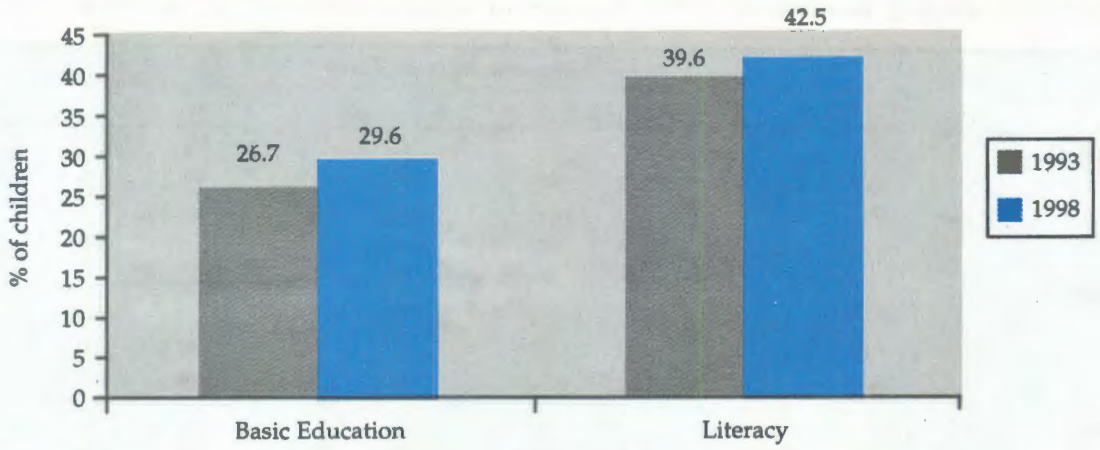
Ψ These are pooled estimates of rural Chittagong and rural Sylhet divisions, In 1993 rural Sylhet was a part of rural Chittagong division.

* These are pooled estimates of Metropolitan cities and other urban areas, In 1993 no separate estimate for metropolitan cities was done

Sources: Education Watch ABC Survey (1998) ; Nath, Mohsin and Chowdhury (1993)

FIGURE 5.6

Percentage of children attaining 'basic education' and 'literacy' in 1998 compared to 1993



Sources: Education Watch ABC Survey (1998); Nath, Mohsin and Chowdhury (1993)

Primary scholarship examination

The data on primary scholarship examination of 1997 was analysed at two levels, student and school. Only two types of schools were considered in this analysis as only a small number of schools from other types participated in the examination.

TABLE 5.20

Information about scholarship examination at Class V (1997) by residence, school type and sex

Type of school	Number of schools observed	% of schools participated in examination		% of students appeared in examination	
		Girls	Boys	Girls	Boys
Government primary					
Rural Bangladesh	270	80.3	88.5	12.8	16.8
Urban Bangladesh	67	95.8	94.4	15.1	16.0
All Bangladesh	341	83.5	89.7	13.6	16.5
Non-government primary					
Rural Bangladesh	104	62.1	77.9	10.6	14.2
Urban Bangladesh	16	50.0	56.2	9.8	13.3
All Bangladesh	120	60.5	75.0	10.5	14.1

Source: Education Watch School Survey (1998)

Not all primary schools participated in the scholarship examination. The government expects at least 20 percent of the students of Class V of all primary schools to participate in this examination. Among the government primary schools observed under this study, the boys from nearly 90 percent of the schools and girls from 83.5 percent of the schools participated in the examination held in December 1997 (Table 5.20). On the other hand, in case of non-governmental primary schools, this rate was 75 percent and 60.5 percent respectively.

The government expects that 20 percent of students enrolled in Class V would sit for the examination. The student level data shows that 16 percent of the boys and 13.6 percent of the girls of Class V from the government primary schools appeared in the scholarship exam. On the other hand, among the students of non-government schools the participation rate was 14.1 percent for boys and 10.5 percent for girls.

Although the enrollment rate of girls was found higher than boys (see Chapter 4), the participation rate in the scholarship examination was higher among the boys than girls. In case of government schools, the participation rate was higher in the urban areas than in the rural areas; it was reverse in case of non-government schools, the participation rate being higher in the rural areas. Of these two types of schools the non-government schools were lagging behind the government schools in respect of participation.

Chapter Six

Community Participation and Supervision

In any educational system community participation in school matters, and supervision by the respective authorities play significant roles in its development, quality improvement and sustainability. Community participation in school is achieved in different ways. In a more formal way committees are formed with locally respectable, responsible and educated persons who link with school authority through time to time meeting. School Management Committee (SMC) and Parent Teacher Association (PTA) are examples in this respect. One to one interactions between the teacher and the guardian is an informal but very effective way of improving teaching/learning environment.

This chapter presents the state of community participation and supervision in the primary schools of Bangladesh during 1998. In this regard, information on SMCs, PTAs and school visit by the respective education authority have been analysed. In addition, household level information about parental participation in school meetings are also presented.

The school management committee

Almost all schools providing primary level education have their own School Management Committees (SMCs). It was observed that on average, over 90 percent of the schools surveyed had such committees (Table 6.1). Because of a government directive to form SMC in all schools, around 99 percent of the government and non-government primary schools and the madrassas reported existence of such committees. On the other hand, only 60 percent of the English medium schools and 78.5 percent of the non-formal primary schools had SMCs. Area wise analysis shows that around 95 percent of all schools in all rural strata had SMC and 72.6 percent of the schools in metropolitan cities and 88.1 percent of the schools in non-metropolitan urban areas had formed SMC (Table 6.2).

TABLE 6.1

Percentage of schools having school management committee (SMC), average size of the committee and percentage of female in the committee by school type

Type of school	No. of schools observed	Percent of schools having SMC	Average size of committee	Percent female
Government primary	353	99.2	10.9	13.2
Non-govt. primary	146	98.6	10.7	13.8
Non-formal primary	246	78.5	7.3	56.7
Madrassa	51	98.0	12.0	0.2
Kindergarten	50	60.0	10.5	6.8
Secondary attached	35	91.4	9.8	5.6
All	881	90.7	10.0	19.2

Source: Education Watch School Survey (1998)

The average size of the school management committee was found to be 10 (Table 6.1). However, it was 12 for the madrassas and 7.3 for the non-formal primary schools. No difference between urban and rural areas was found in this regard. Except for the non-formal schools, women's

TABLE 6.2

Percentage of schools having school management committee (SMC), average size of the committee and percentage of female in the committee by school type

Stratum	No. of schools observed	Percent of schools having SMC	Average size of committee	Percent female
Rural Dhaka Division	103	96.1	9.3	27.2
Rural Chittagong Division	87	92.0	10.6	11.9
Rural Rajshahi Division	114	93.0	9.7	21.4
Rural Khulna Division	119	95.0	9.8	21.4
Rural Barisal Division	124	96.0	10.5	13.6
Rural Sylhet Division	90	97.8	10.4	13.7
Metropolitan cities	135	72.6	10.2	23.3
Other urban areas	109	88.1	10.0	21.3
Rural Bangladesh	637	95.0	10.0	18.2
Urban Bangladesh	244	79.5	10.1	22.3
All Bangladesh	881	90.7	10.0	19.2

Source: Education Watch School Survey (1998)

share in the school management committee was relatively poor. On average, one fifth of the committee members were women. The women's share in the SMC's was highest in the non-formal schools (56.7%) and insignificant in the madrassas (only 0.2%). Among other types of schools women's share was 13.2 percent in the government primary schools, 13.8 percent in the non-government primary schools, 6.8 percent in the English medium schools and 5.6 percent in the secondary attached schools. Table 6.2 shows that the women's share in the committee was largest in rural Dhaka division (27.2%) and smallest in the rural Chittagong division (11.9%). The share of women in SMC was slightly higher in urban areas than rural areas.

TABLE 6.3

Mean number of meetings of SMC held during 1998 by school type

Type of school	No. of schools observed	Mean number of meetings of SMC
Government primary	331	8.6
Non-govt. primary	132	7.0
Non-formal primary	161	7.5
Madrassa	45	5.9
Kindergarten	25	4.6
Secondary attached	27	6.1
All	721	7.7

Source: Education Watch School Survey (1998)

On average, 7.7 SMC meetings were held per school during 1998 (Table 6.3). The SMCs of the government primary schools met highest number of times and it was lowest for the SMCs of the English medium schools (on average, 8.6 and 4.6 meetings respectively). Table 6.4 shows that the highest number of meeting was held in rural Khulna division (9.3) and lowest in the metropolitan cities (6.4). The record books of the SMC meetings were examined to know the rate of attendance in the meetings, and information about the last meeting was collected. It was found that on average, nearly three-quarters of the members were present in the last meeting (Table 6.5), equally represented by male and female. The attendance rate was highest for non-formal primary schools (89.5%) and lowest for government primary school (69.8%).

Stratum wise analysis shows that the highest attendance rate in the SMC meeting was in rural Dhaka division (81.7%) and the lowest in metropolitan cities (68.1%). No variation was observed between the SMC meetings of urban and rural areas (Table 6.6)

TABLE 6.4

Mean number of meetings of SMC held during 1998 by stratum

Stratum	No. of schools observed	Mean number of meetings
Rural Dhaka Division	94	7.9
Rural Chittagong Division	73	7.3
Rural Rajshahi Division	99	7.8
Rural Khulna Division	104	9.3
Rural Barisal Division	106	7.0
Rural Sylhet Division	79	7.9
Metropolitan cities	76	6.4
Other urban areas	90	7.0
Rural Bangladesh	555	7.9
Urban Bangladesh	166	6.7
All Bangladesh	721	7.7

Source: Education Watch School Survey (1998)

TABLE 6.5

Percentage of the members (of school management committee) who were present in the last meeting by type of school

Type of school	No. of schools observed	% of member present		
		Female	Male	Both
Government primary	340	61.3	71.2	69.8
Non-govt. primary	130	68.0	74.1	73.2
Non-formal primary	163	89.9	84.1	89.5
Madrassa	45	0.0	77.7	77.5
Kindergarten	26	70.0	65.0	65.4
Secondary attached	27	47.7	75.3	88.5
All	731	75.1	73.4	74.7

Source: Education Watch School Survey (1998)

TABLE 6.6

Percentage of the members (of school management committee) who were present in the last meeting by stratum

Stratum	No. of schools observed	% of member present		
		Female	Male	Both
Rural Dhaka Division	94	85.7	80.3	81.7
Rural Chittagong Division	73	60.9	72.7	71.3
Rural Rajshahi Division	93	77.6	73.5	77.5
Rural Khulna Division	108	80.5	75.7	76.7
Rural Barisal Division	111	63.0	73.0	71.3
Rural Sylhet Division	82	72.0	70.7	70.9
Metropolitan cites	81	66.3	68.7	68.1
Other urban areas	89	82.5	72.8	75.0
Rural Bangladesh	561	75.8	74.1	74.9
Urban Bangladesh	170	73.5	70.8	74.1
All Bangladesh	731	75.1	73.4	74.7

Source: Education Watch School Survey (1998)

The parent teacher association

The Parent Teacher Association (PTA) was not as popular as the School Management Committee (SMC). It was observed that on average, only 44.2 percent of the schools had formed PTAs (Table 6.7). Around 70 percent of the government primary schools, 33.6 percent of the non-government primary schools and 32.8 percent of the non-formal schools had PTA. Less than 15 percent of the other three types of schools formed PTA during 1998. On average, each PTA had 24.5 members, of which a quarter was female. Although the average size of the PTAs for the government and non-government primary schools and the non-formal schools was similar, the inclusion of female members was much higher in the non-formal schools than those of the other two types (78.7 vs. 15.0).

TABLE 6.7

Percentage of schools having parent teacher association (PTA), average size of the committee and percentage of female in the committee by school type

Type of school	No. of schools observed	Percent of schools having PTA	Average size of PTA	Present female
Government primary	353	70.3	25.5	15.1
Non-govt. primary	146	33.6	21.7	15.3
Non-formal primary	247	32.8	24.5	78.7
Madrassa	51	2.0	40.0	0.0
Kindergarten	50	14.0	9.2	21.7
Secondary attached	35	11.4	8.0	0.0
All	882	44.2	24.5	26.6

Source: Education Watch School Survey (1998)

TABLE 6.8

Percentage of school having parent teacher association (PTA), average size of the committee and percentage of female in the committee by school type

Stratum	No. of schools observed	Percent of schools having PTA	Average size of PTA	Present female
Rural Dhaka Division	103	41.7	25.9	25.8
Rural Chittagong Division	88	62.5	24.7	20.7
Rural Rajshahi Division	114	51.8	26.2	25.7
Rural Khulna Division	119	37.0	23.0	22.7
Rural Barisal Division	124	45.2	24.3	27.7
Rural Sylhet Division	90	54.4	25.0	16.7
Metropolitan cities	135	28.9	20.8	64.0
Other urban areas	109	41.3	24.9	30.5
Rural Bangladesh	638	48.0	24.8	23.2
Urban Bangladesh	244	34.4	23.3	42.0
All Bangladesh	882	44.2	24.5	26.6

Source: Education Watch School Survey (1998)

Table 6.8 shows that the highest proportion of PTA was found in rural Chittagong division (62.5%) and the lowest in the metropolitan cities (28.9%). Average size of the Associations varied between 20.8 and 26.2 among the strata. It was also seen that proportion of female member was very low in rural Sylhet (16.7%) and highest in the metropolitan cities (64%).

TABLE 6.9

Mean number of meetings of PTA held during 1998 by school type

Type of school	No of schools observed	Mean number of meetings
Government primary	202	2.3
Non-govt. primary	38	2.8
Non-formal primary	60	7.9
Madrassa	1	1.0
Kindergarten	5	4.0
Secondary attached	4	3.8
All	310	3.5

Source: Education Watch School Survey (1998)

On average, 3.5 PTA meetings were held per school during 1998: 7.9 for non-formal schools and less than 3 for both government and non-government primary schools (Table 6.9). Table 6.10 shows that mean number of PTA meeting was higher in urban areas than in rural areas. Information about the number of members present in the last PTA meeting revealed that 62.6 percent of the PTA members were present in the last meeting, 61.2 percent for males, and 64.3 percent for females (Table 6.11). Stratum wise analysis shows that highest participation rate in the PTA meeting was in rural Rajshahi division (75.4%) and the lowest in rural Sylhet division (51.5%). Women's participation in the PTA meetings of the government and the non-government primary schools was much less than that of the men's (Table 6.12). On the other hand, in the PTA meetings of non-formal schools, participation rate was higher for females than males.

TABLE 6.10

Mean number of meetings of PTA held during 1998 by stratum

Stratum	No of schools observed	Mean number of meetings
Rural Dhaka Division	38	3.6
Rural Chittagong Division	39	3.0
Rural Rajshahi Division	47	3.5
Rural Khulna Division	37	3.5
Rural Barisal Division	42	3.0
Rural Sylhet Division	42	2.9
Metropolitan cities	26	6.7
Other urban areas	39	3.3
Rural Bangladesh	245	3.2
Urban Bangladesh	65	4.6
All Bangladesh	310	3.5

Source: Education Watch School Survey (1998)

TABLE 6.11

Percentage of the members (of parent teacher association) who were present in the last meeting before school visit by stratum

Stratum	No. of schools observed	% of member present		
		Female	Male	Both
Rural Dhaka Division	32	73.6	61.8	66.0
Rural Chittagong Division	46	62.6	54.6	56.3
Rural Rajshahi Division	42	73.6	75.4	75.4
Rural Khulna Division	42	60.5	63.7	64.7
Rural Barisal Division	41	52.0	58.6	55.7
Rural Sylhet Division	40	29.9	56.1	51.5
Metropolitan cities	26	71.3	66.1	67.1
Other urban areas	35	78.5	58.8	66.1
Rural Bangladesh	243	59.9	61.2	61.7
Urban Bangladesh	61	74.5	60.8	66.5
All Bangladesh	304	64.4	61.2	62.6

Source: Education Watch School Survey (1998)

TABLE 6.12

Percentage of the members (of parent teacher association) who were present in the last meeting before school visit by type of school

Type of school	No. of schools observed	% of member present		
		Female	Male	Both
Government primary	196	41.9	57.0	54.7
Non-govt. primary	34	69.8	76.5	74.3
Non-formal primary	66	80.0	74.1	79.4

Note: Due to small number of schools estimates for Madrassa, Kindergarten and secondary schools were not calculated

Source: Education Watch School Survey (1998)

The above information which were given by the head masters from the record books may be taken with a grain of salt. An attempt was made to examine whether the reported last meeting was held in reality. The date of the last meeting of SMC/PTA and the names of two/ three participants from that meeting were collected from the

record book. These persons afterwards were contacted to check the veracity of the report. Nearly 20 percent of the recorded PTA meetings and 22.3 percent of the SMC meetings were found to be falsely recorded. Table 6.13 presents proportion of false record for both SMC and PTA by type of school.

TABLE 6.13

Percentage of SMC and PTA meetings found falsely recorded by school type

Type of school	% of meetings falsely recorded			
	SMC		PTA	
Government primary	15.4	(331)	20.8	(202)
Non-government primary	24.2	(132)	34.2	(38)
Non-formal primary	16.8	(161)	23.3	(60)
Madrassa	24.4	(45)	100.0	(1)
Kindergarten	40.0	(25)	100.0	(5)
Secondary attached	40.7	(27)	100.0	(4)
All	19.7	(721)	22.3	(310)

Figures in the parentheses indicate number of schools observed
Source: Education Watch School Survey (1998)

School visit

The local education authority is obliged to visit the schools under his/her area. The Thana Education Officer (TEO) and the Assistant Thana Education Officer (ATEO) are officially assigned persons to make regular visits to government and non-government primary schools. In non-formal schools, the Programme Organisers (POs) are responsible for the purpose. It was observed that the visit of TEO was less frequent than the ATEO (Table 6.14). The Thana Education Officers visited 47.3 percent of the government primary and 30.8 percent of the non-government primary schools during 1998. Again, during the same period the Assistant Thana Education Officers visited 94 percent of the government and 78.7 percent of the non-government primary schools. On the other hand, the Programme Organisers visited 79.6 percent of the non-formal schools. It was also observed that the mean number of visit by the respective education authority was much higher in the non-formal schools than in the formal primary schools.

Not all the schools kept visitor's book. It was observed that only 4.2 percent of the government primary and 13 percent of the non-government primary schools kept visitor's book. This rate was 49 percent among the non-formal schools.

TABLE 6.14

Percentage of primary level schools visited by local education authority and mean number of visit to schools during 1998 by school type

Type of primary school	Thana Education Officer (TEO)			Assistant Thana Education Officer (ATEO)			Programme Organiser		
	n	%	Mean	n	%	Mean	n	%	Mean
Government	347	47.3	2.1	348	94.0	5.2	-	-	-
Non-government	143	30.8	1.7	141	78.7	3.5	-	-	-
Non-formal	-	-	-	-	-	-	216	79.6	37.4

Note: n is the number of schools observed
Source: Education Watch School Survey (1998)

Guardians' participation in school meetings

A question was asked in the household survey as to whether the guardian of the currently enrolled children participated in any school meeting during 1998. Here, guardian included father, mother or any other adult member of the household. Table 6.15 presents the percentage of currently enrolled children at primary level whose parent/guardian participated in school meetings. It was observed that fathers of 21.3 percent of the children; mothers of only 7.4 percent of the children and any other guardian of 6.5 percent of the children participated in at least one school meeting during the reference period. A statistically significant variation was observed in the participation rate of the parents/guardians of different strata ($p<0.001$). Fathers of the rural areas were more likely to participate in the meetings than the fathers of the urban areas ($p<0.05$). Participation rate of the mothers was significantly higher in urban areas than rural areas.

It was also observed that a guardian (father, mother or any adult person of the household) of 31.8 percent of the primary level students participated in at least one meeting during 1998 (Table 6.16). Participation rate of the guardians was better (over 36%) in Dhaka, Khulna, Barisal and Sylhet but very poor in rural Chittagong division (23.6%). A moderate participation rate (around 28%) was observed in the other three strata. Compared to boys, more guardians of the girls participated in the school meetings (30.7% vs. 33%). On average, the participation rate was significantly higher in rural areas than in the urban areas ($p<0.001$).

School-wise distribution of participation rate clearly showed that the guardians of the students from the non-formal schools were much advanced in this regard compared to others. Nearly two thirds of the guardians of the students of non-for-

TABLE 6.15

Percentage of children currently enrolled at primary level (Classes I to V) having parent/ guardian participated in at least one school meeting during 1998 by stratum and sex

Stratum	Father			Mother			Any other		
	Girls (15,888)	Boys (15,915)	Both (31,803)	Girls (16,192)	Boys (16,196)	Both (32,388)	Girls (16,231)	Boys (16,222)	Both (32,452)
Rural Dhaka Division	24.8	23.8	24.3	9.2	7.2	8.2*	8.7	7.0	7.9*
Rural Chittagong Division	17.3	16.6	16.9	3.2	2.2	2.7*	5.3	6.4	5.9
Rural Rajshahi Division	20.0	19.2	19.7	9.2	7.0	8.1*	4.0	3.2	3.6
Rural Khulna Division	27.5	26.3	26.9	9.8	6.8	8.3**	9.6	8.9	9.2
Rural Barisal Division	27.7	25.9	26.8	6.9	6.7	6.8	5.0	5.4	5.2
Rural Sylhet Division	29.8	29.4	29.6	4.3	3.3	3.8	9.1	10.9	10.0*
Metropolitan cities	10.0	11.9	10.9	15.5	14.8	15.1	5.8	6.8	6.3
Other urban areas	12.5	14.4	13.4	13.8	11.7	12.8	5.6	5.0	5.3
Rural Bangladesh	23.0	22.0	22.5*	7.4	5.6	6.5**	6.8	6.5	6.6
Urban Bangladesh	11.3	13.2	12.2*	14.6	13.2	13.9	5.7	5.9	5.8
All Bangladesh	21.7	21.0	21.3	8.2	6.5	7.4	6.6	6.4	6.5

In all nine cases stratum-wise, as well as residence-wise variations are statistically significant at p<0.001.

*p<0.05 **p<0.01

Source: Education Watch Household Survey (1998)

mal schools participated in at least one meeting during 1998, whereas this rate was less than 30 percent in the formal primary schools (Table 6.17). Table 6.18 shows that participation rate of the mothers with secondary education was significantly higher than the primary level educated and non-educated mothers. Again, the participation

TABLE 6.16

Percentage of children currently enrolled at primary level (Classes I to V) whose guardian participated in at least one school meeting during 1998 by stratum and sex*

Stratum	Girls		Boys		Both		Significance
Rural Dhaka Division	38.8	(1,949)	35.7	(1,889)	37.3	(3,838)	p<0.05
Rural Chittagong Division	23.8	(2,357)	23.4	(2,538)	23.6	(4,845)	ns
Rural Rajshahi Division	30.0	(1,792)	26.5	(1,742)	28.3	(3,534)	p<0.02
Rural Khulna Division	40.9	(2,232)	37.0	(2,192)	39.0	(4,424)	p<0.01
Rural Barisal Division	36.7	(2,056)	35.2	(2,040)	36.0	(4,096)	ns
Rural Sylhet Division	38.2	(2,161)	37.8	(2,220)	38.0	(4,381)	ns
Metropolitan cities	27.5	(1,560)	28.4	(1,572)	27.9	(3,132)	ns
Other urban areas	28.0	(1,688)	27.3	(1,617)	27.6	(3,305)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
Rural Bangladesh	33.6	(12,547)	31.1	(12,621)	32.4	(25,168)	p<0.001
Urban Bangladesh	27.7	(3,248)	27.8	(3,189)	27.8	(6,437)	ns
Level of significance	*p<0.001*		*p<0.001*		*p<0.001*		
All Bangladesh	33.0	(15,795)	30.7	(15,810)	31.8	(31,605)	p<0.001

Figures in the parentheses indicate number of schools observed

* Guardian includes father, mother or any other adult member of the household; ns = not significant at p=0.05

Source: Education Watch Household Survey (1998)

TABLE 6.17

Percentage of children currently enrolled at primary level (Classes I to V) whose guardian participated in at least one school meeting during 1998 by type of school, residence and sex*

Type of school	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Girls (12,547)	Boys (12,621)	Both (25,168)	Girls (3,248)	Boys (3,189)	Both (6,437)	Girls (15,795)	Boys (15,810)	Both (31,605)
Formal primary									
Government	29.8	29.3	29.6	23.6	22.4	23.0	29.2	28.7	28.9
Non-govt. (reg.)	32.3	29.8	31.1	20.2	24.9	22.3	31.5	29.5	30.5
Non-govt. (un-reg.)	14.2	11.8	13.0	7.7	27.4	19.2	13.7	13.2	13.5
Non-formal primary	70.7	66.6	69.1	40.3	33.9	37.5	66.8	61.7	64.7
Madrassa									
Ebtedayee	29.6	27.6	28.4	28.5	39.2	35.5	29.4	29.7	29.6
Kamil/Fazel/Alim/Dakhel	31.6	26.0	28.0	26.9	24.6	25.5	31.1	25.8	27.7
Hafezia/kaomee/Kharizee	19.1	25.7	23.5	22.2	14.5	16.4	19.3	24.5	22.8
Kindergarten	44.5	49.0	47.2	49.2	48.1	48.6	47.5	48.5	48.1
Secondary	32.1	41.6	36.2	31.1	32.2	31.6	31.3	34.2	32.6
All	33.8	31.3	32.5	27.7	27.3	27.5	33.1	30.8	31.9

Figures in the parentheses indicate number of children at primary level

* Guardian includes father, mother or any other adult member of the household

Source: Education Watch Household Survey (1998)

TABLE 6.18

Percentage of mothers of children currently enrolled at primary level (Classes I to V) participated in at least one school meeting during 1998 by their education, residence and sex

Residence	Mothers level of education						Significance
	No education		Primary		Secondary+		
Rural Bangladesh							
Girls	7.7	(8,177)	5.6	(3,385)	10.4	(1,263)	ns
Boys	5.5	(8,206)	4.9	(3,442)	8.3	(1,246)	ns
Both	6.6	(16,383)	5.2	(6,827)	9.3	(2,509)	p<0.05
Urban Bangladesh							
Girls	11.9	(1,520)	11.2	(839)	21.9	(964)	p<0.001
Boys	8.7	(1,453)	11.7	(779)	21.0	(1,026)	p<0.001
Both	10.3	(2,973)	11.4	(1,618)	21.5	(1,990)	p<0.001
All Bangladesh							
Girls	8.0	(9,697)	6.2	(4,224)	13.8	(2,227)	p<0.01
Boys	5.7	(9,659)	5.6	(4,221)	12.1	(2,272)	p<0.001
Both	6.9	(19,356)	5.9	(8,445)	12.9	(4,499)	p<0.001

Figures in the parentheses indicate number of children at primary level

Source: Education Watch Household Survey (1998)

TABLE 6.19

Percentage of fathers of children currently enrolled at primary level (Classes I to V) participated in at least one school meeting during 1998 by their education, residence and sex

Residence	Fathers level of education								Significance
	No education		Primary		Secondary		Tertiary+		
Rural Bangladesh									
Girls	18.4	(6,477)	24.5	(3,071)	30.4	(2,425)	41.6	(530)	p<0.001
Boys	17.3	(6,468)	24.0	(3,156)	28.9	(2,450)	38.6	(511)	p<0.001
Both	17.9	(12,945)	24.3	(6,227)	29.6	(4,875)	40.1	(1,041)	p<0.001
Urban Bangladesh									
Girls'	6.4	(1,148)	11.1	(676)	10.9	(851)	22.3	(562)	p<0.001
Boys	6.6	(1,117)	13.5	(624)	15.7	(847)	21.6	(577)	p<0.001
Both	6.5	(2,265)	12.3	(1,300)	13.3	(1,698)	21.9	(1,139)	p<0.001
All Bangladesh									
Girls	17.4	(7,625)	23.1	(3,747)	27.4	(3,276)	34.6	(1,092)	p<0.001
Boys	16.5	(7,585)	23.0	(3,780)	26.9	(3,297)	32.4	(1,088)	p<0.001
Both	16.9	(15,210)	23.0	(7,527)	27.2	(6,573)	33.5	(2,180)	p<0.001

Figures in the parentheses indicate number of children at primary level

Source: Education Watch Household Survey (1998)

TABLE 6.20

Percentage of children currently enrolled at primary level (Classes I to V) whose guardian participated in at least one school meeting during 1998 by self-perceived yearly economic status, residence and sex*

Residence	Self-perceived yearly economic status								Significance
	Always in deficit		Sometimes in deficit		Balance		Surplus		
Rural Bangladesh									
Girls	31.3	(3,795)	31.9	(4,700)	34.9	(2,924)	44.0	(1,128)	p<0.01
Boys	29.0	(3,784)	29.2	(4,624)	32.8	(3,060)	40.0	(1,152)	p<0.05
Both	30.2	(7,579)	30.5	(9,324)	33.9	(5,984)	41.9	(2,280)	p<0.001
Urban Bangladesh									
Girls	21.1	(675)	26.8	(972)	28.2	(1,099)	37.6	(502)	p<0.001
Boys	17.6	(594)	25.4	(957)	31.6	(1,125)	35.8	(513)	p<0.001
Both	19.4	(1,269)	26.1	(1,929)	29.9	(2,224)	36.7	(1,015)	p<0.001
All Bangladesh									
Girls	30.5	(4,470)	31.4	(5,672)	33.9	(4,023)	42.9	(1,630)	p<0.01
Boys	28.1	(4,378)	28.8	(5,581)	32.6	(4,185)	39.2	(1,665)	p<0.05
Both	29.3	(8,848)	30.1	(11,253)	33.2	(8,208)	41.0	(3,295)	p<0.001

Figures in the parentheses indicate number of children at primary level

* Guardian includes father, mother or any other adult member of the household

Source: Education Watch Household Survey (1998)

rate of the fathers gradually increased with the increase in their level of education (Table 6.19). The participation rate of the guardians also increased with the increase in the self-perceived yearly economic status of the households (Table 6.20).

It was found that children of guardians who participated in school meetings did significantly better in the ABC test compared to those children whose parents did not participate (p<0.001).

Chapter Seven

Discussion and Conclusions

This report presented latest data from field level studies on the various dimensions of primary education in Bangladesh. In 1998, a few individuals representing different civil society organizations or themselves decided to initiate an independent 'Education Watch' to publicly monitor the nation's progress in achieving the goals of universal primary education. This is the first yearly report from this initiative and will be repeated every year.

The report is based on field studies using scientific random sampling techniques. Data, which were collected from households, schools and children, came on sample basis from all 64 districts of the country. Quality assessment measures adopted for the study indicated that the data were reasonably reliable (see Chapter III). While the samples for household and children (for ABC) surveys were scientifically drawn, the same was not true for schools; the readers should bear this in mind while interpreting the information.

This year's Watch report deals with various *internal efficiency* indicators of primary education including access, equity, dropout, attendance, achievement, teachers' profile, physical facilities, logistics, supervision and community participation. All types of institution that claim to provide primary education in the country have been considered in this study. This includes the government-run primary schools, privately-run registered and non-registered primary schools, non-formal primary schools run by NGOs, Ebtedayee madrassas and English medium kindergarten schools. In the following we discuss some of the results.

Access

As narrated in previous chapters, the country's financial and programmatic investments in primary education have increased over the years since independence, particularly in recent years. This study has documented improvements in increasing access to primary education in terms of enrollment.

Gross enrollment ratio, which shows the number of children enrolled at primary level per 100 children of primary school age, has reached 107 percent. This is more than what the latest government figures suggest (Chapter II). Independent estimates by UNICEF found the rate to be 111 percent (UNICEF, 1999) but the 'Bangladesh Education Sector Strategy Note' prepared for the April 1999 Paris Development Forum quoted a gross rate of 90 to 95 percent (LGC Subgroup, 1999).The National Plan of Action set a target to reach 95 percent in gross ratio by the year 2000. Our information suggests that this was probably already reached when the plan was formulated in 1995. Since the difference between gross ratio and net rates is in the excess of 20 percentage points for most South Asian countries (this study found it to be 30%), the government should set the target in terms of net rates, not gross ratio.

A look at the type of institutions / schools in which these children are enrolled reveals that the government primary schools with its network all over the country remains the dominant type with two thirds of all children enrolled in such schools. The government had nationalised all primary schools in 1973 but started allowing new schools in the private sector from early 1980's. The registered and non-registered privately managed schools, which now enroll about 15 percent of primary school-going children, are increasingly playing important roles. The third highest in relative enrollment are the schools run by NGOs. Most of these are non-formal in nature but

cater to the learning goals as enunciated by NCTB (see Chapter III) . The NGO schools enroll 8.5 percent of primary school going children. Children going to other types are small: 1.5 percent in Ebtedayee madrassa, 1.4 percent in English medium kindergartens and 1.5 percent in primary schools attached to secondary schools.

Children of various age groups go to primary level institutions. The official primary school age group is 6-10 years but one third of all children enrolled in primary level institutions are from outside this age group. This leads to the consideration of net enrollment rate which is the proportion of children 6-10 years old attending schools (excluding children over and below this age group). To many this is a preferred indicator for enrollment. Seventy seven percent of children in primary school age are enrolled in different institutions. This means that 23 percent children are still outside the reach of any educational institutions. This situation is better than what was a few years ago. Both gross and net rates have increased over the past few years which is indicative of the system's capability to improve. In fact, the gross rates have surpassed what was targeted for the year 2000 (PMED, 1995). The target is much lower compared to World Declaration standards.

The increase in the enrollment scenario is also confirmed by other analysis carried out in the text. For example, a study carried out in 1993 had found among the children aged 11-12 years that 77 percent were enrolled. For the same age group in 1998 the percent enrolled is 81. There is no question about the progress that has been made in the 'access' to primary education, but what makes one frustrated is the speed at which this is being achieved. It took five years for enrollment in this latter age group to reach 81 percent - less than one percentage point per year. If we move in this pace how long will it take for all our children to gain access to primary school? 29 years! We need to devise ways through which we can march faster. It should be mentioned that a liberal definition was used for specifying enrollment: a child was considered enrolled if she/he attended school at least for a day over six months prior to the interview.

One of the reasons mentioned by parents for not sending children to school was that the child was 'too young'. This is because of the lack of awareness about the child's age and the age at which a child should be sent to school. The absence of the registration of births and the consequent unavailability of an updated list of population at different ages are partially responsible for this. Registration of births does have other important uses such as in childhood immunization and thus should be effectively initiated.

Quality of learning

Quality in education represents the impact of several factors. The purpose of the present study was restricted to looking quantitatively at selected indicators of internal efficiency; quality of education in its broad spectrum was not studied. We, however, looked at achievement which may, for the present purpose, be considered as a proxy for *quality of learning*. In doing this we used a test called the *Assessment of Basic Competency (ABC)*. This test, which is curriculum-independent and very elementary in nature, tests a child's knowledge of 'basic education' represented through reading, writing, arithmetic and life skills. It was developed in Bangladesh in 1992-93 and has now been used by governmental and non-governmental organizations in the country as well as in other South Asian countries including Nepal and Pakistan.

A representative number of girls and boys aged 11 and 12 years (i.e., those completed the official primary school age of 6-10 years) were tested for this. The results corroborated the findings of other studies done previously which used the same test (UNICEF, 1992; Nath et al., 1993; Murshid et al., 1994) or other similar test (Greaney et al., 1998). Nationally, 29.6 percent passed the test indicating that they achieved the basic minimum level of education as defined by the test. A previous test carried out in 1993 had found this proportion to be 26.7 percent; this means an increase of three percentage points over a period of five years.

When the test outcome from reading, writing and arithmetic (which is the 3R's or ABC minus the 'life skills') are considered, one gets an estimate of 'basic literacy'. The proportion satisfying the basic literacy criteria was higher than that of the ABC for obvious reasons, but the quantum of increase over the 1993-1998 period was very similar to what we found for ABC (in 1998 the literacy rate is 42.5% compared to 39.6% in 1993).

The above shows the ABC or literacy of children irrespective of whether they had been going to school or not. When the ABC was constructed for children who passed Class V (i.e., primary school), the proportion qualifying the test increased to 57 percent. The ABC is a very preliminary test and one would expect that any child passing through the primary cycle of schooling should easily qualify it with little problem. The results on the quality of learning is thus very frustrating — both in terms of overall achievement and progress since 1993. This calls for a critical look at the whole system of primary education in the country (see below for discussions on various types of schools).

In 1998, the government declared that the country achieved a literacy rate of 51 percent. This was much higher than what the various international organizations were reporting (Table 1.1). Recently, barely within 12 months since the last report, the rate has reached 56 percent (*Daily Star*, 6 July 1999). Such a fast improvement is interesting and may be a matter of further research. There are two aspects in this. First, the question of the credibility of the

claim. If it is done to prove that we are on our way to achieve the targeted literacy rate of 62 percent by 2000, then one has to be worried about. Secondly, the quality of this literacy, even if the claim is true, should be under close scrutiny. In the five districts which the government has declared to be 'illiteracy free', the results in terms of various efficiency indicators are mixed. As found from the present study the picture in these districts looks better in certain indicators compared to overall Bangladesh results (Annex 7.1). Nearly half of the children qualified in the ABC, and gross and net enrollments were marginally higher than national averages.

Equity

The issue of equity mainly concerns several disadvantaged groups including girls, the poor, ethnic minorities, and street and working children. The country has made spectacular progress in reducing the gender gap in enrollment which has virtually disappeared. This is a feat which no other country in South Asia has been able to achieve! This spectacular accomplishment can be traced to a number of 'positive discriminatory actions' that the State and NGOs have initiated. A most important contribution to this is the scholarships that the State provides to girls attending secondary schools; as of June 1999, the government provided Tk. 482 crores to 78.5 lakh girls (*Daily Star*, 26 June 1999). The schools also simultaneously receive a small contribution from the State for every girl enrolled, which provides incentive to schools for better performance. Primary education in Bangladesh is free but the secondary education is free for girls only. In addition, a favourable school environment has also been created by increasing number of female teachers, both in public and NGO sectors.

The non-government organizations (NGOs) may also claim a share in this accomplishment. Traditionally the NGOs promote women's development, and in Bangladesh they have been particularly successful. Scores of NGOs work in thousands of villages of the country and carry on development work which benefit particularly the women. In addition, some of the NGOs have also large non-formal primary education programmes which target girls from poorer families. An example of positive discrimination in favour of girls is the BRAC programme which ensures that 70 percent of its 1.2 million pupil are girls. The Madrassas, on the other hand, had only 10 percent of their pupil girls.

The disappearing gender gap can also be observed in completion rates. In fact, girls' completion rate is higher and dropout rate lower than boys. Girls also attend school more frequently than boys.

The other facet of this analysis is achievement as shown through the ABC test. Unfortunately the girls did not do equally well in this respect. In fact, the girls are trailing behind the boys. Good progress in girls' access to education has been achieved but not so in terms of the quality of what they learn in school. More emphasis, which may be 'positively discriminatory', needs to be given which will enable the girls to learn more and perform better in school. Future research should focus on this issue.

Increasing the access to education of children coming from disadvantaged groups has not improved much. Children coming from socio-economically worse-off families enroll in schools less in numbers, attend school less frequently, dropout more, and perform worse in achievement tests. Perhaps here also some positive discrimination need to be enforced. It is clear that neither the food for education programme of the government nor the NGO focus on the poor have had much of an impact in reducing inequality of access at the aggregate level. An overwhelming majority of the un-enrolled, the dropouts and the poor performers still come from families with socio-economically poorer backgrounds.

The design of this study did not allow separate treatment for children belonging to ethnic groups, or urban slums. It is, however, well acknowledged that the street children are amongst the most disadvantaged in our society. There are a few programmes that address the particular needs of such children such as the 'Hard-to reach' schools implemented by NGOs with State and UNICEF support but this is overshadowed by the reported failure to keep the children continuing through the primary cycle. This probably demands more imaginative ideas and programmes.

The situation in Chittagong Hill Tracts (CHT) where most of the country's ethnic minorities live has been an unknown territory until recently. Very little was known about the educational situation in the three districts that constitute CHT. In mid 1998, following the peace agreement between the Parbattya Chattagram Jana Sanghati Samity and the Government of Bangladesh, BRAC's Research and Evaluation Division carried out a large socio-economic survey of five of the CHT's 14 major ethnic groups. Education was one of the focii of the survey. Substantial differences among the groups in terms of literacy, enrollment, and achievement was reported. It was observed that all the groups are lagging behind the plainland Bangalees, that girls were behind boys in each group and that some of the ethnic groups such as Murang and Tripura were far behind the more dominant Bangalees and Chakmas (Annex 7.2). A new kind of opportunity has ushered in CHT through the peace agreement and this must be taken advantage of by taking development initiatives that will be suitable for and acceptable to the people of different ethnic groups living in the area.

Dropout

Dropout also has been reduced, as found from the school survey. From an average dropout for all classes of 6.2 per-

cent for boys and 7.3 percent for girls in 1993 (Alam et al, 1997), it has now reduced to 5.7 and 5.5 percents respectively. The cycle dropout rate has also decreased to 26.4 percent for girls and 27.8 percent for boys. As a result 73.4 percent of girls and 71.9 percent of boys now complete the 5 year primary education (NGO schools most of which follow a 3-year cycle are excluded) which are lower than what were targeted for the year 2000 (PMED, 1995). A recent report for the World Bank has quoted a cycle completion rate of 60 percent (LGC Subgroup for Education, 1999).

The repetition rate has, however, remained high. Because of it the average number of years taken by a child to complete the 5-year cycle is 6.5 for girls and 6.7 for boys; only less than half of the children complete the cycle in stipulated five years. This has great resource implication. The nation has to spend 32 percent more resources because of the repetition (to keep a child an extra 1.6 years in school). The repetition was found least in KG and secondary-attached schools. Of those who drop out, the highest rate is in Class I followed by Class III. We need to understand why such things happen and how to deal with this

School-level variables

A review of school-level information received from government sources for 1995 to 1998 indicates that there was no increase in number of government primary schools over these years. But there was a decrease in the number of teachers during the same period (Annex 2.4). The present study found the absenteeism of teachers lower than general public perception (12.5% in government, 20% in private and 5% in NGO schools). The NGOs have been more successful in having more female as teachers (89 percent being female); the opposite happened in Madrassas where only five percent were female. The government has rightly decided to recruit at least 60 percent female teachers in future recruitments which will help increase female teachers in government schools. While the teachers of NGO schools had less formal education than those in other types, they were ahead in terms of basic training and refreshers training. Refreshers training on a regular basis is immensely important in keeping the motivation.

Teacher-student ratio still remains very unfavourable in government and private primary schools (73 and 55 per teacher respectively). The 1996 Conference on Universal Primary Education had recommended that there should not be more than 40 students per teacher. Data from the present study suggests that only 13 percent of the schools in government primary schools had 40 or less students per teacher. When seen differently, the picture may not look that unfavourable. There are two shifts in primary schools: one for classes I and II and the second for classes III to V. Our data show that the ratios for the first and second shifts are 1:33 and 1:40 respectively.

Community participation is an important factor for a school to be successful. Not many parents told of their involvement in school affairs. On the contrary, when the headmasters were asked about the functioning of School Management Committee or Parent-Teacher Association, everything seemed to work as prescribed. Likewise, supervision by higher authorities in government schools appeared to be satisfactory. But what happen during the supervisory visits need to be studied in order to link such visits with performance.

Geographical variations

This study allowed separate estimates for various geographic divisions of the country. Generally, Khulna division's performance was the best among all divisions (rural) in terms of both enrollment and achievement, and Chittagong and Sylhet the worst. In enrollment, the urban areas lagged behind the rural areas but they did better in achievements. Within the urban areas, the four metropolitan cities lagged behind other urban settlements in enrollment. This is probably due to the presence of large slum dwellers in metropolitan areas where child labour is rampant. That the urban children are ahead of their rural counterparts in achievement is indicative of improved quality of teaching in urban schools.

Government primary schools

This is the most dominant type of primary education institutions in Bangladesh with 67 percent of all school-going children enrolled in such schools. There are 37,710 schools with nearly 12 million pupil and 153,247 teachers. The schools follow the curriculum developed by the National Curriculum and Textbook Board (NCTB). All the steps taken by the government to bolster primary education (as mentioned in Chapter I and II) have benefited these schools most.

The government's expenditure on education is one of the lowest for the South Asia region, and that too is mostly spent in meeting salaries and allowances. Very little is left for improvement of the efficiency of the system. New resources are needed to improve supervision, training and appropriate curriculum development.

The performance of these schools, however, is moderate in terms of attendance, dropout and achievement. While the national estimate for the ABC test for children who are currently enrolled in any school was 34 percent, the same score in case of students going to government schools is 21 percent. Even in the five districts which the government has declared to be free of illiteracy, the situation is marginally better leaving doubt about the authenticity of the claim (Annex 7.1). This shows that the State-run schools are not performing to the best of its potentials. In this respect the experiences in a State in India may be cited (see Box 7.1). What Himachal Pradesh did could

Box 7.1: Literacy revolution in Himachal Pradesh through government interventions

Himachal Pradesh was considered as a 'backward' State in India. Now it has one of the most spectacular success stories in basic education. A recent report called this 'the schooling revolution' (Probe, 1999). The literacy rate in the State is now 94 percent for male and 86 percent for female; only Kerala and Goa are ahead of Himachal Pradesh! This success was achieved in a relatively short period and more importantly, was done by the State alone. In its report the research team identified several factors for this outstanding success, and the most important was the 'official commitment'. The features identified were the following: there was a high level of per capita expenditure on education (double the national average of 3.8 %); the teacher-pupil ratio was double the All India average which helped to keep the school environment conducive to teaching and learning; higher investment was made in remote areas where ethnic minorities lived; incentive schemes through free textbooks until Class X was made available for disadvantaged sections such as scheduled castes and scheduled-tribe which helped reduce disparities in access; realistic goals helped improve the quality of education management (e.g., the 'Operation blackboard' which aimed to increase the physical facilities in school such as blackboard, benches, and teachers was most successful in the Pradesh) and ; finally the State government made full use of the resources that was given to it. There is much to learn from this success for Bangladesh, particularly because the primary schooling system here is overwhelmingly State-controlled.

easily be implemented here given the commitment to do so. Many of these are already in place, and it is only a few extra miles that need to be traversed!

The Non-formal schools

The involvement of NGOs in primary education is recent. Barring a few which run 5-year 'formal' schools, most NGOs operate non-formal schools of varying duration. BRAC, one of the largest NGOs, with almost 76 percent of all NGO school-going pupil, for example, runs a 3-year system (it is now gradually moving to a 5-year cycle). Of all the students enrolled in primary levels, NGO non-formal schools constitute over eight percent of enrollees, which indicates nearly a four-fold increase since 1990. The results presented here show that non-formal schools are run efficiently. The attendance is high, dropout is lowest, girls' enrollment is 20 percent higher than boys (because of positive discrimination), achievement in terms of both ABC and literacy scores is one of the highest (the average achievement of children going through the non-formal schools on the ABC scale was 38.3 percent, compared to the national average of 29.6 percent). The NGO schools have introduced many innovations in both pedagogy and management (Ahmed et al, 1993).

The NGO schools on the other hand, are faced with many problems and challenges. In spite of better performance, there is no room for them to be complacent. For example, a score of 38 percent on the achievement scale is far too low for a 'good' system. Some NGOs also are confronted with the choice of 'quantity' vs 'quality' though there are examples that both can move simultaneously. Although one would expect the NGO to scale up its programme further, then there is the question of financing. Not many NGOs, for good reasons, want to depend solely on foreign donors for too long.

What an entirely non-governmental system can do in achieving universal primary enrollment is available from Zimbabwe (Box 7.2). With effective moral and financial support from the State, the non-governmental sector (formal and non-formal in our case) can also do a lot in achieving the goals of universal primary education in Bangladesh.

The Madrassas

Madrassa education is one of the oldest systems of education in Bangladesh. It is quite large with a separate Board and has many types within it. The equivalent of a primary school is the Ebtedayee madrassa. It has been found that 1.3 percent of enrolled children are in Ebtedayee madrassas and a little higher in other types. Both dropout and repeater rates are highest in Ebtedayee madrassas, particularly for girls. The achievement of students attending Ebtedayee madrassas is also very low (15% on the ABC and 25% on the 'literacy' scale). Moreover, of the students going to Madrassas only 10 percent are girls, and five percent teachers are female. However, the majority of the students who attend Madrassas are from poorer families. The government spends a substantial sum of money

Box 7.2: Enrollment revolution in Zimbabwe through non-government schools

An example of how universal primary enrollment could be achieved in just three years is provided by Zimbabwe. The 'Human Development in South Asia 1998' report (Haq and Haq, 1998) identified key reforms responsible for such an outstanding feat. The Zimbabwe case is somewhat opposite to the Himachal Pradesh one in the sense that contrary to the latter, 90 percent of the schools in Zimbabwe were non-governmental. What then happened in Zimbabwe? The rapid increase in public spending from 14.4 percent of recurrent public expenditures in 1979-80 to 22.6 percent in 1980-81 provided the major push which paid teachers' salary and a per capita grant per child to the school (for exercise book. textbooks and other teaching materials). It also mobilized substantial community financing which provided the buildings, maintenance and other running expenditures of schools. Other reforms included abolition of tuition fees, primary school graduates given option to complete secondary schooling in four years, double shifts with two different sets of teachers, employment of untrained teachers and introduction of a low-cost teacher training scheme. The Bangladesh government has liberally allowed functioning of non-governmental (formal and non-formal) schools which constitute a third of all enrollments at primary level. Further liberalisation and financing of non-governmental schools can help fill the enrollment gap quickly.

on Madrassas, and so does the community. It is thus imperative that a review of the Madrassa system be done so that the efficiency in the system is increased and the system is made appropriate for the modern age of science.

Qualitative aspects

This study has dealt with only the quantitative aspect of internal efficiency of primary education in Bangladesh. Numerical figures are helpful in quick understanding of a problem but it sometimes provides only a superficial understanding; conclusions drawn based on quantitative information may also be misleading. In this study we have seen, for example, that supervision by higher authorities in different school types was quite satisfactory. Although we could not relate performance (say, in terms of ABC score) with frequency of supervision but it is a common knowledge that mere visit to a school by its higher authorities may mean little unless we are aware of what happens during the visit, and how the supervisor uses his/her time in school. Similarly, increased attendance in school by teacher may not mean an automatic improvement in learning by the pupil —- unless the teacher actually teaches in class and effective teaching time is increased. Yet another example is teachers' training. Increase in the frequency of cluster training or refreshers training may not mean much unless these are effective in increasing the teaching capability of teachers. Future *Watch* endeavours should concentrate on these aspects.

Finally

This report of the Education Watch has painted a generally optimistic picture about the state of primary education in Bangladesh. There are hopes — the enrollment is increasing (particularly for girls), the completion rate is rising, and poorer and less educated parents are sending their daughters in larger numbers to school. There are despairs too — the progress in terms of increase in net enrollment is slow and the children are not learning much in school. The country is committed to imparting basic education to 80 percent of its children. How far are we from it? With a net enrollment of 73 percent, 70 percent completing the primary cycle and 57 percent of those completing Class V achieving basic education, not even 30 percent receive some meaningful education. In other words, 2.6 million children are leaving the primary school age each year with no or sub-standard education. The analysis has shown that the rate of progress over the past five years or so has been rather slow — less than one percent per year. With this rate of progress, it is reckoned that the goal of 80 percent basic education can be achieved only in the year 2082!

We have made progress but a momentum needs to be created. There is no place for complacency. The country has to move forward with hopes, dynamism, and determination to meet the challenges of the new millennium. Others have done it in relatively short period, why can't we? The child cannot wait. Nobel winning Chilean poet Gabriela Mistral's oft quoted lines may remind us of our duty:

We are guilty of many crimes,
But our worst sin is abandoning the child;
Neglecting the foundation of life.
Many of the things we need can wait;
The child cannot.
Her name is today.

Ten conclusions

1. There has been improvements in various internal efficiency indicators of primary education in recent past. Gross enrollment ratio has increased from 92% in early 1990's to 107% in 1998. Concomitantly, a modest increase in net rates are also indicated. Enrollment among children 11-12 years of age increased from 77% in 1993 to 81% in 1998, less than one percent per year.
2. Primary cycle dropout rate has been reduced to about 30 percent but repeater rates are still high. On average, a child needs 6.6 years to complete the 5 year primary cycle.
3. Attendance rate is still low at about 62%.
4. Achievement level has improved since 1993 (from 27% to 30%) but at a slow speed (less than one percent per year; slower than increase in enrollment rate over the same period). Literacy rate (the 3R's) among children 11-12 years increased from 40% in 1993 to 43% in 1998.
5. With 77% net enrollment, 73% completing primary level and 57% of them achieving 'literacy', less than a third of the children leave primary school age with some meaningful learning; Improvement in 'quality' has not kept pace with improvements in 'quantity'.
6. The gains have mostly been experienced by girls alone. There is no more gender disparity in enrollment and attendance.

   There are variations among different divisions and between urban and rural areas. In net and achievement rates, urban areas are ahead of rural areas.
7. Parental background continues to play an important role in enrollment and achievement. However, poor and socially backward families tend to send their girl to school more than their boys. The children who are not enrolled, who dropout or who perform poorly belong mostly to socio-economically disadvantaged groups.

8. Parental participation, supervision by higher authorities, timely receipt of books, training of teachers and other indicators show improved performances.

   There is still considerable room for improvement in the areas of community participation and management systems.

9. Investment in primary education needs to be increased, and much of this extra resources should be channeled to improve the efficiency of the system through improved supervision, effective training and appropriate curriculum development.

10. The country is committed to impart basic education to 80 percent of its children by the turn of the century. The goal needs to be revisited in view of the speed at which improvements are taking place. Many countries have done it in a relatively short period and we can do it too with right policies and firm commitments, and active participation of all stakeholders.

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Annexes

***Annex 1.1:** Some basic facts about education world-wide*

- 872 million adults in the developing world are illiterate. That's one in three.
- 125 million children of primary school-age are out of school, roughly equal to all the six-to 14-years-olds in Europe and North America.
- Two-thirds of children who don't go to school are girls.
- One in three of the children who don't go to school live in Pakistan and India.
- On current trends, nine million more children in sub-Saharan Africa will be out of school by 2015, making a total of 54 million.
- It would cost an extra US$7-8 billion annually to provide universal primary education within a decade, equal to just four days of military spending worldwide.
- About one quarter of primary school pupils drop out before completing a basic education. That's 150 million dropping out without basic literacy skills.
- Three million more teachers are needed in South Asia to meet a 40:1 pupil-teacher ratio.
- Nicaragua spends five times as much paying its foreign debts as it does on education.
- Each year of a mother's education reduces childhood mortality by eight per cent.

Source: Education now. Oxford, Oxfam (undated).

Annex 1.2: Major summit goals on education

CONFERENCE	ATTENDANCE	KEY TARGETS
1990 World Conference on Education for All, Jomtien, Thailand	Convened by UNICEF, UNDP, World Bank, UNFPA, and UNESCO 155 governments	• Basic education for all by 2000 • Reduction of adult illiteracy to half the 1990 rate by 2000, with emphasis on improving female literacy
1995 World Summit for Social Development, Copenhagen, Denmark	117 heads of State, representing 185 governments	• Halve the incidence of people living in absolute poverty by 2015 • Achieve unversal primary education by 2015 and completion of primary education by at least 80% of primary school-age children by 2005 • Close the gender gap in primary and secondary school education by 2005
1995 Fourth World Conference on Women, Beijing, China	Held by UNDP	• Ensure equal access to education by 2000 • Universal primary education by 2015
1996 OECD Shaping the 21st Century (document)	Organisation of Economic Co-operation and Development (OECD) countries	• Reduce by half the incidence of people living in extreme poverty by 2015 • Universal primary education before 2015 • Reduce the incidence of infant and under-5 mortality by two-thirds and maternal mortality of three-quarters before 2015

Source: Education now. Oxford, Oxfam (undated)

Annex 2.1: *Objectives of development plans for primary education sub-sector, 1973 to 1998*

Development Plan (Period)	Objectives/goals			
	A. General	B. Curricula/text book-related	C. Internal-efficiency-related	D. Equity-related
1. First Five-year Plan (1973-78)	a. Employ educated house-wives as teachers	a. Revise & up-date curricula, making it more relevant to the needs. b. Textbooks, writing and instructional materials to all children freely or at subsidized costs.	a. Total enrollment to grow substantially (from 60 lakhs to 85.94 lakhs) b. Enrollment rate to grow from 58% in 1973 to 73% in 1978. c. Boys' enrollment rate to rise from 76% in 1973 to 90% in 1978. d. Girls' enrollment rate to rise from 40% in 1973 to 55% (girls' enrollment to rise by 11.8 lakhs). e. Drop-out rate to reduce (from 63% to 52%); innovative programs e.g., radio/TV-related, feeder school, child-feeding, female teachers, sports & recreation, crop-season-adjusted holidays; drop-out tackling at grades I and II.	—
2. Two-year Plan (1978-80)	a. To set the stage for attaining UPE at an early date; eradication of illiteracy through non-formal education	—	—	—
3. Second Five-year Plan (1980-85)	a. Introduction of UPE with emphasis on cognitive skills; launching national Mass Education Program (MEP) b. Removal of imbalances among different levels of education	—	a. De-centralization and re-orgnization of primary educational administration	a. Narrowing rural-ruban gap in educational facilities by state-financial allocation, preference to rural talents; b. Accellerated expansion of facilities for women's education to bridge gender-gap
4. Thrid Five-year Plan (1985-90)	a. To provide in-service training to the teachers	—	a. To enroll 70 percent of the eligible children by 1990; ensure their retention for UPE by 2000 A.D	—
5. Fourth Five-year Plan (1990-95)	a. To utilize the multisectoral potentials of education with respect to other objectives social awareness, entrepreneurship and community feeling b. To introduce Compulsory Primary Education (CPE)	a. To inclucate social consciouness among pupil about their duties as good citizens	a. To ensure optimum use of existing educational facilities at primary (and all) level(s).	a. To maintain regional balance with particular attention to the northern districts and hill tracts; b. Enhance participation of women, bridge the gender-gap in providing educational facilities.
6. Fifth Five-year Plan (1997-2002)	a. To attain 70% literacy by 2002 A.D., b. To utilize multisectoral potentials of education e.g., social awareness entrepreneurship-related objectives. c. To encourage private sector and the community to build educational institutions. d. To improve the quality of teacher's training, supervision, management & monitoring system. e. Undertake innovative programs & R and D.	a. To improve physical and health education b. To inclucate social consciousness (as mentioned in the 4th Plan). c. To update curricula	a. To bring all the eligible children in the formal stream in the shortest possible time; to ensure optimum use of existing educational facilities. b. To improve educational management by involving local government bodies. c. To set up an efective information base at thana, develop upward linkages. d. Enhance capabilities of PMED, DPE & NAPE.	a. To maintain regional balance (as noted in the 4th Plan) b. To close the gender-gap (similar to the 4th Plan)

Annex 2.2: Strategies adopted in development plans for primary education sub-sector, 1973 to 1998

Development Plan (Period)	A. General	B. Curricula-text book-related	C. Internal-Efficiency-related	D. Equity-related	E. Others
1. First Five-year Plan (1973-78)	a. Double shift will be introduced in 5000 primary schools b. 5000 new schools will be established to cater to the enrollment of 10 lakh pupils. c. The programmes of the 15,000 developed primary schools will be consolidated to permit optimum enrollment (250). d. To provide a base to permit universal primary education during subsequent plan periods 71 percent of a total of 35,000/- primary schools will be developed fully at the end of the plan.	a. Elementary courses on sanitation, health, nursing, population education and ethics will be introduced in the primary schools.	—	—	a. All primary schools will receive necessary teaching matterials to improve the quality of education. b. One transistor set would be made available to each primary school for receiving the instructional programmes of the Bangladesh radio. c. The projected enrollment of additional 26 lakh can be ensured by increasing participation of girls. d. Percent of over aged students will be decreased with the increase of retention rates and intake of boys and girls in the school system at the age of six.
2. Two-year Plan (1978-80)	a. Projects which are nearing completion would be fully funded and works of those projects would be completed during the plan period. b. The aided projects both on-going and committed would be completed on priority basis. c. Projects included in Presidents 19-Point Programme would be accorded priority. d. Prestigious projects, particularly those with long gestation period would be staggered. e. Development of 20,000 primary schools scheduled to be completed during the First Plan period would be completed by 1980.	—	—	a. Establishment of new primary schools for the children of tea garden labourrs.	a. Establishment of community schools and creation of facilities for organization of rural games for primary school children.
3. Second Five-year Plan (1980-85)	a. Physical facilities for enrollment will be made. b. Enrollment of girls will be encouraged in all educational instiutions.	—	a. Existing institutions will be consolidated and their internal efficiency will be improved to schieve maximum utilization of built in facilities. Government grants will be made conditional to internal efficiency and qualitative improvement.	a. provision of scholarships on local, regional and national basis will be made.	—

Annex: 2.2 Continued

Development Plan (Period)	A. General	B. Curricula/text book-related	C. Internal-Efficiency-related	D. Equity-related	E. Others
4. Third Five-year Plan (1985-90)	a. Enrollment of girls will be encouraged in all educational institutions beyond the separate provisions existng for them.		a. To optimise the utilization of existing educational institutions, necessary repair and renovation work will be undertaken.		a. In addition to normal training programme in the PTT's cluster training programmes for primary school teachers will be organized at upazilla and school levels.
5. Fourth Five-year Plan (1990-95)	a. Multi-frontal attack on illiteracy b. Specific measures will be undertaken to ensure adequate participation of women.	a. Environmental education will be imparted to teachers and students at all levels of education	a. Optimum utilization of existing physical facilities.	a. Better planning outfits at PMED, DPE and below, for improved programming & regional balance.	a. Extension education and management training for teachers and educational administrators. b. Innovative teaching methods backed by proper logistics.
6. Fifth Five-year Plan (1997-2002)	a. Every village will have a primary school. b. Community will encourage to set up new schools. c. Schools having 500 students and at least 150 remain to be enrolled will introduce double shifts. d. Schools having at least 150 students will receive provisional registration.	a. Text books will be supplied free of cost to all children.	a. To make the teacher's training and other training programmes cost-effective and sustainable, resource centres will be established at thana level. b. Inspection, supervision and accountability will be strengthened by involving local government bodies, especially Upazilla parishads.	—	a. Food for education or its effective alternative will continue. b. Lerning materials eg. exercise books, pencils etc. will be distributed to the children in a phased manner. c. NAPE will be professionally strengthened for undertaking policy research. d. With a view to imparting in-service training distance education programme will be developed. f. Programmes for physically handicaped and mentally retarded students will be expanded. g. Nutritional and health care programme will be introduced and expanded. h. NGOs/private sector will be encouraged to set up innovative programmes at their own cost.

Annex 2.3: Different types of terminal competencies specified by the National Curriculum and Textbook Board (NCTB) for the formal primary education (in Bangla)

ক্রমসংখ্যা	প্রান্তিক যোগ্যতা
১.	সর্বশক্তিমান স্রষ্টা ও বিশ্বের পালনকর্তা আল্লাহর একত্বে অটল বিশ্বাস স্থাপন করা।
২.	আল্লাহর অসীম অনুগ্রহের জন্য কৃতজ্ঞতাবোধ করা এবং সকল কাজে তাঁকে স্মরণের মাধ্যমে সে কৃতজ্ঞতা প্রকাশ করা।
৩.	আল্লাহর রাসূল হযরত মোহাম্মদ (সঃ) এবং স্ব স্ব ধর্ম প্রবর্তকের জীবন চরিত জানা এবং তাঁদের শিক্ষা ও আদর্শ অনুসরণ করা।
৪.	স্রষ্টার সকল সৃষ্টিকে ভালবাসা।
৫.	সকল ধর্মাবলম্বীর প্রতি সম্মান ও সহনশীলতা প্রকাশ করা।
৬.	নারী-পুরুষ, ধনী-নির্ধন, পেশা ও জীবন ধারার বৈচিত্র্য নির্বিশেষে সকলের প্রতি সম্মান প্রদর্শন করা।
৭.	কায়িক শ্রমযুক্ত কাজে আগ্রহী হওয়া ও শ্রমজীবী মানুষের প্রতি শ্রদ্ধাশীল হওয়া।
৮.	পিতামাতা, গুরুজন, প্রতিবেশী ও আত্মীয় স্বজনদের প্রতি সম্মান প্রদর্শন ও কর্তব্য পালন করা।
৯.	পরিবারের সদস্য হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্পর্কে জানা এবং গৃহকর্মে অংশগ্রহণ করা।
১০.	সমাজের সদস্য হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্বন্ধে জানা এবং সামাজিক কর্মকাণ্ডে অংশগ্রহণ করা।
১১.	বাংলাদেশের নাগরিক হিসেবে নিজ দায়িত্ব ও কর্তব্য সম্বন্ধে জানা এবং নাগরিক দায়িত্ব পালন করা।
১২.	অপরের মতামত প্রকাশের সুযোগদান এবং ব্যক্ত মতামতের প্রতি সম্মান প্রদর্শন।
১৩.	বিদ্যালয় কর্তৃক গৃহীত বিভিন্ন কার্যক্রম সম্বন্ধে সম্মিলিতভাবে সিদ্ধান্ত গ্রহণে সক্রিয় ভূমিকা পালন করা।
১৪.	সততা ও নিষ্ঠার সাথে দায়িত্ব ও কর্তব্য পালনের মাধ্যমে যোগ্য দলনেতা ও দলের সদস্য হিসেবে গড়ে ওঠা।
১৫.	দেশকে জানা ও ভালবাসা।
১৬.	জাতীয় ঐতিহ্য ও সংস্কৃতিতে (ভাষা, লোক সঙ্গীত, চারু ও কারুকলা এবং প্রখ্যাত ব্যক্তিত্ব) গৌরব বোধ করা।
১৭.	জাতীয় পতাকা ও জাতীয় সঙ্গীতের প্রতি শ্রদ্ধা প্রদর্শন করা।
১৮.	সম্পদের অপচয় পরিহার করা।
১৯.	সুস্থ জীবন যাপনের জন্য সবল দেহ গঠনের গুরুত্ব বুঝা।
২০.	খেলাধুলা এবং শরীর চর্চায় অংশগ্রহণের মাধ্যমে সবল দেহ গঠনে আগ্রহী হওয়া।
২১.	দৈহিক ও পারিপার্শ্বিক স্বাস্থ্যবিধি জানা ও পালন করা।
২২.	সুষম খাদ্য সম্পর্কে জানা, এর গুরুত্ব বুঝা এবং এরূপ খাদ্য গ্রহণের অভ্যাস করা।
২৩.	সাধারণ রোগ-ব্যাধি, এগুলির কারণ এবং সতর্কতামূলক ব্যবস্থা সম্পর্কে জানা এবং সতর্কতা অবলম্বনে আগ্রহী হওয়া।
২৪.	সহজ বাংলা ভাষায় ছাপা ও হাতে লেখা বিষয়বস্তু বুঝে শুদ্ধভাবে পড়তে পারা এবং পঠন দক্ষতা অর্জনের মাধ্যমে বাংলা ভাষায় লিখিত বিষয়বস্তু পড়ে জ্ঞানার্জন অব্যাহত রাখতে সমর্থ হওয়া।
২৫.	পর্যবেক্ষণ, অভিজ্ঞতা ও মনোভাব সহজ বাংলা ভাষায় শুদ্ধ ও স্পষ্টভাবে লিখে প্রকাশ করতে পারা, সাধারণ চিঠি ও দরখাস্ত লিখতে পারা এবং বিভিন্ন ফর্ম পূরণ করতে পারা।
২৬.	সহপাঠী ও অন্যান্যদের সাথে মনোভাব ও অনুভূতি সঠিক ও কার্যকরভাবে প্রকাশ ও আদান-প্রদানের ক্ষেত্রে শুদ্ধ চলিত বাংলায় কথা বলতে পারা।
২৭.	সহজ চলিত বাংলায় কথোপকথন, বক্তৃতা, বর্ণনা ইত্যাদি মনোযোগ সহকারে শুনে মূলভাব বুঝতে পারা।
২৮.	সংখ্যার মৌলিক ধারণা লাভ করা এবং সংখ্যা ব্যবহার করতে পারা।
২৯.	গণিতের মৌলিক চারটি নিয়ম জানা ও ব্যবহার করতে পারা।
৩০.	দৈনন্দিন জীবনের সমস্যা সমাধানে হিসাব নিকাশের সহজ কৌশলগুলি প্রয়োগ করতে পারা।
৩১.	মুদ্রা, দৈর্ঘ্য, ওজন, ক্ষেত্রফল, আয়তন ও সময়ের এককগুলি জানা ও ব্যবহার করতে পারা।
৩২.	জ্যামিতিক আকার আকৃতিগুলি চেনা ও বুঝা।
৩৩.	তথ্য সংগ্রহের সামর্থ্য অর্জন করা।
৩৪.	পাঠ্য বহির্ভূত বই পুস্তক, সংবাদপত্র ও সাময়িক পত্রিকা পাঠের অভ্যাস গঠন করা।
৩৫.	স্বাধীনভাবে চিন্তা করা ও নিজের মত ব্যক্ত করার সামর্থ্য অর্জন করা।
৩৬.	নতুন ধ্যান-ধারণা গ্রহণ ও অপরের সঙ্গে সেসব ধারণা সম্পর্কে আলোচনায় আগ্রহী হওয়া।

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Continued

ক্রমসংখ্যা	প্রান্তিক যোগ্যতা
৩৭.	নিজের উন্নয়নের জন্য অপরের গঠনমূলক সমালোচনা গ্রহণ ও ব্যবহারে আগ্রহী হওয়া।
৩৮.	পর্যবেক্ষণ ও অনুসন্ধানের মাধ্যমে নিকট প্রাকৃতিক ও সামাজিক পরিবেশকে জানা ও বুঝা।
৩৯.	জিজ্ঞাসা সুনির্দিষ্ট করা ও পরিবেশের মাধ্যমে বিভিন্ন বস্তু পর্যবেক্ষণ শ্রেণীকরণ করা এবং সহজ অনুমান করার 'বৈজ্ঞানিক অনুসন্ধান দক্ষতা' অর্জন করা।
৪০.	কারণ ও ফলাফলের সম্পর্ক সনাক্ত করা এবং দৈনন্দিন জীবনের সাধারণ সমস্যা সম্পর্কিত সহজ পরীক্ষণ করা।
৪১.	বিজ্ঞান ও প্রযুক্তির ব্যবহারে দৈনন্দিন জীবন যাত্রার মানোন্নয়ন পর্যবেক্ষণ করা, সনাক্ত করা এবং এর গুরুত্ব উপলব্ধি করা।
৪২.	নকসা অঙ্কন, চিত্রাঙ্কন, মাটির কাজ, কাগজের কাজ, সংগীত, নৃত্য, নাটক ইত্যাদি শিল্পকলার মাধ্যমে নিজেকে প্রকাশ করতে পারা।
৪৩.	প্রাকৃতিক ও সামাজিক পরিবেশের সৌন্দর্য্য পর্যবেক্ষণ ও উপলব্ধি করা।
৪৪.	নিজস্ব জিনিসপত্র ও পরিবেষ্টনী সৌন্দর্যমণ্ডিত করার অভ্যাস গঠন করা।
৪৫.	নিয়ম শৃঙ্খলা অনুসরণ করা।
৪৬.	ব্যক্তিগত ও জনসাধারণের সম্পদের যত্ন নেওয়া।
৪৭.	সময়ানুবর্তিতার অভ্যাস গড়ে তোলা।
৪৮.	বিভিন্ন সম্পর্কযুক্ত ব্যক্তির সঙ্গে কিরূপ আচরণ করতে হবে তা জানা এবং তদনুযায়ী শিষ্টাচার অনুশীলন করা।
৪৯.	অন্যান্য দেশের শিশুদের সম্পর্কে জানা এবং বিভিন্ন ধরণের জীবন ধারা সম্পর্কে আগ্রহী হওয়া।
৫০.	ইংরেজী ভাষায় ছাপা ও হাতে লেখা সহজ বিষয়বস্তু পড়তে পারা।
৫১.	ইংরেজী ভাষায় সহজ কথোপকথন, গল্প ও ছড়া শোনা, বুঝা এবং আনন্দ লাভ করা।
৫২.	নিজ পর্যবেক্ষণ ও ধারণা বুঝবার জন্য ইংরেজীতে সহজ বাক্য বলতে পারা।
৫৩.	ইংরেজীতে শুদ্ধ ও স্পষ্ট করে পরিচিত বস্তুর সংক্ষিপ্ত বিবরণ লিখতে পারা।

সূত্র : সার্বজনীন প্রাথমিক শিক্ষার পটভূমিতে শিক্ষাক্রম পরিমার্জন ও নবায়ন কার্যক্রম: আবশ্যকীয় শিক্ষণক্রম : জাতীয় শিক্ষাক্রম ও টেকস্টবুক বোর্ড, ঢাকা, ১৯৮৮, ঢাকা, পৃঃ ৯-১১

Annex 2.4: Bangladesh: data on primary educational institutions, enrollment and teachers 1994-97

Institution-types	1995				1996				1997				1998			
	(1) Institutions	(2) Enrollment	(3) Teachers	(4) Teacher-pupil ratio	(1) Institutions	(2) Enrollment	(3) Teachers	(4) Teacher-pupil ratio	(1) Institutions	(2) Enrollment	(3) Teachers	(4) Teacher-pupil ratio	(1) Institutions	(2) Enrollment	(3) Teachers	(4) Teacher-pupil ratio
A. Mainstream																
1. State-owned schools	37,710 (32.21)	1,15,93,013 (62.64)	1,58,658 (44.31)	1:73	37,710 (32.23)	1,17,60,099 (62.11)	1,61,458 (44.44)	1:73	37,710 (31.67)	1,18,08,345 (60.63)	1,58,055 (44.16)	1:75	37,710 (30.17)	11,701,755 (58.70)	1,53,247 (43.19)	1:76
2. Registered schools	17,781 (15.19)	31,09,688 (16.80)	68,275 (19.07)	1:46	19,683 (16.82)	35,61,839 (18.81)	78,732 (21.67)	1:46	19,529 (16.40)	38,94,884 (20.00)	78,168 (21.84)	1.:50	19,658 (15.73)	41,22,743 (20.68)	76,427 (21.54)	1:54
3. Non-registered school	4,801 (4.10)	6,89,143 (3.72)	18,074 (5.05)	1:25	3,963 (3.38)	5,73,164 (3.02)	14,730 (4.07)	1:39	3,472 (2.92)	5,83,616 (3.00)	11,973 (3.34)	1:49	3,177 (2.54)	4,40,116 (2.21)	9,515 (2.68)	1:46
4. High school attached	1,363 (1.16)	4,03,931 (2.18)	8,003 (2.23)	1:50	1,883 (1.61)	4,33,766 (2.29)	7,745 (2.13)	1:57	1,292 (1.08)	3,83,301 (1.97)	7,896 (2.21)	1:49	1,582 (1.27)	5,02,227 (2.82)	8,254 (2.35)	1:68
5. Experimental	53 (0.04)	7,292 (0.04)	250 (0.07)	1:29	52 (0.04)	9,033 (0.04)	306 (0.08)	1:30	52 (0.04)	7,715 (0.04)	256 (0.07)	1:30	53 (0.04)	10.152 (0.05)	275 (0.07)	1:37
6. Satellite	200 (0.17)	19,456 (0.10)	416 (0.11)	1:47	200 (0.17)	21,832 (0.11)	408 (0.11)	1:53	1,042 (0.87)	38,652 (0.02)	1,042 (0.30)	1:37	2,742 (2.19)	1,67,870 (0.84)	3,747 (1.05)	1:45
7. Community school	828 (0.70)	103,761 (0.56)	1,682 (0.47)	1:62	1,412 (1.21)	1,62,583 (0.85)	3,477 (0.95)	1:47	1,962 (1.65)	3,21,515 (1.65)	4,977 (1.40)	1:62	2,989 (2.39)	4,34,792 (2.18)	7,933 (2.23)	1:55
B. Others																
8. Non-formal (NFE) Centre	38,941 (33.27)	13,72,870 (7.41)	38941 (10.87)	1:35	38,417 (32.83)	13,51,730 (7.14)	38,417 (10.57)	1:35	41,386 (34.76)	14,44,718 (7.42)	41,386 (11.56)	1:35	45,247 (36.21)	1,57,4,897 (7.90)	45,247 (12.75)	1:35
9. Ebtedaiya Madrassa	10,778 (9.21)	7,01,293 (3.39)	41,954 (11.71)	1:16	9,499 (8.11)	6,14,160 (3.24)	37,943 (10.44)	1:16	8,231 (6.91)	5,42,039 (2.78)	32,316 (9.03)	1:17	7,173 (5.74)	4,38,715 (2.20)	28.196 (7.95)	1:16
10. High Madrassa attached	3,163 (2.70)	2,53,095 (1.37)	12,919 (3.60)	1:20	2,759 (2.36)	2,33,934 (1.23)	11,332 (3.11)	1:21	2,850 (2.40)	2,43,517 (1.25)	11,742 (3.28)	1:20	2,948 (2.36)	2,45,096 (1.23)	11,498 (3.24)	1:21
11. Kinder-garten	1,417 (1.43)	2,52,514 (1.36)	8,866 (2.47)	1:28	1,434 (1.22)	2,10,007 (1.11)	8,699 (2.39)	1:24	1545 (1.30)	2,08,089 (1.07)	10,058 (2.81)	1:21	1,691 (1.39)	2,37,110 (1.18)	10,501 (2.96)	1:23
Total	**1,17,026 (100)**	**1,85,06,056 (100)**	**3,58,038 (100)**	**1:52**	**117012 (100)**	**1,89,32,146 (100)**	**3,63,300 (100)**	**1:52**	**1,19,071 (100)**	**1,94,76,391 (100)**	**3,57,869 (100)**	**1:54**	**1,24,970 (100)**	**1,99,35,473 (100)**	**3,54,840 (100)**	**1:56**

* Parentheses give column percentages.

Sources:

1. *MIS, DPE - Monitoring and Evaluation Report, 1994 to 1997, Dhaka.*
2. *CAMPE, Personal communications, April 1 and 8, 1999; CAMPE. Supplied the data on NFE- centers and corresponding enrollment for 1995, '96, '97 and '98.*

Annex 2.5: All Schools: achievement-levels of pupil in language and mathematics by year end tests (YETs), November, 1995

Aspects	School type			
	Main stream		Others	
	1. State (n=57)	2. Registered Non-State (n=16)	3. Non-formal (n=11)	4. Ebtedayee (n=10)
1. Average marks obtained in Language test by				
(I) grade-I Students	25.77	30.20	29.57	27.54
(Out of 42) (mean)	(25.17)	(30.20)	(30.22)	(26.95)
* Standard deviation	10.94	9.44	8.35	9.30
	(11.67)	(9.24)	(8.15)	(9.25)
ii) Grade-IV Students	77.81	79.29	85.41	74.66
(Out of 126) mean)	(76.67)	(76.54)	(85.08)	(71.09)
* Standard deviation	24.07	25.01	21.35	23.33
	(23.57)	(24.07)	(22.14)	(22.54)
2. Average marks obtained in Mathematics test by				
(I) Grade-I Students	21.19	23.54	25.49	22.16
(Out of 33) (mean)	(20.74)	(23.49)	(25.77)	(22.12)
* Standard deviation	7.63	6.71	5.59	5.39
	(7.70)	(6.76)	(5.21)	(5.20)
(ii) Grade-IV Students	24.24	23.97	27.06	22.55
(Out of 41) (mean)	(23.43)	(23.20)	(30.19)	(27.73)
* Standard deviation	8.44	9.04	7.32	7.06
	(8.83)	(9.41)	(6.07)	(7.02)

Note: Parentheses give estimates for female students.
Source: BIDS survey, November, 1995. From Alam, et. al (1997)

Annex 2.6: *Physical resources of primary schools by school-types, 1995*

Aspects	Main Stream		Others	
	(1) State	(2) Non-state	(3) Non-formal	(4) Ebtedayee
1. Roof-type of school (% distribution)				
a) Grade I				
i) Pucca or concrete	26.3	81.3	9.1	-
ii) Sheet metal	70.2	18.8	63.6	70.0
iii) Straw	–	–	–	30.0
iv) Other	3.5	–	–	–
b) Grade IV				
i) Pucca or concrete	25.0	81.3	–	–
ii) Sheet metal	73.2	18.8	66.7	70.0
iii) Straw	–	–	–	30.0
iv) Other	1.8	–	33.3	–
2. i) Class-area (Square-meter)				
Grade - I	0.67	0.88	0.67	0.43
Grade - IV	0.86	1.66	0.56	0.65
3. Some basic facilities (% available)				
i) Sanitary latrines	57.9	87.5	63.6	40.0
ii) Separate toilet for girls	29.8	81.3	18.2	–
iii) Library facilities	3.5	6.3	-	–
iv) Safe drinking water	66.7	75.0	90.9	90.0
v) Play ground	70.2	68.8	45.5	60.0
vi) School-wall/fence	12.3	18.8	36.4	20.0
vii) Electricity	8.8	6.3	45.5	20.0
viii) Dispensary	31.6	12.5	72.7	40.0
4. Free meal/lunch	26.3	25.0	–	–
5. School contact hours				
i) Grade -I	410.98	411.25	665.82	613.80
ii) Grade - IV	750.89	771.75	1378.67	818.40

Source: BIDS survey, October, 1994 - March 1996. From Alam et. al (1997).

Annex 2.7: Human resources of primary schools by school-type, 1995

Aspects	Main Stream		Others	
	(1) State	(2) Non-state	(3) Non-formal	(4) Ebtedayee
1. a) Number of Teachers per school	4.30	5.38	2.45	
b) (Percent of female-teachers)	(32.65)	(20.93)	(51.85)	
c) Teachers per 100 students	1.37	1.93	1.44	
d) Percent of teachers with pre-service training	50.0	12.5	100.0	
e) (Percent of female pre-service training)	(69.7)	(20.0)	(100.0)	
f) Percent of Teachers in service trained	45.3	10.0	14.3	
g) (Percent of female in-service trained)	(24.2)	(20.0)	(9.1)	
h) Average age teachers (years)	40.70	35.27	25.86	
i) Average age of Female teachers (years)	(34.85)	(34.60)	(25.73)	
j) Average academic qualifications (formal education years)	11.38	11.33	11.79	
k) Average teaching experience (years)	18.87	11.82	3.93	
2 .a) Monthly cash income (Tk.)	3236.51	909.72	1413.86	
b) (Female Teacher's cash income Tk.)	(2868.48)	(2071.00)	(1186.27)	
c) Percent of regularity of income payment	99.2	20.0	100.0	
3. Responsibility of school maintenance by (frequencies)				
a) State	42.1	12.5	–	
b) Community	1.8	6.3	36.4	
c) School Committee	52.6	68.8	54.5	
d) Others	–	6.3	9.1	
e) None	3.5	6.3	–	
4. Inspection by higher authorities last year (frequencies)				
a) (01-05) times (%)	29.8	62.5	–	
b) (06-10) times (%)	31.6	25.0	18.2	
c) (11-20) times (%)	28.1	12.5	18.2	
d) 21+ above times (%)	10.5	–	63.6	
5. Parental participation in school Management etc.				
a) None	–	–	9.1	
b) Fair	86.0	75.0	36.4	
c) Active	14.0	25.0	54.5	

Annex 2.8: State-budgetary non-development allocation (revised) in primary and mass education by major heads 1991-1992 to 1997-98

(In thousands of Taka)

Heads	Allocation (In current Taka) by financial years						
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
1. Department of primary education	428,56 (0.64)	503,70 (0.67)	404,30 (0.50)	453,40 (0.51)	488,16 (0,51)	459,23 (0.47)	576,44 (0.50)
2. State primary schools	619,04,70 (93.03)	690,32,75 (92.39)	734,86,58 (92.01)	782,55,50 (91.42)	845,03,08 (90.00)	861,49,00 (87.00)	974,98,00 (85.00)
3. Primary training institutes	699,93 (1.05)	824,14 (1.09)	838,17 (1.87)	917,40 (1.00)	10,24,61 ((1.10)	100,307 (1.05)	10,15,35 (0.90)
4. Thana education offices	17,37,98 (2.61)	20,74,75 ((2.78)	21,45,30 (2.70)	23,68,15 (2.80)	24,60,50 (2.61)	25,05,20 (2.53)	26,45,20 (2.31)
5. Compulsory Primary Education Implementation and Monitoring Cell	17,70,98 (2.67)	22,80,55 (3.05)	29,85,55 (3.74)	56,39,36 (6.58)	55,68,01 (6.00)	57,73,96 (5.80)	38,60 (0.03)
6. Others	–	–	–	–	–	–	129,77,44 (11.31)
Total Allocations	665,41,06 (100)	747,16,12 (100)	797,87,85 (100)	855,96,05 (100)	940,44,36 (100)	998,97,06 (100)	1147,51,03 (100)
Pupil in mainstream institutions	—	—	—	1,59,26,284	1,65,22,316	1,70,38,028	—
Allocation per pupil (in current Tk.)	—	—	—	537.45	569.19	586.32	—

* Others include 'administration , secretariat and autonomous bodies.

** Parentheses give column percentages.

Source: Ministry of Finance, GOB - Demands for Grants and Appropriations (Non-development), 1992-93 to 1998 -99, different issues, Dhaka. Bangladesh

Annex 2.9: Primary units of appropriation (non-development) in primary and mass education 1991-92 to 1997-98

(In thousands of current Taka)

Major Heads	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
1 Pay of officers	56712	57515	57400	96255	137345	136030	158120
	(0.85)	(0.77)	(0.72)	(1.12)	(1.46)	(1.37)	(1.38)
2 Pay of establishment	4168840	4198370	4403365	4637020	5079430	5180715	6120400
	(68.65)	(56.20)	(55.19)	(54.17)	(54.01)	(52.40)	(53.34)
3. Allowances	2187190	2899775	3094005	3284045	3451411	3553713	3749916
	(32.86)	(38.81)	(38.37)	(38.37)	(36.70)	(35.57)	(32.68)
4 Supply and services / maintenance / contingencies	73364	91752	129815	168645	183089	540885	381417
	(1.10)	(1.12)	(1.62)	(1.97)	(1.95)	(5.41)	(3.52)
5 Grants	168000	228200	294200	373640	553161	574196	1065250
	(2.52)	(3.05)	(3.70)	(4.36)	(5.88)	(5.74)	(9.28)
Total	6654106	7471612	7878785	8559605	9404430	9989706	11475103
	(100)	(100)	(100)	(100)	(100)	(100)	(100)

Note: Parentheses give column percentages

Source: Ministry of Finance, GOB - Demand for Grants and Appropriation (Non-development), 1991-92 to 1997-98 Different issues, Dhaka.

Annex 2.10: Bangladesh: capital expenditures in development allocations (revised) in primary educational (both mainstream and non-formal) sub-sectors 1991-92 to 1997-98

(In thousands of current Taka)

Major Heads	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
1. Multipurpose school-cum-mosque-cum-clinic-cum-disaster center construction	42,21,00 (19.43)	614580 (17.10)	80,83,50 (17.95)	78,89,50 (13.30)	77,56.87 (20.60)	494400 (19.06)
2. Building-rehabilitation-related	58,68,92 (27.00)	1057580 (29.43)	64,49,10 (14.32)	1796100 (30.27)	1401064 (37.17)	746565 (28.80)
3. Non-formal education under DNFE	50,00 (0.23)	30.00 (0.08)	97,00 (0.21)	67,00 (0.11)	40.00 (0.11)	172185 (6.64)
4. Food for education	–	–	–	39,00 (0.08)	15,25 (0.04)	4,93 (0.01)
5. Skill-training for PMED Staff/ personnel	–	–	–	20,00 (0.03)	50,00 (0.13)	46,00 (0.17)
6a. For development of registered non-state schools	5,28,77 (2.43)	24,84,00 (6.93)	1648300 (36.00)	2088600 (35.21)	596877 (3.00)	113100 (23.01)
6b. For construction of satellite schools	–				4,00 (0.01)	–
7a. Primary Education Development Project (Program)	1104924 (50.87)	1672909 (46.55)	1387600 (30.82)	1250511 (21.10)	1392100 (36.92)	408434 (19.74)
7b. Intensive District Approach (IDEAL) Project	–					160000 (6.17)
8. Total	217,17,93 (100)	359,34,69 (100)	450,27,60 (100)	593,19,61 (100)	376,98,69 (100)	259,32,94 (100)
9. Total pupil in mainstream schools				15926284	16522416	17038028
10. Allocation per pupil (in current Tk.)	—	—	—	372.46	228.16	152.21

Notes: 1. Parentheses give column percentages.
2. — means no allocation or data not available.

Source: Ministry of Finance, GOB- Demands for Grants and appropriation (Development), 1991-92 to 1997-98, different issues, Dhaka.

Annex 2.11: Bangladesh: revenue expenditures in development allocation (revised) in primary education (both mainstream and non-formal) sub-sectors 1991-92 to 1997-98.

(in thousand of current Taka)

	Major heads	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
1.	Multipurpose school-cum-mosque-cum-clinic disaster center construction	1,48,00 (1.63)	69,50 (1.67)	1,17,50 (0.61)	3,17,00 (1.07)	3,48,20 (0.79)	90,00 (0.1)
2.	Building rehabilitation- related	1,34,90 (1.50)	67,95 (1.63)	89,90 (0.47)	37,00 (0.13)	41,11 (0.09)	34,35 (0.06)
3a.	Non formal education under DNFE	—	6,70,00 (16.15)	18,84,00 (9.76)	33,33,00 (11.32)	31,44,30 (7.15)	74,93,15 (14.57)
3b.	Total Literacy Movement (TLM)	—	6,50 (0.16)	2,00 (0.01)	1,00 (0.03)	—	9,50,00 (1.84)
3c.	Technical assistance tor Gram Shikka Milon Kendra	—	—	—	—	—	40,00 (0.07)
4.	Food for education project	—	—	79,61,00 (41,25)	160,00,00 (54.26)	264,84,75 (60.22)	3,74,95,07 (72.91)
5.	Skill -training for PMED staff/ personnel	—	—	—	5,00 (0.01)	10,00 (0.02)	40,00 (0.07)
6a.	For development of registered non-state schools	—	16,00 (0.38)	17,00 (0.08)	14,00 (0.05)	16,00 (0.04)	31,23 (0.06)
6b.	For construction of satellite schools	—	—	—	—	10,00 (0.02)	6,24,00 (1.21)
6c.	For training teachers of registered non-state schools	—	—	—	—	—	10,00 (0.02)
7a.	Primary education development program (PEDP)	87,80,25 (96,78)	32,78,97 (79.01)	90,68,00 (47.00)	92,88,00 (31.56)	137,15,00 (31.19)	12,05,60 (2.34)
7b.	Intensive District Approach (IDEAL) project	—	—	—	—	—	1,38,00 (0.26)
8,	Textbook distribution	—	—	—	—	—	32,00,00 (6.22)
9.	Others (mainly technical)	—	40,02	2,00,00 (1.03)	4,38,00 (1.49)	1,96,75 (0.45)	75,00 (0.14)
Total		90,73,15 (100)	41,49,98 (100)	192,99,00 (100)	294,29,00 (100)	439,73,11 (100)	514,26,40 (100)

Source: Ministry of Finance, GOB, Demands for grants and appropiation (Development), 1991-92 to 1997-98, different issues, Dhaka

Annex 3.1: *Chronology of events of the Education Watch 1998*

10th May 1998

The first meeting of the Advisory Board held at the Conference Room of CAMPE. The concept paper of the Watch was finalised in the meeting. The TORs for the Advisory Board and the Working Committee was also approved in the meeting.

7th June 1998

The first meeting of the Working Group of the watch was held at the Conference Room of the Research and Evaluation Division of BRAC. A draft of the tools for the Watch was presented in the meeting. It was decided that the draft would be send to all members of the Advisory Board and the Working Group for their comments and suggestions.

25th June 1998

A revised draft of the tools was developed on the basis of the feed back received from the members of the above mentioned two committees.

28 – 29th June 1998

The first round field test of the questionnaires was held at Sreepur under Gazipur district and Dhaka City. Some modifications were made according to the experiences gathered in the field test.

2nd – 13th July 1998

Fifteen Research Assistants were recruited for the pilot study. A week long training course was arranged for them.

26th July – 5th August 1998

The fieldwork of the pilot study for the Watch was held at Phulpur thana of Mymensingh District.

13th August 1998

A joint meeting of the Advisory Board and the Working Committee was held at a Conference Room of BRAC Centre. The results of the pilot survey were presented in the meeting. Some modifications were made in the tools according to the experience of the pilot study.

26 – 27th August 1998

Another round field test of the tool on school observation was done in some schools of Gazipur and Dhaka City.

29th August 1998

Decision made to go ahead with data collection despite floods. One hundred and fifty persons were recruited as interviewers for the national survey.

19th September – 12th October 1998

The training workshops for the interviewers were held in three batches.

8th October 1998

First batch of interviewers moved for respective field stations for national survey.

13th October 1998

The second batch of interviewers moved for respective field stations.

13th – 23rd November 1998

The field teams returned back to Dhaka on completion of fieldwork.

21st November

Checking and Coding of the questionnaires started.

26th November – 30th December 1998

Data computerisation

6th December 1998

Data cleaning started.

31st December 1998

First set of tables from the school observation available.

Annex 3.1 Continued

4th January 1999

A joint meeting of the Advisory Group and the Working Committee was held. Some preliminary findings from the school observation and the household survey were presented in the meeting. An outline of the Education Watch report and a 'plan for 1999' were approved in the meeting.

15th January 1999

Data ready for analysis.

10th April 1999

First draft of the Education Watch report 1999 ready.

14th April 1999

A grand presentation of the report was held. The members of the Advisory Board and the Working Committee, representatives from donor community, and research institutions, managers of education programmes and civil society members were present there. The participants made some valuable comments on the report

25th April 1999

Draft report ready for expert opinion.

7th June 1999

Second draft of the report made ready and sent for expert opinion.

1st July 1999

Third draft ready for final editing

18th July 1999

Detailed feedback from PMED on the final draft was available

20th July 1999

Meeting held between PMED representative and the editors and comments made in the meeting were incorporated in the final version of the report.

Annex 3.2: Household Survey Questionnaire

The Education Watch
Household Survey Questionnaire

Identification

বিভাগ ঃ..... জেলা ঃ.....

থানা ঃ..... ইউনিয়ন/ওয়ার্ড ঃ .....

গ্রাম/মহল্লা ঃ ..... খানা নম্বর ঃ ক্লাষ্টার নম্বর ঃ

Stratum: Rural Dhaka [1] Rural Chittagong [2] Rural Rajshahi [3] Rural Khulna [4]
Rural Barisal [5] Rural Sylhet [6] Metropolitan city [7] Other urban area [8]

Schooling Information

					শুধুমাত্র 4–20 বৎসর বয়সীদের জন্য প্রযোজ্য										
লাইন নম্বর	নাম	লিঙ্গ	বয়স	ক্লাশ পাশ	স্কুলে গমন অবস্থা	যারা বর্তমানে স্কুলগামী				যারা ঝরে পড়েছে					ভর্তি না হওয়ার কারণ
						ক্লাশ	স্কুলের ধরন	NGO হলে নাম	স্কুল কোড	সর্বশেষ ক্লাশ	স্কুলের ধরন	NGO হলে নাম	ঝরে পড়ার		
													কারণ	সাল	
১	২	৩	৪	৫	৬	৭	৮	৯	১০	১১	১২	১৩	১৪	১৫	১৬

কোডঃ

লিঙ্গ ঃ 1 = পুরুষ, 2 = মহিলা।

স্কুলে গমন অবস্থা ঃ 1 = বর্তমানে যাচ্ছে, 2 = ঝরে পড়েছে (পূর্বে গিয়েছিলো, কিন্তু গত ছয় মাসে একদিনও যায়নি), 3 = কখনো যায়নি।

স্কুলের ধরন ঃ 1 = সরকারী প্রাথমিক বিদ্যালয়, 2 = বেসরকারী প্রাথমিক বিদ্যালয় (রেজিষ্টার্ড), 3 = বেসরকারী প্রাথমিক বিদ্যালয় (আন রেজিষ্টার্ড), 4 = উপ-আনুষ্ঠানিক প্রাথমিক বিদ্যালয় (NGO), 5 = উপ-আনুষ্ঠানিক প্রাথমিক বিদ্যালয় (অন্যান্য), 6 = এবতেদায়ী মাদ্রাসা, 7 = কামিল/ফাজেল/আলিম/দাখেল মাদ্রাসা, 8 = হাফেজিয়া মাদ্রাসা, 9 = কওমী/খারেজী মাদ্রাসা, 10 = কিণ্ডার গার্টেন, 11 = জুনিয়র সেকেণ্ডারী স্কুল, 12 = সরকারী সেকেণ্ডারী স্কুল, 13 = বেসরকারী সেকেণ্ডারী স্কুল, 14 = সরকারী কলেজ, 15 = বেসরকারী কলেজ, 16 = অন্যান্য (উল্লেখ করুন), 88 = জানা নেই।

ঝরে পড়া/ভর্তি না হওয়ার কারণ ঃ 1= স্কুল দূরে, 2 = টাকার অভাব, 3 = স্কুল ভর্তি করায় না, 4 = লেখাপড়া করে লাভ নেই, 5 = বাড়ীতে কাজ করতে হয়, 6 = ইচ্ছা করে যায় না, 7 = সময় হয়নি, 8 = NGO স্কুল নেয় না, 9 = সামাজিক নিরাপত্তার অভাব, 10 = রাস্তাঘাট চলাচলের জন্য নিরাপদ নয়, 11 = বিয়ে, 12 = প্রতিবন্ধী হওয়ার কারণে, 13 = অন্যান্য, 88 = জানা নেই।

Annex 3.2 Continued

Household Information

ক্রমিক নম্বর	প্রশ্ন	4-20 বৎসর বয়সীদের লাইন নম্বর			
1	শিশুর মাতা কি কখনও স্কুলে পড়েছেন?	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8
2	তিনি কোন শ্রেণী পাশ করেছেন?	শ্রেণী	শ্রেণী	শ্রেণী	শ্রেণী
3	শিশুর পিতা কি কখনও স্কুলে পড়েছেন?	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8	হ্যাঁ 1 না 2 জানা নেই 8
4	তিনি কোন শ্রেণী পাশ করেছেন?	শ্রেণী	শ্রেণী	শ্রেণী	শ্রেণী
5	শিশুর পিতার প্রধান পেশা কি?	পেশা	পেশা	পেশা	পেশা
6	শিশুর মাতা কোন আয়মূলক কাজে জড়িত কি?	হ্যাঁ 1 না 2 জানা নেই 8 মাতা মৃত 9	হ্যাঁ 1 না 2 জানা নেই 8 মাতা মৃত 9	হ্যাঁ 1 না 2 জানা নেই 8 মাতা মৃত 9	হ্যাঁ 1 না 2 জানা নেই 8 মাতা মৃত 9
7	শিশুর পিতা/মাতা ঋণদান কর্মসূচী পরিচালনা করে এমন কোন NGO'র/প্রতিষ্ঠানের সদস্য হলে কোন কোন NGO'র/প্রতিষ্ঠানের?	পিতা মাতা	পিতা মাতা	পিতা মাতা	পিতা মাতা
		কোডঃ সদস্য নয় = 87, জানা নেই = 88, মৃত = 99			
8	এ বছর শিশুর পিতা/মাতা বা অন্য কেউ তার স্কুল সংক্রান্ত কোন সভায় যোগ দিয়েছেন কি? *কোডঃ* হ্যাঁ = 1, না = 2, জানা নেই = 8, প্রযোজ্য নয় = 9	পিতা মাতা অন্যান্য	পিতা মাতা অন্যান্য	পিতা মাতা অন্যান্য	পিতা মাতা অন্যান্য
9	শিশু বর্তমান ক্লাসের জন্য পুরো সেট পাঠ্য বই কোন সময়ে পেয়েছে?				
	কোডঃ জানুয়ারী = 1, ফেব্রুয়ারী = 2,... অক্টোবর = 10, এখনো পায়নি = 98, জানা নেই = 88				
10	এ বছর শিশুর পাঠ্য বই (Textbook) সংগ্রহ করতে কোন টাকা-পয়সা লেগেছিল কি?	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9
11	এ বছর শিশুর স্কুলের জন্য চাঁদা বা কোন প্রকার ফি দিতে হয়েছে কি?	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9	হ্যাঁ 1 না 2 জানা নেই 8 প্রযোজ্য নয় 9
12	শিশুর জন্য কোন প্রাইভেট টিউটর/ কোচিং-এর ব্যবস্থা আছে কি? *কোডঃ* হ্যাঁ = 1, না = 2, প্রযোজ্য নয় = 9				
13	এ বছরের বন্যার কারণে শিশুর পাঠ্য বই-এর কত অংশ নষ্ট হয়েছে/হারিয়ে গেছে?				
	কোডঃ পুরো সেট = 1, অর্ধেক বা তার বেশী = 2, অর্ধেকের কম = 3, মোটেও না = 4, জানা নেই = 8, প্রযোজ্য নয় = 9				
14	আপনার খানার বাৎসরিক আয়-ব্যয়ের অবস্থা কি? *কোডঃ* সব সময় ঘাটতি = 1, মাঝে মাঝে ঘাটতি = 2, সমান সমান = 3, উদ্বৃত্ত = 4				
15	ধর্ম *কোডঃ* মুসলমান = 1, হিন্দু = 2, অন্যান্য = 3				
16	আপনাদের চাষযোগ্য জমি কতটুকু (ডেমিমেলে) আছে? *কোডঃ* জানা নেই = 88888				
17	এই খানার কোন সদস্য কি বৎসরে ১০০ বা তার বেশী দিন শ্রম বিক্রি করে? *কোডঃ* হ্যাঁ = 1, না = 2				

তথ্য সংগ্রহকারীর নাম ঃ..... তারিখ ঃ 9 8

Annex 3.3: Assessment of basic competencies questionnaire

The Education Watch
Assessment of Basic Competencies

A. Identification

খানা নম্বর ঃ ☐☐☐ শিশুর লাইন নম্বর ঃ ☐☐ শিশুর লিঙ্গ ঃ ছেলে [1] মেয়ে [2]

শিশুর নাম ঃ..... পিতা/মাতার নাম ঃ.....

বিভাগ ঃ..... ☐ জেলা ঃ..... ☐☐

থানা ঃ..... ☐☐ ইউনিয়ন/ওয়ার্ড ঃ ..... ☐☐

গ্রাম /মহল্লা ঃ ..... ☐☐ ক্লাষ্টার নম্বর ঃ ☐☐☐

Stratum: Rural Dhaka [1] Rural Chittagong [2] Rural Rajshahi [3] Rural Khulna [4]
Rural Barisal [5] Rural Sylhet [6] Metropolitan city [7] Other urban area [8]

B. Background Information

নং	প্রশ্ন	কোড	SKIP
1	শিশুকে জিজ্ঞেস করুনঃ তুমি কি গত এক সপ্তাহের মধ্যে কখনো..... *কোডঃ* হ্যাঁ = 1, না = 2	রেডিও শুনেছ?	
		টেলিভিশন দেখেছ?	
		খবরের কাগজ পড়েছ?	

C. Assessment of Life Skill/Knowledge

নং	প্রশ্ন	কোড	SKIP
1	ডায়রিয়া বা পাতলা পায়খানা হলে প্রথমেই কি খাওয়ানো উচিৎ?	খাবার স্যালাইন 1 লবন-গুড় স্যালাইন 2 প্যাকেট স্যালাইন 3 ওর-স্যালাইন 4 অন্যান্য (উল্লেখ করুন)..... 8 জানে না 9	
2	কোথায় পায়খানা করা উচিৎ?	স্রাব 1 পিট 2 গর্ত 3 অন্যান্য (উল্লেখ করুন)..... 8 জানে না 9	
3	বাচ্চাদের টিকা দিলে কি হয়?	রোগ প্রতিরোধ 1 অন্যান্য (উল্লেখ করুন)..... 8 জানে না 9	

Annex 3.3 Continued

নং	প্রশ্ন	কোড	SKIP
4	কি কি খেলে রাতকানা রোগ হয় না?	সবুজ শাক-সবজি 1 হলুদ ফলমুল 2 ছোটমাছ/ঢেলা মাছ 3 গরুর কলিজা 4 VAC 5 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
5	ধর বন্যায় সব ডুবে গেছে, সব পানি দূষিত হয়ে গেছে। কিভাবে পানি খাওয়ার উপযোগী করবে?	ফুটিয়ে 1 ফিটকিরি দিয়ে 2 বিশুদ্ধকরণ ট্যাবলেট দিয়ে 3 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
6	খুব বেশী জ্বর হলে প্রথমেই কি করতে হবে?	মাথায় পানি/পট্টি 1 শরীর মোছা 2 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
7	তুমি কি জান কি করলে মোরগ-মুরগী বা গরু-ছাগলের রোগ কম হয়?	টিকা/ইনজেকশন 1 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
8	একটি পরিবারে কতজন ভাইবোন থাকা ভাল?	১/২ জন 1 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
৬	বোন এবং ভাইদের মধ্যে কাদের স্কুলে যাওয়া বেশী দরকার?	বোনদের 1 ভাইদের 2 উভয়ের 3 কারো না 4 জানে না ৬	
10.A	বাংলাদেশের প্রেসিডেন্টের নাম কি?	শাহাবুদ্দিন আহমদ 1 শেখ হাসিনা 2 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	
10.B	বাংলাদেশের প্রধানমন্ত্রীর নাম কি?	শাহাবুদ্দিন আহমদ 1 শেখ হাসিনা 2 অন্যান্য (উল্লেখ করুন)..... 8 জানে না ৬	

Annex 3.3 Continued

D. Assessment of Reading Skill

নং	প্রশ্ন	কোড	SKIP
1	সাক্ষাৎগ্রহণকারী ঃ পাশের শব্দ সম্বলিত কার্ডগুলো শিশুকে দেখান এবং তাকে প্রতিটি পড়তে বলুন? *কোডঃ* পড়তে পারে = 1, পড়তে পারে না = 2	মা পুকুর সহযোগিতা স্বাধীনতা সঞ্চয়	একটিও না পারলে E-তে
2	সাক্ষাৎগ্রহণকারী ঃ নিচের বাক্য সম্বলিত কার্ডটি শিশুকে দেখান এবং পড়তে বলুন। **ঝড়ে ৫টি গাছ পড়ে গেছে**	পড়তে পারে 1 আংশিক পারে 2 পড়তে পারে না 3	
3	সাক্ষাৎগ্রহণকারী ঃ নিচের লেখা সম্বলিত কার্ডটি শিশুকে দেখান এবং তাকে মনোযোগ সহকারে এটি পড়তে বলুন। আরও বলুন যে, পড়া শেষ হলে তাকে কয়েকটি প্রশ্ন করা হবে। গফুর মিয়া একজন ভাল কৃষক। তাঁর জমিতে ধান, পাট, আলু ইত্যাদি ফসল হয়। এই ফসল দিয়ে তাঁর সংসার চলে। তিনি কিছু ফসল বিক্রি করে ব্যাংকে টাকা জমা রাখেন। তাঁর ছেলে ও মেয়ে স্কুলে লেখা-পড়া করে। স্ত্রী ও দুই ছেলেমেয়ে নিয়ে গফুর মিয়ার একটি ছোট পরিবার। ছোট পরিবার সুখী পরিবার। *কোডঃ* সঠিক = 1, ভুল = 2, বলতে পারে না = 3	গফুর মিয়ার জমিতে কি কি ফসল হয়? তিনি কোথায় টাকা জমা রাখেন? গফুর মিয়ার পরিবারে কতজন লোক? কেন ছোট পরিবার সুখী পরিবার? উত্তর ঃ _____ _____ _____	

E. Assessment of Writing Skill

নং	প্রশ্ন	কোড	SKIP
1	সাক্ষাৎগ্রহণকারী ঃ শিশুকে তার নিজের নাম ও তার গ্রামের/শহরের নাম লিখতে বলুন। *কোডঃ* লিখতে পেরেছে = 1, লিখতে পারেনি= 2	নিজের নাম শহরের নাম	
2	সাক্ষাৎগ্রহণকারী ঃ পাশের শব্দগুলো এক একটি করে শিশুকে পড়ে শোনান এবং লিখতে বলুন। *কোডঃ* শুদ্ধ = 1, আংশিক শুদ্ধ = 2, লিখতে পারেনি = 3	পানি বাংলাদেশ শিক্ষা	
3	সাক্ষাৎগ্রহণকারী ঃ শিশুকে নিচের বাক্যটি লিখতে বলুন (শ্রুতিলিপি)। **আমাদের দেশটি খুব সুন্দর**	নির্ভুল ও পঠনযোগ্য 1 একটি ভুলসহ পঠনযোগ্য 2 একাধিক ভুল বা পঠন কষ্টসাধ্য 3 পাঠোদ্ধার সম্ভব নয় 4 লিখতে পারেনি 5	
4	সাক্ষাৎগ্রহণকারী ঃ পরীক্ষায় পাশের খবর জানিয়ে তার বাবাকে একটি চিঠি লিখতে বলুন (তিনটি-চারটি বাক্যে)। *কোডঃ* লিখতে পেরেছে = 1, লিখতে পারেনি = 2	সম্বোধন তথ্য প্রেরণ ইতি	

Annex 3.3 Continued

F. Assessment of Numeracy Skill

নং	প্রশ্ন	কোড	SKIP
1	সাক্ষাৎগ্রহণকারী ঃ শিশুকে চল্লিশ থেকে পঞ্চাশ পর্যন্ত মুখস্ত বলতে বলুন।	বলতে পারে 1 আংশিক পারে 2 পারে না 3	
2	সাক্ষাৎগ্রহণকারী ঃ পাশের অংক সম্বলিত কার্ডগুলি শিশুকে দেখান এবং প্রতিটি পড়তে বলুন। *কোডঃ* পড়তে পারে = 1, পড়তে পারে না = 2	৩ ৪৯ ৫০০	
3	সাক্ষাৎগ্রহণকারী ঃ শিশুকে পাশের সংখ্যাগুলো লিখতে বলুন। *কোডঃ* লিখতে পেরেছে = 1, লিখতে পারেনি = 2	৫ ৬৭ ২০৮	
4	যোগ কর ঃ ৫ + ৫৩ + ২০	সঠিক 1 পারেনি 2	
5	বিয়োগ কর ঃ ৭০ − ৪৩	সঠিক 1 পারেনি 2	
6	মৌখিক অংক ঃ সাক্ষাৎগ্রহণকারী ঃ শিশুকে নীচের এক একটি মৌখিক অংক পড়ে শোনান ও উত্তর দিতে বলুন। *কোডঃ* সঠিক = 1, ভুল = 2, বলতে পারে না = 3		
	ক) তুমি বাজারে গিয়ে ১৫ টাকার মাছ, ৫ টাকার আলু, এবং ১ টাকার কাঁচা মরিচ কিনলে। তোমার মোট কত টাকা খরচ হল?		
	খ) তোমার কাছে ৩০ টাকা ছিল। ১৫ টাকা দিয়ে খাতা-পেন্সিল কিনলে। তোমার কাছে এখন কত টাকা আছে?		
	গ) ১টি কলমের দাম ৩ টাকা হলে ৪টির দাম কত?		
	ঘ) ৪০ টাকা ৪ জনের মধ্যে সমানভাবে ভাগ করে দিলে প্রত্যেকে কত টাকা পাবে?		

তথ্য সংগ্রহকারীর নাম ঃ..... তারিখ ঃ | | | | | ০ | ৪ |

Annex 3.3 Continued

Exercise Khata

A. Identification
(শিশু কর্তৃক খাতা ব্যবহার করার পর তথ্য সংগ্রহকারী এই অংশ পূরণ করুন)

খানা নম্বর ঃ ☐☐☐ শিশুর লাইন নম্বর ঃ ☐☐ শিশুর লিঙ্গ ঃ ছেলে [1] মেয়ে [2]

শিশুর নাম ঃ ..... পিতা/মাতার নাম ঃ .....

বিভাগ ঃ ..... ☐ জেলা ঃ ..... ☐☐

থানা ঃ ..... ☐☐ ইউনিয়ন/ওয়ার্ড ঃ ..... ☐☐

গ্রাম/মহল্লা ঃ ..... ☐☐ ক্লাষ্টার নম্বর ঃ ☐☐☐

Stratum: Rural Dhaka [1] Rural Chittagong [2] Rural Rajshahi [3] Rural Khulna [4]
Rural Barisal [5] Rural Sylhet [6] Metropolitan city [7] Other urban area [8]

B. Writing Assessment Part

১। নিচে তোমার নাম ও গ্রামের/শহরের নাম লিখ

নিজের নাম ঃ .....

গ্রাম/শহর ঃ .....

২। নিচে শব্দগুলি লিখ ঃ

.....

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.....

৩। নিচে বাক্যটি লিখ ঃ

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Annex 3.3 Continued

৪। নিচে চিঠি লিখ ঃ

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C. NUMERACY ASSESSMENT PART

৩। সংখ্যাগুলো লিখ ঃ

৪। যোগ কর ঃ

৫
+ ৫৩
+ ২০

৫। বিয়োগ কর ঃ

৭০
− ৪৩

তথ্য সংগ্রহকারীর নাম ঃ .....

তারিখ ঃ | | | | | ৫ | ৯ |

Annex 3.4: School observation checklist

The Education Watch
School Observation Checklist

A. Identification

বিভাগ ঃ..... ☐ জেলা ঃ..... ☐☐

থানা ঃ..... ☐☐ ইউনিয়ন/ওয়ার্ড ঃ ..... ☐☐

গ্রাম/মহল্লা ঃ ..... ☐☐ ক্লাষ্টার নম্বর ঃ ☐☐☐

Stratum: Rural Dhaka [1] Rural Chittagong [2] Rural Rajshahi [3] Rural Khulna [4]
Rural Barisal [5] Rural Sylhet [6] Metropolitan city [7] Other urban area [8]

B. Schooling Information

নম্বর	প্রশ্ন	কোড
1	স্কুলেব নাম	
2	স্কুলটি কত সালে প্রতিষ্ঠিত হয়েছে?	
3	স্কুলটিতে কি ছেলে ও মেয়ে উভয়ের পড়াশুনার ব্যবস্থা আছে?	শুধু ছেলেদের 1 শুধু মেয়েদের 2 উভয়ের 3
4	স্কুলের ধরণ কি? **স্কুলের ধরণ ঃ** 1 = সরকারী প্রাথমিক বিদ্যালয়, 2 = বেসরকারী প্রাথমিক বিদ্যালয় (রেজিষ্টার্ড), 3 = বেসরকারী প্রাথমিক বিদ্যালয় (আন রেজিষ্টার্ড), 4 = উপ-আনুষ্ঠানিক প্রাথমিক বিদ্যালয় (NGO), 5 = উপ-আনুষ্ঠানিক প্রাথমিক বিদ্যালয় (অন্যান্য), 6 = এবতেদায়ী মাদ্রাসা, 7 = কামিল/ফাজেল/আলিম/দাখেল মাদ্রাসা, 8 = হাফেজিয়া মাদ্রাসা, 9 = কওমী/খারেজী মাদ্রাসা, 10 = কিণ্ডার গার্টেন, 11 = জুনিয়র সেকেণ্ডারী স্কুল, 12 = সরকারী সেকেণ্ডারী স্কুল, 13 = বেসরকারী সেকেণ্ডারী স্কুল, 14 = সরকারী কলেজ, 15 = বেসরকারী কলেজ, 16 = অন্যান্য (উল্লেখ করুন)	
5	স্কুলটি NGO পরিচালিত উপ-আনুষ্ঠানিক প্রাথমিক বিদ্যালয় হলে কোন NGO 'র?	
6	স্কুলে কোন ক্লাশ থেকে কোন ক্লাশ পর্যন্ত পড়ানো হয়?	সর্বনিম্ন সর্বোচ্চ
7	স্কুলে কতটি শ্রেণীকক্ষ আছে?	
8	স্কুলে কতজন শিক্ষক আছেন?	পুরুষ মহিলা
9	স্কুলটি কি 'শিক্ষার জন্য খাদ্য' প্রকল্পের আওতাভুক্ত?	হ্যাঁ 1 না 2
10	স্কুলটির ভবন কি দিয়ে তৈরী? *কোডঃ* 1 = পাকা, 2 = টিন, 3 = ছন/পাটখড়ি, 4 = মাটি, 8 = নেই।	চালা/ছাদ দেয়াল মেঝে
11	স্কুল গৃহের ছাদ, দরজা, জানালার কতটি কোন অবস্থায় আছে?	দরজাঃ সম্পুর্ণ ঠিকঠাক ☐☐ কিছু ঠিক কিছু নষ্ট ☐☐ সম্পুর্ণ নষ্ট ☐☐ নেই ☐☐ জানালাঃ সম্পুর্ণ ঠিকঠাক ☐☐ কিছু ঠিক কিছু নষ্ট ☐☐ সম্পুর্ণ নষ্ট ☐☐ নেই ☐☐ চালা/ছাদঃ সম্পুর্ণ ঠিকঠাক ☐☐ কিছু ঠিক কিছু নষ্ট ☐☐ সম্পুর্ণ নষ্ট ☐☐ নেই ☐☐

Annex 3.4 Continued

নম্বর	প্রশ্ন	কোড		
12	স্কুলে কি ধরনের প্রস্রাব/পায়খানার ব্যবস্থা আছে?	ছেলে ও মেয়েদের জন্য পৃথক উভয়ের জন্য একই শুধু ছেলেদের জন্য শুধু মেয়েদের জন্য কোন ব্যবস্থা নেই		1 2 3 4 5
13	স্কুলের প্রস্রাব/পায়খানা কি স্বাস্থ্যসম্মত?		ছেলে	মেয়ে
		স্বাস্থ্যসম্মত মোটামুটি স্বাস্থ্যসম্মত স্বাস্থ্যসম্মত নয় প্রযোজ্য নয়	1 2 3 9	1 2 3 9
14	কোন ব্যবস্থা না থাকলে ছাত্রছাত্রীরা প্রধানত কোথায় প্রস্রাব/পায়খানা ব্যবহার করে?		ছেলে	মেয়ে
		পার্শ্ববর্তী স্কুলে পার্শ্ববর্তী বাড়ীতে যেখানে সেখানে জানি না প্রযোজ্য নয়	1 2 3 4 9	1 2 3 4 9
15	স্কুলে পানীয় জলের ব্যবস্থা কি ধরনের?	স্কুলের টিউবওয়েল/সাপ্লাই পাশের বাড়ীর টিউবওয়েল/সাপ্লাই পাশের স্কুলের টিউবওয়েল/সাপ্লাই কোন ব্যবস্থা নেই		1 2 3 4
16	এই স্কুলের ছাত্রছাত্রীদের পোশাক কি বাধ্যতামূলক? হ্যাঁ হলে কোন ধরনের বা পোশাকের কোন অংশ বাধ্যতামূলক?		নির্দিষ্ট রং	যে কোন রং
		প্যান্ট/শার্ট/পাজামা/পাঞ্জাবী সালোয়ার/কামিজ/বোরখা টুপি ওড়না/স্কার্প কিছুই না	1 2 3 4 5	1 2 3 4 5
17	এই স্কুলে অমুসলিম ছাত্রছাত্রীদের ধর্মশিক্ষার জন্য নির্দিষ্ট কোন শিক্ষক আছে কি?	হ্যাঁ না প্রযোজ্য নয়		1 2 3
18	এই স্কুলে গত ডিসেম্বরে (১৯৯৭ সালে) পঞ্চম শ্রেণীতে কতজন..... *কোডঃ* জানা নেই = 888, প্রযোজ্য নয় = 999		ছাত্র	ছাত্রী
		ছাত্রছাত্রী ছিল বৃত্তি পরীক্ষা দিয়েছে বৃত্তি পেয়েছে		
19	এই স্কুলে গত ডিসেম্বরে (১৯৯৭ সালে) অষ্টম শ্রেণীতে কতজন..... *কোডঃ* জানা নেই = 888, প্রযোজ্য নয় = 999		ছাত্র	ছাত্রী
		ছাত্রছাত্রী ছিল না বৃত্তি পরীক্ষা দিয়েছে বৃত্তি পেয়েছে		
20	এই বছর এই স্কুলে ৬ষ্ঠ থেকে ১০ম শ্রেণী পর্যন্ত..... *কোডঃ* জানা নেই = 888, প্রযোজ্য নয় = 999	মোট কতজন ছাত্রী পড়াশুনা করেছে কতজন উপবৃত্তি পেয়েছে		
21	স্কুলের নিজস্ব খেলার মাঠ আছে কি?	আছে নেই		1 2
22	স্কুলে জাতীয় পতাকা উত্তোলিত অবস্থায় দেখা গেছে কি?	হ্যাঁ না		1 2
23	স্কুলে জাতীয় সঙ্গীত গাওয়া হয় কি?	হ্যাঁ না		1 2

Annex 3.4 Continued

নম্বর	প্রশ্ন	কোড
24	স্কুলে শহীদ মিনার আছে কি?	হ্যাঁ 1 না 2
25	এ বছরের (১৯৯৮) বন্যায় স্কুলের কোন অংশ পানিতে নিমজ্জিত হয়েছিলো?	স্কুল ঘরের মেঝে 1 আঙ্গিনা/মাঠ 2 কোন অংশই নয় 3
26	বন্যার কারণে কতটি কর্মদিবসে ক্লাস হয়নি?	
27	এ বছরের বন্যায় আপনার স্কুলে কি কি ক্ষতি হয়েছে (বৃত্তায়িত করুন) এবং ক্ষতির পরিমাণ কত (টাকার অংকে)।	
	বিষয়	টাকা
	স্কুল ভবন (চালা = 1, দরজা = 2, জানালা = 3, মেঝে= 4, দেয়াল = 5)	
	আসবাবপত্র (বেঞ্চ = 1, চেয়ার = 2, টেবিল = 3, আলমিরা = 4)	
	শিক্ষা সামগ্রী (ব্লাকবোর্ড = 1, লাইব্রেরীর বইপত্র = 2, ল্যাবরেটরীর সরঞ্জাম = 3, অন্যান্য শিক্ষা উপকরণ = 4)	
	অন্যান্য সম্পদ (গাছ = 1, খেলার মাঠ = 2)	
	কোন কাগজপত্র নষ্ট হয়েছে কি?	হ্যাঁ 1 না 2

C. Classroom Information

গ্রেড		স্বাভাবিক ভাবে কতজন বসতে পারে	ছেলে			মেয়ে		
			তালিকাভুক্ত (রেজিষ্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুনে)	গতকাল উপস্থিত দেখানো হয়েছে (রেজিষ্টার থেকে)	তালিকাভুক্ত (রেজিষ্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুনে)	গতকাল উপস্থিত দেখানো হয়েছে (রেজিষ্টার থেকে)
শিশু	0 1							
	0 2							
	0 3							
প্রথম	1 1							
	1 2							
	1 3							
দ্বিতীয়	2 1							
	2 2							
	2 3							
তৃতীয়	3 1							
	3 2							
	3 3							
চতুর্থ	4 1							
	4 2							
	4 3							
পঞ্চম	5 1							
	5 2							
	5 3							

Annex 3.4 Continued

D. Retention and Dropout in 1997

শ্রেণী	ছাত্র					ছাত্রী				
	১৯৯৭ সালের মার্চ মাসে মোট কতজন তালিকাভুক্ত ছিলো	এদের মধ্যে কতজন ১৯৯৮ সালের জানুয়ারীতে পরবর্তী শ্রেণীতে উঠেছে	কতজন মাঝপথে ঝরে পড়েছে	কতজন একই ক্লাসে রয়ে গেছে	অন্যান্য	১৯৯৭ সালের মার্চ মাসে মোট কতজন তালিকাভুক্ত ছিলো	এদের মধ্যে কতজন ১৯৯৮ সালের জানুয়ারীতে পরবর্তী শ্রেণীতে উঠেছে	কতজন মাঝপথে ঝরে পড়েছে	কতজন একই ক্লাসে রয়ে গেছে	অন্যান্য
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										
পঞ্চম										

E. Teacher Training

									রিফ্রেসার্স ট্রেনিং	
ক্রমিক নম্বর	শিক্ষকের নাম	আজ উপস্থিত কি?	লিঙ্গ	ধর্ম	পদবী	শিক্ষাগত যোগ্যতা	শিক্ষকতায় কত বৎসরের অভিজ্ঞতা?	কি ধরনের ট্রেনিং আছে?	গত এক বছরে কতটি কোর্সে অংশ নিয়েছে?	কত মাস আগে সর্বশেষ ট্রেনিং নিয়েছে?

কোডঃ উপস্থিতিঃ হ্যাঁ = 1, না = 2

লিঙ্গঃ পুরুষ = 1, মহিলা = 2

ধর্মঃ ইসলাম = 1, হিন্দু = 2, অন্যান্য = 3

পদবীঃ প্রধান শিক্ষক = 1, সহকারী প্রধান শিক্ষক = 2, সহকারী শিক্ষক = 3

ট্রেনিংঃ PTI/C in Ed = 1, B. Ed = 2, M. Ed = 3, Dip-in-Ed = 4, BP Ed = 5,অন্যান্য ফাউণ্ডেশন ট্রেনিং (NGO) = 6, অন্যান্য ট্রেনিং = 7, ট্রেনিং নেই = 8, জানা নেই = 88,

শিক্ষাগত যোগ্যতা ও অভিজ্ঞতা ঃ জানা নেই = 88,

Annex 3.4 Continued

F. School Management Committee

নম্বর	প্রশ্ন	কোড
1	এই স্কুলে SMC আছে কি?	আছে 1 নেই 2
2	SMC -এর সদস্য সংখ্যা কতজন? *কোডঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	মহিলা ☐ পুরুষ ☐ মোট ☐
3	এ বছর (১৯৯৮ সালে) SMC -এর মোট কতটা মিটিং অনুষ্ঠিত হয়েছে? *কোড ঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	
4	এ বছর (১৯৯৮ সালে) SMC -এর সর্বশেষ মিটিং কত তারিখে অনুষ্ঠিত হয়েছিল? *কোড ঃ* জানা নেই = 8, প্রযোজ্য নয় = 9,	তারিখ ঃ ☐☐☐☐ তথ্যের সঠিকতাঃ হ্যাঁ = 1, না = 2
5	সর্বশেষ মিটিং-এ কতজন উপস্থিত ছিলেন? *কোড ঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	মহিলা ☐ পুরুষ ☐ মোট ☐

G. Parent Teacher Association

নম্বর	প্রশ্ন	কোড
1	এই স্কুলে PTA আছে কি?	আছে 1 নেই 2
2	PTA -এর সদস্য সংখ্যা কতজন? *কোডঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	মহিলা ☐ পুরুষ ☐ মোট ☐
3	এ বছর (১৯৯৮ সালে) PTA -এর মোট কতটা মিটিং অনুষ্ঠিত হয়েছে? *কোডঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	
4	এ বছর (১৯৯৮ সালে) PTA -এর সর্বশেষ মিটিং কত তারিখে অনুষ্ঠিত হয়েছিল? *কোডঃ* জানা নেই = 8, প্রযোজ্য নয় = 9,	তারিখ ঃ ☐☐☐☐ তথ্যের সঠিকতাঃ হ্যাঁ = 1, না = 2
5	সর্বশেষ মিটিং-এ কতজন উপস্থিত ছিলেন? *কোডঃ* জানা নেই = 88, প্রযোজ্য নয় = 99,	মহিলা ☐ পুরুষ ☐ মোট ☐

H. School Visit

নম্বর	প্রশ্ন	কোড			
1	এ বছর (১৯৯৮ সালে) স্থানীয় শিক্ষা কর্তৃপক্ষ (TEO/ATEO/PO) কর্তৃক মোট কতবার আপনার স্কুল পরিদর্শিত হয়েছে? সর্বশেষ কবে পরিদর্শিত হয়েছে? *কোড ঃ* **পরিদর্শন সংখ্যা** জানা নেই = 88, **পরিদর্শন তারিখ** জানা নেই = 88, প্রযোজ্য নয় = 99,		TEO	ATEO	PO
		পরিদর্শন সংখ্যা			
		সর্বশেষ পরিদর্শন তারিখ			
2	আপনার স্কুলে কোন **পরিদর্শন** বই আছে কি?	হ্যাঁ 1 না 2			

তথ্য সংগ্রহকারীর নাম ঃ ..... তারিখ ঃ ☐☐☐☐9 8

Annex 3.5: English version of household survey questionnaire

The Education Watch
Household Survey Questionnaire

Identification

Division:_____ District: _____ Thana:_____ Union/Ward: _____

Village/Mahallah: _____ Household Number: _____ Cluster Number: _____

Stratum: 1. Rural Dhaka 2. Rural Chittagong 3. Rural Rajshahi 4. Rural Khulna
5. Rural Barisal 6. Rural Sylhet 7. Metropolitan city 8. Other urban area

Schooling Information

					Applicable only for individuals aged 4-20 years											
Sl. #	Name	Sex	Age	Class	Current enrollment status	Currently enrolled children				Drop out children					Reason of never enrolled
						Class	School type	If NGO school, name of NGO	School code	Last class passed	School type	If NGO school, name of NGO	Reason of dropout	Year of dropout	

Code: Sex: 1=Male, 2=Female; Enrollment status: 1=Currently enrolled, 2=Dropout, 3= Never enrolled
School type: 1=Government primary, 2=Non-government primary (reg.), 3= Non-government primary (un-reg.), 4= Non-formal primary (NGO), 5= Non-formal primary (others), 6=Ebtedayee madrassa, 7= Kamil/Fazel/Alim/Dakhel madrassa, 8=Hafezia madrassa, 9=Kaomee/Kharezee madrassa, 10=Kindergarten, 11=Junior secondary, 12=Government secondary, 13=Non-government secondary, 14=Government college, 15=Non-government college, 16=Others, 88=Non known

Reason of dropout/non-enrollment: 1=School is away, 2=Scarcity of money, 3=School authority regretted, 4=No use of education, 5=Has to work at home, 6=The child does not like, 7=Too young to go to school, 8=NGO school regretted, 9=Social insicurity, 10=Insecure road transportation, 11=Marriage, 12=disable, 13=Others, 88=Not known

Annex 3.5 Continued

Household Information

Ques. no.	Questions	Name and serial number of individuals aged 4-20 years			
1	Whether the mother enrolled in any school	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3
2	Years of schooling completed by her				
3	Whether the father enrolled in any school	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3	Yes 1 No 2 Not known 3
4	Years of schooling completed by him				
5	Father's main occupation				
6	Whether the mother involve with any income generating activity	Yes 1 No 2 Not known 3 Mother is dead 4	Yes 1 No 2 Not known 3 Mother is dead 4	Yes 1 No 2 Not known 3 Mother is dead 4	Yes 1 No 2 Not known 3 Mother is dead 4
7	If the father/mother of the child is a member of any credit programme operated by NGOs or govt. agencies, put the name of agency/ NGO	Father Mother	Father Mother	Father Mother	Father Mother
		Code: Non-member=87, Not known=88, Not alive=99			
8	Whether father/mother or any member of HH attended in school meeting this year *Code:* Yes=1, No=2, Not known=3, Not applicable=4	Father Mother Other	Father Mother Other	Father Mother Other	Father Mother Other
9	In which month the child got whole set of textbooks (in 1998) *Code:* January=1, February=2, March=3,... ... ... October=10				
10	Whether the child had to pay money in the getting textbooks	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9
11	Whether the child had to pay money (fees) to school authority for any other purpose	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9
12	Whether private tutor/special coaching is provided to the child	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9	Yes 1 No 2 Not known 3 Not applicable 9
13	What proportion of textbooks were lost during floods 1998 *Code:* Full set=1, Half or more=2, Less than half=3, None=4, Not known=8, Not applicable=9				
14	Self-perceived yearly economic status of household *Code:* Always in deficit=1, Sometimes in deficit=2, Balance=3, Surplus=4				

Annex 3.5 Continued

15	Religion *Code:* Muslim=1, Hindu=2, Others=3	
16	Ownership of cultivable land by the household (in decimal) *Code:* Not known=88888	
17	Whether at least one person of this household sale labour at least 100 days a year *Code:* Yes=1, No=2	

Name of the interviewer _____ Date: _____

Annex 3.6: English version of assessment of basic competencies

The Education Watch
Assessment of Basic Competencies

A. Identification

Household Number: _____ Line number of the child: _____ Sex: Boy = 1, Girl = 2

Name of the child: _____ Father/Mother's name: _____

Division: _____ District: _____ Thana: _____ Union/Ward: _____

Village/Mahalla: _____ Cluster Number: _____

Stratum: 1. Rural Dhaka 2. Rural Chittagong 3. Rural Rajshahi 4. Rural Khulna
5. Rural Barisal 6. Rural Sylhet 7. Metropolitan city 8. Other urban area

B. Background Information

No.	Questions	Code
1	Ask the child whether s/he heard any radio programme, watched any programme on TV or read news paper during last one week *Code:* Yes=1, No=2	Radio
		Television
		Newspaper

C. Assessment of Life Skills/ knowledge

No.	Questions	Code
1	What is a good and easy treatment for diarrhoea?	Home made saline 1 Salt-molasses-water saline 2 Packet saline 3 Oral rehydration saline 4 Others (mention)..... 8 Not known 9
2	Where should one defecate?	Slab/ Sanitary 1 Pit 2 Hole 3 Others (mention)..... 8 Not known 9
3	What benefit comes from vaccination for child?	Diseases prevented 1 Others (mention)..... 8 Not known 9
4	What food helps prevent night blindness?	Green vegetables 1 Certain fruits 2 Small fish 3 Cow's leaver 4 Vitamin A Capsule (VAC) 5 Others (mention)..... 8 Not known 9

Annex 3.6 Continued

No.	Questions	Code
5	How can water be made drinkable?	Boiling 1 Using alum 2 Using water purification tablet 3 Others (mention)..... 8 Not known 9
6	If someone gets a very high temperature, what should one do at first?	Head with water 1 Cool body 2 Others (mention)..... 8 Not known 9
7	Do you know, what prevents poultry and livestock falling ill?	Vaccination 1 Others (mention)..... 8 Not known 9
8	How many brothers and sisters should there be in a family?	One or Two 1 Others (mention)..... 8 Not known 9
9	Among your brothers and sisters, whose schooling is most essential?	Sisters 1 Brothers 2 Both 3 None 4 Others (mention)..... 8 Not known 9
10A	What is the name of the President of Bangladesh?	Shahabuddin Ahmed 1 Shakh Hasina 2 Others (mention)..... 8 Not known 9
10B	What is the name of the Prime Minister of Bangladesh?	Shahabuddin Ahmed 1 Shakh Hasina 2 Others (mention)..... 8 Not known 9

D. Assessment of Reading Skills

No.	Questions	Code
1	Interviewer: Show the following 'word' card and ask the child to read each word *Code:* Can read = 1, Cann't read = 2.	Mother Pond Cooperation Freedom Savings
2	Interviewer: Show the following 'sentence' card and ask the child to read it loud ***Five trees fell down in the storm***	Can read 1 Can read partially 2 Can t read 3

Annex 3.6 Continued

No.	Questions	Code
3	Interviewer: Show the following "passage" card and ask the child to read attentively. Tell him/her that you will ask him/her some questions afterwards. *Gofur Miah is a good farmer. He grows paddy, jute, potatoes etc. He uses this to feed his family. He sells some and saves in the bank. His son and daughter study in school. Gofur Miah with his wife and two children is a small family. Small family is happy family.* ***Code:*** Correct = 1, In-correct = 2, Can't answer = 3	What does Gofur Miah cultivate in his land? Where does he save money? How many members are there in his family? Why small family is happy family? ....

E. Assessment of Writing Skills

No.	Questions	Code
1	Interviewer: Ask the child to write his/her name and the name of his/her village/town ***Code:*** Can write = 1, Can't write = 2	Own name Village/Town
2	Interviewer: Dictate the following words one by one and ask him/her to write them ***Code:*** Correct = 1, Partially correct = 2, Can't write = 3	Water Bangladesh Education
3	Interviewer: Dictate the following sentence and ask the child to write. ***Our country is very beautiful***	Correct 1 Partially correct 2 Can't write 3
4	Interviewer: Ask the child to write a letter to his/her father or to any relative that he/she passed the exam (3/4 sentences) ***Code:*** Can write = 1, Can't write = 2	Salutation Message communication Sincerely

Annex 3.6 Continued

E. Assessment of Numeracy Skills

No.	Questions	Code
1	Interviewer: Ask the child to count 40 to 50.	Can count 1 Can count partially 2 Can't count 3
2	Interviewer: Show the following "number" card and ask the child to read the numbers loud. *Code:* Can read = 1, Can't read = 2	3 49 500
3	Interviewer: Dictate the following numbers and ask the child to write. *Code:* Can read = 1, Can't read = 2	5 67 208
4	Interviewer: Ask the child to do the following addition. 5 + 53 + 20	Correct 1 Can't do 2
5	Interviewer: Ask the child to do the following subtraction. 70 − 43	Correct 1 Can't do 2
6	Interviewer: This part is mental arithmetic. Read the followings one by one and ask the child to answer orally. *Code:* Correct = 1, Incorrect = 2, Can't say = 3	
	a) In the market you have bought fish for Tk. 15, potatoes for Tk. 5, and green chelis for Tk. 2. How much money have you spent?	
	b) You had Tk. 30. You bought a notebook and pencils for Tk. 15. How much money do you have left?	
	c) You bought 4 pens costing Tk. 3 each. How much did you spend on 4 pens?	
	d) Divide Tk. 40 among 4 persons equally. How much each will get?	

Name of the interviewer: _____ Date: _____

Annex 3.6 Continued

Exercise Book

Identification

Household Number: ..... Line number of the child: ..... Sex: Boy = 1, Girl = 2

Name of the child: ..... Father/Motherís name: .....

Division: ..... District: ..... Thana: ..... Union/Ward: .....

Village/Mahalla: ..... Cluster Number: .....

Stratum: 1. Rural Dhaka 2. Rural Chittagong 3. Rural Rajshahi 4. Rural Khulna
5. Rural Barisal 6. Rural Sylhet 7. Metropolitan city 8. Other urban area

Writing Assessment Part

Question No. 1

a) Name: .....

b) Village/Town: .....

Question NO. 2

a) .....

b) .....

c) .....

Question NO. 3

.....

Question NO. 4

.....

.....

.....

.....

.....

.....

.....

Annex 3.6 Continued

Numeracy Assessment Part

Question NO. 3

_____

_____

_____

Question NO. 4

Add : 5
+ 53
+ 20

Question NO. 5

Subtract: 70
- 43

Name of the interviewer: _____

Date: _____

Annex 3.7: English version of school observation checklist

The Education Watch
School Observation Checklist

Identification

Division:_____ District: _____ Thana: _____ Union/Ward: _____

Village/Mahalla:_____ Cluster Number: _____

Stratum: 1. Rural Dhaka 2. Rural Chittagong 3. Rural Rajshahi 4. Rural Khulna
5. Rural Barisal 6. Rural Sylhet 7. Metropolitan city 8. Other urban area

School Information

Serial	Questions	Code
1	What is the name of the school?	
2	When does it established (year)?	
3	Whether it is a co-education school	Only boys 1 Only girls 2 Co-education 3
4	What is the type of the school? *Code:* 1=Government primary, 2=Non-government primary (reg.), 3= Non- government primary (un-reg.), 4= Non-formal primary (NGO), 5= Non-formal primary (others), 6=Ebtedayee madrassa, 7=Kamil/Fazel/Alim/Dakhel madrassa, 8=Hafezia madrassa, 9=Kaomee/Kharezee madrassa, 10=Kindergarten, 11=Junior secondary, 12=Government secondary, 13=Non-government secondary, 14=Government college, 15=Non-government college, 16=Others (mention)	
5	If it is a NGO operated school, please mention the name of the NGO	
6	What is the lowest and highest grade in the school ?	Lowest Highest
7	How many classrooms are there in the school?	
8	How many teachers are there in the school?	Male Female
9	Is the school under Food For Education (FFE) programme?	Yes 1 No 2
10	What is the construction material for different parts of the school building? *Code:* 1=Pacca/brick, 2=Tin, 3=Chan/Jute stick, 4=Mud, 8=None	Roof Wall Floor
11	Condition of the school building: please mention the number	Door: Fully good_____ Partially good_____ Fully damaged_____ None_____ Window: Fully good_____ Partially good_____ Fully damaged_____ None_____ Roof: Fully good_____ Partially good_____ Fully damaged_____ None_____
12	What is the toilet facilities in school?	Separate for each sex 1 Same for both sex 2 Only for boys 3 Only for girls 4 No arrangement 5

Annex 3.7 Continued

Serial	Questions	Code		
13	What is the hygienic condition of the toilet?		Boys	Girls
		Hygienic	1	1
		Moderately hygienic	2	2
		Not hygienic	3	3
		Not applicable	9	9
14	If there is no toilet facility in the school where does the students defecate?		Boys	Girls
		Nearer school	1	1
		Nearer house	2	2
		Here and there	3	3
		Don't know	4	4
		Not applicable	9	9
15	What is the drinking water facility in the school (arrangement of tube well/ supply water)?	The school has its own		1
		Students use it from nearer house		2
		Students use it from nearer school		3
		No arrangement at all		4
16	Whether any fixed dress is compulsory for the students. If so, please mention the type		Fixed colour	Any colour
		Trouser/ shirt/ paigama, pangabi	1	1
		Salwer/ kamiz/ borka	2	2
		Tupi	3	3
		Orna/scarf	4	4
		None	5	5
17	Whether there is any teacher to teach religious studies to the non-Muslim students	Yes		1
		No		2
		Not applicable		9
18	Please give information about performance of the students of your school in primary scholarship examination held in last December (1997)		Boy	Girl
		Total number of students at grade five		
		Appeared in the examination		
		Got scholarship		
19	Please give information about performance of the students of your school in junior secondary scholarship examination held in last December (1997)		Boy	Girl
		Total number of students at grade five		
		Appeared in the examination		
		Got scholarship		
20	Please give information about *Upabritee* in 1998	No of girl students in grades VI to X		
		No of the above getting *Upabritee*		
21	Whether the school has a play ground	Yes		1
		No		2
22	Whether national flag was found hoisting during school visit	Yes		1
		No		2
23	Whether national anthem was sang in the day of school visit	Yes		1
		No		2
24	Whether the school has its own Shaheed Minar	Yes		1
		No		2
25	What part of the school went under water during floods of 1998	Floor of school building		1
		Courtyard		2
		None		3
26	How many working days were lost due to floods 1998?			

Annex 3.7 Continued

27	Could you please mention the materials damaged due to floods: how much money is needed to rebuild this loss?	
	Items damaged	Taka needed
	School building (Roof=1, Door=2, Window=3, Floor=4, Wall=5)	
	Furniture (Bench=1, Chair=2, Table=3, Almirah=4)	
	Education materials (Blackboard=1, Books=2, Laboratory instruments=3,	
	Other education materials=4)	
	Other property (Tree=1, Play ground=2)	
	Whether any official document lost?	Yes 1 No 2

Classroom Information

Grade		Section	No. of students can seat with ease	Boy			Girl		
				No. of students in the register book	No. of students attended today (head count)	No. of students attended yesterday (from register)	No. of students in the register book	No. of students attended today (head count)	No. of students attended yesterday (from register)
Shishu	0	1							
	0	2							
	0	3							
One	1	1							
	1	2							
	1	3							
Two	2	1							
	2	2							
	2	3							
Three	3	1							
	3	2							
	3	3							
Four	4	1							
	4	2							
	4	3							
Five	5	1							
	5	2							
	5	3							

Annex 3.7 Continued

Retention and Dropout

Grade	Boy				Girl			
	No. of students registered by March 1997	Promoted to next grade in next January	Dropout during 1997	Remained in the same grade	No. of students registered by March 1997	Promoted to next grade in next January	Dropout during 1997	Remained in the same grade
One								
Two								
Three								
Four								
Five								

Teacher Training

Sl. No.	Teacher's name	Whether attended today?	Sex	Religion	Position	Education	Experience (year)	Professional Training	Refreshers training	
									# during last one yr.	Last course

Code:
Attendance: Yes=1, No=2
Sex: Male=1, Female=2
Religion: Muslim=1, Hinduism=2, Others=3
Position: Head teacher=1, Assistant head teacher=2, Assistant teacher=3
Education: Years of schooling completed, Not known=88
Training: PTI / C-in-ED=1, BED=2, MED=3, Dip-in-ED=4, BP ED=5, Other foundation training (NGO)=6
Any other training=7, None=8, Not known=88

Annex 3.7 Continued

School Management Committee

Serial	Questions	Code
1	Whether there is SMC for this school?	Yes 1 No 2
2	How many members are there in the committee? *Code:* Not known=88, Not applicable=99	Female:_____ Male:_____ Total:____
3	How many times the committee met this year (1998)? *Code:* Not known=88, Not applicable=99	
4	Could you please mention the date of last meeting? *Code:* Not known=8, Not applicable=9 True=1, Not true=2	Date: Whether the information is true:
5	How many of the members were present in last meeting?	Female:_____ Male:_____ Total:____

Patent Teacher Association

Serial	Questions	Code
1	Whether there is PTA for this school?	Yes 1 No 2
2	How many members are there in the committee? *Code:* Not known=88, Not applicable=99	Female:_____ Male:_____ Total:____
3	How many times the committee met this year (1998)? *Code:* Not known=88, Not applicable=99	
4	Could you please mention the date of last meeting? *Code:* Not known=8, Not applicable=9 True=1, Not true=2	Date: Whether the information is true:
5	How many of the members were present in last meeting?	Female:_____ Male:_____ Total:____

School Visit

Serial	Questions	Code			
1	Could you please mention the number of visits to your school by the local education authority (TEO/ATEO/PO). When the last visit held? *Code:* **Number of visits** Not known=88 **Date of visit** Not known=88, Not applicable=99		TEO	ATEO	PO
		No. of visits			
		Date of last visit			
2	Do you maintain any visitor's book?	Yes 1 No 2			

Name of the interviewer: ..... Date: .....

Annex 3.8: Definition of some indicators

Followings are the definitions of some of the indicators used in this report.
Primary level: Classes I (one) to V (five) was considered as primary level.
Primary age group: Aged 6-10 years were considered as primary age group.

Net enrollment rate: Percentage of children currently enrolled in any type of school among the children aged 6-10 years.

$$\text{Net enrollment rate (for 6-10y)} = \frac{\text{Number of children aged 6-10 currently enrolled in any type of school}}{\text{Total number of children aged 6-10 years}} \times 100$$

In Bangladesh, the official primary school age group is 6 to 10 years. In this study a child was reported as currently enrolled if s/he went to school at least for a day within the previous six months of the interview. A child was considered as dropout if s/he did not go to school for a day during the above period however, went to school before the said period. Again, if a child did not go to school for a single day in his/her lifetime was reported as 'never enrolled'.

Gross enrollment ratio: Number of children currently enrolled at the primary level (class I to V) for each 100 children aged 6-10 years.

$$\text{Gross enrollment ratio (at primary level)} = \frac{\text{Total number of children currently enrolled at primary level (class I to V)}}{\text{Total number of children aged 6-10 years}} \times 100$$

Attendance rate: Percentage of children present in a class during school visit among the children registered for that class.

$$\text{Attendance rate} = \frac{\text{Total number of students present}}{\text{Total number of students registered}} \times 100$$

Basic competency: Children satisfying the following criteria from the ABC instrument were considered to have basic competency.

a) answering 'correctly' at least seven of the ten life skills questions;
b) answering 'correctly' at least three of the four questions from the reading comprehension passage;
c) 'correctly' communicating a given message through a letter; and
d) answering 'correctly' at least three of the four mental arithmetic questions.

The above criteria were considered as components of basic education. That means basic education may be defined by four skills: life skills, reading skills, writing skills and numeracy skills. Children satisfying criteria (a) was considered to have life skills knowledge; satisfying criteria (b) was considered to have reading skills; satisfying criteria (c) was considered to have writing skills; and criteria (d) was considered to have numeracy skills.

Literacy: Children satisfying three of the four criteria of basic education, viz., reading, writing and numeracy skills (i.e., the 3 R's) were considered to have literacy.

Self-perceived yearly economic status: It is a proxy variable for economic condition of households. The respondents were asked to assess their own households economic status in one of the following four-point scale keeping in mind the overall income and expenditure for last one year: 'always in deficit', 'sometimes in deficit', 'balance/break even', and 'surplus'.

Annex 3.9: Determination of sample size and weighting

Sample size determination: In order to determine the size of the sample, enrolment and basic competency were considered as principle variables. Considering both the variables as dichotomous, i.e., a child is currently enrolled in school or not and a child possesses basic level of competency or do not possess, following formula was used in determining the sample size (Cochran, 1977; Kalton, 1983).

$$n = \frac{z^2 \times p \times q}{\alpha^2}$$

where,
- n is the estimated size of the sample
- p is the probability of a child to be currently enrolled or having basic competency,
- q $(= 1 - p)$ is the probability of a child not to be currently enrolled or do not having basic competency,
- z is the area of standard normal curve under certain confidence limit, and
- α is the desired level of precision

Taking the value 0.5 for both p and q (because such values of p and q maximises the sample size) and considering the confidence limit as 95% (of which the value of z is 1.96) with 7% error level it was calculated that the required sample size for an estimate stands at 196. This means that for a single estimate 196 children are required. As a cluster sampling approach was followed in this study, to reduce cluster effect it was decided to double the size of the sample for each estimate. Thus the required sample size for an estimate stand at 392. This means that 392 children were required for a reasonable estimate of enrollment and basic competency.

Procedure for weighted estimate: The way was to find the proportion of the population for different stratum and calculate the pooled estimate by using the following formula.

$$P = \Sigma s_i \times w_i,$$

where,
- P is the pooled estimate
- s_i's are the estimates for different stratum
- w_i's are the weights (i.e., proportion of population)

Latest available census information was used to find the weights for children level indicators. These weights were used to find the pooled estimates at rural, urban and national levels for those indicators for which data were collected through household survey and the ABC test. Unfortunately, it was not possible to collect the total number of different types of schools for each of the stratum. The MIS of the Directorate of Primary Education (DPE) provided the number of different types of schools for each of the administrative thana of the country but it was not possible to aggregate them according to the strata considered in this study. Thus, un-weighted estimates are presented for all indicators collected through school observation.

Annex 3.10: A short description and number of schools observed by type

Type of school	Description	Number
Government primary	State owned primary schools fully managed by government and the largest primary education provider in Bangladesh. Full salary of teachers and management costs of the schools come from the government. However, school management committee is responsible for day to day management of school. Thana Education Officer and the Assistant Thana Education Officer supervise these schools.	355
Non-government primary	These are privately managed primary schools, some of which are registered to the Directorate of Primary Education (DPE) and some are not. However, both follow the NCTB curriculum. The registered schools receive 80% of its teacher salary from the government. School Management Committee is also there for each school and the TEO and ATEO visit these schools for supervision.	146
Non-formal primary	These are mostly operated by the non-government organisations (NGOs). A large number of these are one room, single teacher school. These schools do not directly follow the government curriculum, but prepare their own books following the fundamental principles of NCTB curriculum. Most of these schools provide 3-years of education. The government also provide funds to some of those schools through the Directorate of Non-formal Education (DNFE).	247
Madrassa	These schools provide education with special emphasis on Islamic principle. Curricula of these schools are developed independently by the Madrassa Education Board. The major part of the contents include Arabic, the Hadith, the Fiquah, the Aquaed and the Qur'an, however, general subjects such as Bangla and mathematics are also taught. The Ebtedayee madrassas are considered as equivalent to the formal primary education. Both state owned and privately managed madrassas are in operation.	51
Kindergarten	These are English medium schools and generally established in the urban areas or rural areas close to urban settlements. Curricula followed by these schools are not uniform but are generally taken from the education system of developed countries. All of these schools are privately established and run.	50
Secondary attached	These may be government or privately managed, but, follow the curriculum of the government schools. These primary schools are attached to junior secondary or secondary schools. These schools receive financial support from the government similar to the ones received by the state owned or the registered schools.	36
Total		885

Annex 4.1: *Percentage distribution of children currently enrolled at primary level (Classes I to V) by class of enrollment, residence and sex*

	Current class of enrollment				
Residence	I	II	III	IV	V
Rural Bangladesh					
Girls	33.2	19.4	20.2	13.6	13.7
Boys	34.6	20.2	18.5	13.4	13.2
Both	33.9	19.8	19.3	13.5	13.4
Urban Bangladesh					
Girls	30.3	19.3	19.7	15.7	15.0
Boys	30.6	19.0	20.0	15.3	15.0
Both	30.5	19.1	19.8	15.5	15.0
All Bangladesh					
Girls	32.9	19.4	20.1	13.8	13.8
Boys	34.2	20.1	18.7	13.7	13.4
Both	33.5	19.7	19.4	13.7	13.6

Source: Education Watch Household Survey (1998)

Annex 4.2: *Percentage distribution of children currently enrolled at primary level (Classes I to V) by class of enrollment, stratum and sex*

	Current class of enrollment				
Stratum	I	II	III	IV	V
Girls					
Rural Dhaka Division	35.7	17.1	21.1	13.0	13.0
Rural Chittagong Division	33.9	20.7	18.4	13.8	13.2
Rural Rajshahi Division	31.4	19.8	19.7	14.0	15.0
Rural Khulna Division	29.9	19.2	22.9	13.8	14.2
Rural Barisal Division	31.4	21.8	19.7	13.3	13.8
Rural Sylhet Division	35.2	20.4	18.8	13.5	12.1
Metropolitan cities	30.8	20.8	20.1	14.3	14.0
Other urban areas	29.9	17.9	19.4	16.9	15.9
Boys					
Rural Dhaka Division	37.1	18.3	18.7	13.2	12.7
Rural Chittagong Division	33.1	21.7	18.9	13.3	12.9
Rural Rajshahi Division	35.0	20.5	17.9	12.6	14.1
Rural Khulna Division	31.9	20.6	18.9	15.4	13.2
Rural Barisal Division	32.2	22.1	16.7	14.3	14.8
Rural Sylhet Division	36.3	19.0	20.0	13.1	11.6
Metropolitan cities	29.7	20.2	19.6	16.0	14.5
Other urban areas	31.5	18.0	20.3	14.7	15.5
Both					
Rural Dhaka Division	36.4	17.7	19.9	13.1	12.9
Rural Chittagong Division	33.5	21.2	18.7	13.5	13.1
Rural Rajshahi Division	33.2	20.2	18.8	13.3	14.5
Rural Khulna Division	30.9	19.9	20.9	14.6	13.7
Rural Barisal Division	31.8	21.9	18.2	13.8	14.3
Rural Sylhet Division	35.7	19.7	19.4	13.3	11.9
Metropolitan cities	30.2	20.5	19.8	15.2	14.3
Other urban areas	30.7	17.9	19.9	15.8	15.

Source: Education Watch Household Survey (1998)

Annex 4.3: *Percentage distribution of children currently enrolled at primary level (Classes I to V) by age, sex and stratum*

Stratum	Age of the children (years)								
	4-5	6	7	8	9	10	11	12	13+
Girls									
Rural Dhaka Division	6.8	8.7	13.3	14.7	11.3	17.8	9.3	11.0	7.0
Rural Chittagong Division	5.2	9.6	13.5	15.9	12.3	16.3	9.7	10.3	9.3
Rural Rajshahi Division	6.8	7.0	14.5	14.6	11.3	17.1	10.2	10.0	8.6
Rural Khulna Division	5.5	9.1	15.6	14.8	13.1	16.5	13.1	7.9	5.4
Rural Barisal Division	4.3	6.4	13.6	17.6	13.0	17.8	9.6	10.8	6.8
Rural Sylhet Division	4.8	9.2	17.8	16.0	12.4	13.6	10.1	10.7	5.0
Metropolitan cities	4.5	7.3	14.5	17.7	13.7	14.6	12.8	9.7	5.3
Other urban areas	5.2	8.8	14.0	15.0	14.3	16.8	11.8	8.6	5.5
Boys									
Rural Dhaka Division	7.5	7.1	13.5	16.0	11.7	17.3	8.2	11.4	7.2
Rural Chittagong Division	6.4	7.6	13.2	16.9	10.5	18.5	8.7	10.3	8.9
Rural Rajshahi Division	5.5	8.2	15.2	14.8	12.1	15.9	8.7	10.9	8.9
Rural Khulna Division	4.8	8.6	13.9	14.9	13.7	16.4	12.3	8.6	6.8
Rural Barisal Division	4.2	5.3	11.9	14.9	13.0	20.8	9.1	11.5	9.3
Rural Sylhet Division	6.1	8.3	14.4	16.8	14.1	16.0	9.1	9.0	6.3
Metropolitan cities	4.6	6.9	13.0	17.1	13.4	19.0	10.7	9.6	5.8
Other urban areas	6.1	8.3	14.8	16.2	13.5	17.8	10.5	8.1	4.6
Both									
Rural Dhaka Division	7.2	7.9	13.4	15.4	11.5	17.6	8.8	11.2	7.0
Rural Chittagong Division	5.4	8.6	13.4	16.4	11.4	17.5	9.2	10.3	8.0
Rural Rajshahi Division	6.2	7.6	14.8	14.7	11.7	16.5	9.4	10.4	8.7
Rural Khulna Division	5.1	8.9	14.3	14.9	13.4	16.5	12.7	8.2	6.1
Rural Barisal Division	4.2	5.9	12.7	16.3	13.0	19.3	9.4	11.2	7.9
Rural Sylhet Division	5.5	8.8	16.1	16.4	13.3	14.9	9.6	9.8	5.6
Metropolitan cities	4.5	7.1	13.8	17.4	13.6	16.8	11.7	9.6	5.5
Other urban areas	5.6	8.6	14.4	15.6	13.9	17.3	11.2	8.4	5.1

Source: Education Watch Household Survey (1998)

Annex 4.4: *Percentage distribution of children currently enrolled in non-formal schools by provider*

Provider	Percentage of children
BRAC	76.1
Proshika	5.6
Karitash	1.3
GSS	1.4
World Vision	1.0
UCEP	1.1
Sattelight school	1.3
Feeder school	1.5
Other 39 NGOs	10.7
n	2151

Note: The government may provide funds to some of the 39 NGOs

Source: Education Watch Household Survey (1998)

Annex 4.5: *Percentage distribution of children currently enrolled at primary level (Classes I to V) by type of school and stratum*

Type of school	Dhaka	Chittagong	Rajshahi	Khulna
Formal Primary school				
Government	76.0	73.7	63.4	56.7
Non-government (reg.)	3.9	8.1	19.3	24.1
Non-government (un-reg.)	1.7	8.9	0.1	0.4
Non-formal primary	10.1	1.8	13.1	12.2
Madrassa				
Ebtedayee	2.0	0.7	0.7	0.8
Kamil/Fazel/Alim/Dakhil	4.5	2.8	2.5	3.2
Hafezia/Kaomi/Kharezee	0.9	2.6	0.2	2.2
Kindergarten	0.5	1.3	0.4	0.2
Secondary	0.5	0.3	0.2	0.2

Type of school	Barisal	Sylhet	Metro. cities	Other urban
Formal Primary school				
Government	64.1	73.2	51.8	60.7
Non-government (reg.)	24.3	8.7	3.2	10.1
Non-government (un-reg.)	0.5	4.4	0.7	3.9
Non-formal primary	3.5	5.1	14.9	6.5
Madrassa				
Ebtedayee	2.0	2.1	3.9	0.1
Kamil/Fazel/Alim/Dakhil	4.3	1.9	2.3	3.3
Hafezia/Kaomi/Kharezee	0.3	4.1	0.7	1.5
Kindergarten	0.5	0.3	9.5	6.1
Secondary	0.5	0.2	12.9	7.7

Source: Education Watch Household Survey (1998)

Annex 4.6: Percentage distribution of children currently enrolled at primary level (Classes I to V) by type of school, stratum and sex

Type of school	Dhaka		Chittagong		Rajshahi		Khulna	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Formal Primary school								
Government	75.2	76.7	75.0	72.4	62.6	64.1	54.9	58.4
Non-government (reg.)	4.0	3.7	7.5	8.7	19.1	19.5	25.3	22.9
Non-government (un-reg.)	1.7	1.6	9.4	8.4	0.2	0.1	0.5	0.3
Non-formal primary	13.0	7.1	2.1	1.4	14.8	11.5	14.5	9.9
Madrassa								
Ebtedayee	1.6	2.4	0.6	0.7	0.4	1.1	0.4	1.2
Kamil/Fazel/Alim/Dakhil	3.1	6.0	1.8	3.7	2.4	2.7	2.3	4.0
Hafezia/Kaomi/Kharezee	0.5	1.2	2.0	3.1	0.1	0.3	1.6	2.8
Kindergarten	0.3	0.8	1.2	1.4	0.3	0.4	0.1	0.3
Secondary	0.7	0.4	0.4	0.2	0.2	0.3	0.3	0.2

Type of school	Barishal		Sylhet		Metro.cities		Other urban	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Formal Primary school								
Government	64.2	64.1	76.1	70.4	52.8	50.8	61.8	59.6
Non-government (reg.)	25.2	23.4	8.9	8.6	3.0	3.3	10.8	9.3
Non-government (un-reg.)	0.5	0.5	3.0	5.7	0.7	0.7	3.1	4.7
Non-formal primary	3.7	3.2	6.2	4.2	16.4	13.4	7.7	5.2
Madrassa								
Ebtedayee	1.7	2.3	1.9	2.3	2.6	5.3	0.2	0.1
Kamil/Fazel/Alim/Dakhil	3.7	4.8	1.1	2.7	1.3	3.2	2.9	3.8
Hafezia/Kaomi/Kharezee	0.0	0.5	2.4	5.7	0.1	1.4	0.9	2.1
Kindergarten	0.4	0.7	0.2	0.4	9.0	10.1	4.7	7.7
Secondary	0.5	0.5	0.3	0.2	13.9	11.9	7.9	7.5

Source: Education Watch Household Survey (1998)

Annex 4.7: Net enrollment rate among children 6-10 years by mothers level of education, stratum and sex

Stratum	Mothers level of education			Level of significance
	None	Primary	Secondary +	
Girls				
Rural Dhaka Division	74.3	89.0	95.8	p<0.001
Rural Chittagong Division	66.5	89.7	94.7	p<0.001
Rural Rajshahi Division	73.9	89.1	93.6	p<0.001
Rural Khulna Division	82.1	90.8	98.4	p<0.001
Rural Barisal Division	74.2	90.6	95.4	p<0.001
Rural Sylhet Division	74.6	92.2	98.3	p<0.001
Metropolitan cities	65.1	83.0	93.5	p<0.001
Other urban areas	70.2	90.8	95.0	p<0.001
Level of significance	*p<0.001*	*p<0.01*	*ns*	
Boys				
Rural Dhaka Division	64.6	87.5	91.4	p<0.001
Rural Chittagong Division	68.0	88.6	94.0	p<0.001
Rural Rajshahi Division	70.8	87.4	97.7	p<0.001
Rural Khulna Division	74.6	87.0	95.0	p<0.001
Rural Barisal Division	68.9	87.3	95.5	p<0.001
Rural Sylhet Division	73.2	91.0	94.3	p<0.001
Metropolitan cities	66.3	86.1	95.5	p<0.001
Other urban areas	70.4	90.3	91.4	p<0.001
Level of significance	*p<0.001*	*ns*	*p<0.05*	
Both				
Rural Dhaka Division	69.3	88.3	93.2	p<0.001
Rural Chittagong Division	67.3	89.1	94.4	p<0.001
Rural Rajshahi Division	72.3	88.2	95.7	p<0.001
Rural Khulna Division	78.2	88.8	96.8	p<0.001
Rural Barisal Division	71.5	88.9	95.4	p<0.001
Rural Sylhet Division	73.9	91.6	96.1	p<0.001
Metropolitan cities	65.7	84.5	94.5	p<0.001
Other urban areas	70.3	90.5	93.1	p<0.001
Level of significance	*p<0.001*	*p<0.01*	*ns*	

ns = not significant at p=0.05
Source: Education Watch Household Survey (1998)

Annex 4.8: *Net enrollment rate among children 6-10 years by fathers level of education, stratum and sex*

Stratum	Fathers level of education				Level of significance
	None	Primary	Secondary	Tertiary +	
Girls					
Rural Dhaka Division	71.4	89.1	92.4	98.2	p<0.001
Rural Chittagong Division	63.5	85.5	91.4	95.4	p<0.001
Rural Rajshahi Division	71.9	83.9	90.8	96.6	p<0.001
Rural Khulna Division	80.8	87.4	96.7	100.0	p<0.001
Rural Barisal Division	73.1	87.9	94.6	95.3	p<0.001
Rural Sylhet Division	73.2	85.7	92.7	98.1	p<0.001
Metropolitan cities	65.8	77.4	82.8	95.9	p<0.001
Other urban areas	67.4	88.3	90.5	95.7	p<0.001
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*ns*	
Boys					
Rural Dhaka Division	60.8	84.1	89.4	92.5	p<0.001
Rural Chittagong Division	66.2	84.8	89.0	92.6	p<0.001
Rural Rajshahi Division	69.2	81.4	88.1	98.6	p<0.001
Rural Khulna Division	73.0	84.5	90.1	95.3	p<0.001
Rural Barisal Division	67.7	84.8	94.5	97.1	p<0.001
Rural Sylhet Division	69.9	88.2	90.3	92.0	p<0.001
Metropolitan cities	66.4	77.3	85.9	97.4	p<0.001
Other urban areas	70.2	82.1	89.0	94.1	p<0.001
Level of significance	*p<0.001*	*p<0.01*	*p<0.05*	*ns*	
Both					
Rural Dhaka Division	66.0	86.5	90.8	95.1	p<0.001
Rural Chittagong Division	64.9	85.1	90.2	94.1	p<0.001
Rural Rajshahi Division	70.5	82.6	89.5	97.7	p<0.001
Rural Khulna Division	76.8	85.9	93.4	97.8	p<0.001
Rural Barisal Division	70.3	86.4	94.5	96.1	p<0.001
Rural Sylhet Division	71.5	87.0	91.5	94.5	p<0.001
Metropolitan cities	66.1	77.3	84.4	96.7	p<0.001
Other urban areas	68.8	85.2	89.7	94.9	p<0.001
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*ns*	

ns = not significant at p=0.05

Source: Education Watch Household Survey (1998)

Annex 4.9: *Net enrollment rate among children 6-10 years by religion, stratum and sex*

Stratum	Muslim			Non-Muslim		
	Girls	Boys	Significance	Girls	Boys	Significance
Rural Dhaka Division	79.2	71.1	p<0.001	79.7	84.0	ns
Rural Chittagong Division	76.9	76.8	ns	51.2	56.1	ns
Rural Rajshahi Division	78.4	76.3	ns	72.6	69.7	ns
Rural Khulna Division	86.5	80.0	p<0.001	79.2	75.1	ns
Rural Barisal Division	80.9	77.1	p<0.01	91.3	87.6	ns
Rural Sylhet Division	81.2	78.0	p<0.05	64.0	75.1	p<0.01
Metropolitan cities	75.8	77.3	ns	81.1	86.8	ns
Other urban areas	80.5	80.3	ns	82.9	84.7	ns
Level of significance	*p<0.001*	*p<0.001*		*p<0.001*	*p<0.001*	
Rural Bangladesh	79.6	75.5	p<0.001	68.3	70.1	ns
Urban Bangladesh	78.1	78.7	ns	82.3	85.4	ns
Level of significance	*ns*	*ns*		*ns*	*ns*	
All Bangladesh	79.4	75.9	p<0.001	70.2	72.1	ns

ns = not significant at p=0.05

Source: Education Watch Household Survey (1998)

Annex 4.10: *Net enrolment rate among the children aged 6-10 of poor households[1] by NGO involvement and stratum*

Stratum	NGO involvement		Level of significance
	Involved	Not involved	
Rural Dhaka Division	74.8 (619)	69.0 (1806)	p<0.01
Rural Chittagong Division	67.9 (554)	70.0 (3047)	ns
Rural Rajshahi Division	75.4 (769)	72.5 (1357)	ns
Rural Khulna Division	80.5 (594)	80.6 (2084)	ns
Rural Barisal Division	81.8 (669)	75.3 (2078)	p<0.001
Rural Sylhet Division	80.7 (501)	75.5 (2900)	p<0.05
Metropolitan cities	88.6 (88)	68.4 (1550)	p<0.001
Other urban areas	80.0 (421)	75.7 (1271)	ns
Rural Bangladesh	75.4	72.4	ns
Urban Bangladesh	81.5	71.8	p<0.05
All Bangladesh	75.8	72.3	p<0.05

[1] Those households were considered as poor where respondents perceived that the yearly economic status of the household was deficit The figures in the parentheses indicate the number of children surveyed

Source: Education Watch Household Survey (1998)

Annex 4.11: Profile (%) of the currently non-enrolled children aged 6-10 years

Characteristics (n)	Girls (3,156)	Boys (3,675)	Total (6831)
Age (in years)			
6	30.1	27.6	28.7
7	23.0	22.2	22.5
8	17.2	16.6	16.9
9	9.6	10.9	10.3
10	20.2	22.6	21.5
Mean (s.d.)	7.7 (1.5)	7.8 (1.5)	7.7 (1.5)
Mothers education			
No education	86.1	86.1	86.1
I-V	11.4	11.2	11.3
VI+	2.6	2.7	2.6
Mean (s.d.)	0.6 (1.8)	0.6 (1.8)	0.6 (1.8)
Fathers education			
No education	78.4	76.8	77.6
I-V	13.5	14.2	13.9
VI-X	7.1	7.9	7.6
XI+	0.9	1.1	1.0
Mean (s.d.)	1.2(2.7)	1.3(2.8)	1.3(2.7)
Mothers involvement in IGA			
Yes	30.9	30.3	30.6
No	69.1	69.7	69.4
Self-perceived yearly economic status of household			
Allways in deficit	46.2	48.0	47.2
Sometimes in deficit	31.9	31.3	31.5
Balance	16.1	16.3	16.2
Surplus	5.8	4.4	5.0
Labour sale status of household			
Sell labour	65.5	66.1	66.1
Don't sell	34.5	33.4	33.9
Land ownership (in decimal)			
Landless	66.7	66.8	66.7
1-50	11.6	12.9	12.3
51-200	15.3	14.0	14.6
501+	6.4	6.3	6.4
Mean (s.d.)	78.9 (1023.3)	93.8 (1305.9)	87.1 (1185.5)
Religion			
Muslim	87.9	89.8	89.0
Non-Muslim	12.1	10.2	11.0
Household's involvement with NGO			
Involved	20.8	20.6	20.7
Not-involved	79.2	79.4	79.3

Source: Education Watch Household Survey (1998)

Annex 4.12: One year's information about retention and dropout of the students of formal primary school (both government and non-government) who registered in different grades at the beginning of 1997 by grade and sex

Class/Sex	Percent of student		
	Promoted to next grade	Dropped out during 1997	Remain in the same grade
Girls			
I	87.1	5.5	7.4
II	90.2	4.8	5.0
III	80.8	7.5	11.7
IV	84.5	5.8	9.7
V	89.2	4.8	6.0
All	86.3	5.7	8.0
Boys			
I	86.4	5.6	8.0
II	89.3	4.5	6.2
III	81.1	7.0	11.9
IV	82.1	7.5	10.4
V	88.0	5.0	7.0
All	85.4	5.9	8.7

Source: Education Watch School Survey (1998)

Annex 4.13: *One year's information about retention and dropout of the students of government primary school who registered in different grades at the beginning of 1997 by FFE programme, grade and sex*

Class/Sex	Promoted		Dropped out		Repeated	
	FFE	non-FFE	FFE	non-FFE	FFE	non-FFE
Girls						
I	86.8	89.0	6.1	5.7	7.1	5.3
II	92.0	90.3	4.3	5.3	3.7	4.4
III	79.8	80.2	7.8	7.6	12.4	12.2
IV	82.7	85.0	6.7	5.4	10.6	9.6
V	91.0	88.8	3.6	5.0	5.4	6.2
All	86.2	86.7	5.9	5.8	7.9	7.5
Boys						
I	84.8	89.7	6.5	5.3	8.7	5.0
II	89.1	90.2	4.7	4.6	6.2	5.2
III	79.7	80.9	7.8	6.7	12.5	12.4
IV	78.7	83.3	8.0	7.2	13.3	9.5
V	87.8	89.0	5.9	4.2	6.3	6.8
All	84.1	86.7	6.5	5.6	9.4	7.7

Source: Education Watch School Survey (1998)

Annex 4.14: *Proportion of children completing primary schooling by number of years taken, type of school and sex*

School Type	Years taken to complete primary education				Total
	5	6	7	8	
Government primary					
Girls	48.6	18.4	4.3	0.8	72.1
Boys	47.0	19.1	4.7	1.0	71.8
Non-government primary					
Girls	46.3	20.7	5.6	1.2	73.8
Boys	38.3	20.9	6.9	1.7	67.8
Madrassa					
Girls	34.2	15.0	4.0	0.8	54.0
Boys	37.8	16.1	4.2	0.8	58.9
English medium kindergarten					
Girls	87.9	6.3	0.4	0.0	94.6
Boys	87.5	7.3	0.4	0.0	95.2
Primary attached to secondary					
Girls	69.1	18.3	2.9	0.4	90.7
Boys	65.7	19.9	3.7	0.4	89.7

Note: Non-formal schools were not included in this analysis most followed a 3-year cycle
Source: Education Watch School Survey (1998)

Annex 4.15: *Hypothetical cohort analysis of students in various classes using the UNESCO methodology by type of school and sex of child*

Indicators	Govt. primary	Non-govt. primary	Madrassa	KG	Secondary attached
Girls					
Completion rate	72.1	73.8	54.0	94.6	90.8
Dropout rate	27.9	26.2	46.0	5.4	9.2
Repeaters rate	36.1	44.7	38.6	7.3	26.8
Years needed for completion	6.6	6.7	8.1	5.3	5.6
Coefficient of efficiency	75.7	75.0	61.8	95.2	89.5
Boys					
Completion rate	71.8	67.8	58.9	95.2	89.8
Dropout rate	28.2	32.2	41.1	4.8	10.2
Repeaters rate	38.9	54.4	38.8	8.5	30.8
Years needed for completion	6.7	7.3	7.5	5.3	5.7
Coefficient of efficiency	74.7	68.8	66.6	94.9	88.2

Note: See previous table
Source: Education Watch School Survey (1998)

Annex 4.16: Attendance rate by stratum and sex

Stratum	Sex		
	Girls	Boys	Both
Rural Dhaka Division	55.1	51.7	53.4
Rural Chittagong Division	59.7	54.2	56.8
Rural Rajshahi Division	58.9	55.9	57.4
Rural Khulna Division	62.3	58.9	60.6
Rural Barisal Division	54.7	47.2	55.0
Rural Sylhet Division	55.9	52.1	54.0
Metropolitan cities	70.2	66.3	68.2
Other urban areas	61.3	59.1	60.2
Rural Bangladesh	57.7	54.8	56.3
Urban Bangladesh	66.4	63.3	64.8
All Bangladesh	60.5	57.6	59.0

Source: Education Watch School Survey (1998)

Annex 4.17: Attendance rate by type of school, class and sex

Type of school	Class					
	I	II	III	IV	V	All
Girls						
Government primary	58.3	59.5	57.7	59.2	62.7	59.3
Non-govt. primary	54.0	50.5	51.4	52.4	54.1	52.4
Non-formal primary	82.3	79.2	86.0	77.4	85.4	82.6
Madrassa	49.4	46.0	48.1	50.2	52.9	49.1
Kindergarten	81.1	82.3	77.9	79.5	78.5	80.4
Secondary attached	75.0	75.6	74.1	75.9	72.8	74.5
All girls	60.4	60.1	59.9	59.7	63.1	60.5
Boys						
Government primary	56.7	58.4	55.5	55.0	59.5	56.9
Non-govt. primary	54.4	50.9	50.1	49.7	51.6	51.7
Non-formal primary	79.0	75.4	80.8	67.0	76.8	78.0
Madrassa	46.2	45.5	47.2	48.1	45.0	46.4
Kindergarten	79.5	80.3	75.1	79.3	77.8	78.7
Secondary attached	70.7	73.1	68.8	67.4	62.2	68.1
All boys	58.3	58.7	56.6	55.4	58.3	57.6
Both						
Government primary	57.5	59.0	56.6	57.1	61.2	58.1
Non-govt. primary	54.2	50.7	62.0	51.0	52.9	52.1
Non-formal primary	80.9	77.6	84.1	73.0	82.7	80.7
Madrassa	47.5	45.7	47.6	48.9	47.8	77.4
Kindergarten	80.2	81.2	76.2	79.3	78.1	79.4
Secondary attached	72.8	74.2	71.4	71.6	67.6	71.3
All	59.3	59.4	58.3	56.5	60.7	59.0

Source: Education Watch School Survey (1998)

Annex 4.18: *Mean number of student registered, can seat with ease and present (attended) in the classroom on the observation day by stratum*

Stratum	Mean number of student		
	Registered	Can seat with ease	Present
Rural Dhaka Division	50.1	31.1	26.7
Rural Chittagong Division	54.6	34.7	31.0
Rural Rajshahi Division	41.9	28.1	24.0
Rural Khulna Division	43.2	30.4	26.2
Rural Barisal Division	46.8	27.9	25.7
Rural Sylhet Division	43.6	29.2	23.6
Metropolitan cities	58.6	39.8	39.9
Other urban areas	44.9	33.2	27.0
Rural Bangladesh	46.6	30.2	26.2
Urban Bangladesh	51.9	36.5	33.6
All Bangladesh	48.2	32.0	28.4

Source: Education Watch School Survey (1998)

Annex 4.19: *Mean number of student registered, can seat with ease and present in the classroom on the observation day by school type*

Type of school	Mean number of student		
	Registered	Can seat with ease	Present
Government primary	53.9	35.1	31.3
Non-govt. primary	45.0	26.7	23.4
Non-formal primary	31.0	28.9	25.1
Madrassa	34.7	20.4	16.5
Kindergarten	18.3	23.0	14.5
Secondary attached	65.3	42.2	46.6
All	48.2	32.0	28.4

Source: Education Watch School Survey (1998)

Annex 4.20: *Attendance rate among the government primary school student by FFE programme, class and sex*

Whether school is under FFE programme	Class					Total
	I	II	III	IV	V	
Girls						
Yes	58.2	62.0	62.6	61.1	65.1	61.4
No	58.6	58.8	56.4	58.5	61.5	58.6
Boys						
Yes	54.4	58.8	54.9	53.2	60.9	56.1
No	57.4	58.4	55.6	55.7	59.2	57.2
Both						
Yes	56.3	60.4	58.4	56.7	62.2	58.5
No	57.9	58.5	55.9	57.1	60.3	57.8

Source: Education Watch School Survey (1998)

Annex 4.21: Percentage distribution of children currently enrolled at primary level (Classes I to V) receiving full set of textbooks by the month of getting, , stratum and sex

Stratum	Month of getting full set of textbooks				
	January	February	March	Any time between April and October	Still did not get
Girls					
Rural Dhaka Division	38.5	39.7	9.8	7.0	5.0
Rural Chittagong Division	41.5	30.0	26.3	1.2	1.0
Rural Rajshahi Division	25.8	46.4	25.9	7.0	4.9
Rural Khulna Division	22.7	57.1	7.0	9.7	3.5
Rural Barisal Division	29.7	58.6	7.7	2.1	2.0
Rural Sylhet Division	20.3	53.8	13.8	6.3	5.8
Metropolitan cities	37.2	39.2	13.2	8.8	1.6
Other urban areas	39.2	42.4	11.7	4.1	2.5
Boys					
Rural Dhaka Division	38.2	39.6	10.1	5.9	6.2
Rural Chittagong Division	41.7	30.6	24.7	1.6	1.0
Rural Rajshahi Division	24.1	45.9	19.2	6.1	4.8
Rural Khulna Division	21.2	59.7	7.7	7.9	3.5
Rural Barisal Division	30.5	56.9	8.5	2.2	1.9
Rural Sylhet Division	20.0	53.6	14.5	6.6	5.2
Metropolitan cities	41.7	40.1	11.1	6.0	1.1
Other urban areas	39.5	42.3	11.2	4.9	2.2
Both					
Rural Dhaka Division	38.4	39.7	10.0	6.4	5.6
Rural Chittagong Division	41.6	30.5	25.5	1.4	1.0
Rural Rajshahi Division	25.0	46.1	17.6	6.5	4.8
Rural Khulna Division	22.0	58.4	7.3	8.8	3.5
Rural Barisal Division	30.1	57.8	8.1	2.1	1.9
Rural Sylhet Division	20.2	53.7	14.2	6.5	5.5
Metropolitan cities	39.5	39.6	12.2	7.4	1.4
Other urban areas	39.3	42.4	11.5	4.5	2.4

Source: Education Watch Household Survey (1998)

Annex 4.22: *Percentage of children currently enrolled at primary level (Classes I to V), who had to pay money in getting text-books by stratum and sex*

Stratum	Sex			Level of significance
	Girls	Boys	Both	
Rural Dhaka Division	38.6	40.4	39.5	ns
Rural Chittagong Division	69.9	67.9	68.9	ns
Rural Rajshahi Division	31.9	35.5	33.7	p<0.05
Rural Khulna Division	47.1	49.6	48.4	ns
Rural Barisal Division	56.0	56.5	56.3	ns
Rural Sylhet Division	57.9	58.2	58.1	ns
Metropolitan cities	49.1	51.2	50.2	ns
Other urban areas	42.8	45.9	44.3	ns
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
Rural Bangladesh	47.9	49.6	48.8	p<0.05
Urban Bangladesh	45.8	48.4	47.1	p<0.05
Level of significance	*p<0.01*	*p<0.01*	*p<0.01*	
All Bangladesh	47.6	49.5	48.6	p<0.01

ns = not significant at p=0.05
Source: Education Watch Household Survey (1998)

Annex 4.23: *Percentage of children currently enrolled at primary level (Classes I to V) who had to pay money in getting text-books by school type*

Provider	Percentage of children	Number of children interviewed
Government primary	15.7	20,946
Non-government primary	9.2	5,014
Non-formal primary	59.0	2,529
Ebtedayee madrassa	17.6	4,71

Source: Education Watch Household Survey (1998)

Annex 4.24: Percentage of children currently enrolled at primary level (Classes I to V), who had to pay different fees to school during 1998 by stratum and sex

Stratum	Sex		Both	Level of significance
	Girls	Boys		
Rural Dhaka Division	73.6	77.3	75.4	p<0.01
Rural Chittagong Division	90.0	88.5	89.2	ns
Rural Rajshahi Division	71.0	74.0	72.5	p<0.05
Rural Khulna Division	86.4	89.0	87.7	p<0.01
Rural Barisal Division	93.1	93.9	93.5	ns
Rural Sylhet Division	84.5	85.2	84.8	ns
Metropolitan cities	83.1	84.3	83.7	ns
Other urban areas	87.3	88.0	87.6	ns
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
Rural Bangladesh	80.6	82.6	81.6	p<0.001
Urban Bangladesh	85.3	86.2	85.7	ns
Level of significance	*p<0.01*	*p<0.01*	*p<0.01*	
All Bangladesh	81.1	83.0	82.1	p<0.001

ns = not signiticant at p=0.05
Source: Education Watch Household Survey (1998)

Annex 4.25: Percentage of children currently enrolled at primary level (Classes I to V) having private tutor/coaching during 1998 by stratum and sex

Stratum	Sex		Both	Level of significance
	Girls	Boys		
Rural Dhaka Division	19.5	23.0	21.2	p<0.01
Rural Chittagong Division	18.2	21.2	19.8	p<0.01
Rural Rajshahi Division	12.1	15.1	13.5	p<0.01
Rural Khulna Division	19.0	22.3	20.6	p<0.01
Rural Barisal Division	14.7	19.2	17.0	p<0.001
Rural Sylhet Division	13.6	15.5	14.6	ns
Metropolitan cities	45.8	44.1	44.9	ns
Other urban areas	41.5	46.1	43.7	p<0.01
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
Rural Bangladesh	16.7	19.9	18.3	p<0.001
Urban Bangladesh	43.5	45.1	44.3	ns
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
All Bangladesh	19.8	22.8	21.3	p<0.001

ns = not signiticant at p=0.05
Source: Education Watch Household Survey (1998)

Annex 4.26: *Percentage distribution of schools by type of school and number of teachers*

Type of school	Number of teachers					Mean	S. d.
	1	2	3	4	5+		
Government primary	1.1	14.6	22.5	27.3	34.4	4.4	2.5
Non-government primary	1.4	7.5	11.0	73.3	6.8	3.9	1.6
Non-formal primary	87.4	8.9	3.6	-	-	1.1	0.6
Madrassa	3.9	3.9	7.8	3.9	80.4	11.1	6.0
Kindergarten	-	2.0	-	2.0	96.0	9.6	4.6
Secondary attached	2.8	-	-	-	97.2	24.1	14.2
All	25.4	9.9	12.0	23.5	29.2	4.9	6.1

Source: Education Watch School Survey (1998)

Annex 4.27: *Mean level of education of the teachers by stratum and school type*

Stratum	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Dhaka Division	12.0	11.3	9.8	14.2	-	-
Rural Chittagong Division	11.8	12.3	10.2	15.0	13.7	-
Rural Rajshahi Division	12.1	11.5	10.2	13.5	-	-
Rural Khulna Division	12.0	11.3	9.9	13.9	11.9	-
Rural Barisal Division	11.7	11.1	10.5	13.6	12.1	13.7
Rural Sylhet Division	11.3	11.4	10.3	14.2	11.6	-
Metropolitan cities	12.2	13.4	11.6	14.7	14.3	14.4
Other urban areas	12.0	11.3	10.3	14.4	13.7	14.2
Rural Bangladesh	11.8	11.4	10.1	13.9	12.7	13.7
Urban Bangladesh	12.1	12.4	11.2	14.6	14.1	14.4
All Bangladesh	11.9	11.6	10.4	14.1	13.9	14.3

Source: Education Watch School Survey (1998)

Annex 4.28: Percentage of teachers having basic training by residence, school type and sex

Residence	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Bangladesh						
Female	90.8	34.2	84.1	12.5	13.9	33.3
Male	96.8	31.7	85.7	14.7	21.6	40.0
Both	95.0	32.5	84.3	14.6	17.8	38.9
Level of significance	*p<0.001*	*ns*	*ns*	*ns*	*ns*	*ns*
Urban Bangladesh						
Female	97.3	33.3	83.6	27.8	16.6	62.6
Male	97.4	31.7	90.0	24.3	12.4	56.9
Both	97.3	32.7	84.3	24.7	15.4	59.1
Level of significance	*ns*	*ns*	*ns*	*ns*	*ns*	*ns*
All Bangladesh						
Female	94.3	34.0	83.9	23.1	16.3	62.1
Male	96.9	31.7	87.1	17.2	14.8	55.9
Both	95.8	32.5	84.3	17.5	15.8	58.2
Level of significance	*p<0.05*	*ns*	*ns*	*ns*	*ns*	*ns*

ns – not significant at p=0.05
Source: Education Watch School Survey (1998)

Annex 4.29: Percentage of teachers who received refreshers course at least once during last year by residence, school type and sex

Residence	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Bangladesh						
Female	93.2	83.3	94.3	0.0	13.9	0.0
Male	92.6	83.9	100.0	9.1	16.2	0.0
Both	92.8	83.7	94.8	9.0	15.1	0.0
Level of significance	*ns*	*ns*	*na*	*na*	*ns*	*na*
Urban Bangladesh						
Female	89.3	26.1	94.4	0.0	4.7	4.6
Male	91.3	36.6	70.0	9.7	2.6	6.6
Both	89.9	30.0	91.4	8.6	4.1	5.8
Level of significance	*ns*	*ns*	*p<0.01*	*na*	*ns*	*ns*
All Bangladesh						
Female	91.1	64.8	94.3	0.0	5.7	4.5
Male	92.4	78.5	90.0	9.3	5.9	6.2
Both	91.8	73.4	93.8	8.8	5.7	5.6
Level of significance	*ns*	*p<0.001*	*ns*	*na*	*ns*	*ns*

ns = not signiticant at p=0.05
Source: Education Watch School Survey (1998)

Annex 4.30: *Different types of basic training for the teachers*

Name of basic training	Short description	Duration	Entry level educational qualification
C in Ed (Certificate in Education)	This training course is specially designed for the government and non-government primary school teachers. There are 53 Primary Training Institutes (PTIs) all over the country. The contents of the course include child psychology, classroom management, school management, leadership and the primary education curricula of NCTB. The trainees prepared to teach in formal primary schools.	9 months	Secondary School Certificate (SSC)
B. Ed (Bachelor of Education)	This training course is designed to prepare the trainees as secondary school teachers. There are government as well as privately managed Teacher Training Colleges who offer this course. The trainees are specialised in one of the three major disciplines: Science, Humanities and Business Studies. The course contents include child psychology, classroom management, school management, history of education, philosophy of education, curriculum development, leadership, teacher student relationship and NCTB curricula for secondary education.	1 years	B Sc/ BA/B Com
M. Ed (Master of Education)	Its an advanced course for the teachers of secondary education. The trainees specialise themselves on specific areas of secondary education, such as education administration, science education, educational psychology and guidance.	1 year	B. Ed
Dip in Ed (Diploma in Education)	This course is no longer offered now. It was offered by the Institute of Education of University of Dhaka. This course prepares the trainees as secondary school teacher and the course is equivalent to B. Ed degree mentioned above.	1 year	B Sc/BA/ B Com
BP ED (Bachelor of Physical Education)	This training prepares the trainees as physical instructor for the secondary schools.	1 year	Higher Secondary Certificate (HSC)
Foundation training	The NGOs arrange foundation training course for the teachers of their non-formal primary education programmes. No uniform contents are followed in these training courses. However the training contents cover the areas of child psychology, school management, classroom management and the curricula.	13-15 days	

Annex 4.31: Mean years of experience of the teachers by stratum and school type

Stratum	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Dhaka Division	18.4	8.0	2.8	8.9	-	-
Rural Chittagong Division	19.4	6.3	3.3	12.6	3.6	-
Rural Rajshahi Division	21.3	11.0	2.0	10.1	-	-
Rural Khulna Division	19.6	10.5	3.3	9.3	4.8	-
Rural Barisal Division	20.0	9.1	2.0	11.9	10.4	19.8
Rural Sylhet Division	17.3	8.5	1.7	10.5	4.9	-
Metropolitan cities	20.2	6.5	1.9	10.2	4.9	11.9
Other urban areas	18.4	11.5	3.2	9.8	5.8	14.5
Rural Bangladesh	19.3	9.2	2.5	10.6	5.8	19.8
Urban Bangladesh	19.2	8.8	2.3	10.0	5.1	12.7
All Bangladesh	19.3	9.1	2.5	10.4	5.2	13.0

Source: Education Watch School Survey (1998)

Annex 4.32: Percentage of teachers found absent in school during reference day by residence and school type

Residence	Govt. primary	Non-govt. primary	Non-formal primary	Madrassa	KG	Secondary attached
Rural Bangladesh						
Female	15.8	24.0	4.0	37.5	16.7	33.2
Male	13.5	21.3	9.5	14.1	18.9	3.3
Both	14.2	22.1	4.5	14.6	17.8	8.3
Level of significance	*ns*	*ns*	*ns*	*ns*	*ns*	*p<0.05*
Urban Bangladesh						
Female	10.3	17.4	5.5	11.1	10.7	10.2
Male	7.9	19.5	20.0	4.8	11.2	6.8
Both	9.6	18.2	7.2	5.5	10.8	8.1
Level of significance	*ns*	*ns*	*ns*	*ns*	*ns*	*ns*
All Bangladesh						
Female	12.8	21.9	4.4	19.2	11.3	10.6
Male	12.6	21.1	12.9	11.6	13.1	6.6
Both	12.7	21.4	5.3	11.9	11.9	8.1
Level of significance	*ns*	*ns*	*p<0.05*	*ns*	*ns*	*p<0.05*

ns = not signiticant at p=0.05
Source: Education Watch School Survey (1998)

Annex 4.33: Percentage distribution of schools by type of school and number of classroom

Type of school	Number of teachers					Mean	S. d.
	1	2	3	4	5+		
Government primary	5.1	3.4	50.0	15.3	26.3	3.8	1.7
Non-government primary	14.4	9.6	61.6	6.2	8.2	3.0	1.4
Non-formal primary	95.1	3.6	1.2	-	-	1.1	0.3
Madrassa	11.8	7.8	7.8	-	72.5	7.6	4.3
Kindergarten	2.0	2.0	4.1	28.6	63.3	5.8	3.2
Secondary attached	-	-	-	-	100.0	14.8	10.3
All	31.8	4.5	31.3	8.7	23.7	3.7	3.9

Source: Education Watch Schools Survey (1998)

Annex 4.34: Percentage of schools by type of construction material, residence and school type

Type of school	Everything made of bricks	Floor made of bricks and others made of tin	No use of bricks	No walls, roof or floor
Rural Bangladesh				
Government primary	36.4	51.1	11.8	0.7
Non-govt. primary	47.6	11.1	27.8	13.5
Non-formal primary	1.1	3.4	93.3	2.2
Madrassa	12.5	2.5	72.5	12.5
Kindergarten	30.0	20.0	50.0	0.0
Secondary attached	66.7	0.0	33.3	0.0
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*p<0.001*
Urban Bangladesh				
Government primary	74.7	17.3	6.7	1.3
Non-govt. primary	50.0	25.0	25.0	0.0
Non-formal primary	17.6	11.8	66.2	4.4
Madrassa	63.6	27.3	9.1	0.0
Kindergarten	72.5	22.5	2.5	2.5
Secondary attached	48.5	45.5	6.1	0.0
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*ns*
All Bangladesh				
Government primary	44.5	43.9	10.7	0.8
Non-govt. primary	47.9	13.0	27.4	11.6
Non-formal primary	5.7	5.7	85.8	2.8
Madrassa	23.5	7.8	58.8	9.8
Kindergarten	64.0	22.0	12.0	2.0
Secondary attached	50.0	41.7	8.3	0.0
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*p<0.001*

ns = not significant at p=0.05
Source: Education Watch School Survey (1998)

Annex 4.35: Percentage distribution of schools by sources of drinking water, residence and school type

Type of school	sources of drinking water			
	Self	Nearer house	Nearer school	None
Rural Bangladesh				
Government primary	58.2	27.1	7.1	7.5
Non-govt. primary	41.3	49.2	0.8	8.7
Non-formal primary	8.4	86.6	0.0	5.0
Madrassa	70.0	15.0	5.0	10.0
Kindergarten	50.0	50.0	0.0	0.0
Secondary attached	100.0	0.0	0.0	0.0
Level of significance	*p<0.001*	*p<0.001*	*ns*	*ns*
Urban Bangladesh				
Government primary	66.7	22.7	4.0	6.7
Non-govt. primary	45.0	35.0	5.0	15.0
Non-formal primary	23.5	64.7	1.5	10.3
Madrassa	81.8	18.2	0.0	0.0
Kindergarten	90.0	5.0	2.5	2.5
Secondary attached	93.9	6.1	0.0	0.0
Level of significance	*p<0.001*	*p<0.001*	*ns*	*ns*
All Bangladesh				
Government primary	60.0	26.2	6.5	7.3
Non-govt. primary	41.8	47.3	1.4	9.6
Non-formal primary	12.6	80.6	0.4	6.5
Madrassa	72.5	15.7	3.9	7.8
Kindergarten	82.0	14.0	2.0	2.0
Secondary attached	94.4	5.6	0.0	0.0
Level of significance	*p<0.001*	*p<0.001*	*ns*	*ns*

ns = not significant at p=0.05
Source: Education Watch Schools Survey (1998)

Annex 4.36: Percentage of schools having play ground by residence and school type

Type of school	Rural Bangladesh	Urban Bangladesh	All Bangladesh
Government primary	72.1	60.0	69.6
Non-govt. primary	69.8	50.0	67.1
Non-formal primary	4.5	7.4	5.3
Madrassa	77.5	36.4	68.6
Kindergarten	20.0	32.5	30.0
Secondary attached	100.0	87.9	88.5
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*

Source: Education Watch School Survey (1998)

Annex 4.37: *Percentage distribution of co-education schools by toilet facilities, residence and school type*

Type of school	Available for both sexes	Separate for both sexes	Same for boys	Only for girls	No facility
Rural Bangladesh					
Government primary	23.1	58.5	0.7	0.7	17.0
Non-govt. primary	22.2	48.4	0.0	0.0	29.4
Non-formal primary	0.6	33.5	0.0	0.6	65.4
Madrassa	41.0	28.2	2.6	2.6	25.6
Kindergarten	10.0	60.0	0.0	0.0	30.0
Secondary attached	66.7	33.3	0.0	0.0	0.0
Level of significance	*p<0.001*	*p<0.001*	*na*	*na*	*p<0.001*
Urban Bangladesh					
Government primary	25.7	55.7	0.0	0.0	18.6
Non-govt. primary	21.1	63.2	0.0	0.0	15.8
Non-formal primary	1.5	36.8	0.0	0.0	61.8
Madrassa	36.4	36.4	9.1	0.0	18.2
Kindergarten	32.5	65.0	0.0	0.0	2.5
Secondary attached	63.0	33.3	3.7	0.0	0.0
Level of significance	*p<0.001*	*p<0.05*	*ns*	*ns*	*p<0.001*
All Bangladesh					
Government primary	23.6	57.9	0.6	0.6	17.3
Non-govt. primary	22.1	50.3	0.0	0.0	27.6
Non-formal primary	0.8	34.4	0.0	0.4	64.4
Madrassa	40.0	30.0	4.0	2.0	24.0
Kindergarten	28.0	64.0	0.0	0.0	8.0
Secondary attached	63.3	33.3	3.3	0.0	0.0
Level of significance	*p<0.001*	*p<0.001*	*ns*	*ns*	*p<0.001*

ns = not significant at p=0.05

Source: Education Watch Schools Survey (1998)

Annex 5.1: Percentage of children satisfying 'basic education' criteria by year of schooling completed, stratum and sex

Stratum	Years of schooling completed						Level of significance
	One	Two	Three	Four	Five	Six +	
Girls							
Rural Dhaka Division	0.0	11.8	14.3	39.5	44.0	60.0	p<0.001
Rural Chittagong Division	14.3	2.9	7.5	26.3	40.0	43.8	p<0.001
Rural Rajshahi Division	9.1	14.7	5.3	44.9	56.8	70.0	p<0.001
Rural Khulna Division	20.0	28.2	35.9	43.5	57.7	50.0	ns
Rural Barisal Division	0.0	16.7	14.3	26.8	60.0	60.7	p<0.001
Rural Sylhet Division	0.0	7.1	4.4	25.0	44.0	60.0	p<0.001
Metropolitan cities	11.1	20.5	32.1	54.8	60.9	89.7	p<0.001
Other urban areas	0.0	29.2	32.4	46.3	66.7	90.9	p<0.001
Boys							
Rural Dhaka Division	6.7	15.9	33.3	31.1	64.3	75.0	p<0.001
Rural Chittagong Division	5.6	8.8	11.9	27.5	59.1	42.9	p<0.001
Rural Rajshahi Division	12.5	32.4	21.1	44.0	53.8	86.7	p<0.001
Rural Khulna Division	7.1	22.6	24.5	54.5	62.5	66.7	p<0.001
Rural Barisal Division	6.7	0.0	26.8	48.5	50.0	76.9	p<0.001
Rural Sylhet Division	0.0	5.9	8.3	22.5	48.3	60.0	p<0.001
Metropolitan cities	17.6	14.8	50.0	67.4	85.7	91.1	p<0.001
Other urban areas	25.0	10.0	35.5	45.5	78.9	94.4	p<0.001
Both							
Rural Dhaka Division	2.5	14.1	23.9	34.9	51.3	64.9	p<0.001
Rural Chittagong Division	9.4	5.8	9.8	26.9	48.9	43.3	p<0.001
Rural Rajshahi Division	10.5	23.5	13.2	44.4	55.6	80.0	p<0.001
Rural Khulna Division	12.5	25.7	35.1	47.8	60.0	58.3	p<0.001
Rural Barisal Division	3.3	10.0	21.1	38.7	55.2	65.9	p<0.001
Rural Sylhet Division	0.0	6.5	6.5	24.0	46.4	60.0	p<0.001
Metropolitan cities	14.3	18.2	40.7	61.2	74.5	90.5	p<0.001
Other urban areas	11.1	20.5	33.8	45.9	72.1	93.1	p<0.001

Note: In many cases (in years one to three) the number of children interviewed were too small (n< 30); ns = not significant at p=0.05
Source: Education Watch ABC Survey (1998)

Annex 5.2: Percentage of children satisfying 'basic education' criteria by mothers level of education, stratum and sex

Stratum	Mothers level of education			Level of significance
	Nil	Primary	Secondary +	
Girls				
Rural Dhaka Division	16.7	34.0	66.7	p<0.001
Rural Chittagong Division	10.3	28.9	29.4	p<0.01
Rural Rajshahi Division	22.2	37.2	57.9	p<0.01
Rural Khulna Division	28.6	50.0	70.0	p<0.001
Rural Barisal Division	21.5	35.4	46.7	p<0.05
Rural Sylhet Division	13.5	28.6	50.0	p<0.001
Metropolitan cities	27.1	51.0	72.5	p<0.001
Other urban areas	31.3	47.4	69.1	p<0.001
Level of significance	*p<0.001*	*ns*	*p<0.05*	
Boys				
Rural Dhaka Division	20.4	45.9	23.1	p<0.01
Rural Chittagong Division	11.3	35.0	50.0	p<0.001
Rural Rajshahi Division	29.7	34.8	54.2	p<0.05
Rural Khulna Division	29.1	55.3	57.1	p<0.001
Rural Barisal Division	23.7	36.1	60.0	p<0.001
Rural Sylhet Division	10.6	22.0	48.0	p<0.001
Metropolitan cities	38.5	47.7	83.8	p<0.001
Other urban areas	32.5	43.1	75.3	p<0.001
Level of significance	*p<0.001*	*ns*	*p<0.001*	
Both				
Rural Dhaka Division	18.6	38.9	44.0	p<0.001
Rural Chittagong Division	10.8	31.8	39.4	p<0.001
Rural Rajshahi Division	25.6	36.0	55.8	p<0.001
Rural Khulna Division	28.8	52.4	63.4	p<0.001
Rural Barisal Division	22.6	35.8	53.3	p<0.001
Rural Sylhet Division	12.1	25.0	48.8	p<0.001
Metropolitan cities	32.3	49.5	79.0	p<0.001
Other urban areas	31.8	45.2	72.7	p<0.001
Level of significance	*p<0.001*	*p<0.01*	*p<0.001*	

ns = not significant at p=0.05

Source: Education Watch ABC Survey (1998)

Annex 5.3: Percentage of children satisfying 'basic education' criteria by fathers level of education, stratum and sex

Stratum	Fathers level of education			Level of significance
	Nil	Primary	Secondary +	
Girls				
Rural Dhaka Division	11.9	30.8	47.7	p<0.001
Rural Chittagong Division	10.9	15.2	34.1	p<0.01
Rural Rajshahi Division	19.8	34.1	42.3	p<0.01
Rural Khulna Division	32.7	30.9	56.6	p<0.01
Rural Barisal Division	16.9	34.0	47.0	p<0.001
Rural Sylhet Division	12.2	22.8	40.0	p<0.01
Metropolitan cities	25.6	42.1	63.1	p<0.001
Other urban areas	21.5	53.2	59.8	p<0.001
Level of significance	*p<0.001*	*p<0.05*	*p<0.05*	
Boys				
Rural Dhaka Division	18.9	34.9	33.3	p<0.05
Rural Chittagong Division	9.8	17.1	45.2	p<0.001
Rural Rajshahi Division	25.7	37.8	47.2	p<0.05
Rural Khulna Division	28.1	42.1	50.0	p<0.05
Rural Barisal Division	23.2	29.8	48.5	p<0.01
Rural Sylhet Division	8.8	14.3	47.4	p<0.001
Metropolitan cities	33.3	34.1	81.9	p<0.001
Other urban areas	27.0	56.1	64.0	p<0.001
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	
Both				
Rural Dhaka Division	15.7	32.6	41.3	p<0.001
Rural Chittagong Division	10.3	16.2	39.8	p<0.001
Rural Rajshahi Division	22.8	36.0	44.8	p<0.001
Rural Khulna Division	30.5	36.6	53.2	p<0.001
Rural Barisal Division	20.0	31.8	47.8	p<0.001
Rural Sylhet Division	10.6	18.3	44.1	p<0.001
Metropolitan cities	29.0	37.8	73.0	p<0.001
Other urban areas	24.2	54.5	62.0	p<0.001
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	

Source: Education Watch ABC Survey (1998)

Annex 5.4: Percentage of children satisfying 'basic education' criteria by self-perceived yearly economic status, stratum and sex

Stratum	Yearly economic status				Level of significance
	Always in deficit	Sometimes in deficit	Balance	Surplus	
Girls					
Rural Dhaka Division	20.0	18.2	29.5	46.2	ns
Rural Chittagong Division	10.4	12.0	22.5	35.0	p<0.05
Rural Rajshahi Division	19.6	30.6	22.2	36.4	ns
Rural Khulna Division	29.2	42.5	42.6	44.4	ns
Rural Barisal Division	25.9	29.5	28.3	47.4	ns
Rural Sylhet Division	15.4	19.4	23.5	30.0	ns
Metropolitan cities	32.6	31.0	50.6	61.3	p<0.01
Other urban areas	33.3	45.2	50.0	51.9	ns
Level of significance	*p<0.05*	*p<0.001*	*p<0.001*	*ns*	
Boys					
Rural Dhaka Division	23.3	24.1	32.8	0.0	ns
Rural Chittagong Division	12.3	18.4	28.3	25.0	ns
Rural Rajshahi Division	24.4	33.8	33.3	45.2	ns
Rural Khulna Division	25.4	43.8	35.9	47.8	ns
Rural Barisal Division	29.6	28.4	43.6	50.0	ns
Rural Sylhet Division	9.8	19.3	33.3	11.1	p<0.01
Metropolitan cities	42.9	46.2	57.5	77.1	p<0.01
Other urban areas	27.8	49.2	57.5	59.5	p<0.05
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*p<0.001*	
Both					
Rural Dhaka Division	21.5	21.4	31.1	23.1	ns
Rural Chittagong Division	11.4	15.3	25.6	31.3	p<0.01
Rural Rajshahi Division	22.0	32.1	28.2	40.7	p<0.05
Rural Khulna Division	27.4	43.2	39.8	46.3	p<0.05
Rural Barisal Division	27.8	29.0	36.6	48.5	ns
Rural Sylhet Division	12.6	19.3	28.9	21.1	p<0.05
Metropolitan cities	37.6	38.2	54.1	69.7	p<0.001
Other urban areas	30.8	47.1	53.9	56.3	p<0.01
Level of significance	*p<0.001*	*p<0.001*	*p<0.001*	*p<0.001*	

ns = not significant at p=0.05
Source: Education Watch ABC Survey (1998)

Annex 5.5: *Percentage of children satisfying 'basic education' criteria by religion, stratum and sex*

Stratum	Muslim			Non-Muslim		
	Boys	Girls	Significance	Boys	Girls	Significance
Rural Dhaka Division	24.1	24.4	ns	36.4	11.1	ns
Rural Chittagong Division	20.0	18.0	ns	14.3	5.3	ns
Rural Rajshahi Division	34.4	28.5	ns	28.6	18.2	ns
Rural Khulna Division	38.3	37.8	ns	31.8	45.5	ns
Rural Barisal Division	34.6	29.1	ns	31.0	35.7	ns
Rural Sylhet Division	13.8	19.2	ns	30.2	15.8	ns
Metropolitan cities	58.4	42.2	p<0.01	21.1	52.6	p<0.05
Other urban areas	48.9	42.0	ns	58.6	61.1	ns
Level of significance	*p<0.001*	*p<0.001*		*p<0.001*	*p<0.001*	
Rural Bangladesh	27.9	26.0	ns	26.2	17.7	ns
Urban Bangladesh	53.7	42.1	p<0.01	43.9	58.2	ns
Level of significance	*p<0.001*	*p<0.001*		*ns*	*p<0.001*	
All Bangladesh	31.6	28.2	p<0.05	29.0	25.4	ns

ns = not significant at p=0.05
Source: Education Watch ABC Survey (1998)

Annex 5.6: *Percentage of children satisfying 'basic education' criteria by having tutor facilities, stratum and sex*

Stratum	Have tutor			Don't have tutor		
	Boys	Girls	Significance	Boys	Girls	Significance
Rural Dhaka Division	42.9	50.0	ns	26.9	17.4	ns
Rural Chittagong Division	40.0	25.5	ns	14.4	15.5	ns
Rural Rajshahi Division	48.7	45.0	ns	36.9	27.9	ns
Rural Khulna Division	57.9	52.8	ns	34.5	36.0	ns
Rural Barisal Division	51.7	44.4	ns	32.8	29.4	ns
Rural Sylhet Division	31.8	39.4	ns	16.9	15.2	ns
Metropolitan cities	70.7	58.3	ns	55.6	45.8	ns
Other urban areas	65.7	58.7	ns	47.4	41.3	ns
Level of significance	*p<0.001*	*p<0.001*		*p<0.001*	*p<0.001*	
Rural Bangladesh	45.9	43.5	ns	28.1	23.1	ns
Urban Bangladesh	68.2	58.5	ns	51.3	43.3	ns
Level of significance	*p<0.001*	*p<0.001*		*p<0.001*	*p<0.001*	
All Bangladesh	51.7	47.4	ns	30.3	25.0	ns

ns = not significant at p=0.05
Source: Education Watch ABC Survey (1998)

Annex 5.7: Percentage of children satisfying 'basic education' criteria by access to different communication media, residence and sex

Residence	Radio		Television		News paper	
	Have access	Don't have access	Have access	Don't have access	Have access	Don't have access
Rural Bangladesh						
Girls	34.6	21.7	33.9	19.9	75.3	24.0
Boys	36.7	23.7	33.1	22.0	46.6	26.7
Both	35.7	22.7	33.5	20.8	55.5	25.3
Urban Bangladesh						
Girls	46.9	43.0	47.1	26.7	73.2	39.7
Boys	56.6	51.0	55.8	29.9	93.2	42.0
Both	51.8	47.0	51.5	28.2	59.2	40.8
All Bangladesh						
Girls	36.5	24.7	37.6	20.1	74.2	26.1
Boys	39.6	27.6	38.3	22.3	65.8	28.6
Both	38.2	26.1	38.0	21.1	68.7	27.3

Source: Education Watch ABC Survey (1998)

Annex 7.1: Situation in government declared illiteracy free districts

The government declared the districts of Chuadanga, Lalmonirhat, Magura, Rajshahi and Gaibandha free from illiteracy. The Education Watch do not allow separate estimates for these areas. Of the 240 cluster included in the Watch, 12 came from these districts. An attempt was made to see the enrollment and achievement situation in these areas. The followings gives the results which showed in no way be considered conclusive. The results are better than the Bangladesh average but at the same time casts doubt on the claim that these districts are illiteracy free.

Indicators	Girls	Boys	Both
Net enrollment rate of children aged 6-10 years	82.3	78.2	80.3
Gross enrollment ratio at primary level	120.0	118.0	119.0
Achievement			
% having reading skills	75.0	75.3	75.1
% having writing skills	60.7	64.7	62.7
% having numeracy skills	88.1	94.1	91.1
% having life skills	48.8	63.5	56.2
% having literacy (the 3R's)	56.0	63.5	59.8
% having basic education	41.7	55.3	48.5

These estimates are un-weighted

Sources: Education Watch Household Survey (1998)
Education Watch ABC Survey (1998)

Annex 7.2: *Literacy and net enrollment in Chittagong Hill Tracts, by sex of child and ethinic group (1998).*

Ethnic group	Literacy rate (%) (Age 7+ yrs)		Net enrollment rate (%) (Age 6-10 yrs)	
	Female	Male	Girls	Boys
Bangali	22.4	36.8	67.2	65.6
Chakma	27.9	46.9	52.9	53.2
Marma	19.8	38.9	41.2	44.8
Murang	0.5	5.9	2.7	7.7
Tripura	14.8	28.8	28.9	32.2
All (weighted)	22.3	38.4	57.0	56.8

Source: BRAC (1999)

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Human capital formation is the *sine qua non* for improvement in the lives of people. Bangladesh has not performed to the best of its potential in developing this capital and remain a country where illiteracy is rampant. The Constitution of the country enshrines the right of the child to free and compulsory primary education. In recent times, a number of interventions have been made in public, private and NGO sectors to attain the goal of universal primary education. However, no sector has invested enough in monitoring the progress towards the desired goal.

This report projects a generally optimistic picture about the state of primary education in the country. There are hopes: as enrollment, particularly of girls, has increased in the recent past, the completion rate has risen and poorer and less educated parents have been sending their daughters in large numbers to schools. There are despairs too, as progress in terms of increase in net enrollment is slow and the children were not learning much in school. The country is committed to imparting basic education to 80 percent of its children. How far are we from it? Results presented in this book show that below 30 percent of children passing through the primary school age are receiving some meaningful education. But the country has to move forward with hopes, dynamism and determination to meet the challenges of the new millennium. Other countries and territories have achieved it in a relatively shorter period. Why can't Bangladesh?

Education Watch is a new initiative being undertaken by several individuals and organisations representing the civil society in Bangladesh. It plans to monitor the progress through annual reports. This first report look at the internal efficiency of primary education in Bangladesh.

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