

Education Watch 2014

WHITHER GRADE V EXAMINATION?

An Assessment of Primary Education Completion Examination in Bangladesh



Campaign for Popular Education (CAMPE)
Bangladesh

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প্রাথমিক শিক্ষা সমাপনী পরীক্ষা কোন পথে : একটি নিরীক্ষা

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An Assessment of Primary Education Completion Examination in Bangladesh

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Foreword

This thirteenth *Education Watch* report attempts to provide an in-depth analysis of Primary Education Completion Examination (PECE) in Bangladesh. In general parents are interested in the learning achievement of their children from the schooling system. But there are debates on both the positive and negative aspects of examinations, particularly at the early grades. In the recent past Bangladesh has introduced two more public exams in grade V and grade VIII. This study provides an analysis of the current situation of assessment systems and methods used on completion of grade V (known as PECE) in terms of state policy and its implementation gaps. The study can be used as a baseline for monitoring future progress. For the first time, the issue of high-stake public examination at an early age has been selected as the theme for the *Education Watch* study.

Examination and testing are integral parts of education systems and increasingly becoming an important practice internationally. The Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) are two of the most influential assessment systems for children aged 15 years. The Organization for Economic Cooperation and Development (OECD) supports this assessment for ensuring equivalency and more than 75 countries across the globe are participating in these high-stake assessments.

Government of Bangladesh is committed to achieve Education for All (EFA) goals by 2015 and beyond. The third Primary Education Development Program (PEDP3) is being implemented following a sector-wide approach using 'Result Based Management'. Bangladesh has attained significant achievements in various aspects of education during the past decade particularly in terms of enrolment, retention and completion of primary education. Provision of free textbooks and access to Primary Education Completion Examination for everybody following the national curriculum have been ensured. There are series of interventions to address disparity, quality and management related issues in primary education under PEDP3.

Education outcomes are seen as critical in different quality assessment frameworks. However, most of the education systems in the world do not prescribe any type of public examination at the early grades. High-stake public examinations at early ages are often considered more harmful than beneficial. Considering the concerns raised by educationists, the interest of the public and the media, *Education Watch* group has decided to take the 'Primary Education Completion Examination (PECE)', or Prathomic *Samapani Parikksha* as is called in Bangla, as the theme for the *Education Watch* 2014 Report.

The study has tried to explore a number of separate but inter-linked topics including the arguments in favour and against the PECE, primary completion examination in the eyes of various stakeholders, and media reportings on the examination. It has also looked into the schools' initiatives to prepare students for the examination, family responses to the completion examination and the process of administering the examination. It has tried to capture the socio-economic differentials and approaches to additional input like private expenditure for schooling and additional tutoring in grade V, and correlated it with the students' performance in examination and its links with achievement of competencies. The study also explored policy environment and the roles of various government agencies and civil society organizations relating to PECE and tried to highlight some policy implications.

We expect that the concerned authorities of the government would look into the findings seriously and take necessary actions so that the nation's foundation can be built strongly. A strong political commitment for human Potential development is very much needed. We believe that the government will be able to give the right direction to the nation in this regard.

Finally, I would like to thank all concerned individuals and institutions including the research team of Education Watch 2014 Study and CAMPE team for their efforts from the start to the finishing of this research work, its publication and dissemination.

Let's work together for preparing our children for a brighter future.

Dhaka
28 June 2015



Kazi Fazlur Rahman
Chairperson
Education Watch

Preface

This thirteenth Report of the *Education Watch* has explored a new area – “Whither Grade V Examination? An Assessment of Primary Education Completion Examination in Bangladesh”. It has focused on Primary Education Completion Examination (PECE) and tried to identify prospects and constraints of PECE along with suggesting policy recommendations for the future. It examined a number of separate but inter-linked topics including the arguments in favour and against the PECE, stakeholders’ perception, media reportings, schools’ initiatives to prepare students for the examination and process of administering the examination. It has also tried to capture the family responses to the completion examination, private expenditure for schooling and additional tutoring in grade V, students’ performance in examination and its link with achievement of competencies.

Both quantitative and qualitative methods and techniques were used in this study. A quantitative approach was used in achieving the objectives related to parental perception, students’ preparation and private cost of PECE. Both the approaches were utilized in achieving the rest of the objectives.

The research conclusion has emphasized that the PECE has made some positive changes in terms of encouraging students, parents and teachers to give more attention to students’ study but the whole system of primary education has become more ‘exam-centric’ rather than ‘learning-centric’. It has deprived young children from the joy of learning and to be creative. It has become difficult to agree with the official position that PECE has been a major step in assessment of students learning and improvement of quality of primary education. The PECE has thus brought the debate on learning assessment at the forefront and created an opportunity for necessary reform and changes in this regard.

We strongly urge upon the policy makers of Bangladesh to take note of the findings of this study and make use of the evidences, analyses and policy recommendations. Strong political commitment accompanied with pragmatic strategies, sufficient resources and continuous monitoring will be required to prepare our next generation, particularly the disadvantaged, to contribute to nation building and enable them to perform well in the era of globalization and competitive, market oriented human resource development all over the world. We believe that providing an enabling environment for joyful learning in primary schools will contribute to human capability enhancement. All development actors including the government, political parties, corporate sector, CSOs and development partners should come forward to play their role in human potential development.

We would like to express our sincere thanks to Kazi Fazlur Rahman, Chairperson of the Education Watch and Kazi Rafiqul Alam, Chairperson of CAMPE for their continued guidance in carrying out this study. The *Education Watch* is privileged to have the unflinching support of CAMPE. Its staff has all along played a vital role in producing the annual Watch reports and facilitating their dissemination. Our sincere appreciation goes to them for their tireless efforts.

Samir Ranjan Nath of the Research and Evaluation Division of BRAC and the principal researcher of *Education Watch* took the lead in conducting the study and preparing the report. His team members included Prof. Kazi Saleh Ahmed and Dr. AMR Chowdhury. We are grateful to all of them. The panel of reviewers comprising Dr. Anwara Begum of BIDS, Principal Quazi Faruque Ahmed and Prof. Kazi Saleh Ahmed deserve our special thanks for their valuable comments and suggestions on the draft. Dr. Manzoor Ahmed has done thorough editing of the report. We are indebted to him.

Our sincere gratitude to the *Education Watch* community, who participated in various sharing sessions on the preliminary findings and the draft report and provided valuable suggestions on the design, approach, analyses and findings of the study. Their contribution in preparing the key messages and policy recommendations of this report is highly appreciated. Our appreciation will remain incomplete if we do not acknowledge the contribution and wholehearted cooperation of the Research and Evaluation Division (RED) of BRAC.

Rifat Afroze, Tanjeeba Chowdhury, Anwar Hossain, Iftikhar Ul Karim, Utpal Mallick, Nawra Mehrin of the Research and Evaluation Division of BRAC helped the research team in many ways including training and coordination and supervision of field surveys conducted by research assistants. K M Enamul Hoque, Ghiasuddin Ahmed, Mirza Quamrun Naher and Joya Rani Sarker of CAMPE played important roles at various stages of the study. All of them deserve our sincere appreciation. We would like to extend our thanks and appreciation to the respondents of the survey, particularly the household heads, Head Teachers of different schools and parents for sharing their thoughts, experiences and pertinent information to the research team.

We are pleased to acknowledge the support and guidance received from experts of different government agencies, particularly Bangladesh Bureau of Education Information and Statistics (BANBEIS), Bangladesh Bureau of Statistics (BBS), Directorate of Primary Education (DPE), and National Curriculum and Textbook Board (NCTB) among others.

Education Watch and its reports have been possible due to the generous support received from the Department for International Development (DFID) - Government of the United Kingdom. We acknowledge their kind cooperation and express our deep appreciation.

Finally, we would like to request the readers, users and well wishers of *Education Watch* to send us their suggestions, if any, regarding selection of topics for research, improvement of quality of research, presentation style or any other issue related to the study. Our efforts will be worthwhile if this report could serve as a useful input in the key decision making process for improving primary education in Bangladesh.

Let us all work for building a better future, a beautiful Bangladesh.

Dhaka
28 June 2015



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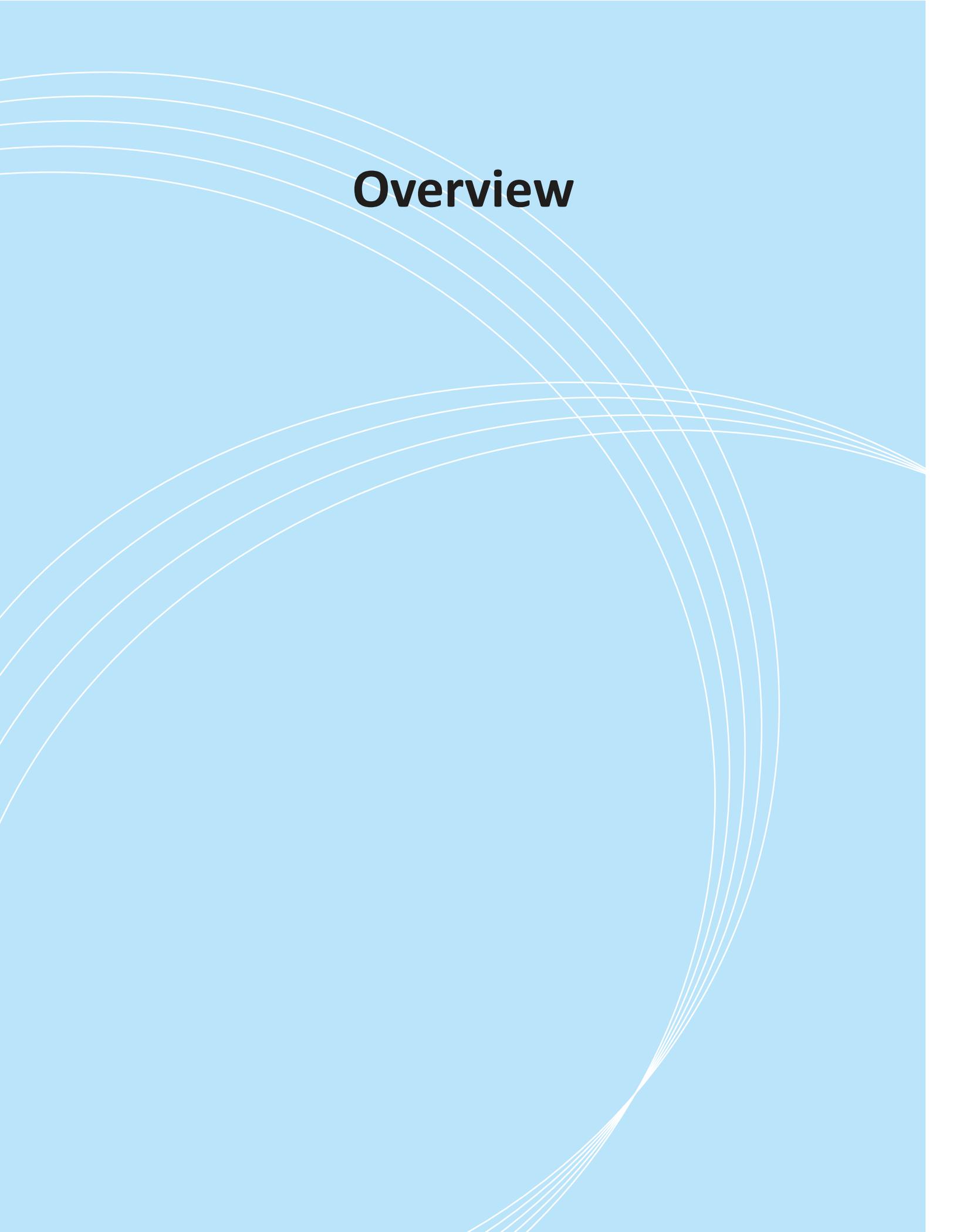
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Acronyms

ADC	Assistant Deputy Commissioner	NAPE	National Academy for Primary Education
AUEO	Assistant Upazila Education Officer	NCLB	No Child Left Behind
BBE	Bhutan Board of Examinations	NCTB	National Curriculum and Textbook Board
BBS	Bangladesh Bureau of Statistics	NGO	Non-government Organization
BG	Bangladesh Government	NNPS	Newly Nationalized Primary
BRAC	An NGO	OECD	Organization for Economic Cooperation and Development
CAMPE	Campaign for Popular Education	OLS	Ordinary Least Square
CCE	Continuous and Comprehensive Evaluation	PECE	Primary Education Completion Examination
DG-DPE	Director General of the Directorate of Primary Education	PEDP	Primary Education Development Programme
DPE	Directorate of Primary Education	PISA	Programme for International Student Assessment
DPEO	District Primary Education Officer	PSCE	Primary School Certificate Examinations
EBSEB	East Bengal Secondary Education Board	PSLE	Primary School Leaving Examination
EECE	Ebtedayee Education Completion Examination	RED	Research and Evaluation Division (of BRAC)
EPSEB	East Pakistan Secondary Education Board	RNGPS	Registered Non-government Primary School
FGD	Focus Group Discussion	RTE	Right to Education
GCSE	General Certificate of Secondary Education	SAT	Standard Attainment Target
GNH	Gross National Happiness	SSC	Secondary School Certificate
GPA	Grade Point Average	TIMSS	Trends in International Mathematics and Science Study
GPS	Government Primary School	TSLN	Thinking Schools Learning Nation
HSC	Higher Secondary Certificate	UEO	Upazila Education Officer
IPO	Input-Process-Output	UK	United Kingdom
JSCE	Junior Secondary Completion Examination	UNESCO	United Nations Educational Scientific and Cultural Organization
MCQ	Multiple Choice Question	UNICEF	United Nations Children's Fund
MDG	Millennium Development Goal	UNO	Upazila Nirbahi Officer
MoPME	Ministry of Primary and Mass Education	URC	Upazila Resource Centre
MP	Member of Parliament	US	United States
NAEP	National Assessment of Education Progress		

Overview

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A. Introduction and background

Examination and testing are integral parts of education systems. Interestingly, these were developed outside of educational institutions long ago but education systems gradually adopted them to meet their own needs. Examinations are not only organized at school or national levels, these are increasingly becoming an important practice internationally. Starting from the time of Han Dynasty in China (206 BC/220 AD), the assessment systems and methods have developed over time, with significant advancements happening in the 20th century. Internationally, the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) are two of the most influential assessment systems supported by the Organization for Economic Cooperation and Development (OECD) in which more than 75 countries are participating.

In a school system, parents are in general interested in the learning achievement of their children. There are other stakeholders including educationists, policy-makers, civil society and the media who are concerned about education quality and outcomes which are also gauged by examinations. Education outcomes are seen as critical in different quality assessment frameworks as part of education reform efforts, though, indicators related to input and process are also given much importance.

There are debates on both the positive and negative aspects of examinations and tests whether these are held nationally or internationally. A major question among educationists in this regard is the age at which students should be exposed to mandatory public examinations. Most education systems in the world do not prescribe any type of public examination external to the school before 10 years of schooling. Countries have moved away from high-stake public examinations at early ages considering them as more harmful than beneficial.

Historically, Bangladesh had two public examinations, one after completion of 10 years of schooling and the other at the end of 12 years. Two new public examinations were introduced in 2009 – one at the end of grade V and the other at the end of grade VIII. Although most examinees pass in these examinations, educationists question their justification and added value. Most reservations and concerns have, however, been raised about the examination that happens at the end of grade V for children aged 10 years. The way this examination is conducted, the use made of it, and its consequences for children are parts of the concerns.

So far no serious research has been conducted in Bangladesh on public examinations. The *Education Watch* is committed to analysis of educational issues in Bangladesh based on scientific inquiries and to publishing annual reports with policy recommendations for improvement of educational delivery and outcome. Considering the concerns raised by educationists, the interest of the public and the media, and its importance for building the foundation of children's educational development, the *Education Watch* group has decided to take the Primary Education Completion Examination (PECE), or *Samapani Parikksha* as it is called in Bangla, as the theme for *Education Watch 2014* report.

The Directorate of Primary Education (DPE) administers PECE through its *upazila/thana* and district offices on behalf of the Ministry of Primary and Mass Education (MoPME). National Academy for Primary Education (NAPE) is responsible for preparation of question papers, assessment procedure and norms of grading. Six subjects in the primary curriculum covering all the subjects taught in primary school are tested over six examination days. Examinees are given raw scores (marks) which are converted into seven letter grades and grade points. Grade points are then used to calculate Grade Point Average (GPA). PECE is generally held at the fourth week of November and results are announced at the end of the year.

DPE records show a continuous increase in the number of candidates for PECE over time. In 2009, the number of students registered for examination was 1.98 million which has increased to 2.79 million within six years by 2014. Not all registered students actually appear in examination; whereas 1.82 million took the tests in 2009, it increased to 2.68 million in 2014. During this period, a total of 14.52 million students registered for the examination but 13.63 million of them actually appeared. Pass rates have also registered continuous rise – from 88.8% in 2009 to 97.9% in 2014. On average, 95.8% of the candidates passed during 2009–2014.

PECE is the largest public examination in the country. The number of PECE examinees in 2014, was 1.55 times of the examinees of Junior Secondary Completion Examination (JSCE), 2.47 times of those participated in Secondary School Certificate (SSC) and 2.93 times of those participated in Higher Secondary Certificate (HSC) examinations held in the same year.

B. Objectives and methodology

This is an in-depth exploration of Primary Education Completion Examination (PECE). The study identifies and discusses the pros and cons of PECE and suggests policy recommendations for the future. The study is explored by examining a number of separate but inter-linked topics as follows

- The arguments in favour and against the PECE
- Completion examination in the eyes of various stakeholders,
- Media reporting on the examination.
- School's initiatives to prepare students for the examination,
- Family responses to the completion examination,
- Process of administering the examination,
- Private expenditure for schooling and additional tutoring in grade V, and
- Students' performance in examination and its link with achievement of competencies.

In addressing the above topics, the study covered five types of primary educational institutions which are: government primary schools, newly nationalized primary schools, kindergartens, non-formal primary schools and ebtedayee madrasas. These together represent about 90% of the students attending primary education in the country. The Directorate of Primary Education (DPE), Offices of the *Upazila Nirbahi Officers* (UNO) and NGOs working in study areas provided lists of schools from which samples were drawn.

Both quantitative and qualitative methods were used to collect data for the study. For the quantitative part, the country was divided into two parts – rural and urban. In rural areas, 75 *upazilas* were selected following a systematic random sampling method and in urban areas, the same number of *thanas/paurasavas* were selected in the same manner – a total of 150 *upazilas/thanas/paurasavas* thus were included in the study. The total number of educational institutions sampled was 578 – 326 in rural and 252 in urban areas. Head teachers of these institutions were interviewed through a structured questionnaire to know about school's initiatives.

To interview PECE candidates, a sub-sample of 309 were selected from the above selected schools, 180 rural and 129 urban; and 20 candidates (10 boys and 10 girls) were randomly selected from each of these schools. They were interviewed through a structured questionnaire on their studies, preparation for examination, expenditure for education and their socio-economic background. Their parents complemented on some specific information. The same students were also subjected to a competency-based test. The total number of sampled students was 5,375, equally distributed by gender.

The qualitative part of the study was carried out on a smaller sample of three *upazilas* and one *thana*. A number of checklists was used for in-depth interviews and focus group discussions (FGD). In-depth interviews were carried out with *upazila* education officers and their assistants, head teachers and class teachers. FGDs were conducted with current year's examinees, past year's examinees and parents of current year's examinees. Besides, classroom observation was carried out with a separate checklist.

Head teachers were interviewed in their offices, tests of the students were conducted in their classrooms but they were interviewed at home. Trained research assistants collected all data under supervision and monitoring of the study team. Fieldwork for the study was carried out during October 24 to December 22, 2014.

C. Major findings

1. Process of administering the examination

The way PECE is administered in the field is important for better understanding of its contribution to the education system. This section narrates this process of conducting the examination.

- The registration process starts in March-April of each year and completed by August-September. Schools as well as *upazila* and district level education offices are engaged in it. Official fee for registration is Tk. 60 but not all students paid the same amount. Sixty four percent of examinees paid the exact amount, 34.3% paid more (which went up to Tk. 600 in a few cases) and a very small proportion paid less than this amount. Proportionately, examinees of kindergartens paid more.
- One examination centre is set up in each union, preferably in a primary school attached to a high school. The invigilators were mostly from government primary schools. No invigilator was engaged from his/her own union. Briefing sessions were arranged at *upazila* level to orient them. Three levels of examiners were appointed for each subject: head examiner, assistant head examiner and examiner. The number of examiners was fixed in such a way that each can assess a maximum of 200 answer scripts. A week-long training was arranged for examiners. Some invigilators and examiners expressed their dissatisfaction regarding workload and remuneration.
- The process leave room for schools to influence seating plan for the examination. While sending in the registration of the examinees, the schools sometime put 'weak' students in between 'good' students. The *upazila* offices did not change it and the centre officials also followed them. This created opportunity for 'weak' one to take help from the 'good' ones during examination. Hall super and *upazila* officials knew this but chose to ignore it. Boys and girls sat separately. School and madrasa students sat in separate rooms.
- In the examination hall, the majority of examinees wrote on their own without help from any others. However, support was available to those who needed it. Invigilators carried mobile phones to examination halls and received answers through short message service (SMS) from outside. They supplied the answers orally or by writing them on blackboards and created opportunity for copying and to see other's answer scripts. Examinees who did not require any help themselves but shared answer scripts with peers. A chaotic situation prevailed during final 40 minutes to one hour of examination time, when many examinees scrambled to check and copy answers from each other.
- As per orientation and instruction of NAPE, the examiners assessed answer scripts loosely and too generously. Many of the examiners were not happy with this and showed their dissatisfaction, but they

had to do it following NAPE instruction. Additional marks were given to examinees to increase pass rate. The assessment was a struggle for examiners due to shortage of time.

- The *upazila* education officials claimed that there was no opportunity for question paper leakage from their end. They blamed NAPE and BG Press for this who prepared and printed question papers, respectively.

2. Schools initiatives to prepare examinees

The steps and activities undertaken by schools to help prepare their PECE candidates are described below.

- Selection of examinees was the first step through which the schools started preparing for PECE. Schools actually started preparing when the students were in grade IV. However, performance in annual examination of grade IV was the determinant for majority of students to be promoted to grade V and be examinees for PECE. Those who did not do well in annual examination, schools demanded extra and special parental care such as sending for school-arranged coaching and engaging private tutors. Ultimately, most students in grade V moved towards PECE.
- Coaching was the main tool for the schools to prepare PECE examinees. Overall, 86.3% of schools arranged coaching – 86.8% rural and 82.4% urban schools. It was over 85% in four types of schools, viz., government, newly nationalized, kindergarten and non-formal; and below 75% in ebtedayee madrasas. Coaching was not mandatory for all. It was optional in 12.8% of all schools; 11.4% of rural and 22.1% of urban schools. It was not mandatory in a quarter of kindergartens and 7.3% of government primary schools.
- Most schools initiated coaching at the beginning of academic year. It happened before, after or outside school hours or a combination of them. Coaching started in 89% of government and 77.2% of newly nationalized schools and 65.6% of kindergartens sometime in January to March. On the other hand, it started in 68.5% of non-formal schools and 91.5% of ebtedayee madrasas in June to October. On average, school coaching was held for 7.3 months; it was 7.4 months in rural schools and 6.8 months in urban schools.
- Schools, on average, provided coaching for 412 hours throughout the year. It was 416 hours in rural schools and 382 hours in urban schools. School type-wise, 440 hours of coaching was offered in newly nationalized primary schools, 423 hours in government primary schools, 416 hours in kindergartens, 266 hours in non-formal primary schools and 221 hours in ebtedayee madrasas.
- All teachers of 44% of schools taught in coaching classes. This was the case for 47% of rural and 25.6% of urban schools. Other schools engaged most skilful teachers or those experienced in coaching or private tutoring. One percent of schools did not engage own teachers but 6.3% of schools engaged outsiders. Outsiders included good students of colleges and universities, retired teachers and reputed private tutors. Two-thirds of male teachers and about half of female teachers of the surveyed schools were engaged in coaching.
- Head teachers of 22.7% of schools claimed that they charged fees to their students for coaching. A fifth of rural and over two-fifths of urban schools charged fees for coaching. This was highest in the kindergartens (64.2%) and lowest in government primary schools (10.2%). Average monthly fees for school-arranged coaching was Tk. 206 – Tk. 180 for rural schools and Tk. 290 for urban schools. School

type-wise, kindergartens charged Tk. 274, ebtedayee madrasas Tk. 170, non-formal schools Tk. 150, government schools Tk. 140 and newly nationalized schools Tk. 93 as monthly fees for coaching classes.

- Model test was a new addition in primary schools in preparation for PECE. Individual schools, clusters of schools or *Upazila* Education Offices organized model tests. They were intended as practice and helped examinees to be aware of plausible questions for the main examination. Overall, 63% of schools offered model tests of their own and 88.9% of schools participated in it arranged by outside authorities. Over 54% of schools did so from both the sources. No school type-wise variation was observed in this. The first such test was open book examination and afterwards supposed to be closed books.
- School coaching and model test as tools of preparing students for PECE were not always utilized by schools seriously; lack of innovation was there and mode of ‘business as usual’ was high. Schools could not make any difference between everyday teaching and coaching except increase of duration of period from 35-40 minutes to one hour. Guidebooks were the main learning aid and textbooks were rarely used. Similar to regular classes, group teaching was offered in coaching; almost no provision of one-to-one care of students for majority. Some schools provided separate treatment to a section of ‘good’ students to ensure perfect score (GPA 5).
- In model tests, students copied from books and peers and the teachers did not object. Teachers did not assess the answer scripts seriously, and, instead, took a general view of those and provided solutions to a few. One-to-one care of students was rare. Such acts raises a question about the value of such schools activities for PECE preparation.

3. Family responses to completion examination

Family responses to schools initiatives as well as their own initiatives regarding preparation for PECE were explored through this study. Socioeconomic differentials were also examined.

- Families responded in three ways to help prepare the examinees, which included: allowing examinees to participate in school-arranged coaching, paying for private tutoring and providing assistance by family members. On average, 81.1% of examinees participated in school-arranged coaching, 77.1% received private tutoring, and 47.4% got tutoring help from family members.
- No gender difference was observed in examinees’ participation in school-arranged coaching and private tutoring; however, boys received significantly more help from family members than girls (49.9% vs. 45%; $p < 0.001$). Rural examinees were ahead of their urban counterparts in respect of school-based coaching (83% vs. 70.6%; $p < 0.001$) but an opposite direction was observed in the other two. Eighty-two percent of urban and 76.2% of rural examinees received private tutoring ($p < 0.001$) and 54.3% of urban and 46.1% of rural examinees got tutoring from family members ($p < 0.001$).
- School type-wise variation was observed in all three types of tutoring. The highest proportion of kindergarten examinees received school-arranged coaching (93.3%) and tutoring from family members (64.1%) but examinees of government primary schools topped in receiving private tutoring (80.3%). On the other hand, lowest proportion of examinees of non-formal schools availed private tutoring (51.1%) and tutoring from family members (38.9%) but examinees of ebtedayee madrasas had such situation in school-based coaching (64.1%).
- Those who received school-arranged coaching, half of them received it free. Majority of each of three groups of examinees in terms of school-based coaching (free, on payment and non-recipient) received

private tutoring on payment. Examinees who received school-arranged coaching without payment, 83% of them received private tutoring. Those who paid for school-arranged coaching 69% of them received private tutoring and those who did not receive school-based coaching 82% of them received private tutoring.

- A third of the examinees received both school-arranged coaching and private tutoring and another 28.8% received tutoring from family members along with school-based coaching and private tutoring. Along with school-based coaching, 11.7% of examinees received tutoring from family members. Private tutoring and tutoring from family members were availed by 5.7% of examinees. Among others, 9.8% of examinees received only private tutoring, 7.8% only school-arranged coaching, 1.2% only tutoring from family members and 2.1% none.
- Non-professional teachers including college/university students, educated job seekers, job holders, retired teachers, etc. were the major private tutors (40.3%), closely followed by examinees' own school teachers (39.8%). Other school teachers (14.6%), coaching centres (12.1%), relatives (2.9%) and neighbours (4.6%) also provided private tutoring. Mothers, sisters, brothers, relatives and fathers provided tutoring at home to respectively 37.7, 24.9, 20.4, 15.7 and 12.3% of examinees. Urban parents were ahead of rural parents in providing tutoring. However, brothers, sisters and relatives were ahead in rural areas.
- Examinees, on average, received 754 hours of tutoring per year from the above three sources. Although no gender difference was found in this, urban examinees received more hours of tutoring than their rural counterparts (775 vs. 749; $p < 0.02$). School type-wise, it was highest in kindergartens (910 hours) and lowest in non-formal schools (374 hours). The figures were 783, 705 and 381 hours, respectively for the examinees of government and newly nationalized schools and ebtedayee madrasas.
- Of the total tutoring time, 53.2% was spent for school-arranged coaching, 41% for private tutoring and 5.8% for help from family members. This distribution was mostly similar for boys and girls. Whereas, rural examinees spent 55.8% of time for school-based coaching and 38.6% for private tutoring, the urban examinees spent 40.3% of time for school-based coaching and 53.7% for private tutoring. Amount of time spent for school-based coaching was more than that of private tutoring among the examinees of each type of school. Duration of school-arranged coaching was more than double that of private tutoring among the examinees of kindergartens.
- On the whole, socioeconomic background of examinees gave an advantage to examinees from households with higher income level and higher levels of parents' education, though it was not a strictly linear relationship.

4. Completion examination in the eyes of various stakeholders

The stakeholders of primary education had a mixed experience and opinion about Primary Education Completion Examination (PECE). The following paragraphs summarize the findings in this respect.

- PECE increased pride and awareness among the students and parents about education. They as well as the school teachers became more serious about studying more. This examination also reduced students' fear about examination. Certification of students at the end of grade V was seen as inspiring to young learners.

- Stakeholders observed various types of pressure on examinees which has specifically arisen and grown due to PECE. These were related to the curriculum burden, the burden of school-based coaching and private tutoring, several types of preparatory examinations in schools and in coaching centres, and high expectations from parents.
- The stakeholders criticized increased dependency on guidebooks and suggestions about test questions as well as rote memorization by students instead of creative learning. They complained that fifth graders did not have any leisure time. On the other hand, students of other grades often were deprived in schools in respect of attention from their teachers. Teachers, on the other hand, pointed to increase in their workload.
- A mixed reaction was found regarding the effect of PECE on quality of education, PECE marking system and accountability of teachers and schools. A *de facto* state recognition of the kindergartens and NGO-operated non-formal schools in primary education through this examination was seen as a positive development.
- Stakeholders raised their concern about the increase of private expenditure for education due to PECE and the implications for equity and right to education.

5. Media reporting on the examination

Newspaper reporting on various events during and around completion examination including editorials, op-eds, expert opinions etc. were reviewed. The following presents the highlights.

- Leakage of question papers was a hot topic for the newspapers during the examination week in 2014. The main message was that the question papers of all six subjects were leaked in various parts of the country. Facebook and email were found to be the means of spreading leaked question papers. Moreover, involvement of coaching centres in leakage was also reported widely.
- Newspapers also reported the mobile court and law enforcing agencies activities in catching those who were involved in this malpractice. The reporters found teachers writing in students answer scripts and existence of fake examinees in examination halls. It was reported that a number of teachers, fake examinees and coaching centre people were caught red handed, sentenced and fined.
- A number of news items questioned the roles and responsibilities of the Ministry, NAPE and BG Press. Most news reports placed the blame on these authorities for question paper leakage and raised question about their capability for smooth implementation of such a gigantic national event.
- The media noted that the ministry officials including the ministers denied allegations of question paper leakage. A legalistic position was taken by the Ministry claiming that action was not taken because formal complaints or reports from the district authorities were not received. Some argued that questions available publicly before the examination were only suggestions from experienced teachers and incidentally matched those with actual questions. It appears that there was an official position not to give credence to reports that might discredit the government decision to hold the national public examination at the end of grade V.
- Newspapers published editorials and op-eds urging for the protection of sanctity of the public examination and government action to catch the responsible persons for question leakage and other malpractices and place them before law. Some made the point that the mishandling of the question

papers and the examination process caused damage to the nation's education system and sent wrong messages to children about honesty and integrity.

- Newspapers prominently featured the examination and publication of results. Newspapers also published various analyses on results including identifying top schools, top performers, urban-rural difference, etc. as well as joyful scenes of celebration by children who performed well.
- Although initially, when PECE was started, media coverage referred to debate about the need and value of a public examination at such an early age, such questions received less and less attention as the novelty of the examination wore off. The motivation and the reasons for question paper leakage and other malpractices, and the perception and reality of high stakes in the examination which might have caused desperate and unlawful activities, appear to have been neglected in the media coverage about the examination.

6. Students' performance in examination and its link with competency achievement

PECE examinees' overall performance in the 2014 examination along with differentials in terms of gender, area of residence, school type and other socioeconomic characteristics were analysed. We also tried to find the ability of the PECE in predicting achievement of competencies. Following are the salient findings from this analysis.

- Overall, 10.6% of the examinees achieved GPA 5, 43.3% achieved GPA 4 or more, 75.5% achieved GPA 3 or more, 93.5% achieved GPA 2 or more and 99.1% achieved GPA 1 or more. About a third of the examinees achieved GPA 4–<5 and another one-third achieved GPA 3–<4; they together constituted 64.8% of all examinees.
- No difference was observed in achievement in terms of gender, area of residence or school type if only the basic passing score was considered (GPA 1 or more), as an overwhelming majority passed. The differences became visible as the cut-off point was raised higher. For instance, in achieving GPA 5, 4+ or 3+, girls were ahead of boys and urban examinees outperformed their rural counterparts. The gap lessened for GPA 2+ and became non-existent for GPA 1+. The same was observed for different types of schools too. Overall, kindergartens did best followed by non-formal schools, government schools, ebtedayee madrasas and newly nationalized schools, respectively.
- On the whole, examinees' performance in languages (English and Bangla) was significantly worse than in other subjects. In English, 42.8% of the examinees got letter grade C or D. The madrasa students also performed very poorly in Arabic. Highest proportion of examinees got the highest letter grade (A+ or grade point 5) in all subjects except English. Separately, 27.9% of examinees got the highest grade in Bangla, 41% in Mathematics, 35.5% in Bangladesh & Global Studies, 38.8% in Primary Science and 57.4% in Religion & Moral Education. For madrasa students, performance in Tazbeed & Aakaid Fikkah was better than English but poorer than Bangla.
- Socio-economic background was a strong factor in performance. The most important predictor of performance in PECE was private expenditure for education. Other influencers in order of importance were school category, fathers' education, duration of private tutoring, gender, area of residence, duration of school-based coaching and duration of family members tutoring, respectively.

- Examinees performance in PECE significantly increased with the increase in private expenditure for education as well as years of schooling completed by their fathers. Girls and urban examinees showed better performance than their respective counterparts (boys and rural examinees).
- Performance in PECE significantly increased with the increase in duration of private tutoring (in hours). Examinees belonging to the fourth quartile of duration of school-based coaching showed significantly better performance than those belonging to the first three quartiles. The first three groups showed equal performance. Tutoring by family members negatively affected performance; meaning that those who received such tutoring did poorly than those who did not receive it.
- A positive and moderate level of relationship existed between examinees' performance in PECE and their achievement of competencies based on an *Education Watch* designed competency test. Based on official listing of curricular competencies, the correlation coefficient was 0.60 meaning a somewhat modest relationship). The mean number of achieved competencies significantly increased with the increase in GPA score in PECE, which is a good sign.

7. Private expenditure for schooling and additional tutoring

Private expenditure for education is common in the fee-free primary education system in Bangladesh. Along with overall private expenditure this study looked at household costs related to PECE.

- On average, Tk. 8,212 was spent by households for each examinee of PECE in grade V which varied from Tk. 50 to Tk. 77,450. Although no gender variation was observed in private expenditure for education, it was significantly higher for urban examinees. Average private cost for education for an urban examinee was 1.68 times that of a rural examinee.
- School type-wise variation persisted in private expenditure for education. It was highest among the examinees of kindergartens and lowest among the examinees of non-formal schools. The former was more than six times the latter. Average expenditure for the examinees of kindergartens was more than three times that of newly nationalized primary schools and 2.43 times that of government primary schools. Expenditure for a government primary school examinee was 2.48 times that of a non-formal primary school examinee.
- Private expenditure for the urban examinees of government and newly nationalized primary schools and kindergartens were higher than their respective rural counterparts. However, no urban-rural variation was observed in non-formal primary schools.
- Average private expenditure related to PECE was Tk. 3,970 per student which was 48.3% of the total annual expenditure in grade V. Over 37% of total private cost was incurred for school coaching, private tutoring and related transportation. As above, no gender difference was observed in PECE related expenditure but expenditure for urban examinees was much higher than for their rural counterparts. It was the highest for the examinees of kindergartens and lowest for those of non-formal schools. Average quartile distribution of expenditure per examinee specific to PECE was 9.63 times higher for the fourth quartile compared to expenditure for the poorest first quartile.
- Of the total expenditure specific to PECE, 58.7% was incurred for private tutoring, 17.4% for school-arranged coaching, 15% for guidebooks, suggestions and hand books, 3.2% for transportation for examination, 2.1% for model tests, 1.9% for registration, 0.9% for transportation for coaching/private

tutoring, and 0.8% for photo for registration. Although less time was spent for private tutoring than school-based coaching but expenditure for private tutoring was substantially higher. The former was 3.4 times of the later.

- Secondary or higher educated parents and households with better economic situation reflected in *surplus* food security status spent a much higher amount of money for completion examination of their children compared to all others.
- Overall, 96.4% of examinees bought guidebooks, suggestions or hand notes to support their primary completion examination. They, on average, spent Tk. 594 for this. This was 7.2% of total private expenditure for education in grade V and 15% of expenditure specific to completion examination. School type-wise as well as urban-rural variation was observed in this case too.
- Private expenditure for education as well as cost for coaching/private tutoring increased over time. Private expenditure for education increased 2.96 times from 2000 to 2008 but expenditure for coaching/private tutoring increased 3.07 times during the same period. These figures were respectively 1.03 and 1.61 for the period of 2008–2014.

D. Key messages

The following are the key messages emanating from the *Education Watch 2014* study.

- *Exam-centric school education and rote memorization a reality:* After introduction of PECE, education in primary schools became exam-centric, specifically at grade V. Group coaching and model tests with encouragement to drilling and memorization were found to be the main activities of schools to prepare students for examination. *Upazila* education offices have become promoters of this approach. Less emphasis on one-to-one contact kept student-specific needs unaddressed. Memorization became synonymous to study; understanding of contents had very little or no space.
- *Increasing dependency on private tutoring:* Students and their families did not rely only on classroom teaching or even school-based coaching. Private tutoring has spread to all types of primary educational institutions and socio-economic groups both in urban and rural areas. ‘Own school teachers’ catered a significant portion of private tutoring, with negative effects on classroom teaching. Examinees who received free school-arranged coaching also spent money for private tutoring. Expenditure for private tutoring was much higher than that of school coaching, with major implications for equity and right to education at primary level.
- *Guidebooks pushed out textbooks:* Guidebooks became principal instrument for most students, school teachers and private tutors. The attraction of guidebook is in its ready-made answers to likely exam questions, which can be memorized and drilled without the trouble of reading textbooks and supplementary materials, learning about the content and figuring out own answers. A good proportion of students had more than one guidebook for each subject. The pattern of questions and lack of research and critical analysis of questions and students’ answers have strengthened this tendency. This situation questions the value of the much lauded ‘free textbook for all’ policy and their proper use in school.
- *Students enticed to learn malpractice and unethical behaviour:* Despite the preparation process and hype about scoring well at any cost, the majority of examinees appear to be prepared for an undisturbed and fair examination. However, a proportion of examinees, supported directly or indirectly

by teachers and examination organizers were intent on scoring high marks at any cost. They engaged in malpractices and inappropriate behaviour in and outside examination halls, including leakage of question papers. Education offices, schools, examination hall supervisors and coaching centre owners were involved in this practice. Not enough preventive and punitive measures have been taken against these practices, which set bad examples for students.

- *PECE showed a moderate measurement capability.* A moderately positive correlation between PECE results and independent student achievement of competencies indicates capability of PECE to measure student learning at a moderate level. However, a higher level of positive relationship should be expected and desirable.
- *Primary education is not free, rather costly:* Private expenditure for primary education increased immensely over time. A major portion of it went for private tutoring, school-based coaching and buying guidebooks, suggestions and hand notes. This situation raises question about the quality of classroom teaching, fee-free primary education policy and subsidy policy in primary education.
- *Inequality existed throughout the system:* It was a reality in terms of school type, urban-rural dichotomy, gender, pupils' background and private expenditure for education. Newly nationalized primary schools performed badly as did the ebtedayee madrasas. Private expenditure for education influenced learning achievement the most. Household level inequality affected school level inequality.

E. Main conclusions

The main conclusion from this study is two-fold:

- The introduction of PECE at the end of primary cycle has made some observable positive change such as forcing students, parents and teachers to give more attention to students' study. Unfortunately this was achieved at certain costs. This study has documented how primary education has been made more 'exam-centric' rather than 'learning-centric' and has deprived young children of the joy of learning and to be creative. It is difficult to agree with the official position that PECE has been a major step in assessment of student learning and improvement of quality of primary education. It is equally difficult to agree with the claim that PECE results of successive years indicate an improvement in the quality of teaching-learning at primary level.
- The introduction of PECE has brought assessment of student learning to the forefront of debate and discourse and creates an opportunity for necessary reform and change in learning assessment and related issues in primary education. Whether this can happen will depend on the willingness of the policy-makers to be open-minded about the issues and their interest to make use of research, technical know-how and professional advice in initiating reforms.

F. Policy recommendations

Based on the findings presented, conclusions drawn and the key messages extracted from this study, the *Education Watch* group recommends reform of primary education in Bangladesh with specific reference to assessment of students' learning including PECE. These reforms, putting learning at the centre of the education system, need to be carried out in the context of empowerment of teachers, emphasis on classroom teaching, decentralization of educational governance and ensuring adequate resources for education.

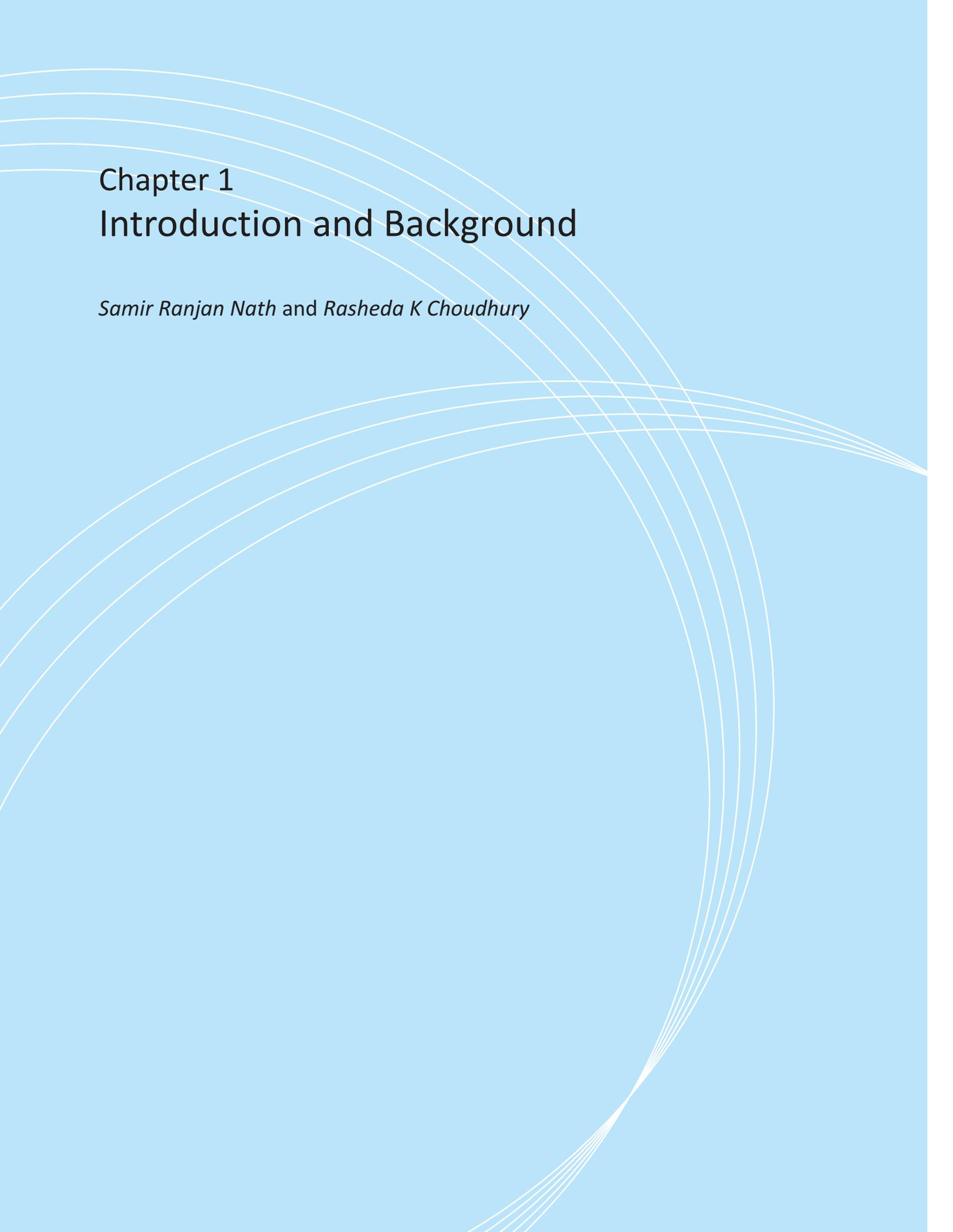
- *Emphasise quality classroom teaching and formative assessment:* Schools should be obliged to follow regular class routine throughout the year. School-based coaching should be for remedial purposes only

– rather than for drilling and memorising answers for completion examination. The mechanical routine of 35-40 minute class periods, and equal emphasis on all subjects instead of more time and effort for foundational skills of reading, writing and math should be re-examined. Preparation and training of teachers and school routine need to be reconsidered accordingly. Contact hours need to be increased and learning time (effective contact hours) should be brought to international level of approximately a thousand hours per school year. Class sizes should be brought to a level manageable for effective teaching-learning.

- *Change high stake nature of completion examination:* Character and nature of current PECE is high stake. Intentional or incidental, it has become a source of anxiety and grief of students, parents, teachers, schools and *upazila* education authorities. It is a matter of concern in most countries and there is no simple solution. The current provision of PECE is grading of individual students, a diagnostic assessment of system performance and discrimination within may help better to improve quality of primary education. Experiences of other countries and national student assessment in Bangladesh may help in redesigning PECE. Completion examination at this early stage of life (10 years) is a rare practice internationally. As the primary system in Bangladesh moves to an 8-year cycle, the aim should be to hold it the end of grade VIII.
- *Stop exercise of malpractice in school and in examination halls:* This is related to the high stake nature of the examination and lack of sensitivity of policy-makers to the detrimental effect of this phenomenon on children, their development as ideal citizens, and the education system as a whole. In addition to re-considering the nature of the examination, the rules and procedures should be clearly and unambiguously stated and should be enforced transparently and without discrimination. Readiness of authorities, concerned to PECE, to accept students' real performance is also important. Moral Education was introduced along with Religious Studies after adoption of Education Policy 2010 but turning a blind eye to malpractices involving young students only goes against it.
- *Emphasise support and respect to teachers and their empowerment.* Teachers should be at the centre of any education system along with students. The education system has to help teachers understand their duties, enable them to develop and apply their professional skills, guide and assist their students and take responsibility for what they do. Assessment of student's learning, both formative and summative, is a key part of that responsibility. The approach to assessment has to create the space and the conditions for teachers to play their role in classroom with their students, rather than only follow instruction rules passed on from central and distant authorities. Roles of teachers can be enhanced through involving them in setting standards and norms of the examination as well as in preparation of assessment tools and question papers. It is important that society at large can rely on teachers' skills and competencies in teaching and assessment in order to enhance learning.
- *Give the national assessment a local face:* At present, DPE with its limited human resource conducts the largest public examination in Bangladesh. In order to make PECE manageable it can be decentralized to *upazila* level including preparation of question papers, administration of examination, answer scripts assessment and publication of results. As the first step of decentralization, the assessment instruments, in multiple sets, should be prepared at the national level to serve the objective of promoting and applying national benchmarks of achievement. These can be distributed randomly to the *upazila* level just prior to the exam to ensure test security and confidentiality. Such a move would be consistent with the National Education Policy recommendation of *upazila*-based examination at grade V level.

Ultimately, the *upazila* education offices would have to be adequately equipped and skilled human resources would have to be developed there to do all functions of PECE. However, supportive, supervisory and monitoring roles of DPE, NAPE and DPEO would be required for the foreseeable future.

- *Ensure PECE fully competency-based:* Competency-based primary education was introduced about two-and-a-half decades ago but the assessment system remained traditional. The third primary education programme (PEDP 3) has an objective to gradually improve PECE by making an increasing percentage of questions competency-based each year. Work has started and it should be completed soon. Decentralization of PECE at *upazila* level should not be an obstacle to this because all *upazilas* would work closely with DPE, NAPE and DPEOs. Innovations in question paper preparation can also help reducing dependency on guidebooks.
- *Accommodate experiences of all stakeholders.* During the six years since it was introduced, six PECE have been held. Stakeholders of primary education which include students, teachers, parents, education officials at various levels, management of NAPE, NCTB, DPE, and MoPME as well as academics, researchers, concerned citizens and the mass media have specific views and perceptions regarding PECE. Many ideas and informed judgements have been expressed. There are also relevant international experiences and lessons as reviewed in this study. Full advantage of these should be taken and valued in a reform process and in charting the future course. This study provides a gist of these experiences and lessons which can be a starting point for change. A collective effort can not only smoothen the reform process but also help build a broader consensus which is much needed for effective change in primary education delivery in Bangladesh.



Chapter 1

Introduction and Background

Samir Ranjan Nath and Rasheda K Choudhury

This chapter provides a background for the *Education Watch* 2014 study. Starting with a short reflection on the place of examination in school level education, it formulates the rationale for this study. This is followed by a short description of primary education system in Bangladesh. Public examinations in Bangladesh, evolution of primary education completion examination (PECE) and its nationwide expansion are then discussed briefly.

A. Examinations and testing in school education

History of examination as part of educational assessment is very old; however, it started to become popular throughout the world in the early 20th century. Introduced initially by the Chinese during the Han Dynasty (206 BC/220 AD) to recruit civil servants, tests were arranged (Gallagher 2003). European countries like Italy, England and France used tests in the 15th century to increase teachers' accountability for students learning (Edwards 2006). In the 18th century, examinations were introduced in American schools for gathering information on teaching quality, to monitor quality of instructions and compare teachers and students skills (Gallagher 2003).

Testing got momentum at the time of the First World War when US Army wanted to quickly identify potential officers from a large number of recruits. Change in test design also occurred at that time. The US Army required to develop effective and useful tests to assess soldiers' mental capabilities. Later, the education systems found such tests useful for them too, especially in tracking pupils' progress. Standardized testing got traction in educational institutions during the Second World War and afterwards during the Cold War era. Hunting for talented students, grouping them according to their abilities became one of the important tasks of schools. Standardized testing with defined norms started to develop afterwards which became increasingly influential in the later part of the 20th century.

Examinations and testing were given important place in the educational reforms movements (Sahlberg 2007). Whether the reform was for standard-oriented education policies or to increase knowledge and skills in particular domains, such as, literacy or for increasing accountability of teachers and educational systems to society, results of examinations and tests were used as important indicators.

Education is all about learning. The famous Delors Commission of UNESCO¹ saw education as a process of lifelong learning (Delors *et al.* 1996). The four pillars mentioned in the Commission report are *learning to know*, *learning to do*, *learning to live together* and *learning to be*. This and other normative view of education and learning helped to articulate the goals and outcomes of the educational process. The unanswered question still was how the goals are realised and how the degree of achievement is measured. A popular conceptual framework for looking at educational quality is Input-Process-Output (IPO) model (Govinda and Varghese 1993). Many studies were conducted using this model throughout the world. In Bangladesh, this model was used in two previous studies under *Education Watch* and a number of studies in BRAC (Nath and Chowdhury 2001, 2009; Chowdhury, Haq and Ahmad 1997; Nath 2006). In this cause-and-effect model, input and process related elements are given importance but to determine output and outcome, results of some form of examination and test became critical.

The managers of education systems use examination results for making educational decisions. Examination results are used for comparison purposes as well. Country comparisons are very common in standardized

¹ International Commission on Education for the Twenty-first Century, chaired by the French statesman Jacques Delors (Delors *et al.* 1996)

international tests like PISA and TIMSS². School-wise, district and regional comparisons are made from nationally conducted tests or examinations. Major stakeholders of education such as students, teachers and the parents are also enthusiastic about examination results. They also make comparisons for their own purposes. Media often make stories based on various examination results and people in general are also curious about media stories. Governments are blamed or applauded for the quality of education systems based on students' performance in examinations. It is undeniable that examinations have a special place in school systems across the globe.

Testing students or administering examinations on a sample basis have a specific purpose of understanding education systems and making comparisons among them. On the other hand, public examinations compulsory for all students to determine their progress have altogether a different purpose. Following are some of the general purposes of examinations.

- a) To know learning level of students, find out gaps and to provide them remedial measures for improvement.
- b) To recognize students' skills and competencies and to certify them accordingly.
- c) To promote students from one grade to another or from one level of education to the next level.
- d) To select students for admission into certain courses, institutions or levels of education.

There are debates on positive and negative sides of examinations. There are pros and cons regarding the value of testing. A major question in this regard is at which age students should be brought under compulsory public examination. The majority of the countries in the world do not have compulsory public examination for young children before 10 years of schooling; some countries have it even later (see Chapter 2 for details). All public examinations are to a degree 'high-stake' which create particular problems and have social consequences, as discussed later.

Historically Bangladesh had two compulsory public examinations, one after completion of 10 years of schooling and another at the end of 12 years. Two new public examinations were introduced since 2009—one at the end of five years of schooling and the other at the end of eight years of schooling. Although most candidates pass in these examinations, educationists have raised questions regarding the justification and value of so many public examinations during the school years. Most reservations and concerns, however, have been raised about the examination which happens at the end of the primary cycle for children aged 10 years only. The way these examinations are conducted and their consequences for the children are also seen as problematic.

So far no research has been conducted in Bangladesh on public examinations. *Education Watch* is committed to carrying out scientific investigation of various issues related to school education in Bangladesh and publishing reports with policy recommendations for systemic improvement of education. The concerns raised by educationists, the public in general and the media about public examination at the end of the fifth grade as well as the importance of primary education as the foundation for young children's further education and life prospects, and the implications for quality and equity of a public examination at an early age have prompted the *Education Watch* group to undertake the study on Primary Education Completion Examination (PECE) or *Samapani Parikksha* as it is called in Bangla as the theme for *Education Watch 2014* report.

² PISA = Programme for International Student Assessment

TIMSS = Trends in International Mathematics and Science Study

B. Primary education in Bangladesh

The Constitution of Bangladesh makes it mandatory for the State to ensure basic education for all its citizens. The country also has consistently aligned itself with international commitments and initiatives in education, such as, the Jomtien EFA Declaration 1990, Dakar EFA Framework of Actions 2000 and the Millennium Development Goals (MDGs) 2000.

Primary education with a duration of five years (grades I–V) for children aged 6–10 years has been compulsory in Bangladesh since 1990 (Government of Bangladesh 1990). Pre-primary education has been introduced recently in a formal way throughout the country. Under the National Education Policy 2010, the government is working to extend the duration of primary education up to grade VIII by 2018.

Bangladesh follows a pluralist policy in providing primary education. A vast majority of the primary level students attend schools run by the public sector. Most primary schools existing at that time were nationalized in 1974 and a good number of registered non-government primary schools (RNGPS), which arose to meet the growing demand for primary education, were nationalized in 2013. Education in these schools are free and a stipend (*upabritti*) is provided to about 40% of the students belonging to poorer households. Textbooks are provided free of cost to students of most types of institutions, even if these are not in the public sector. Provision of school meals has started in some selected areas. NGOs and private providers are also playing active role in this regard. NGOs provide primary education in remote rural areas and urban slums through non-formal schools. Stationaries and additional learning materials are provided to students of these schools free of cost. The government is implementing the donor-assisted third phase of Primary Education Development Programme (PEDP 3). A competency-based primary curriculum was adopted in 1990 which went through two revisions already.

Table 1.1
Number of primary schools, teachers and students by school type in Bangladesh

School type	Number of school	Teachers		Students		Student per teacher
		Number	% females	Number	% girls	
Government primary school	37,700	213,791	54.2	10,564,331	50.8	49.4
Newly nationalized primary school	22,632	89,483	45.3	4,325,894	49.8	48.3
Experimental school	56	227	87.7	11,499	49.0	50.7
Community school	1,244	4,297	75.4	207,526	51.1	48.3
Non-registered non-govt. school	2,799	10,767	70.3	443,724	48.5	41.2
High school attached primary	1,245	8,090	54.6	467,929	51.9	57.8
Ebtedayee madrasa	2,629	10,318	17.9	344,120	48.4	33.4
High madrasa attached ebtedayee	5,583	22,676	13.5	845,438	48.6	37.3
NGO school	2,101	4,690	57.2	212,212	51.1	45.2
Kindergarten	14,100	84,635	58.7	1,798,500	45.4	21.3
BRAC school	9,683	9,744	97.2	214,161	60.5	22.0
ROSC school	3,830	3,854	81.1	93,993	50.7	24.4
ShishuKalyan school	112	354	71.6	11,030	52.5	31.2
Other schools	3,151	3,582	51.7	44,618	48.5	12.5
Total	106,859	466,508	57.0	19,584,972	50.1	42.0

Source: DPE (2014). Bangladesh Primary Education Annual Sector Performance report 2014

Progress has been made in increasing access to education. Gender equity has been achieved and learning achievement of students has also improved over time. Whereas, the net enrolment rate at primary level was only 60% in 1990, it increased to 94.3% in 2013 (BBS and UNICEF 1990, Nath *et al.* 2014). The rate for girls was two percentage points higher than that of boys. The dropout rate also reduced over time— 39.8% in 2010 to 21.4% in 2013 (DPE 2014). The *Education Watch* administered competency-based tests on samples of students at the end of grade V which showed that of the 27 specified competencies tested, the students, on average, achieved 16.1 competencies in 2000 and 18.7 competencies in 2008 (Nath and Chowdhury 2001, 2009). The annual rate of improvement was small. Sample-based National Student Assessment (NSA) also showed poor performance in language and Mathematics (DPE 2013, 2014).

Bangladesh is operating one of the largest primary education systems in the world. In 2013, 14 types of 106,859 schools provided primary education to 19.6 million students (DPE 2014). Proportion of girls was 50.1% and student-teacher ratio was 42:1. Number of teachers served at primary level was 466,508, of which 57% were females. Table 1.1 provides school type-wise educational statistics based on official data. It may be noted that non-formal schools run by BRAC and other NGOs, and students in them, are substantially larger than reported (estimated to be five or six times more, according to data from concerned organisations).

C. Public examinations at school level

As mentioned already, Bangladesh had two public examinations for long. These are Secondary School Certificate (SSC) examination and Higher Secondary Certificate (HSC) examination. The first one is held after 10 years of schooling and the second one after 12 years of schooling. These examinations were initially administered by the University of Calcutta since its establishment during British period in 1857. The responsibility shifted from Calcutta to Dhaka through establishment of the Board of Intermediate and Secondary Education, Dhaka in 1921. The Board was established according to a recommendation of Calcutta University Commission, popularly known as the Sadler Commission. Intermediate/higher secondary colleges and high schools and Islamic intermediate colleges and high madrasas of greater Bengal were brought under control of the Board. The Board was abolished after partition of India and creation of Pakistan in 1947.

In September 1947, a new East Bengal Secondary Education Board (EBSEB) was created by an ordinance to bring secondary education of East Bengal under this Board. University of Dhaka which was established in 1920 was given the responsibility to supervise the Board's activities and to conduct intermediate/HSC examination. It was again renamed as East Pakistan Secondary Education Board (EPSEB) in 1955. In 1961, responsibility of intermediate/HSC examination was again shifted to the Board. The number of Boards started to increase since 1962. A separate Board was established in 1978 for the madrasa education stream. Over the period, the number of Boards of Intermediate and Secondary Education has increased. Now there are 10 education Boards to administer SSC, HSC and equivalent examinations. Eight of them for general education, and one each for vocational & technical education and madrasa education.

Before 1951, primary education was considered up to grade IV. On recommendation of East Bengal Educational System Reconstruction Committee headed by Maulana Muhammad Akram Khan, the government extended primary education up to grade V in 1951. Countrywide scholarship examination at grade VI was first introduced in 1952 which continued till 1964. Primary scholarship examination was then shifted to grade V in 1965 which continued up to 2008. The scholarship examinations were not compulsory

for the students. Anybody who wished to participate could do so. However, in practice, the schools sent relatively 'good' students (based on their own assessment) to take part in this.

The need for holding additional public examinations first came to the mind of some officials of the Ministry of Education including the Minister in 2003 when a question about quality of secondary education was raised. In response, the ministry people questioned the quality of primary education. According to them, as the quality of primary education was not up to the mark, the secondary schools had to admit poorly prepared students. It was, therefore, not possible for secondary schools to uplift the quality of these students.

With an intention to assess capabilities of poorly performing students two new examinations were introduced – one at the beginning of grade VI and another at the end of grade VIII. The first such examination was held in November 2004 for the students of grade VIII and the second one in February 2005 for the students of grade VI (Nath 2006). These examinations were decentralized at district level from the beginning which continued till 2008. Upazila and district level offices under DPE of the Ministry of Primary and Mass Education (MoPME) experimented with such examinations for the students of grade V for several years. The initiative spread to a substantial number of *upazilas* during 2006–7. Based on the experiences of both the ministries, the government launched two new nationwide public examinations—one at the end of primary cycle (grade V) and the other at the end of junior secondary cycle (grade VIII).

It is interesting to note that complaints about poor preparation of students and their deficiencies in competency led to additional public testing. Attention was directed to verifying performance of students. Obviously the approach to a solution lay in greater attention and effort to what could be done regarding the poor performance of students and what steps could be taken to improve teaching and learning in school.

D. Evolution of primary education completion examination³

Half yearly and annual examinations have been in place for long for the students of almost every grade. Performance of students in annual examinations has been the determinants of promotion to the next grade within schools. Schools, in general, independently prepared their own question papers. This was the practice for long.

In the 1970's, the local branches of teachers union (*upazila* or union levels) started to take over the responsibility of preparing question papers and sell those to all schools in their constituencies as a means of generating revenue for the unions. *Upazila* and district level primary education officials monitored the process and found that the standard of those question papers were not up to the mark and confidentiality of question papers were not maintained. They thought that this was detrimental to quality of education. To bring some order to the system, some *upazila* and district primary education offices took the responsibility of question paper preparation in their own hands. This was started in one or two *upazilas* or districts in 1990s and later spread to more areas. Some of the *upazila*/district offices started preparing question papers for all five grades of primary education, but most were involved with only grade V. These isolated initiatives were the start of examinations at union, *upazila* or district level, taking it out of the individual school. *Upazila* level public representatives were also associated with the process in some areas.

³ Information for this section was gathered through a group discussion with three officials of DPE on 06/04/2015 and telephonic interviews with a current deputy director at a divisional primary education office and a former deputy director of DPE.

At the same time, gathering data through in-depth interviews with teachers and educational officials and observations of classrooms and schools activities and analysing them, *Education Watch* in its fifth report disclosed that the primary scholarship examination that was in place at that time was discriminatory (Ahmed and Nath with others 2004). The following was the conclusion:

As a section of students of grade V (known as ‘good’ in school) participated in primary scholarship examination, the schools remained busy in preparing them for examination by best teachers of schools for almost the whole year. This provision not only overlooked education of the majority of students of grade V, students of other grades were also deprived of getting lessons from their best teachers.

In response, the ministry increased proportion of students participating in scholarship examination. The ministry wanted to increase participation rate gradually from 20% to 40%. Circulars were sent from DPE to the schools to increase students’ participation in scholarship examinations gradually. However, though the participation rate increased over time, it never reached 40%. It was below 10% in 1998 and reached 32.9% in 2007 (Nath and Chowdhury 2009). The concern expressed by *Education Watch* remained valid.

An *upazila* Chairman who was much involved with the *upazila* level common examination process at the end of grade V during his tenure became State Minister for primary and mass education in 2009. He was extremely interested in replicating his experiences in his *upazila* nationally. Some of the officials in DPE and in some district primary education offices also supported him. There was no opportunity to examine the technical and pedagogical implications of the decision and the environment was conducive for convincing the head of the government to launch a system of nationwide Primary Education Completion Examination (PECE). It was also seen as politically gainful due to the size of the student population in grade V and the opportunity to publicise the move as a major government initiative for quality improvement in primary education.

The formulation of the National Education Policy was underway simultaneously. The National Education Policy 2010 clearly stated that ‘a completion examination will be held at the end of grade V using common question paper at *upazila/pourasava/thana* level’ (Ministry of Education 2011). Decentralization of the examination is clearly intended in the education policy. However, this policy directive was not followed in practice. Box 1.1 provides the articulation of the policy regarding students’ assessment at primary level.

Box 1.1

Direction on student assessment in national education policy 2010

In Classes I & II, there will be continuous assessments, while from Class III onwards, quarterly, half-yearly & yearly examination systems will be in place. On the completion of Class V, a terminal examination with identical set of questions will take place at Upazila/Paurasava/Thana levels (of big cities). On the completion of Class VIII, a public examination will take place to be initially known as Junior School Certificate Examination. The Education Boards concerned with examination will conduct this public examination.

Source: National Education Policy 2010

E. Nationwide primary education completion examination

Primary Education Completion Examination (PECE) at the national level was launched in 2009 which is still continuing. The Directorate of Primary Education (DPE) conducts the examination on behalf of the Ministry of Primary and Mass Education (MoPME). Two sets of question papers are prepared to administer examinations of the students for general and madrasa streams. Students are tested on six separate subjects.

Some of them are common to both the streams and some are different. The common subjects include Bangla, English, Mathematics and Bangladesh & Global Studies (*Bangladesh O Bishwa Parichaya*). Two subjects which are specific for general stream students are Primary Science and Religion & Moral Education. On the other hand, Arabic and Quran Tazbeed & Aakaid Fikkah are the two subjects that are specific for students of the madrasa stream. Each subject contains 100 marks, totalling 600. Note that examination for madrasa stream, called Ebtedayee Education Completion Examination (EECE), was started a year later in 2010.

Pass mark for each subject is 33%. In 2009 and 2010, successful students were categorized into three groups based on marks obtained. For instance, students obtaining 33-44% marks were labelled as third division, 45-59% were labelled as second division and 60% or more were labelled as first division. Since 2011, the number of labels has been increased to six (see Chapter 8 for details). Through this arrangement, students' performance is expressed in grade point in each subject and in Grade Point Average (GPA). Each year, examination is generally scheduled during the fourth week of November and results are announced by the end of the year.

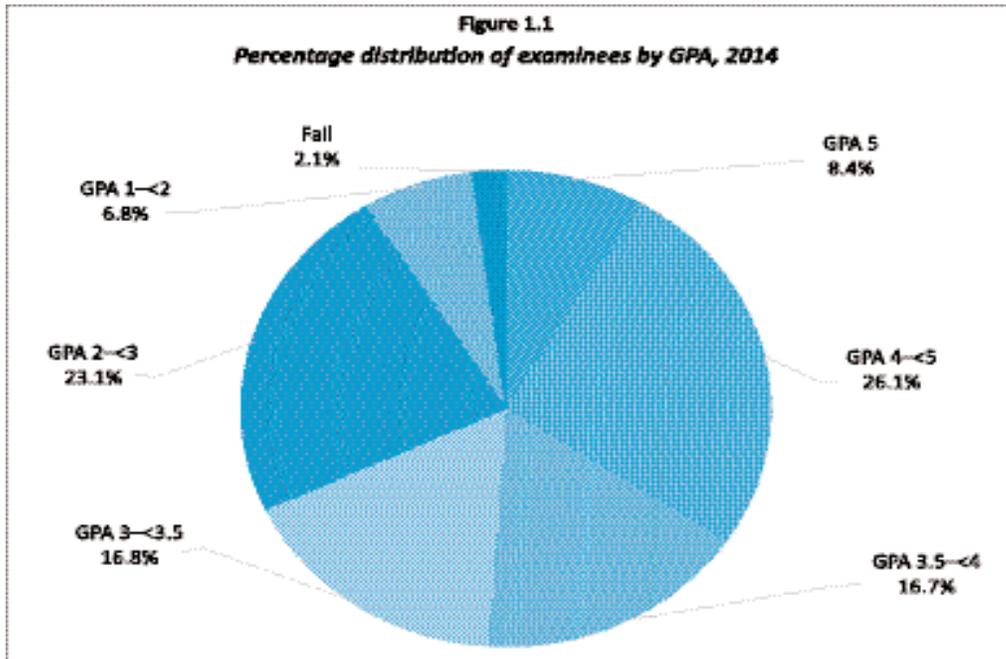
Table 1.2 provides some basic statistics on the examinations held during 2009–2014. It shows that the number of examinees has increased over time. In 2009, the number of students registered for completion examination was 1,979,895 which has increased to 2,789,263 within six years by 2014. Not all registered students appeared in examination; whereas 1,823,465 students appeared in 2009, it increased to 2,683,781 in 2014. Increase in registered students was 41% and number of students attending examination increased by 47% during the past six years. This indicates decrease in the rate of absenteeism in examination. During this period, a total of 14,523,348 students registered for this examination and 13,633,475 of them appeared in examination. Attendance rate in examination has also increased over time, averaging 93.9% during 2009–2014.

Table 1.2
Some basic statistics on primary education completion examination, 2009–2014

Indicators	Year						Total
	2009	2010	2011	2012	2013	2014	
Registered students (in '000)	1,980	2,157	2,317	2,642	2,639	2,789	14,523
Attended students (in '000)	1,823	1,940	2,186	2,481	2,519	2,684	13,633
Attendance rate (%)	92.1	90.0	94.4	93.9	95.5	96.2	93.9
Passed students (in '000)	1,620	1,792	2,126	2,415	2,483	2,628	13,064
Pass rate (%)	88.8	92.3	97.3	97.4	98.6	97.9	95.8
1st division/GPA 5 (in '000)	677	859	106	233	241	224	
1st division/GPA 5 (%)	41.8	48.0	5.0	9.7	9.7	8.5	

Sources: DPE website, various issues of *Prothom Alo* and author's calculations

The pass rate in completion examination has also increased over time. It was 88.8% in 2009. According to newspaper reports, this year the pass rate was increased from 82 to 88.8% through increasing marks in English and Mathematics (*Prothom Alo* 2009). Since 2010, the pass rate did not hit below 90% and increased every year reaching 98% in 2014. During 2009–2014, total number of students passing in completion examination was 13,276,053 which is 95.8% of appeared examinees, and 90% of registered students. During 2009–2010, 1,536,000 of examinees got first division and during 2011–2014, 804,000 examinees got GPA 5– the highest score. Figure 1.1 provides percentage distribution of examinees of 2014 by GPA. Approximately a third of examinees got GPA 4–5, another one third got GPA 3–<4 and the rest one-third

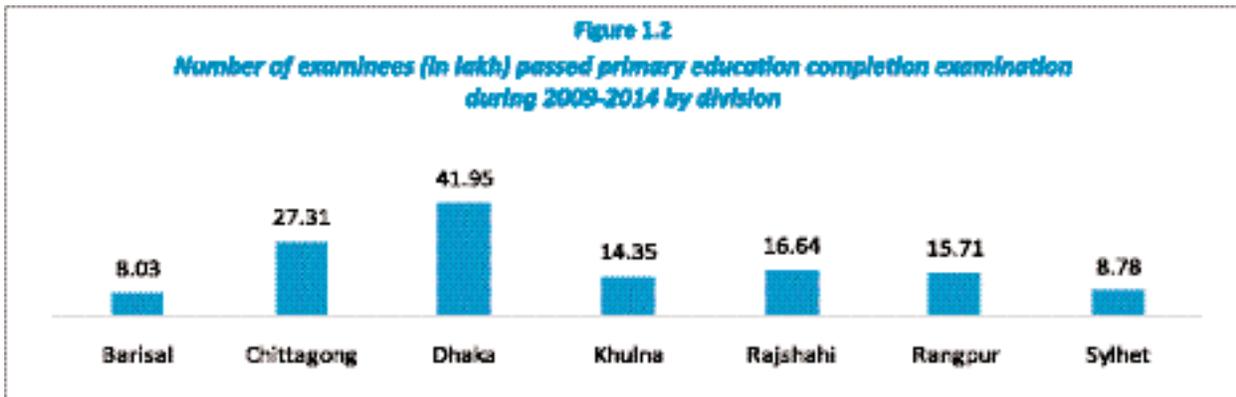


Source: Author's calculation from DPE website data

got GPA 1-3. No difference was observed between boys and girls. Unfortunately, separate data for urban and rural schools were not available.

Totalling the candidates for various years, Dhaka division had the highest proportion of them (31.5%) followed by Chittagong division (20.5%). Rajshahi and Rangpur divisions had mostly a similar proportion of candidates, respectively 12.5% and 12%. Khulna division contained 10.7% of candidates, Sylhet division 6.9% and Barisal division 6%. Dhaka division also topped in terms of number of students passed in PECE followed by Chittagong division. In total, 4,195,496 of students from Dhaka division, 2,730,724 from Chittagong division, 1,663,649 from Rajshahi division, 1,570,644 from Rangpur division, 1,434,515 from Khulna division, 878,229 from Sylhet division and 802,796 from Barisal division passed this examination during 2009-2014 (Figure 1.2).

The passed examinees are certified mentioning their performance in examination. Performance includes grade point (GP) in each subjects separately and grade point average (GPA) collectively. This certificate is a



Source: Author's calculation from DPE website data

requirement for admission in grade VI— the initial grade of secondary education. Introduction of this public examination brought some change in the policies and mind-set of the Ministry of Primary and Mass Education. For example, the non-formal schools are now recognized as institutions offering equivalent education. BRAC schools which are a major provider in non-formal sub-sector are shown as a separate category while publishing results. Students from all types of primary education initiatives are now allowed to take part in completion examination.

This examination got immense attention from various corners. According to the Ministry and DPE, it hugely impacted on quality improvement initiative in Bangladesh primary education. As there is a provision of certification, students are more interested in completing primary cycle and to do hard work to show better performance. The media (both print and electronic) carry stories during the examination and when results are published. Better-performing schools are specially highlighted and analyses of results by school type, gender and administrative divisions are provided. The Minister-in-Charge announces the results through press conference and hands over sample result sheets to the Prime Minister, earning prime media coverage. All these made PECE a national event of significant importance and contributed to making it a high stake occasion for all concerned – students, teachers, parents, schools and government authorities.

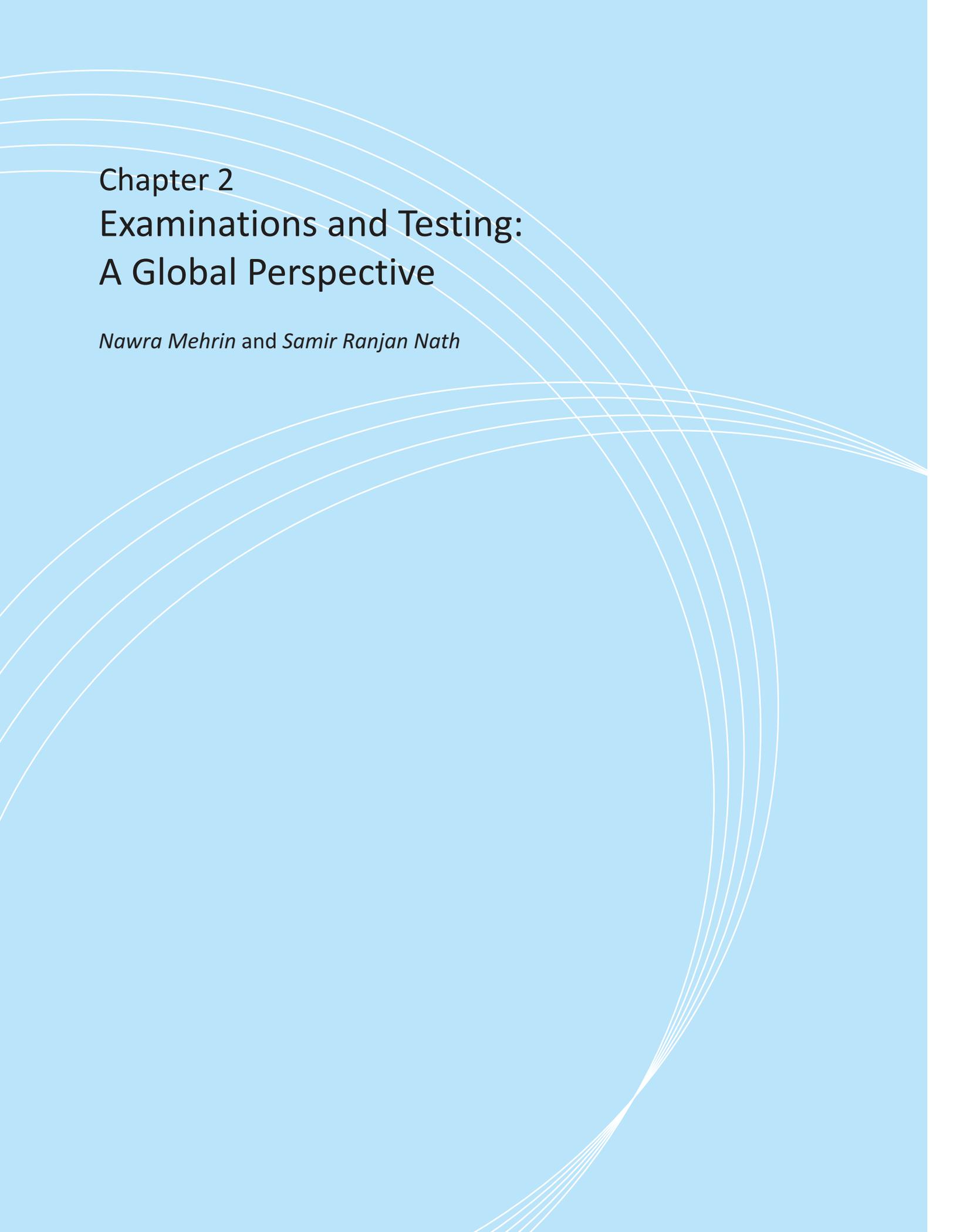
The numbers involved make it automatically an important national event. It is the largest public examination in the country in terms of participants. In 2014, 2.68 million students sat in this examination. This was 1.55 times of the examinees of Junior Secondary Completion Examination (JSCE), 2.47 times of those who participated in Secondary School Certificate (SSC) and 2.93 times of those taking Higher Secondary Certificate (HSC) examinations held in the same year.

F. Organization of this report

Starting with an overview, this report contains 11 chapters. This introductory chapter contains a short literature review on development and importance of examinations and tests in school education along with the rationale for this study. The second chapter presents a historical and global perspective of examination and testing for school students including debates on the issue. Chapter 3 provides details of objectives, methodologies, and research techniques and approaches used for this study. It also discusses the strengths and weakness of the study.

Chapters 4 to 10 provide major findings of this *Watch* report. Chapter 4 deals with various initiatives taken by the schools for preparation of examinees. Coaching came out as the main tool for schools to prepare examinees. Responses of families and parents to the examinations are discussed in Chapter 5. The PECE process starting from registration of examinees to holding examinations and answer script assessment is presented in Chapter 6. Households' expenditures related to completion examination, its relative importance to overall private expenditure for education and trends in expenditure are analysed in Chapter 7. Students' performance in primary education completion examination and its relation with competency-based learning achievement are presented in Chapter 8. Chapter 9 provides thoughts and opinions of various stakeholders regarding PECE including teachers, parents and students. A synthesis of media coverage including news and articles published in national newspapers on PECE are provided in Chapter 10.

Chapter 11, the final chapter, discusses the findings of this study and compares these with relevant findings from other studies. Policy issues are discussed and key messages emanating from this study and policy recommendations are also presented. The Annexes provide additional tables as well as instruments used and some methodological notes.



Chapter 2 Examinations and Testing: A Global Perspective

Nawra Mehrin and Samir Ranjan Nath

A historical and social context of examinations and testing as a part of education reform movement is discussed in this chapter. Public examinations within educational systems and how these have evolved in South Asia, OECD¹ countries and the United States is considered. Two international assessment initiatives viz., PISA and TIMSS² are introduced followed by a brief review of historical and current discourse on testing and examinations from learning perspectives.

A. Historical and social context of standardized testing

The importance currently placed on examinations globally can be properly understood with a historical analysis. As mentioned in the previous chapter, the public examination system was first introduced in China during the Han Dynasty around BC 206–AD 220. At that time, recruitment of bureaucrats was done on the basis of national examinations (Gallagher 2003). These examinations were long and tedious, requiring years of preparation. Competition was also intense. The results of the examinations were used to eliminate patronage and allow open access to civil service (Edwards 2006).

Use of tests by the Qumran community (an ancient Jewish community) is evident from the Dead Sea scrolls going back to the first century BC. Tests were used to determine students' attainment and establish standards of performance in countries like England and France in the late Middle Ages. In the fifteenth century, Italy used tests to hold teachers accountable for student performance. Since then, use of test results by policy-makers to hold students and teachers accountable and for allocation of scarce resources to schools has spread many countries (Edwards 2006).

First introduced by Horace Mann, the history of standardized scholastic testing in the United States goes back to the mid-nineteenth century. In the 1800s, examinations were used in schools in Boston to acquire 'objective information about quality of teaching and learning in urban schools, monitor quality of instruction, and compare students and teachers within each school' (Gallagher 2003). This examination system gained popularity and was soon implemented by schools across the United States for assessing student learning (Edwards 2006).

Testing strategies in the early twentieth century was also influenced by World War I. From a large number of recruits, the US Army needed to quickly identify potential officers. This led to the development of the Alpha Army Test designed to gauge a soldier's mental capabilities. This test was efficient and useful and soon became a model for many future standardized tests. It changed the image of standardized testing. Requirement of patent and copyright for the tests soon arose. Student tracking became widely used in schools as standardized tests were able to sort students into different curricula based on abilities. By 1920s, student tracking using standardized testing gained popularity (Edwards 2006).

During World War II and the Cold War, use of standardized testing in classrooms gained further traction and popularity. Use of it to determine class placement and advancement increased. Widespread use of examinations was catalysed by national leaders' belief that maintaining 'a competitive position in the world was dependent on identifying student talent in academics, leadership and managerial skills' (Gallagher 2003). In 1965, the first federal laws were adopted in US requiring use of standardized tests (Scott 2004, Nagy 2000). Money was channelled into many under-funded schools and federal government acknowledged its responsibility to ensure access to educational opportunities nationwide (Scott 2004). To ensure that the

¹ OECD = Organization for Economic Cooperation and Development

² PISA = Programme for International Student Assessment

TIMSS = Trends in International Mathematics and Science Study

funds were being used appropriately, there had to be increased accountability. Therefore, submission of standardized test results was made mandatory for access to federal funding (Edwards 2006).

Social theory of functionalism also influenced standardized testing movement. From a functionalist point of view, schools act as a sorting mechanism that groups students according to individual abilities. The process of selecting students by grouping them according to their abilities and related job categories is facilitated by standardized testing facilities. In this way, functionalism leads to a rigidly-structured hierarchical society based on merit. Horace Mann who is referred as the 'father of American education' first advocated the creation of meritocracy or 'hierarchical social structure organized by ability' in the United States. The idea that students should be ranked and grouped according to academic achievement and ability forms the basis of contemporary education in most schools in the world today (Edwards 2006).

The various testing policies and practices were and continue to be dedicated efforts to address perceived problems in education. The original intent of standardized testing in education was to guide and broaden teaching practices (Noddings 2005). Accurate analysis of standardized testing was believed to help improve delivery of educational services by offering feedback on student performance. Properly administered tests and subsequent interpretation could offer valuable feedback to teachers regarding teaching effectiveness (Scherer 2005). It is, therefore, believed that accurate feedback could help improve school curriculum (Edwards 2006).

B. Education reform movements

Globally there have been at least three common features in education development policies and reform strategies that have attempted to improve quality of education, especially with regard to raising student achievement. Standardization of education is the first common feature. In the 1980s, outcome-based education reform gained popularity. In the 1990s, standards-based education policies gained momentum, especially in the Anglo-Saxon countries. It is generally argued that these reforms have diverted attention to educational outcomes— specifically to student learning and school performance (Sahlberg 2007).

A general consensus among policymakers and education reformers is that setting clear and sufficiently high performance standards for students, teachers and schools will raise quality of outcomes. From the concept of standards-oriented education policies, the enforcement of external testing and evaluation systems for assessments started. There has been a homogenization of education policies globally in the late 1980s which led to centrally prescribed curricula, with elaborate and often highly ambitious performance targets, frequent testing of students and teachers, and high-stake accountability, 'promising standardized solutions at increasingly lower cost for those desiring to improve school quality and effectiveness' (Sahlberg 2007).

The second common feature in global education reform movement is an increased focus on literacy and numeracy. The central targets and indices of education reforms are knowledge and skills in reading, writing, mathematics and natural sciences. More time is therefore dedicated for reading and mathematics classes because these are the subjects that are tested for accountability purposes (Center on Education Policy 2006). A great deal of importance is consequently given to structural knowledge, technical skills and cognition. This narrow focus upon literacy and numeracy and less attention on aesthetic and moral education as well as social sciences have strengthened the focus on 'fundamental' or 'core' subjects (Sahlberg 2007).

The third global trend is the initiation of consequential accountability systems for schools. School performance is measured in terms of how successful schools are in raising student achievement and success or failure of schools is closely linked to the processes of accrediting, promoting, inspecting and lastly, rewarding or punishing schools and teachers. School results in standardized tests and external evaluations are often used as indicators of success or failures of schools or teachers. Limited aspects of schooling such as student achievement in mathematical and reading literacy, and exit examinations are used as indicators of success (Sahlberg 2007).

C. Public examinations globally

Public examinations are integral parts of education systems in countries of Asia, Africa, Europe and the Caribbean. In most countries, performance in examinations forms the basis of important decisions regarding educational and vocational future of individual students. High-stake public examinations play a significant role in answering 'how' teachers teach and 'what' students learn (Kellaghan and Greaney 2001). An examination may be described as high-stake when judgments are made on the basis of examination results which have momentous consequences for people, such as, students, teachers and school managers.

Public examinations, around the world, serve many purposes and functions that include certification, accountability and selection of students for the next level of education. These are generally used to assess competence of students' learning based on some pre-determined standards. The results are used to discriminate between 'good' and 'bad' students with regard to their further education plans, admission to professional preparation or employment. Moreover, examination results are often used to prove school effectiveness and to hold schools and teachers responsible for students' achievements, as represented in examination performance (Kellaghan and Greaney 2001). On the other hand, in developing countries, the main function of public examinations is selection of students for the next level of education (Kellaghan and Greaney 2001). The function of examinations for students' selection for further education is more widely evident in developing countries than in industrialized ones. This is because the rates of returns to education are higher in developing countries and the education systems are more pyramidal in structure, indicating increasingly smaller proportionate access of the population to higher levels of education.

There is considerable reliance on public examinations in African countries as in other developing countries. This has developed as a way of ensuring that teachers and students cover a common curriculum, thus making it an effective instrument for raising academic standards. In a great majority of African countries, students take public examinations at the end of primary, first cycle of secondary and at the end of secondary cycle. Most of the public examinations serve the purpose of certification or selection or sometimes both (Kellaghan and Greaney 1992).

Majority of economically advanced and industrialized nations also have a long-standing practice of administering large-scale national or state-level high-stake examinations. A look at twenty-nine member countries of the Organisation for Economic Cooperation and Development (OECD) and wealthier countries like Singapore, China, Russia shows that the countries indeed have the practice of high-stake examinations at different levels of education. Students who fail to achieve examination standards are denied a degree or entry to the next level of education or entry into the prestigious schools or universities (Phelps 2005).

The case of OECD countries and the United States

Most OECD countries have state-wide examinations at the end of upper secondary education. These examinations aim to regulate and guide work in schools and classrooms and consequently to raise school

effectiveness. The examinations are considered to be a ‘powerful instrument for moving schooling in a desired direction.’ These examinations are also considered a good means of regulating and improving processes at both the school and classroom levels (Noah and Eckstein 1992).

The primary functions of these examinations are to provide an objective way of selecting students for tertiary educational institutions (Phelps 2005). In some OECD countries, examinations have been conducted for more than a century. In others, the country-wide examinations have been recently introduced or revised or will be in the near future (e.g. Czech Republic, Germany and some states of the United States). The driving force for change in these countries was the belief that state-wide exit examinations are an instrument with which the quality of schools can be monitored and school effectiveness can be controlled. All these countries use examinations to ensure and raise quality by setting standards that every student must achieve in order to graduate (UNESCO 2013).

Northern Ireland, Singapore, Switzerland (some cantons), Korea and the Netherlands hold examinations, organized by a body other than the school itself, at the primary level. However, the duration of primary education varies among them. Korea administers examination at the end of the fifth year but Northern Ireland after eight years of schooling. A large number of countries administer external examination at lower secondary level. Scotland, Northern Ireland, Sweden, Switzerland, UK (England & Wales, Scotland), Hong Kong, China, Japan and Singapore administer examinations in various years of lower secondary schooling ranging from year 9–11. As shown in Table 2.1 most countries, however, administer examinations

Table 2.1
Grades at which examinations (external to school) are held in OECD Countries

Primary		Lower secondary		Upper secondary	
Country	Grade	Country	Grade	Country	Grade
Northern Ireland	VIII	Scotland	XI	Finland	XII
Singapore	VI, VIII	Northern Ireland	IX	Scotland	XI, XII
Russia	VI	Sweden	IX	Sweden	XII
Switzerland ¹	VI	Switzerland	XI	Switzerland	XIV
Republic of Korea ²	V	England, Wales, Scotland	X	England, Wales, Scotland	XII
Netherlands	VIII	Hong Kong (China)	XI	Northern Ireland	XI, XII
China ³	VI	Japan	IX	New Zealand	XI, XII, XIII
		Singapore	X	Germany	XII
		China ³	IX	Republic of Korea	XI ⁴ , XII
				Hong Kong (China)	XIII
				Japan	XII
				Singapore	XII
				China	XII

1. Some cantons (administrative subdivisions); 2. Regional/school district level; 3. School/district level; 4. Accountability test
Sources: Websites of the concerned ministries of the countries

at the end of upper secondary schooling. It is worth mentioning that within the OECD countries, the function, nature, form and frequency of assessments differ. The stakes in the examinations for students and families also differ from one country to another (UNESCO 2013, OECD 2013, 2014).

Students in China's Shanghai region are required to take graduation examinations each at the end of primary, lower secondary and upper secondary schooling. They also have to take entrance examinations for the next level of schooling. Students who hope to pursue tertiary education must sit for a rigorous university entrance examination at the end of upper secondary schooling. The results in the entrance examination have a major impact on their university acceptance prospects. The education systems of South Korea, Hong Kong, Singapore and China (Shanghai) are very similar. They all have a rigorous curriculum and there are high-stake attached to examinations that mostly determine access to the next level of education (UNESCO 2013). Students are under pressure and feel stressed out because so much depends on achieving high scores in examinations.

The Singapore education system is highly reliant on high-stake examinations. Singaporean students have to sit for four examinations: the first in grade VI, then in grade VIII, X and XII. At the end of primary schooling, in grade VI, Singaporean students take the Primary School Leaving Examination (PSLE) for promotion to the next level. The PSLE in Singapore tests higher order thinking skills such as application, analysis, synthesis and evaluation (Singapore Examinations and Assessment Board 2015).

PSLE is known as a cornerstone of Singapore's modern education system. This high-stake examination determines academic future of students. Since its inception in 1960s, PSLE has attracted many critics deploring 'too much pressure on students at very young age' (Soh 2013). The number of children below 12 years showing signs of emotional and behavioural problems has gone up over the years. Helpline centres for children receive large numbers of calls being asked for help related to academic stress. Twenty-two percent of Singaporean children below the age of 12 have thought of killing themselves (Institute of Mental Health 2014). In addition to loads of school work, Singaporean children are burdened with private tutoring to perform well in PSLE.

The government has acknowledged the criticisms and accepted that holistic development of students, which is the true purpose of education, has not been achieved. Intense competition and pressure have been seen as leading to 'educational wastage' by many critics. Aiming to 'teach less' so that students can 'learn more', an initiative was undertaken in 1996 with a national vision of Thinking Schools, Learning Nation (TSLN). This initiative envisioned to change the fundamental nature of Singapore education (Shook and Agnes 2001). Government has also made many changes in PSLE system and has taken affirmative actions to 'lower pressure on students' (Singapore Examinations & Assessment Board 2015).

In the United Kingdom, schooling is compulsory for children aged 5 to 16 years in which the first eight years are known as primary and the rest secondary. Teaching at primary level is guided by the National Curriculum which sets out some Standard Attainment Targets (SAT's). Students are tested on SAT's at age 7 and then at age 11 in core subjects of English, Mathematics and Science. Secondary schools are usually comprehensive where children of all abilities are taught. Students must take General Certificate of Secondary Education (GCSE) examination at ages between 14 and 16 years. It is the principal means of assessments at the state level (Ministry of Education 2013). Students who remain in schools after passing GCSE O Level study for two more years and finish with the GCSE A Level examinations at age 18 years (Department of Education 2013).

There was much debate about scrapping all national examinations before the age of 16 years. Teaching unions, educationists and researchers suggested that children would learn better without the constant stress of examinations (Wilby 2014). The British system of education gradually moved from a system of extensive and early selection and tracking to a system of all-ability comprehensive schooling during the

1960s and 70s (Manning and Pischke 2006, Syriatou 2010). Under the Education Act of 1994, the British system underwent a major change and the old 11+ examinations, intended to select students for academic and non-academic tracks, were discontinued with the introduction of comprehensive secondary education (Manning and Pischke 2006, UNESCO 2013).

In the United States, the National Assessment of Education Progress (NAEP) comprises standardized tests on a regular basis and serve as an educational barometer (US Department of Education 2009). In the last decade, state and federal authorities have mandated annual standardized tests for language and mathematics in all public schools across the country. The rationale behind the standardized testing policy movement is to improve schools, teaching practice and educational methods (Dee and Jacob 2010).

The No Child Left Behind (NCLB) Act requires states to establish state academic standards and a state testing system that meets federal requirements. The major focus of the act is to narrow the achievement gaps by providing all children with fair and equal opportunity to obtain a high-quality education (Dee and Jacob 2010). The Act requires students from grades III-VIII to take annual tests in reading and mathematics and once in grades X-XII. Failure to pass the test means that the students are held back a grade (Layton 2013). The results from these tests are also used to compare schools and districts (New America Foundation 2014).

The major global education reforms discussed earlier have not been adopted in Finland unlike many other countries where the reform was taken to be the norm. The Finnish education model is based on the core principle that a better education system can be created using alternative approaches and policies that may not be at par with practices in the international policy markets (Berry and Sahlberg 2006).

Finnish children start their compulsory nine-year comprehensive basic schooling at the age of seven and stay in primary school for six-years followed by three-years at lower secondary school. Finnish primary schools are often termed as learning and caring communities and not merely instructional institutions that prepare students for the next level of schooling. Assessment of student learning is based solely on teacher-made tests instead of standardized external tests. Beyond fifth grade, Finnish pupils no longer receive numerical grades. Numerical grades are prohibited by law because they allow direct comparisons to be made. Rather than numerical grades, descriptive assessments and feedback are used. Primary school is a 'testing-free zone' reserved for 'learning to know, to do, and to sustain natural curiosity' (Sahlberg 2007). Teachers and schools arrange teaching according to the available resources. Since the focus of teaching is typically on learning rather than preparing students to be good test-takers, different teaching methods are widely used (Berry and Sahlberg 2006). Finnish students do not sit for a high-stake standardized examination before the end of general secondary school (Sahlberg 2006, Ministry of Culture 2012).

Testing in South Asia

External examinations are the main method of assessment of student learning in the South Asian countries. Examinations are the means for controlling access to the next level of schooling, to the most prestigious schools, to good jobs, to universities and to greater life opportunities. Most of the South Asian countries have a long legacy of using examinations for making high-stake decisions about who gains access to scarce opportunities at the next educational level. Since there are enormous consequences for students and their families, doing well in examinations is of paramount importance. Due to the high-stake consequences, examination systems become vulnerable to abuse including cheating, corruption and anti-educational practices such as excessive drilling, cramming and commercial tutoring (Dundar *et al.* 2014).

The duration of primary education in Afghanistan is six years from age 7 to 13 years. There is no examination at the end of primary education. Middle school lasts three years, after which students participate in an examination at school level. The duration of secondary school is three years. On completion of secondary education, i.e., 12 years of schooling, students have to sit for a public examination called *baccaluria* examination. Grades in this examination are of critical importance for entrance into tertiary education.

In Bangladesh, there are at present four high-stake public examinations– the first is held at the end of primary (grade V), the next at the end of junior secondary (grade VIII), third at the end of secondary (grade X) and the fourth at the end of higher secondary (grade XII) level (Ministry of Education 2010). The main purpose of these examinations in Bangladesh is mostly certification and promotion. The occurrence and function of examinations in Nepal is similar, except for the critical difference that the final examination at the end of grade V is school-based. Three high-stake examinations are administered externally– the basic terminal examination at the end of grade VIII, secondary school certificate examination after grade X and the last one is after grade XII at the end of higher secondary schooling (UNESCO 2012, Nepal Ministry of Education 2005).

Table 2.2
Grades at which public examinations are held in South Asian countries

Countries	Grades			
	Grade V	Grade VII I	Grade X	Grade XII
Afghanistan				✓
Bangladesh	✓	✓	✓	✓
Bhutan			✓	✓
India			✓	✓
Maldives			✓	✓
Nepal		✓	✓	✓
Pakistan			✓	✓
Sri Lanka	Scholarship		✓ (X)	✓ (XII)

Sources: Websites of the concerned ministries of the countries and UNESCO 2012

Pakistan discontinued the first public examination at the end of primary level. Pakistani students now sit for public examinations at the end of grades X and XII. These examinations are conducted by the Board of Intermediate and Secondary Education in Pakistan. Purposes of these examinations are promotion, certification and selection (Rehmani 2000, Pakistan Ministry of Education 2009). In Maldives, students also sit for two public examinations– GCE O Level at the end of grade X and GCE A Level at the end of grade XII (Ministry of Education Maldives 2015).

In the last decade, different countries have taken different approaches to examination systems. The Bhutanese education system eschewed global education trends such as standardization, privatization and competition. Under a new Education Policy (2009), the entire foundation of school curriculum is based on principles, cultures, values and objectives of the Gross National Happiness (GNH) agenda. Bhutan has reduced the number of examinations and has delegated the responsibility of primary and lower-secondary examinations to schools. The All Bhutan Primary School Certificate Examinations (PSCE) taken in grade VI and the All Bhutan grade VIII examinations, previously administered by the Bhutan Board of Examinations (BBE) are now conducted by the individual schools themselves. At the end of grade X, Bhutanese students take the Bhutan Civil Service Examination (BCSE) administered by BBE. Performance in the BCSE determines admission to grade XI in government-funded schools. The last public examination is taken at the end of grade XII (UNESCO 2013). These school-based or centrally-conducted examinations play key roles like selection of students and monitoring of the education system (Powdye 2005).

In India, the Right to Education Act (RTE) enacted in 2009 made education free and compulsory for all children between ages 6 and 14. The RTE also prohibited children from being held back in a particular grade, expelled or required to pass a board examination until completion of primary education. Primary

aim of the Act was to enhance children's right to schooling. In the past, India used to conduct annual (board) examinations at the end of primary (grade V) and upper primary (grade VII) to decide who gets promoted and who does not. Based on the National Curriculum Framework of 2005 (NCERT 2005), which pointed out the negative influence of testing and examinations throughout the school years, the RTE Act obliged continuous and comprehensive evaluations (CCEs) of a student's overall knowledge and development. It prohibited board examinations before elementary education is completed (article 30, chapter V). Currently, more than 40 school boards in the country conduct secondary school examinations for pupils at the end of grades X and XII. Enrolment, especially among rural Indian students has been high ever since the enactment of this Act (Chavan 2010). There are critics of auto-promotion till grade VIII, learning outcomes below norm and high pass rates (Chavan 2010, NUEPA 2009, Nanda 2013).

In Sri Lanka, primary education consists of five years of schooling at the end of which there is an optional scholarship examination conducted by the Ministry of Education. Success in the scholarship examination gives students access to prestigious secondary schools in the country. Education in Sri Lanka is state funded and is provided free up to tertiary level. Students sit for the first mandatory examination (GCE O Level) at the end of grade XI and GCE A Level at the end of grade XIII (Ministry of Education 2011, UNESCO 2013). There is a growing awareness and debate about too much emphasis on examinations and rigid structures in Sri Lankan schools. Critics argue that Sri Lankan schools are mainly exam-centric. The high-stake examinations compels students to go for private tutoring and to cram lessons. Such a situation has adverse psychological effects on students, as the Minister of Education recently pointed out. Many children suffer from stress and anxiety due to the scholarship examination (Smith 2014).

It seems all students in South Asian countries go through mandatory public examinations after 10 years of schooling. In some countries one or two optional scholarship examinations are held. However, these have few financial and academic benefits. Country-wide mandatory public examination at primary level is administered only in Bangladesh in South Asia. There is, however, a strong reliance generally on public examinations at the end of the secondary level as an indicator of readiness for the next level of education. Annex 2.1 provides list of public examinations in South Asian countries.

D. International assessments

External standardized tests have developed on the premise that these allow better monitoring of education processes and the outputs of schools. Evidences show that closer monitoring prompted by the desire to do well in standardised tests provides additional incentives for teachers and administrators to work on improving students' performance. This potential for improvement, accountability and better performance has encouraged many countries to participate in external examinations.

Programme for International Student Assessment (PISA)

PISA is an OCED coordinated international assessment that measures competencies of children of age 15 years in Reading, Mathematics and Science, with a focus on one subject in each year of assessment. Additionally, this assessment also includes measures of general or cross-curricular competencies such as collaborative problem solving.

PISA assesses the extent to which 15-year olds have acquired key knowledge and skills that are essential for full participation in modern societies. Emphasis is also given on measuring functional skills that students have obtained towards the end of their compulsory years of schooling. The test is paper-based and lasts

about two hours; questions are usually a mixture of multiple-choice and open-ended ones based on a short text narrating a real-life situation.

First started in 2000, PISA is conducted every three years. In 2012, PISA was conducted across 65 countries (34 OECD member countries and 31 partner countries) around the world which account for ninety percent of the global economy. In PISA 2012, 510,000 students participated representing about 28 million 15-year olds in the schools of the 65 participating countries and economies. PISA 2012 also included an assessment of financial literacy of young pupils. In PISA 2015, 70 countries are expected to participate (PISA website).

The objective of PISA is to help participating countries fine-tune education policies and practices and monitor trends in student performance and acquisitions of knowledge and skills. The findings from PISA also provides cross-country data that allow policy makers to set policy targets against measurable goals which can be achieved by education systems within a defined timeframe (PISA website).

Trends in International Mathematics and Science Study (TIMSS)

It is an international assessment aiming to improve status of teaching and learning in Mathematics and Science. First started in 1995, TIMSS is held every four years to assess achievement of fourth and eighth grade students. In the TIMSS, students are assessed in Science and Mathematics and extensive information about teaching and learning of these two subjects is collected from students, teachers and school principals. It also reviews mathematics and science curricula, textbooks and curricular materials to get a clearer understanding. Since 1995, TIMSS has been a valuable tool for studying international trends in Mathematics and Science achievement for fourth and eighth graders.

In TIMSS 1995, there were 45 participating countries which included Asian, Middle-Eastern and OECD member countries amongst others. Fifty countries participated in 2007 and 57 in 2011. TIMSS tests are administered to students of grades IV and VIII.

Amongst the top-performing countries in PISA and TIMSS are Shanghai-China, Hong Kong SAR, Korea, Finland, Singapore and Taiwan. The existing empirical evidence is supportive of the hypothesis that countries with external exit-examination systems perform better in international student achievement tests (Anghel *et al.* 2012). The participant countries and territories are self-selected and have a strong motivation to demonstrate good performance of the education system in the context of global economic competition.

E. Discourse on testing and examinations

Globally the issue of standardized testing is a controversial and highly-contested one. The debate on standardized testing arises from difference in perceptions about the purpose of education. Public education providers and consumers have diverse views about education. All want quality schooling and quality outcomes but difference arises in setting priorities. Student achievement, especially basic knowledge and skills, is indispensable to consumers of education, i.e., parents and taxpayers and they would like to see credible evidence of performance in this respect. However, to educators, knowledge and skills are important, but what is easily measurable is not necessarily the utmost priority. Development of thinking skills, mental and emotional maturity, creativity and innovative thinking are regarded as equally important, if not more. Very few educators believe that schooling should be judged primarily on the basis of standardized results (Phelps 2005).

Paradoxes of high-stake testing

Tests define certain minimum standards and expectations for student achievement. Testing policies are ‘...intended to focus instruction and learning on the important content and skills that form state curriculum’ (Madaus and Russell 2010). Test scores provide teachers and schools with some information about student performance. Moreover, they also give information to communities and parents about quality of schools and such information helps many parents choose schools for their children. Most importantly, such high-stake testing standards benefit groups that were poorly served in the past. As opposed to little or no attention, some attention is given to under-served groups due to increased monitoring and a system of accountability (Phelps 2005). In many countries across the world, testing serves as a powerful ‘director’ of teaching and learning (Linn 1993).

The intended outcomes of high-stake testing examinations are mostly not debatable (Phelps 2005). However, it is the unintended consequences that make such a system highly paradoxical and controversial. High-stake testing has many adverse effects on teaching and learning. It is argued that learning is designed to the test, the curriculum is narrowed down, and the incentives for teaching and learning is distorted by the focus on test scores, all of which together has deleterious effects on the true essence of education (Madaus and Russell 2010).

Both teachers and students suffer under such a system. Public examinations exert great pressure on school activities. Teaching is geared to teach for the tests to be taken and materials not featured in such tests are ignored, even if it is mandated in the official curriculum (Madaus and Russell 2010).

‘What is tested determines what is taught’ (Flinder 2005). The knowledge teachers impart is circumscribed by what will be asked in examinations. Considerable effort is given in preparing students so that they do well in examinations. The high-stake attached to tests ‘...drive teachers and schools away from instructional practices that would help them to produce critical thinkers and active learners’ (National Commission on Testing and Public Policy 1990). The influence of examinations on teaching also permeates to grades much lower than the ones at which public examinations are taken.

In the last forty years, surveys of American teachers that documented the effects of high-stake examinations of teaching practices and attitude of teachers show that majority of teachers give considerable time and attention to materials that are covered in examinations. Teachers also reported that they spent more time preparing their students for tests at the expense of non-tested content and skills (Abrams *et al.* 2003). A national survey conducted in America in 2001 showed large differences in contents given attention between those teaching in systems that had high-stake examinations versus those teaching in systems where the stakes were not as high (Pedulla *et al.* 2003).

Students also suffer from such a system. Little attention is given to higher-order cognitive skills such as synthesis or evaluation of information; more emphasis is in turn given to rote-learning. Standardized tests are ‘used to assign rank or provide accountability.’ Scherer (2005) states that standardized tests may run the risk of making learning in schools a ‘secondary function’. Instead of truly learning and developing problem-solving skills, students can have better scores from rote-memorization and later reproduction of the same information on the examination day. Overuse of measurement-driven learning stunts creativity. Study conducted in US concluded that 62% of states that adopted standardized graduation examination experience a significant increase in their dropout rates (Fratt 2005). Ullman (2005) showed that due to increased pressure on preparation for standardized graduation examinations, the curricula had narrowed down (Madaus *et al.* 2005, Salhberg 2007). Standardized testing also leads to higher rates of drop-out,

especially among minorities (Ullman 2005, Rehmani 2000). In some societies, for instance in South Korea, high suicide rate among adolescents was found due to high-stake testing.

A culture of malpractices and cheating in examinations developed due to the high-stake attached to public examinations. Examination papers are leaked hours before the exams. Such occurrences are common mostly in developing countries. In Pakistan, the problem has gained such proportion that for examination officials the concept of examination quality relates only to the question of security. As one researcher put it, 'Cheating in examinations knows no bounds and students can do anything they want during examinations, without fear of any punitive action' (Rehmani 2000).

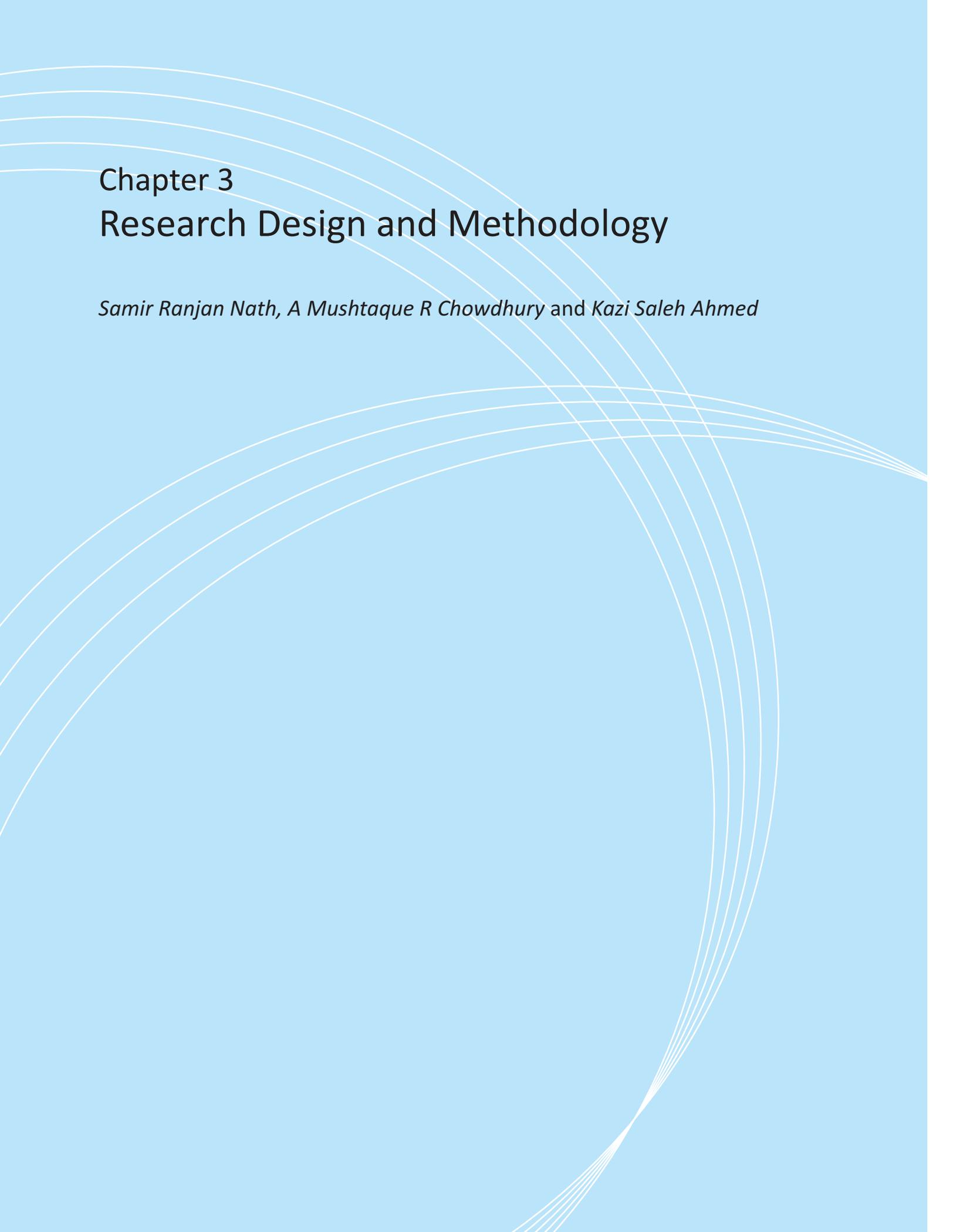
The burden of research evidence appears to be the practice of high-stake standardized examinations is in fact harmful for young children and should be avoided. These tests are not suited to the physical and psychological development of young children. Standardized testing fails to provide useful information about individual students and yet often becomes the basis for decisions regarding a child's promotion and retention in grades (Perrone 1989, Odland 2005). Overuse of testing, especially for young children, can negate the benefits of natural learning through play and other enjoyable activities (Bagamery *et al.* 2005).

Evidence from across the world supports the view that the stress of high-stake external examination for young pupils takes its toll on children's overall wellbeing. Excessive use of standardized external examinations, especially in lower grades can result in harmful psychological effects. The case for avoiding standardized testing to assess and decide on individual student's status is strong, since such tests are unsuitable for physical and psychological development of young children. Perrone (1989) maintains that standardized testing 'does not provide useful information about individual children, yet often becomes the basis for decisions about children's entry into schools, promotion and retention in grades' (Odland 2005).

There are others who see benefit in standardised testing when properly used. Roediger, Putnam and Smith (2011) identified 10 benefits of testing and noted their implications to educational practice. The benefits are summarized as follows.

1. The testing effect emphasizing retrieval aids later retention
2. Testing identifies gaps in knowledge
3. Testing causes students to learn more from the next study episode
4. Testing produces better organization of knowledge
5. Testing improves transfer of knowledge to new contexts
6. Testing can facilitate retrieval of material that was not tested
7. Testing improves metacognitive monitoring
8. Testing prevents interference from prior material when learning new material
9. Testing provides feedback to instructors
10. Frequent testing encourages students to study.

The argument for and against standardized external testing appear to boil down to how early in the school and what age such testing may be conducted without causing harm to young children, how cautiously and judiciously the tests are applied, and for what purposes and how the results are used. Testing, particularly external and standardized ones, is not a substitute for good teaching and learning practices.



Chapter 3

Research Design and Methodology

Samir Ranjan Nath, A Mushtaque R Chowdhury and Kazi Saleh Ahmed

This chapter presents the methodology for this year's *Education Watch* study. It includes main objectives and related research questions, methods, instruments used, sampling strategies, weighting procedure in producing estimates, field operations, and measures ensuring data quality. Strengths and weaknesses of the study are also provided at the end.

A. Objectives

This 13th *Education Watch* study takes an in-depth look at Primary Education Completion Examination (PECE) which has been introduced in 2009. This study identifies and discusses the pros and cons of PECE and suggests future policies. The main objective of the study is broken down into six broad sub-objectives, which have been turned into research questions, as below:

1. What activities are done at the school level in order to prepare candidates? How are these different from regular school activities? What is the level of participation of students in schools initiatives?
2. How do the students' families respond to the preparation steps for examination? What initiatives do the households take in preparation? Is there any difference in preparation based on socioeconomic background of students?
3. How do primary schools select candidates for the completion examination and when do they start the process? What is the process of primary education completion examination starting from registration of students to announcement of results including roles of various actors' such as teachers and education officials at various levels?
4. What's the nature of the financial outlay required for preparation and participation in the completion examination? What's the proportion of such expenditures in relation to overall private expenditure for education?
5. How do the students of various types of schools perform in completion examination? Is there any difference in students' performance based on their socioeconomic background, involvement in various tutorial initiatives and expenditures related to examination? What's the link between completion examination results and competencies achieved by students?
6. What are the views of various stakeholders of primary education about completion examination? How have the media, especially the national newspapers, reported on the primary completion examination?

B. Methods

Bearing the above objectives in mind, both quantitative and qualitative methods and techniques were used in this study. With advice from the *Education Watch* group the research team applied appropriate research techniques in this research. A quantitative approach was used in achieving the second, fourth and fifth objectives. Both the approaches were utilized in achieving the rest three objectives. However, scanning of newspapers were also done in achieving second part of the sixth objective.

The study covered five types of institutions providing primary education services. Box 3.1 provides definitions of the school types. These included government primary schools (GPS), newly nationalized primary schools (NNPS; formerly, registered non-government primary schools or RNGPS), kindergartens, non-formal primary schools and ebtedayee madrasas. List of schools were collected from respective authorities, such as the Directorate of Primary Education (DPE), Offices of the *Upazila Nirbahi* Officers (UNO) and NGOs working in study areas. This helped in sampling which was done in two stages, viz., *Upazila/Thana* and the school.

Box 3.1
Various types of primary schools under study

Government primary schools: These are the primary schools providing full primary education (grades I-V). These schools were established at different times by the communities since the British period until they were nationalized in 1974. The Directorate of Primary Education (DPE) directly operates these schools through its offices at district and upazila/thana levels. According to DPE, there are 37,700 government primary schools with over 10.5 million students (in 2013).

Newly nationalized primary schools: These were established by the communities to meet the growing demand for primary education since nationalization of all primary schools in 1974. These were previously known as registered non-government primary schools (RNGPS). The government subsidised salaries of teachers and provided other forms of support to these schools. They functioned in the same way as the government primary schools under overall oversight of DPE. The government nationalized these schools in 2013 taking full financial and management responsibility for these schools. The number of such schools was 22,632 with over 4.3 million students in 2013.

Kindergartens: Independent entrepreneurs (individual, group or institution) established these schools. These institutions have pre-primary to varying levels of school education. They emphasize English language in their instruction. Although there are Kindergarten Associations but no commonality is present among the schools in terms of books used, facilities provided, operation system or management. Kindergartens follow national curriculum to prepare students for PECE. The number of kindergartens providing primary education was 14,100 with about 1.8 million students in 2013.

Non-formal primary schools: These primary schools are operated by non-government organizations (NGOs). Most of them are single teacher and single classroom school. The schools follow national curriculum as well as use government provided textbooks. Supplementary materials are common in many cases. BRAC operates the largest non-formal primary education programme in the country. Government primary education statistics do not take full account of them. The number of such schools is estimated to be over 30,000 with about one million students in 2013.

Ebtedayee madrasas: Faith-based Islamic primary educational institutions which follow national curriculum with an emphasis of Arabic language and study of the Quran. Individual or religious groups establish such schools. All ebtedayee madrasas are non-government and managed by local communities. They receive financial support from government as well as communities. The number of ebtedayee madrasa in 2013 was 2,623 with 344,120 students enrolled in them.

Quantitative part of the study was done using structured questionnaires to sample schools and primary education completion examinees spread throughout the country. However, qualitative part was carried out in a small number of selected areas. Experiences of previous *Education Watch* studies were helpful in adopting and implementing the methodology of this study. Wherever suitable, previous *Education Watch* data were used for trends analyses purposes.

The *Education Watch* group guided implementation of the study through its Working Group and Technical Committee and taking support from its Advisory Board. Campaign for Popular Education (CAMPE) played the role of Secretariat. Research and Evaluation Division (RED) of BRAC was commissioned to conduct the study. The Educational Research Unit of RED, BRAC collected the data, analysed them and prepared the report. Preliminary findings were shared in a series of *Education Watch* meetings. The final draft report was presented in a multi-stakeholder sharing meeting. A five-member team reviewed the report.

C. The instruments

The theme of this year's *Education Watch* study is different from previous years. This is also a new area of research in the context of Bangladesh. Thus, the research team had to be extra careful in designing instruments for data collection. The instruments were developed in phases. First, the research team dividing

in sub-groups met with head teachers, students and parents in different types of schools as well with some education officials in a number of *upazilas*. This helped in identifying issues under the theme of study and developing the first draft of instruments. Second, the draft instruments which include both questionnaires and checklists were taken to a first round of piloting. Experience of this was incorporated in the instruments through rigorous discussion in the study team. *Education Watch* group members also provided inputs on this. Third, the second draft was taken for a second round piloting. The instruments were finalized based on these experiences. The following is a brief description of the instruments.

Head teachers interview questionnaire: It covered some basic information on schools and activities done by the schools to prepare primary completion examinees. Detailed information on school-arranged coaching including duration, teachers' involvement, students' participation, coaching teachers' and their selection, costs, and pros and cons of primary completion examination in the eyes of head teachers were the issues covered in this instrument (Annex 3.1).

Primary completion examinees survey questionnaire: It had a number of sections. The first section collected some basic information like age, gender, identification number of the examinees, and a number of socioeconomic background information of examinees and their households. Background information included parental education, household food security status, religion, availability of electricity at home and the main source of household income. The second part was related to examinees' preparation for examination. This covered duration, subjects taught and related costs (if applicable) for school coaching, involvement of family members in tutoring and private tutoring. The third part was related to private expenditures for education in grade V (Annex 3.2).

Checklists for qualitative investigation: A number of checklists were developed for in-depth interviews and focus group discussions (FGD). Interviews were carried out with *upazila* education officers and their assistants, head teachers and class teachers. FGDs were conducted with current year's examinees, past year's examinees and parents of current year's examinees. Issues covered selection of examinees, students and examiners' preparation process, situation in examination halls, consequences of completion examination, and the role of such examination in quality improvement of primary education. Besides, a checklist was produced for classroom observation.

Competency based test instrument: The competency based test instrument that was developed for the *Education Watch* in 2000 and later used in 2008 study was also used in this study. The test instrument covered 27 competencies containing 64 question items on Bangla, English, Mathematics, Bangladesh & Global Studies, Primary Science and Religion & Moral Education. More on this (test development procedure, reliability and validity, etc.) can be found in previous *Education Watch* reports (Nath and Chowdhury 2001, 2009). The purpose of this instrument was to collect independent comparative measure of primary school students' learning achievement.

D. Sampling strategies

The country was divided into two parts – rural and urban. There were 486 *upazilas* in rural areas and 382 *paurasavas/thanas* in urban areas. Portions of a number of *upazilas* also had urban areas and hence called *paurasavas*. From the rural 486 *upazilas*, 75 were selected following a systematic random sampling technique. The same number of *thanas* were selected from 382 *paurasavas/thanas* following a similar technique. Note that *upazila/thana* is the lowest level in administrative structure of the country. Thus, 150 *upazilas/thanas* were selected for the study. Of them, 11 had both rural and urban locations. Thus, number of spots (*upazila/thana*) selected for this study was 139 (Figure 3.1). The second stage was the selection of

schools. Using the lists provided by DPE, UNO and NGOs in the selected *upazilas* separate samples were drawn from each *upazila/thana*. One school of each type was randomly selected from each *upazila/thana*. Although, the intention was to select 75 schools of each type from each area, it was not possible to do so due to some practical consideration. Non-formal schools of grade V were not available in all *upazilas* and enough ebtedayee madrasas were not available in urban areas. Instead of 150 of each, it was possible to cover 65 non-formal schools collectively in both the areas and only nine ebtedayee madrasas in urban areas. Non-formal schools were kept for analysis. The urban ebtedayee madrasas were dropped because such a small number would not produce valid estimates. Again, kindergartens were not available in 12 *upazilas/thanas*.

Finally, 578 primary educational institutions of five different types were brought under the study. This includes 150 each of government primary and newly nationalized primary schools, 138 kindergartens, 65 non-formal primary schools and 75 ebtedayee madrasas. Rural-urban division of these schools is provided in Table 3.1. Heads of these educational institutions (programme organizers for non-formal schools) were reached for interviews.

It was intended to select 30 schools of each type from each area and 20 examinees from each selected schools to carry out the survey of examinees; in other words, 600 examinees from rural and 600 from urban schools for each type of school. Problem arose with some ebtedayee madrasas and kindergartens having less than 20 examinees. Finally, survey of 5,375 examinees from 309 schools were successfully done (Table 3.2). Of them, there were 2,975 examinees from 180 rural schools and 2,400 examinees from 129 urban schools. Overall 49.8% of the sampled examinees were girls. All of these examinees were also administered the competency-based test. A note on sample size determination is provided in Annex 3.3.

In-depth investigation using qualitative research techniques was carried out in three *upazilas* (rural areas)

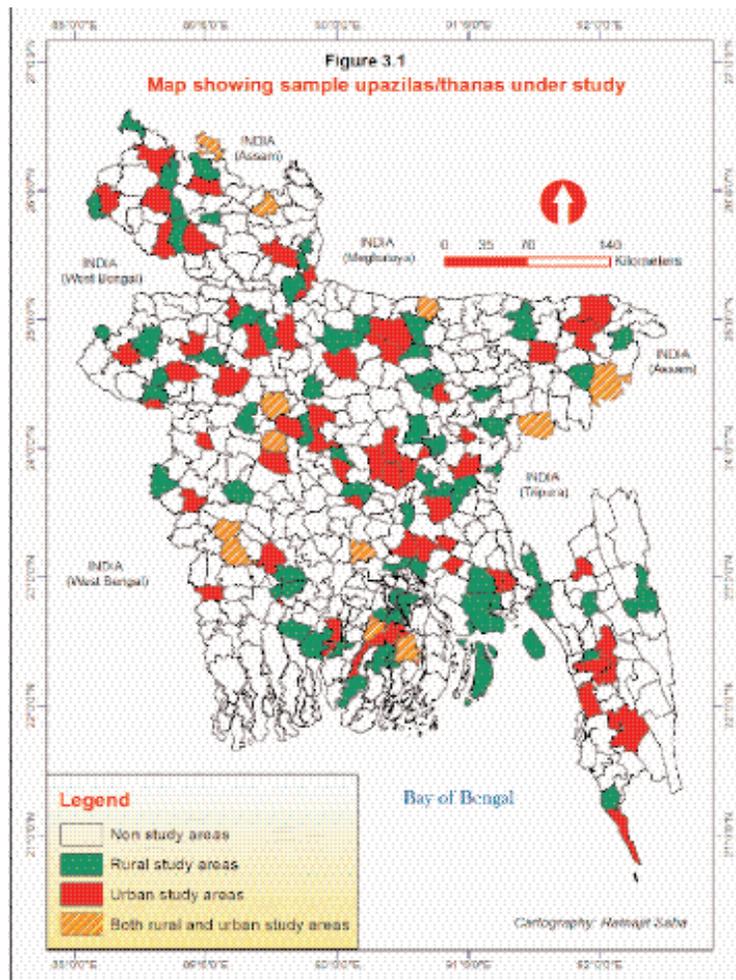


Table 3.1
Number of sampled primary schools by type

School type	Area		Total
	Rural	Urban	
Government	75	75	150
Newly nationalized	75	75	150
Kindergarten	68	70	138
Non-formal	33	32	65
Ebtedayee madrasa	75	-	75
Total	326	252	578

Table 3.2
Sample for examinees survey

School type	No. of school	Rural area			No. of school	Urban area			Total no. of school	Total no. of examinees
		No. of examinees by gender				No. of examinees by gender				
		Boys	Girls	Both		Boys	Girls	Both		
Government	30	300	299	599	30	300	300	600	60	1,199
Newly nationalized	31	299	298	597	33	299	301	600	64	1,197
Kindergarten	39	300	294	594	34	300	300	600	73	1,194
Non-formal	33	290	301	591	32	300	300	600	65	1,191
Estedayee madrasa	47	309	285	594	-	-	-	-	47	594
Total	180	1,498	1,477	2,975	129	1,199	1,201	2,400	309	5,375

and one *thana* (urban area). The five types of educational institutions were included here as well. One school from each type was selected from each *upazila/thana*. Thus, a total of 40 schools were sampled for qualitative investigation. However, not all activities were done in each of the sampled schools. For instance, 20 head teachers or programme organizers and eight examinees were brought under in-depth interview (Table 3.3). Again, although all four UEOs were interviewed, not all AUEOs, and so on. Ten groups of current year's examinees, the same numbers of groups of past year's examinees and groups of parents were invited for focus group discussions (FGD). Classroom observation was carried out in 10 educational institutions for four consecutive days each. Moreover, eight examination halls located in two *upazilas* were also closely observed.

Table 3.3
Sample for qualitative part of the study

Techniques	Informants	Sample size
In-depth Interview	Head teacher/ PO	20
	Upazila Education Officer	4
	Assistant Upazila Education Officer	4
	Examiner	8
Focus Group Discussion	Current year's examinees	10
	Previous year's examinees	10
	Parents of current year examinees	10
Observation	Classroom	10
	Examination hall	8

E. Weighting

The number of schools or students of grade V therein substantially varied by school type in the population. An attempt was made to take equal numbers of them in the samples, which was not possible to maintain. Such a deviation between population and sample required some adjustment to have correct estimates when data were pooled for national, school type and area-wise estimates. Weights were used in pooling estimates for these levels. The numbers of schools and students of grade V found from DPE and other sources were used in calculating the weights. Standard statistical procedure was used in calculating weights (Cochran 1977). Annex 3.4 provides details of the procedure followed as well as the weights against each type of school.

F. The field operations

Field work was done in two phases. At the first phase, interviews of head teachers regarding schools activities for examinees preparation, competency-based achievement test of examinees and the qualitative part of the study were carried out. The second phase contained survey of examinees. The first phase was done before the completion examination and the second phase after the examination. The same group of research assistants collected all quantitative data in both phases; however, a separate group was engaged in qualitative investigation.

The number of research assistants initially recruited was more than required. There were 70 for the quantitative part and 10 for the qualitative part of the study. Separate training was provided to them. After training, 66 were finally selected for the quantitative and eight for the qualitative part. Training was held in two phases. In the first phase, training on head teachers' interview, school activities and competency-based test of examinees were held during October 12–16, 2014 and training for the qualitative part was held during October 15–20, 2014. Fieldwork was undertaken from October 24 to November 22, 2014 for both the groups. Two researchers stayed in two *upazilas* for observation of examination halls at the time of examination. Training for survey of examinees was held at the second phase during November 25–27, 2014. Fieldwork at this phase was held from November 28 to December 22, 2014. Thus, both training of research assistants and fieldwork took two months and 10 days. Four members of the research team stayed full time in four *upazilas/thana* with the qualitative field teams.

Head teachers' interviews regarding school activities for completion examination were held in school premises, usually in head teachers' office rooms. Although they were the principal respondents for this part, they took help from one or two of their colleagues in providing information. It was not a problem because the intention was to collect schools activities related to examination. Competency-based test was administered in the classrooms of grade V in the same manner as for 2000 and 2008 studies (Nath and Chowdhury 2001, 2009). Interviews for the survey of examinees was held at their homes. The parents/guardians were the principal respondents for this part; however, they were assisted by the examinees as and when required, especially for information related to their studies. In the qualitative part too, the research assistants and the researchers went to the informants' places to do interviews and FGDs.

G. Data quality assurance measures

Several steps were taken to ensure quality of data. First, in each survey team (two-member), one was made the leader whose responsibility was to ensure fieldwork as per instruction. Both the members checked each other's filled-up questionnaires to find errors or inconsistencies, if any. A team of supervisors randomly visited the sample spots to verify whether the teams went to the right samples of schools, and examinees sampling is done in the right manner, and questions are asked in the right way to the right respondents. They also randomly checked the previous day's works of the teams. A five-member team of the Field Management Unit of the Research and Evaluation Division of BRAC also went on random visits to the field teams. They also checked whether the supervisors were doing their duties as expected. Finally, members of the core research team and the *Education Watch* group members visited selected sampled *upazilas* to check overall field operations. The research assistants and the supervisors regularly communicated over cell phones with the research team in Dhaka.

H. Strengths and limitations

Although all necessary measures were taken to conduct the study in the best possible manner, like any other sample-based study, this research also has both strengths and limitations. These are noted below.

Strengths

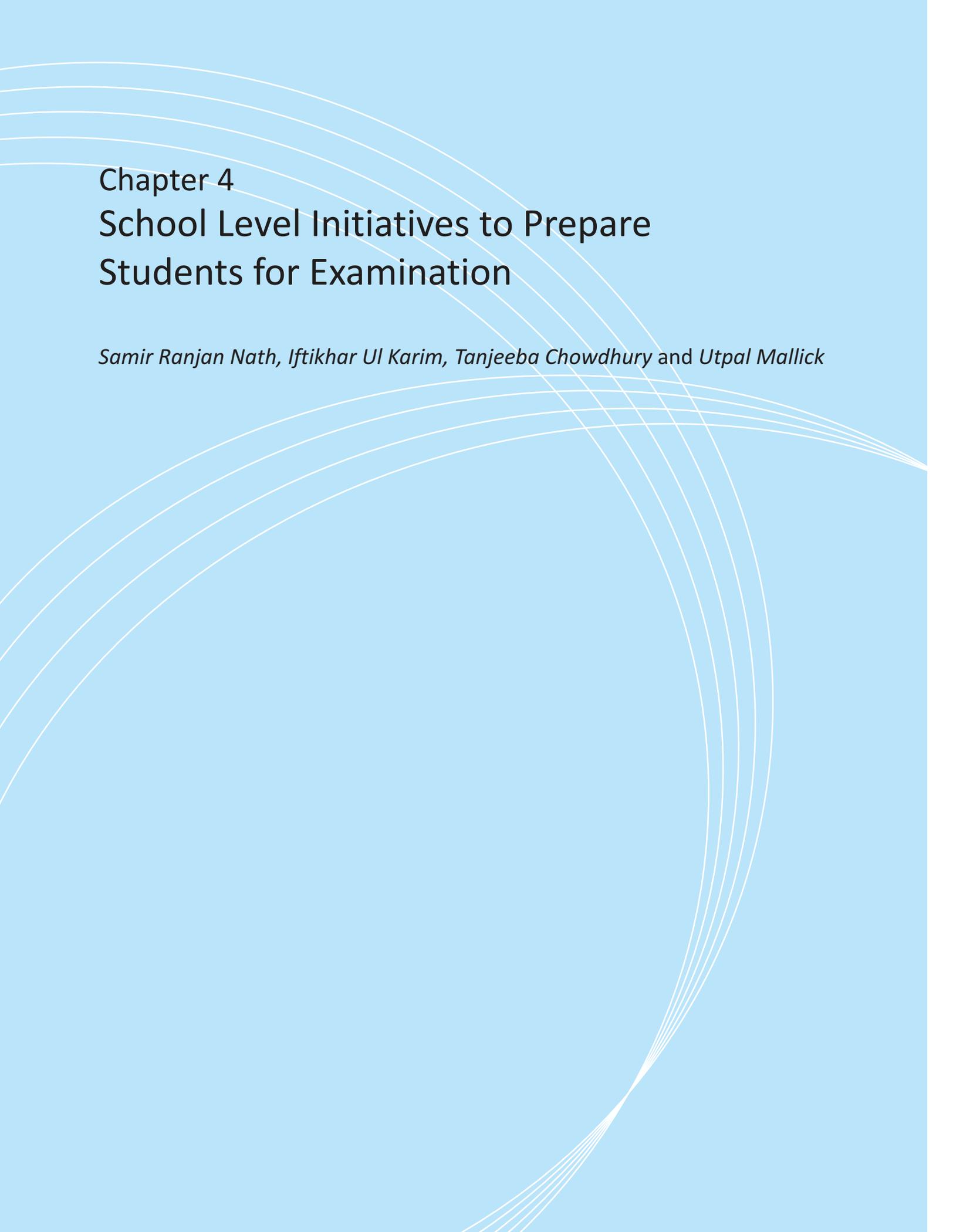
1. This is the first study on any public examination in Bangladesh which produced national as well as school type-wise estimates on various related aspects. It is a timely study because primary education completion examination is a new initiative of government and is being held for last six years and thus requires a thorough assessment. Moreover, this new public examination at an early stage of school education has generated widespread debate among stakeholders. Findings of this study can help understand the initiative better, including its pros and cons and help determine policy options.
2. The database produced by Bangladesh Bureau of Statistics (BBS) and the Directorate of Primary Education (DPE) were used for sampling the *upazilas* and the schools. NGOs and UNO offices also provided relevant information. All these helped drawing an accurate sample for the school survey.
3. Data were collected from various sources which reflect schools' initiatives and their consequences on students' educational life as well as families' responses to such examination. These are valuable information for not only assessing current situation but also determining what is to be done in future for improvement of quality of education.
4. The Directorate of Primary Education, the administrator of completion examination, publishes results in terms of gender, division, district, and school type. This study linked students' performance in completion examination with their socioeconomic background, additional study initiatives and cost of education. Residence-wise (rural/urban) analysis was also a new addition. All these analyses were done keeping equity perspective in mind.
5. Establishment of relationship between results of completion examination and achievement in competency-based test is a new and significant initiative in education research in Bangladesh.
6. One of the strong points of this study is the use of mixed methods in a mutually complementary manner. Use of qualitative techniques helped explain some of the estimates revealed from the surveys. Exploration of examination process including seat plan, invigilation, and assessment of answer scripts increased explanatory value of the study.
7. This study also collected information on private expenditure for education as well as expenditure specific to the completion examination. Information on supplementary private tutoring was provided. Trends analyses of cost of education and private tutoring also an added value.

Limitations

1. Many different types of primary schools participate in completion examination. This study included only five of them. Although these schools collectively represent over 90% of schools, questions still may be raised about not having a full representation of primary education in Bangladesh.
2. The number of students participating in completion examination from ebtedayee madrasas was less than those from higher madrasas. Thus, the decision to include ebtedayee madrasas instead of higher madrasas in the sample compromised having an overall picture of madrasas. On the other hand, if higher madrasas were considered, primary classes attached to high schools also had to be taken for the sake of consistency. A small number of non-formal primary schools in the sample was another limitation.

3. The qualitative part of the study was confined to only three *upazilas* and one *thana*. This limits statistical generalization of the findings from that part of the study, though statistical generalization was not an intention of using this method.
4. Fieldwork for this study was done during the month preceding the examination. That was the high time for examination preparation. Classroom observations at that time presumably gave a different picture compared to rest of the year. So, the data generated through classroom observation might not be the true reflection of classroom activities of the schools in general. An attempt to overcome this was done by asking the teachers about difference in classroom teaching in general and before the examination.

The research team made its best effort to overcome the limitations and achieve the objectives of the study. It believes that it has largely done so.



Chapter 4

School Level Initiatives to Prepare Students for Examination

Samir Ranjan Nath, Iftikhar Ul Karim, Tanjeeba Chowdhury and Utpal Mallick

School survey provided information on the steps and activities undertaken by primary educational institutions in preparing their students for completion examination. These included special coaching classes and model tests. These have implications for how the special efforts of the school affect its overall work and the intended and unintended consequences of these efforts. This chapter examines various aspects related to school-arranged coaching and model tests and the selection process for sending up students for the examination.

A. Selection of examinees

Generally all students who have been promoted from grade IV to V are supposed to be eligible to take part in primary completion examination. Students who failed in previous year's completion examination are also eligible to take part. Promotion from grade IV to V should depend on overall performance in grade IV; however, the annual examination is the main means for judging this performance. The prominence and importance of the high-stake public examination at the end of grade V appears to have affected in a negative way assessment of student learning within the school, especially for grade IV. There is no clear directive from the Directorate of Primary Education (DPE), the principal authority to implement primary education and to administer the PECE, regarding promotion from one grade to another or selection of candidates for PECE.

In absence of any clear directive, schools and teachers decided their own strategies based on common sense, their perception of what is at stake, and watching what other schools do. The head teachers of government and newly nationalized primary schools informed that if any examinee does not appear in examination or fails, teachers were called by *upazila* or district level education officers and reprimanded for negligence. Moreover, wide publicity was given about 'schools with 100% pass rate' with encouragement from the ministry level and publicised prominently by the media. All these created pressure on schools and teachers. Schools in general thus wished to send up only those students who according to them 'would be able to cross the hurdle' in other words, 'would gain success and fame for the school'. Thus, school reputation and accountability of teachers became entangled with examination results.

The introduction of PECE has made performance in annual examination at the end of grade IV particularly important. One of the head teachers of a government primary school remarked, 'Only those who get promotion from grade IV to V are eligible for completion examination. We select those who pass in every subject. Exception is only for those who are unable to attend annual examination due to sickness.' The head teacher of another school said, 'The failed students take examination the next year. We have two repeaters in grade V this year.'

On the other hand, heads of newly nationalized primary schools informed that they start identifying 'good' candidates before the end of grade IV, though some said they supported weak students as well. They felt that with one year in hand before the examination they would be able to prepare the weak students through various activities in grade V. Some said that they teach their students various techniques and strategies so that they could pass. One of them made the following statement, 'We try to prepare students by motivating them to study more. It does not go well always. But see, if a student can do correct answers in Multiple Choice Questions (MCQs) s/he cannot fail. With this hope we allow everybody to take completion examination.'

Head teachers of some kindergartens claimed that they take good care of *all* students starting from playgroup; so, none usually fails or repeat in a grade. They also take special care of students when they

reach grade V. In some kindergartens, monthly examinations are arranged in grade V from January to March, followed by first and second terminal examinations in April and August respectively. In some cases, potential completion candidates are identified a few months prior to the end of grade IV. Following is an interesting statement of a kindergarten headmistress regarding allowing all students to participate in completion examination:

Government did not give any instruction to exclude weak students from examination. Again, now-a-days, if students write whatever they know in answer scripts they can pass easily. This means that government doesn't want anyone to fail. Government wants to put students through a process. That's why mostly all students pass. The policy is clear to us; not to leave anybody behind. Besides, we have seen that some of our weak students who failed in school examination, passed in completion examination. Actually, the government is trying to bring every child under a system. I think, it is a good initiative to encourage all.

Most ebteedayee madrasas had a small number of students in each grade. Usually no student was kept in grade V twice. If the teachers felt that any student required another year of study to get prepared for completion examination s/he would be kept in grade IV for another year. Referring to an official instruction, a head teacher said, 'Every student of grade V is supposed to register and sit for completion examination. We do not take any risk. We allow repetition of weak students in grade IV because student failure in completion examination may hamper the madrasa's reputation.'

Non-formal schools are, in general, single classroom single teacher schools. There is no provision to repeat. Students are admitted in grade I and gradually promoted to higher grades and they sit for completion examination at grade V. Special arrangements are made when necessary. A Programme Organizer (PO) of a BRAC school said, 'We transfer extremely weak students to a nearby BRAC School of 4th grade. If this can't be done, a separate arrangement is made to prepare them for examination.'

Special considerations

Sometimes students are promoted from grade IV to V on special consideration. In some schools if any student repeated twice in grade IV, s/he is promoted to grade V without any question. Again, if a student fails in any subject except English and Mathematics, s/he is also promoted to grade V. In such cases, the teachers' understanding is that students will be able to overcome their weakness in other subjects with a little extra care.

Sometimes schools have to promote some students in grade IV on request from parents, guardians, local influential people and members of school managing committees (SMC). Following are some examples in this respect.

Like as other grades, all students do not pass in annual examination of grade IV. Parents and guardians come to us with requests for promotion. We have to honour community pressure. Parents promise us to send students to school-arranged coaching and private tutoring as part of additional care. We then allow promotion. – *Head teacher of a government primary school*

Last year, my teachers did not allow one of our examinees to register for completion examination, because she showed very poor performance in grade IV annual examination. We were asked by a local influential person to register her. The situation was such that we were obliged to do so. You would be surprised to know that she never got even 45% marks in any

school tests but got a GPA of 4.32 in completion examination. It was a mystery to me. – *Head teacher of a kindergarten*

If requests for special consideration come to us we ask the parents to promise additional care for their children. This includes providing private tutor and other support so that they can pass in examination. – *Head teacher of a madrasa*

In some ebtedayee madrasas the managing committees decided to allow promotion to all students of grade IV to grade V. Their understanding is that if they did not do so, the parents might think that the teachers did not teach well or madrasas provided poor quality of education, and parents might stop sending their children to their madrasa. Ebtedayee madrasas, in general, had small number of students; the authorities did not want to lose students. As a strategy, they allowed promotion of some students on special consideration.

Some of the head teachers informed that screening students a year before attending completion examination created a reason for their drop out from school system. Schools in general wanted to keep weak students wait to attend in completion examination up to next year but in reality it did not happen. According to the head teachers, only a very small portion of repeater students took part in examination the following year. So, a good number of students dropped out before completing primary education cycle. The head teacher of a government primary school observed:

If we do not allow students to participate in completion examination, parents think that their children are not good enough in education. They do not see any point to wait for a year for examination. This happens especially for the students of poor families and for girls. The parents in such cases find a solution by engaging their children in income earning activities, whatever the work is. Some students also lose interest in education. There is also chance for girls to get married. We tried to convince the parents not to end their children's schooling without success. If there was no selection for completion examination, these students may not have dropped out.

Programme Organizers of BRAC schools made special groups with weak students only, sat with them and their parents separately in order to find a solution. A Programme Organizer said, 'In our system there is no provision of labelling a student as 'failed'. If any student is found weak by the end of grade IV we talk to parents and ask them for special care. We feel one year is a long time to prepare. We arrange coaching in school or advice parents to engage private tutors.'

B. Coaching classes in schools

Offering coaching classes to the students along with daily teaching was not a common phenomenon in the primary educational institutions in Bangladesh. Discussing the issue with the head teachers it was found that a very few government and newly nationalized primary schools and the ebtedayee madrasas offered coaching classes to the students of grades III and IV. The non-formal schools did not arrange any such coaching when their students were in lower grades. A somewhat different scenario was observed in kindergartens. A section of kindergartens offered coaching to their students of lower grades too. Among the kindergartens under survey, 11.7% offered coaching to students of grade I, 13.1% offered to those of grade II, 18.2% offered to those of grade III and 20.4% offered to those of grade IV (Annex 4.1).

Let's now move to coaching classes offered to the candidates of PECE in the fifth year of primary school. On average, head teachers of 86.3% of schools claimed that coaching classes were arranged for the students of

grade V in their schools (Table 4.1). It was 86.8% among rural schools and 82.4% among urban schools with no statistical difference. The proportion of schools offering coaching varied between 85% and 88% among four types of schools. These are government primary schools, newly nationalized primary schools, kindergartens and non-formal primary schools. On the other hand, the ebtedayee madrasas were far behind with only three-quarters of them offering coaching. Statistically significant urban-rural difference was observed only among government primary schools; 86.7% of rural and 70.7% of urban government primary schools offered coaching ($p < 0.02$). No such variation was observed in other three types of educational institutions.

School coaching was made mandatory for all students of grade V in 73.5% of schools under survey. It was not made mandatory in 12.8% of schools and 13.7% of schools did not offer any coaching classes at all (Table 4.2). It was mandatory in three-quarters of rural and three-fifths of urban schools. Coaching classes were made optional to the students in a quarter of kindergartens, 15.2% of non-formal primary schools, 12% each of newly nationalized primary schools and ebtedayee madrasas and 7.3% of government primary schools.

Table 4.1
Percentage of schools offering coaching class to fifth graders by school type and residence

School type	Residence		Both	Level of significance
	Rural	Urban		
Government	86.7	70.7	85.3	$p < 0.02$
Newly nationalized	88.0	88.0	88.0	ns
Kindergarten	86.8	87.1	87.0	ns
Non-formal	87.9	81.3	86.4	ns
Ebtedayee madrasa	74.7	-	74.7	na
All	86.8	82.4	86.3	ns

ns = not significant at $p < 0.05$; na = not applicable

Source: Education Watch Head Teachers Interview, 2014

Table 4.2
Percentage distribution of schools by status of coaching class, school type and residence

Status of coaching	School type					Residence		All
	Government	Newly national	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
Mandatory	78.0	76.0	61.3	71.2	62.7	75.4	60.3	73.5
Not mandatory	7.3	12.0	25.5	15.2	12.0	11.4	22.1	12.8
Did not held	14.7	12.0	13.1	13.6	25.3	13.2	17.6	13.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

Similar information was collected from the completion examinees too, which allowed student-level analysis. Overall, 92.4% of examinees reported that it was mandatory in their schools. School coaching was mandatory for 93.3% of rural and 87.5% of urban examinees ($p < 0.001$) (Table 4.3). Gender-wise, 93.2% of girls and 91.6% of boys reported the same ($p < 0.05$). School type-wise analysis shows that 98.5% of examinees of

Table 4.3
Percentage of examinees reporting mandatory school coaching by school type and residence

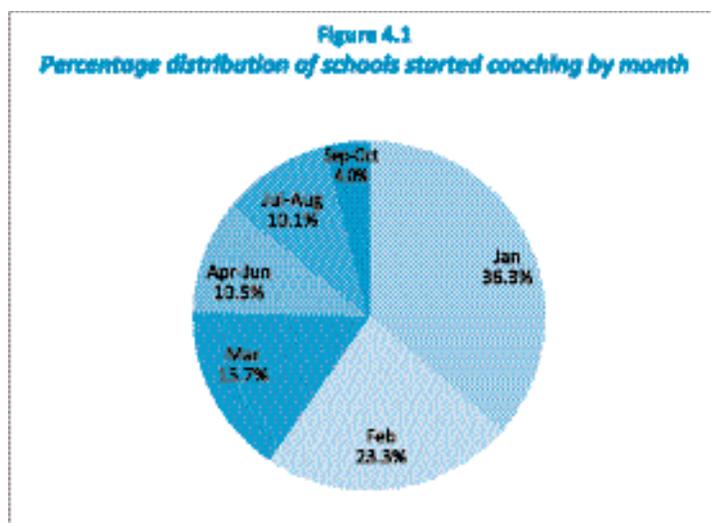
School type	Residence		Level of significance	All
	Rural	Urban		
Government	93.6	92.3	ns	93.4
Newly nationalized	100.0	83.5	$p < 0.001$	98.5
Kindergarten	76.4	72.3	ns	75.5
Non-formal	90.5	95.5	$p < 0.001$	91.3
Ebtedayee madrasa	92.3	-	na	92.3
Level of significance	$p < 0.001$	$p < 0.001$		$p < 0.001$
All	93.3	87.5	$p < 0.001$	92.4

Source: Education Watch Primary Completion Examinees Survey, 2014

newly nationalized schools, 93.4% of those of government schools, 92.3% of those of ebte dayee madrasas, 91.3% of those of non-formal schools and 75.5% of those of kindergartens reported mandatory coaching in their educational institutions (Table 4.3). Residence-wise statistically significant difference was observed among the students of two types of schools. More students of rural newly nationalized primary schools than those of urban areas reported mandatory school coaching ($p < 0.001$); however, the students of non-formal primary schools reported an opposite direction in their case ($p < 0.001$).

C. Start time of school-based coaching

As reported by the heads of the schools, all the schools under study did not start coaching classes at the same time. This varied from the beginning of academic year (i.e., January) to the month prior to the examination (i.e., October). On average, 36.3% of schools started coaching classes in January, 23.3% started in February and 15.7% started in March (Figure 4.1). This means that about three-fifths of schools started coaching classes during the first two months of academic year and three-quarters by the month of March. Among others, over 10% of schools started coaching classes during the second quarter of year (April–June). Coaching classes started during second half of academic year in 14.1% of schools under study.



Source: Education Watch Head Teachers interview, 2014

In general, school-based coaching classes started earlier in rural schools than in urban schools. For instance, coaching classes started in 59.9% of rural and 57% of urban schools in January or February (Table 4.4). It started in 19.9% of rural and 14% of urban schools in March or April. Thus, 79.8% of rural and 73% of urban schools started coaching classes within the first four months of the academic year. On the other hand, it started in 13.2% of rural and 21.6% of urban schools during the second half of the year.

Start time of coaching classes varied significantly in terms of school type too. In

Table 4.4
Percentage distribution of schools offering coaching by month of start, school type and residence

Months	School type					Residence		All
	Government	Newly national	Kindergarten	Non-formal	Ebte dayee madrasa	Rural	Urban	
Jan. – Feb.	68.0	63.6	53.8	21.0	19.7	59.9	57.0	59.6
Mar. – Apr.	24.2	15.1	18.5	10.5	9.0	19.9	14.0	19.2
May – Jun.	4.7	4.5	11.8	15.8	17.9	7.1	7.5	7.0
Jul. – Aug.	1.6	13.6	10.9	35.1	39.3	9.8	13.2	10.1
Sep. – Oct.	1.6	3.0	5.0	17.6	14.3	3.4	8.4	4.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers interview, 2014

general, government and newly nationalized primary schools and kindergartens started it much earlier than non-formal schools and ebtedayee madrasas (Table 4.4). Over 92% of government primary schools, 78.7% of newly nationalized primary schools and 72.3% of kindergartens started coaching classes within the first four months of the year. This figure was 31.5% and 28.7% for non-formal primary schools and ebtedayee madrasas, respectively. On the other hand, over half of the non-formal schools and ebtedayee madrasas started coaching classes during the second half of the year. This figure was 3.2% for government and 16.6% for newly nationalized schools and 15.9% for the kindergartens.

Examinees were also asked about teaching-learning provision in their schools during their fifth grade. Aim was to know about changes, if any, made by school authorities in this regard due to PECE. The general practice in schools is to offer regular classes from the beginning to the end, assess students through class tests and formal examinations, etc. This was not the case in grade V, the completion examination year. Over 93% of examinees had a combination of three different provisions in this regard. They were 92.4% among rural students and 97.5% among urban students (Table 4.5). The majority of examinees informed that regular classroom activities along with coaching classes were held in their schools from the beginning of academic year to the end. This was held in the case of 58.5% of students; 60% in rural areas and 50% in urban areas. The second largest proportion of students informed that school started as usual at the beginning of academic year; but coaching classes were added later in the year. They were 18.6% of examinees. Residence-wise, 18.2% of rural and 20.9% of urban students experienced this. The third largest proportion of students experienced no coaching classes in schools but regular classroom activities from the beginning to the end. About 16% of students experienced this; they were 14.2% of rural and 26.6% of urban examinees. Irregular coaching classes alongside regular classroom activities were held in the case of 6.5% of examinees; 7.3% for rural and 2.2% for urban examinees, respectively. In general, no variation was observed between experiences of boys and girls.

Table 4.5
Percentage distribution of examinees by coaching provisions in schools, gender and residence

Coaching provisions in schools	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Regular classroom activities from the beginning to the end	15.7	15.6	14.2	26.6	16.1
Special coaching class from the beginning	0.2	0.2	0.2	0.0	0.2
Regular classroom activities and coaching from the beginning	58.8	58.2	60.0	50.0	58.5
School starting with regular classes and coaching class added later	18.8	18.4	18.2	20.9	18.6
School starting with regular classes but later moving to special coaching classes	0.1	0.1	0.1	0.2	0.1
Irregular coaching alongside regular classroom activities	6.5	6.5	7.3	2.2	6.5
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

School type-wise variation was observed in this respect (Table 4.6). Kindergartens and non-formal schools were the two extreme cases. Two-thirds of kindergarten examinees experienced regular classroom activities and special coaching classes from the beginning to the end of academic year, which was the case for 13% of non-formal school examinees. On the other hand, academic year started with regular classroom activities and coaching classes were added later for 61.2% of examinees of non-formal schools which was the case for 28.8% of kindergarten examinees. Among examinees of ebtedayee madrasas, 17.8% reported that their

madrasas started coaching classes along with regular classes and it started later in the case of 43.2% of examinees. Examinees of 63% of government and 54.2% of newly nationalized primary schools reported that coaching classes were started in their schools along with regular classes from the beginning of academic year. Coaching classes were started some months later for respectively 10.2% and 25.1% of examinees of these two types of schools. No coaching classes were arranged throughout the year in the institutions of 29.1% of ebtedayee madrasa, 25.2% of non-formal school, 17.3% of newly nationalized school, 16.9% of government school and 3.2% of kindergarten examinees.

Table 4.5
Percentage distribution of examinees by coaching provisions in schools by school type

Coaching provisions in schools	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
Regular classroom activities from the beginning to the end	16.9	17.3	3.2	25.2	29.1
Special coaching class from the beginning	0.0	0.0	1.8	0.0	0.0
Regular classroom activities and coaching from the beginning	63.0	54.2	66.1	13.0	17.8
School starting with regular classes and coaching class added later	10.7	25.1	28.8	61.2	43.2
School starting with regular classes but later moving to special coaching classes	0.0	0.0	0.0	0.6	6.7
Irregular coaching alongside regular classroom activities	9.4	3.4	0.0	0.0	3.2
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

It can be said from Table 4.5 that about 84% of completion examinees reported that their educational institutions arranged coaching classes at the beginning of academic year or later in the year may be held regularly or irregularly. This was 85.8% among rural examinees and 73.4% among urban examinees. No statistically significant difference was observed between boys and girls (84.3% vs. 83.3%). School type-wise, 96.7% of kindergarten, 83% of government, 82.7% of newly nationalized, 74.8% of non-formal and 70.9% of ebtedayee madrasa completion examinees reported their participation in school-arranged coaching (Table 4.6).

D. Students' participation in coaching

Two different estimates were found regarding participation rate in school coaching from two different sources. Head teachers reported a higher rate than the examinees. Both are presented in this report – head teachers report is in this section and examinees report is in the next chapter. As reported by the head teachers, all students of grade V of over two-thirds of schools, who arranged coaching classes, participated in them (Table 4.7). Overall, no difference was observed between rural and urban schools but statistically significant difference was observed by school type. Interestingly, non-formal primary schools were ahead of all others in terms of all students' participation in coaching classes; probably because the stake was high for them to prove that their performance was good or better than those of formal

Table 4.7
Percentage of schools where all examinees participated in coaching

School type	Area		Total
	Rural	Urban	
Government	64.6	66.0	64.3
Newly nationalized	63.6	60.5	63.6
Kindergarten	76.3	65.6	71.1
Non-formal	86.2	80.8	84.5
Ebtedayee madrasa	50.0	-	50.0
Total	67.1	67.5	67.2

Source: Education Watch Head Teachers Interview, 2014

schools. Of the non-formal schools under study, 84.5% fell in this category. They were followed by the kindergartens. All students of 71.1% of kindergartens participated in coaching classes. Position of ebtedayee madrasas was at the bottom with half of the institutions falling in this category. Mostly an equal proportion of government and newly nationalized primary schools had all students participating in school-based coaching.

According to school records, on average, 92.6% of examinees participated in school-arranged coaching (Table 4.8). This was 93.3% in rural schools and 88.4% in urban schools. Girls were ahead of boys (94% vs. 91%). Girls' participation rate was higher than boys in both the areas. Participation rate was highest in non-formal schools (98.5%) followed by government schools (93%), newly nationalized schools (92.7%) and the kindergartens (89.2%), respectively. The participation rate was lowest among the examinees of ebtedayee madrasas (82.6%).

Table 4.8
Examinees' participation rate in coaching by school type, gender and area

School type	Gender		Area		All
	Boys	Girls	Rural	Urban	
Government	91.0	94.7	93.4	89.2	93.0
Newly nationalized	91.5	93.7	94.6	90.9	92.7
Kindergarten	88.6	90.0	92.4	85.3	89.2
Non-formal	99.3	98.2	98.5	99.1	98.5
Ebtedayee madrasa	84.2	80.8	82.6	-	82.6
Total	91.0	94.0	93.3	88.4	92.6

Source: Education Watch Head Teachers Interview, 2014

E. Duration of school-based coaching

How many months the schools offered coaching classes? Whenever the schools started coaching, it continued up to the start of completion examination. However, in some schools it was discontinued for a few weeks to one or two months due to vacations for religious festivals and/or bad weather especially in the rainy season. As reported by head teachers, on average, 60.7% of schools offered coaching classes for 8–10 months, 21.5% of schools offered for 5–7 months and 17.8% of schools offered for 1–4 months (Table 4.9). It was obvious that those who started coaching classes late got less time to offer it. Percentage distribution of schools by start month of coaching is provided in Annex 4.2. Two-thirds of non-formal schools, 58.9% of ebtedayee madrasas, 21.8% of kindergartens, 19.9% of newly nationalized primary schools and 4.7% of government primary schools offered coaching classes for 1–4 months (Table 4.9). On the other hand, 70.6% of government schools, 63.3% of newly nationalized schools, 53% of kindergartens, 22.9% of non-formal schools and 14.2% of ebtedayee madrasas offered coaching classes for 8–10 months.

Table 4.9
Percentage distribution of schools offering coaching by number of months, school type and residence

Number of months	School type					Residence		All
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
1–4	4.7	19.9	21.8	66.7	58.9	16.5	27.4	17.8
5–7	24.8	16.9	25.2	10.5	26.8	21.8	17.6	21.5
8–10	70.6	63.3	53.0	22.9	14.2	61.7	54.9	60.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

On average, schools offered coaching for 7.3 months (Annex 4.3). The rural schools offered for 7.4 months and the urban schools for 6.8 months. School type-wise, government primary schools offered coaching for 7.9 months, newly nationalized primary schools for 7.4 months, kindergartens for 6.9 months, non-formal

primary schools for 4.6 months and ebtedayee madrasas for 4.5 months. No difference between rural and urban schools was observed in any of the school type.

In majority of the schools, coaching was held for six days a week irrespective of duration in months (Annex 4.4). On average, 93% of schools offered it for six days a week; it was 3–5 days in 6.1% of schools and seven days in 0.9% of schools. School type-wise, 92.2% of government schools, 97% of newly nationalized schools, 91.7% of kindergartens, 82.5% of non-formal schools and 91.1% of ebtedayee madrasas offered coaching classes for six days a week.

Most of coaching class per day was for 2–3 hours (Annex 4.5). About half of the schools offered coaching classes for two hours per day and 23.6% offered for three hours. A small portion (8.9%) offered for two-and-a-half hours. It was less than two hours in 14.8% of schools and more than three hours in 3.5% of schools. On average, 81.8% of schools offered coaching classes for 2–3 hours per day. The same duration was followed by 81.5% of rural and 83% of urban schools. School type-wise analysis shows, 78.3% of government primary schools, 88.7% of newly nationalized primary schools, 79.8% of kindergartens, 84.6% of non-formal schools and two thirds of ebtedayee madrasas offered 2–3 hours of coaching class per day.

Considering the above information together, total hours of coaching offered by each schools through out the academic year was calculated. The range was found to be 24–1,092 hours. On average, the schools offered 412 hours of coaching in the year with a median of 408 hours. The mode also coincided with the median. Nearly 18% of schools offered ≤ 200 hours of coaching, 26.8% offered 201–400 hours, 34.7% offered 401–600 hours, 18.8% offered 601–800 hours and 1.8% offered more than 800 hours of coaching (Table 4.10). Very small

Table 4.10
Percentage distribution of schools offering coaching by duration of coaching (in hours) throughout the year, school type and residence

Duration of coaching (in hours)	School type					Residence		All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
≤ 200	15.6	12.0	17.8	49.1	53.6	17.2	22.8	17.9
201 – 400	25.8	26.3	28.0	29.8	32.1	27.3	23.3	26.8
401 – 600	39.1	36.1	33.9	12.3	12.5	34.0	39.5	34.7
601 – 800	19.5	24.1	15.3	5.3	1.8	19.9	11.6	18.8
800+	0.0	1.5	5.1	3.5	0.0	1.7	2.8	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

deviation was observed in the distribution of rural and urban schools in this regard. However, a great degree of variation was observed when data were analysed by school type – ranging from 200 or less hours for the majority of non-formal schools and ebtedayee madrasas to 401–600 hours for government and newly nationalized primary schools and the kindergartens. Although the highest proportion of schools offered coaching classes for 401–600 hours in both rural and urban areas, it was the case for three types of schools viz., government and newly nationalized primary schools and the kindergartens. Very few non-formal primary schools and ebtedayee madrasas offered more than 600 hours of coaching.

Rural primary schools were ahead of their urban counterparts in terms of mean (in hours) duration of coaching offered. Whereas, the rural schools, on average, offered 416 hours of coaching; the urban schools

offered 382 hours of coaching (Table 4.11). Newly nationalized primary schools were at the top with 440 hours of offered coaching, followed by government primary schools (423 hours) and kindergartens (416 hours), respectively. Ebtedayee madrasas were at the bottom with only 221 hours of coaching offered and the non-formal primary schools were just one step ahead of them with 266 hours of coaching.

Table 4.11
Mean duration of school coaching (in hours) by school type and residence

School type	Residence		Both
	Rural	Urban	
Government	422 (190)	436 (211)	423 (191)
Newly nationalized	441 (197)	405 (207)	440 (197)
Kindergarten	441 (224)	376 (221)	416 (224)
Non-formal	273 (225)	224 (146)	266 (214)
Ebtedayee madrasa	221 (141)	-	-
All	416 (204)	382 (217)	412 (205)

Source: Education Watch Head Teachers Interview, 2014

F. The coaching teachers

Along with the schools' own teachers, outsiders were also engaged in school-based coaching. However, schools' own teachers offered coaching classes in majority of the cases – in 93.7% of the schools. Only outside teachers offered it in 1% of schools and both in 5.3% of schools. This means that 6.3% of the schools engaged outsiders to offer coaching and 99% of the schools engaged their own teachers. Involvement of outsiders as coaching teachers was highest in ebtedayee madrasas (12.5%), followed by kindergartens (8.3%), newly nationalized primary schools (7.6%), non-formal primary schools (5.3%) and government primary schools (4.7%), respectively. On the other hand, schools' own teachers were not engaged in coaching in 3.6% of ebtedayee madrasas, 3.5% of non-formal schools, 1.7% of kindergartens and 1.5% of newly nationalized schools. No government primary school was found to employ only outsiders as coaching teachers.

All teachers of the schools were not necessarily engaged in coaching. Arguably, it is not possible to engage all the teachers in coaching because the schools have to run other classes too. However, a substantial proportion of teachers in most schools and all teachers in 43.1% of schools were in fact engaged in school-arranged coaching (Table 4.12). Residence-wise, all teachers of 45.9% of rural schools and 24.5% of urban schools were engaged in coaching. As the non-formal schools were mostly single teacher schools, the teacher was engaged in coaching where the question of engagement came. Thus, the non-formal schools were at the top in terms of engaging own teachers in coaching. They were followed by newly nationalized primary schools. All teachers of 91.2% of non-formal and 63.6% of newly nationalized primary schools engaged in coaching. Among others, 39.8% of government primary schools and 35.7% of ebtedayee madrasas engaged all of their teachers in coaching. Urban-rural variation in this is also provided in Table 4.12.

On average, 61.3% of school teachers were engaged in coaching (Table 4.13). Residence-wise, about two-thirds of teachers in rural schools and 43.3% of those in urban schools were engaged in coaching ($p < 0.001$). The rate was highest among the teachers of non-formal primary schools (82%) who were closely followed by those of newly nationalized primary

Table 4.12
Percentage of schools with all teachers engaged in coaching by school type and residence

School type	Residence		Both
	Rural	Urban	
Government	40.0	34.0	39.8
Newly nationalized	63.6	60.6	63.6
Kindergarten	3.4	3.3	3.3
Non-formal	89.7	100.0	91.2
Ebtedayee madrasa	35.7	-	35.7
All	45.9	24.5	43.1

Source: Education Watch Head Teachers Interview, 2014

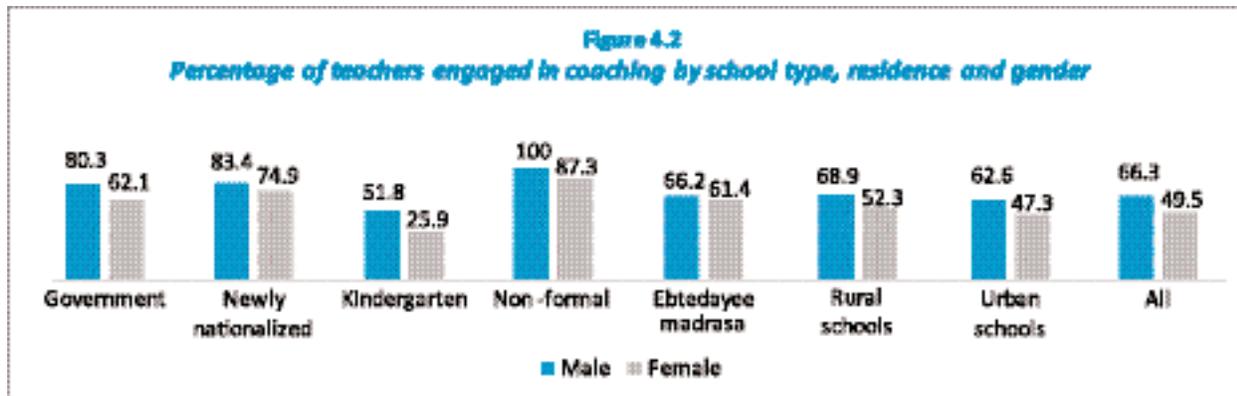
Table 4.13
Percentage of teachers engaged in school coaching by school type and residence

School type	Residence		Both
	Rural	Urban	
Government	72.2	62.7	71.3
Newly nationalized	80.5	83.0	80.5
Kindergarten	38.1	34.1	36.4
Non-formal	80.0	100.0	82.0
Ebtedayee madrasa	68.0	-	68.0
All	65.8	43.3	61.3

Source: Education Watch Head Teachers Interview, 2014

schools (80.6%). Among others, 71.3% of teachers of government primary schools, 68% of those of ebtedayee madrasas and 36.4% of those of kindergartens were engaged in coaching organized by their schools. On average, the schools under study had 5.9 teachers each, of which 3.6 were engaged in coaching. Overall, all teachers of 43.1% of schools and overall 61.3% of school teachers engaged in coaching arranged by schools. How this situation affects normal operations of the school called for a closer look.

Statistically significant gender difference was observed among teachers in terms of their engagement in school coaching. Proportionately more males than females were engaged in coaching (Figure 4.2). At the national level, two-thirds of male teachers and about half of female teachers were engaged in coaching ($p < 0.001$). In the rural schools, 68.9% of male and 52.3% of female teachers were engaged in coaching ($p < 0.001$). These figures were 62.6% and 47.3%, respectively among the teachers in urban schools ($p < 0.001$). Gender difference in teachers' engagement in school coaching was observed in three types of schools. These include government primary schools (males 80.3% and females 62.1%; $p < 0.001$), newly nationalized primary schools (males 83.4% and females 74.9%; $p < 0.02$) and kindergartens (males 51.8% and females 25.9%; $p < 0.001$). No gender difference was observed in non-formal primary schools and ebtedayee madrasas.



Source: Education Watch Head Teachers Interview, 2014

The heads of the schools were asked to mention qualifications in selection of teachers for coaching classes. In most cases, the most skilful teachers in schools were engaged in coaching. About three quarters of school heads considered this as major criterion for selecting coaching teachers (Table 4.14). About 27% of the heads of institutions considered teachers experience in providing coaching as well as their popularity as private tutors. Some heads preferred teachers interest in offering

Table 4.14
Percentage of schools by criteria of selecting teachers for coaching classes

Criteria	% of school
Most skilful teachers in school	74.7
Experienced in coaching/private tutoring	26.9
Interested in coaching (compared to others)	11.6
Interested in coaching without remuneration	7.3
Others	1.1

Multiple responses considered

Source: Education Watch Head Teachers Interview, 2014

coaching class and another section choose those who were willing to offer coaching classes without remuneration. In addition, academically capable students of colleges/universities, retired school teachers, and some non-teachers with experience and reputation as private tutors were engaged as coaching teachers from among the outsiders.

G. Fees for coaching classes

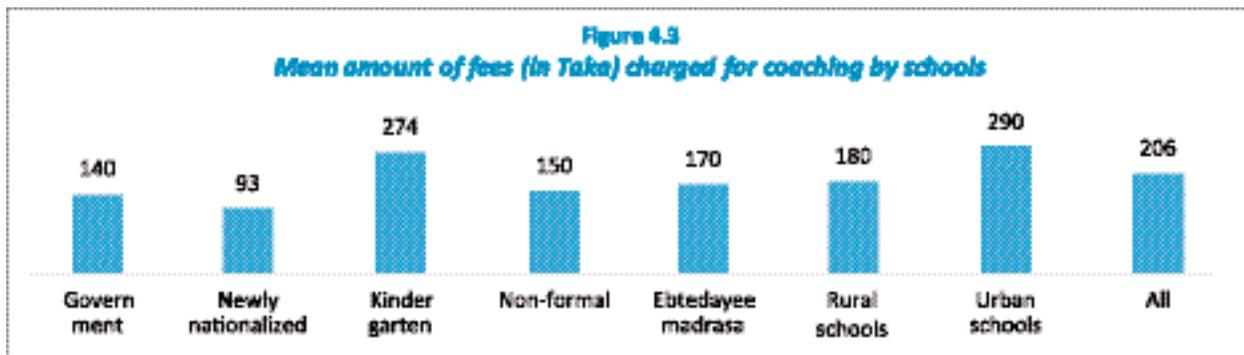
The majority of head teachers reported that they did not charge fees for school-arranged coaching. Schools offered coaching classes free of cost in 77.3% of schools and the rest charged fees to their students (Table 4.15). Those who charged fees included about a fifth of rural schools and over two-fifths of urban schools ($p < 0.001$). Statistically significant variation was observed in terms of school type too ($p < 0.001$). Kindergartens were much ahead of all other types in terms of charging fees for school-based coaching. Over 64% of kindergartens charged fees to their examinees. A quarter of ebtedayee madrasas and 22.8% of non-formal primary schools also charged coaching fees to their examinees. This was 13.6% among the newly nationalized primary schools and 10.2% among government primary schools.

Figure 4.3 provides amount of fees charged to completion examinees for school-based coaching. On average, the schools charged Tk. 206 per month to each examinee: Tk. 180 in rural schools and Tk. 290 in

Table 4.15
Percentage of schools charging fees for coaching by school type and residence

School type	Residence		Both
	Rural	Urban	
Government	9.2	20.8	10.2
Newly nationalized	13.5	12.1	13.6
Kindergarten	67.8	59.0	64.2
Non-formal	24.1	19.2	22.8
Ebtedayee madrasa	25.0	-	25.0
All	19.9	41.7	22.7

Source: Education Watch Head Teachers Interview, 2014



Source: Education Watch Head Teachers interview, 2014

urban schools. Fees charged to examinees also varied by school type. It was highest in kindergartens (Tk. 274) and lowest in newly nationalized primary schools (Tk. 93). This figure was Tk. 170 in ebtedayee madrasas, Tk. 150 in non-formal primary schools and Tk. 140 in government primary schools.

H. Nature of school-based coaching

It was known from examinees as well as from their head teachers that school-based coaching was arranged before or after official school hours and in some cases during official school hours. Whatever the case, the initiative was considered as beneficial for examinees. How do the school-arranged coaching added value to completion examinees learning? In other words, what's the actual difference between regular classes

and coaching classes? These are some vital questions when majority of schools found this as important for preparation of completion examinees. The head teacher of a kindergarten said:

Pass rate in completion examination is 100% in my school and the rate of examinees getting A+ is also higher than other schools. To achieve such result we have shifted away from regular class and arranged coaching in school. Regular class time for grade V was from 11.30 a.m. to 2.45 p.m. but for completion examinees we start the regular class at 8.15 a.m. and end at 11.15 a.m. Coaching takes place every day from 2.45 p.m. to 4.45 p.m. in a week except for Friday. Students pay for this. It's compulsory for all students.

In a regular class, teaching-learning activities took place in a traditional way where all the topics of all the subjects were taught. The basic pedagogic approach was one-way delivery without much attention to what students actually learned. On the other hand, coaching classes were very much examination oriented. Teachers did not teach everything in the curriculum. They tried to identify topics or questions which, according to them had possibility to figure in completion examination, and focused on these. When the teachers were asked how they determined the important topics and questions, their answer was that they relied on their experience and analysis of past years' question papers.

It was observed in some classrooms of different types of schools that the students were reading repeatedly the answers to those questions which were identified by their teachers as important. In a Mathematics class, students were seen memorizing answers of mathematical problems. In regular classes, students generally listened to what the teachers said or discussed. They rarely asked any question. However, in coaching classes more students were seen asking questions. They were mostly known as 'good' students. According to a teacher, 'The main purpose of school coaching is to make students more efficient and confident through memorizing and practicing the answers to important questions.' A head teacher said, 'We arrange coaching to make students perfect to tackle the examination situation. We emphasise on selected questions which have higher chances to appear in completion examination.'

Class time in a general class was fixed; in most cases it was 35–40 minutes for a period. However, in coaching, it was one hour or more. One of the head teachers of a government primary school described this as flexibility for them and beneficial for students. He said, 'Usual duration of a period is 35 minutes. We are unable to complete the lesson within this short period. But in coaching we extended it to one hour. The time is flexible enough to teach well.' Again, in general class routine, subjects were distributed in such a way that all subjects got mostly an equal emphasis. However, in coaching, although all subjects were taught, some subjects got more emphasis than others as per students' need. The schools took the liberty of making frequent changes in coaching class routine as per needs of examinees. English and Mathematics in all types of schools and Arabic in madrasas were given more emphasis than other subjects in school-arranged coaching classes. Both teachers and completion examinees saw these as difficult subjects. The examinees were found happy with the extra attention to some subjects as well as extended duration of the lessons. Heads of two educational institutions described their views in the following manner:

We have to maintain the regular class routine. As the periods are short, we do not get enough time for important topics in English and Mathematics. That's why we have organized coaching classes after school hour, where we can use as much time as required. We enjoy flexibility in coaching class. – *Head teacher of a government primary school*

For better preparation of our examinees we offer coaching at 8.30 a.m. which continues up to 10.00 a.m. Our regular classes start at 12.00 noon. We discuss important and difficult topics in

coaching classes. We emphasize Mathematics and English most. – *Head teacher of a kindergarten*

Although textbooks published by the National Curriculum and Textbook Board (NCTB) were given free to all students by the government, these were rarely used in coaching classes. Most popular materials in coaching classes were various kinds of guidebooks published by private publishers. Guidebooks of a number of publishers were also seen in the same classroom. Each student had his/her own guidebooks. The examinees, in FGDs, also confirmed that some students have more than one guidebook for some particular subjects. When the issue was discussed with the teachers they also said that guidebooks were more helpful than textbooks especially for examination purposes, because answers to questions were readily available there. According to head teachers, all guidebooks available in the market are not of equal quality; they claimed that they suggested best guidebooks for their students.

In most cases, teachers identified 'good' and 'weak' students and made two groups. Two different strategies were followed for them. 'Good' students sat in the office room of the school for intensive study. Overall environment for this group was of calm and seriousness and teachers spoke very softly to their students. On the other hand, 'weak' students sat in the classrooms. Teachers taught loudly, offered homework, and carried on as in a regular classroom lesson. Corporal punishment was not uncommon. Although no corporal punishment was seen in BRAC non-formal schools, grouping by perceived ability of students was seen there too. In this regard a Programme Organizer of BRAC said the following.

We do not apply screening method but we find out the slow learners for special care, to make them well-prepared for examination. After selecting slow learners we diagnose their weaknesses and the teacher help them accordingly. After some weeks, we again sort out weaker students from this group and make a group described as an intensive care group.

In another school, there were many students in grade V. The head teacher said that it was difficult for them to take care of all the students equally. Therefore, they identified the 'good' students and arranged separate coaching for them in office room. According to the head teacher, 'all of my students are not equally talented and if we teach them together it would be injustice to the good students.' He also added that there were some students who were very 'weak' in study and their preparation was quite different from that for 'good' students. Thus, their school authority treated the students differently according to their level of talent and their capability of learning. Students who had possibilities of getting A+ in the examination were taught separately in the office room so that others can not disturb them.

The *upazila* level education officials were found aware of what was going on in the schools. The UEOs and the AUEOs also talked about the importance of coaching classes for examinees' preparation. Influence of *upazila* education officials was found in arrangement of school coaching. A good number of AUEOs informed that some of the schools in their areas were not willing to arrange coaching in schools. These schools started coaching when they were asked by the respective AUEOs.

I. Model tests

Model test has become a popular phenomenon in primary schools after introduction of nation-wide completion examination. It was not there before introduction of this public examination. Model tests were offered after completion of syllabus for PECE. It was observed that schools as well as some outside authorities arranged model tests as part of practice for and understanding of the PECE process. The interested outside parties included *upazila* education office, teachers' union and the school cluster

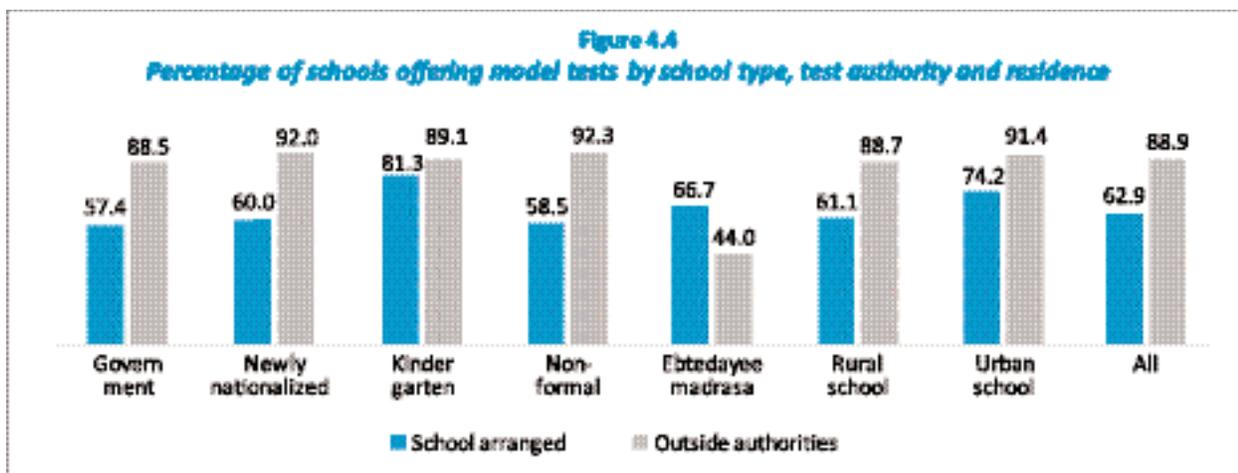
(organised for in-service teacher training). Schools which did not arrange coaching classes also offered model tests to their students.

Overall, 63% of schools offered model test of their own and 89% of schools offered through arrangement with outside authorities. On average, 54.3% of schools arranged model tests of their own as well as arranged such test with help from outside parties, 34.6% of schools arranged model test with help from outside parties only, 8.6% of schools arranged model test of their own only, and no model test was arranged in 2.5% of schools. Thirty-four percent of the schools which offered coaching did not arrange any model test of their own but 43.8% of the schools which did not offer coaching offered model test. On the other hand, 12.4% of schools which arranged coaching did not arrange model test with support from outside parties but 97.5% of schools which did not arrange coaching arranged such model test.

The number of model tests arranged by school authorities varied from 1–6 and arranged by outside authorities varied from 1–3 (Annexes 4.6 and 4.7). On average, 37% of schools did not arrange any model test of their own, a fifth of schools arranged one model test, 24.1% arranged two, 9.6% arranged three, 4.8% arranged four and 4.5% arranged 5–6 model tests (Annex 4.6). On the other hand, 11% of schools did not participate in any model test arranged by outside authorities, 43.3% of schools participated in one model test, 36.9% of schools participated in two tests and 8.8% participated in three tests (Annex 4.7).

Area as well as school type-wise variation was observed in terms of offering model tests to the students (Figure 4.4). For instance, 74.2% of urban and 61.6% of rural schools offered model test of their own arrangement ($p < 0.001$). This was 81.3% in kindergartens, 66.7% in ebtedayee madrasas, 60% in newly nationalized primary schools, 58.5% in non-formal schools and 57.4% in government primary schools ($p < 0.001$). Kindergartens not only ahead of others in arranging model test but majority of them also offered more than one model test.

On average, 88.7% of rural and 91.4% of urban schools participated in the model tests arranged by outside authorities (Figure 4.4). This was highest among non-formal primary schools (92.3%), followed by newly nationalized primary schools (92%), kindergartens (89.1%) and government primary schools (88.5%), respectively. Not much variation was observed among them. However, ebtedayee madrasas were much behind the others with only 44% of them participated in model tests arranged by outside authorities. Contrary to other types, this figure was much less than the figure against model test arranged by the madrasas themselves.



Source: Education Watch Head Teachers interview, 2014

Reasons behind schools offering model tests to their examinees were explored. The head teachers primarily said that their pupils were very young and that they did not participate in any public examination before. Some of them also mentioned that their students were used to the examinations held in schools which was somewhat different than completion examination. Thus, in order to make the students familiar with the question pattern of completion examination, remove their fear to examination and to build their confidence, model tests were offered to the examinees. In this regard, the heads mentioned about open model test.

Open model test is one that was given to fifth graders after completing the lessons on the syllabus for the completion examination. *Upazila* education offices were the initiator of the model test. Question papers were supplied to the schools from the *upazila* education offices. The schools distributed them among their examinees prior to actual test date. Students took preparation at home following the question paper. On the test date, the examinees brought the question papers and blank answer sheets from home and wrote answers in school. Some *upazila* education offices provided a second set of model question papers which the examinees were not given earlier. In addition, some schools themselves, or in collaboration with other schools in the locality, gave model test questions to students or conducted more model tests.

The head teachers claimed that, aim of the *open model test* was to make the examinees familiar with question pattern as well as to remove their fear about a nation-wide examination. However, other tests were taken for practice purpose. It was known that some schools arranged as many model tests as they could depending on the time between end of syllabus and the completion examination. According to the head teachers, if the same questions appear in several model tests the answers automatically memorized by the students. This is very useful for earning better score in examination, some of them added.

The research team had the opportunity to observe some of the model tests. A common scenario was observed in the government and newly nationalized primary schools, as described below.

- Model tests were taken in different ways in different schools. In some schools, these were open book tests and in some others suggestions to the students were given by teachers in advance. About half of the students could not complete their test within the given time (two-and-a-half hours); thus teachers allowed them additional time which varied from 30–45 minutes.
- A start time was set for the test but students were allowed to come late and extra time was given to complete the test. Some students were seen entering in test halls after one hour of start of tests. They had not to show any cause for their late presence. The teachers allowed them additional one hour after the test time was over.
- The tests were flexible and atmosphere relaxed. Students were seen copying from each other's answer scripts, guidebooks, textbooks or copybooks. Teachers did not appear to be concerned about this.
- With the concerned teacher's permission, the investigator looked at the answer scripts. Most students' hand writing was very poor and difficult to read and understand. Majority of students did not complete the tests, some of the answers were incomplete and there were many spelling mistakes.

Teachers were supposed to check the answer scripts as soon as possible and provide feedback to the students. It was found that this did not happen. In most cases, the answer scripts were not seen by teachers. They looked at a sample of the scripts to have a general idea about students' mistakes discussed these in review lessons. The review classes mostly concentrated on English and Mathematics. No provision for one-to-one feedback existed.

In summary, it appears that there is a general consensus among teachers and education officials that intensive preparation was necessary to do well in the completion examination and school-based coaching and model tests were seen as the answer.

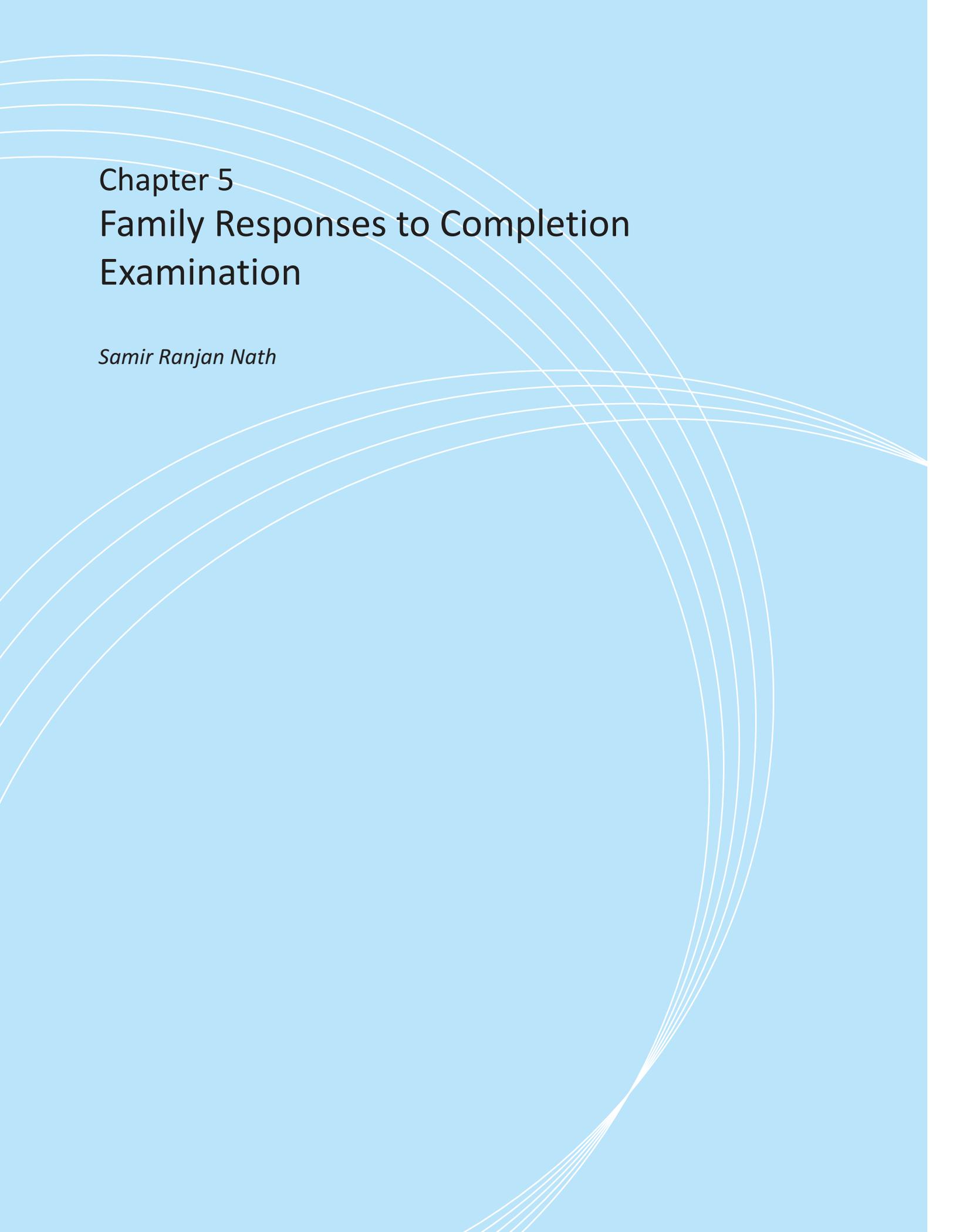
J. Summary findings

Education systems are to enhance learning. How much the students learned are examined through school level or nation-wide examinations. Activities of the schools in relation to Primary Education Completion Examination (PECE) were explored and presented in this chapter. This section summarizes schools activities to prepare examinees of PECE. Area and school type-wise variations are also provided.

- Selection of examinees was the first step of the schools through which preparation for PECE was started. Schools started thinking on this when the students were in grade IV. However, performance in annual examination of grade IV was the determinant for majority of students to be promoted to grade V and be candidates for PECE. Those who did not do well in annual examination, schools demanded parental promise of additional care such as attending in school-arranged coaching and engaging private tutors. Ultimately, most students moved towards PECE.
- Coaching was the main tool of the schools to prepare PECE examinees. Overall, 86.3% of schools arranged coaching— 86.8% rural and 82.4% urban schools. It was over 85% in four types of schools viz., government, newly nationalized, kindergarten and non-formal; and below 75% in ebtedayee madrasas. Coaching was not mandatory in each of them. It was optional in 12.8% of all schools; 11.4% of rural and 22.1% of urban schools. It was not mandatory in a quarter of kindergartens and 7.3% of government primary schools.
- Most schools launched coaching at the beginning of academic year. It happened before, after or outside school hours or a combination of them. Coaching started in 89% of government and 77.2% of newly nationalized schools and 65.6% of kindergartens sometime in January to March. On the other hand, it started in 68.5% of non-formal schools and 91.5% of ebtedayee madrasas in June to October. On average, school coaching was arranged for 7.3 months; it was 7.4 months in rural schools and 6.8 months in urban schools.
- Schools, on average, provided coaching for 412 hours throughout the year. It was 416 hours in rural schools and 382 hours in urban schools. School type-wise, 440 hours of coaching was offered in newly nationalized primary schools, 423 hours in government primary schools, 416 hours in kindergartens, 266 hours in non-formal primary schools and 221 hours in ebtedayee madrasas.
- All teachers of 44% of schools taught in coaching classes. This was the case for 47% of rural and 25.6% of urban schools. Other schools engaged most skilful teachers or those experienced in coaching or private tutoring. One percent of schools did not engage own teachers but 6.3% of schools engaged outsiders. Outsiders included good students of colleges and universities, retired teachers and reputed private tutors. Two-thirds of male teachers and about half of female teachers of the schools were engaged in coaching.
- Head teachers of 22.7% of schools claimed that they charge fees to their students for participation in coaching classes. This was highest in the kindergartens (64.2%) and lowest in government primary schools (10.2%). Average monthly fees for school coaching was Tk. 206; it was Tk. 180 for rural schools and Tk. 290 for urban schools. School type-wise, kindergartens charged Tk. 274, ebtedayee madrasas

Tk. 170, non-formal schools Tk. 150, government schools Tk. 140 and newly nationalized schools Tk. 93 as monthly fees for coaching classes.

- Model test was another new addition in primary schools in preparation for PECE. Individual schools, clusters of schools or *Upazila* Education Offices organized model tests. These were ways to practice for the main examination and inform examinees about plausible questions for the main examination. Overall, 63% of schools offered model tests of their own and 88.9% of schools participated in it arranged by outside authorities. Over 54% of schools did so from both the sources. No school type-wise variation was observed in this. The first such test was open book examination and afterwards supposed to be closed books.
- School coaching and model test as tools of preparing students for PECE were not utilized by schools seriously; lack of innovation was there and mode of 'business as usual' was high. Schools could not make any difference between everyday teaching and coaching except increase of duration of period from 35-40 minutes to one hour. Guidebooks were the main learning aid and textbooks were rarely used. Similar to regular classes, group teaching was offered in coaching; almost no provision of one-to-one care of students for majority. Some schools provided separate treatment to a section of 'good' students to ensure perfect score (GPA 5).
- In model tests, students copied from books and peers and the teachers did not say anything to them. Teachers did not assess the answer scripts properly. Instead, they took a general view of those and provided solutions to a few. One-to-one care of students was rare. Such acts raised question about necessity of schools activities for PECE preparation.



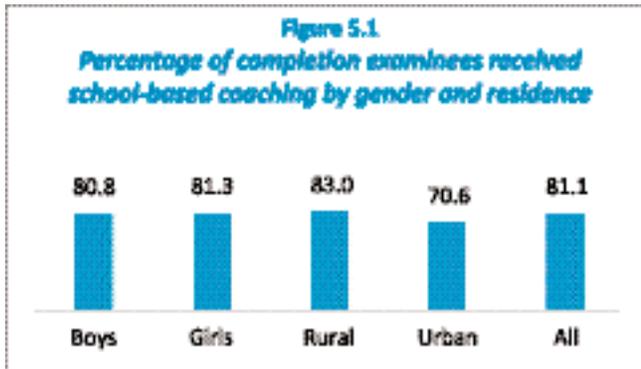
Chapter 5 Family Responses to Completion Examination

Samir Ranjan Nath

Whatever initiatives the educational institutions took to prepare students for Primary Education Completion Examination (PECE), they would not fully succeed unless the parents and guardians were taken into confidence and they responded positively. It was found that parents and guardians cooperated with the schools by allowing their wards to come to school for coaching, to participate in model tests and paying for the services. In addition, a good proportion of parents sent their children to private tutors. In some cases the family members themselves tutored the examinees. The family responses and contribution are considered in this chapter.

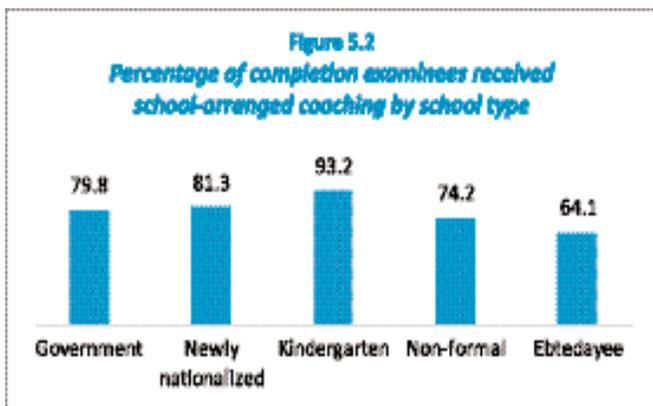
A. Participation in school-based coaching

Families overwhelmingly lent their support to their children's participation in coaching organized by the educational institutions (Figure 5.1). Over four-fifths of the examinees participated in school-based coaching. Boys and girls participated equally (80.8% and 81.3%, respectively); and more so in rural than in urban areas (83% and 70.6%, respectively). Residence-wise separate analysis shows no gender difference in any of the areas.



Source: Education Watch Primary Completion Examinees Survey, 2014

level of statistical difference by school type was noticed when data were analysed by gender as well as by residence (Annex 5.1). However, gender difference in participation was observed in two types of school. In non-formal schools, girls were ahead of boys in participation ($p < 0.05$) but in ebtedayee madrasas, an opposite scenario was observed ($p < 0.05$). On the other hand, residence-wise variation was observed in three types of schools. These included government and newly nationalized primary schools and the kindergartens. Rural students were ahead of their urban counterparts in each type ($p < 0.001$).



Source: Education Watch Primary Completion Examinees Survey, 2014

Statistically significant variation in taking school-based coaching was observed by school type ($p < 0.001$). Figure 5.2 shows that PECE candidates' participation in school-based coaching was highest in kindergartens (93.2%) and lowest in ebtedayee madrasas (64.1%). Difference between them was 29.1 percentage points. Kindergarten examinees were followed by newly nationalized and government primary schools, respectively. About three-quarters of non-formal primary school examinees also participated in school-arranged coaching. Similar

Highest proportion of completion examinees started school-arranged coaching in January, the first month of academic year. Overall, 42.2% of examinees started school-arranged coaching in January, 27.8% in February and 11.3% in March or April (Annex 5.2). Thus, 70% of examinees started school-arranged coaching in any of the first two months of academic year and 81.3% did so within the first four months. Similar types of results were found when data were analysed by gender as well as area of residence of completion examinees.

A wide variation was observed regarding the month of beginning of coaching during the school year by school type. Examinees of government and newly nationalized primary schools as well as of kindergartens started school-arranged coaching mostly by the first two months of year (Table 5.1). On the other hand, examinees of non-formal primary schools and ebtedayee madrasas started coaching in the middle of the year, in contrast to first two months of the year in the other types of schools. About a half of examinees of government primary

Table 5.1
Percentage distribution of examinees by starting month of school-based coaching and school type

Start month of school coaching	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
January	49.3	36.1	32.8	8.6	10.1
February	25.6	33.5	35.6	8.0	17.1
March – April	10.6	11.1	16.6	8.6	8.3
May – June	6.2	6.0	1.9	6.2	18.4
July – August	5.2	7.9	8.2	29.2	11.2
Sept. – Nov.	3.2	5.4	5.0	39.4	34.9
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

schools reported that they started school coaching in January and another quarter of similar institutions started it in February. These figures were 36.1% and 33.5%, respectively for the examinees of newly nationalized primary schools and 32.8% and 35.6%, respectively for those of kindergartens. Only 8.6% of completion examinees of non-formal primary schools reported to initiate school coaching in January and 8% in February. These figures for the examinees of ebtedayee madrasas were 10.1% and 17.1%, respectively. On the other hand, 29.2% of examinees of non-formal primary schools started coaching

in July–August and another 39.4% started it in September–November. These were 11.2% and 34.9%, respectively for the completion examinees of ebtedayee madrasas.

On average, the examinees received 8.3 months of school-based coaching – boys 8.4 months and girls 8.2 months (Table 5.2). Completion examinees of rural schools received 8.3 months of school-based coaching and those of urban schools received it for 8.2 months. It was 8.8 months for the examinees of kindergartens, 8.6 months for those of government schools and 8.1 months for those of newly nationalized primary schools. Non-formal school examinees received 4.7 months of school-based coaching and it was five months for the examinees of ebtedayee madrasas.

Ninety-six percent of examinees in most school types received school-arranged coaching for six days a week and others received it for five or seven days (Annex 5.3). All examinees of newly nationalized primary schools,

Table 5.2
Mean months of school-based coaching received by examinees by school type, gender and residence

School type	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Government	8.7	8.5	8.6	8.5	8.6
Newly nationalized	8.2	8.0	8.1	8.4	8.1
Kindergarten	8.9	8.8	8.9	8.5	8.8
Non-formal	4.9	4.6	5.0	3.5	4.7
Ebtedayee madrasa	5.0	5.1	5.0	-	5.0
All	8.4	8.2	8.3	8.2	8.3

Source: Education Watch Primary Completion Examinees Survey, 2014

97.3% of those of ebtedayee madrasas, 96.5% of those of government primary schools, 91.1% of those of non-formal primary schools and 87% of those of kindergartens received school-arranged coaching for six days a week (Annex 5.4). Duration of coaching class per day was two hours for 52.3% of the examinees and three hours for about a quarter of them with some variation by school type (Annex 5.5). Over 87% of examinees received 2–3 hours of coaching from schools. About 89% of examinees of rural

schools and 77.4% of those of urban schools received 2–3 hours of school-arranged coaching. School type-wise analysis is provided in Annex 5.6.

Majority of schools emphasized coaching in all subjects; however, some emphasized more on English and Mathematics along with all subjects (Annex 5.7). Thus, multiple responses came in selected subjects for school-based coaching. Over 79% of completion examinees received coaching in all subjects, a fifth received coaching in English and another fifth in Mathematics. Gender-wise, 79.5% of boys and 79% of girls received coaching in all subjects. Residence-wise, 77.7% of rural and 88.5% of urban students received school-based coaching in all subjects.

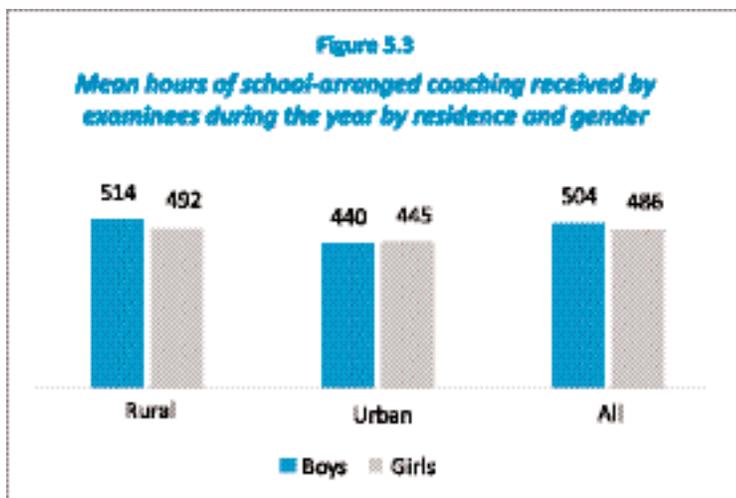
The highest proportion of completion examinees of kindergartens received school-arranged coaching in all subjects (86.4%) and it was lowest among examinees of government primary schools (76.4%) (Table 5.3). As a result, separate coaching in English and Mathematics was highest among government school students and lowest among kindergarten students. Except government schools, at least 82% of completion examinees of other four types of schools received school-based coaching in all subjects. Urban-

Table 5.3
Percentage of examinees participating in school-arranged coaching by subjects and school type

Subjects	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
Bangla	11.9	8.7	5.4	2.2	3.5
English	23.6	18.1	12.4	16.8	15.5
Mathematics	23.6	18.1	13.6	16.8	15.2
Bangladesh & Global Studies	0.0	0.5	2.9	0.0	0.0
Primary Science	0.0	2.6	4.0	2.2	0.0
Religion & Moral Education	0.0	0.0	0.0	0.0	1.6
All subjects	76.4	81.9	86.4	83.2	84.5

Multiple responses counted

Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

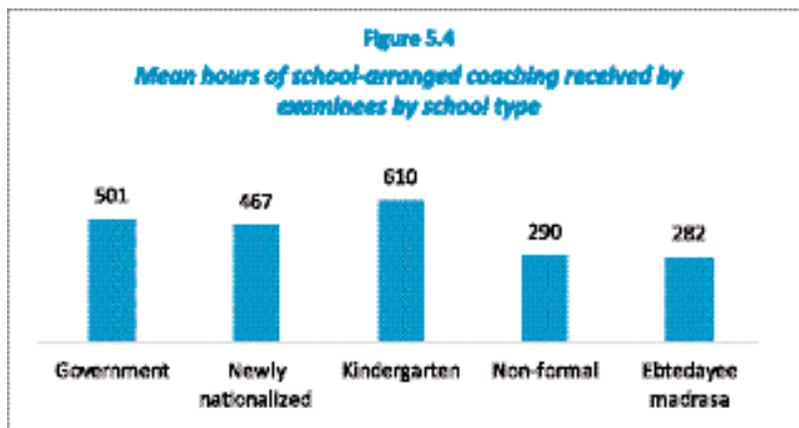
rural variation in receipt of coaching in all subjects was observed in all four types of schools, viz., government, newly nationalized, kindergarten and non-formal (Annex 5.8). However, gender difference was noticed only in newly nationalized primary schools.

Duration of school-based coaching ranged from 24–2,256 hours during the year; however, majority of examinees received 501–600 hours of coaching followed by 601–800 and 201–400 hours, respectively. On average, 14.9% of examinees received ≤200 hours of coaching, 16.3% received 201–400 hours, 12.4% received 401–500 hours, 28.2% received 501–600 hours, 16.7% received 601–800 hours and 11.5% received more than 800 hours of school-arranged coaching during the year (Annex 5.9). Such distribution by gender and residence is provided in Annex 5.9 and by school type in Annex 5.10.

On average, the examinees received 495 hours of coaching in schools with an equal

value of median and mode (516). Completion examinees of rural schools, on average, received 503 hours of school-arranged coaching throughout the year and those of urban schools received 442 hours of school-arranged coaching. This was 504 hours for boys and 486 hours for girls (Figure 5.3). Duration of school-arranged coaching was mostly close to each other for boys and girls in both rural and urban schools.

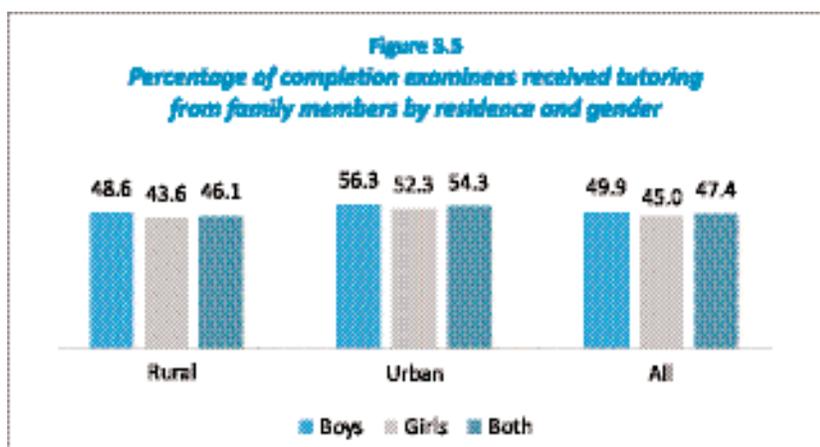
Duration of school-arranged coaching was highest among examinees of kindergartens and lowest among those of ebte dayee madrasas; 610 and 282 hours, respectively (Figure 5.4). The former was 2.2 times of the later. Completion examinees of government primary schools received 501 hours of school-based coaching, examinees of newly nationalized schools received 467 hours of school-based coaching and examinees of non-formal primary schools received 290 hours of school-based coaching. Duration of school-based coaching for the examinees of government primary schools was 1.7 times of that of non-formal primary schools. Rural students received more hours of school-based coaching than those of urban students in all types of schools (Annex 5.11).



Source: Education Watch Primary Completion Examinees Survey, 2014

B. Tutoring by family members

Family members such as parents, siblings and relatives provided tutoring at home to the primary completion examinees. On average, 47.4% of examinees received tutoring from one or more family members (Figure 5.5). Tendency of taking tutoring from family members was more among boys than girls (49.9% vs. 45%; $p < 0.001$). This was significantly higher among urban students than their rural counterparts (54.1% vs. 46.1%; $p < 0.001$). Boys were ahead of girls in receiving tutoring from family members in both rural and urban areas. In rural areas, 48.6% of boys and 43.6% of girls received tutoring from family members ($p < 0.01$). In urban areas, 56.3% of boys and 52.3% of girls received such tutoring ($p < 0.05$).



Source: Education Watch Primary Completion Examinees Survey, 2014

Completion examinees of kindergartens were much ahead of others in terms of taking tutoring help from family members and the examinees of non-formal schools were at the bottom (Figure 5.6). Proportion of such examinees were 64.1% and 38.9%, respectively. Among others, 46.1% of examinees of government primary schools, 45.7% of those of newly nationalized primary schools and 42.6% of those of

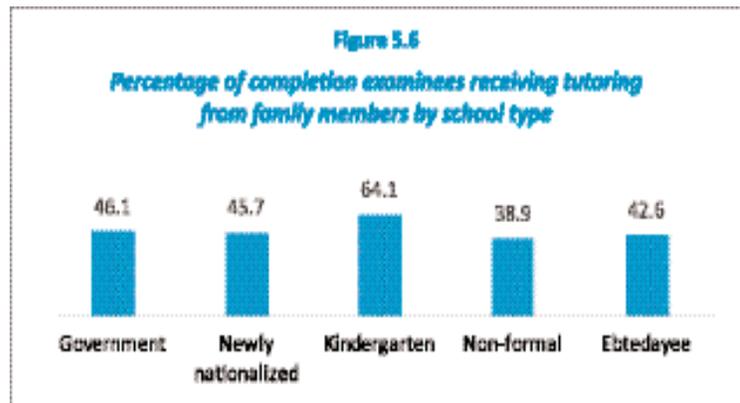
ebtedayee madrasas received tutoring from family members.

Gender difference in receiving tutoring help from family members was observed among the examinees of three types of schools (Annex 5.12). Of them, boys of government and newly nationalized primary schools were ahead of the girls of similar institutions ($p < 0.05$). However, an opposite scenario was observed in ebtedayee madrasas where girls surpassed boys ($p < 0.05$). Statistically significant rural-urban difference was found in two types of school. Urban examinees of government primary schools were ahead of their rural counterparts ($p < 0.001$). On the other hand, it was the rural examinees of non-formal schools who surpassed their urban counterparts ($p < 0.001$).

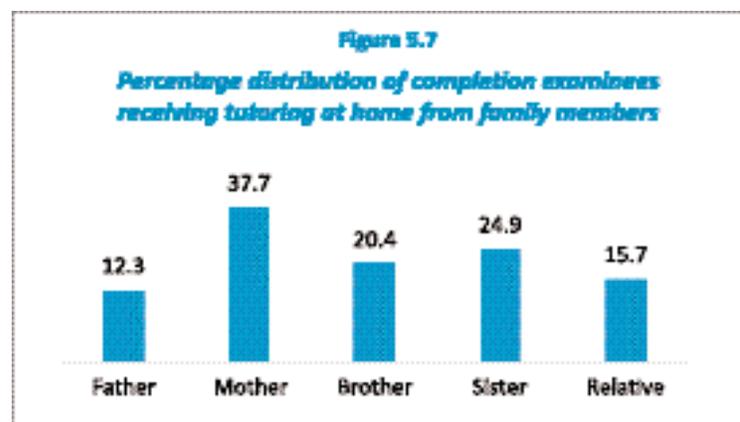
The majority of examinees received tutoring from only one of the family members; however, a small section of them received this help from more than one member. This varied by school type gender and residence. Overall, 89.5% of examinees received tutoring from one member, 10% received from two and 0.5% received from three members (Annex 5.13). Tutoring taken from more than one member was 11.2% among boys and 9.7% among girls as well as 10% of rural and 12.5% of urban examinees. School type-wise, 13.1% of examinees of kindergartens, 10.8% of those of government primary schools, 9.2% of those of ebtedayee madrasas, 8.5% of those of newly nationalized primary schools and 5.9% of those of non-formal schools received tutoring from more than one family member (Annex 5.14). Although urban examinees of government and newly nationalized primary schools as well as kindergartens received tutoring from more than one family member, it was the non-formal school where an opposite scenario was observed (Annex 5.15).

Mothers were ahead of all other members in providing tutoring at home. They were followed by sisters, brothers, relatives and fathers, respectively. On average, 37.7% of mothers, 24.9% of sisters, 20.4% of brothers, 15.7% of relatives and 12.3% of fathers provided tutoring to the examinees at home (Figure 5.7). It shows that female members (specifically mothers and sisters) were much ahead of male members (fathers and brothers) in providing tutoring at home to the examinees.

Boys and girls equally received tutoring help in family (Annex 5.16). This was also found true when data were segregated by gender of examinees in rural and urban areas separately (Annex 5.17). However, a different scenario was observed as a result of overall segregation of data by area of residence of examinees (Figure 5.8). The parents (both mothers and fathers) of urban areas provided tutoring to



Source: Education Watch Primary Completion Examinees Survey, 2014



Multiple responses counted

Source: Education Watch Primary Completion Examinees Survey, 2014

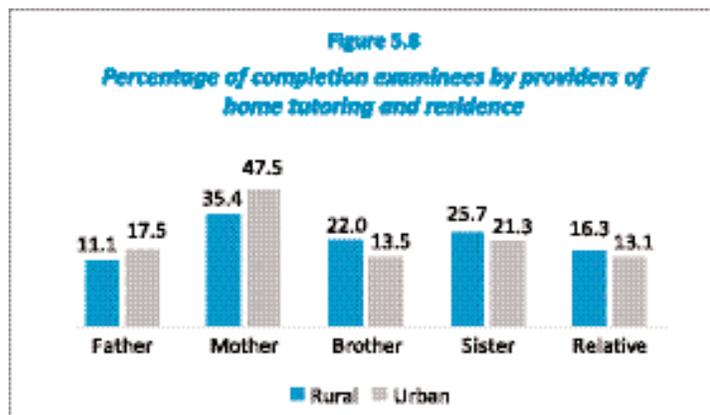
more examinees in comparison with their counterparts in rural areas. On the other hand, the other family members provided tutoring to more examinees of rural schools than those in urban schools.

School type-wise analysis shows that about two-third of examinees of kindergartens were tutored by their mothers which was far less for the examinees of other school types (Table 5.4). Mothers were found to be the top provider of tutoring to the examinees of government primary schools. However, in the case of newly nationalized primary schools, the mothers tied with the sisters of the examinees. On the other hand, mothers were not the prime tutoring providers at home for the examinees of non-formal primary schools and ebtedayee madrasas. Separate analysis of the examinees of rural and urban schools are provided in Annex 5.18.

Two-third of examinees received tutoring from family members daily on a regular basis at a specific time and 12.8% of examinees received it daily but on mutual agreement with no specific time fixed for this (Annex 5.19). Another 18.2% of examinees received tutoring on demand but not on a regular basis and 3.3% received it before examinations only. Relative importance of time for tutoring was found similar for boys and girls. However, a small difference was observed between examinees of rural and urban schools. More examinees of urban schools received tutoring 'daily on demand' than 'sometimes on demand' but an opposite scenario was observed among the examinees of rural schools. Analysis by school type and by relationship with family members showed importance of similar effort and time devoted for tutoring by family members (Annexes 5.20 and 5.21).

Relative importance of time for tutoring was also found similar for each type of tutors; however, they varied by percentage of examinees. Mothers were at the top with 72.7% of examinees in providing tutoring daily at a specific time. They were followed by relatives (67.3%), brothers (63.5%), sisters (62.7%) and fathers (52.8%), respectively. More analysis on this is provided in Annex 5.21.

Similar to school coaching, majority of family tutors provided tutoring in all subjects; but English and Mathematics got specific attention followed by Bangla, Bangladesh & Global Studies, Primary Science and Religion & Moral Education got much less attention in this. On average, 69.3% of examinees received tutoring in all subjects, 22.7% of examinees received in English, 21.6% of examinees received in Mathematics and 11.5% of examinees received tutoring in Bangla (Annex 5.22). Mostly a similar distribution was observed when data were analysed by gender and residence as well as by school type (Annexes 5.23 and 5.24).



Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.4
Percentage of examinees receiving tutoring from family members by tutor's identity and school type

Tutors identity	School type				
	Government	Newly nation	Kindergarten	Non-formal	Ebtedayee
Fathers	12.5	8.1	18.2	10.7	10.8
Mothers	35.6	29.4	65.2	20.5	27.3
Brothers	22.1	23.0	7.8	23.7	18.9
Sisters	25.6	28.9	11.9	34.0	33.3
Relatives	15.5	19.1	10.0	16.6	19.3

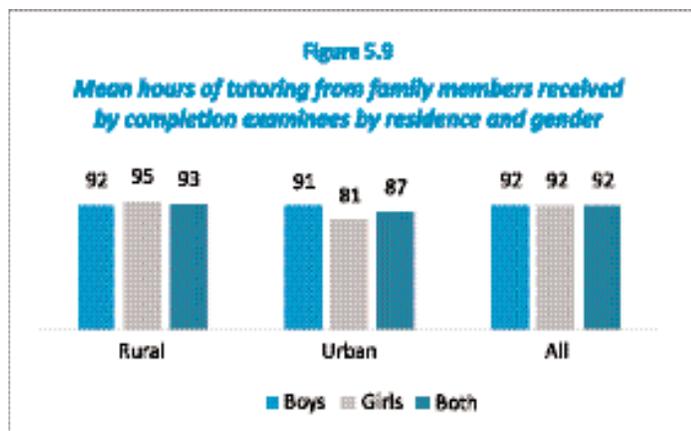
Source: Education Watch Primary Completion Examinees Survey, 2014

The highest proportion of examinees received tutoring from family members for 11 months, i.e., the whole year prior to completion examination. They were 46.4% of all examinees receiving such tutoring. Among others, 23.4% received tutoring for 10 months, 10.7% for 7–9 months, 12.5% for 4–6 months and 7% for 1–3 months (Annex 5.25). More analysis on this is provided in Annex 5.26.

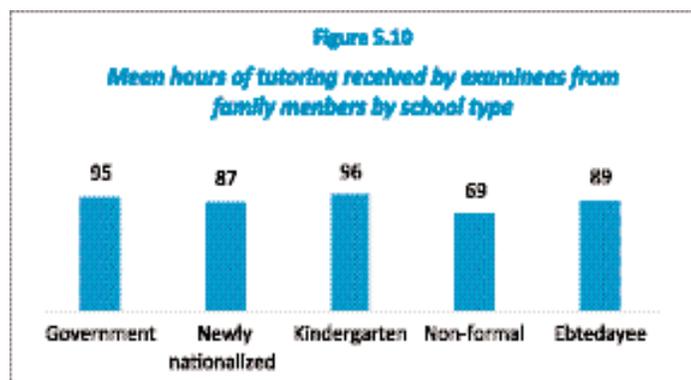
Duration of tutoring (in hours) received from family members throughout the year were calculated. The range was found to be one hour to 331 hours. The median value was 77 hours and mode 154 hours. The median value indicates that among the examinees who took tutoring from family members, half received it for 77 hours or less and the other half received it for more than 77 hours. A quarter of examinees received tutoring for less than 36 hours, another quarter for 36–77 hours, another quarter for 78–140 hours and the rest quarter for more than 140 hours. Other way, a fifth of tutoring recipients received it for less than 30 hours, another fifth for 30–70 hours, another fifth for 71–100 hours, another fifth for 101–154 hours and the rest fifth for more than 154 hours.

Hours of tutoring from family members received by examinees analysed by residence and gender did not vary greatly; a greater variation was observed by school type – less hours for non-formal schools and madrasas, which is consistent with overall smaller family tutoring support for students of these institutions. On average, examinees who received tutoring from family members received it for 92 hours throughout the year (Figure 5.9). Although it was equal for boys and girls but unequal for rural and urban school examinees. Rural school examinees took 93 hours of tutoring from family members and urban school examinees took it for 87 hours. Although the duration of such tutoring was longer for girls than boys in rural areas it was opposite in urban areas. Rural girls, on average, received three hours more tutoring than rural boys. On the other hand, urban boys received 10 hours more tutoring than urban girls during the year.

School type-wise variation was observed in duration of tutoring taken from family members (Figure 5.10). Examinees of kindergartens were at the top with 96 hours of tutoring taken from household members, followed by the examinees of government primary schools (95 hours). Examinees of ebtedayee madrasas and newly nationalized primary schools were close to each other in this regard but were behind to the examinees of above two types of educational institutions. Duration of tutoring taken from family members by the examinees of non-formal primary schools was least with 69 hours. It can be noted that examinees of kindergartens received 27 hours more tutoring from household members than those of non-formal schools. Again, in terms of contact



Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

hours, the former received 1.4 times tutoring of the later. Urban examinees of each type of schools received less tutoring from family members than their respective rural counterparts (Annex 5.27).

C. Supplementary private tutoring

In addition to special coaching classes in schools and tutoring by family members, employing paid tutors to help prepare students for the primary education completion examination has become an indispensable part of primary education with enormous implications for equity and fulfilling the right to education. This study has attempted to look at the data in this respect from household perspective.

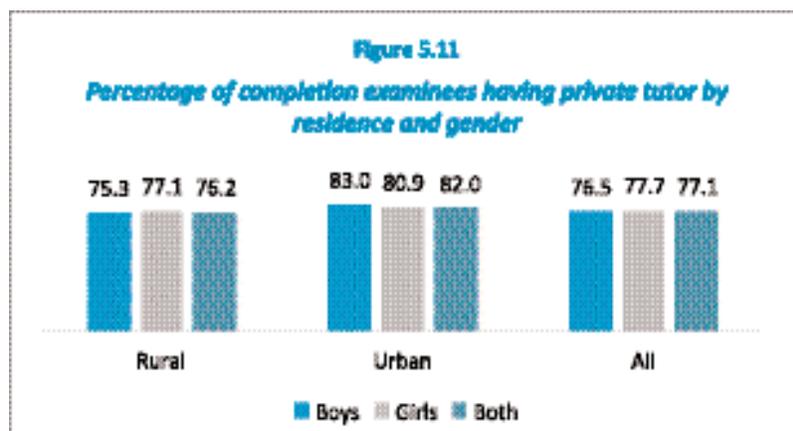
The people engaged as private tutors were teachers of students' own schools, teachers of other schools, professional private tutors, relatives and neighbours. In addition, the coaching centres industry has found a new customer base with primary school students. Note that school-based coaching, discussed in the previous as well as in this chapter might or might not involve payment based and tutoring by family members was free of cost.

On average, 77.1% of the primary completion examinees had private tutors with no significant gender difference, but a significant edge in favour of urban students (Figure 5.11). The recipients of private tutoring were 76.5% among boys and 77.7% among girls with no statistical difference. Eighty-two percent of urban examinees and 76.2% of rural examinees had private tutors ($p < 0.001$). No gender difference was observed in any of the areas. However, urban boys were significantly ahead of their rural counterparts in availing private tutoring ($p < 0.001$). Urban-rural difference of similar direction was observed among girls too ($p < 0.02$).

Proportion of examinees having private tutor significantly varied by school type ($p < 0.001$) (Annex 5.28). It was highest among examinees of government primary schools and lowest among those

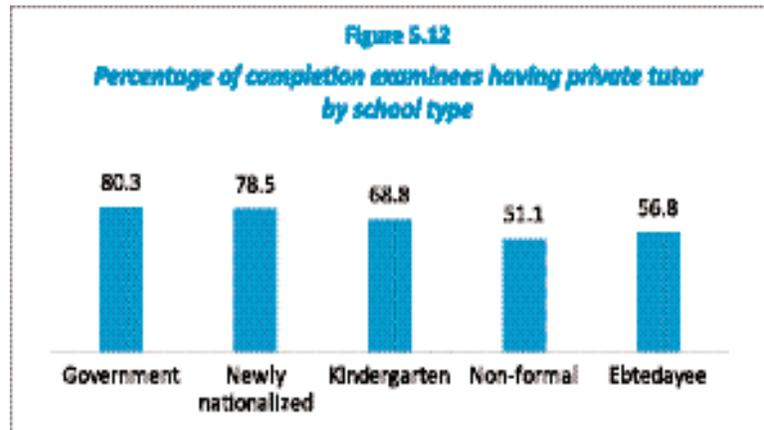
in non-formal primary schools; the proportions were 80.3% and 51.1%, respectively (Figure 5.12). Difference between them was 29.2 percentage points. Examinees of newly nationalized primary schools were slightly behind of those of government primary schools with 78.5% having private tutor. The rate was 68.8% among the examinees of kindergartens and 56.8% among those of ebtedayee madrasas. No statistically significant gender difference was observed for school types, but a substantial urban-rural gap existed (Annex 5.28).

Statistically significant difference between urban and rural examinees was found in three types of schools (Figure 5.13). These are government and newly nationalized primary schools as well as kindergartens. Urban examinees surpassed their respective rural counterparts in each. However, no such difference was observed among completion examinees of non-formal primary schools. Urban-rural difference was 14.2 percentage points in kindergartens, 8.2 percentage points in newly nationalized primary schools and 4.7 percentage points in government primary schools.

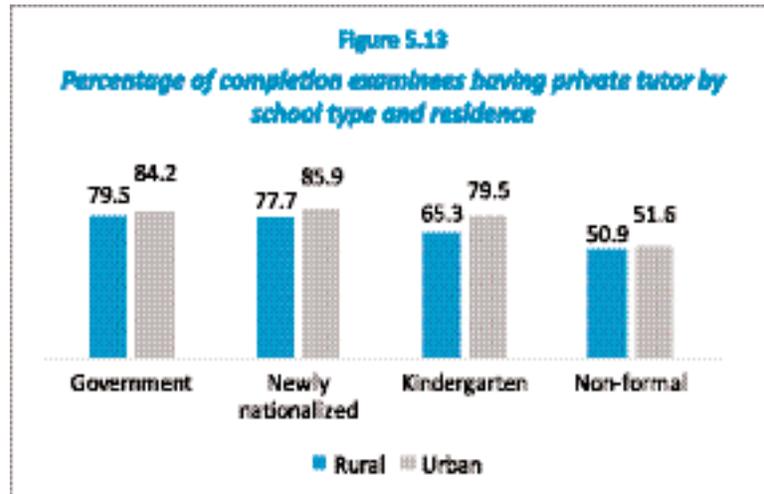


Source: Education Watch Primary Completion Examinees Survey, 2014

Of the examinees who availed private tutoring, 87% of them had only one tutor and 13% had more than one (Annex 5.29). More than one private tutor was availed by 13.5% of girls and 12.6% of boys. It was 11.7% among rural examinees and 19.5% among urban examinees. School type-wise analysis shows that 17.7% of kindergarten examinees and 4.5% of non-formal school examinees had more than one tutor (Annex 5.30). The rate was 13.6% among examinees of government primary schools and 11.3% among examinees of newly nationalized primary schools. Proportionately more examinees of government and non-formal primary schools as well as kindergartens of urban areas had more than one private tutor in comparison with their respective rural counterparts (Annex 5.30). Over a quarter of examinees in urban kindergartens and a fifth of those in urban government primary schools had more than one private tutor. No gender difference was observed among school types in this regard.



Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

The private tutors: A variety of people was engaged as private tutors. They included teachers of the examinees own schools as well as other schools, coaching centres, private teachers, and relatives and neighbours of examinees. The highest proportion of examinees received private tutoring from persons who had no institutional affiliation as teachers. They may be students, job seekers after completion of certain level of education and job holders who did so for additional income. These people collectively provided tutoring to 40.3% of completion examinees (Table 5.5). They may be called as non-professional teachers. Mostly a similar proportion of examinees (39.8%) received private tutoring from their own school teachers. These two groups of people mostly dominated the private tutoring business related to PECE. Among others, 14.6% of the examinees received tutoring from teachers of other educational institutions, 12.1% went to coaching centres, 2.9% received it from relatives and 4.6% received from neighbours. Very small difference was noticed in this respect in terms of gender. The difference was a bit higher in terms of residence. For instance, rural examinees were ahead of their urban counterparts in receiving tutoring from the teachers of their own schools. On the other hand, in comparison with rural examinees, urban examinees were more likely to receive tutoring from the teachers of other educational institutions or from the coaching centres. An equal proportion of examinees of both areas choose non-professional teachers as tutors.

A different scenario was observed among the examinees of various types of schools. For instance, a big proportion of examinees of non-formal primary schools and ebtedayee madrasas (about 64% each) received private tutoring from the teachers of their own schools (Table 5.6). Tendency of taking tutoring from non-professional teachers was much less among these examinees— 27.2% and 20.2%, respectively. Examinees of kindergartens also gave more importance to their own school teachers as private tutors but they gave nearly an equal emphasis to non-professional teachers too (45.8% and 42.7%, respectively). Examinees of newly nationalized primary schools also gave highest priority to their own school teachers but their emphasis to non-professional teachers was much less than that of kindergartens (48.4% and 31.3%, respectively). An opposite scenario was observed among the examinees of government primary schools. They gave more emphasis to non-professional teachers than the teachers of their own schools (44.2% vs. 34.1%). Proportionately more teachers of other schools provided private tutoring to the examinees of kindergartens. A fifth of kindergarten examinees received tutoring from them. On the other hand, coaching centres were popular among the examinees of government primary schools. Similar analysis for examinees of rural and urban schools is provided in Annex 5.31.

Subjects taught: A proportion of examinees received private tutoring from more than one tutor. Those who received tutoring from one tutor taught multiple subjects. Majority of examinees (73%) received private tutoring in all examination subjects (Annex 5.32). In addition, a quarter of the examinees received tutoring separately in Mathematics and another quarter in English. No gender difference was observed in this. Proportionately more urban examinees received private tutoring in all subjects than their rural counterparts (85.4% vs. 70.2%; $p < 0.001$). On the other hand, urban examinees were less likely to receive private tutoring separately in English and Mathematics than those in rural schools.

School type-wise analysis shows that over three-quarter of examinees of government primary schools and nearly three-quarter of examinees of kindergartens and non-formal primary schools received private tutoring in all subjects (Table 5.7). This was 67.6% among the examinees of ebtedayee madrasas and 63%

Table 5.5
Percentage distribution of examinees by identity of private tutors, gender and residence

Private tutors	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Own school teacher	39.7	39.8	40.4	36.4	39.8
Other school's teacher	13.8	15.3	13.8	18.5	14.6
Coaching centres	11.8	12.3	9.8	23.2	12.1
Non-professional teachers	41.5	39.1	40.5	39.3	40.3
Relatives	3.1	2.7	3.1	1.9	2.9
Neighbour	5.1	4.1	5.0	2.7	4.6

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.6
Percentage distribution of examinees by private tutors and school type

Private tutors	School type				
	Government	Newly national	Kindergarten	Non-formal	Ebtedayee Madrasa
Own school teachers	34.1	48.4	45.8	63.4	63.9
Other school's teachers	15.3	11.3	20.5	8.8	9.0
Coaching centres	14.0	11.4	4.3	2.3	3.9
Non-professional teachers	44.2	31.3	42.7	27.2	20.2
Relatives	2.4	4.0	2.9	1.8	5.1
Neighbours	4.6	5.8	2.7	1.3	5.7

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

of those of newly nationalized primary schools. Around 35% of examinees of newly nationalized primary schools received private tutoring separately in English and Mathematics which were less in other types of schools. No gender variation was observed in this (Annex 5.33). However, urban examinees of all types of schools were more likely to receive private tutoring in all subjects than their respective rural counterparts (Annex 5.34). On the other hand, in taking private tutoring separately in Mathematics and English, rural examinees of all types of schools were ahead of their respective urban counterparts.

An attempt was made to know the relationship between private tutors' identity and subjects taught by them. In other words, which type of private tutor was popular to teach which subject? The tutors provided tutoring irrespective of their identity (Annex 5.35). Majority of examinees received private tutoring in all subjects from each category of private tutor, English and Mathematics followed them.

Duration of private tutoring: Information regarding number of months during the year, days per week and hours per day the examinees received tutoring from private tutors was collected. Using all these information it was possible to calculate total duration (in hours) of private tutoring each examinee received throughout the year. It shows that the examinees received 16 to 2,538 hours of private tutoring during the reference period. Of the examinees, 27.7% received ≤ 200 hours of private tutoring, 30.3% received 201–400 hours, 22.6% received 401–600 hours, 8.6% received 601–800 hours and 10.8% received more than 800 hours of private tutoring throughout the year (Table 5.8). Although not much variation was observed by gender in the distribution of examinees by duration of private tutoring but it was found different between the examinees of rural and urban schools. Rural examinees tended to take less hours of private tutoring in comparison with their urban counterparts.

School type-wise distribution shows that examinees of non-formal primary schools and ebtedayee madrasas were likely to take less hours of private tutoring compared to others. For instance, 48.2% of examinees of non-formal primary schools and 39.8% of those of ebtedayee madrasas received ≤ 200 hours of private tutoring throughout the year (Table 5.9). Such a situation was observed for 27.1% of examinees of government primary schools, 27.5% of those of newly nationalized primary schools and 23.6% of those of kindergartens. Comparatively a homogeneous distribution was observed in government primary schools.

The examinees, on average, received 400 hours of private tutoring throughout the year with a median of 324 hours and a mode of 564 hours. A quarter of examinees received private tutoring for ≤ 164 hours,

Table 5.7
Percentage distribution of examinees receiving private tutoring by subjects taught and school type

Subjects	School type				
	Government	Newly national	Kindergarten	Non-formal	Ebtedayee
English	22.4	34.8	22.9	24.0	29.1
Mathematics	22.7	35.3	22.1	24.1	29.9
All subjects	76.4	63.0	74.4	74.5	67.6
Other subjects	4.6	11.2	7.5	4.4	23.5

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.8
Percentage distribution of examinees by duration (in hours) of private tutoring, gender and residence

Duration (in hours)	Gender		Residence		All
	Boys	Girls	Rural	Urban	
≤ 200	24.7	30.6	30.1	15.6	27.7
201–400	32.3	28.4	29.9	32.4	30.3
401–600	24.3	20.9	21.7	27.1	22.5
601–800	7.9	9.4	8.6	9.0	8.5
800+	10.7	10.8	9.7	15.0	10.8
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

another quarter received for 165–324 hours, the third quarter received for 235–564 hours and the final quarter received for more than 564 hours. Other way, a fifth of examinees received private tutoring for ≤ 156 hours throughout the year which was 157–258 hours for another fifth of examinees, 259–420 hours for another fifth of examinees, 421–593 hours for another fifth of examinees and more than 593 hours for the rest fifth of examinees.

Although boys received only nine hours more private tutoring throughout the year than the girls but the urban examinees received 129 hours more than their rural counterparts (Figure 5.14). On average, boys received 405 hours of tutoring and girls received 396 hours of tutoring. It was 379 hours for examinees of rural schools and 508 hours for examinees of urban schools. Duration of private tutoring received by urban examinees was 1.34 times that of their rural counterparts. On average, boys received more hours of private tutoring than girls in rural schools. On the other hand, girls of urban schools received more hours of private tutoring than the boys of same area institutions.

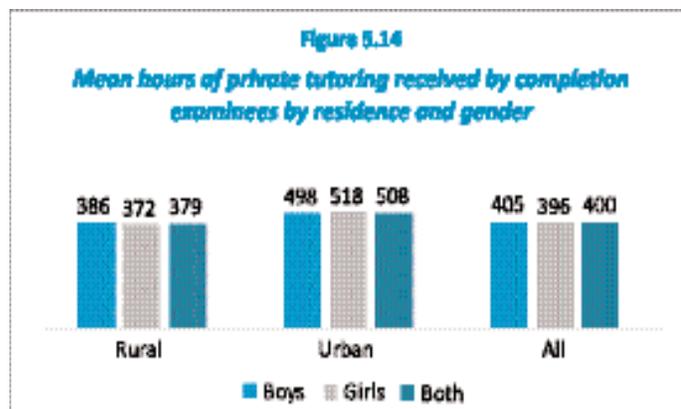
Statistically significant variation in mean hours of private tutoring was observed by school type ($p < 0.001$) (Figure 5.15). The examinees of government primary schools were at the top in terms of duration of private tutoring. They, on average, received 422 hours of private tutoring throughout the year. Kindergarten examinees secured the second position with an average of 402 hours of private tutoring. Examinees of newly nationalized primary schools were at the third position with an average of 364 hours of private tutoring. The position of non-formal primary schools were at the bottom and ebtedayee madrasas were one step ahead. On average, examinees of non-formal primary schools received 259 hours of private tutoring and the examinees of ebtedayee madrasas received 286 hours of private tutoring.

Although boys of government primary schools received more hours of private tutoring than the girls of similar institutions and the girls of kindergartens and

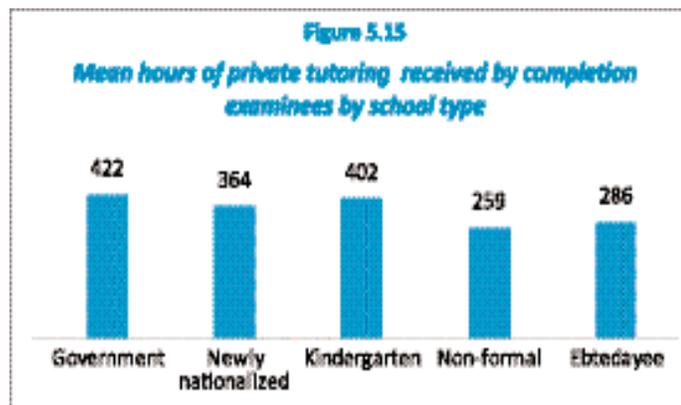
Table 5.9
Percentage distribution of examinees by duration
(in hours) of private tutoring and school type

Duration (in hours) in a year	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
≤ 200	27.1	27.5	23.6	48.2	39.8
201–400	29.0	31.1	37.6	29.7	33.4
401–600	20.2	29.7	22.7	17.2	21.4
601–800	10.2	6.0	7.7	2.3	3.0
800+	13.5	5.6	8.4	2.5	2.4
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

ebtedayee madrasas received more hours of tutoring than the boys of similar institutions, no statistically significant gender variation was observed in these three types of educational institutions (Table 5.10). On the other hand, boys and girls of newly nationalized and non-formal primary schools received equal hours of tutoring. Statistically significant urban-rural difference was observed in three types of educational institutions. Urban examinees surpassed their rural counterparts in terms of duration of receipt of private tutoring. The institutions include government and newly nationalized primary schools as well as the kindergartens. No area-wise difference was observed in non-formal primary schools.

Table 5.10
Mean hours of private tutoring received by examinees by school type, gender and residence

School type	Gender		Level of significance	Residence		Level of significance
	Boys	Girls		Rural	Urban	
Government	431	413	ns	399	530	p<0.001
Newly nationalized	364	364	na	354	451	p<0.001
Kindergarten	387	418	ns	356	516	p<0.001
Non-formal	259	259	na	256	273	ns
Ebtedayee madrasa	274	299	ns	286	-	na
Level of significance	p<0.001	p<0.001		p<0.001	p<0.001	

Notes: ns = not significant at $p = 0.05$; na = not applicable
Source: Education Watch Primary Completion Examinees Survey, 2014

D. Combining school coaching, private tutoring and home tutoring

It was observed in the previous sections that highest proportion of completion examinees received school-arranged coaching (81.1%), followed by private tutoring (77.1%) and tutoring from family members (47.4%), respectively. This clearly shows that not all examinees received educational support as part of examination preparation from all three sources. Duration of tutoring was also unequal. For instance, those who received school-arranged coaching received it for 495 hours, those who received private tutoring received it for 400 hours and those who received home tutoring received it for 92 hours. One can easily see relative importance of these three sources to the examinees.

The majority of examinees received both school-arranged coaching and private tutoring. They were about a third of total examinees (Table 5.11). Along with school-based coaching and private tutoring, another 28.8% of examinees received tutoring from family members. These two groups together constituted 61.6% of all examinees. Along with school-based coaching 11.7% of examinees received tutoring from family members. Private tutoring and tutoring from family members' were taken by 5.7% of examinees. Any of the three sources were utilized by 18.8% of examinees – 9.8% received only private tutoring, 7.8% received only school-arranged coaching and 1.2% received tutoring only from family members. Overall, 2.1% of examinees did not take any of the three types of support for examination preparation.

Table 5.11
Percentage distribution of examinees by tutoring providers, gender and residence

Providers of tutoring	Gender		Residence		All
	Boys	Girls	Rural	Urban	
School coaching	7.7	7.9	8.1	6.3	7.8
Family members	1.2	1.3	1.1	2.0	1.2
Private tutoring	9.7	10.0	9.2	13.4	9.8
School + Family	12.5	10.9	12.3	8.3	11.7
School + Private	30.7	35.0	34.3	24.6	32.8
Family + Private	6.2	5.1	4.4	12.5	5.7
School + Family + Private	30.0	27.6	28.3	31.5	28.8
None	2.1	2.2	2.3	1.5	2.1
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Relative importance of these three types of educational support and their various combinations were mostly similar to boys and girls (Table 5.11). Girls were ahead of boys in taking private tutoring along with school coaching or attending only in school-based coaching. But boys' surpassed girls in combining all three tools or having school-based coaching and family members' tutoring together. Urban-rural difference was found bigger than gender difference. Whereas, majority of rural examinees (34.3%) took school-based coaching and private tutoring together, it was all three together for urban examinees (31.5%). Rural examinees surpassed their urban counterparts in receiving school-based coaching alone, school-based coaching with family members' tutoring as well as school-based coaching and private tutoring. On the other hand, urban examinees were ahead of their rural counterparts in availing private tutoring only, private tutoring along with family members' tutoring and a combination of school-based coaching, private tutoring and family members' tutoring.

School type-wise difference was also observed (Table 5.12). The majority of examinees of government and newly nationalized primary schools attended in school-based coaching and received private tutoring together followed by a good proportion receiving a combination of school-based coaching, private tutoring and family members' tutoring. On the other hand, combination of three was availed by the majority of examinees of kindergartens. Examinees of non-formal primary schools and ebtedayee madrasas were far different than others. School-arranged coaching was the only tool for majority of non-formal school examinees. A number of approaches was found equally important for examinees of ebtedayee madrasas.

Table 5.12
Percentage distribution of examinees by tutoring providers and school type

Providers of tutoring	School type				
	Government	Newly nation	Kinder garden	Non-formal	Ebtedayee
School coaching	6.3	5.9	12.6	24.2	15.7
Family members	1.2	1.2	0.3	4.2	3.4
Private tutoring	9.5	13.6	2.6	8.4	16.9
School + Family	10.0	12.5	17.9	14.6	15.6
School + Private	35.9	32.9	20.4	22.4	16.2
Family + Private	7.3	1.9	3.5	7.2	7.0
School + Family + Private	27.6	30.0	42.3	12.9	16.6
None	2.2	1.9	0.3	6.0	8.5
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Adding duration of study in all three approaches it was found that on average, the examinees received 754 hours of tutoring with a median of 752 hours. The range was zero to 2,538 hours. Analysis from quartile distribution shows that the lowest quarter of examinees received ≤ 450 hours of tutoring, the second quarter received 451–752 hours, the third quarter received 753–1,032 hours and the fourth quarter received more than 1,032 hours of tutoring in a year. Quintile-wise analysis shows that the lowest quintile of examinees received ≤ 360 hours of tutoring, the second quintile received 360–640 hours, the third quintile received 641–846 hours, the fourth quintile received 847–1,108 hours and the fifth quintile received more than 1,108 hours of tutoring.

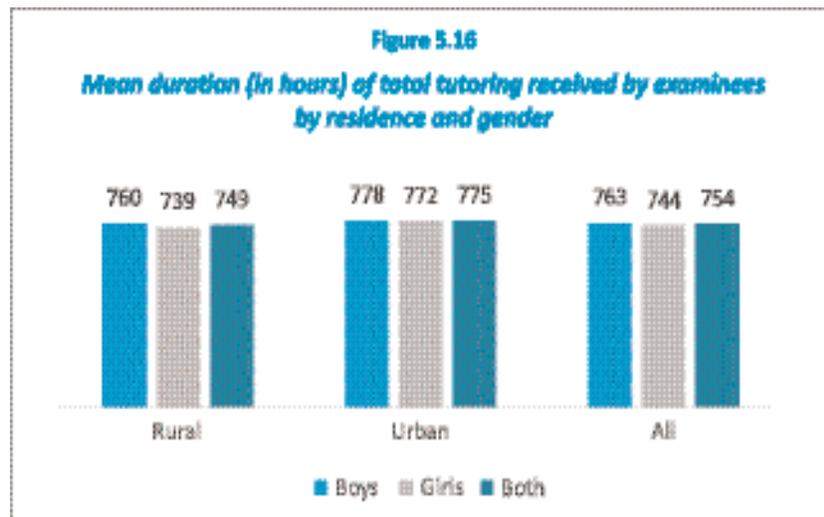
Overall, no gender variation was observed in mean duration of tutoring— boys received 763 hours of tutoring and girls received 744 hours (Figure 5.16). Urban examinees surpassed their rural counterparts by 26 hours of tutoring. They received 775 hours and 749 hours of tutoring, respectively ($p < 0.02$). Area-wise analysis also did not show any gender variation. Although there was no urban-rural variation among boys but it was evident among girls where urban girls surpassed their rural counterparts ($p < 0.04$).

Six percent of examinees of non-formal primary schools and 8.5% of those of ebtedayee madrasas did not take any of these support.

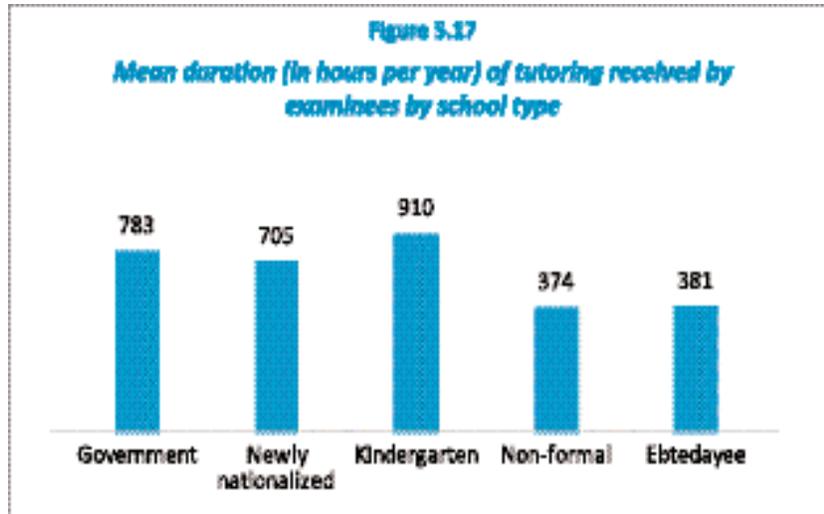
Adding duration of study in all three approaches it was found that on average, the examinees received 754 hours of tutoring with a median of 752 hours. The range was zero to 2,538 hours. Analysis from quartile distribution shows that the lowest quarter of examinees received ≤ 450 hours of tutoring, the second quarter

Mean duration of tutoring received by examinees in all three sources together varied significantly by school type ($p < 0.001$). Such variation existed separately for boys and girls as well as for rural and urban examinees. Overall, the examinees of kindergartens were much ahead of those of other four types of schools with 910 hours of tutoring throughout the year (Figure 5.17). They were followed by government and newly nationalized primary schools, respectively. Government school examinees received 783 hours of tutoring and newly nationalized school examinees received 705 hours of tutoring. Examinees of non-formal primary schools were at the bottom with 374 hours of tutoring. However, ebtedayee madrasa examinees were one step ahead of them with a marginal difference.

No statistically significant gender difference was observed in duration of tutoring by school type (Table 5.13). However, area-wise difference was found in two school types. These include newly nationalized primary school and non-formal primary school. In newly nationalized primary schools, urban examinees received significantly more tutoring than their rural counterparts (760 hours vs. 700 hours; $p < 0.01$). On the other hand, an opposite scenario was observed in non-formal primary schools. Here, rural examinees received more tutoring than urban examinees (390 hours vs. 305 hours; $p < 0.001$).



Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

On average, primary completion examinees spent 53.2% of total tutoring time for school-arranged coaching, 41% for private tutoring and 5.8% for tutoring from family members (Table 5.14). No variation was observed in the distribution when the same was done for boys and girls separately. However, it varied in terms of residence. Whereas, rural examinees spent 55.8% of their tutoring time for school-arranged coaching and 38.6% for private tutoring; the urban examinees spent 40.3% of their tutoring time for school-arranged coaching and 53.7% for private tutoring. Share of tutoring received from family members was almost similar in both rural and urban areas.

Table 5.13
Mean duration of tutoring (in hours per year)
received by examinees by school type, gender and residence

School type	Gender		Level of significance	Residence		Level of significance
	Boys	Girls		Rural	Urban	
Government	792	773	ns	782	786	ns
Newly nationalized	718	693	ns	700	760	p<0.01
Kindergarten	913	906	ns	911	907	ns
Non-formal	375	374	ns	390	305	p<0.001
Ebtedayee madrasa	375	388	ns	381	-	na
Level of significance	p<0.001	p<0.001		p<0.001	p<0.001	

Notes: ns = not significant at $p = 0.05$; na = not applicable

Source: Education Watch Primary Completion Examinees Survey, 2014

Share of total tutoring time for school-based coaching was around the national average for the examinees of government (51.1%) and newly nationalized (53.8%) primary schools but below for those of ebtedayee madrasas (47.5%) (Table 5.15). It was higher for non-formal schools (57.5%) and much higher for kindergartens (62.9%). In comparison with others, ebtedayee madrasa examinees had the highest share of tutoring from the family members (10%). Gap between the shares of school-based coaching and private tutoring was also least in ebtedayee madrasas. The gap was the highest among kindergarten examinees (32.5 percentage points) followed by non-formal primary schools (22.2 percentage points).

Among the examinees of rural government and newly nationalized primary schools, share of school coaching was higher than that of private tutoring. The differences were 13.6 and 15.7 percentage points, respectively. However, an opposite scenario was observed among their urban counterparts where private tutoring surpassed school-based coaching. The difference between the two were 19.8 percentage points for examinees of government primary schools and 6.8 percentage points for examinees of newly nationalized primary schools. On the other hand, school-arranged coaching occupied more time than private tutoring for the examinees of rural kindergartens and non-formal primary schools. Gap between the two types of tutoring was 41.8 percentage points for kindergartens and 26 percentage points for non-formal schools. However, mostly an equal proportion of

Table 5.14
Percentage distribution of total tutoring time by type of tutoring

Examinees groups	Type of tutoring			Total
	School coaching	Family members	Private tutoring	
All	53.2	5.8	41.0	100.0
Boys	53.5	6.0	40.6	100.0
Girls	53.1	5.6	41.3	100.0
Rural	55.8	5.7	38.6	100.0
Urban	40.3	6.1	53.7	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.15
Percentage distribution of total tutoring time by school type and type of tutoring

School type	Type of tutoring			Total
	School coaching	Family members	Private tutoring	
Government	51.1	5.6	43.3	100.0
Newly nationalized	53.8	5.7	40.5	100.0
Kindergarten	62.9	6.7	30.4	100.0
Non-formal	57.5	7.2	35.3	100.0
Ebtedayee	47.5	10.0	42.5	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

time was spent for school-arranged coaching and private tutoring by the examinees of urban kindergartens and non-formal schools.

Among the examinees who received school-based coaching and tutoring from family members, spent 84.2% of time for the former and 15.8% for later (Annex 5.37). Those who received school-based coaching and private tutoring, spent 54.7% of time for school coaching and 45.3% for private tutoring. Those who received private tutoring and tutoring from family members, they spent 85.6% of time for the former and 14.4% for later. Finally, those who utilized all three, 51.5% of their time was utilized for school-arranged coaching, 38.9% for private tutoring and 9.6% for tutoring from family members.

E. Examinees background and tutoring received

This section presents mean hours of tutoring received from three sources in terms of examinees background characteristics. The background characteristics included parental education, household food security status, availability of electricity at home and religion.

Mean hours of tutoring received by examinees, irrespective of type, significantly increased with the increase of their fathers' education (Table 5.16). For instance, if the fathers' had no education the examinees received 353 hours of school-arranged coaching which gradually increased to 456 hours if the fathers had 10 years or more education ($p < 0.001$). Receipt of private tutoring by the examinees with these two groups of fathers education were 295 and 359 hours, respectively ($p < 0.001$). Examinees with no educated fathers received 28 hours of tutoring from family members; they received 39 hours of home tutoring if the father had 1–4 years of schooling, 42 hours of tutoring if the fathers had 5–9 years of schooling and 78 hours of tutoring if the fathers had 10 years or more schooling ($p < 0.001$). A similar type of relationship was observed when data were analysed in terms of mothers' education (Table 5.17). It should be noted that the improvement in tutoring hours with the increase of parental education was not always smooth. For instance, examinees who had fathers without schooling received more hours of private tutoring than those had fathers with incomplete primary education. Again, examinees who had mothers with incomplete primary education received less school-based coaching than those who had never schooled mothers and examinees who had mothers with 10 years or more education received less school-based coaching than those who had mothers with 5–9 years of schooling.

Mean duration (in hours) for each type of tutoring were calculated for various categories of yearly food security status of households (Table 5.18). Yearly food

Table 5.16
Mean hours of tutoring by tutoring sources and fathers' education

Tutoring sources	Fathers education				Level of significance
	Nil	1–4y	5–9y	10y+	
School coaching	353	354	438	456	$p < 0.001$
Family tutoring	28	39	42	78	$p < 0.001$
Private tutoring	295	257	323	359	$p < 0.001$
Total	676	650	803	894	$p < 0.001$

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.17
Mean hours of tutoring by tutoring sources and mothers' education

Tutoring sources	Mothers education				Level of significance
	Nil	1–4y	5–9y	10y+	
School coaching	343	363	440	432	$p < 0.001$
Family tutoring	25	28	48	91	$p < 0.001$
Private tutoring	275	254	333	370	$p < 0.001$
Total	643	645	821	894	$p < 0.001$

Source: Education Watch Primary Completion Examinees Survey, 2014

security status is a self-rated composite measure of the recent past year of economic status of households considering total income, expenditure and savings. The four points in the scale are: *always in deficit*, *sometimes in deficit*, *breakeven* and *surplus*. All three types of tutoring significantly varied in terms of food security status of households; however, no smooth trend was observed in the cases of school-based coaching and private tutoring. For instance, duration of school-based coaching (in hours) gradually reduced from *always in deficit* to *breakeven* households and then increased for *surplus* households. On the other hand, duration of private tutoring increased from *always in deficit* households to *sometimes in deficit* households then gradually decreased up to *surplus* households. However, a smooth upward trend was observed in the case of family members tutoring.

Examinees who had electricity available at home received more hours of school-arranged coaching and family members tutoring compared to those who did not have electricity at home (Table 5.19). However, no difference was found between these two groups of examinees in terms of private tutoring. On the other hand, no significant difference was observed between the Muslim and non-Muslim students in terms of duration of school-arranged coaching and family members tutoring but Muslim students received more hours of private tutoring than non-Muslim students ($p < 0.01$) (Table 5.20).

F. Summary findings

Family responses to schools initiatives as well as their own initiatives regarding preparation of PECE candidates were considered in this chapter. Socioeconomic differentials were also explored. Following paragraphs provide a summary of the interrelationships between family socio-economic status and preparation for the primary education completion examination.

- Families responded to PECE in three ways to help prepare the examinees. These included allowing examinees to participate in school-arranged coaching, paying for private tutoring and providing assistance by family members. On average, 81.1% of examinees participated in school-arranged coaching, 77.1% received private tutoring, and 47.4% got tutoring help from family members.

Table 5.18

Mean hours of tutoring by tutoring sources and household food security status

Tutoring sources	Household food security status				Level of significance
	Always in deficit	Sometimes in deficit	Breakeven	Surplus	
School coaching	430	391	388	417	$p < 0.01$
Family tutoring	33	34	39	57	$p < 0.001$
Private tutoring	258	283	273	370	$p < 0.001$
Total	721	708	700	844	$p < 0.001$

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 5.19

Mean hours of tutoring by tutoring sources and availability of electricity at home

Tutoring sources	Availability of electricity		Level of significance
	Available	Not available	
School coaching	407	387	$p < 0.05$
Family tutoring	50	26	$p < 0.001$
Private tutoring	312	299	ns
Total	769	712	$p < 0.001$

Source: Education Watch Primary Completion Examinees Survey, 2014

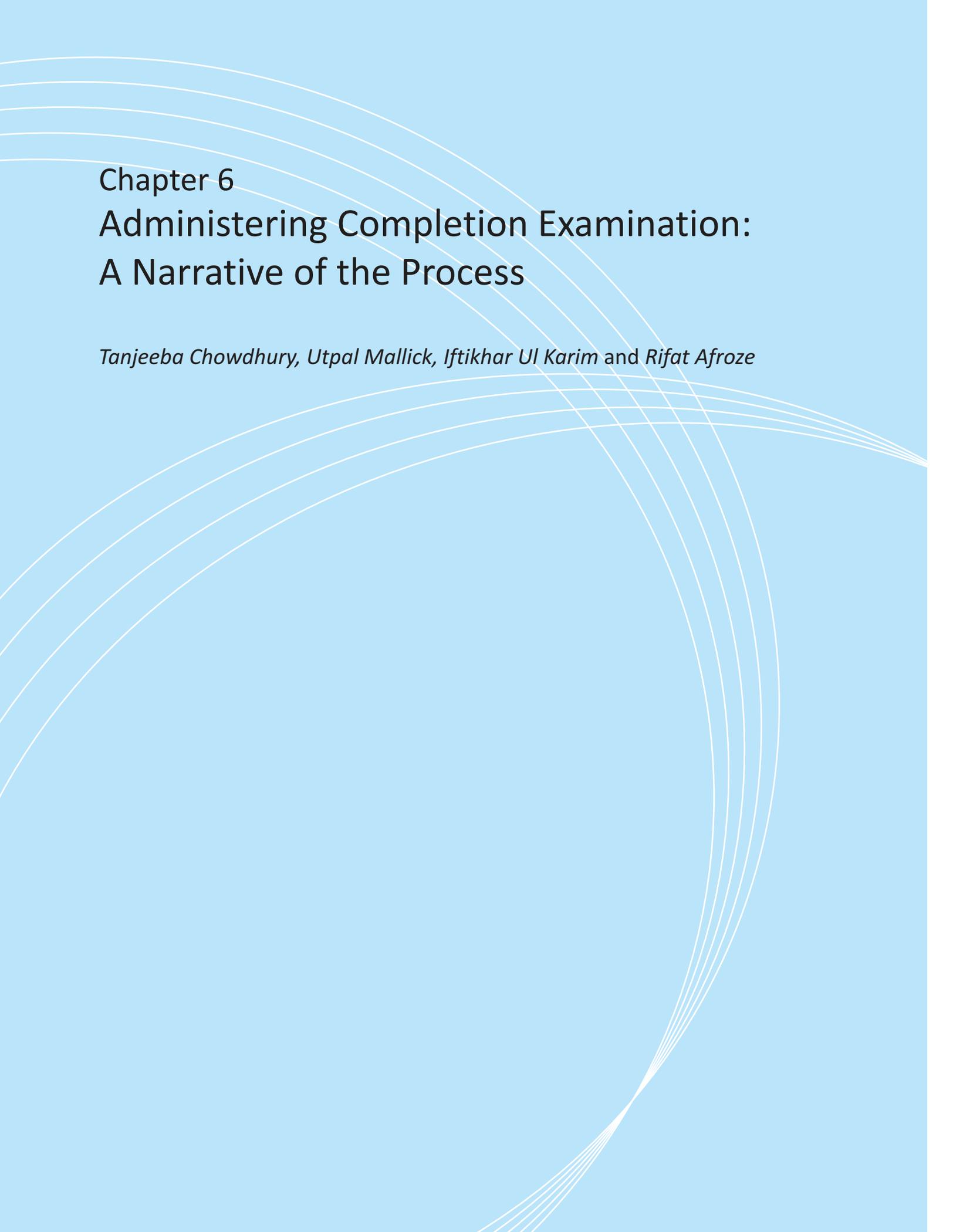
Table 5.20

Mean hours of tutoring by tutoring sources and religious affiliation

Tutoring sources	Religion		Level of significance
	Muslim	Non-Muslim	
School coaching	403	381	ns
Family tutoring	44	46	ns
Private tutoring	312	259	$p < 0.01$
Total	758	686	$p < 0.01$

Source: Education Watch Primary Completion Examinees Survey, 2014

- No gender difference was observed in examinees' participation in school-arranged coaching and private tutoring; however, boys were significantly ahead of girls in getting help from family members (49.9% vs. 45%; $p < 0.001$). Rural examinees were ahead of their urban counterparts in respect of school-based coaching (83% vs. 70.6%; $p < 0.001$) but an opposite direction was observed in other two. Eighty-two percent of urban and 76.2% of rural examinees received private tutoring ($p < 0.001$) and 54.3% of urban and 46.1% of rural examinees got tutoring from family members ($p < 0.001$).
- School type-wise variation was observed in all three types of tutoring. The highest proportion of kindergarten examinees received school-arranged coaching (93.3%) and tutoring from family members (64.1%) but examinees of government primary schools topped in receiving private tutoring (80.3%). On the other hand, lowest proportion of examinees of non-formal schools availed private tutoring (51.1%) and tutoring from family members (38.9%) but examinees of ebtedayee madrasas had such situation in school-based coaching (64.1%).
- Those who received school-arranged coaching, half of them received it free. Majority of each of three groups of examinees in terms of school-based coaching (free, on payment and non-recipient) received private tutoring on payment. Examinees who received school-arranged coaching without payment, 83% of them received private tutoring. Those who paid for school-arranged coaching 69% of them received private tutoring and those who did not receive school-based coaching 82% of them received private tutoring.
- A third of the examinees received both school-arranged coaching and private tutoring and another 28.8% received tutoring from family members along with school-based coaching and private tutoring. Along with school-based coaching, 11.7% of examinees received tutoring from family members. Private tutoring and tutoring from family members were availed by 5.7% of examinees. Among others, 9.8% of examinees received only private tutoring, 7.8% only school-arranged coaching, 1.2% only from family members and 2.1% none.
- Non-professional teachers including college/university students, educated job seekers, job holders, retired teachers, etc. were the major private tutors (40.3%), closely followed by examinees' own school teachers (39.8%). Other school teachers (14.6%), coaching centres (12.1%), relatives (2.9%) and neighbours (4.6%) were also provided private tutoring. Mothers, sisters, brothers, relatives and fathers provided tutoring at home to respectively 37.7, 24.9, 20.4, 15.7 and 12.3% of examinees. Urban parents were ahead of rural parents in providing tutoring. However, brothers, sisters and relatives were ahead in rural areas.
- Examinees, on average, received 754 hours of tutoring per year from the above three sources. Although no gender difference was found in this, urban examinees received more hours of tutoring than their rural counterparts (775 vs. 749; $p < 0.02$). School type-wise, it was highest in kindergartens (910 hours) and lowest in non-formal schools (374 hours). The figures were 783, 705 and 381 hours, respectively for the examinees of government and newly nationalized schools and the ebtedayee madrasas.
- Of the total tutoring time, 53.2% was spent for school-arranged coaching, 41% for private tutoring and 5.8% for help from family members. This distribution was mostly similar for boys and girls. Whereas, rural examinees spent 55.8% of time for school-based coaching and 38.6% for private tutoring, the urban examinees spent 40.3% of time for school-based coaching and 53.7% for private tutoring. Amount of time spent for school-based coaching was more than that of private tutoring among the examinees of each type of school. Duration of school-arranged coaching was more than double that of private tutoring among the examinees of kindergartens.
- On the whole, socioeconomic background of examinees gave an advantage to examinees from households with higher income level and higher levels of parents' education, though it was not a strictly linear relationship.



Chapter 6

Administering Completion Examination: A Narrative of the Process

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The National Academy for Primary Education (NAPE) is responsible for preparing question papers for Primary Education Completion Examination (PECE) and the Directorate of Primary Education (DPE) looks after the administration of examination. In addition to a central examination committee located at DPE, there are committees at district and *upazila* levels. The *upazila* primary education offices with the *upazila* education officer (UEO) and some assistant *upazila* education officers (AUEOs) play a key role in administering the examination at the local levels. This examination responsibilities are in addition to their regular duty of supervising and advancing primary education in the *upazilas*. A large number of teachers are also engaged in the process, especially as invigilators and answer script assessors. District Primary Education Offices (DPEO) are responsible for supervision and coordination of all activities of *upazila* offices. In addition, the offices of the *Upazila Nirbahi Officers* (UNO), the civil administration head, also provide oversight.

A. Registration of examinees

Registration of students for primary education completion examination start in March-April. The schools prepare the list of their candidates, and along with some personal information on each, send it to *Upazila* Education Office. These are then entered into computers at *upazila* level and printed copies are sent back to respective schools for verification. The schools return these to *upazila* offices with corrections, if any. The final version of the list is then sent to the Directorate of Primary Education (DPE) through District Primary Education Office (DPEO). In practice, the schools get till August/September to finalize their list of candidates, i.e., until it was sent to DPE. During interviews, the head teachers informed that they enjoyed the liberty in finalizing examinees list until August/September. Boys and girls are listed separately; in most cases, girls are listed after the boys. DPE sends admit cards to UEO through DPEO. UEO offices print and send these to individual schools. The examinees receive their admit cards from their schools in November, the month of examination. Each examinee has to pay Tk. 60 as registration fee.

Survey of examinees found that the schools did not take the same amount (Tk. 60) from every examinees for registration. A small portion of them (below 2%) paid less than Tk. 60 for whom the schools had to top up. Sixty-four percent of examinees paid the exact amount, 12.6% paid Tk. 61–99, 16.1% paid Tk. 100 and 5.5% paid more than Tk. 100. The highest amount paid by an examinee was Tk. 600. Overall, 34.3% of examinees paid more than the stipulated amount; 35% among boys and 33.5% among girls; 31.3% in rural schools and 50% in urban schools. School type-wise, 27.1% of examinees of government primary schools, 41.6% of those in newly nationalized schools, 58.1% of those in kindergartens, 35.9% of those in non-formal schools and 42.8% of those in *ebtedayee* madrasas paid more than stipulated fees for registration. Those who paid more, paid on average Tk. 106 each; Tk. 46 or 76.7% more than the right amount.

B. Invigilators, examiners and their training

Examination centres were usually located for each union (an administrative collection of villages). In general, one examination centre was set up in each union. Invigilators were selected from another union of the same *upazila*. No formal training or orientation was arranged for them, but the *upazila* education officers gave them some verbal instructions on the do's and don'ts like arrival at examination centre on time, not to bring mobile phones to examination centre (or depositing it to centre secretary), and to work in a team etc. They were also told that they would be released from duty instantly for any breach of rules or adopting any unfair means in examination hall. If anyone had children as examinees s/he was not appointed as an invigilator in the centre.

At *upazilas*, the education officers and their assistants were collectively responsible for appointing examiners of the answer scripts. Both head teachers and assistant teachers were eligible to be examiners. Generally, official letters were sent to government primary school heads from the *upazila* offices to identify teachers willing to be examiners and send the list. Teachers of newly nationalized schools were also eligible. The criteria considered for selecting examiners included subject based knowledge, at least three years' experience as teacher, having Certificate-in-Education (C-in-Ed) training, etc. If an adequate number of interested teachers was not found the criteria were relaxed. Teachers having experience in previous years were given preference in the following year.

There were three types of examiners— Head Examiner, Assistant Head Examiner and Examiner. Generally, head teachers were made head examiners or assistant head examiners and assistant teachers were made examiners. Number of examiners appointed in an *upazila* depended on the number of examinees. The number of examiners was decided in such a way that each of them could check 200 answer scripts. Although, in primary schools, every teacher teaches all subjects, knowledge about who is regarded as proficient in a subject is taken into account. The *upazila* office also considered in appointing examiners their subject-specific training. Though it was not always the case because some experienced teachers were not willing to be examiners. One of the examiners told that 'I teach Science well, I also received subject-based training in Science and Mathematics but I was made an examiner for Religion & Moral Education.' Sometimes selected examiners could not do their duty due to personal problems. In such cases, examiners had to be changed. Discussing with the UEOs it was found that a good proportion of examiners continued as examiners for the last few years. An AUEO said that he had briefing session for head examiners only, not all examiners and it was for one hour each over two days.

Regarding selection of examiners, a few of the teachers complained that the head teachers sent their names without any discussion with them. According to them head teachers should have asked them a prior whether they were interested to be examiners. They came to know this when they received phone calls from *upazila* offices. An assistant teacher who had about two decades of teaching experience in government primary schools said, 'I never asked anyone to recommend me as an examiner nor anybody asked me whether I was interested to be an examiner but I have been called to assess answer scripts since 2009, the year of inception of completion examination.'

The examiners had dissatisfaction regarding remuneration. They had two problems: meagre remuneration and delayed payment. One of the examiners said that assessing answer scripts and invigilating examination centre were additional duties which should be well remunerated. According to a teacher, as they were not well paid, teachers lose their interest to do such type of works. One of the examiners said, 'it takes at least 30 minutes to assess an answer script but we are given only TK. 6 for this. It is too small. That's why many teachers decline by saying that they are sick.'

In order to orient the examiners on how to mark, a six-day long training was held. Another training called 'Marker Training' was also offered to them focusing on question pattern and the assessment system. Examiners also discussed about assessment of answer scripts in sub-cluster training. In training, already assessed answer scripts were demonstrated to the examiners through projectors, and specific issues discussed. Two to three answer scripts were shown in order to demonstrate ways of assessment, right and wrong marking, difference between good and bad scripts, as well as detailed instruction about assessing every item of a question paper. All this training was conducted by UEOs, AUEOs and *Upazila* Resource Centre (URC) Instructors. It was found that all the selected teachers receive training, but not all of them were called to assess answer scripts.

C. Examination centre and seat plan

Examination centre: Primary schools which were adjacent to high schools were selected as examination centres. Each centre had an Acting Centre Officer (who is a government official), Centre Secretary (Head teacher of high school), Hall Super (Head teacher of government primary school), Assistant Hall Super (Head teacher of government primary school), Medical Representative and the invigilators. Usually only government officials and teachers were given responsibility of this kind of work. All examinees of all primary schools and madrasas in a union sat for examination in one centre. Examinees of general and madrasa streams sat in different rooms in the same centre. UEO and AUEO were responsible to nominate Hall Super and Assistant Hall Super. Section 144 of police rule was enforced in and around examination centres which bars congregation of five or more people together.

A group of students of grade VI who were examinees in previous year informed that their examination centre was far away from home. Their parents collectively arranged a rickshaw van to take them to centre and bring them back home. For this arrangement they paid Tk. 100 to the van driver. According to them, sometimes the vans broke down on its way and they were late in examination.

Seat plan: Based on discussion with Centre Secretary, UEO and AUEO took decision about seat plan. Their decision was informed to Hall Super who took necessary steps to carry it out. The AUEOs informed that they generally followed any of the following three seating patterns: I, X or Z. Irrespective of pattern followed, serial number of examinees prepared by schools during registration was seen to be followed in executing seat plan. It was also observed that girls and boys sat separately. The Hall Supers knew that the schools prepared the list of examinees in such a way that 'weak' students were placed in between 'good' students so that the latter can help the former. They generally did not make any change in the serial of examinees. Following two statements are worth noting in this regard.

We mix up 'good' and 'weak' students during preparation of list for registration, so that the 'weak' ones can get help from the 'good' ones in examination hall. – *Head teacher of a government primary school*

We arrange seat according to the lists of examinees provided to us by the schools. It's not possible for us to know who is 'good' and who is 'weak'. – *An Upazila Education Officer*

D. Preparation and supply of question papers

The National Academy for Primary Education (NAPE) in Mymensingh is responsible to prepare question papers for completion examination. These are then printed in Bangladesh Government Printing Press (popularly known as BG Press) in Dhaka. Question papers are sent to *upazilas* one week prior to examination and are kept in police custody. Assistant Deputy Commissioner (ADC) or a Magistrate of the district administration of the government with an Education Officer received question papers from police. After receiving they counted the bundles without opening them and distributed according to centres demand. Question papers are sent to all centres through Acting Officers 15 minutes before the start of examination.

E. Inside examination centres

Three methods were applied by the research team to know what happened during completion examination. These included observations of examination centres, focus group discussions (FGD) with the past year's (in 2013) examinees who were in grade VI during fieldwork and informal interviews with the parents and guardians outside examination centres. The first two methods were the main ones but the third one helped triangulate information.

The past years' examinees were found very enthusiastic in describing overall environment of their examination centres. All of them happily described the environment of their examination hall as wonderful. According to them, physical infrastructures of the centres were very good; these were tidier and cleaner than their own schools. Some of them expressed with bright eyes that they had never experienced such a beautiful scene where so many students gathered for examination. It was understood from their expressions and appearances that they really enjoyed such an experience. For many of them, it was the first time that they went to another school.

The examinees also liked the behaviour of the invigilators. According to them, the invigilators were kind; they welcomed them with smile and did not create any tense situation. Some of the FGD participants, however, added that invigilators advised them to take the examination lightly and not to be too serious. It was known from the examinees that the invigilators allowed them to look at each other's answer scripts. If they did not know any answer, invigilators advised them to get help from fellow students. They allowed the examinees to circulate answers from one bench to another and copy from each other. If any high ranking official visited the centre the invigilators informed the examinees in advance and they stopped helping each other until the official left.

During examination centre observation it was found that majority of examinees (may be 60–65%) were busy in writing answers on their own. They were not disturbing others. When another examinee wanted to talk, they felt disturbed. Talking to the invigilators as well as the teachers of the respective schools, it was found that all of them were not very good students (in other words would not get A+), but they were ready to deliver whatever they knew. The same was also found by talking to some of the examinees. However, various types of problems arose with other examinees.

Some students were seen copying from other's answer scripts. Some were re-writing answers from the beginning when they got a chance to copy from another student. When the examinees made noise the invigilator reminded them to keep silent. The Acting Officer of a centre, the AUEO, said, 'I asked teachers to keep the students silent.' According to him, young children might need some help but examination environment should not be disturbed. But the fact was that the invigilators allowed examinees to see each other's scripts and copy, if they did not disturb other examinees. The previous year's examinees also confirmed this in FGDs. They said, invigilators did not stop them from copying but they were asked to remain silent. Sometimes they threatened to take away the answer script but never did.

A similar scenario was observed in the classrooms where examinees of ebtedayee madrasas sat. The invigilators sometimes warned them to be quiet; the students kept silent for a few minutes and then buzzing started after a while. The situation became worse 40-45 minutes before the end of examination, especially in the room where examinees of the general stream were seated. Although invigilators were present, some examinees moved from their original seats to be able to see each other's answer scripts and copy from them. Some were talking loudly. Some were standing and looking at others' scripts 2/3 benches away. Some were seen holding their answer scripts wide open and high, so that the examinees who seated beside and behind could see. Some examinees placed the written extra sheets on the sitting bench and the examinees sitting behind were having a clear view of what was written there. The invigilators were busy in signing extra sheets and/or stapling extra sheets with main answer scripts. They overlooked what was going on in the examination hall.

Examinees, in general, were found very active to help each other in the Multiple Choice Questions (MCQ) part. They were found innovative in this case – how to help without talking! Answers were provided to

other examinees using signals. If the correct answer was A, they raised one finger; if it was B, two fingers were shown and so on. Students of grade VI (examinees of 2013) told us in various FGDs that they wrote the answers of MCQs and filled in the blanks, which they showed only to their friends and not to examinees of other schools. In an FGD, the students of grade VI who sat for examination in the same centre the previous year (in 2013) informed that the centre secretary supplied a paper containing answers of all the MCQs and ‘filling the gaps’ questions to invigilators and asked them to communicate those to all examinees. The research team also observed in a centre that in English examination, invigilators wrote answers of MCQs on blackboard. If the teachers did not know the answers of MCQs they took help from outside using mobile phones. One of the examiners disclosed the following:

Invigilators are supposed to handover their mobile phones to centre secretary before they enter into the examination hall. Some of them carried two mobile phones. One is deposited to centre secretary and the other is kept to receive answers of MCQs [to satisfy students’ need].

The research team also had chances to talk to examinees after examination was over. It was known that the school teachers advised their students to help each other during examination. The students learned unfair exercises as a means of helping others. Some of the examinees revealed that sometimes they asked teachers to provide them the correct answers and they got help as well. Some students, however, said that teachers did not always tell the answers but helped them understand the question. This also helped examinees to find out correct answer or to get a hint. Previous year’s examinees also said the same in FGDs. Following is a statement from such an examinee:

If we asked teachers for help to clarify any question, they helped us and often also provided the answer. They advised us to answer the questions that we already knew, but to wait for the other questions for which they would help with the answers later.

Centre Secretaries were the head teachers of the centre where examinees of their own schools also sat for examination. Some of them helped their own students. A group of previous year’s examinees complained that their centre secretary gave more opportunity to cheat to some of his own students who finally achieved scholarships. On the other hand, examinees of kindergartens informed that the said teacher supplied wrong answers to them while he supplied correct answers to his own examinees. They came to know of this from two students of their school who sat in that room. They also provided some interesting information about adoption of unfair means in examination. Both boys and girls cheated in examination carrying answers writing on their cloths. Another student said,

One of the examinees of our school entered into the examination hall with some solved mathematics items which he copied during examination. He was really a ‘weak’ student. We all knew about him and wanted him to pass. So we did not say anything. The invigilator also kept quiet.

F. Assessment of answer scripts

When the examination was over, the Acting Officer or the Hall Super brought the answer scripts to Education Office control room where the scripts went under the process of ‘coding’ and ‘cutting’. A random number was generated against every roll number and that number was embossed manually on the first page of each answer script with a rubber stamp. The section containing student identity was separated and bundles of 200 scripts were made. These were then sent to *upazila* for assessment. According to an UEO, ‘The coding process is old and time consuming.’ Saying the process lengthy and troublesome, he

suggested to introduce OMR (Optical Mark Recognition or Optical Mark Reading) sheets in PECE like any other public examinations. He also added that if the young students find OMR sheets difficult to use, the teachers would be able to help them in examination halls.

Examiners, Assistant Head Examiner and Head Examiner were three tiers of assessors. After assessing the scripts, examiners gave them to assistant head examiners who in turn handed over to head examiner. One examiner was responsible for assessing 200 scripts of any subject which they needed to finish in five days. An assistant head examiner checked 600 scripts and head examiner rechecked all the scripts. Remuneration was Tk. 6 for a single script for the examiner and Tk. 1 each for head and assistant head examiners.

Examiners sat in a place pre-selected by *Upazila* Education Office to assess answer scripts and were not allowed to take them home. An UEO said that, if the assessors were allowed to take the answer scripts home, their family members or friends might tamper or help them which would not be fair to the examinees, and this would hinder proper assessment. However, the examiners were not happy with this system. One of them said the following in an interview:

Examiners of JSC to BCS examinations can assess answer scripts at home. We all know that they take help of their friends and relatives. Do the government suspect only us, the primary school teachers, so that we are not allowed to take answer scripts home?

An exception was found in one of the *upazilas*. The examiners were allowed to take the answer scripts to home. The issue was discussed with the respective UEO. It was explained that previously they also assessed answer scripts at a specific place throughout the day which was a huge pressure on both the officials and the examiners; as all of them had to stay all day long in the assessment hall. To ease the task they changed it. Referring to the policy, another UEO told us that if the district education committee allows, examiners can take answer scripts home for assessment. However, most of the districts didn't want to change the rule.

On arrival of answer scripts at *Upazila* Education Office, examiners got detailed briefing on assessment. There were some written and some unwritten instructions. About written instructions a Mathematics examiner in an interview said, 'After receiving a bundle of mathematics papers we got briefing in a separate room. The bundle also contained a model answer script with all solved problems. It also contained detailed instruction for marking.' In addition, there were also some unofficial instructions for the teachers. In this regard, an examiner said the following.

Before starting assessment of answer scripts, a meeting took place with all examiners where AUEO told us to assess in such a way that all students can pass. He advised to check answer scripts lightly so that the pass rate is over 95%. If any student got as little a score as 20, even then we were asked to make it 33 to pass him/her. I knew that 'creative question answer part' is an area where full marks can be given.

Saying almost the same, another examiner in another *upazila* added that education officers usually did not tell teachers directly to let everyone pass but they got the message unofficially. An examiner for English disclosed that the *upazila* officials told them to remember that they were checking young students' scripts therefore they should be generous while marking. She said,

In training, they told us to always bear in mind that we are assessing scripts of young children. We were advised by giving examples. I can remember one. It was like this, if students do mistake in spelling or make sentence wrongly and if I am able to understand what s/he wanted to mean I have to give full marks.

The above examiner was further asked to tell us what she actually did while assessing answer scripts. She said that she felt bad for some 'weak' students who went close to pass marks, she then added some additional marks somewhere in the answer script. 'I am used to add at most five marks to pass a student but in this case I added up to 15 marks', she added. To make the point clear she also said that they [English examiners] usually deducted one mark for spelling mistakes for every four words which they did not do for PECE. Marks were given if the teacher could understand the answer. 'Suppose a student wrote *Oli* and we take it that s/he actually wanted to write *Oil*, and for this we did not consider it a mistake'.

Many examiners for English told us that passing in English became easy because of the pattern of question paper in the name of creative type questions. Some of them said that English question paper was prepared in such a way that if students could write anything whatever they knew they would pass. According to them, only the unseen passage section can create a little problem for students. The answers of questions are provided in the passage, those who can read and understand English a bit can easily write those answers.

A number of examiners of various subjects told that if a student got a few marks short of 80 they were instructed to recheck answer scripts and try to increase marks so that s/he gets A+. Similarly, they rechecked and increased marks from 26 to 33 in order to pass students. They increased marks in paragraph, letter writing, dialogue, descriptive questions and Mathematics. Another examiner said the same but in a different way:

There is an instruction about assessing answer scripts in a simple way. Now questions are competency-based. In the name of competency-based question, question pattern is done in such a way that students get marks as much as they write. As a result, passing in examination has become easy. Nobody tells us to increase marks. Teaching is a moral profession. If any student gets 28/29 why not increase it to 33? We do this on our own, nobody instructs us to do so.

All examiners needed to come to a specific pre-selected place to assess answer scripts. On one hand, this became like a mini *adda* while working in a group, competing and gossiping with each other. On the other hand, coming to *upazila* headquarters everyday incurred transport cost. As the examiners were not given any transport allowance, it sometimes exceeded the remuneration they received by assessing scripts especially for those who lived in far-off, remote areas. One of the female examiners who used to come from a remote area mentioned that she had to go home late after assessing 40 scripts a day. She sometimes had to face insecurity while going home back.

Another female examiner informed that according to instruction manual they were supposed to walk around and have tea or snacks after checking every 10 answer scripts, but there was no arrangement for refreshment. She described the remuneration as 'humiliating'. One of the teachers, who once was an examiner, withdrew herself from the pool of examiners two years back because of her physical difficulty of continuously sitting in one place from 9 a.m. to 5 p.m. According to her, 'The way the answer scripts are evaluated these days is equal to deceiving oneself'. She added:

I have been teaching for almost 18 years. Usually I don't give any mark if one makes a mistake in a part of a sum. But now because of the part by part mark distribution strategy, I have to give marks even if the math is ultimately incorrect. I think I should apologise to my previous examinees!

She also added that in the training, they were specifically told that the marking strategy was only for completion examination and not for school examination which is another deception in her view. Some of the education officers also echoed it. Giving the following example one of them tried to explain marking system in completion examination and its consequence:

Suppose the examinees were asked to write a paragraph on a certain topic. If an examinee writes 10 sentences s/he would get 1 mark, if his/her word selection is appropriate s/he would get another 1 mark, if the words in the sentences are relevant to the topic s/he would get another 1 mark and so on. This means that if the examinees are asked to write a paragraph on 'cow' and someone writes 10 sentences about 'river' s/he would get 2 marks for writing 10 sentences and certain word selection. That's why teachers often instruct their students to write whatever they know if they are asked to write a paragraph on an unknown topic.

One examiner exclaimed:

We cannot assess answer scripts freely. We are instructed to deduct one mark for each six spelling mistakes and no deduction if the number of mistake is less than six. How can it be? We are bound to check scripts like this. This is why some teachers don't want to do it. As we don't have freedom and respect, and we are bound to be immoral, we don't want to continue it. You can say that we are checking scripts under education officers' pressure. We don't find interest in checking scripts as we used to find before.

An UEO was asked to differentiate the marking system of present day with that of earlier days. He pointed out that earlier if a student was wrong in a part of a mathematical problem or solved the problem correctly, but failed to write the final answer, s/he was given just a zero. On the other hand, today, students get marks for every correct part of a mathematical problem, even if the final answer is wrong. According to him, 'the present policy is to do justice part by part, not to consider it as a big cake.' He also added, 'Marks would be just as much as the length of the answer is, teachers received an instruction manual regarding this from NAPE.'

Pointing out mutual understanding among *upazilas* regarding answer scripts assessment, an AUEO said that 'there are other means of showing good results by the students.' In this regard he made the following remarks.

We know where the answer scripts of our *upazila* are sent for assessment. They are never sent out of our district. So there may be a mutual understanding among *upazilas* to assess answer scripts generously hampering proper evaluation.

Assessing answer scripts so generously has created frustrations. One examiner said with great disappointment, 'In the name of assessing answer scripts, we are correcting students' mistakes on the scripts to allow them to pass. I think we teachers are causing harm to our students.'

G. Question paper leakage

Examinees helping each other in examination halls, copying from others answer scripts, and invigilators helping by providing answers orally or in writing were common irregularities of completion examination. The other issue was leakage of question papers itself. The research team talked with a number of individuals and groups concerned but did not get any clue about the source of the leakage.

The issue was discussed with the education officials in a number of *upazilas*. They primarily tried to avoid discussing this by saying, 'It's a very sensitive issue'. Some of them denied that there was any such thing. Some, however, said that these (leaked papers) might be suggestions recommended by experienced teachers. On the other hand, some of the officials made some comments on this. They denied their involvement with such an act and sometimes tried to blame NAPE or BG Press, who prepared and printed the question papers respectively. The following are some the comments of education officials:

Every year we hear about question paper getting leaked but this is not in our hands. NAPE prepares question papers and they are responsible for this. Our job is to prepare students for examination, keeping liaison with schools, invigilating examination halls, etc. Preventing question paper leakage does not fall under our duty. – *An Upazila Education Officer*

We are also embarrassed at this. People think we are behind question paper leakage but they are not right. We are not attached to preparation of question papers. I think it gets out from BG Press or NAPE. – *An Assistant Upazila Education Officer*

Question papers are prepared in NAPE and printed in BG Press. The way it is sent from BG Press to *upazilas*, it is quite impossible to get access to them. I think it is leaked from BG Press. – *An Assistant Upazila Education Officer*

Staff of BRAC Primary Schools also knew that question papers became available a day before examination. Some of their students also got them. One such staff said, 'Photocopy shops sold question papers last year. I came to know that the shop owners downloaded those from Internet. So far I know, everybody knew about it but unfortunately nobody took any action to stop it.'

Some schools took advantage of question paper leakage. Although the teachers did not admit of their involvement with any such act the students gave some information in this regard. The students of a newly nationalized primary school who were examinees in 2013 disclosed the following in a FGD:

The night before the examination our teachers called us to school for coaching. They gave us some questions to write. Those who could not write, teachers asked them to memorize answers from guidebooks. Whatever we learnt on that night, most of them were in examination the following day. English and Mathematics question papers were totally the same. We do not know where our teachers got those questions, but we did well in our examinations.

Students who study hard throughout the year and students who get question papers before examination day may get the same score. It is harmful for both. One is losing interest to work hard or study and the other is learning how to cheat and take up unfair means.

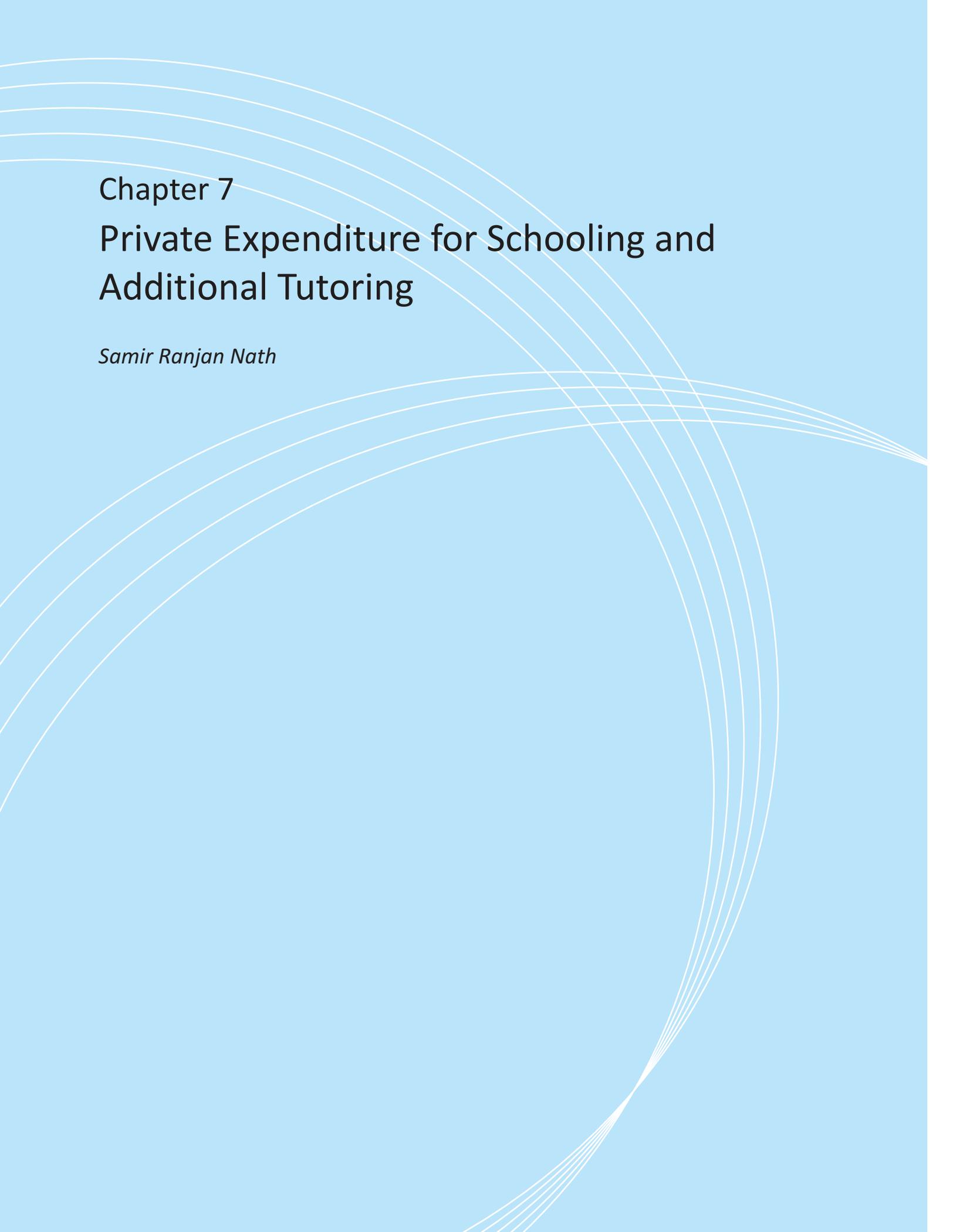
A guardian of an examinee when interviewed outside an examination hall said that his daughter is a good student who got 594 marks out of 600 in the final model test organized by *Upazila* Education Office. She suddenly refused to study anymore before the Religion & Moral Education examination day. She said that

the students who were far behind her in performance in school were getting the question papers and would do better in examination than her; they might even get scholarship when she would fall behind. So she thought there was no point in studying anymore.

H. Summary findings

Information and data on the way PECE is administered in schools and in the *upazilas* were provided in this chapter. Following are the salient findings from this chapter on the primary education completion examination process.

- The registration process starts in March-April of each year and completed by August-September. Schools as well as *upazila* and district level education offices are engaged in it. Official fee for registration is Tk. 60 but a very small proportion paid less than this amount, 64% of examinees paid the exact amount and 34.3% paid more which went up to Tk. 600 in a few cases. Proportionately, examinees of kindergartens paid more.
- One examination centre is set up in each union, preferably in a primary school attached to a high school. The invigilators were mostly from government primary schools. No invigilator was engaged from his/her own union. Briefing sessions were arranged at *upazila* level to orient them. Three types of examiners were appointed for each subject: head examiner, assistant head examiner and examiner. The number of examiners was fixed in such a way that each can assess a maximum of 200 answer scripts. A week-long training was arranged for examiners. Invigilators and examiners had dissatisfaction regarding workload and remuneration.
- Schools could influence seating plan for the examination while sending in the registration of the examinees. List of examinees were prepared putting 'weak' students in between 'good' students. The *upazila* offices did not change it and the centre officials also followed them. This created opportunity for 'weak' one to take help from the 'good' ones during examination. Hall super and *upazila* officials knew this but had no authority in this matter and chose to ignore the issue. Boys and girls sat separately. School and madrasa students sat in separate rooms.
- In the examination hall, the majority of examinees wrote on their own without support from others. However, support was available to those who needed it. Investigators carried mobile phones to examination halls and received answers through short message service (SMS) from outside. They supplied the answers orally or by writing them on blackboards and created opportunity for cheating and to see others' answer scripts. Examinees who did not require any help also shared answer scripts with peers. A chaotic situation prevailed during final 40 minutes to one hour of examination time, when many examinees scrambled to check and copy answers from each other.
- As per training and instruction of NAPE, the examiners assessed answer scripts loosely and too generously. Many of the examiners were not happy with this and showed their dissatisfaction, but they had to do it following NAPE instruction. Additional marks were given to examinees to increase pass rate. Answer script assessment was a burden for examiners due to shortage of time.
- The *upazila* education officials claimed that there was no scope of question paper leakage from their end. They blamed NAPE and BG Press for this who prepared and printed question papers, respectively.

The background is a solid light blue color. Overlaid on this are several thin, white, curved lines that originate from the right side and sweep towards the left, creating a sense of motion and depth. These lines are arranged in a series of overlapping, concentric-like curves.

Chapter 7

Private Expenditure for Schooling and Additional Tutoring

Samir Ranjan Nath

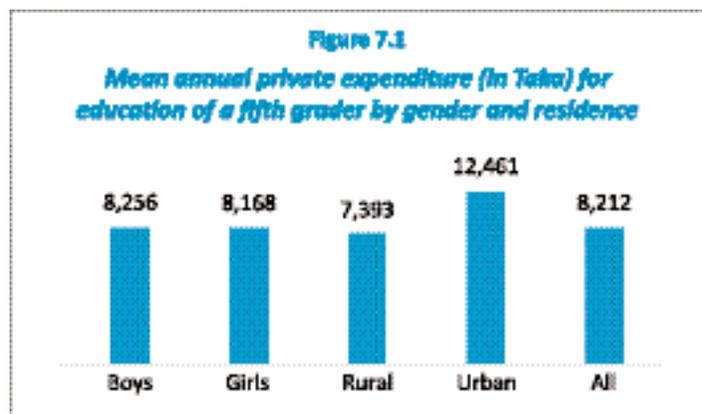
This chapter provides information on private expenditure for education of students of grade V. These were the students who sat for primary education completion examination in 2014. Eighteen heads of expenditure were identified, a number of which was related to completion examination. Private expenditure for education for the first eleven months (January – November) of 2014 was collected instead of a full 12 month cycle because the completion examination was completed in November. Data were collected in December, after the examination was over. The heads of expenditure for which data were collected included: admission, readmission or session fee; monthly tuition; buying of books, guidebooks/hand notes/suggestions; stationary, school dress, festival fees; school examination fees; PECE registration fee, model test fee, school-arranged coaching charge; cost for private tutoring; transportation for schooling, additional tutoring and to examination centre; tiffin, photograph for PECE registration; and others.

A. Household expenditure for education

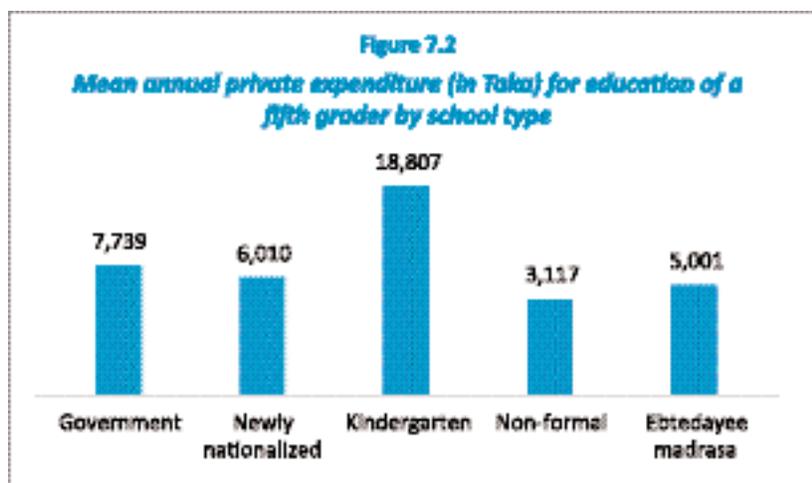
Before going to examine expenditures related to additional tutoring for PECE let's take a look at overall private expenditure for education in grade V. Annual private expenditure for education of the completion examinees of 2014 ranged from Tk. 50 to Tk. 77,450 with an average of Tk. 8,212 and a median of Tk. 6,305. Quartile distribution of household expenditure shows that expenditure for the first quartile of examinees was \leq Tk. 4,180, it was Tk. 4,181–Tk. 6,305 for the second quartile, Tk. 6,306–Tk. 10,160 for the third quartile and more than Tk. 10,160 for the top quartile. Quintile distribution of expenditure shows that private expenditure for the lowest (poorest) fifth of examinees (in terms of expenditure) was \leq Tk. 3,740, it was Tk. 3,741–Tk. 5,454 for the second quintile, Tk. 5,455–Tk. 7,559 for the third quintile, Tk. 7,560–Tk. 11,190 for the fourth quintile and more than Tk. 11,190 for the highest quintile (most well to do) of examinees.

On average, Tk. 8,212 was spent for PECE examinees as private expenditure for education during the year (Figure 7.1). Thus, average monthly expenditure was Tk. 747 per examinee. Not much difference was observed in annual private expenditure for education among boys and girls (Tk. 8,256 and Tk. 8,168, respectively), but it was substantially higher for urban students compared to the rural students (Tk. 12,461 and 7,393, respectively).

Annual private expenditure for education varied substantially by school type (Figure 7.2). The expenditure for kindergarten examinees was six times higher



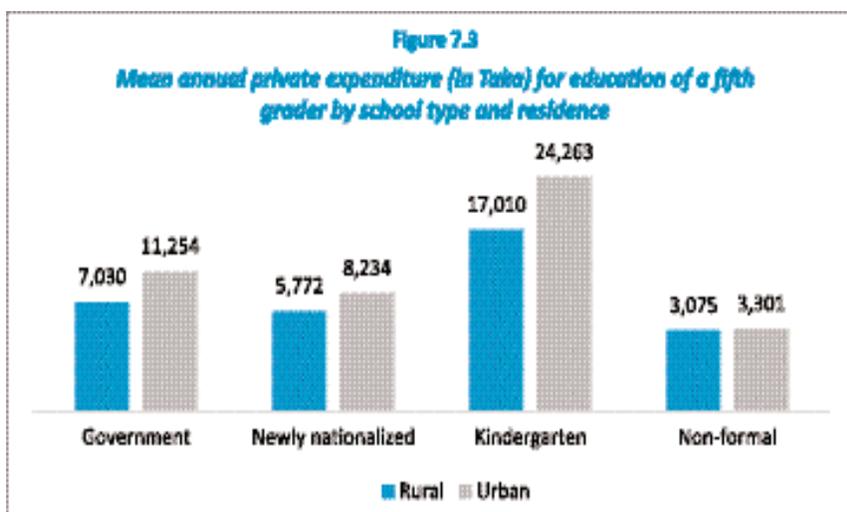
Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

than that of those for non-formal primary schools. On average, Tk. 18,807 was spent for kindergarten examinees annually and Tk. 3,117 for non-formal primary schools. The figure for the students of government primary schools fell in the middle at Tk. 7,739. Annual private expenditure for the examinees of newly nationalized primary schools was Tk. 6,010 and for those of ebteyee madrasas was Tk. 5,001. Average expenditure for the examinees of kindergartens was more than three times that of newly nationalized primary schools and 2.43 times that of the government primary schools. Expenditure for the examinees of government primary schools was 2.48 times that of non-formal primary school examinees.

Annual private expenditure for boys and girls was mostly equal in all types of educational institutions. However, it varied significantly by residence (Figure 7.3). Expenditure was higher for urban examinees than those of rural areas in all types of schools. Average expenditure for the examinees of rural government primary schools was Tk. 7,030 and for urban schools of the same type was Tk. 11,253 with a difference of Tk. 4,224.



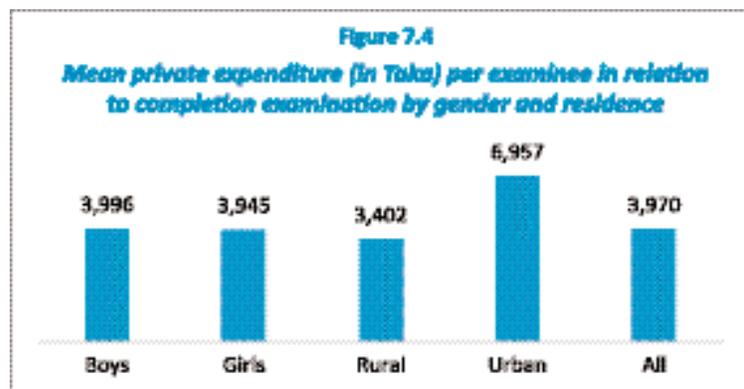
Source: Education Watch Primary Completion Examinees Survey, 2014

Other way, the latter was 1.6 times of the former. In the case of newly nationalized primary schools, the average expenditure was Tk. 5,773 for rural examinees and Tk. 8,234 for urban examinees. Difference between them was Tk. 2,461 or one is 1.4 times of the other. The highest difference was found in kindergartens. Expenditure

for urban examinees of kindergartens was Tk. 7,253 more than that of rural areas. In kindergartens, urban examinees expenditure was 1.4 times that of rural examinees. Urban-rural difference was much less in the case of non-formal primary schools.

B. Expenditure specific to completion examination

As part of total private expenditure for fifth grade students, specific expenditures related to completion examination included school-based coaching; private tutoring; transportation for additional tutoring; model tests; buying guidebooks, suggestions and hand notes; registration for completion examination; photograph for registration and transportation to examination centre. On average, Tk. 3,970 was spent per examinee on these heads which was 48.3% of total private expenditure for education for fifth graders (Figure 7.4). Expenditure specific to completion examination was Tk. 3,996 for boys and Tk. 3,945 for girls. A higher expenditure had to



Source: Education Watch Primary Completion Examinees Survey, 2014

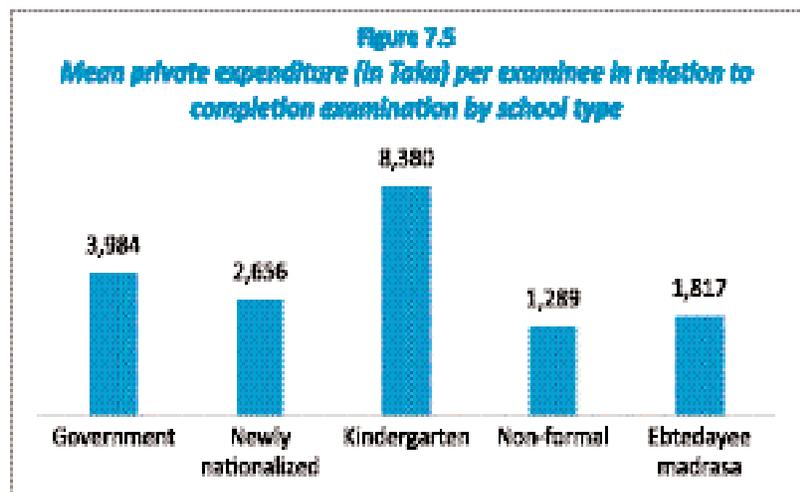
be borne for urban examinees than those from rural areas. Mean expenditure specific to completion examination for urban examinees was 2.1 times that of rural examinees.

Although, average expenditure specific to completion examination was Tk. 3,970, the median was found to be TK. 2,880. This means that half of the examinees spent Tk. 2,880 or more, with the highest amount spent being Tk. 55,160. Quartile distribution of examination-specific expenditure showed that the lowest quartile of examinees spent Tk. 1,600, the second quartile spent in between Tk. 1,600 and Tk. 2,880, the third quartile spent in between Tk. 2,880 and Tk. 4,660 and the top quartile spent more than Tk. 4,660. On average, Tk. 949 had to be spent for the lowest quarter of examinees, Tk. 2,221 for the second quarter, Tk. 3,627 for the third quarter and Tk. 9,137 for the highest quarter. Average expenditure for each of the quintiles of examinees were also calculated. It shows that Tk. 811 was spent for the lowest quintile of examinees (poorest), Tk. 1,820 for the second quintile of examinees, Tk. 2,864 for the third quintile of examinees, Tk. 4,227 for the fourth quintile of examinees, and Tk. 10,150 for the highest quintile of examinees (most well to do). In other words, average expenditure per student specific to completion examination for the highest quarter of examinees was 9.63 times that of the lowest quarter and average expenditure for the highest quintile of examinees was 12.5 times that of the lowest quintile.

Overall, the average expenditure specific to completion examination was 48.3% of the total private expenditure for education (Annex 7.1). This was 48.4% among boys and 48.3% among girls. Although, the urban examinees spent 55.8% of their private expenditure for activities related to PECE, rural examinees spent 46% of their private expenditure for education for the same.

Similar to total private expenditure for education, a large variation by school type was observed in costs related to completion examination (Figure 7.5). The highest expenditure had to be borne by the families of kindergarten examinees and lowest for non-formal school examinees – Tk. 8,380 and Tk. 1,289, respectively. The former was 6.5 times of the latter. The average expenditure for the government school examinees was Tk. 3,984 and for those of newly nationalized primary schools was Tk. 2,656. Tk. 1,817 had to be borne for the examinees of ebtedayee madrasas.

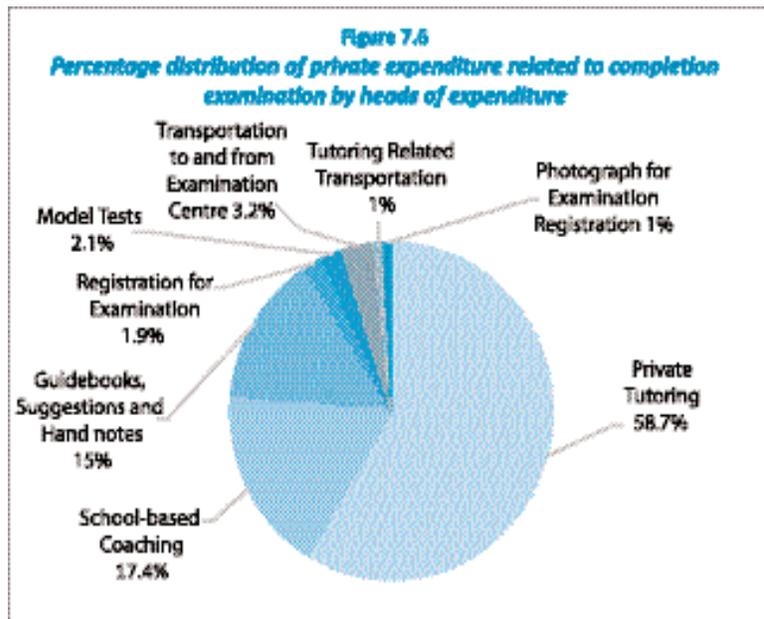
Proportion of the above expenditure out of total private expenditure for education also varied by school type (Annex 7.1). For instance, government school examinees spent 51.5% of their total costs for education for completion examination and the examinees of newly nationalized schools spent 44.2%. This was 44.6% for the examinees of kindergartens. This figure was 41.4% for the examinees of non-formal schools and 36.3% for the examinees of ebtedayee madrasas.



Source: Education Watch Primary Completion Examinees Survey, 2014

For instance, government school examinees spent 51.5% of their total costs for education for completion examination and the examinees of newly nationalized schools spent 44.2%. This was 44.6% for the examinees of kindergartens. This figure was 41.4% for the examinees of non-formal schools and 36.3% for the examinees of ebtedayee madrasas.

Of the total private expenditure specific to completion examination 76.1% went for additional tutoring – 58.7% was spent for private tutoring and 17.4% for school-based coaching (Figure 7.6). The third major expenditure specific to PECE was for buying guidebooks, suggestions and hand notes – 15% of the money was spent for this. Of the other heads of expenditure, 1.9% was spent for registration for examination, 2.1% for model tests in schools, 3.2% for transportation to and from examination centre, and less than 1% each for tutoring related transportation and photograph for examination registration.



Source: Education Watch Primary Completion Examinees Survey, 2014

C. Expenditure for school-based coaching and private tutoring

Above analysis showed that a high proportion of private expenditure for education was spent for school-arranged coaching, private tutoring and related transportation. This section presents these issues in brief. On average, Tk. 3,056 was spent for each examinee for school-arranged coaching, private tutoring and related transportation. This amount was 90.5% of total expenditure specific to completion examination and 37.2% of total annual private expenditure for education for fifth graders (Annex 7.2).

Expenditure for school-arranged coaching, private tutoring and related transportation was Tk. 3,089 for boys and Tk. 3,024 for girls. It was Tk. 2,513 for rural school examinees and Tk. 5,910 for urban school examinees. Although not much variation was observed between such expenditure for boys and girls but expenses for urban examinees were 2.35 times of that of rural examinees. Boys spent 37.4% of their total private expenditure for education for school coaching, private tutoring and related transportation which was 37% for girls (Annex 7.2). Whereas the rural examinees spent 34% of their total private expenditure for education on the above heads, the urban examinees spent 47.4%.

The above analysis was also done for school types. Examinees of Kindergartens spent Tk. 7,145 for school-based coaching, private tutoring and related transportation. This was Tk. 3,057 for the examinees of government primary and Tk. 1,840 for those of newly nationalized primary schools. Examinees of non-formal primary schools spent Tk. 686 for this and those of ebteyayee madrasas paid Tk. 1,155 (Annex 7.2).

Examinees of government primary schools spent 39.5% of private expenditure for education for private tutoring or coaching and the kindergarten examinees spent 38% (Annex 7.2). This was 30.6% for the examinees of newly nationalized primary schools, 23.1% for those of ebteyayee madrasas and 22% for those of non-formal primary schools.

On average, 76.3% of this expenditure was spent for private tutoring, 22.5% for school-based coaching and 1.2% for related transportation (Table 7.1). Expenditure for private tutoring was 3.38 times that of school-based coaching. This means that completion examinees pursued the kind of private tutoring that was much costly than school-based coaching. Distribution of costs for these three items was mostly similar for boys

Table 7.1

Percentage distribution of expenditure for school-based coaching, private tutoring and related transportation by examinee groups

Examinee groups	Total cost	Percentage distribution			
		School coaching	Private tutoring	Transportation	Total
All	3,056	22.5	76.3	1.2	100.0
<i>Gender</i>					
Boys	3,089	22.4	76.4	1.2	100.0
Girls	3,024	22.7	76.2	1.1	100.0
<i>Residence</i>					
Rural	2,513	23.7	75.1	1.2	100.0
Urban	5,910	19.7	79.1	1.2	100.0
<i>School type</i>					
Government	3,057	18.4	80.3	1.3	100.0
Newly nationalized	1,840	19.8	79.1	1.1	100.0
Kindergarten	7,145	34.5	64.5	1.0	100.0
Non-formal	686	28.9	69.2	1.9	100.0
Ebtedayee madrasa	1,155	23.5	76.1	0.4	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

private tutoring was approximately 29:69 for non-formal school examinees and 24:76 for those of ebtedayee madrasas. Annex 7.3 provides actual amount in Taka.

D. Expenditure for guidebooks, suggestions and hand notes

As the government has provided free textbooks to all examinees most of them did not have to buy any textbook but a small proportion who were in kindergartens had to buy additional textbooks. However, almost all (96.4%) examinees bought guidebooks, suggestions or hand notes for their examination preparation (Table 7.2). Although costs on these were incorporated in the PECE specific expenditure but considering their importance a separate section was prepared. Mostly an equal proportion of boys and girls as well as rural and urban examinees bought guidebooks, suggestions or hand notes. However, statistically significant variation was observed by school type ($p < 0.001$). It was highest among the examinees of kindergartens which was closely followed by those in government primary schools – respectively 99.4% and 98% of examinees of these institutions bought guidebooks, suggestions or hand notes. This was 94.7% of the examinees of newly nationalized schools, 87.7% of those in ebtedayee madrasas and 79.6% of those in non-formal primary schools.

and girls. However, it was dissimilar for the examinees of urban and rural schools. Rural examinees spent 23.7% of costs for school-based coaching and 75.1% for private tutoring. On the other hand, urban examinees spent 19.7% of costs for school-based coaching and 79.1% for private tutoring. No variation was observed in proportion of costs for transportation.

Variation in distribution was also observed by school type. Examinees of government and newly nationalized primary schools spent about a fifth of cost for school-based coaching and four-fifth for private tutoring. Examinees of kindergartens spent approximately two-third of cost for private tutoring and over a third for school coaching. Ratio of expenditure for school-arranged coaching and

Table 7.2
Percentage of examinees buying guidebooks, hand notes and suggestions and average cost per examinee for these items by examinee groups

Examinee groups	% of examinees	Average cost
All	96.4	594
Gender		
Boys	96.5	592
Girls	96.2	596
Residence		
Rural	96.4	575
Urban	96.2	694
School type		
Government	98.0	619
Newly nationalized	94.7	480
Kindergarten	99.4	821
Non-formal	79.6	351
Ebtedayee madrasa	87.7	382

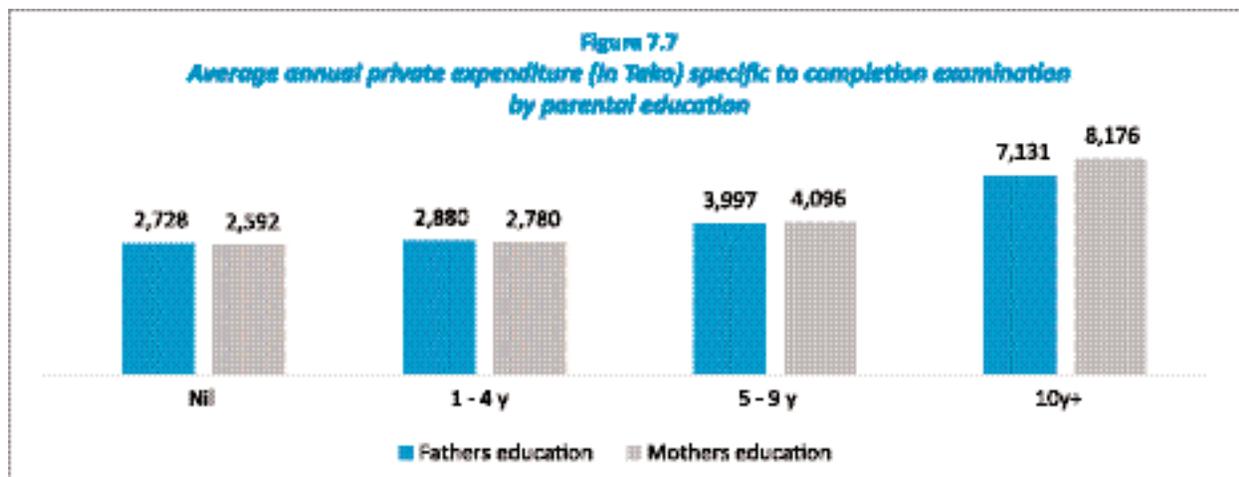
Source: Education Watch Primary Completion Examinees Survey, 2014

On average, Tk. 594 was spent per examinee for buying guidebooks, suggestions or hand notes (Table 7.2). Although no gender difference was observed in this (Boys: Tk. 592 and girls: Tk. 596) but the examinees of urban schools spent more than their rural counterparts (Tk. 694 vs. Tk. 575; $p < 0.001$). School type-wise variation was high– Tk. 821 for kindergarten examinees, Tk. 619 for examinees of government schools, Tk. 490 for examinees of newly nationalized schools, Tk. 382 for examinees of ebteyayee madrasas and Tk. 351 for examinees of non-formal primary schools.

E. Socioeconomic background and expenditure

Five characteristics related to socioeconomic background of examinees were brought under this analysis. These included fathers' education, mothers' education, yearly food security status of household, having electricity at home, and religious affiliation. The analysis shows that expenditures specific to completion examination significantly varied in terms of socioeconomic background of examinees.

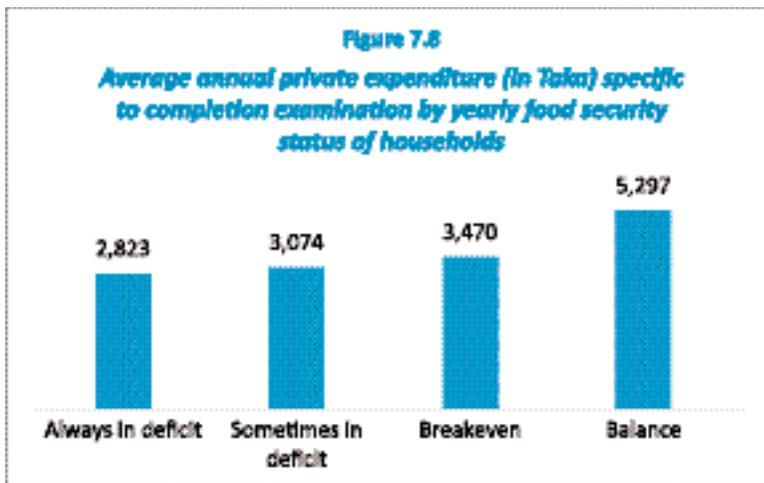
Expenditure specific to completion examination increased significantly with the increase of parental education of examinees (Figure 7.7). For instance, Tk. 2,728 was spent by the families of those examinees whose fathers had no education. It was Tk. 2,880 for those having fathers without completing primary education, Tk. 3,997 for those having fathers completing primary education but kept secondary education



Source: Education Watch Primary Completion Examinees Survey, 2014

incomplete and Tk. 7,131 for those whose fathers had secondary or higher level of education. These figures were respectively Tk. 2,592, Tk. 2,780, Tk. 4,096 and Tk. 8,176 for the examinees with similar levels of mothers' education. It can be noted that compared to other levels of education, average expenditure was much higher for those who had secondary or more educated parents. Again, fathers with secondary or more education spent 2.6 times for completion examination of their children compared to those who had fathers without schooling. It was 3.15 times in the case of mothers' education.

Completion examination-specific expenditure also increased with the increase in yearly food security status of households. Figure 7.8 shows that households which were rated as *always in deficit* spent, on average, Tk. 2,823 for a completion examinee. The figure was Tk. 3,074 for those with *sometimes in deficit*, Tk. 3,470



Source: Education Watch Primary Completion Examinees Survey, 2014

for those with *breakeven* and Tk. 5,297 for those with *surplus* household food security. Households having a *surplus* economy spent about double of those with *always in deficit* economy.

Households having electricity connection at home were more affluent and spent more for their children's examination. On average, households with electricity at home spent Tk. 4,481 for a completion examinee and those had no such facility spent Tk. 2,587 for the same purpose. Analysis related to religious

affiliation showed that Muslim families belonging to the majority community spent less at Tk. 3,949 compared to Tk. 4,300 spent by families of minority communities in preparation for primary completion examination.

The above analyses by gender, residence and school type were done separately and results are provided in Annexes 7.4 and 7.5. Except for a few cases, statistically significant variation was observed like as above. No difference was found in expenditure for ebte dayee madrasa examinees in terms of fathers' education and for non-formal school examinees in terms of food security status of households. Variation was less likely in terms of religion.

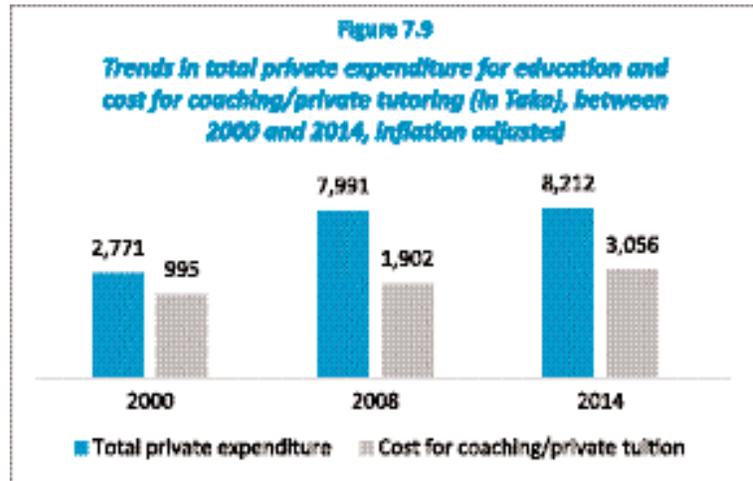
F. Trends in expenditure

Information on private expenditure for education of the students of grade V was also collected in 2000 and 2008 under previous *Education Watch* studies. These along with this study's information allowed to do a trend analysis of overall private expenditure for education as well as costs related to private tutoring and coaching.

In 2000, average private expenditure for education of the students of grade V was Tk. 1,070 and cost for private tutoring and coaching was Tk. 384. These figures were Tk. 5,223 and Tk. 1,243, respectively in 2008. Adjusting for inflation the figures of 2000 stood at Tk. 2,771 and Tk. 995, respectively in 2014, and the figures of 2008 stood at Tk. 7,991 and Tk. 1,902, respectively. As already presented in previous sections

these figures for 2014 were Tk. 8,212 and Tk. 3,056, respectively. These are presented at a glance in Figure 7.9.

Figure 7.9 clearly shows that private expenditure for education in grade V increased over time and so did the costs for coaching and private tutoring. During the past 14 years private expenditure increased about three times but the costs for coaching/private tutoring increased even more. Although, the increase in private expenditure between 2008 and 2014 was only a small amount but increase in the costs of coaching/private tutoring was 1.6 times during the same period. This indicates that share of other costs (except for coaching and private tutoring) has reduced during this period (2008 to 2014). This increase is clearly linked to primary completion examination which was introduced in 2009.



Sources: Education Watch Household Survey 2000 and 2008
Education Watch Primary Completion Examinees Survey, 2014

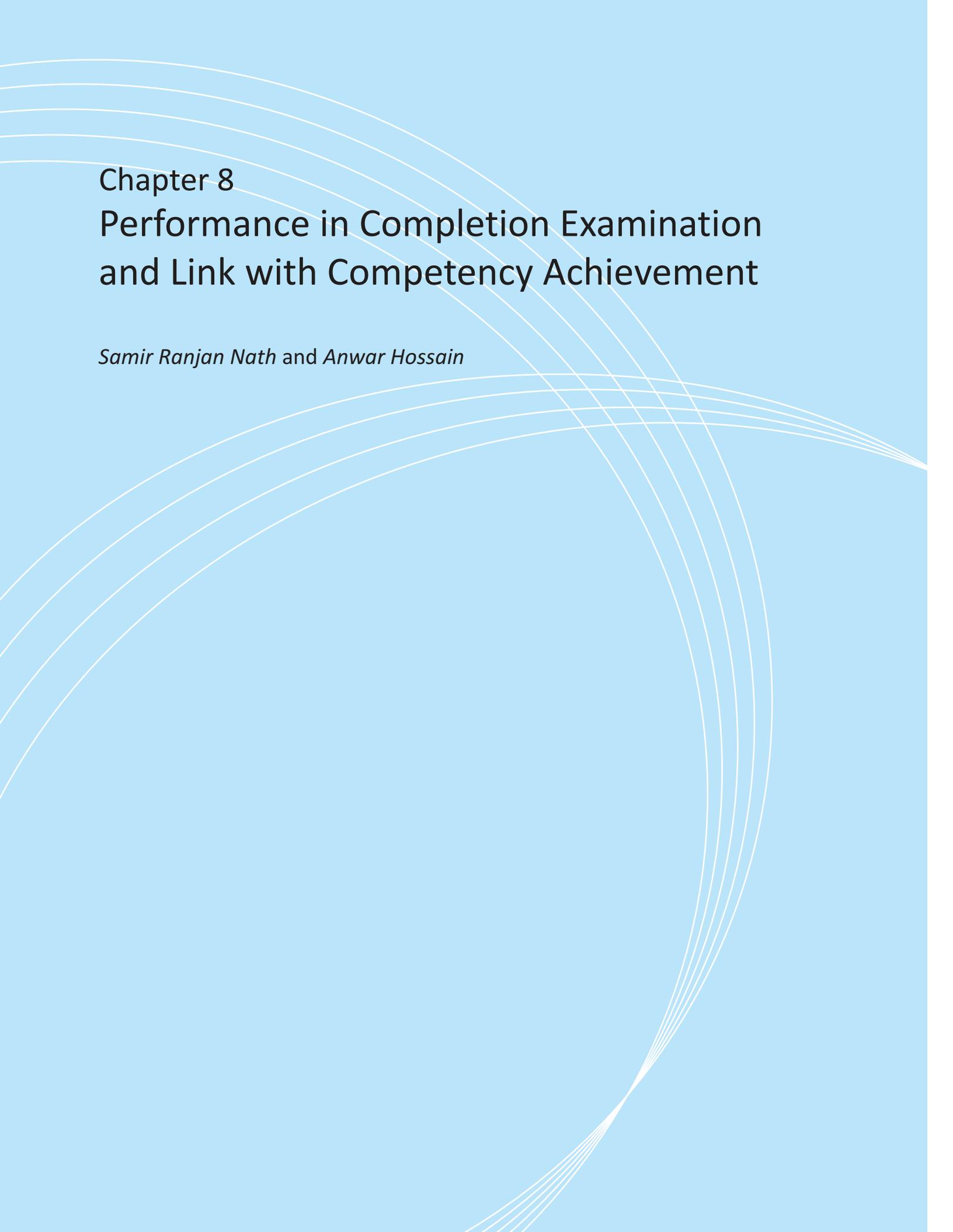
G. Summary findings

Private or household expenditure for education is a common policy issue in the supposedly fee-free public sector primary education in Bangladesh. This chapter looked at the situation of overall private expenditure in grade V and costs related to PECE. Trends in expenditure are also provided. Salient findings of this chapter are summarised below.

- On average, Tk. 8,212 was spent by households for each examinee of PECE in grade V which varied from Tk. 50 to 77,450. Although no gender variation was observed in private expenditure for education, it was significantly higher for urban examinees than for their rural counterparts. Average private cost for education for an urban examinee was 1.68 times that of a rural examinee.
- School type-wise variation persisted in private expenditure for education. It was highest among the examinees of kindergartens and lowest among the examinees of non-formal schools. The former was more than six times the latter. Average expenditure for the examinees of kindergartens was more than three times that of newly nationalized primary schools and 2.43 times that of government primary schools. Expenditure for a government primary school examinee was 2.48 times that of a non-formal primary school examinee.
- Private expenditure for the urban examinees of government and newly nationalized primary schools and kindergartens were higher than their respective rural counterparts. However, no urban-rural variation was observed in non-formal primary schools.
- Average private expenditure related to PECE was Tk. 3,970 per student which was 48.3% of the total annual expenditure in grade V. Over 37% of total private cost was incurred for school coaching, private tutoring and related transportation. As above, no gender difference was observed in PECE related expenditure but expenditure for urban examinees was much higher than for their rural counterparts. It was the highest for the examinees of kindergartens and lowest for those of non-formal schools.

Average quartile distribution of expenditure per examinee specific to PECE was 9.63 times higher for the fourth quartile compared to expenditure for the poorest first quartile.

- Of total expenditure specific to PECE, 58.7% was incurred for private tutoring, 17.4% for school-arranged coaching, 15% for guidebooks, suggestions and hand notes, 3.2% for transportation for examination, 2.1% for model tests, 1.9% for registration, 0.9% for transportation for coaching/private tutoring, and 0.8% for photo for registration. Although less time was spent for private tutoring than school-based coaching but expenditure for private tutoring was substantially higher. The former was 3.4 times of the later.
- Secondary or higher educated parents and households with better economic situation reflected in *surplus* food security status spent much higher amount of money for completion examination of their children compared to all others.
- Overall, 96.4% of examinees bought guidebooks, suggestions or hand notes to support their primary completion examination. They, on average, spent Tk. 594 for this. This was 7.2% of total private expenditure for education in grade V and 15% of expenditure specific to completion examination. School type-wise as well as urban-rural variation was observed in this case too.
- Private expenditure for education as well as cost for coaching/private tutoring increased over time. Private expenditure for education increased 2.96 times from 2000 to 2008 but expenditure for coaching/private tutoring increased 3.07 times during the same period. These figures were respectively 1.03 and 1.61 for the period of 2008–2014.



Chapter 8 Performance in Completion Examination and Link with Competency Achievement

Samir Ranjan Nath and Anwar Hossain

After a brief introduction to marking and scoring in primary education completion examination (PECE), this chapter presents the overall performance of examinees in this examination. Analyses are done on the basis of gender, residence and school type. Subject-wise analyses of examination results are provided. Performance is also explored in terms of examinees' background characteristics, academic support received by them from various sources and private expenditure for education. Multivariate regression analysis is done to find out predictors of PECE results. Finally, link between students' achievement in primary completion examination and competencies achieved is explored.

A. Scoring procedure

Students are tested in Primary Education Completion Examination (PECE) in six subjects: Bangla, English, Mathematics, Bangladesh & Global Studies (*Bangladesh O Bishwa Parichya*), Primary Science, and Religion & Moral Education. Examinations in 2014 were held on six consecutive days with the duration of two and a half hours each day, carrying 100 marks each. For madrasas, the students were offered Arabic and Quran Tazbeed & Aakaid Fikkah instead of Primary Science and Religion & Moral Education. The number of subjects, duration of examination and total marks were the same for examinees of both general and madrasa streams. Examinees were primarily given raw scores which were afterwards converted into letter grades and grade points as in Table 8.1. Letter grades were assigned to examinees against each subject. However, grade points were used to calculate Grade Point Average (GPA). Both grade point and GPA ranged from zero to five where zero meant fail and five meant the highest score. Any examinee getting a grade point of zero in any subject was considered to have failed in the whole examination. On the other hand, getting GPA 5 was the highest performance.

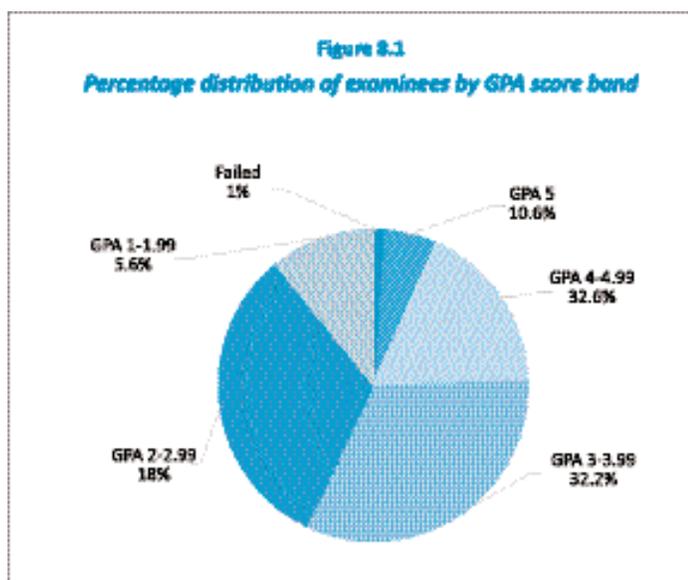
Table 8.1
Raw score, letter grade and corresponding grade point in PECE

Marks (raw score)	Letter grade	Grade point
80–100	A+	5.0
70–79	A	4.0
60–69	A-	3.5
50–59	B	3.0
40–49	C	2.0
33–39	D	1.0
0–32	F	0.0

Source: DPE's instructions on PECE

B. Overall performance

Analysis of examinees in terms of GPA score band was carried out separately for all examinees, for boys and girls as well as for urban and rural schools (Annex 8.1). It shows that 10.6% of all examinees got a GPA of 5, 32.6% got GPA of 4–4.99, 32.2% got GPA of 3–3.99, 18% got GPA of 2–2.99, 5.6% got GPA of 1–1.99 and the rest failed in examination (Figure 8.1). The majority of examinees got GPA of 3–3.99 or 4–4.99; mostly an equal proportion of examinees (about a third) fell in each of these bands of GPA. They were followed by score band GPA 3–3.99, 18% of examinees obtained this. Proportion of examinees failing in the examination was below 1% meaning that more than 99% passed.



Source: Education Watch Primary Completion Examinees Survey, 2014

Looking at it another way, 10.6% of examinees got GPA 5, 43.2% got GPA 4 or more and three-fourth of them got GPA 3 or more (Table 8.2). Girls were slightly ahead of boys in terms of overall performance in completion examination. For instance, 9.5% of boys and 11.7% of girls got GPA 5. Again, 41.9% of boys and 44.6% of girls got GPA 4 or more and 71.6% of boys and 79.4% of girls got GPA 3 or more. The gender gap in favour of girls was higher up to GPA 3 or more than for the lower bands.

Examinees from urban schools showed much better performance than their rural counterparts. For instance, 8.1% of rural and 23.3% of urban examinees got a GPA of 5, with a gap of 15.2 percentage points. The urban-rural gap increased to 25.8 percentage points when GPA 4 and above was considered; 39% of examinees of rural schools and 64.8% of those from urban schools got such score. GPA 3 or more was achieved by 73.1% of rural and 87.2% of urban examinees. The wider urban-rural gap for the higher GPA scores is shown in Table 8.2 and in Figure 8.2.

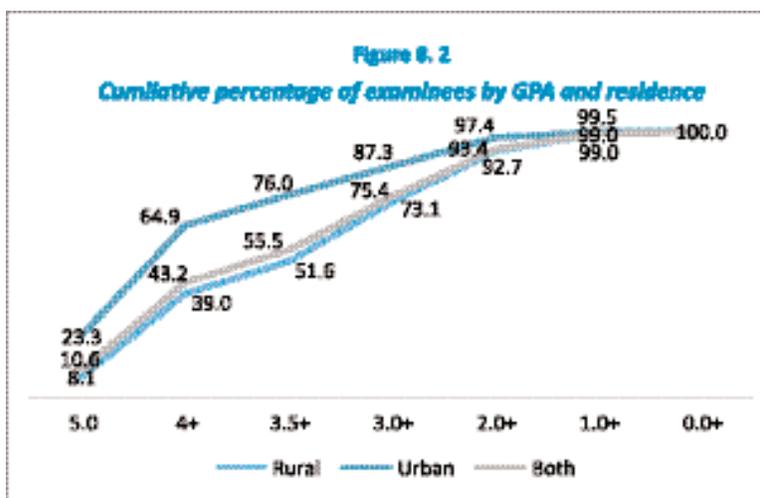
School type-wise analyses of GPA showed a wide variation among different types of school. On average, kindergartens performed the best and newly nationalized primary schools the worst. Two-fifth of examinees of kindergartens got a GPA of 5, another 44.2% of similar institutions got GPA 4–4.99 and 12.2% got GPA 3–3.99 (Annex 8.2). This means that 84.8% of kindergarten examinees got GPA 4 or more and 97% of the same got GPA 3 or more (Table 8.3).

In newly nationalized primary schools, 22.8% of examinees got GPA 4 or more and about 61% got GPA 3 or more. These figures were respectively 20.1% and 65.3% for the examinees of ebtedayee madrasas. Very few examinees of these two types of school scored the highest GPA. Less than 10% of examinees of government primary schools got GPA 5, 43.9% got GPA 4 or more and about 77% got GPA 3 or more. On the other hand, only 4.1% of examinees of non-formal schools got GPA 5 but about a half of

Table 8.2
Cumulative percentage distribution of examinees by GPA, gender and residence

GPA	Gender		Residence		All
	Boys	Girls	Rural	Urban	
5	9.5	11.7	8.1	23.3	10.6
4+	41.8	44.6	39.0	64.9	43.3
3+	71.5	79.4	73.1	87.3	75.5
2+	92.4	94.6	92.7	97.4	93.5
1+	98.8	99.4	99.0	99.5	99.1
0+	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

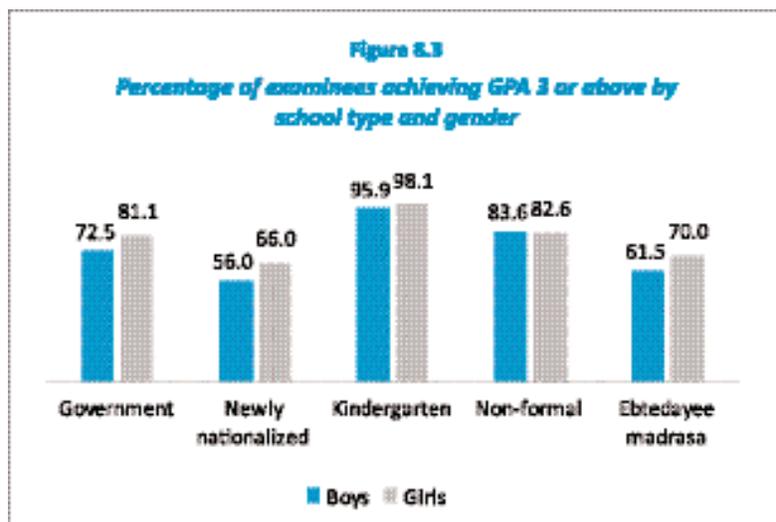
Table 8.3
Cumulative percentage distribution of examinees by GPA and school type

GPA	School type				
	Government	Newly national	Kindergarten	Non-formal	Ebtedayee
5	9.1	3.0	40.6	4.1	0.7
4+	44.0	22.8	84.8	49.2	20.1
3+	77.0	60.9	97.0	83.0	65.4
2+	95.1	86.4	98.8	97.2	89.9
1+	99.6	97.9	99.6	99.2	95.5
0+	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

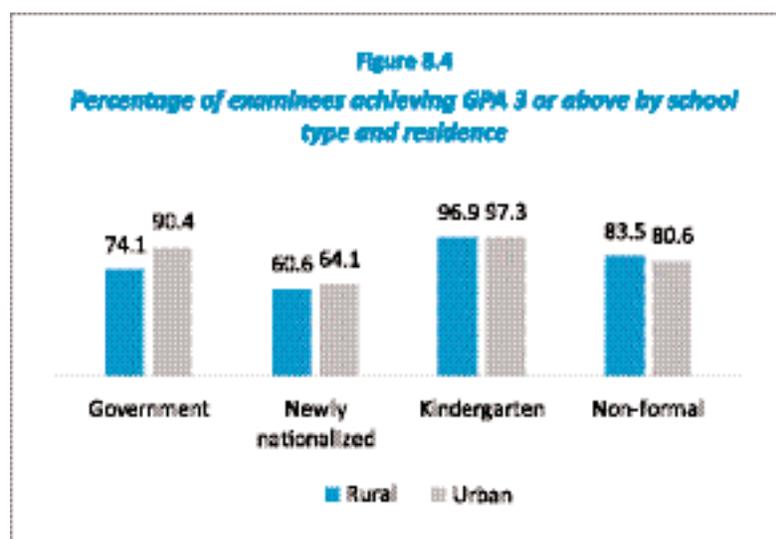
them got GPA 4 or more and over 83% got GPA 3 or more. Overall, non-formal schools secured the second best position after kindergartens.

In scoring GPA 5, the girls were ahead of boys in all five types of educational institutions (Annex 8.3). The same was observed in three types of schools when they were added with those achieved GPA 4–4.99 or GPA 3–4.99. These are government primary schools, newly nationalized primary schools and kindergartens. In non-formal primary schools, however, boys were ahead of girls. Gender difference in each type of school in achieving GPA 3 or more is provided in Figure 8.3. The pattern of results in ebtedayee madrasas was different from other institutions (Annex 8.3). In this case, boys were ahead of girls in scoring GPA 4 or above but girls overall scores improved when GPA 3 was included.



Source: Education Watch Primary Completion Examinees Survey, 2014

Substantial urban-rural variation persisted in each of the four types of schools (Annex 4). For instance, 6.2% of examinees of rural government primary schools got a GPA of 5 which was 23.2% among those in urban government schools. These figures were respectively 39.1% and 45.3% among the examinees of kindergartens. Similar to above, 3.1% of rural and 8.2% of urban examinees of non-formal schools got GPA 5. Similar results were found in newly nationalized primary schools – 2.8% of rural and 5.2% of urban examinees got GPA 5. Better performance of urban students was observed in three types of schools (government, newly nationalized and kindergarten) with cut-off points at GPA 4 or more and GPA 3 or more. In non-formal schools, although the urban examinees were ahead of rural examinees in getting GPA 5, it was an opposite scenario when the cut-off point was taken as GPA 4 or more and GPA 3 or more. The largest urban-rural gap was observed in government primary schools and the least in kindergartens. Percentage of examinees achieving GPA 3 or more by school type and residence is provided in Figure 8.4.

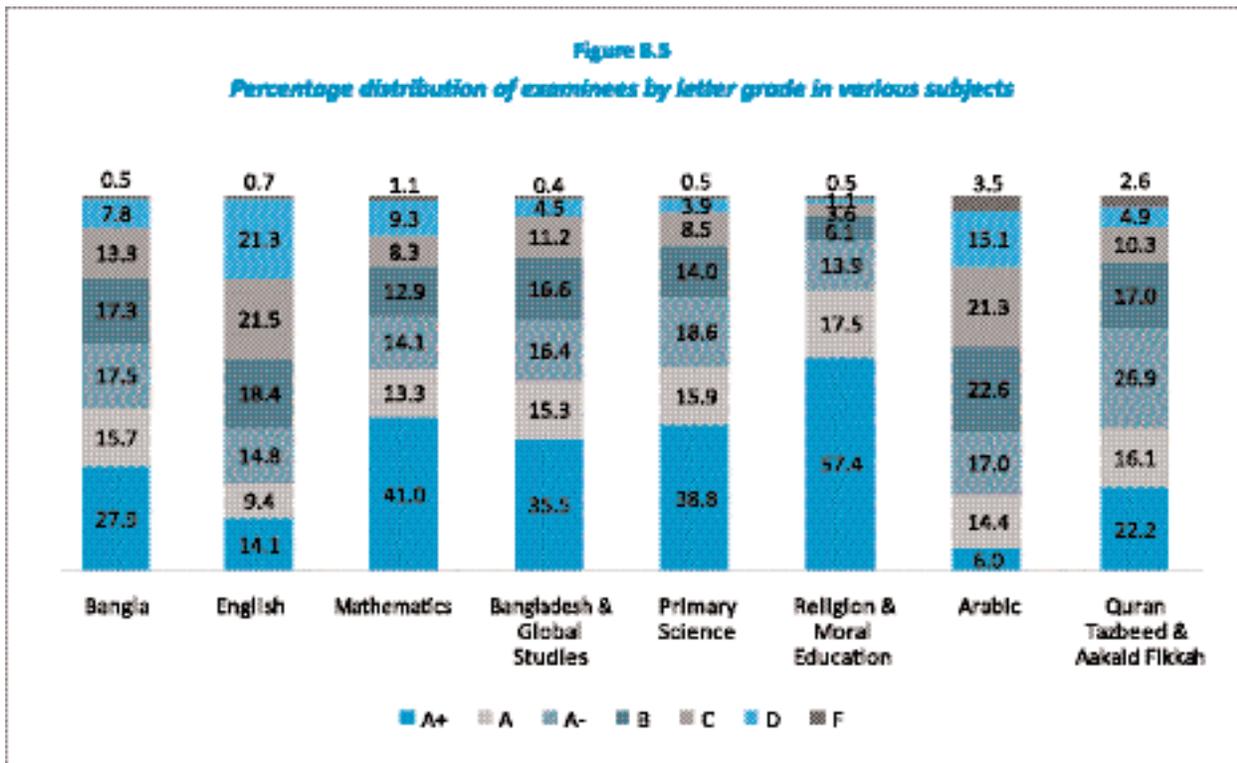


Source: Education Watch Primary Completion Examinees Survey, 2014

C. Subject-wise analyses

It should be remembered that there were four subjects which were common to both the general and madrasa streams which are Bangla, English, Mathematics and Bangladesh & Global Studies. The two streams had two additional separate subjects: Primary Science and Religion & Moral Education for general stream and Arabic and Quran Tazbeed & Aakaid Fikkah for madrasa stream.

Proportionately more examinees got the highest letter grade (A+ or grade point 5) in all subjects except English (Figure 8.5). Individually, 27.9% of examinees got the highest grade in Bangla, 41% in Mathematics, 35.5% in Bangladesh & Global Studies, 38.8% in Primary Science and 57.4% in Religion & Moral Education. In English, the majority of examinees got letter grade C or D; 21.5% got C and 21.3% got D, totalling 42.8%. Combining the two highest letter grades it was observed that 43.6% of examinees in Bangla, 23.5% in English, 54.3% in Mathematics, 50.8% in Bangladesh & Global Studies, 54.7% in Primary Science and 64.9% in Religion & Moral Education got A+ or A.

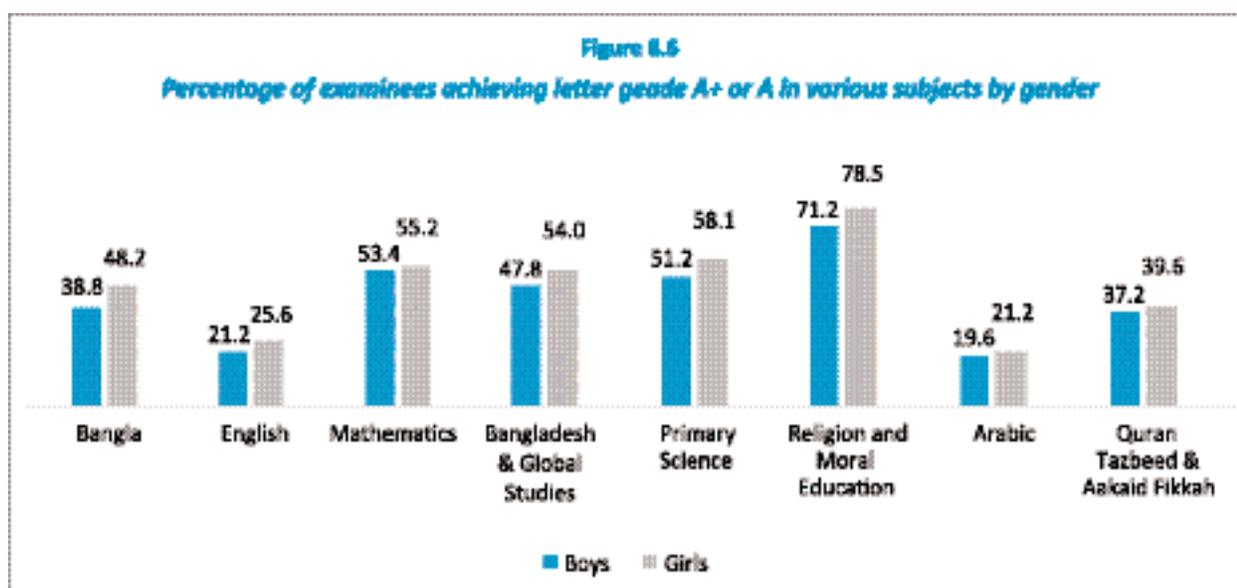


Source: Education Watch Primary Completion Examinees Survey, 2014

If the proportion of examinees belonging to the first three letter grades (A+, A and A-) are added the figures stand at 61.1% in Bangla, 38.3% in English, 68.4% in Mathematics, 67.2% in Bangladesh & Global Studies, 73.3% in Primary Science and 78.8% in Religion & Moral Education. All these analyses clearly show that examinees performed best in Religion & Moral Education or it was the least difficult subject for them followed by Primary Science, Mathematics and Bangladesh & Global Studies, respectively. On the other hand, English was the hardest among the subjects. The examinees did substantially better in Bangla than in English but this performance was worse than in other four subjects. This clearly shows a general weakness of examinees in languages.

Madrassa examinees performance in Arabic was the worst among the subjects. Only 6% of ebtedayee madrasa examinees scored A+ in Arabic, 14.4% scored A and 17% scored A-. The majority of examinees scored C, D or E in Arabic. On the other hand, the examinees did better in Quran Tazbeed & Aakaid Fikkah than in English but poorer than in Bangla. Of the examinees, 22.2% scored A+, 16.1% scored A and 26.9% scored A- in Quran Tazbeed & Aakaid Fikkah.

Gender variation in performance favouring girls was observed in all subjects except Mathematics and Arabic (Annex 8.5). For instance, 24.7% of boys and 31% of girls got the highest score in Bangla. The same level of performance was found among 12.8% of boys and 15.3% of girls in English, 32.7% of boys and 38.4% of girls in Bangladesh & Global Studies, 35.4% of boys and 42.1% of girls in Primary Science, 54.9% of boys and 59.8% of girls in Religion & Moral Education and 21.1% of boys and 23.6% of girls in Quran Tazbeed & Aakaid Fikkah. In Mathematics, both boys and girls performed equally well – 41.3% of boys and 40.7% of girls got the highest score in this subject. On the other hand, in Arabic, 6.3% of boys and 5.6% of girls got the highest score. The same relationships were observed when data were analysed by adding the proportions of examinees achieving the top two or three letter grades (Figure 8.6).

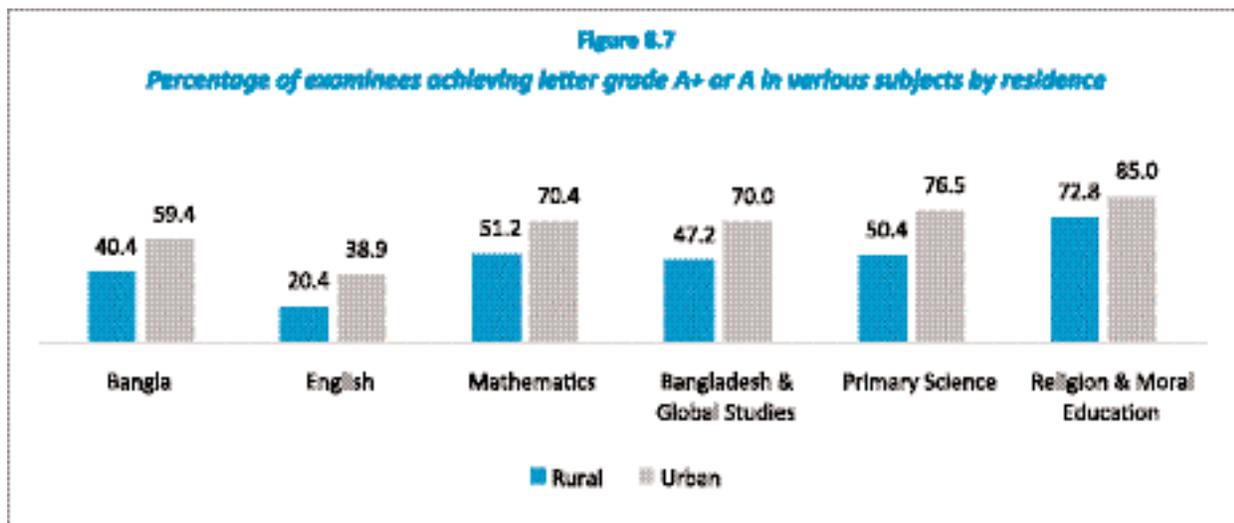


Source: Education Watch Primary Completion Examinees Survey, 2014

Examinees of urban schools were much ahead of their rural counterparts in each of the subjects under completion examination (Annex 8.6). For instance, 25.3% of rural and 40.9% of urban examinees got the highest score (A+) in Bangla. The same level of performance was observed among 11.6% of rural and 26.7% of urban examinees in English, 37.6% of rural and 58.8% of urban examinees in Mathematics, 31.7% of rural and 55.4% of urban examinees in Bangladesh & Global Studies, 34.3% of rural and 61.4% of urban examinees in Primary Science and 54.5% of rural and 71.7% of urban examinees in Religion & Moral Education. Similar to above, the same relationships were observed when data were analysed by adding the proportions of examinees achieving the top two or three letter grades (Figure 8.7). Comparing the Annexes 8.5 and 8.6 and the Figures 8.6 and 8.7, it can be said that urban-rural gap was much higher than gender gap.

Annexes 8.7 to 8.13 provide school type-wise analyses for each of the subjects. Summary of these analyses is presented in the following paragraphs where examinees' achievements of top three letter grades were considered.

Examinees of kindergartens did best in each of the subjects. Eighty-seven percent of them achieved A+ in Religion & Moral Education, 80% showed similar performance in Primary Science, around three-quarters of them achieved A+ in each of Mathematics and Bangladesh & Global Studies. Similarly, relatively high performance was shown by two-thirds of kindergarten examinees in Bangla and 46.4% of the same in English.



Source: Education Watch Primary Completion Examinees Survey, 2014

Newly nationalized primary schools showed the worst results in most subjects. The examinees of these schools were at the bottom of the league table in Bangla, English, Mathematics, Primary Science and Religion & Moral Education. They were ahead of the ebtedayee madrasas in Bangladesh & Global Studies where ebtedayee madrasa were at the bottom position.

Non-formal primary schools secured the second position in two subjects and third position in four subjects. The two subjects with the second position were Bangla and Mathematics. They got the third position in English, Bangladesh & Global Studies, Primary Science and Religion & Moral Education. Note that ebtedayee madrasa students did not have Primary Science or Religion & Moral Education.

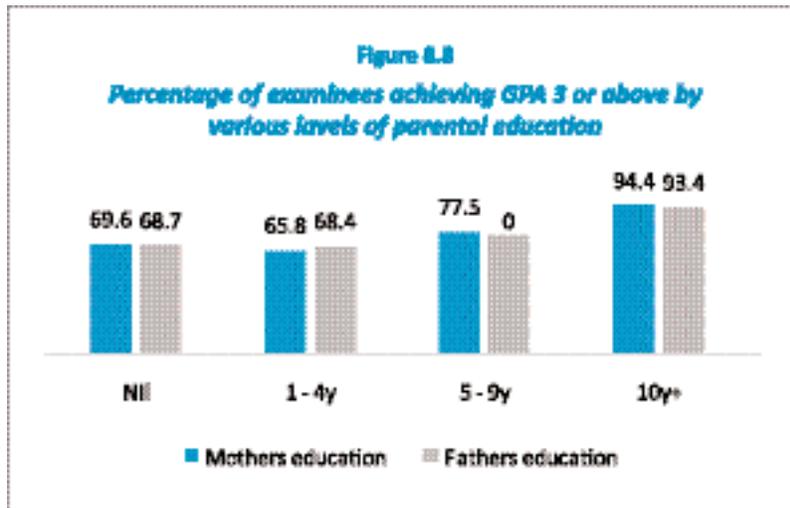
Government primary school's position was second in four subjects. These are English, Bangladesh & Global Studies, Primary Science and Religion & Moral Education. Government schools got the third position in Bangla and fourth position in Mathematics. Mathematics scores of the examinees of government primary schools were poorer than those of ebtedayee madrasas.

Examinees of ebtedayee madrasas performed far better in Mathematics compared to other subjects followed by Quran Tazbeed & Aakaid Fikkah. Their performance in Mathematics was close to non-formal schools which secured the second position. Ebtedayee madrasas got the fourth position in two subjects, viz., Bangla and English and the fifth position in Bangladesh & Global Studies. These examinees' performance in English was worst among all six subjects and performance in Arabic was only slightly better than in English.

D. Examinees' background and achievement

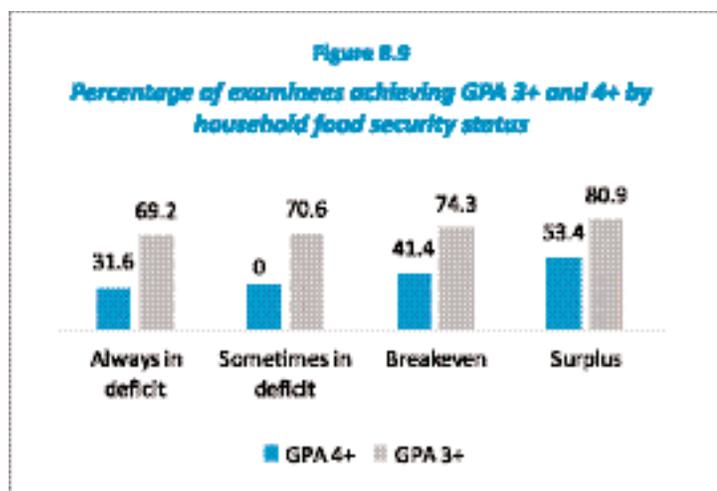
Performance of examinees in primary completion examination was cross-tabulated with their background characteristics. In doing so, scores in GPA were considered. The background characteristics included parental education, food security status of household and religious affiliation.

Proportion of examinees getting GPA 5 increased with the increase of parental education (Annexes 8.14 and 8.15). For instance, 3.5% of examinees achieved GPA 5 if the fathers had no education; it increased to 6.2% if fathers had 1–4 years of schooling, 8.5% if fathers had 5–9 years of schooling and 30.9% if fathers had 10 years or more of education (Annex 8.14). These figures were 4.2, 4.1, 9.1 and 39.2%, respectively in respect to similar levels of mothers' education (Annex 8.15). It is interesting to note that proportion of examinees achieving GPA 5 did not increase much if the parents did not complete secondary education. Examinees with parents completing secondary education or more showed much higher performance in comparison with other examinees. Variation in proportion of examinees lessened at the lower end of performance levels. Figure 8.8 shows proportions of examinees achieving GPA 3 or more for various levels of parental education.



Source: Education Watch Primary Completion Examinees Survey, 2014

Performance also varied according to food security status of households. Food security status of household is a proxy measure of the past year's household economic status indicated by own rating of the family's staple food security situation. The four-point scale are *always in deficit*, *sometimes in deficit*, *breakeven* and *surplus*. As shown in Annex 8.16, 2.6% of examinees from *always in deficit* households, 5.1% from *sometimes in deficit* households, 9.8% from *breakeven* households and 16.5% from *surplus* households achieved GPA 5. Increase in proportion of examinees was also observed at various levels of GPA (Figure 8.9).



Source: Education Watch Primary Completion Examinees Survey, 2014

Students belonging to the Muslim community did somewhat better than non-Muslims (minority communities) in terms of achieving higher GPA (Annex 8.17). For instance, 10.7% of Muslim and 8.6% of non-Muslim examinees achieved GPA 5. GPA 4 or more was achieved by 43.6% of Muslim and 37.7% of non-Muslim examinees. These figures were respectively 75.6% and 72.8% when cut of point was GPA 3 or more.

E. Academic support and achievement

As discussed in Chapter 5, primary completion examinees received academic support from three different sources. These included school-based coaching, tutoring from family members and private tutoring. The first one may or may not require additional expenditure by family, the second one would be free of cost and the third required families to bear full cost.

School-based coaching: This did not make a difference in achieving GPA 5. Those who took school-based coaching and those who did not, mostly an equal proportion of them achieved GPA 5– 10.5% and 11%, respectively (Annex 8.18 and Table 8.4). A difference was observed when GPA 4 or above was considered– 44.4% of school-based coaching recipients and 38.2% of non-recipients achieved GPA 4 or above (Table 8.4).

Table 8.4
Cumulative percentage distribution of examinees by GPA and receipt of school-based coaching

GPA	Participation in school-arranged coaching			
	Without pay	With pay	Both	Did not receive
5	5.3	15.6	10.5	11.0
4+	39.0	49.6	44.3	38.2
3+	74.2	77.4	75.8	73.7
2+	93.4	93.8	93.6	93.0
1+	98.8	99.6	99.2	98.7
0+	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

15.6% of examinees who paid for school-based coaching achieved GPA 5 compared to 5.3% of those who did not pay (Table 8.4). A similar level of gap was found when achievement of GPA 4 or GPA 3 was considered. The effect wore off for lower level of performance. The analysis shows that 39% of those who paid for school-arranged coaching and 49.7% of those who did not pay for it achieved GPA 4 or above. Again, 74.2% of examinees who paid for school-arranged coaching and 77.5% of those who did not pay for it achieved GPA 3 or above. The gap further reduced when GPA 2 or above was considered. The figures were 93.4% and 93.9%, respectively. It came from above analysis that payment for school-arranged coaching had no or very little role in achieving GPA less than 4.

Overall, role of school-arranged coaching was least if it occurred without fees. Examinees who received it without fees achieved less GPA than who did not receive such coaching. Again, those who paid for school-arranged coaching achieved better than who did not receive it. Finally, positive role of paid school-arranged coaching was limited to those who achieved GPA 4 or more.

Further analysis was done by dividing the examinees in four equal groups arranging them in ascending order (quartiles in statistical term) in terms of duration of school-arranged coaching (in hours). Examinees belonging to the first quartile were those who received the least or no school-based coaching and the fourth quartile represented those who spent the most time in coaching. Although no difference was noticed in pass rates of these four groups of examinees, but in general, the second quartile of students did poorly

The gap reduced at lower cut-off points of GPA. For instance, 75.9% of coaching recipients and 73.8% of non-recipients achieved GPA 3 or above. The difference disappeared when achievement of GPA 2 or more was considered as cut-off point– 93.7% of former and 93% of later achieved this. This shows that participation in school-arranged coaching, in general, had no significant impact on achievement of GPA in primary completion examination.

Interestingly, a difference in effect of school-based coaching is seen when coaching for which parents have paid a fee is separated from free coaching (Annex 8.18 and Table 8.4). It was found that

(Table 8.5). The third quartile of examinees did better than those of the first quartile and the fourth quartile of examinees did better than those belonging to the third quartile. Note that most examinees belonging to the first quartile did not receive school-arranged coaching for different reasons – one may be that they relied more on private tutoring.

Tutoring by family members: Mostly a similar trend was observed as for school-based coaching when tutoring from family members was considered. Of examinees who received family members' help, 14.3% of them achieved GPA 5 and 45.3% achieved GPA 4 or above (Annex 8.19 and Table 8.6). On the other hand, those who did not receive tutoring from family members, 7.2% of them achieved GPA 5 and 41.3% achieved GPA 4 or above. Again, non-recipients of family members' tutoring performed better if cut-off point was reduced to GPA 3 or more. This raises a question about quality of tutoring provided by family members.

Here too, further analysis was done by dividing the examinees in quartiles. As slightly more than half of the examinees did not receive any tutoring from family members, they were kept in one group and rest were divided into two equal groups. Table 8.7 shows that proportion of examinees achieving GPA 5 or 4+ increased with the increase of duration (in hours) of tutoring from family members. No such trend was observed for the achievers of GPA 3+, 2+ or 1+.

Private tutoring: Beneficiaries and non-beneficiaries of private tutoring achieved GPA 5 roughly equally – 10.4% and 11.2%, respectively (Annex 8.19 and Table 8.8). However, a gap arose for lower GPA in favour of private tutoring recipients. Proportions of examinees achieving GPA 4–4.99 as well as 3–3.99 were higher among those who received private tutoring compared to those who did not (Annex 8.20). As a result, 45.4%

Table 8.5
Cumulative percentage distribution of examinees by GPA and quartiles of duration (in hours) of school-based coaching

GPA	Quartiles by duration of school-arranged coaching received			
	First	Second	Third	Fourth
5	10.8	8.6	10.0	13.1
4+	38.9	35.9	48.0	47.1
3+	75.0	69.6	76.5	80.7
2+	93.2	90.8	93.7	96.5
1+	99.0	99.8	98.6	99.4
0+	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 8.6
Cumulative percentage distribution of examinees by GPA and tutoring by family members

GPA	Tutoring by family members	
	Received	Did not receive
5	14.3	7.2
4+	45.3	41.3
3+	74.3	76.4
2+	93.0	93.8
1+	99.2	99.0
0+	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 8.7
Cumulative percentage distribution of examinees by GPA and quartiles of duration (in hours) of tutoring from family members

GPA	Quartiles by duration of tutoring from family members		
	First and Second	Third	Fourth
5	7.2	13.6	14.8
4+	41.3	44.4	46.2
3+	76.4	72.9	75.8
2+	93.8	93.8	92.7
1+	99.0	99.0	99.5
0+	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

of examinees who received private tutoring and 35.7% of those who did not, achieved GPA 4 or more (Table 8.8). Again, 78.2% of the private tutoring beneficiaries and 65.9% of the non-beneficiaries achieved GPA 3 or more. GPA 2 or more was achieved by 94.9% of recipients of private tutoring and 88.7% of non-recipients. The role of private tutoring thus was more important than that of school-based coaching or tutoring by family members.

The above analysis was also done by quartiles of examinees in terms of duration of private tutoring received (in hours). The examinees who belonged to the third and fourth quartiles did much better than those belonging to the previous two quartiles (Table 8.9). A smooth progression in performance was observed in the case of achieving GPA 3 or more. A poorer performance of the examinees belonging to the second quartile than those of the first quartile was observed among the achievers of GPA 5 or 4+.

Combination of various academic support: Cross tabulation between combination of various academic support and GPA score band in completion examination followed by a statistical test for independence gave a sense that the two phenomena were not statistically independent ($p < 0.001$). This means that some forms of academic support were more influential than others in achieving better GPA in primary education completion examination.

Before going through further analysis it would be better to remember that majority of examinees (61.2%) received both school-based coaching and private tutoring; about half of whom also received help from family members. Very few examinees received tutoring only from family members and a very small proportion did not receive any support. Cumulative percentage distribution of examinees by GPA in completion examination in terms of various forms of tutoring received by them is provided in Table 8.10. If one looks at only the row for GPA 5 in this Table, it provides a picture which changes in the lower rows. Background information for this Table is provided in Annex 8.21. The following are the key results of this analysis.

- Although a very small proportion of examinees received tutoring only from family members, it did comparatively better in completion examination including a good proportion of them achieving GPA 5.
- Overall, a similar performance was observed among those who had the following combination of academic support: school-based coaching and private tutoring; private tutoring and tutoring from family members; and school-based coaching, private tutoring and tutoring from family members.

Table 8.8
Cumulative percentage distribution of examinees by GPA and private tutoring

GPA	Private tutoring	
	Received	Did not receive
5	10.4	11.2
4+	45.3	35.6
3+	78.1	65.7
2+	94.8	88.5
1+	99.2	98.6
0+	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 8.9
Cumulative percentage distribution of examinees by GPA and quartiles of duration (in hours) of private tutoring

GPA	Quartiles by duration of private tutoring			
	First	Second	Third	Fourth
5	10.8	5.9	11.7	13.7
4+	35.9	31.1	44.5	59.3
3+	66.3	67.3	81.2	85.9
2+	88.7	92.0	97.3	95.8
1+	98.7	98.4	99.6	99.7
0+	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Although a small proportion of the first group of examinees achieved GPA 5, relatively more of them achieved GPA 4–4.99 or 3–3.99. Note that receiving private tutoring was common to all three groups of examinees.

- Comparatively a poorer performance was observed among those examinees who received only school-based coaching or only private tutoring. A similar performance was also observed among those who received a combination of school-based coaching and tutoring from family members.
- The worst performance was recorded for those who did not go through any of the three support mechanisms. A very small proportion of them achieved GPA 5 or GPA 4 and above. Again, the proportion of students failing in completion examination was also the highest among them. Failing rate was also noticeable for those who received only school-based coaching.

Table 8.10
Cumulative percentage distribution of examinees by GPA and various forms of tutoring support

GPA	Tutoring provisions							
	School coaching	Family members	Private Tutoring	School + Family	School + Private	Family + Private	School + Family + Private	None
5	10.7	15.5	7.9	12.2	6.4	17.8	14.4	2.4
4+	39.9	31.2	37.5	36.2	43.7	47.4	49.4	15.7
3+	72.3	81.2	72.8	61.0	79.0	78.4	78.9	59.0
2+	91.8	96.8	91.5	86.3	95.2	97.3	95.0	84.3
1+	97.8	99.9	98.4	99.4	99.3	99.7	99.1	97.6
0+	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Paid tutoring: Half of the examinees who received school-based coaching and all those who received private tutoring had to pay for the services. Others included recipients of tutoring without pay and those did not receive any support. Examinees who received tutoring on payment showed better performance in the examination compared to the rest of examinees (Annex 8.22). Proportionately more examinees of the former group achieved GPA 4–5 than those of the latter (45.1% vs. 25.5%). On the other hand, proportionately more examinees of the latter group achieved GPA below 3 than the former (40.7% vs. 22.8%).

F. Private expenditure for education and achievement

Although primary education in Bangladesh is fee-free and textbooks are given from the government free of cost, various kinds of hidden expenditures related to schooling are incurred (Chapter 7). Examinees were divided into five equal groups (quintiles in statistical term) in respect to total private expenditure for education. This expenditure quintiles was cross tabulated with GPA score band in completion examination and appropriate statistical test was done to see their influences. The result shows that the two phenomena were not statistically independent ($p < 0.001$). This means that private expenditure for education had a strong relationship with achievement in completion examination.

Examinees' score in completion examination significantly increased with the increase of private expenditure for education. Of the five GPA bands, proportion of examinees sharply increased with higher expenditure quintiles for the top two score bands and the opposite was observed for the other score bands (Table 8.11). This indicates strong positive correlation between household expenditure for education and score in

examination. For instance, 2.1% of examinees who belonged to the first quintile of private expenditure achieved GPA 5. Such performance was done by 1.6% of those belonging to the second quintile, 7.5% of those who belonged to the third quintile, 13.1% of those who belonged to the fourth quintile and 28% of those who belonged to the fifth quintile. Again, 19.6% of examinees who belonged to the first quintile of education expenditure achieved GPA 4 or more. Similar achievement was bagged by 26.9% of those who belonged to the second quintile of expenditure, 42% of those who belonged to the third quintile, 53.9% of those who belonged to the fourth quintile and 72.3% of those who belonged to the fifth quintile. In can be noticed that highest gap between two consequent quintiles was observed between the two top quintiles.

A similar analysis was done dividing the examinees into quartiles. The results were also similar to the above (Annex 8.23). Key findings are shown in Figure 8.10 which shows strong positive link between expenditure for education and achievement in completion examination. It is interesting to note that the gap between the two consecutive quartiles increased gradually.

Quintiles of expenditure for school-arranged coaching and private tutoring as well as other educational costs were identified and the examinees were divided into two new five groups separately. These were then used to do analysis similar to above. Findings revealed similar results – a positive relationship between expenditure and GPA in completion examination (Annexes 8.24 and 8.25).

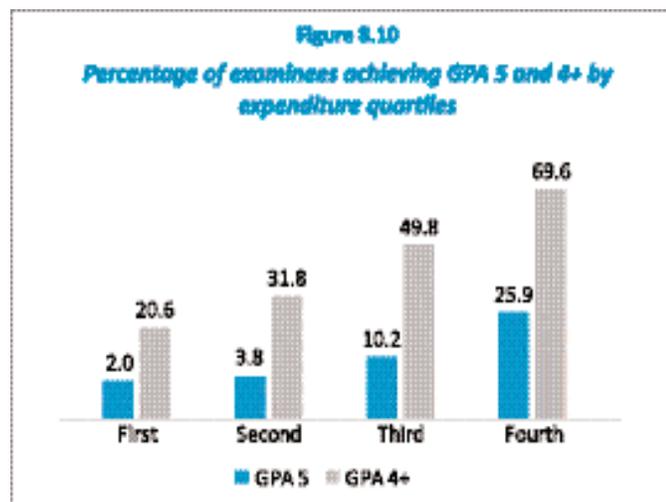
G. Multivariate analysis to predict PECE performance

Multivariate regression analysis was performed to find out the predictors of students performance in PECE. The dependent variable was students' achievement in terms of GPA. It was a continuous variable ranging from zero to five. Initial thinking was to build a linear regression model using an Ordinary Least Square (OLS) method. As the students' GPA achievement did not follow a normal or an approximately normal distribution, the idea was discarded. Mean and median of students' GPA achievement was closer to each other but the mode was far away towards the right. Analysis showed that the dependent variable follows exponential distribution which prompted to carry out binomial logistic regression analysis. Then the question of cut-off point came to make the variable binomial. A cut-off point 3.5 was considered because

Table 8.11
Percentage distribution of examinees by GPA and quintiles of private expenditure for education

GPA	Quintiles by household expenditure				
	First	Second	Third	Fourth	Fifth
0	2.1	1.5	0.3	0.6	0.1
1–1.99	13.1	7.6	4.6	2.9	0.5
2–2.99	25.1	24.6	19.1	14.3	7.3
3–3.99	40.1	39.4	34.0	28.3	19.8
4–4.99	17.5	25.3	34.5	40.8	44.3
5	2.1	1.6	7.5	13.1	28.0
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014



Source: Education Watch Primary Completion Examinees Survey, 2014

of the following two reasons: a) this value was closer to mean and median values; and b) while publishing summary results, DPE divides the passing students into three groups in which 3.5 to <5 is the middle group. Thus, the two variates of the dependent variable under this analysis were students achieving GPA 3.5 or above and students achieving GPA below 3.5.

The independent variables were chosen based on previous studies of similar kind; however, multi-collinearity was checked before final selection. The selected independent variables were gender, residence, fathers' education, duration of school-based coaching, duration of family tutoring, duration of private tutoring, private expenditure for education, school type and household food security status¹. The first two and the last two were naturally categorical. The others although discrete or continuous but did not follow the characteristics of normal distribution. They were thus categorized dividing then through quartile values. Measurement of the variables are provided in Annex 8.26. Percentage of examinees achieving GPA 3.5 or more by above independent variables are provided in Annex 8.27.

A stepwise approach was followed in order to build the most economic regression model; meaning that only the statistically significant variables stayed in the model. The variables appeared in the model through forward selection and backward elimination. Table 8.12 provides the model which includes the regression coefficients, odds ratios and their 95% confidence interval.

Of the nine independent variables considered, eight of them came out as significant predictors of students' achievement in completion examination. The only variable which did not appear in the model was household food security status. Private expenditure for education came out as the most important predictor of students achievement followed by school type, fathers' education, duration of private tutoring, gender, residence, duration of school coaching and duration of family tutoring, respectively. Salient findings of this analysis are provided below.

- Girls were 1.5 times more likely to achieve GPA 3.5 or above than boys ($p < 0.001$) and students of urban schools were 1.96 times more likely to achieve the same than their counterparts in rural schools ($p < 0.001$).
- Students having fathers without a complete primary education were equally likely to achieve GPA 3.5 or above than those who had never schooled fathers. However, if the fathers had 5–9 years of schooling their children were 1.19 times more likely to achieve GPA 3.5 or above and children having fathers' with 10 years or more education were 4.52 times more likely to achieve GPA 3.5 or above compared to children of fathers with no schooling ($p < 0.05$ and $p < 0.001$, respectively).
- Students of newly nationalized schools performed worse than those of government primary schools but ebteyee madrasa students were likely to achieve similar scores as those of government schools. Students of kindergartens and non-formal primary schools were more likely to achieve GPA 3.5 or above than their counterparts in government schools ($p < 0.001$ in both). Significant difference between kindergartens and non-formal schools were also noticed– the former being ahead of the latter.

¹ The highest correlation coefficient was found between mothers and fathers education ($\rho = 0.67$); thus any of them could be chosen. The correlation coefficients among other variables were below 0.4.

- Students who received tutoring from family members were less likely to achieve GPA 3.5 or above than those who did not receive such tutoring ($p < 0.01$). Students who belonged to the first three quartiles in duration of school-based coaching were likely to perform equally in completion examination. Those who belonged to the third and the fourth quartile were more likely to do better than those who belonged to the first two quartiles ($p < 0.001$) but equally likely to those belonged to the third quartile. On the other hand, the role of private tutoring was more prominent than the above two forms of academic support. Students belonging to various quartiles of duration of private tutoring significantly improved performance with longer duration of private tutoring.
- Students belonging to the first two quartiles of private expenditure for education were equally likely to achieve GPA 3.5 or above. However, the third and fourth quartiles of students were more likely to achieve GPA 3.5 or above than those belonged to the first quartile ($p < 0.001$ in both). Again, students belonging to the fourth quartile were more likely to do better than those belonging to the third quartile.

Table 8.12
Logistic regression analysis predicting examinees getting GPA 3.5 or above in completion examination

Predicting variables	Regression coefficients	Odds ratios	95% CI	
			Lower	Upper
Gender of student				
Boys	0	1.00		
Girls	0.41	1.50*	1.32	1.71
Residence				
Rural	0	1.00		
Urban	0.67	1.96*	1.60	2.40
Fathers' education				
Nil	0	1.00		
1 – 4y	-0.09	0.92	0.76	1.10
5 – 9y	0.18	1.19 [†]	1.02	1.40
10y+	1.51	4.52*	3.50	5.84
School coaching				
First quartile	0	1.00		
Second quartile	-0.13	0.88	0.73	1.06
Third quartile	0.15	1.16	0.97	1.39
Fourth quartile	0.39	1.48*	1.19	1.83
Family tutoring				
Did not receive	0	1.00		
Third quartile	-0.24	0.78 [†]	0.66	0.93
Fourth quartile	-0.21	0.81 [†]	0.69	0.96
Private tutoring				
First quartile	0	1.00		
Second quartile	0.21	1.23 [‡]	1.02	1.49
Third quartile	0.62	1.86*	1.51	2.29
Fourth quartile	1.03	2.80*	2.35	3.46
Cost for education				
First quartile	0	1.00		
Second quartile	0.04	1.05	0.87	1.26
Third quartile	0.39	1.47*	1.20	1.81
Fourth quartile	0.87	2.39*	1.86	3.08
School type				
Government	0	1.00		
Newly nationalized	-0.50	0.61*	0.52	0.71
Kindergarten	1.61	5.01*	3.42	7.34
Non-formal	1.25	3.48*	2.55	4.75
Ertedayee madrasa	0.14	1.15	0.65	2.02
Constant	-0.98*			
-2 Log likelihood	5466.82			
Cox & Snell R ²	0.22			
Nagelkerke R ²	0.30			

* $p < 0.001$, [†] $p < 0.01$, [‡] $p < 0.05$

Estimation of probability

Estimated probabilities of examinees achieving GPA 3.5 or above in PECE against some of their selected characteristics are provided in Table 8.13. Estimates were made using the regression coefficients presented in Table 8.12. Two types of schools were chosen for this. Government schools were chosen because majority of examinees belonged to this type and kindergartens showed the best performance. The analysis gives a

Table 8.13
Estimated probabilities of examinees achieving GPA 3.5 or above by selected characteristics

Characteristics	Rural		Urban	
	Boys	Girls	Boys	Girls
Government school student, no education of father, first quartile of school-based coaching & private tutoring, fourth quartile of family members tutoring, first quartile of private cost of education	0.23	0.31	0.37	0.47
Government school student, at least secondary educated father, fourth quartile of school-based coaching & private tutoring, no family members tutoring, fourth quartile of private cost of education	0.94	0.96	0.97	0.98
Kindergarten student, no education of father, first quartile of school-based coaching & private tutoring, fourth quartile of family members tutoring, first quartile of private cost of education	0.60	0.70	0.75	0.82
Kindergarten student, at least secondary education of father, fourth quartile of school-based coaching & private tutoring, no family members tutoring, fourth quartile of private expenditure for education	0.99	0.99	0.99	0.99

Note: Probabilities are calculated from the coefficients of regression model presented in Table 8.12 by using following equation:

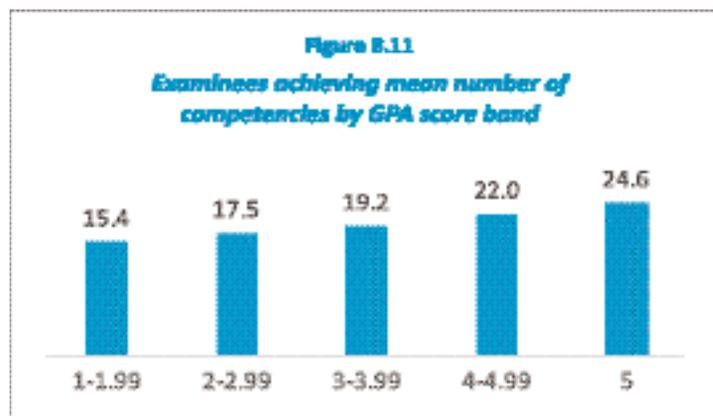
$$p = \exp(\alpha + \beta_1x_1) / [1 + \exp(\alpha + \beta_1x_1)]$$

hint of how probabilities change with the change of students' characteristics as well as range (highest and lowest probabilities) against particular characteristics. This shows that probability of achieving GPA 3.5 or above was higher for girls than boys in a particular type of school in certain area (say, government primary school in rural or urban areas). Similar findings can be seen for kindergartens too. Again, a huge variation (in terms of range) was found in probability of the examinees for certain type of schools in certain areas. For instance, taking the girls of rural government schools, probability of getting GPA 3.5 or above was 0.31 if the examinees had a combination of the following attributes: belonging to the first quartile of school-based coaching & private tutoring, fourth quartile of family tutoring, first quartile of private cost of education and having fathers with no schooling. On the other hand, it would be 0.96 if the examinees were characterised by a different set of attributes: belonging to the fourth quartile of school-based coaching & private tutoring, no tutoring from family members; fourth quartile of private cost of education; and with fathers having at least 10 years of schooling.

H. Link between GPA and competencies achievement

A separate competency-based test was administered on the examinees under study. This test was constructed by *Education Watch* research team in 2000 based on measurable primary education competencies specified by the National Curriculum and Textbook Board for primary education and administered periodically by *Education Watch* to a national sample to assess competencies achievement of students completing primary education in Bangladesh (Nath and Chowdhury 2001, 2009).

Of the 27 competencies in this test, the PECE examinees of 2014 on average achieved 20.1. The boys achieved 19.9 competencies and the girls achieved 20.3 competencies. The students of rural schools achieved 19.8 competencies and those of urban schools achieved 21.6 competencies. School type-wise variation in competencies achievement was also noticed. Kindergarten did the best performance and ebtedayee madrasas worst.



Source: Education Watch Primary Completion Examinees Survey, 2014

A Pearson's correlation coefficient was calculated between examinees PECE results in GPA and their achievement of competencies. The correlation coefficient was found to be 0.60 ($p < 0.001$). In statistical term, the relationship between the two may be called as moderately positive.

The mean number of competencies achievement of examinees against GPA score band was calculated and a statistically significant improvement in competencies achievement was found with the increase in GPA ($p < 0.001$). Figure 8.11 shows that examinees who obtained GPA 1–1.99 in PECE achieved 15.4 competencies, and the achievement of competencies consistently improved with higher levels of GPA. Those who scored GPA 5 in PECE achieved 24.6 competencies.

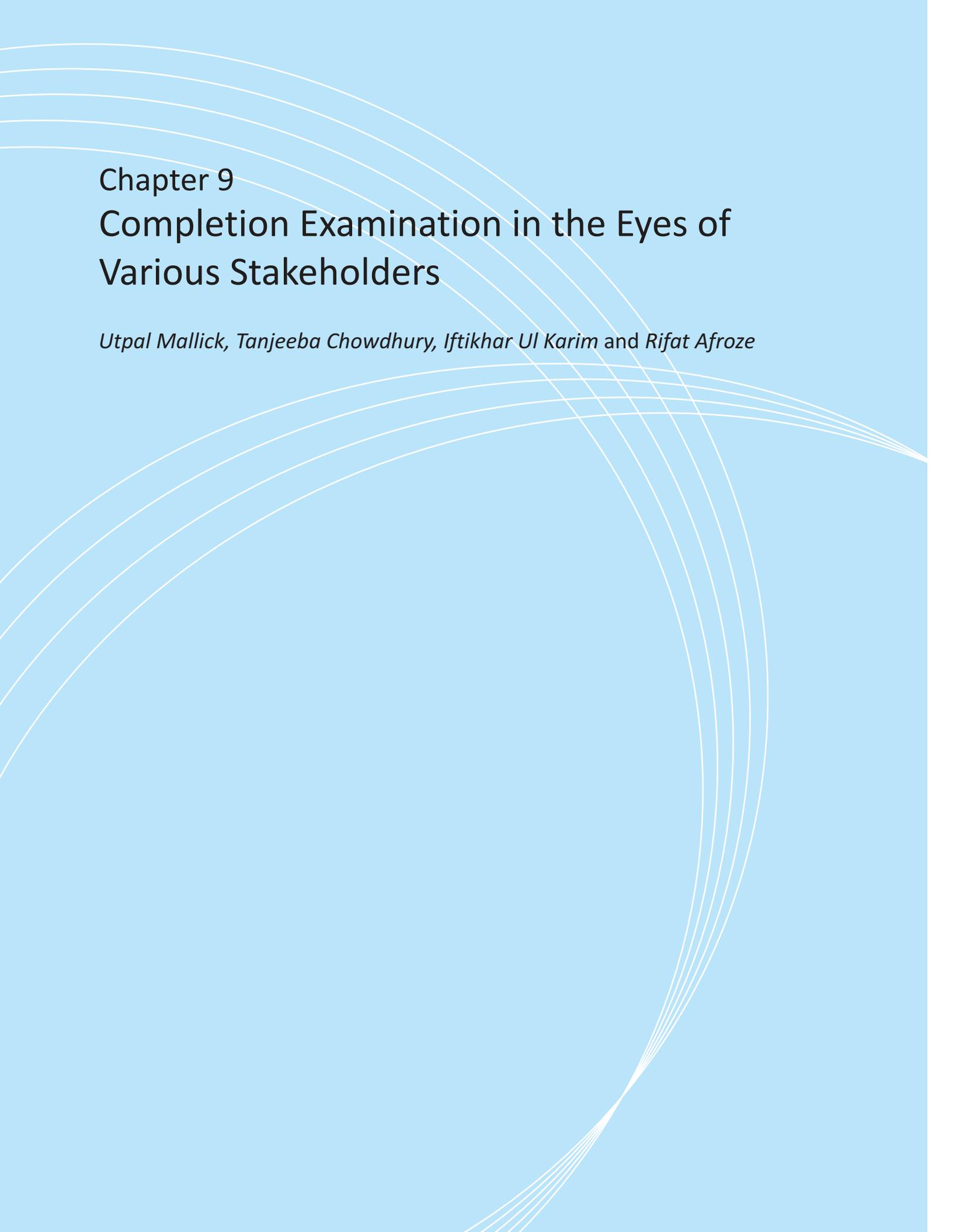
When the analysis was done separately by gender, residence and school type, mean number of competencies achieved significantly increased with the increase of GPA in completion examination (Annexes 8.28 and 8.29). It should be mentioned that level of increase was mostly similar for boys and girls and for rural and urban schools examinees. School type-wise, it was mostly similar for government, newly nationalized and non-formal primary schools and the kindergartens but the rate of increase was much lower for those of the ebtedayee madrasas.

I. Summary findings

PECE examinees overall performance in the 2014 examination along with differentials in terms of gender, area of residence, school type and other socioeconomic characteristics were analysed in this chapter. Following are the salient findings from this analysis.

- Overall, 10.6% of the examinees achieved GPA 5, 43.3% achieved GPA 4 or more, 75.5% achieved GPA 3 or more, 93.5% achieved GPA 2 or more and 99.1% achieved GPA 1 or more. About a third of the examinees achieved GPA 4–<5 and another one-third achieved GPA 3–<4; they together constituted 64.8% of all examinees.
- No difference was observed in achievement in terms of gender, area of residence or school type if only the basic passing score was considered (GPA 1 or more). The differences became visible as the cut-off point was raised higher. For instance, in achieving GPA 5, 4+ or 3+, girls were ahead of boys and urban examinees surpassed their rural counterparts. The gap lessened for GPA 2+ and became non-existent for GPA 1+. The same was observed for different types of school too. Overall, kindergarten did best followed by non-formal schools, government schools, ebtedayee madrasa and newly nationalized schools, respectively.

- On the whole, examinees' performance in languages (English and Bangla) was significantly worse than in other subjects. In English, 42.8% of the examinees got letter grade C or D. The madrasa students also performed very poorly in Arabic. Highest proportion of examinees got the highest letter grade (A+ or grade point 5) in all subjects except English. Separately, 27.9% of examinees got the highest grade in Bangla, 41% in Mathematics, 35.5% in Bangladesh & Global Studies, 38.8% in Primary Science and 57.4% in Religion & Moral Education. For madrasa students, performance in Tazbeed & Aakaid Fikkah was better than English but poorer than Bangla.
- Socioeconomic differential was strongly evident in performance. The most important predictor of performance in PECE was private expenditure for education. Other influences in order of importance were school category, fathers' education, duration of private tutoring, gender, area of residence, duration of school-based coaching and duration of family members tutoring, respectively.
- Examinees performance in PECE significantly increased with the increase in private expenditure for education as well as years of schooling completed by their fathers. Girls and urban examinees showed better performance than their respective counterparts (boys and rural examinees).
- Performance in PECE significantly increased with the increase in duration of private tutoring (in hours). Examinees belonging to the fourth quartile of duration of school-based coaching showed significantly better performance than those belonging to the first three quartiles. The first three groups showed equal performance. Tutoring of family members negatively affected performance; meaning that those who received such tutoring did poorly than those who did not receive it.
- A positive and moderate level of relationship existed between examinees' performance in PECE and their achievement of competencies in an *Education Watch* designed competency test based on official listing of curricular competencies (correlation coefficient 0.60). The mean number of achieved competencies significantly increased with the increase in GPA score in PECE.



Chapter 9

Completion Examination in the Eyes of Various Stakeholders

Utpal Mallick, Tanjeeba Chowdhury, Iftikhar Ul Karim and Rifat Afroze

In order to solicit their opinions on the completion examination, the research team spoke to various stakeholders. They included students, parents, school teachers and education officials. In-depth interviews and focus group discussions (FGDs) were held to elicit their views. They talked with the team on various issues related to PECE. This chapter presents their views and perceptions on the issue. Their suggestions for further improvement of the examination system have also been noted.

A. Head teachers' opinion

Heads of primary educational institutions were asked to express their views about PECE based on their own observations and experiences, in terms of both strengths and weaknesses of such an examination.

While talking about strengths of completion examination majority of head teachers (57%) mentioned that such an examination reduced fear about the public examination among students (Table 9.1). They also said that it created opportunity to assess students through a national level examination which created a basis for various comparisons. They also said that students studied more than before after introduction of the completion examination and teachers became more responsive to students needs in classroom. Some head teachers mentioned that more subject-based training of teachers was a benefit after introduction of this examination. Increase of monitoring visits by school supervisors was also mentioned by some heads. Some thought a high pass rate showed schools' good performance, and students attendance increased and students were getting a certificate after five years' of schooling.

Table 9.1
Percentage distribution of head teachers in terms of their positive views about the completion examination by school type

Positive views of head teachers	School type					All
	Government	Newly national	Kinder garden	Non-formal	Ebteda yee	
Students have to study more than before	42.0	42.8	44.1	55.5	34.7	43.4
Reduced fear of public exam among students	63.9	55.7	48.9	51.3	45.3	57.4
Teachers became more careful in classroom teaching	44.9	38.7	40.4	34.0	44.0	41.5
Teachers got more subject based training	8.0	9.3	5.1	2.6	4.0	7.4
Created opportunity to assess students against national standard	52.1	49.9	60.7	48.1	54.7	52.9
Increased school monitoring	6.0	6.6	4.4	3.5	2.7	5.6

Multiple responses counted

Source: Education Watch Head Teachers interview, 2014

On the weaknesses the head teachers were very cautious. Half of them gave no opinion at all and a small section of them (5.6%) said they saw no weakness. The most frequently mentioned weakness was that the examination created too much pressure on students of very young age— a point made by 48.8% of the head teachers (Table 9.2). Increase of private expenditure after introduction of this examination was seen as a weakness by 30.7% of the heads of schools. According to 22.5% of head teachers, passing in the completion examination was too easy and it did not require much study. Other weaknesses noted were: increase in tendency to rote learning, education too examination-centric, an adverse effect on quality of education. A few other comments in this regard were: leakage of question papers before examination, making

Table 9.2
Percentage distribution of head teachers in terms of views on drawback of completion examination by school type

Drawback of completion examination as expressed by head teachers	School type					All
	Government	Newly national	Kinder garten	Non-formal	Ebted ayee	
Students emphasis on rote learning more than before	16.9	16.0	20.2	13.6	17.3	17.1
Too much pressure on students	46.0	49.2	55.6	44.1	53.3	48.8
Quality of education is affected	14.4	8.4	18.6	7.7	10.7	12.9
Passing in exam became too easy	25.4	21.2	20.6	15.8	18.7	22.5
Increased private expenditure of education	28.7	35.7	24.0	39.8	33.3	30.7
Education became mostly exam-centric	15.7	13.4	10.0	9.4	4.0	13.2
No drawback	6.2	5.3	2.4	11.2	9.3	5.6

Multiple responses counted

Source: Education Watch Head Teachers Interview, 2014

suggestions to students about test questions; easy assessment of answer papers, transportation problem for students to go to examination centres, and fear of students about public examination at a young age.

B. Increased pride, awareness and study

Education officers and head teachers who were interviewed in three *upazilas* and one *thana* claimed that PECE created mass awareness as well as pride among parents and pupils alike about education. There appears to be a concerted effort to put forward a positive narrative about the newly introduced public examination for primary education. The education personnel interviewed expressed the general positive view taking their cue from national education authorities and policy-makers. Typical statements heard in the interviews included:

- Parents gave the highest priority to their children's education with greater awareness about the importance of education; otherwise they would send their children to farm work instead of school.
- Parents felt proud as their children for the first time were taking part in a national level examination. Their pride was 'my child is a candidate!' They also knew that without a primary education certificate they would not be able to admit their children in grade VI.
- Interaction between parents and schools increased due to PECE. This happened due to interest of both parties.

The discussion and publicity about PECE helped to make parents and children in all five types of schools aware that all children would have to sit for a public examination at the end of grade V which would be different and harder than the examinations in schools. They also heard that students would have to study more and differently in grade V. It was understood by parents and children that grade V would be crucial because passing in this public examination was linked to admission in secondary school. There was also an element of social judgement and esteem that parents and community associated with performance in the public examination to which parents began to attach importance.

Most of the respondents (students, parents and teachers) felt that engagement of students with studies increased more in grade V than the other grades in order to perform well in PECE. Many of them were in a competitive mood and were striving to excel in the examination. Some parents reported that their children who were sometimes irregular in attending school became regular in grade V. They were not absent from schools unless they were sick. They prepared home tasks without much supervision from parents. Most parents said that they did not have to insist on their children to study as they had to do when the children were in lower grades. One of the mothers told that her daughter, a fifth grader, often declined her plea to take a break from study and rest. Referring to another peer who studied till late night, her daughter replied that she might lag behind if she sleeps early. Some of the parents informed in FGDs that they now had less complaints from school about children not attending to study.

Seeing their children busy from morning to night in school-arranged coaching, private tutoring and study at home, many parents believed that their children became especially serious in study in grade V, which they saw to be the result of PECE. A staff of BRAC mentioned that students of these days learned many new things because of the new examination system and students' interest to study at home also increased.

C. Examination related fear reduced

In the era of primary scholarship examination, only a section of 'good' students got opportunities to sit for an examination in other schools but all students have started to get such opportunity since 2009 due to PECE. As part of preparation for PECE, all students sat for model test which itself was an important experience. School teachers and the examinees reported that practice through several model tests decreased students fear about examination. This created higher level of confidence among the examinees. Teachers and parents also saw it as a good sign. One of the examinees of ebtedayee madrasa commented that he was not afraid of PECE since he had experienced model tests. According to a mother, 'My elder daughter is a SSC candidate next year and my younger daughter is a PECE candidate this year. The younger one is more confident and fearless regarding her examination than the elder one.' A student of a BRAC school had an interesting issue.

We do not use bench, chair or table in school. We sit on jute-made mat. We are used to read and write with this arrangement. We had model tests in another school. We were afraid about this. But that was for a few days. Now, we know how to sit on a bench and write confidently. Moreover, taking examination with a similar set of papers helped building our confidence which will certainly help us in actual examinations.

D. Students under pressure due to PECE

Curriculum related: Students saw difference in the volume of syllabus material of grade V with those in previous grades. Many of them reported that they had to study topics in grade V which were completely new to them, meaning that they did not have those in previous grades. A parent whose daughter was an examinee in 2014 from a kindergarten and her elder son attended primary scholarship examination some years back argued that syllabus at that time was not heavy as the current one. So, there was less pressure on students earlier. Some other guardians of government school students echoed it and pointed out that syllabus of grade V was not so hard some years back; thus, they could help their children in study which they cannot do now. One of the guardians said:

Prior to preparing the curriculum one should think about how much the children of a certain age can receive and absorb. It is also important to think about ways of facilitating children's

mental development. School's role is very crucial in this regard. But I don't think anybody in our education system thought about these issues before planning for PECE.

Many of the parents said that instead of doing it suddenly at grade V, pressure of study could be increased in phases from earlier grades. An AUEO specifically suggested to make English curriculum and question paper easier considering that the majority of students lived in rural areas with no exposure to English.

Coaching/private tutoring related: Most primary schools arranged coaching classes in schools to prepare the PECE examinees. In addition, many students attended private tutor's lessons. Guardians of kindergartens said that their children spent 15-16 hours each day for study. One of them said:

My daughter stood first in the final examination of grade IV. She is studying 16 hours at home and in school for PECE preparation. There are too many topics in each subject; if she does not study hard she will have serious problems answering creative parts of question papers. That's why sometimes I have to make sure that she is studying hard not leaving any topic out.

Some examinees of both current and previous years said that they had no coaching or private tutor before but they had both in grade V. All of their time went for school-arranged coaching and private lessons and they did not have leisure. One student of a newly nationalized primary school informed that their academic pressure increased over time; it was at its peak when model tests started. One parent from the same school said:

Young children of these days are very busy with their studies, especially those who participate in primary completion examination. They do not get enough time to have their meals timely. They have to go to school before breakfast. They get only a few minutes to have lunch and again go to school in the afternoon. Some students take only a glass of water at lunch. They do not have time to come home for lunch.

According to a head teacher of a newly nationalized primary school, students stayed in school from 8 a.m. to 4 p.m. to attend regular and coaching classes. Sometimes they are tired and bored because of long hours of monotonous classes. One parent strongly reacted at long school hours and said that he is not convinced of this system because it wasted students' time for individual preparation at home. According to him, 'Individual study is very important for any student especially those who want to go far in life.'

Some students claimed that they had to wake up early in the morning and were not allowed to go to bed before 10 p.m. It was reported that some students got illness like fever, headache and nausea due to pressure in study. One father said that his daughter complained of migraine almost every day when she returned from school in the evening.

Examination related: Examination itself is a kind of pressure on examinees. PECE was not different. According to some parents, examination pressure was too much on the students of grade V because of their young age. Most of them were only 10-11 years. On the third day of PECE 2014, a parent said that 'after two days of examination my daughter got headache which continued after the end of the third day's examination. It is surely due to exam-related stress.' Another parent who seemed to be in favour of PECE, raised serious questions regarding the process of it. His statement is given below.

The rationale for this examination is not bad. Good intention cannot always bring good results, if it is not executed properly. If we critically look at the whole process, we see examination after

examination throughout the year. Was it the intention of the government when it was launched? I see that life of our children is full of examinations; there are two term examinations and model tests in school, examinations in coaching classes, private tutors also take tests and then the completion examination. It is too much.

Although most AUEOs were not willing to criticize PECE, some had expressed their alternative opinions. One of them made the following statement.

Students of grade V remain under continuous mental pressure because of heavy syllabus. Too many examinations took away all kinds of fun out of school. Schools take many tests and examinations which lessens time for classroom teaching-learning. If it continues, students may lose interest in education. As a nation we failed to realize that if education could not be joyful it could not sustain in the long run. Overall, our education system turned into an examination system!

Teachers were in a different situation— in between students and parents and the administration. They, more than others, know that if effective teaching can be ensured for all children, good test results would follow. But many of them may be reluctant to express their own views.

Over expectation related: Pressure on students came from both schools and parents. Schools wanted a hundred percent pass rate. Parents wanted their children to be the best. Other members of families also joined with parents. Some parents wanted their children to get the highest score, i.e., GPA 5 and some aspired for their children to get a scholarship. Kindergartens in general had targets of more examinees getting GPA 5 and scholarships as well. Some of the parents put a condition embargo on their children – if they pass with poor grades, they have to repeat the grade. This pressure was more serious for those students who comparatively lagged behind and were unable to meet expectations of parents.

Talking with the parents in FGDs it was found that a good portion of them were unaware about meaning of GPA or how it was calculated. However, they were running after certain targets, perhaps just from listening to what others were saying. A section of the parents were trying to achieve their own unachieved dreams through their children. One of the education officials spoke of his experience about some parents who pressurized their children for higher marks in school examinations. He also reported about mental and physical punishment at home for not getting marks to meet parental expectations. Parents often compared their own children with those of neighbours and relatives. Parental attitude undoubtedly adds extra pressure on students to perform beyond their capacities. In order to perform beyond capacity, students often engaged in various types of malpractices. In this regard, an education officer said:

Attitude of many teachers and most parents is that this is the only important examination in children's life. They all are trying to 'buy' high scores in PECE. I don't think there will be any problem in getting further education or doing well in upper grades if a student fails to fulfil expectations of parents and teachers in PECE.

Another education officer at *upazila* level argued that too much interest on anything is harmful. Parents who were providing extra loads on their children were in fact doing harm to them. They should consider capacity and tolerance levels of their children.

E. Guidebook dependency, memorization and lack of leisure

Guidebooks, suggestions and notes: Uses of guidebooks, suggestions and notes by students, teachers and private tutors were already mentioned in an earlier chapter. This was common to all five types of schools under study. Many parents also felt that if their children follow different guidebooks they will have more chances to predict likely examination questions. In school examinations too, instead of preparing question papers, teachers just copied questions from guidebooks. Students also knew the limitations of their teachers. All these collectively increased dependency on guidebooks, suggestions and notes.

Students and teachers of four types of schools (government, newly nationalized, kindergarten and ebtedayee madrasa) used guidebooks of various private publishers who had nation-wide networks. On the other hand, BRAC itself prepared a guidebook for its teachers and students. This guidebook called *Sopan (Steps)*, was specially made for BRAC students, given them free and was not sold outside. However, some of them also bought other guidebooks from shops.

When the issue of guidebook dependency was discussed with head teachers, most of them agreed that this was a problem. Most said that guidebooks were easy to follow and made the job of the teacher easier. Comparing guidebooks with textbooks, one of the head teachers said:

Textbooks are not always useful because of its structure. Competency based questions are not set from the textbooks and questions given in exercise section are inadequate. After conducting classes the whole day, we do not have enough time to make creative questions. Majority of us also do not have sufficient training on creative methods. Ultimately we have to depend on readymade guidebooks, notebooks, hand-notes and suggestions.

Although parents were the buyers of guidebooks, they claimed that demand came primarily from school teachers and then from private tutors. If the teachers or tutors make a suggestion, the students have to follow. Recognising limitations of guidebooks, a parent made the following statement:

There is a law to stop publishing and selling guidebooks. But who cares? This business even boomed for PECE. I didn't hear of anyone who was punished for selling guidebooks. Rather we, the guardians, buy these books and give those to our children knowing that these are forbidden and is harmful for our children in the long run.

Looking closely at students' scripts of model tests in schools, several errors and spelling mistakes were found and when asked, teachers showed similar inaccuracies typed in the guidebooks the students followed. So reliance on these books meant replicating errors and teaching students wrong answers.

Rote learning increased: Many education personnel agreed with the research team's observation about the prevalence of rote learning. An *upazila* education officer saw the common practice of memorization in schools and criticized PECE as a 'promoter of memorization'. According to him, students who can memorize more, get more marks than those who tried to study with understanding. He also raised questions about teachers' capability to help students to learn with understanding. He added that students were in a competition with each other to memorize from guidebooks.

Referring to 'unseen' part of English question paper, one of the head teachers said that this part was particularly difficult for students and for some teachers as well. As this part was mandatory to answer, teachers put extra pressure on students for practicing new words. The same head teacher also added that

Multiple Choice Questions (MCQs), filling in the blanks, broad and short questions, etc. appeared from textbooks; so students just memorized answers from guidebooks without knowing full contents of textbooks. Parents were also generally more interested in grades, rather than learning. However, he kept quiet about the school's interest in grades, rather than learning. In this regard an AUEO observed:

A new virus called 'A+ Virus' has been injected into the education system in Bangladesh. Unless this virus is removed from the mind-set of many of our parents, our students will be forced to memorize than pursue actual learning.

Worrying about this situation, one of the parents commented that students who were getting good scores through memorization were actually getting wrong estimation about their own capacity. This may create substantial challenges for them in coping with academic requirements in upper grades.

No play or recreation: Talking with the students, parents and teachers it was found that the completion examinees were mostly busy with their studies for the whole year. They did not have time for recreation. In some families, the examinees were not allowed to watch television or participate in games or sports. Some families cut-off their cable television connections. Students who took PECE the previous year from kindergartens also confirmed that they were not allowed to play or to watch television. The children were treated as study machine, without a thought of its long term effect. These parents and teachers did not realize that recreation is also important along with studies. A parent of a student of a BRAC primary school showed her concern about loss of personal freedom of her child. She blamed PECE for this. According to her, her son was a creative one who could make lights using old batteries of mobile phones. Now he neither has time to do things like this, nor he is allowed to do so by his family.

One of the parents of a student of a newly nationalized primary school lamented, 'Children do not have time to play. Their childhood is being stolen from them. This should not be the life of grade V students. We cannot destroy their childhood.' Parents of ebtedayee madrasas also agreed with limited space for recreation and play; however, commented that 'if the children are allowed to play, they may forget to open books even once in a day.'

F. School and administration related issues

Education in other grades affected: As the schools in general were busy with preparation of PECE examinees, teachers of many schools said that it was sometimes difficult for them to conduct classes of other grades. This happened in those schools where there was not an adequate number of teachers. In such a situation, the schools generally gave priority to teaching in grade V. Reduction of contact hours, one teacher addressing two subjects in two classrooms at a time, teaching the students of two different grades in one classroom, etc. were the measures taken by schools to tackle the situation. Moreover, if the experienced and efficient teachers were recruited as invigilators or examiners of PECE they were unable to attend to teaching in their own schools. This again hampered regular activities with the students of grades I-IV. It seems that emphasis on the fifth grade affects the students of other grades adversely, which again creates problem when these students reach grade V.

Teachers' workload increased: Teachers of all five types of schools specifically mentioned that their workload has increased after introduction of PECE. In order to prove this, they mentioned longer duration of classes for the completion examinees. This is specifically true for those schools which arranged coaching classes (86.3% of schools had this). This initiative of schools, although generated additional income for teachers,

because half of the students paid schools in return for coaching. In a few cases where teachers provided individual care and regularly knocked at parents' doors to be informed about students preparation added to their work load. Some students and parents confirmed teachers' visit to them and receiving guidance about examination preparation. Teachers were also busy with some administrative tasks related to PECE which included communication with *upazila* education office.

Teachers' are puzzled: Most head teachers especially those from madrasas, expressed that they were puzzled by frequent changes in decisions related to PECE. First and foremost, many of them did not agree with the idea of free-style writing in examination halls, flexible marking system and passing everybody irrespective of their quality. One of the head teachers made the following statement:

We are really confused. Our deputy director told us in a meeting that she wants to see quality, not quantity. In other meetings, the *upazila* education officer asked us to make sure that 100 percent of the students of our schools attend in this examination. I do not understand where the problem is if a few students repeat in grade V and attend examination next year with better preparation. How 100 percent pass is possible? Are all the students in a class similar? I know, they are not!

In FGDs with the teachers, attempt was made to know how the teachers came to know that they would have to achieve 100 percent pass rate. One of the head teachers said the following and others confirmed that he was right.

None told us orally or instructed us in writing; it is found in body languages of ministers of the government and that of our officers. I think there is no choice for the government. They won't get money unless they show 100 percent pass rate. But as a teacher, I believe that this is not good for the country.

Actually the power structure was such that the head teachers had to follow whatever they were instructed by their higher authority. It mattered little if teachers have different viewpoints. For example, when schools decided not to send some students to PECE because of their lower performance, *upazilla* education office did not approve this. On the other hand, when any student fails, education officers ask head teachers to know why s/he failed and what did they do in school, etc.

Accountability measure: *Upazila* education officials also claimed that accountability of the schools increased due to introduction of PECE. In this regard an AUEO said, 'PECE brought all schools under our close monitoring which is a big drive to address accountability issue in this sector. Teachers are now accountable for their performance which is judged through students' performance in PECE.' They also mentioned that examiners were prepared through a number of training using instructions and guidelines of NAPE and then claimed that 'assessment of students was unbiased and more transparent in PECE.' Following is a statement of an AUEO:

As PECE is conducted nationally, all the students are being assessed through a common standardized marking scheme. Teachers cannot provide marks of their own choice. So there is a 'fair competition' and students from all corners, from Teknaf to Tetulia, are given justice to their performance.

Morality question: Examinees witnessed that their parents, relatives and teachers were trying to get leaked question papers; and teachers were allowing examinees to share answers in examination halls and

prompting them answers. Such violation of examination conducts in different phases by several persons ultimately helped creating a bad culture in the minds of young students. *Upazila* officials, most teachers and some parents knew all these but none took any action against such unfair practices. A Programme Organizer of BRAC said:

The pre-set target of 100 percent pass is destroying all the good things of PECE. We are failing to develop our children as ideal citizens of the country. We are teaching them how to exploit. I wonder how these children will contribute in nation building!

Quality of education and examination results: Some of the parents, teachers and education officers were found to be worried about decreasing quality of education. According to them, the PECE results are losing value due to high pass rate. They complained that earlier in any public examination, it was difficult to get a good score but today everybody passes in examination and a good portion of them get GPA 5. Again, in many cases, students reported that they do not believe PECE results. According to them, if there was no scope for copying in examination halls and the invigilators were strict, such a result would not be possible. Following expressions are from two informants.

Too many students are passing in PECE and we cannot identify who studied hard and who did not. Result is incremental for students and when children realize that results are fake then why they will believe worth trying hard for examination. – *A mother of a student of BRAC School*

Many of our students who proved weak in examinations in school passed easily in PECE with higher GPA. I think government does not want to see any student fail in this examination. So teachers are instructed to provide pass marks to those students who at least write something on answer scripts. – *A teacher*

On the other hand, some *upazila* education officers expressed the view that examination like PECE was necessary to measure changes in quality of primary education as a result of efforts made for the last two decades. According to them, the quality has improved. They also said, teachers, parents and the students all became more serious than before due to this examination. Following is a comment of one of them: ‘Quality of primary education improved due to PECE. Without this examination teachers would have not taken care of the students of grade V as they do today.’

Certificate of graduation: Certification of students was seen as a good attempt of the government by almost all stakeholders. Teachers, officials and parents informed that students feel proud about getting a certificate after five years of education. According to some of them, although many students did not know the use of this certificate but they were happy with this. It is also inspirational to them.

Examination for All: Earlier only the students of government and registered non-government primary school (now newly nationalized primary school) students and those from primary attached high schools could participate on primary scholarship examinations. At that time the students of non-formal schools had no participation in scholarship examination but the students of kindergartens participated taking a transfer to nearby government schools. Students of ebtedayee madrasas were also not eligible to participate. PECE created a window for the students of all types of primary educational institutions to participate in an examination recognized by the government.

Before initiation of PECE, government had little or no control on kindergarten and NGO operated schools. They used to follow different curricula and, of course, different kinds of assessments in grade V. Now all

students are doing the same examination with the same question papers; so teachers are preparing them somewhat similarly regardless of the school type.

Education expenditure increased: Increase of private expenditure for education especially due to increase to cost for school-arranged coaching, private tutoring and buying guidebooks also came up in the discussions with the stakeholders. They saw such increase everywhere irrespective of area, school type and socioeconomic strata of students. A father of an examinee commented:

Coaching was not mandatory before; only a few students who needed additional support used to go for private tutors. Today, almost every student of grade V has to attend to some form of paid coaching or tutoring. So, parents have to bear additional expenditure for this. Well-off families can afford such expenditure, but it is a burden for the poorer households.

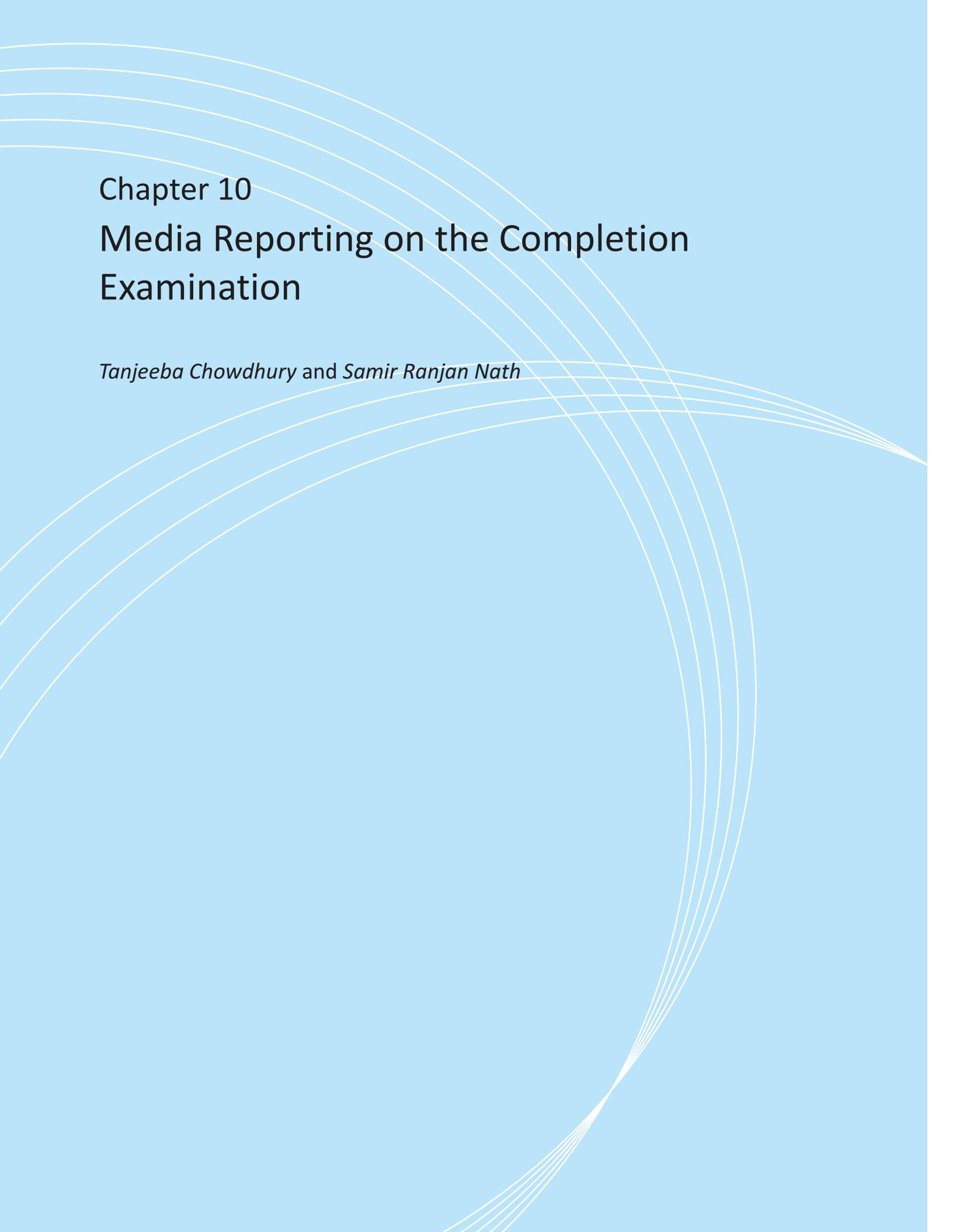
Father of a student from a kindergarten gave a detailed description of estimated cost of coaching and private tutoring:

For mandatory school coaching I have to pay Tk. 300 each month, another Tk. 600 for coaching outside school. Additionally I pay Tk. 2,000 for a private tutor of my son. Cost of guidebooks, notebooks, pen and pencils has also increased these days.

G. Summary findings

The stakeholders of primary education had a mixed experience and opinion about Primary Education Completion Examination (PECE). The following paragraphs summarize the discussion above:

- PECE increased pride and awareness among the students and parents about education. They as well as the school teachers became more serious about study. This examination also reduced students' fear about examination. Certification of students at the end of grade V was seen as inspiring to young learners.
- Stakeholders observed various types of pressure on examinees which has specifically arisen and grown due to PECE. These were related to the curriculum burden, the burden of school-based coaching and private tutoring, several types of preparatory examinations in schools and in coaching centres, and high expectations from parents.
- The stakeholders criticized increased dependency on guidebooks and suggestions about test questions as well as rote memorization by students instead of creative learning. They observed that fifth graders did not have leisure. On the other hand, students of other grades often were deprived in schools in respect of attention from their teachers. Teachers, on the other hand, pointed to increase in their workload.
- A mixed reaction was found regarding the effect of PECE on quality of education, PECE marking system and accountability of teachers and schools. A *de facto* recognition of the role of kindergartens and NGO-operated non-formal schools in primary education through this examination was seen as a positive development.
- Stakeholders raised their concern about the increase of private expenditure for education due to PECE and the implications for equity and right to education.

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Chapter 10

Media Reporting on the Completion Examination

Tanjeeba Chowdhury and Samir Ranjan Nath

The Primary Education Completion Examination (PECE) has attracted a lot of attention which is manifested in wide coverage given to it in national media. This chapter presents a summary of PECE related news published in five national dailies from 8 November to 15 December 2014 (the examination was held on 23–30 November 2014). This period covers two weeks prior to start of examination and two weeks after the examination. The national newspapers included for analyses were The Daily Star, The Daily Independent, The Daily Prothom Alo, The Daily Ittefaq and The Daily Kaler Kantho. News items, editorials, op-eds, and letters to the editors were the main sources of information used in this chapter. In addition, news items on the start day of examination and the day after publishing results from 2009–2014 were also scanned to understand the focus and coverage of the newspapers on the issue.

A. Question paper leakage: a hot news

Major and most reporting was on leakage of question papers. It became a hot issue throughout the country during and after the 2014 Primary Education Completion examination. The first such news came out in The Daily Prothom Alo on the second day of examination. Referring to a parent who was found in front of one of the best schools in Dhaka city, the newspaper reported that the parent saw some examinees memorizing answers of some questions in the early morning of the examination day in a coaching centre. The said parent claimed that the questions were found to be actually similar to those in the examination held after a few hours.

The Daily Ittefaq (25 November 2014) reported on the third day of examination that Bangla question paper was leaked through social media such as Facebook. According to the newspaper, examinees and their parents collected question papers from Facebook, the majority of which was found to be the same in the next day's examination. On the same day, The Daily Star commented that PECE has made a blemished start because of question paper leakage. Similar to The Daily Ittefaq, The Daily Star also reported that some guardians in Dhaka city alleged that they came to know about the leakage of Bangla questions on a Facebook page on the night previous to the examination. Most of the questions, including letters, essays, seen and unseen passages and a poem found on the Facebook page matched with those in the actual question paper. Around 9:00 p.m. the previous night, the same Facebook page also had some questions for the Bangladesh & Global Studies examination which was scheduled for that day.

Some parents claimed that they got questions two days before the Mathematics examination which included two creative, eight short, five subjective and two geometry questions (The Daily Star, 29 November 2014). A guardian from an area in the Capital city told the newspaper over telephone that he got those from a parent of another student. 'You know many parents and guardians are getting such questions nowadays,' the newspaper quoted him. The newspaper wrote that how such questions got circulated remained a mystery to the parents.

A number of newspapers including The Daily Independent and The Daily Ittefaq on their 26th November 2014 issue mentioned names of some districts where allegations of question paper leaks mostly came from. The Daily Independent reported that question papers of completion examination were leaked in some parts of Bogra and Rajshahi districts. On the other hand, The Daily Ittefaq alleged that the question paper leaks came mostly from Dhaka, Bogra, Dinajpur, Rangpur and Tangail districts. This newspaper also reported that some people were caught and sentenced by mobile courts and some guardians agitated against it in the Capital and some other schools in different districts.

The Daily Kaler Kantho on its 27th November 2014 issue reported that 70-80% of essay-type questions and half of objective type questions of Primary Science subject were found to be common with leaked question

paper. The same newspaper mentioned that in the previous year there was also allegation of question papers leakages. A government investigation committee reported that 53% of Bangla and 80% of English questions were leaked last year. But no measures were taken afterwards to contain or prevent it.

It is important to note that most of the above news reports were based on parental reports. None of them, however, showed any leaked question paper to the newspapers. It may be because they were afraid of being singled out and accused with question paper leakage. Sometimes, the newspapers described leakages as rumour in news title or in the text.

The newspapers reported that the parents were worried about the education system as well as future of their children due to question paper leakage whether it was a rumour or not. The Daily Star on 26th November 2014 quoted several parents accompanying their children to the examination centres in the Capital who expressed their disappointment over the alleged question leak. A parent whose son was taking examination in a Dhaka city school said that 'Most of the sample questions posted on different Facebook pages matched with the real ones. It is utterly frustrating.' Another parent who was waiting for her daughter in front of a school said, 'I don't know why the government is failing to check the menace, which is frequently hitting different public examinations. It will destroy the education system.' Another guardian who was interviewed over telephone by the Daily Star expressed his views by saying that 'If the sample questions turn out to be the real questions, it will just destroy the nation' (The Daily Star 29 November 2014).

Punishment for question paper leakage

According to The Daily Star of 25th November 2014, a mobile court sentenced three teachers to one year's imprisonment each for distributing Bangla questions among students at two coaching centres of Bogra town. Led by the respective head of the *Upazila* (UNO), the court raided two coaching centres in a neighbourhood of the town around 8:00 p.m. and arrested the teachers with a sample Bangla question paper. The UNO said that they found around 80% questions of the sample question paper matching with the original one. The court fined Tk. 5,000 to each of the coaching centre owners for keeping coaching centres open during examination season, violating the government's order.

The same news was also reported by The Daily Prothom Alo on the same date. It wrote, four teachers were sentenced, among them three were government primary school teachers and one was a high school teacher. The UNO told the newspaper, after cross checking the hand written question paper and the actual question paper that around 80% of the questions matched. The page numbers of the textbook where the answers would be found were also written on that leaked question paper. The UNO also added that while raiding the coaching centre, people there were seen to be collecting questions over cell phone and distributing them the same way. If they had enough time they might collect the remaining 20% which they failed to do. Referring to the DPEO of Bogra district, the newspaper also reported that those teachers were temporarily suspended and preparations were taken for judicial proceedings.

A mobile court also sentenced one kindergarten owner and one photocopy businessman in Basail *upazila* of Tangail district for photocopying hand written question papers with a motive to distribute among students (The Daily Ittefaq, 25 November 2014). The kindergarten owner was also a member of the local Union Parishad. The court gave two years' imprisonment to the kindergarten owner and three months to the photocopy businessman for leaking PECE question papers. Two days later, The Daily Ittefaq reported that a government model primary school teacher in Khulna was also caught red handed while distributing Primary Science question paper from his own house. The distributed questions matched exactly the actual papers.

B. Other incidences and malpractices

The newspapers reported a number of malpractices held in the examination halls or in relation to the examination in various corner of the country. Some of these are mentioned below.

Teachers found writing answer scripts: The Daily Prothom Alo in its 25th November 2014 issue reported that five teachers were caught in a government primary school centre who were found writing in students' answer scripts. A mobile court immediately suspended them from duty and fined Tk. 3,000 each. The court also gave the same sentence to the centre secretary for negligence in duty.

Coaching centre's involvement: The Daily Kaler Kantho in its 27th November 2014 issue featured that some guardians of the Capital who had complained that the coaching centres were involved in leaking question papers. According to these guardians some coaching centres were holding coaching classes the night before examination and sometimes in the morning of the examination day. The guardians claimed that the 'suggestions' of the coaching centres matched almost exactly with the real question paper. In this regard, owner of a coaching centre said, 'When students are enrolled here we take full responsibility till their examination ends. Thus, as part of special care we take morning classes. After the class, they go for the examination.' However, guardians were not satisfied with this explanation. According to them, calling students just before examination could not be just for normal coaching.

False examinees caught: On 25th November, The Daily Kaler Kantho reported that a madrassa super was accused for letting 10 students of grade VI to sit for ebtedayee education completion examination as false examinees. The super did so because there were no students in grade V in his madrasa. A teacher of the madrasa told the newspaper that they hardly have any student in primary grades. In order to get Tk. 250 as government grants, every year they fabricated student information with the help of the education officer and embezzled it.

The Daily Ittefaq reported on 28 November 2014 that some secondary level students were found attending primary education completion examination hoping for good results as well as scholarships for newly nationalized primary schools and madrasas. A UNO reported 62 such cases (43 in schools and 19 in madrasas) in his *upazila* in 2014. These students were expelled and three invigilators were suspended from their job due to involvement with such incident. The UNO also said that they were active in catching false examinees and administrative actions would be taken against those institutions sending false examinees.

Examination centre attacked for restraining cheating: Miscreants tried to enter into an examination centre to provide cheat papers while Primary Science examination was going on in an *upazila* outside Dhaka. When the Ansar members on duty tried to stop them they attacked the centre and one education officer along with three teachers was injured. The situation came under control after arrival of the UNO and the Officer in Charge (OC) of the local police station, according to news report (The Daily Ittefaq, 28 November 2014).

Complain of disgracing 'Dalit' community: Complain about improper disregard for the *Dalit* community and the untouchables in Hindu Religion & Moral Education question paper of the completion examination was reported in the Daily Ittefaq. In a human chain of protest in Satkhira Bangladesh Dalit Parishad and a non-government organization 'Poritran' demanded exemplary punishment and suspension of those involved in preparation of the question paper (The Daily Ittefaq, 3 December 2014).

Mismanagement in assessing answer scripts: Mismanagement in answer script assessment was reported by the Daily Ittefaq on 3rd December 2014. The news was from 11 *upazilas* under Tangail district. Following the procedure, the examiners were assessing answer scripts in crowded rooms. The newspaper also printed a photo of such an overcrowded room. In the caption of the photo, the newspaper asked whether the children who attended in examination after a year of study could be assessed properly in such a situation. The newspaper quoted examiners in the centre who said that proper assessment hampered by the overcrowded and congested environment. In this regard the DPEO, however, was quoted as saying that a public checking of answer scripts prevented cheating and other irregularities and corruption.

C. Roles of Facebook and email

Several newspapers reported about use of Facebook accounts in disseminating probable questions. Nearly 50 Facebook accounts were identified by the newspapers where questions were posted regularly. The newspapers included The Daily Prothom Alo, The Daily Ittefaq, The Daily Kaler Kantho and The Daily Star. The questions were available in the previous night or on the day of the examination. The newspaper reports claimed that some postings contained the answers too. According to the newspapers, both personal accounts and pages were used for question paper leakage in Rajshahi, Bogra, Jessore, Sunamganj, Kushtia, Chittagong, Khulna, Sylhet, Mymensingh, Rangpur, Comilla, Dhaka districts and in some other big cities. The pages included a disclaimer saying that those were not actual questions but suggestions which would match 100%. One of those who posted question paper on Facebook admitted his involvement in this leakage and said that a senior ‘bhai’ brother gave him questions. Almost 95% questions from his suggestions were common with the actual, he reported.

On 27 November 2014, mentioning a person’s name The Daily Kaler Kantho reported that the person sent question papers from his Gmail account to the people who were responsible for leakage of question papers all over the country. According to the newspaper if that person could be held, more names involved could be identified. Information and Communications Technology (ICT) experts suggested that tracking the Internet Provider address of that account was a simple procedure and both the Bangladesh Telephone Regulatory Commission (BTRC) and intelligence agencies could take action. Apparently the matter was not taken seriously enough and no action was taken. In response to involvement of social media in question paper leakage, The Daily Star on 28th November 2014 reported that the Education Minister asked respective officials to check necessary laws to make Facebook inaccessible during examination period. A huge negative reaction was observed at such a comment of the Minister.

A Professor of the Department of Journalism, University of Dhaka wrote an article in The Daily Prothom Alo on 30 November 2014. She saw three sides of the education minister’s speech. First, at last the minister acknowledged incidents of question paper leakage for the first time. Second, he wanted to find out a solution to prevent this but it seems that the solution was not in his hand. Third, he was looking for solution in wrong source; to protect feet from dirt, people need to wear shoes not to clean the whole world!

A columnist wrote an article in The Daily Ittefaq on 10 December 2014 titled ‘Catch the thieves rather shut down Facebook’. In this article the author quoted a Member of Parliament (MP) who stood in point of order in a parliament session and said that question papers of both primary and secondary examinations were leaked but the Education Minister is talking about making Facebook inaccessible and shutting down mobile phones. The MP said that whoever spread questions are not the actual culprits, they only disseminate, so catch the real thieves not closing Facebook.

D. Capability and credibility of concerned institutions questioned

The National Academy for Primary Education (NAPE) is responsible for preparing the question papers for PECE; Bangladesh Government Printing Press (BG Press) is responsible to print them and the Directorate of Primary Education (DPE) is responsible to send those printed question papers from BG Press to different *upazilas*. On 27th November 2014, The Daily Kaler Kantho reported that DPE and NAPE did not have the capability to run PECE appropriately and suggested the formation of a special body to conduct the examination. Citing examples from other public examinations the report said, Secondary School Certificate (SSC) examination is conducted under 10 education boards; even then they face difficulty in managing the examination. Despite being the largest public examination of the country, the government failed to form a primary education board in five years. The newspaper also reported, they came to know that due to insufficient funds, process of creating a board for primary completion examination is still on hold and when this board would be finally formed remain uncertain.

With a heading suspecting credibility of public examinations of Bangladesh in jeopardy The Daily Star expressed its opinion in an editorial on 27th November 2014. It wrote that successive question paper leakages put the credibility and quality of examinations under doubt. The newspaper saw a 'denial mode' in the Ministry of Primary and Mass Education and the Directorate of Primary Education regarding allegations of leakage even when guardians complained with good reason. The Minister first denied the fact then added that if they could find any written official report from the Deputy Commissioners or any other level they would not have ignored that. Referring to the Minister's comment of 30, 50 and 70% of questions were common to the actual question paper, the editorial pointed how the fact was then remained unknown? Basis of the Minister's calculation was also questioned in the editorial. Again, referring to Minister's suspicion on the instance of question paper leakage as sabotage to spoil the reliability of holding smooth examination, the editorial asserted that this attitude was responsible for lack of proper investigation about repeated question paper leakage cases and not finding a remedy. The newspaper pleaded, 'The immediate imperative is to focus internally, ferret out and punish the guilty and then plug the holes.'

The Daily Ittefaq raised the same issue in its editorial on 28th November 2014. It wrote that social media was implicated over the question leak news. Mentioning leakage of question papers in junior secondary, secondary, higher secondary, university admission and civil service examinations it commented that question paper leakage has become a trend and we are no longer surprised, when this happens. The editorial made the point that PECE question paper leakage gave the wrong signal to young children who were only starting to get the first ideas about values in life. Before introducing this examination there were huge debate on pros and cons of such examination for young learners. Some said this kind of examination is burden for them and is not appropriate for grade V students but on the other hand some said this examination can help students to be more confident in future. But in reality these children are not involved in this malpractice but their parents, teachers or someone close to them are showing them the wrong path. The editorial demanded exemplary punishment for those found responsible for the crime.

E. Denial and newspapers responses

Despite such allegations, The Daily Star on 26th November 2014 reported that the Minister for Primary and Mass Education has claimed that the Ministry did not get any official report to substantiate allegation of question leak. 'We got the news of question leak from the media. But no-one from the 64 districts came up with any official report on question leak', the Minister told the newspaper. The Minister, however,

added that they would take necessary action after investigations if the officials concerned filed any report. He further claimed that his officials had checked the matter as soon as they heard it from the media but found later that those were not the real/original questions. In some cases around 30 to 50 percent questions got matched, but it could be the result of suggestions, the Minister told from his observation. The daily Independent carried a story on the same date (26th November 2014) titled 'No written complaint yet: Minister'. The Minister said, 'I am getting the news of question paper leaks from journalists and other sources. However, we did not get any official reports from any of the 64 districts.' Both the ministers spoke the same.

The following day, The Daily Star (27 November 2014) published another news item titled 'Ministry trashes question leak allegations.' It wrote that the ministry disregarded all the media reports about question paper leak as confusing, baseless and rumours through a press release with an urge to the parents not to worry unnecessarily. The ministry also advised the media to avoid publishing such untrue, suspicious and ill-motivated reports considering children's future. Guardians alleged that along with Bangla and Bangladesh & Global Studies question papers, questions of Primary Science examination paper also leaked out over the internet. The Minister claimed that there has been no official complaint from any of the 64 districts. Quoting the Minister the ministry said, 'Our officials today deeply analysed the matter.'

On 27 November 2014, The Daily Independent published a story titled 'Ministry rejects allegation of PSC question paper leak.' According to this report, the ministry addressed the news about question paper leakages in social and mass media as baseless, misleading and rumour. Ministry claimed that they were deeply observing and analysing the matter from the beginning. According to the ministry, if the allegations were true there would be similarities among both questions which the ministry could not find; therefore, urged not to publish such mean, untrue, baseless, intentional and suspicious news and sought cooperation from all.

On 1st December 2014, The Daily Star reported that parents' apprehension came true for fourth time during Mathematics examination. Parents whose children in grade V appeared in Mathematics paper alleged that many questions matched those in the sample questions circulated among some of them and on Facebook pages. The Daily Star also quoted the Agriculture Minister on the same news who said that she did not know whether to laugh or cry at the question paper leakage scandal as the people who played no role for the betterment of country's education were criticizing the government.

Editorials and op-eds

The Daily Prothom Alo published an editorial on 27th November 2014. It wrote that the allegations of question paper leakage cannot be disregarded as baseless rumour. According to the editorial, may be the full question paper is not getting out but most of it is matching undoubtedly. People involved in question paper preparation, printing and distribution are certainly responsible and need to be identified and punished. If tender students are seized by some insatiable criminals the future of the country will be in dark. Some criminals are destroying the students and the ministry is watching quietly saying there is not enough proof. But depressing incidents are happening one after another. The editorial suggested that those who are spreading questions on social networks like Facebook or mobile phones need to be punished immensely and that is possible under the current ICT law. Ministry of Primary and Mass Education has a strong network to the *upazila* level countrywide which can be used to capture the question paper leakage network. The ministry, teachers, parents, mobile operator companies and the police need to find out the culprits behind.

A science professor of a public university who is also a science fiction writer for children wrote an op-ed in The Daily Ittefaq on 27th November 2014. Title of his article was 'Please don't make our children criminals'. Viewing primary education completion examination as unnecessary and a system of making young children criminal the author suggested stopping it. In this case he also referred to the National Education Policy 2010 where there is no provision of a nationwide public examination at primary level. In this article the author confessed that he got a sample question paper on the previous night of examination and found out it matched surprisingly with the actual question paper the next day. He wrote that those who run the education system don't have a headache about what happens in this sector. There is no other country in the world where the country itself is teaching children crime. In another article the same professor wrote childhood is the most joyful period of human life. Intentionally or unintentionally our education system is taking away the joy of life from children. In return they are not getting back what they deserved (The Daily Kaler Kantho 21 November 2014).

On this issue another professor of another public university made few more points in her article in The Daily Prothom Alo on 30 November 2014. She pointed out that although the guardians of the examinees are found worried about question paper leakage but they are also the people who provided their children with leaked questions. Not to the ministry alone, she also requested the teachers and parents to stop making children criminals. As long as the education system will only be about achieving good grades through examinations, words like question paper leakage, cheating, suggestions, common answers, coaching, studying in a batch, etc. will also exist. According to her, 'revisiting education system is now the demand of time.'

Showing examples from previous incidences of question paper leakage in various public examinations. The Daily Kaler Kantho wrote an editorial on 28 November 2014. It said that all existing establishments are ruining from inside and some greedy opportunists are taking advantages of this situation. The editorial also reminded the government about some recommendations which were made by a committee the previous year. The recommendations included use of software to detect paper of BG press and digitization of question preparation and distribution. However, the authority did not follow any. Finally, it was hoped that the government would take the allegations seriously and take necessary measures.

Newspapers were also concerned about impact of question paper leakage and various malpractices specifically on children and the society at large. In an editorial on 15 December 2014 The Daily Ittefaq wrote, may be the society is drowning deep in moral decadence. Parents or teachers are teaching children benefit of cheating, dishonesty. They are learning to suspect every institution from the very beginning of their life. In the last few years no public examinations were able to avoid question leak blame which leaves no environment of faith on the system. They also asked on whom people must rely on. After lots of promises the government failed to prevent leakage. It also said that blaming only the government is not enough, legislating strict law is also important. People also need to realize the values, responsibility and duty of a society and government needs to ensure the environment.

An educationist wrote an article in The Daily Prothom Alo (3 December 2014) demanding the end of certificate-based education. He wrote that immoral activities like leakage of question papers, immense cheating scopes in examination hall, other types of corruptions, etc. teach dishonesty to young children. As a result they lose respect to their parents, teachers and society. They also fail to dream a great life. He raised question about value of a certificate that comes by adopting unfair means in examination.

Besides a number of people in general expressed their experiences and opinions writing letters to the newspaper editors and on the web versions of the newspapers. They included parents and relatives of

examinees, teachers, private tutors, university or college students and professionals. Following are some of those.

My student asked me how was it possible for some of his friends to get questions before the examination. This made my student seriously discouraged. – *A private tutor* (The Daily Star, 30 November 2014)

My nephew has undergone through primary education completion examination this year. Instead of increasing his confidence level, he broke down after knowing his friends getting question papers prior to examination. He could not write well in the examination according to his preparation because he was very unwilling to sit for the examination in the first place. – *A college student* (The Daily Star 13 December 2014)

At age of 10, students pass days like class-coaching-memorization-examinations. They hardly get breaks or scopes to play. Young students are overloaded. Our education system is becoming more examination centric. – *A primary school teacher* (The Daily Kaler Kantho 26 November 2014)

Public examination at primary stage has no use. It's a burden for young children. – *A Professor of Education of a public university* (The Daily Kaler Kantho, 26 November 2014)

F. Start of the examination and publication of results

The media published news on start of Primary Education Completion Examination and publication of results with great importance during the past six years. Coverage was more on latter than the former.

The first day of examination

The newspapers published news on start of PECE on the first day of the examination each year. However, the novelty of PECE has worn off over the years and its treatment has changed somewhat. It was understood from where (in which page) the news was published and how much space was allocated for such news as well as the title of the news. Let us take the example of The Daily Prothom Alo. Comparing this examination with the Secondary School Certificate (SSC) examination, in 2009, the title of the news was 'SSC examination of young children starts today: 20 lakhs examinees, females more'. Three columns were allocated on the upper half of the first page followed by another three columns on the second page. In 2010, the news titled 'PECE starts today' was placed on the second column of the lower half of the first page followed by another single column on the second page. In 2011, the news moved to the second page with the same title. The news of start of PECE was placed on the third page in 2012, on the 19th page in 2013 and on the fourth page in 2014. Single column news was published in all these years and the titles were mostly similar to 2010 and 2011. Amount of content was more in 2009 which was halved in 2010 and smaller in subsequent years. Common contents included in the news were number of examinees by gender and stream of education, number of examination centres, security measures taken, end date of examination, etc. In the first two years, examinees information segregated by division was also provided.

In 2009, when PECE was first introduced, views of the educationists were also published which was not repeated afterwards. They had expressed a mixed reaction; some saw it as an important event and some wanted to wait and see. One of them said to a newspaper, 'Children are very happy with PECE. But the

teachers are confused and the guardians are worried. These students would not have fear when they will seat for SSC examination in future. Not to make the examination certificate-centric is the demand of time.' It appears that the debate about the pros and cons of PECE remains to be resolved.

Publication of results

On the day of publishing the PECE result all newspapers published mostly similar news. The news were short in size and message conveyed through them was that the 'PECE results are going to be published today'. The news also contained that after submitting the result to the Prime Minister, results would be found in corresponding primary schools, offices of primary education in division, district and *upazila* levels and website of Directorate of Primary Education. Detailed news on the results were published on the following days.

On the day after publishing PECE results, each of the newspapers published with great importance a number of news items based on results including some statistics about the numbers of examinees and their performance. Some newspapers dedicated one full page inside to provide news as well as various analyses of results. The newspapers' reports generally covered overall pass rate, names of highest and lowest performing divisions, districts and *upazilas*, list of top three/ten/twenty schools on the basis of 100% pass rate as well as low performing schools, gender-wise comparison of results, etc. They also reported subject wise pass rates all over the country highlighting the most difficult and the least difficult subjects. Photos of celebration of results by young children, teachers and guardians all over the country were also published in all the newspapers.

In 2009, The Daily Prothom Alo gave the highest importance in publishing reports on PECE results. Four news items along with a photo of a gathering of joyful students showing victory sign covered the upper half of the newspaper. Some of the news titles included 'Many got first division: average pass rate is 88.84% in PECE', 'Seven girls among top 10: Sadia first', 'Three and a half lakhs are at risk of dropout from primary'. Name of the student who stood first among all examinees was also published several years along with stories on them. This newspaper gave similar treatment on the PECE results for the first three years but a low profile was maintained following two years. It gave highest importance again in last year (2014). Title of its prime news of the day was 'New thoughts to protect question paper leakage'.

The Daily Star (29 December 2010) published detailed news on the results of PECE 2010 with a heading 'Rural students rule'. The report highlighted significant rise in pass rate for the second time. Results of this with that of the previous year was compared by gender and labels of students. Domination of schools in capital city in the list of top 10 was also reported. Separate stories on students who secured top positions in the merit list were also published. Future of the schools that had zero pass rates along with interview of authority's were also published. Comments of authorities, civil society members and teachers on different issues like quality of education, dependency on coaching, performance of girls, preparing students for examination, etc. were also reported. The same type of news was found in The Daily Prothom Alo too. The Daily Prothom Alo wrote a story on best 21 schools having 100% pass rate. According to the news, Dhaka division did not do so well in PECE as it does in SSC or HSC.

In 2011, the news contained best schools in country, list of top 20 schools- 17 of which were from Dhaka, concern on drop out, etc. (The Daily Star 27 December 2011). 'Envious results of young students, GPA 5 achievers exceeds over lakh' was the title of the main report of The Daily Prothom Alo published on the

same date. Unlike previous years, students of this year did better in English and Mathematics which was the reason for higher pass rate than before. Schools which took good care of their students achieved better results were also reported in one news item (The Daily Prothom Alo, 27 December 2011).

In 2012, newspapers gave a great deal of interest on the doubling of GPA 5 holders (The Daily Prothom Alo, 28 December 2012). Influence of question paper leakage was addressed for the first time and authorities' explanation on this matter was mentioned. 'Almost all the students passed' was the title of lead news of The Daily Prothom Alo in 2013. Good result was questioned for question paper leakage allegations. List of top 20 madrasas was also published. It was mentioned that number of schools with 100% pass rate was increasing and schools with 0% pass rate was decreasing (The Daily Star and The Daily Prothom Alo 31 December 2013).

In 2014, the leakage of question papers was given prominence and suggestions made about using technology to disseminate questions electronically immediately before the examination and printing these out locally for the examinees. Newspapers reported comparison – increase or decrease – in the pass rate, number of GPA 5 holders, performance of urban and rural schools, pass rates in different types of schools, and subject-wise performance of students. (The Daily Prothom Alo, The Daily Star, The Daily Kaler Kantho 31 December 2014).

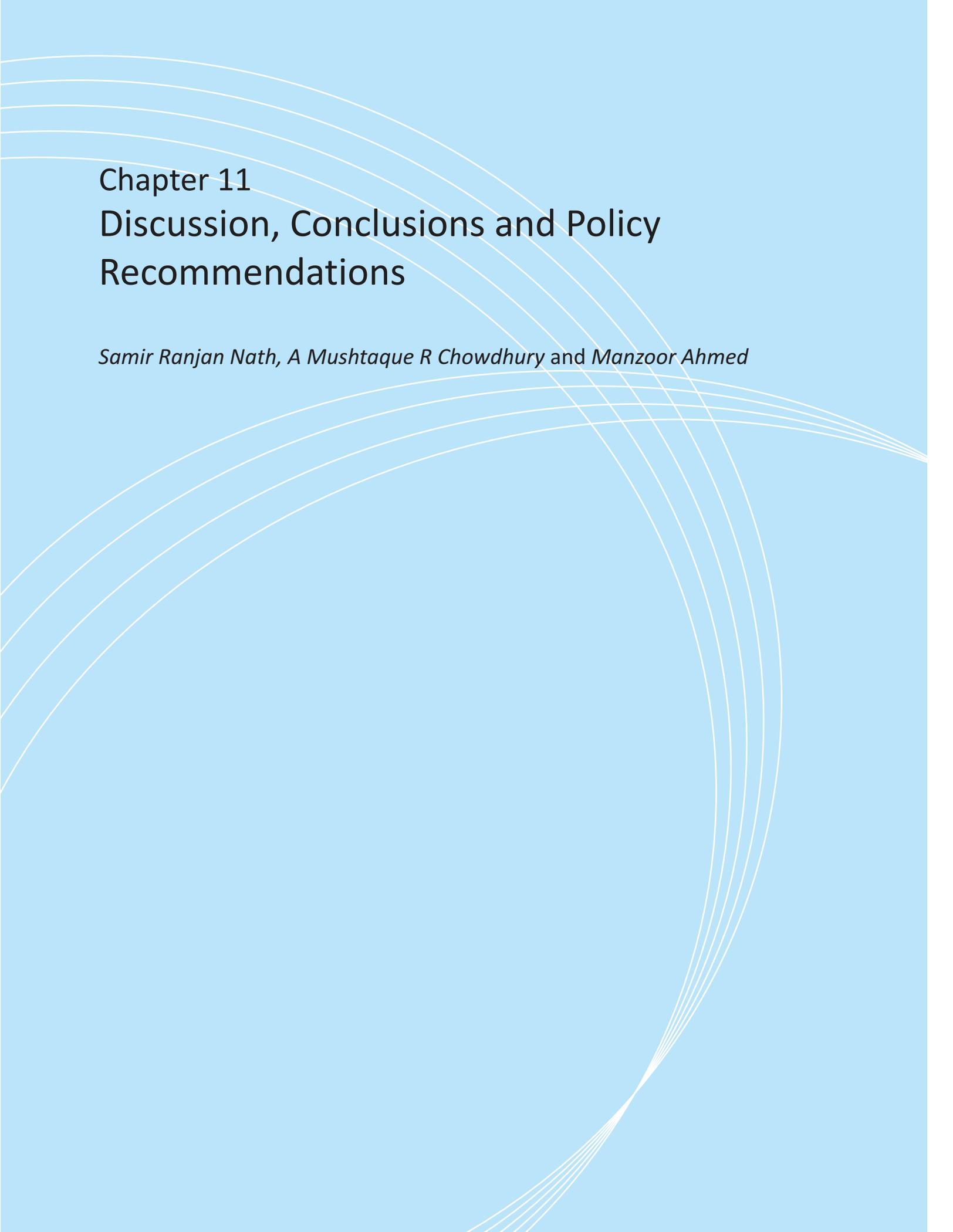
G. Summary findings

Newspapers reporting on various events during completion examination including editorials, op-eds, expert opinions etc. were reviewed and presented in this chapter. The following recapitulates highlights.

- Leakage of question papers was a hot topic for the newspapers during the examination week in 2014. The main message was that the question papers of all six subjects were leaked in various parts of the country. Facebook and email were found to be the means of spreading leaked question papers. Moreover, involvement of coaching centres in leakage was also reported widely.
- News also noted the mobile court and law enforcing agencies activities in catching those who were involved in this malpractice. They found teachers writing in students answer scripts and fake examinees in examination halls. It was reported that a number of teachers, fake examinees and coaching centre people were caught red handed, sentenced and fined.
- A number of news items questioned the roles and responsibilities of the Ministry, NAPE and BG Press. Most news reports placed the blame on these authorities for question leakage and raised question about their capabilities for smooth implementation of such a huge nationwide event.
- The media noted that the ministry officials including the ministers denied allegations of question paper leakage. A legalistic position was taken by the Ministry claiming that action was not taken because formal complaints or reports from the district authorities were not received. Some argued that questions made public before the examination were only suggestions from experienced teachers and match of these with actual questions was not unexpected. It appears that there was an official position not to give credence to reports or facts that might discredit the government decision to hold the national public examination at the end of grade five.
- Newspapers published editorials and op-eds urging the protection of integrity of the public examination and government action to catch the responsible persons for question leakage and other malpractices

and place them before law. Some made the point that the mishandling of the question papers and the examination process caused damage to the nation's education system and sent wrong messages to children about honesty and integrity.

- Newspapers prominently featured the start of examination and publication of results. Newspapers also published various analyses on results including top school, top performers, urban-rural difference etc. as well as joyful scenes of celebration of children who performed well.
- Although initially, when PECE was introduced first, media coverage referred to debate about the need and value of a public examination at an early age of children, such questions received less attention as the novelty of the examination wore off. The motivation and the reasons for question paper leakage and other malpractices, and the perception and reality of high-stakes in the examination which might have caused desperate and unlawful activities, appear to have been neglected in the media coverage about the examination.



Chapter 11

Discussion, Conclusions and Policy Recommendations

Samir Ranjan Nath, A Mushtaque R Chowdhury and Manzoor Ahmed

This final chapter discusses the findings of *Education Watch 2014* study as presented in the foregoing chapters. Study findings and information generated by others along with previous *Education Watch* study findings have been freely used while discussing the results of this study and drawing conclusions. Key messages coming out of this study have been restated and a set of policy recommendations have been made aiming for improving the quality of primary education in Bangladesh.

A. Discussion and conclusions

The government of Bangladesh is concerned about quality of primary education. This is the paramount agenda as the country approaches universal enrolment with gender parity in primary education (DPE 2014, Nath *et al.* 2014). Such achievements came as a result of several affirmative actions taken simultaneously by the government and NGOs to bring all children to school and arouse their parents' interest in education. The government provided incentives such as stipends to children from poorer families at the primary stage and to girl students in secondary school and free textbooks to all. NGOs operated schools for marginalized groups including the poor and girls and provided free educational materials to all students in their schools. All these are laudable actions for promoting primary education in the country.

In 2009, the government introduced a nationwide Primary Education Completion Examination (PECE). It is mandatory for students to appear in and pass this examination in order for them to move to grade VI at secondary level. Ever since this was introduced, there has been a continuous debate about its usefulness and appropriateness for students as young as 10 years old. Almost all stakeholders including students, parents, teachers, government, civil society, media, academics and others have been engaged in this discourse. However, so far no initiative was undertaken to do serious research on this important issue. Given such an interest in it and its importance in the system, the *Education Watch* group decided to undertake a detailed study of this issue. Thus, for the first time, various issues related to PECE using field level primary data collected through surveys and qualitative investigations were explored. It is expected that findings of this study would lead to improvement of primary students' assessment system as well as quality of primary education in Bangladesh.

With the initiation of PECE the erstwhile primary scholarship examination was discontinued. In the past, a proportion of students (known as 'good' compared to their classmates) at the end of grade V sat for the scholarship examination outside their own schools. The others sat for grade V annual examination in the school. Those who passed could go on to a secondary school. The primary scholarship examination was in existence for 44 years from 1965 to 2008. Prior to this, scholarship examination was held for sixth graders during 1952 to 1964. Both of them were held using common question papers throughout the country under a central management. The main difference of these with the PECE is that all students completing grade V participate in PECE. Due to small examinee size, scholarship examinations were relatively easier to organize and manage by concerned authorities. There was also no national level publicity at the time of publication of results. Participating students, their family members and the people neighbouring to the examination halls knew about it and the general population knew little about this. Students of the schools who received scholarship only knew about it. If the students of certain schools received scholarship continuously for a number of years, the schools got visibility in the communities and the communities showed a kind of respect to those schools as well as their teachers. Allegations of malpractice or nepotism was rarely an issue. On the contrary, PECE is a high profile event. It is widely and prominently covered by the media. Results of PECE are formally presented to the Prime Minister of the country prior to making them public. Newspapers publish the news as well as analytical articles in the days following the announcement. Electronic media telecast the news with importance. The Ministry of Primary and Mass Education (MoPME) considers it as one of the most important events of the year.

Although the earlier scholarship examination attempted to be fair through using common question papers throughout the country, proportionate allocation of merit scholarships among the *upazilas* and equal distribution of general scholarships by gender and for each union, inequity was seen at school level (Nath 2009). Students selected by school authorities as scholarship examinees got greater care by best teachers of schools compared to other students of grade V and students of other classes (Ahmed and Nath *et al.* 2004). The newly launched PECE aimed to address this by requiring all grade V students to sit for the examination. In addition, the system of scholarship allocation remained the same. Thus, PECE as a system can be said to be more equitable than the previous scholarship examinations, at least as a concept.

Students of only the government and non-government primary schools and those of high school attached to primary schools were allowed to participate in the scholarship examination. It denied participation of students from NGO-operated non-formal schools as well as students from privately operated schools such as kindergartens and the madrasas. Students of these schools who wished to participate in scholarship examination needed to transfer to a government or a registered non-government school (currently, newly nationalized primary school). The introduction of PECE facilitated all types of primary educational institutions including NGO schools to participate in it which was a *de facto* recognition of multiple providers of primary education. PECE results are also published separately for each type of educational institution thereby acknowledging their existence. This is certainly a welcome move.

On the other hand, PECE also negatively affected some of the good practices in NGO schools. The case of BRAC can be mentioned here. Results of BRAC schools is shown as a separate category in summary result sheet. BRAC as a pioneer of non-formal primary education specifically serving the disadvantaged groups, has also earned a reputation for its pedagogy that focused on basic competencies and individualized attention to their students. In order to prepare its pupils for PECE, BRAC to a certain extent changed its much celebrated teaching-learning practices from a 'child-centric learning' to an 'examination-centric schooling', particularly in grade V. Box 3.1 provides a synopsis of the changes made in BRAC schools following the introduction of PECE. Non-formal schools of other NGOs might have similar experience too.

Box 3.1

Changes in BRAC schools after introduction of PECE

*BRAC schools provided a joyful learning experience by incorporating co-curricular activities in their lessons. Formal examination was not a part of the BRAC system, instead teachers used various formative assessments during teaching and at the end of each content area. BRAC was well known for its commitment to quality education (see various past Education Watch reports). BRAC schools secured the top position in terms of pass rate in PECE for the past six years. Talking with BRAC officials at various levels and their school teachers, it was found that they had to make changes in their teaching practices following the introduction of PECE, especially in grade V. The main reason for these changes was to prepare the students well for PECE! For example, co-curricular activities were reduced from the beginning of grade V and discontinued soon afterwards. Earlier, textbooks were the main tools for learning along with BRAC's own supplementary materials. Now, a guidebook called *Sopan* has been introduced. Produced by BRAC, it specifically targets its own students. Instead of assessing students as part of normal classroom activities, teachers now give students written tests (like the model test done in other schools) after completion of each content area in the syllabus. Students also participate in mock tests in order to be equipped and prepared for PECE. Learning activities for grade V students have become 'examination-centric' instead of 'child-centric'. Use of private tutoring in BRAC was almost non-existent but now it has increased significantly due to PECE as reported in the current study. BRAC staff and teachers, however, recognized that overall study time in school and at home has increased due to PECE and the teachers are more careful to every student than before but, unfortunately, most study time now is used in memorizing ready-made answers.*

The primary enrolment rate was very low when the scholarship examination was introduced in the country in the 1960s. Dropout rate was also very high. As a result, the number of students reaching grade V was small. Official records show that percentage of fifth graders participating in scholarship examination was below 10% before 1999 and it did not increase significantly till 2007 (Nath and Chowdhury 2009). In 1998, out of 18.4 million students in primary schools 2.9 million were in grade V; of which 268,000 participated in primary scholarship examination (DPE 2002, Chowdhury *et al.* 1999, Nath and Chowdhury 2009). On the other hand, in 2007, out of 17.3 million primary students 2.7 million were in grade V; of which 891,000 participated in scholarship examination. Compared to this, number of participants in PECE was more than double of this figure in the initial year of this examination in 2009 which more than tripled in 2014.

In order for a smooth conduct of PECE, capacity of the Directorate of Primary Education (DPE), the designated authority for conducting the examination, was expected to be increased substantively. In reality, no significant step has been taken to increase the capacity of DPE when PECE was introduced in 2009. It was started with only a few months of preparation. No further step was taken in the following years to increase DPE's capacity in conducting the examination. DPE did not have the organizational structure comparable to secondary education boards for conducting public examinations with number of examinees much larger than for secondary level examinations. Let us take the examples of other school level public examinations in Bangladesh to make the situation clearer. Numbers of examinees of SSC and HSC examinations are much less than that of PECE (reported in Chapter 1). Such examinations are conducted under 10 different boards with separate sets of question papers. Thus, considering the context of Bangladesh there is much reason to believe that DPE needs more capacity and resources to handle the huge number of PECE examinees. It is quite surprising that DPE has been conducting this examination for the past six years with the same capacity although the number of examinees has been increasing over time.

Findings from this study reveal that PECE examinees had a mixed reaction about this examination. Firstly, it was a new experience for all of them. They received special treatment at home and in schools as candidates of a public examination at their very young age. Being a 'candidate' was very special to them. Secondly, PECE created an opportunity for each of the young students (who registered for examination) to sit for an examination in a venue outside their own school where students of various schools gathered for the same purpose. For a majority, it was the first experience of visiting another school. The examination hall itself was a wonder to them. Thirdly, the way the examinees were welcomed by the examination hall supers and invigilators was also a pleasant experience for them. All these experiences can be considered as positive for the young students. During the time of scholarship examination, only a small fraction of students of grade V could gain such experience.

At the same time, the majority of the examinees who were appropriately prepared for the examination felt disturbed due to chaotic environment of examination halls, especially for the last 40 minutes to one hour before the bell rang. Secondly, they were disappointed seeing the invigilators' attitudes on malpractices committed in examination halls; especially permissiveness about copying answers and writing of answers on blackboards by them. Thirdly, news of question paper leaks and receipt of those by some of their fellow examinees disheartened a section of examinees.

DPE and its district and *upazila* level offices had to be more careful in conducting the examination. They probably saw only one side of the coin and did not think about psychological effect of the above acts on young students. Time has not totally passed, measures should be taken to stop malpractices and dishonesty in examination halls. Teachers should behave like teachers and act as role models and inspire students to be worthy and ideal citizens.

Talking to the head teachers and others, it was found that after introduction of PECE, study time of the students of grade V has increased than before. The schools as well as parents became more serious about studies. All these can be considered as good effects of PECE and encouraging signs for primary education system of Bangladesh. An immediate question comes, what actually the schools do in order to show their seriousness or what's the proof that students studied more? As found in this study, coaching from the beginning of academic year and model tests before the examination were the tools the schools widely used throughout the country. Teaching-learning practice in coaching classes was extremely 'examination-centric'. Memorization of answers to some selected questions with plausibility to be asked in examination (as per teachers' suggestions) were the main task for the coaching classes. Instead of reading the textbooks or using them in coaching classes, the students and the teachers were more interested in guidebooks. Use of textbooks required reading the given content carefully and then find out answers to questions but answers to questions were readily available in guidebooks. Most of the teachers and students were not willing to do a laborious job of reading text and finding out answers from texts when these were readily available elsewhere. Here lies the danger. One can raise question to such practices of the schools from learning point of view. It appears that teachers are forgetting how to articulate new questions and helping students find the answers by studying textbooks. PECE has turned students into 'examinees' or 'test-takers' rather than 'learners'. Perhaps the students spend more time to memorize which teachers described as 'study more'. However, note that it does also not necessarily mean that the students studied with understanding and learned more before introduction of PECE.

In order to make the students successful 'examinees', the *upazila* education offices also played an active role. First, the *upazila* offices through the AUEOs asked the schools to arrange coaching classes. Second, the offices prepared model test questions and supplied those to the schools for students. To make the students habituated with PECE-like examination, they were asked to write answers consulting with each other or copy from guidebooks in the first model test. Findings of this study reveal that not only the first one, students copied from each other or guidebooks in other model tests too. The model tests became instruments for learning how to copy from others (or cheat!) in examination which they took to the final examination. In the final examination, although majority of students (approximately two-thirds) wrote their own answers, a section of them created problems. They created a chaotic situation during final 40 minutes to one hour of the examination, which was not prevented by invigilators. Those who completed examination early showed their answer scripts to peers. This happened because their teachers advised them to help each other. Examinees practiced these during mock tests in schools. The invigilators not only overlooked such malpractices but, to some extent, also facilitated it. They leaked the correct answers to examinees or wrote down answers on blackboards. These obviously are very frustrating. Teachers role was to help students build good character and to become sustainable learners. Instead, some of them were misleading students with the intention to influence and increase pass rate. After the adoption of the Education Policy of 2010 which emphasized moral and ethical values learning and their practice in life; NCTB introduced Religion & Moral Education modifying the content of the old Religious Studies. PECE, however, turned out to be an occasion to introduce malpractice to young examinees. Practice contradicted the avowed policy.

It was clearly evident that the examinees as well as their parents could not rely only on what went on in school to prepare for PECE, even when special coaching classes were arranged at school. About half of the examinees were tutored by family members and over three-quarters of examinees were sent to private tutors. Although teaching of private tutors was also examination-centric, one-to-one interaction happened more in private tutoring than in school-based coaching. As a result, it was seen that private tutoring played a greater role in predicting achievement in PECE than other preparatory steps. This raises a serious equity

concern because of its cost and eventually how the national obligation to right to quality education for all children is fulfilled. Although private tutoring was much costly enterprise than school coaching, the parents managed to avail it because of its high potential value in doing better in examination. The other observation was related to identity of private tutors. A good portion of private tutors were the teachers of examinees own schools. This means that the same person played two different roles in two places. School teachers offered coaching in school as well as private tutoring elsewhere. Here the question of teaching-learning provision in schools comes. School teachers did not do enough for which they were paid. Instead, they offered coaching classes which was a source of additional income for them. A section of these teachers indulged and engaged in private tutoring which further increased their income. This raises question on the role of primary schools as education providing institutions. Nath (2012) observed similar results analysing *Education Watch* data of 2008. It seems that situation has not changed much since then.

If one follows the government level discourses on education, especially on primary education for last couple of years, it would be seen that most of it was on PECE and the pass rate. The education authorities have tried to convince the nation that PECE was introduced for improving quality of education and they have argued that it has indeed enhanced quality of education (pointing out at high pass rates). What can be made of this claim? The claim is partially true because a moderately positive relationship was observed between PECE results and pupils competencies achievement. However, a stronger relationship in the same direction could have justified the claim more. The reason behind such a relationship probably lies with the system's lack of attention to learning. As revealed in this study, the *upazila* education officials and with their guidance the schools, emphasised more on coaching and mock tests focusing on the examination, rather than on learning and competencies. Improvement of quality of teaching-learning was not a serious agenda of the AUEOs. The *upazila* officials whenever visited the schools emphasized PECE. Emphasis on classroom teaching using textbooks through which students would understand texts and the joy of finding out answers to many questions (instead of selected few) of their own can only open the door of learning.

Observing the overall situation, it is evident that schools as institutions, teachers as individuals and education offices as administration personnel have neglected their respective duties regarding improvement of school quality, paying scant attention to essential elements of teaching-learning in the classrooms. All concerned with the PECE understood that high pass rate in the examination was the goal and anything to achieve that end was legitimate –from school-arranged coaching, private tutoring, model and mock tests, memorization of answers of selective questions from guidebooks to rare use of textbooks, malpractice during model tests, allowing examinees to cheat, providing them answers in examination halls, very loose assessment of answer scripts and unlimited grace marks to show better performance by students. A section of teachers, administrators and parents, however, believed that these were not the right ways to provide quality education. Unfortunately, they did not have a strong voice and had no choice but to fit into the on-going practices and the system. Even the NGO schools joined the bandwagon. It seems that the PECE put stakeholders in such a situation that they were not ready to accept it enthusiastically but were obliged to follow it, being victims of the circumstances.

Primary education is free in Bangladesh by law and the government do provide free textbooks to all students. However, this study found that private expenditure for education is already high and is increasing. It was found to be the most powerful predictor of PECE results. Substantial amount of such expenditure was spent in private tutoring, school-arranged coaching and buying guidebooks, suggestions or hand notes. Calculation based on evidence from this study shows that in 2014, an estimated Tk. 6503.9 million (650 crore) was spent by families for private tutoring of PECE examinees and Tk. 1921.6 million (192 crore) for

school-arranged coaching. Moreover, Tk. 1656.6 million (166 crore) was spent for buying guidebooks, suggestions and hand notes. The total amount of over 10 billion taka or 1,000 crores spent privately by households for the PECE examinees in a year clearly raises questions about how the policy commitment of free and compulsory primary education for all children is being fulfilled.

Pass rate in PECE has been very high with an average of 95.8% for the past six years. In a sense, high pass rate is appreciable because it facilitates for most students to move to grade VI. Moreover, students do study more than before (or memorize) due to this examination. If the examination was introduced to improve quality of primary education, the existing mechanisms such as classroom teaching and formative assessment had to be improved including academic supervision of classrooms with adequate feedback. If this was done, instead of overemphasis on grade V, the whole school could be brought under quality improvement process. During the past couple of years, no attempt was made to standardize teaching-learning provision of primary schools which can ensure an expected level of learning. There is also no mechanism to test teachers' quality which includes their subject knowledge, delivery mechanism and assessment capability. If these are ensured, it can be expected that every student would be able to pass through a standardized process and achieve certain level of expected quality. Instead of giving attention to process, the system overemphasised on examination which resulted memorization of students, use of guidebooks instead of textbooks, school-based coaching, private tutoring, malpractices and extremely high private cost of education. Time has come to be attentive to classroom teaching for the sake of 'learning'.

In general, pass rate gets publicity after announcement of examination results; although PECE results are produced in GPA. In terms of pass rate, no difference was observed by gender, area of residence, school type or any other characteristics of examinees. The difference starts to be visible with the strictness of cut-off point in GPA. Such analysis reveals unequal performance of some types of schools and girls doing better than boys and urban schools outperforming the rural ones. Studies showed that schools varies in terms of background characteristics of students and these characteristics have higher predictability of students' performance than school or additional educational factors (Nath and Chowdhury 2009, Nath *et al.* 2010, Nath 2012). The same might occur in this case too. All these differences can be reduced, if not eliminated, through improvement in teaching-learning provisions in schools.

Of the five types of primary schools under study, the newly nationalized primary schools showed the worst performance in PECE closely followed by the ebtedayee madrasas. It is about two years that the registered non-government primary schools were nationalized but they showed far less performance compared to the government primary schools, most of which were nationalized four decades back. Additional attention of the government is required in order to improve quality of these schools. This may include infrastructure development and appointment of adequate number of teachers as well as their basic and subject based training. It would not be right to take decades more to bring equity between these two groups of primary schools. The madrasa stream also requires appropriate space and attention for development. Specific investment plan with adequate financial allocation is required to improve quality of these two types of educational institutions.

The main conclusion from the above discussions of the findings of this study is two-fold. Firstly, it is difficult to agree with the official position that PECE has been a major step in assessment of student learning and improvement of quality in primary education. It is equally difficult to agree with the claim that PECE results of successive years indicate an improvement in the quality of teaching-learning in primary education. Secondly, the introduction of PECE has brought assessment of learning to the forefront of debate and discourse and set the stage for consideration of necessary reform and change in learning assessment and

related issues in primary education. Whether this can happen will depend on the willingness of the policy-makers and decision-makers to be open-minded about the issues and the interest to make use of research, technical know-how and professional advice in policy-making.

B. Key messages

The following are the key messages emanating from the *Education Watch 2014* study.

- *Examination-centric school education and rote memorization a reality:* After introduction of PECE, education in primary schools became examination-centric, specifically at grade V. Group coaching and model tests with encouragement to drilling and memorization were found to be the main activities of schools to prepare students for examination. *Upazila* education offices have become promoters of this approach. Less emphasis on one-to-one contact kept student-specific needs unaddressed. Memorization became synonymous to study; understanding of contents had very little or no space.
- *Increasing dependency on private tutoring:* Students and their families did not rely only on classroom teaching or even school-arranged coaching. Private tutoring has spread to all types of primary educational institutions and socio-economic groups both in urban and rural areas. Own school teachers catered a significant portion of private tutoring, with negative effects on classroom teaching. Examinees who received free school-arranged coaching also spent money for private tutoring. Expenditure for private tutoring was much higher than that of school coaching, with major implications for equity and right to education at primary level.
- *Guidebooks pushed out textbooks:* Guidebooks became principal instrument for most students, school teachers and private tutors. The attraction of guidebook is in its ready-made answers to likely examination questions, which can be memorized and drilled without the trouble of reading textbooks and supplementary materials, learning about the content and figuring out own answers. A good proportion of students had more than one guidebook for each subject. The pattern of questions and lack of research and critical analysis of questions and students' answers have strengthened this tendency. This situation questions the value of the much lauded 'free textbooks for all' policy and their proper use in school.
- *Students enticed to learn malpractice and unethical behaviour:* Despite the preparation process and hype about scoring well at any cost, the majority of examinees appear to be prepared for an undisturbed and fair examination. However, a proportion of examinees, supported directly or indirectly by teachers and examination organizers were intent on scoring high marks at any cost. They engaged in malpractices and inappropriate behaviour in and outside examination halls, including leakage of question papers. Education offices, schools, examination hall supervisors and coaching centre owners were involved in this practice. Not enough preventive and punitive measures have been taken against these practices, which set bad examples for students.
- *PECE showed a moderate measurement capability:* A moderately positive correlation between PECE results and independent student achievement of competencies indicates capability of PECE to measure student learning at a moderate level. However, a higher level of positive relationship should be expected and desirable.
- *Primary education is not free, rather costly:* Private expenditure for primary education increased immensely over time. A major portion of it went for private tutoring, school-arranged coaching and

buying guidebooks, suggestions and hand notes. This situation raises question about the quality of classroom teaching, fee-free primary education policy and subsidy policy in primary education.

- *Inequality existed throughout the system:* It was a reality in terms of school type, urban-rural dichotomy, gender, pupils' background and private expenditure for education. Newly nationalized primary schools performed badly as did the ebtedayee madrasas. Private expenditure for education influenced learning achievement the most. Household-level inequality affected school-level inequality.

C. Policy recommendations

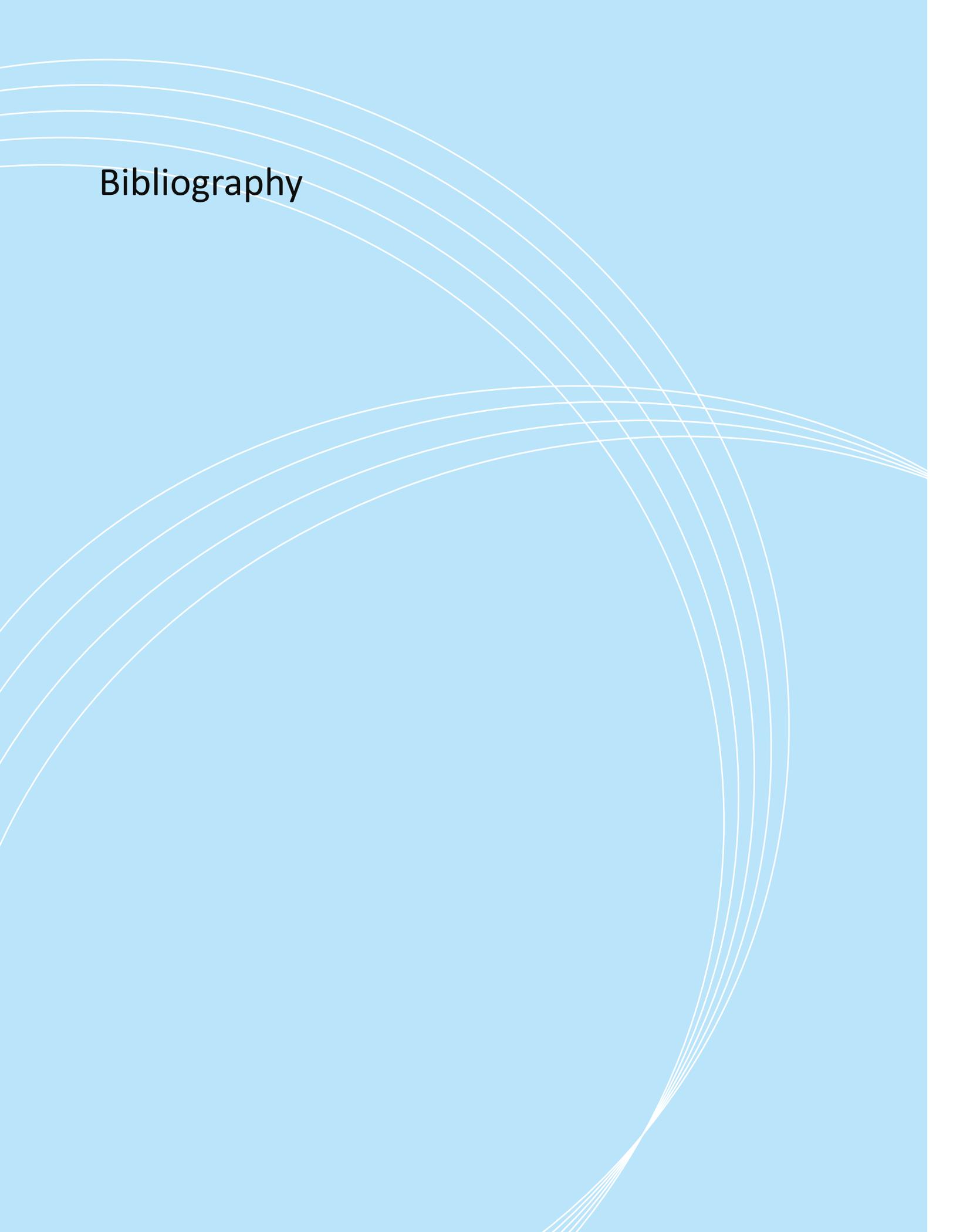
Based on the findings presented, conclusions drawn and the key messages extracted from this study, the *Education Watch* group recommends reform of primary education in Bangladesh with specific reference to assessment of students' learning including PECE. These reforms, putting learning at the centre of the education system, need to be carried out in the context of empowerment of teachers, emphasis on classroom teaching, decentralization of education governance and ensuring adequate resources for education.

1. *Emphasise quality classroom teaching and formative assessment:* Schools should be obliged to follow regular class routine throughout the year. School-based coaching should be for remedial purposes only, rather than for drilling and memorising answers for PECE. The mechanical routine of 35-40 minute class periods, and equal emphasis on all subjects instead of more time and effort for foundational skills of reading, writing and mathematics should be re-examined. Preparation and training of teachers and school routine need to be reconsidered accordingly. Contact hours need to be increased and learning time (effective contact hours) should be brought to international level of approximately a thousand hours per school year. Class sizes should be brought to a level manageable for effective teaching-learning.
2. *Change high stake nature of completion examination:* Character and nature of current PECE is high stake. Intentional or incidental, it has become a source of anxiety and grief of students, parents, teachers, schools and *upazila* education authorities. It is a matter of concern in most countries and there is no simple solution. The current provision of PECE is grading of individual students, a diagnostic assessment of system performance and discrimination within may help better to improve quality of primary education. Experiences of other countries and national student assessment in Bangladesh may help in redesigning PECE. Completion examinations at this early stage of life (10 years) is a rare practice internationally. As the primary system in Bangladesh moves to an 8-year cycle, the aim should be to hold it the end of grade VIII.
3. *Stop exercise of malpractice in school and in examination halls:* This is related to the high stake nature of the examination and lack of sensitivity of policy-makers to the detrimental effect of this phenomenon on children, their development as ideal citizens, and the education system as a whole. In addition to re-considering the nature of the examination, the rules and procedures should be clearly and unambiguously stated and should be enforced transparently and without discrimination. Readiness of authorities, concerned to PECE, to accept students' real performance is also important. Moral Education was introduced along with Religious Studies after adoption of Education Policy 2010 but turning a blind eye to malpractices involving young students only goes against it.
4. *Emphasise support and respect to teachers and their empowerment:* Teachers should be at the centre of any education system along with students. The education system has to help teachers understand

their duties, enable them to develop and apply their professional skills, guide and assist their students and take responsibility for what they do. Assessment of student's learning, both formative and summative, is a key part of that responsibility. The approach to assessment has to create the space and the conditions for teachers to play their role in classroom with their students, rather than only follow instruction rules passed on from central and distant authorities. Roles of teachers can be enhanced through involving them in setting standards and norms of the examination as well as in preparation of assessment tools and question papers. It is important that society at large can rely on teachers' skills and competencies in teaching and assessment in order to enhance learning.

5. *Give the national assessment a local face:* At present, DPE with its limited human resource conducts the largest public examination in Bangladesh. In order to make PECE manageable it can be decentralized to *upazila* level including preparation of question papers, administration of examination, answer scripts assessment and publication of results. As the first step of decentralization, the assessment instruments, in multiple sets, should be prepared at the national level to serve the objective of promoting and applying national benchmarks of achievement. These can be distributed randomly to the *upazila* level just prior to the examination to ensure test security and confidentiality. Such a move would be consistent with the National Education Policy recommendation of *upazila*-based examination at grade V level. Ultimately, the *upazila* education offices would have to be adequately equipped and skilled human resources would have to be developed there to do all functions of PECE. However, supportive, supervisory and monitoring roles of DPE, NAPE and DPEO would be required for the foreseeable future.
6. *Ensure PECE fully competency-based:* Competency-based primary education was introduced about two-and-a-half decades ago but the assessment system remained traditional. The third primary education programme (PEDP 3) has an objective to gradually improve PECE by making an increasing percentage of questions competency-based each year. Work has started and it should be completed soon. Decentralization of PECE at *upazila* level should not be an obstacle to this because all *upazilas* would work closely with DPE, NAPE and DPEOs. Innovations in question paper preparation can also help reducing dependency on guidebooks.
7. *Accommodate experiences of all stakeholders:* During the six years since it was introduced, six PECE have been held. Stakeholders of primary education which include students, teachers, parents, education officials at various levels, management of NAPE, NCTB, DPE, and MoPME as well as academics, researchers, concerned citizens and the mass media have specific views and perceptions regarding PECE. Many ideas and informed judgements have been expressed. There are also relevant international experiences and lessons as reviewed in this study. Full advantage of these should be taken and valued in a reform process and in charting the future course. This study provides a gist of these experiences and lessons which can be a starting point for change. A collective effort can not only smoothen the reform process but also help build a broader consensus which is much needed for effective change in primary education delivery in Bangladesh.

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The page features a light blue background with several thin, white, curved lines that sweep across the page from the left side towards the right. These lines are of varying lengths and radii, creating a sense of movement and depth. The word 'Bibliography' is positioned in the upper left quadrant, rendered in a clean, black, sans-serif font.

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দৈনিক ইত্তেফাক (২০১৪). পিএসসির প্রশ্নপত্রে দলিতদের প্রতি অবমাননার অভিযোগ। ৩ ডিসেম্বর, ২০১৪

দৈনিক প্রথম আলো (২০০৯). ৩৭ হাজার ২২৫টি বিদ্যালয়ের শতভাগ শিক্ষার্থী উত্তীর্ণ। ২৩ ডিসেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০০৯). প্রথম বিভাগ পেয়েছে বেশি। ২৩ ডিসেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০০৯). প্রাথমিকেই সাড়ে তিনলাখ বারে পড়ার আশংকা। ২৩ ডিসেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০০৯). শীর্ষ দেশের সাতজনই ছাত্রী। ২৩ ডিসেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০০৯). শীর্ষদেশে রাজধানীর পাঁচটি স্কুল, প্রথম ভিকারুল্লাছা। ২৩ ডিসেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০০৯). শিশুদের এসএসসি পরীক্ষা আজ শুরু, ২০ লাখ পরীক্ষার্থী, ছাত্রী বেশি। ২১ নভেম্বর, ২০০৯

দৈনিক প্রথম আলো (২০১০). প্রাথমিক শিক্ষা সমাপনী পরীক্ষা আজ শুরু। ২৩ নভেম্বর, ২০১০

দৈনিক প্রথম আলো (২০১১). প্রাথমিক শিক্ষা সমাপনী পরীক্ষা আজ শুরু। ২৩ নভেম্বর, ২০১১

দৈনিক প্রথম আলো (২০১১). ক্ষুদে শিক্ষার্থীদের ঈর্ষণীয় সাফল্য। ২৭ ডিসেম্বর, ২০১১

দৈনিক প্রথম আলো (২০১২). প্রাথমিকে জিপিএ ৫ বেড়ে দ্বিগুণ। ২৮ ডিসেম্বর, ২০১২

দৈনিক প্রথম আলো (২০১২). প্রাথমিক ও ইবতেদায়ী সমাপনী পরীক্ষা আজ শুরু। ২২ নভেম্বর, ২০১২

দৈনিক প্রথম আলো (২০১৩). অস্বস্তির মধ্যেও শিশুদের উল্লাস। ৩১ ডিসেম্বর, ২০১৩

- দৈনিক প্রথম আলো (২০১৩). ইবতেদায়ী পাশের হার ৯৫.৮০ শতাংশ। ৩১ ডিসেম্বর, ২০১৩
- দৈনিক প্রথম আলো (২০১৩). পরীক্ষার্থীদের প্রায় সবাই পাস। ৩১ ডিসেম্বর, ২০১৩
- দৈনিক প্রথম আলো (২০১৩). প্রশ্নফাঁসে প্রশ্নবিদ্ধ ভালো ফল। ৩১ ডিসেম্বর, ২০১৩
- দৈনিক প্রথম আলো (২০১৩). প্রাথমিক সমাপনী পরীক্ষা আজ শুরু। ২০ নভেম্বর, ২০১৩
- দৈনিক প্রথম আলো (২০১৪). প্রশ্ন ফাঁস ঠেকাতে নতুন চিন্তা। ৩১ ডিসেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). প্রশ্ন ফাঁসের অভিযোগ আইসিটি আইনে ব্যবস্থা নিন। ২৭ নভেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). প্রাথমিক সমাপনীতে পাশের হার ও জিপিএ কমেছে। ৩১ ডিসেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). সনদ সর্বস্ব শিক্ষার অবসান হোক। ৩ ডিসেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). সমাপনী পরীক্ষা আজ শুরু। ২৩ নভেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). চরণ ঢাকলেই 'ধরণী না ঢাকিতে হবে'। ৩০ নভেম্বর, ২০১৪
- দৈনিক প্রথম আলো (২০১৪). কিছু এলাকায় প্রশ্ন ফাঁসের অভিযোগ। ২৫ নভেম্বর, ২০১৪
- দৈনিক কালের কণ্ঠ (২০১৪). ছোটদের পরীক্ষায় বড় জালিয়াতি। ২৭ নভেম্বর, ২০১৪
- দৈনিক কালের কণ্ঠ (২০১৪). শৈশবের আনন্দটুকু ফিরিয়ে দিন। ২১ নভেম্বর, ২০১৪
- দৈনিক কালের কণ্ঠ (২০১৪). প্রাথমিকের প্রশ্নপত্র ফাঁস প্রতিরোধে কার্যকর ব্যবস্থা নিন। ২৮ নভেম্বর, ২০১৪
- দৈনিক কালের কণ্ঠ (২০১৪). এবতেদায়ী পরীক্ষার টেবিলে ষষ্ঠ শ্রেণীর শিক্ষার্থীরা। ২৫ নভেম্বর, ২০১৪
- দৈনিক কালের কণ্ঠ (২০১৪). পিএসসি, জেএসসি: পরীক্ষা না হ্যাঁপা। ২৬ নভেম্বর, ২০১৪
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Annex 2.1
Names of public examinations in South Asian countries

Country	Grade	Name of examination
Afghanistan	12	Baccaluria Examination
Bangladesh	5	Primary Education Completion Examination
	8	Junior Secondary Completion Examination
	10	Secondary School Certificate Examination
	12	Higher Secondary Certificate Examination
Bhutan	10	Bhutan Certificate of Secondary Education (BCSE)
	12	Bhutan Higher Secondary Certificate
India	10	Secondary School Leaving Certificate
	12	Higher Secondary Certificate Examination
Maldives	10	General Certificate of Education Ordinary Level (GCE O/L)
	12	General Certificate of Education Advanced Level (GCE A/L)
Nepal	8	Basic Level Terminal Examination
	10	Secondary Level Certificate Examination
	12	Higher Secondary Level Certification
Pakistan	10	Secondary School Certificate Examination
	12	Higher Secondary School Certificate Examination
Sri Lanka	11	General Certificate of Education Ordinary Level (GCE O/L)
	13	General Certificate of Education Advanced Level (GCE A/L)

(Dundar, Beteille, Ribound, Deolalikar, UNESCO 2009-2014 & Ministry of Education websites)

The list includes high-stakes examinations conducted at the national level, regional, district and school level (UNESCO 2013, OECD 2013-14, Ministry of Education websites)

Annex 3.1.
Questionnaire for head teachers interview

এই তথ্য শুধু গবেষণার
কাজে ব্যবহার করা হবে

এডুকেশন ওয়াচ ২০১৪
প্রধান শিক্ষকের সাক্ষাৎকার প্রশ্নপত্র

সনাক্তকরণ

শিক্ষাপ্রতিষ্ঠানের নাম: কোড:

গ্রাম/মহল্লা: ইউনিয়ন/ওয়ার্ড:

উপজেলা/থানা: কোড: জেলা:

শিক্ষাপ্রতিষ্ঠানের ধরন	এলাকা
সরকারি প্রাথমিক বিদ্যালয় = 1	গ্রাম = 1
সাম্প্রতিক সরকারিকৃত প্রাথমিকবিদ্যালয় = 2	শহর = 2
কিন্ডারগার্টেন = 3	
উপানুষ্ঠানিক প্রাথমিক বিদ্যালয় = 4	
এবতেদায়ি মাদ্রাসা = 5	

A. শিক্ষাপ্রতিষ্ঠানের সাধারণ তথ্য

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	এই শিক্ষাপ্রতিষ্ঠানটি কত সালে প্রতিষ্ঠিত হয়েছে?	
2	উপজেলা শহর থেকে এই শিক্ষাপ্রতিষ্ঠানের দূরত্ব কত কিলোমিটার?	
3	শিক্ষাপ্রতিষ্ঠানটিতে কাদের পড়ালেখার ব্যবস্থা আছে?	শুধু ছেলেদের 1 শুধু মেয়েদের 2 উভয়ের 3
4	এই শিক্ষাপ্রতিষ্ঠানে কোন শ্রেণি থেকে কোন শ্রেণি পর্যন্ত পড়ালেখার ব্যবস্থা আছে? থেকে
5	বিদ্যালয় কার্যক্রম শুরু ও ছুটির সময় কী? থেকে
6	বিদ্যালয়ের শিফট সংখ্যা কত?	
7	বিদ্যালয়ে মোট শিক্ষক সংখ্যা কত জন?	নারী পুরুষ
8	এই বিদ্যালয় কত সাল থেকে সমাপনী পরীক্ষায় অংশগ্রহণ করে আসছে?	

B. শিক্ষার মানোন্নয়নে অতিরিক্ত ব্যবস্থা (২০১৪ সালের তথ্য)

(স্বাভাবিক কার্যক্রমের বাইরে শিক্ষার্থীদের পড়ালেখার মানোন্নয়নে এই শিক্ষাপ্রতিষ্ঠানে কী কী ধরনের ব্যবস্থা নেওয়া হয়?)

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	প্রাথমিক সমাপনী পরীক্ষার প্রস্তুতি হিসেবে এ বছর পঞ্চম শ্রেণির শিক্ষার্থীদের জন্য বিদ্যালয় কর্তৃক কোনো কোচিং বা অতিরিক্ত ক্লাসের আয়োজন করা হয়েছিল/হচ্ছে কি? (উত্তর কোড 2 হলে, 14নং প্রশ্নে চলে যান)	হ্যাঁ 1 না 2
2	হয়ে থাকলে, কোন মাস থেকে শুরু হয়েছিল? কোড: জানুয়ারি =1, ফেব্রুয়ারি = 2, ...	
3	এ বছর মোট কত মাস কোচিং হয়েছে? (অক্টোবর মাস পর্যন্ত)	
4	সপ্তাহে কতদিন কোচিং/অতিরিক্ত ক্লাস করানো হয়?	
5	দৈনিক কতঘণ্টা কোচিং/অতিরিক্ত ক্লাসের কার্যক্রম চলে?	
6	মোট কত জন শিক্ষক এ কোচিং/অতিরিক্ত ক্লাস কার্যক্রমে জড়িত ছিলেন/আছেন?	বিদ্যালয়ের বিদ্যালয়ের বাইরের
7	বিদ্যালয়ের সকল শিক্ষক যদি কোচিং/ অতিরিক্ত ক্লাস কার্যক্রমে অংশ নিয়ে না থাকেন, তবে যারা পড়িয়েছেন/পড়াচ্ছেন তাদের কী কারণে নির্বাচন করা হয়েছিল? বা এদের বৈশিষ্ট্য কী? কোড: এরা স্কুলের সবচেয়ে দক্ষ শিক্ষক =1, এই শিক্ষকরা কোচিং করিয়ে অভ্যস্ত = 2, এরা কোচিং করতে চান আর অন্যরা চান না=3, সম্মানী ছাড়া পড়াতে রাজি হয়েছেন = 4, অন্যান্য (লিখুন):, প্রযোজ্য নয় = 9	
8	বিদ্যালয়ের বাইরের শিক্ষকদের কী কারণে নির্বাচন করা হয়েছিল? কোড: কলেজ/বিশ্ববিদ্যালয়ের ভাল শিক্ষার্থী =1, অবসরপ্রাপ্ত ভাল শিক্ষক =2, শিক্ষক নন কিন্তু প্রাইভেট টিউটর হিসেবে সুনাম আছে =3, অন্যান্য (লিখুন):, প্রযোজ্য নয় =9	
9	কোচিং/অতিরিক্ত ক্লাস কার্যক্রমের শিক্ষকদের কোনো সম্মানী দিতে হয়/হয়েছিল কি? কোড: হ্যাঁ =1, না =2, প্রযোজ্য নয় =9	বিদ্যালয়ের বিদ্যালয়ের বাইরের
10	কতজন শিক্ষার্থী অংশগ্রহণ করেছিল/করছে?	ছাত্র ছাত্রী
11	শিক্ষার্থীকে প্রতি মাসে গড়ে কত টাকা দিতে হয়েছিল/হয়? কোড: হ্যাঁ = 1, না = 2	
12	কোচিং-এ অংশগ্রহণ করা কি সব শিক্ষার্থীর জন্য বাধ্যতামূলক ছিল? কোড: হ্যাঁ = 1, না = 2	
13	পঞ্চম শ্রেণির শিক্ষার্থীদের প্রতি প্রয়োজনীয় যত্ন নিতে গিয়ে কি অন্যান্য শ্রেণির শিক্ষার্থীদের ক্লাশ পরিচালনার ক্ষেত্রে কোনো প্রকার অসুবিধা হতো কি? হলে তা কী ধরনের? কোড: কোনো অসুবিধা হতো না =1, মাঝে মাঝে অন্য শ্রেণির ক্লাস কম সময়ে নিতে হতো =2, মাঝে মাঝে অন্য শ্রেণির ক্লাস নেওয়া যেত না =3, মাঝে মাঝে অন্য শ্রেণির ছুটি দিতে হতো =4, মাঝে মাঝে অন্য শ্রেণির ক্লাসে মনোযোগ দেওয়া যেত না = 5, অন্যান্য (লিখুন):	
14	এ বছর সমাপনী পরীক্ষার প্রস্তুতি হিসেবে মডেল টেস্টের আয়োজন করা হলে কতটি করা হয়েছে?	নিজ বিদ্যালয় কর্তৃক আয়োজিত উপজেলা/ইউনিয়ন/কেন্দ্রীয়ভাবে আয়োজিত
15	অন্যান্য শ্রেণির জন্য দৈনিক কোচিং ক্লাস হলে, কোন কোন শ্রেণিতে ক্লাস হয়েছিল/হয়? কোড: হ্যাঁ =1, না =2	প্রথম দ্বিতীয় তৃতীয় চতুর্থ

ক্রমিক	প্রশ্ন	উত্তর/কোড	
16	আপনার উপজেলায় প্রাথমিক সমাপনী পরীক্ষা সম্পর্কিত নানা কার্যাবলীসহ সার্বিক দিক বিবেচনা করে এর ভাল দিকগুলো কী কী বলে আপনি মনে করেন? (একাধিক কোড হতে পারে)	শিক্ষার্থীদের এখন অনেক বেশি পড়ালেখা করতে হয়	1
		শিক্ষার্থীদের মধ্যে পাবলিক পরীক্ষার ভয়-ভীতি দূর হয়	2
		শিক্ষকরা এখন ক্লাসে পড়ানোর ব্যাপারে অনেক যত্নবান	3
		শিক্ষকরা এখন অনেক বিষয়ভিত্তিক প্রশিক্ষণ পেয়ে থাকেন	4
		জাতীয়ভাবে পরীক্ষার আয়োজনের ফলে মেধা যাচাইয়ের সুযোগ হচ্ছে	5
		বিদ্যালয় মনিটরিং আগের চেয়ে অনেক বেড়েছে	6
		অন্যান্য (লিখুন).....	
17	সমাপনী পরীক্ষার দুর্বল দিকগুলো কী কী বলে আপনি মনে করেন? (একাধিক কোড হতে পারে)	শিক্ষার্থীরা এখন মুখস্তের ওপর বেশি গুরুত্ব দিচ্ছে	1
		শিক্ষার্থীদের ওপর পড়ালেখার অতিরিক্ত চাপ পড়েছে	2
		শিক্ষার গুণগত মান কমে যাচ্ছে	3
		শতভাগ পাশ করানোর মনোভাব/পাশ করা অনেক সহজ	4
		শিক্ষার্থী প্রতি মাথাপিছু পারিবারিক ব্যয় বৃদ্ধি পেয়েছে	5
		পড়ালেখা এখন অনেক বেশি পরীক্ষাকেন্দ্রিক	6
		অন্যান্য (লিখুন).....	

তথ্যসংগ্রহকারীর নাম: তারিখ:

তত্ত্বাবধায়কের নাম: তারিখ:

Annex 3.2.

Questionnaire for PECE examinee survey

এডুকেশন ওয়াচ ২০১৪

প্রাথমিক সমাপনী পরীক্ষার্থীদের শিক্ষা ও আর্থসামাজিক তথ্য

সনাক্তকরণ

শিক্ষাপ্রতিষ্ঠানের নাম:কোড: এলাকা: গ্রাম = 1, শহর = 2
 শিক্ষাপ্রতিষ্ঠানের ধরন: সরকারি প্রাথমিক = 1 সাম্প্রতিক সরকারিকৃত প্রাথমিক = 2 কিভারগার্টেন = 3
 উপানুষ্ঠানিক প্রাথমিক = 4 এবতেদায়ি মাদ্রাসা = 5
 গ্রাম/মহল্লা: ইউনিয়ন/ওয়ার্ড: উপজেলা: জেলা:

শিক্ষার্থীর নাম:কোড: লিঙ্গ: ছেলে = 1, মেয়ে = 2
 পিতার নাম: মাতার নাম:
 বাড়ি/পাড়ার নাম/নম্বর:গ্রাম/মহল্লা: ইউনিয়ন/ওয়ার্ড: উপজেলা: জেলা:

(এই প্রশ্নপত্রটির মূল উত্তরদাতা শিক্ষার্থীর পিতা, মাতা কিংবা অভিভাবক। প্রয়োজনে সংশ্লিষ্ট শিক্ষার্থীর সাহায্য নেওয়া যাবে।)

উত্তরদাতার নাম: লিঙ্গ: পুরুষ = 1, নারী = 2 মোবাইল নম্বর:
 শিক্ষার্থীর সঙ্গে উত্তরদাতার সম্পর্ক: মা = 1, বাবা = 2, ভাই = 3, বোন = 4, অন্য অভিভাবক = 5

A. শিক্ষার্থীসংক্রান্ত সাধারণ তথ্য

ক্রমিক	প্রশ্ন	কোড
1	শিক্ষার্থীর বয়স কত?	বছর মাস
2	শিক্ষার্থী এ বছর (২০১৪ সালে) অনুষ্ঠিত সমাপনী পরীক্ষায় অংশগ্রহণ করেছিল কি?	হ্যাঁ = 1 না = 2
3	অংশগ্রহণ করে থাকলে, সমাপনী পরীক্ষার রোল নম্বর লিখুন	

B. শিক্ষার্থীর সমাপনী পরীক্ষার প্রস্তুতিসংক্রান্ত তথ্য (জানুয়ারি থেকে নভেম্বর, ২০১৪)

ক্রমিক	প্রশ্ন	কোড
1	শিক্ষার্থীর বিদ্যালয়ে এ বছর পঞ্চম শ্রেণির পড়ালেখা কীভাবে হতো? <u>কোড:</u> শুরু থেকে এ পর্যন্ত শুধু শ্রেণিকক্ষের সাধারণ কার্যক্রম=1 শুরু থেকে এ পর্যন্ত বিশেষ কোর্সিং = 2 শুরু থেকেই সাধারণ কার্যক্রম ও বিশেষ কোর্সিং = 3 প্রথম কয়েকমাস সাধারণ কার্যক্রম তারপর পাশাপাশি বিশেষ কোর্সিং = 4 প্রথম কয়েকমাস সাধারণ কার্যক্রম তারপর শুধু বিশেষ কোর্সিং = 5 সাধারণ কার্যক্রমের পাশাপাশি অনিয়মিত কোর্সিং = 6	
2	শিক্ষার্থী এ বছর সমাপনী পরীক্ষার প্রস্তুতি হিসেবে বিদ্যালয় কর্তৃক আয়োজিত কোর্সিং এ অংশগ্রহণ করেছিল কি? <u>কোড:</u> হ্যাঁ = 1, না = 2, কোর্সিং হয়নি = 3 (উত্তর কোড 2/3 হলে, 11নং প্রশ্নে চলে যান)	

(হ্যাঁ হলে, নিচের ছকটি পূরণ করুন)

কোন মাস থেকে কোচিং শুরু করেছিল?	মোট কতমাস কোচিং-এ অংশ নিয়েছে?	সপ্তাহে কতদিন পড়েছে?	দৈনিক কত ঘণ্টা পড়েছে?	কোন কোন বিষয় পড়েছিল? (একাধিক কোড হতে পারে)	মোট কতজন শিক্ষক পড়িয়েছেন?		কোচিং-এ অংশগ্রহণ করা সব শিক্ষার্থীর জন্য বাধ্যতামূলক ছিল কি?
					বিদ্যালয়ের	বাইরের	
3	4	5	6	7	8	9	10
কোড: 7. বিষয়: বাংলা = 1, ইংরেজি = 2, গণিত = 3, সমাজ (বাংলাদেশ ও বিশ্বপরিচয়) = 4, বিজ্ঞান = 5, ধর্ম = 6, সকল বিষয় = 7, জানা নেই = 8, অন্যান্য = 9 10. বাধ্যতামূলক কি: হ্যাঁ = 1, না = 2, জানা নেই = 8							

11	খানার কোনো সদস্য কি শিক্ষার্থীকে এ বছর পড়ালেখায় সাহায্য করেছে? কোড: হ্যাঁ = 1, না = 2, জানা নেই = 8(উত্তর কোড 2 বা 8 হলে, 18 নং প্রশ্নে চলে যান)	
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(হ্যাঁ হলে, নিচের ছকটি পূরণ করুন)

ক্রমিক (টিক দিন)	কে সাহায্য করেছেন?	কখন সাহায্য করেছেন?	কোন কোন বিষয় পড়িয়েছেন? (একাধিক কোড হতে পারে)	গড়ে সপ্তাহে কত ঘণ্টা পড়িয়েছেন?	কত মাস সাহায্য করেছেন?
12	13	14	15	16	17
1	পিতা				
2	মাতা				
3	ভাই				
4	বোন				
5	আত্মীয়-স্বজন				
কোড 14. কখন সাহায্য করেছেন: প্রতিদিন নির্দিষ্ট সময়ে = 1, প্রতিদিন যখন-তখন/প্রয়োজন হলে = 2, মাঝে-মাঝে প্রয়োজন হলে = 3, পরীক্ষার আগে = 4, জানা নাই = 8 15. বিষয়: 7 নং প্রশ্নের উত্তর কোড দেখুন					

18	পড়ালেখায় সাহায্য করার জন্য (অর্থের বিনিময়ে) এ বছরের জানুয়ারি থেকে নভেম্বর মাস পর্যন্ত যে কোনো সময় শিক্ষার্থীর কোনো গৃহশিক্ষক/প্রাইভেট টিউটর ছিল কি?	হ্যাঁ 1 না 2
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(হ্যাঁ হলে, নিচের ছকটি পূরণ করুন)

ক্র. মিক	কার কাছে পড়েছে?	কোন মাস থেকে শুরু করেছে?	কোন কোন বিষয় পড়িয়েছেন? (একাধিক কোড হতে পারে)	কত মাস পড়েছে?	সপ্তাহে কতদিন পড়েছে?	দৈনিক কত ঘণ্টা পড়েছে?	মাসে কত টাকা দিতে হত?
19	20	21	22	23	24	25	26
1							
2							
3							
4							
5							

20. কার কাছে পড়েছে? শিক্ষার্থীর স্কুলের শিক্ষক = 1 অন্য স্কুলের শিক্ষক = 2	কোচিং সেন্টার = 3 প্রাইভেট শিক্ষক = 4 আত্মীয়-স্বজন = 5	প্রতিবেশী = 6 জানা নেই = 8	22.বিষয়: 7নং প্রশ্নের উত্তর কোড দেখুন	প্রশ্ন:23-25 জানা নাই = 88	প্রশ্ন:26 জানা নাই = 8888
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ক্রমিক	প্রশ্ন	কোড	
27	শিক্ষার্থীকে যদি গৃহশিক্ষকের কাছে/কোচিং সেন্টারে পড়তে হয়, তবে তার কারণ কী? (একাধিক উত্তর হতে পারে)	পরীক্ষায় আরো ভাল ফলাফল করার জন্য	1
		স্কুলের শিক্ষকেরা প্রাইভেট পড়তে উৎসাহিত করেছে	2
		স্কুলের শিক্ষক সিলেবাস শেষ করতে পারছিল না/ধীরে পড়াচ্ছিল	3
		স্কুলের কোচিং-এ অনেক শিক্ষার্থী হওয়ায় পড়া অনুসরণ করা যায় না	4
		বাড়িতে সাহায্য করার কেউ ছিল না	5
		বন্ধুরা প্রাইভেট পড়ছে তাই	6
		অন্যান্য (লিখুন).....	7
		প্রযোজ্য নয়	9
		28	শিক্ষার্থীকে যদি গৃহশিক্ষকের কাছে/কোচিং সেন্টারে না পড়তে হয়, তবে তার কারণ কী? (একাধিক উত্তর হতে পারে)
বাড়িতে যথেষ্ট সাহায্য পাওয়ায়	2		
গৃহশিক্ষকের কাছে পড়ার সময় না থাকায়	3		
গৃহশিক্ষকের কাছে পড়ার মত যথেষ্ট টাকা ছিল না	4		
শিক্ষার্থীর কোনো বন্ধু গৃহশিক্ষকের কাছে পড়ছে না তাই	5		
অন্যান্য (লিখুন).....	6		
প্রযোজ্য নয়	9		
29	শিক্ষার্থী এ বছর সমাপনী পরীক্ষার প্রস্তুতি হিসেবে বিদ্যালয় কর্তৃক আয়োজিত মডেল টেস্টে অংশগ্রহণ করেছিল কি? কোড: হ্যাঁ = 1, না = 2, মডেল টেস্ট হয়নি = 3 (উত্তর কোড 2/3 হলে, D অংশে চলে যান)		
30	হ্যাঁ হলে, মোট কতটি মডেল টেস্টে অংশ নিয়েছিল?	নিজ বিদ্যালয়ে	
		অন্য বিদ্যালয়ে	

D. পঞ্চম শ্রেণির শিক্ষাসংক্রান্ত ব্যক্তিখাতে খরচ (২০১৪ সালের জানুয়ারি থেকে নভেম্বর মাস পর্যন্ত)

এ বছরের (২০১৪ সালের) জানুয়ারি থেকে নভেম্বর মাস পর্যন্ত শিক্ষার্থীর পড়ালেখা বাবদ নিচের খাতগুলোতে কত টাকা খরচ হয়েছে। (সময় নিয়ে হিসাব করে উত্তর দিতে বলুন)		
ক্রমিক	খাত	টাকা
1	ভর্তি, পুনঃভর্তি, সেশন ফি ইত্যাদি	
2	স্কুলের বেতন (ডিসেম্বর পর্যন্ত)	
3	পাঠ্যপুস্তক ক্রয়	
4	গাইড বই ক্রয়/সাজেশন/হ্যান্ড নোট	
5	বিবিধ শিক্ষা উপকরণ ক্রয় (খাতা, কলম, পেনসিল, জ্যামিতি বাস্ক, স্টেশনারি ইত্যাদি)	
6	স্কুলের পোষাক, জুতা/স্যাডেল	
7	বিভিন্ন প্রকার চাঁদা (মিলাদ, পূজা, খেলাধুলা ইত্যাদি উপলক্ষে)	
8	বিদ্যালয়ের পরীক্ষাসমূহের ফি	
9	সমাপনী পরীক্ষার ফি/রেজিস্ট্রেশন ফি	
10	মডেল টেস্টের ফি	
11	নিজ বিদ্যালয়ের কোচিং এর জন্য প্রদত্ত ফি	
12	গৃহশিক্ষকের বেতন/কোচিং সেন্টারের ফি (বাড়িতে/অন্যত্র)	
13	বিদ্যালয়ে যাতায়াত	
14	গৃহশিক্ষকের বাড়ি/কোচিং সেন্টারে যাতায়াত	
15	টিফিন/নাস্তা বাবদ	
16	অন্যান্য খরচ (লিখুন)	

E. খেলাধুলা ও সহপাঠক্রমিক কার্যক্রমে অংশগ্রহণ

ক্রমিক	প্রশ্ন	কোড
1	শিক্ষার্থী পঞ্চম শ্রেণিতে ওঠার পর খেলাধুলায় অংশগ্রহণ করলে কোথায় করছে? কোড:প্রতিদিন স্কুলে = 1, মাঝে মাঝে স্কুলে = 2, প্রতিদিন বাড়িতে (স্কুলের বাইরে) = 3, মাঝে মাঝে বাড়িতে = 4, প্রতিদিন স্কুলে ও বাড়িতে = 5, মাঝে মাঝে স্কুলে ও বাড়িতে = 6, খেলাধুলার সময় পায় না/করে না = 7, অন্যান্য (লিখুন) = 8.....	
2	শিক্ষার্থী এ বছর কোনো সহপাঠক্রমিক কার্যক্রমে অংশ নিয়ে থাকলে কোন কার্যক্রমে কোথায় অংশ নিয়েছে? (একাধিক কোড হতে পারে) কোড:বিতর্ক = 1, আবৃত্তি = 2, সাংস্কৃতিক অনুষ্ঠান/বার্ষিক নাটক = 3, ক্রীড়া ও খেলাধুলা = 4, ধর্মীয় অনুষ্ঠান = 5, কাব = 6, অন্যান্য (লিখুন) = 7....., জানা নেই = 8, অংশ নেয়নি = 9	স্কুলে অন্যত্র
3	(শিক্ষার্থীকে জিজ্ঞেস করুন) তুমি কি গত এক সপ্তাহের মধ্যে কখনো ... কোড:হ্যাঁ=1, না=2, জানা নেই=8	রেডিওতে কোনো অনুষ্ঠান শুনেছ? টেলিভিশনে কোনো অনুষ্ঠান দেখেছ? খবরের কাগজ পড়েছ?

F. খানার আর্থসামাজিক তথ্য

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	শিক্ষার্থী বিশেষ চাহিদাসম্পন্ন (প্রতিবন্ধী) হলে ধরন কী? কোড: সমস্যা নাই = 1, বাক = 2, শ্রবণ = 3, দৃষ্টি = 4, শারীরিক = 5, মানসিক = 6, অন্যান্য = 7, জানা নাই = 8	
2	শিক্ষার্থীর পিতা কোন শ্রেণি পাশ করেছেন? কোড:স্কুলে গিয়েছে কিন্তু কোনো শ্রেণি পাশ করেনি = 0, প্লে = 31, নার্সারি = 32, কেজি = 33, প্রথম শ্রেণি = 1, দ্বিতীয় শ্রেণি = 2,, এসএসসি/দাখিল = 10, এইচএসসি/আলিম = 12, বিএ/ফাজিল = 14, স্নাতক (সম্মান) = 15, এমএ/কামিল = 16, ধর্মীয় শিক্ষা = 50, জানা নাই = 88, কখনো স্কুলে যায়নি = 99	
3	শিক্ষার্থীর মাতা কোন শ্রেণি পাশ করেছেন? (2 নম্বর প্রশ্নের কোড ব্যবহার করুন)	
4	এই খানার সদস্যরা কোন ধর্মাবলম্বী? কোড: মুসলিম = 1, হিন্দু = 2, বৌদ্ধ = 3, খ্রিস্টান = 4, অন্যান্য (লিখুন) = 5.....	
5	এই খানার সদস্যদের জাতিগত পরিচয় কী? কোড: বাঙালি = 1, আদিবাসী = 2	
6	এই খানায় বিদ্যুৎ সংযোগ আছে কি? কোড: হ্যাঁ = 1, না = 2	
7	খানার আয়ের প্রধান উৎস কী? কোড: কৃষি/বর্গা চাষ = 1, দিনমজুর(কৃষি/অকৃষি) = 2, চাকরি = 3, ব্যবসা = 4, ড্রাইভার = 5, মাছ ধরা = 6, রিকশা/ভ্যান/নৌকা (নিজের) = 7, কাঠমিস্ত্রী/রাজমিস্ত্রী = 8, বিদেশ থেকে প্রেরিত অর্থ = 9, অন্যান্য (লিখুন) = 10 জানা নাই = 88	
8	গত এক বছরে এই খানার আর্থিক অবস্থা কীরকম ছিল? (উত্তরদাতাকে জিজ্ঞেস করুন যে, গত এক বছরে বিভিন্ন খাত থেকে এই খানায় যত টাকা আয় হয়েছে এবং বিভিন্ন খাতে যত টাকা ব্যয় হয়েছে তার তারতম্যের ভিত্তিতে গত বছর খানার আর্থিক অবস্থা কীরকম ছিল?)	সবসময় ঘাটতি 1 মাঝে মাঝে ঘাটতি 2 সমান 3 উদ্বৃত্ত 4

তথ্যসংগ্রহকারীর নাম: তারিখ:

তত্ত্বাবধায়কের নাম: তারিখ:

Annex 3.3

Notes on sample size

Two types of estimates were generated. Unit of analysis of one type was the school or the head teacher and the other was the examinee. Considering examinees as units of analysis PECE results were analysed and competencies achievements were measured. These and most other variables related to examinees were either bivariate or categorical. In order to calculate appropriate sample size two options were thought: first, proportion of examinees achieving GPA 3.5+ in PECE or not and second, proportion of examinees achieving a particular competency or not. Both gave the same result in terms of sample size calculation. The formula for this was as follows:

$$n = \frac{pqz^2}{\alpha^2} \times d$$

Where, n is the estimated sample size
 p is the probability of an examinee achieving GPA 3.5+
 q = (1 - p) is the probability of an examinee achieving GPA <3.5
 z is the area of the standard normal curve under certain confidence limit
 α is the desired level of precision
 d is design effect

Considering half of the examinees achieving GPA 3.5+ [i.e., p = 0.5 and q = 0.5] and an error margin of 5% with 95% confidence level [for which z = 1.96] and design effect 1.5 it was estimated that 576 examinees would be required for a valid estimate. This study intended separate estimates for five types of schools in rural and urban locations. Thus, number of planned strata was 10 but ultimately nine could be achieved. Following the law of large numbers 30 schools were thought to be perfect from each stratum. For practical reason of field management it was decided to sample 600 examinees from 30 schools under each stratum [20 examinees from each school]. However, more schools had to be taken in some case to achieve required sample size. For school or head teacher centric analysis 75 schools were considered to be perfect for a valid estimate.

Annex 3.4

Calculation of weights

[When head teacher or school is the unit of analysis]

Weights for each type of school

School type	Area		Total
	Rural	Urban	
Government primary school	1.840	0.160	2.000
Newly nationalized primary school	1.904	0.096	2.000
Kindergarten	1.240	0.760	2.000
Non-formal primary school	1.685	0.315	2.000
Ebtedayee madrasa	1.000	-	-

Weights for national and residence-wise estimates

School type	National		Rural estimate	Urban estimate
	Rural schools	Urban schools		
Government primary school	3.215	0.282	2.050	0.943
Newly nationalized primary school	2.243	0.113	1.450	0.374
Kindergarten	1.058	0.635	0.677	2.033
Non-formal primary school	1.058	0.198	0.698	0.650
Ebtedayee madrasa	0.198	-	0.125	-
Total	9.000		5.000	4.00

*[When PECE candidate/examinee is the unit of analysis]**Number of students participated in PECE in 2014 by school type and residence*

School type	Residence		Both
	Rural	Urban	
Government	13,05,082	2,69,203	15,74,285
Newly nationalized	5,40,382	58,048	5,98,430
Kindergarten	1,99,866	66,622	2,66,488
Non-formal	97,188	21,915	1,19,103
Ebtedayee madrasa	29,844	-	29,844
Total	21,72,362	4,15,788	25,88,150

Weights for each type of school

School type	Area		Total
	Rural	Urban	
Government primary school	1.658	0.342	2.000
Newly nationalized primary school	1.806	0.194	2.000
Kindergarten	1.500	0.500	2.000
Non-formal primary school	1.632	0.368	2.000
Ebtedayee madrasa	1.000	-	-

Weights for national and residence-wise estimates

School type	National		Rural estimate	Urban estimate
	Rural schools	Urban schools		
Government primary school	4.536	0.936	3.001	2.592
Newly nationalized primary school	1.881	0.198	1.245	0.560
Kindergarten	0.693	0.234	0.450	0.640
Non-formal primary school	0.342	0.072	0.225	0.208
Ebtedayee madrasa	0.108	-	0.070	-
Total	9.000		5.000	4.00

Annex 4.1
**Percentage of schools arranged coaching for the students of other grades
by school type and grade**

School type	Grades			
	I	II	III	IV
Government primary school	0.0	0.0	1.4	4.1
Newly nationalized primary school	0.0	0.0	0.0	1.3
Kindergarten	11.7	13.1	18.2	20.4
Non-formal primary school	0.0	0.0	0.0	0.0
Ebtedayee madrasa	0.0	0.0	2.7	6.6
All	2.3	2.6	4.3	6.1

Source: Education Watch Head Teachers Interview, 2014

Annex 4.2
Percentage distribution of schools offering coaching by starting month, school type and residence

Months	School type					Residence		All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
January	43.8	40.9	27.7	7.0	3.6	37.0	31.3	36.3
February	24.2	22.7	26.1	14.0	16.1	22.9	25.7	23.3
March	21.1	13.6	11.8	7.0	3.6	16.5	9.8	15.7
April	3.1	1.5	6.7	3.5	5.4	3.4	4.2	3.5
May	0.0	0.0	4.2	0.0	3.6	1.0	0.5	0.9
June	4.7	4.5	7.6	15.8	14.3	6.1	7.0	6.1
July	0.0	10.6	8.4	14.0	26.8	6.1	9.8	6.4
August	1.6	3.0	2.5	21.1	12.5	3.7	3.3	3.7
September	1.6	3.0	2.5	12.3	8.9	2.7	6.1	3.0
October	0.0	0.0	2.5	5.3	5.4	0.7	2.3	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Jan.–Mar.	89.1	76.4	65.6	28.0	27.3	76.4	66.8	75.3

Source: Education Watch Head Teachers Interview, 2014

Annex 4.3
Mean months of school-arranged coaching throughout the year by school type and residence

Residence	School type					All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee	
Rural	7.9	7.4	7.1	4.7	4.5	7.4
Urban	7.8	7.4	6.7	4.2	-	6.8
Both	7.9	7.4	6.9	4.6	4.5	7.3

Source: Education Watch Head Teachers Interview, 2014

Annex 4.4
Percentage distribution of schools offering coaching by number of days in a week, school type and residence

Number of days	School type					Residence		All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
3	1.6	1.5	1.7	-	-	1.3	2.8	1.4
4	-	-	1.7	-	3.6	0.3	0.9	0.4
5	6.3	1.5	4.2	7.0	1.8	4.0	6.5	4.3
6	92.2	97.0	91.7	82.5	91.1	93.6	87.5	93.0
7	-	-	0.8	10.5	3.6	0.7	2.3	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

Annex 4.5
Percentage distribution of schools offering coaching by hours per day, school type and residence

Hours per day	School type					Residence		All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
1.00	14.0	5.3	6.7	12.1	23.2	10.4	7.8	10.1
1.30	6.2	3.0	5.0	3.4	7.1	4.7	5.1	4.7
2.00	48.8	49.6	47.0	53.5	46.4	48.5	54.0	49.3
2.30	9.3	10.5	8.4	5.2	5.4	8.8	10.6	8.9
3.00	20.2	28.6	24.4	25.9	14.3	24.2	18.4	23.6
3.30	-	1.5	0.8	-	-	0.7	0.5	0.7
4.00	1.6	1.5	7.6	-	3.6	2.7	3.7	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

Annex 4.6
Percentage distribution of schools by number of self-arranged model tests, school type and residence

Number of tests	School type					Residence		All
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee madrasa	Rural	Urban	
Nil	42.6	40.0	18.7	41.5	33.3	38.8	25.7	37.0
1	21.6	21.3	12.7	24.6	28.0	20.7	16.0	20.0
2	23.0	26.7	21.6	29.2	24.0	24.6	22.2	24.1
3	6.1	6.7	23.1	4.6	12.0	8.6	16.7	9.6
4	4.1	2.7	11.9	0.0	1.3	4.1	9.3	4.8
5-6	2.7	2.6	12.0	0.0	1.3	3.3	10.1	4.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Head Teachers Interview, 2014

Annex 5.7
**Percentage of examinees participating in school-based coaching
by subject, gender and residence**

Subjects	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Bangla	10.7	9.1	10.4	6.6	9.9
English	20.4	20.8	22.1	11.5	20.6
Mathematics	20.5	21.0	22.3	11.5	20.8
Bangladesh & Global Studies	0.4	0.5	0.4	0.8	0.5
Primary Science	1.3	1.1	1.4	0.0	1.2
Religion & Moral Education	0.0	0.0	0.0	0.0	0.0
All subjects	79.5	79.0	77.7	88.5	79.2

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.1
Percentage of examinees receiving school-based coaching by school type, gender and residence

School type	Gender			Residence			All
	Boys	Girls	Significance	Rural	Urban	Significance	
Government	79.4	80.3	ns	82.4	67.2	p<0.001	79.8
Newly nationalized	81.6	81.0	ns	82.1	74.4	p<0.001	81.3
Kindergarten	93.5	92.8	ns	97.4	80.8	p<0.001	93.2
Non-formal	71.4	76.7	p<0.05	75.0	71.1	ns	74.2
Ebtedayee madrasa	67.8	60.1	p<0.05	64.1	-	na	64.1
Level of significance	p<0.001	p<0.001		p<0.001	p<0.001		p<0.001
All	80.8	81.3	ns	83.0	70.6	p<0.001	81.1

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.2
Percentage distribution of examinees by start month of school-based coaching, gender and residence

Start month of school-based coaching	Gender		Residence		All
	Boys	Girls	Rural	Urban	
January	43.3	41.0	43.3	35.2	42.2
February	27.2	28.3	27.7	28.5	27.8
March – April	12.0	10.5	10.3	17.2	11.3
May – June	5.7	5.8	5.8	5.3	5.7
July – August	7.2	7.4	8.1	2.1	7.3
September – November	4.6	7.0	4.8	11.8	5.8
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.3
Percentage distribution of examinees by number of days of school-based coaching per week, gender and residence

Number of days per week	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Five	0.5	0.7	0.5	0.8	0.6
Six	96.1	95.8	95.8	97.3	96.0
Seven	3.4	3.5	3.7	1.9	3.5
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.4

Percentage distribution of examinees by number of days of school-based coaching per week and school type

Number of days per week	School type				
	Government	Newly government	Kindergarten	Non-formal	Ebtedayee
Five	0.0	0.0	4.8	0.0	0.0
Six	96.5	100.0	87.0	91.1	97.3
Seven	3.5	0.0	8.2	8.9	2.7
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.5

Percentage distribution of examinees by duration of school-based coaching per day (in hours), gender and residence

Duration per day (in hours)	Gender		Residence		All
	Boys	Girls	Rural	Urban	
1.00 – 1.30	9.6	10.9	8.8	19.6	10.3
2.00	52.4	52.2	51.9	54.9	52.3
2.30	10.2	10.3	10.8	6.6	10.2
3.00	25.1	24.4	26.2	15.9	24.8
3.30 – 8.00	2.7	2.3	2.3	3.2	2.4
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.6

Percentage distribution of examinees by duration of school-based coaching per day and school type

duration per day (in hours)	School type				
	Government	Newly government	Kindergarten	Non-formal	Ebtedayee
1.00 – 1.30	12.6	3.9	8.8	12.8	20.8
2.00	47.8	67.2	45.8	53.4	43.2
2.30	8.3	13.6	15.1	4.6	8.8
3.00	31.2	11.9	16.7	28.4	20.3
3.30 – 8.00	0.0	3.4	13.6	0.8	6.9
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.7
**Percentage of examinees participating in school-based coaching
by subject, gender and residence**

Subjects	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Bangla	10.7	9.1	10.4	6.6	9.9
English	20.4	20.8	22.1	11.5	20.6
Mathematics	20.5	21.0	22.3	11.5	20.8
Bangladesh & Global Studies	0.4	0.5	0.4	0.8	0.5
Primary Science	1.3	1.1	1.4	0.0	1.2
Religion & Moral Education	0.0	0.0	0.0	0.0	0.0
All subjects	79.5	79.0	77.7	88.5	79.2

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.8
**Percentage of examinees receiving school-based coaching in all subjects
by school type, gender and residence**

School type	Gender		Level of	Residence		Level of significance	All
	Boys	Girls	Significance	Rural	Urban		
Government	77.6	75.3	ns	74.9	85.8	p<0.001	76.4
Newly government	79.4	84.5	p<0.05	81.3	88.3	p<0.001	81.9
Kindergarten	87.0	85.7	ns	83.5	97.3	p<0.001	86.4
Non-formal	85.0	81.5	ns	81.6	90.5	p<0.001	83.2
Ebtedayee madrasa	85.4	83.4	ns	84.5	-	na	84.5
All	79.5	79.0	ns	77.7	88.5	p<0.001	79.2

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.9
**Percentage distribution of examinees by duration of school-based
coaching receiving throughout the year by gender and residence**

Duration (in hours)	Gender		Residence		All
	Boys	Girls	Rural	Urban	
≤200	14.2	15.7	14.7	16.5	14.9
201 – 400	15.4	17.2	15.0	24.4	16.3
401 – 500	12.7	12.1	12.8	9.6	12.4
501 – 600	28.6	27.7	27.5	32.5	28.2
601 – 800	17.4	16.1	11.8	10.0	16.7
801+	11.7	11.2	12.2	6.9	11.5
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey 2014

Annex 5.10
Percentage distribution of examinees by duration of school-based coaching receiving throughout the year by school type

Duration (in hours)	School type				
	Government	Newly government	Kindergarten	Non-formal	Ebtedayee
≤200	16.0	10.0	6.1	47.4	41.6
201 – 400	11.6	26.3	17.9	22.6	21.1
401 – 500	8.8	18.3	18.4	12.0	15.5
501 – 600	32.5	23.5	24.2	6.8	15.5
601 – 800	17.7	15.7	18.4	6.0	6.4
801+	13.4	6.2	15.1	5.3	0.0
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.11
Mean hours of school-based coaching receiving annually by examinees by school type and residence

School type	Residence		All
	Rural	Urban	
Government	513	430	501
Newly nationalized	468	453	467
Kindergarten	628	545	610
Non-formal	309	205	290
Ebtedayee madrasa	282	-	282
All	503	442	495
Boys	514	440	504
Girls	492	445	486

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.12
Percentage of examinees from receiving tutoring family members by school type, gender and residence

School type	Gender		Level of Significance	Residence		Level of significance	All
	Boys	Girls		Rural	Urban		
Government	49.0	43.1	p<0.05	44.4	56.0	p<0.001	46.1
Newly government	48.8	42.5	p<0.05	45.6	46.5	ns	45.7
Kindergarten	63.4	64.8	ns	64.6	62.6	ns	64.1
Non-formal	39.8	38.1	ns	40.9	30.5	p<0.001	38.9
Ebtedayee madrasa	38.2	47.3	p<0.05	42.6	-	na	42.6
All	49.9	45.0	p<0.001	46.1	54.1	p<0.001	47.4
Level of significance	p<0.001	p<0.001		p<0.001	p<0.001		p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.13

*Percentage distribution of examinees receiving tutoring from family members
by number of tutors, gender and residence*

Number of family tutors	Gender		Residence		All
	Boys	Girls	Rural	Urban	
1	88.8	90.3	90.0	87.5	89.5
2	10.7	9.2	9.5	12.2	10.0
3	0.5	0.5	0.5	0.3	0.5
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.14

*Percentage distribution of examinees receiving tutoring from family members
by number of tutors, school type and gender*

Number of family tutors	School type				
	Government	Newly government	Kindergarten	Non-formal	Ebtedayee
<i>Both</i>					
1	89.1	91.5	86.9	94.1	90.8
2	10.1	8.5	12.7	5.9	8.8
3	0.7	0.0	0.4	0.0	0.4
All	100.0	100.0	100.0	100.0	100.0
<i>Boys</i>					
1	89.3	87.9	87.9	92.6	90.5
2	10.0	12.1	11.9	7.4	9.5
3	0.7	0.0	0.3	0.0	0.0
All	100.0	100.0	100.0	100.0	100.0
<i>Girls</i>					
1	88.9	95.6	86.0	95.6	91.0
2	10.3	4.4	13.5	4.4	8.3
3	0.8	0.0	0.5	0.0	0.8
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.15

Percentage distribution of examinees receiving tutoring from family members by number of tutors, school type and residence

Number of family tutors	School type				
	Government	Newly government	Kindergarten	Non-formal	Ebtedayee
<i>Rural</i>					
1	89.6	91.5	87.7	93.3	90.8
2	9.6	8.5	12.0	6.7	8.8
3	0.8	0.0	0.3	0.0	0.4
All	100.0	100.0	100.0	100.0	100.0
<i>Urban</i>					
1	87.0	91.2	84.9	98.9	-
2	12.7	8.4	14.8	1.1	-
3	0.3	0.4	0.3	0.0	-
All	100.0	100.0	100.0	100.0	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.16

Percentage distribution of examinees receiving tutoring from family members by tutors identity, gender and residence

Tutors identity	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Fathers	12.3	12.2	11.1	17.5	12.3
Mothers	38.0	37.3	35.4	47.5	37.7
Brothers	20.9	19.8	22.0	13.5	20.4
Sisters	25.5	24.2	25.7	21.3	24.9
Relatives	14.9	16.6	16.3	13.1	15.7

Multiple response counted

Annex 5.17

Percentage distribution of examinees receiving tutoring from family members by tutors identity, residence and gender

Tutors identity	Rural		Urban		All
	Boys	Girls	Boys	Girls	
Fathers	11.1	11.0	17.0	18.1	12.3
Mothers	35.5	35.2	48.6	46.2	37.7
Brothers	22.1	21.8	15.5	11.4	20.4
Sisters	26.5	24.9	21.3	21.2	24.9
Relatives	15.6	17.1	11.9	14.5	15.7

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.18
Percentage distribution of examinees receiving tutoring from family members by tutors identity, school type and residence

Tutors identity	School type				
	Government	Newly govt.	Kindergarten	Non-formal	Ebtedayee
<i>Rural</i>					
Fathers	11.2	7.8	17.1	11.7	10.8
Mothers	33.1	28.5	65.2	21.7	27.3
Brothers	24.2	23.3	8.3	24.2	18.9
Sisters	26.5	29.6	11.5	32.5	33.3
Relatives	16.2	19.3	10.4	16.7	19.3
<i>Urban</i>					
Fathers	18.0	12.1	21.5	5.0	-
Mothers	45.8	37.4	65.9	13.3	-
Brothers	13.9	19.8	6.1	22.2	-
Sisters	22.3	22.3	13.1	43.9	-
Relatives	13.3	17.6	8.7	16.7	-

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.19
Percentage distribution of examinees receiving tutoring from family members by tutoring time, gender and residence

Tutoring time	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Daily at a specific time	63.5	68.2	66.3	63.1	65.7
Daily on demand	12.8	12.8	11.3	19.3	12.8
Sometimes on demand	19.4	16.9	18.9	15.2	18.2
Before examination	4.3	2.1	3.5	2.4	3.3
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.20
Percentage distribution of examinees receiving tutoring from family members by tutoring time and school type

Time of tutoring	School type				
	Government	Newly govt.	Kindergarten	Non-formal	Ebtedayee
Daily at a specific time	66.7	67.1	62.9	50.1	68.9
Daily on demand	12.9	10.4	14.8	17.9	13.2
Sometimes on demand	17.2	18.4	20.3	27.2	15.4
Before examination	3.1	4.1	2.0	4.7	2.6
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.21
Percentage distribution of examinees receiving tutoring from family members by tutoring time, tutors identity and residence

Tutoring time	Tutors identity				
	Father	Mother	Brother	Sister	Relatives
<i>All</i>					
Daily at a specific time	52.8	72.7	63.5	62.7	67.3
Daily on demand	17.9	13.2	12.3	13.3	7.7
Sometimes on demand	28.3	12.6	20.7	18.8	19.6
Before examination	1.0	1.5	3.5	5.3	5.4
Total	100.0	100.0	100.0	100.0	100.0
<i>Rural</i>					
Daily at a specific time	52.7	72.1	64.9	63.0	69.2
Daily on demand	16.7	12.5	10.0	12.3	5.9
Sometimes on demand	30.0	13.7	21.4	18.6	19.9
Before examination	0.7	1.7	3.7	6.0	5.0
Total	100.0	100.0	100.0	100.0	100.0
<i>Urban</i>					
Daily at a specific time	53.4	73.7	51.8	60.3	54.5
Daily on demand	21.3	16.1	29.4	19.1	18.2
Sometimes on demand	24.0	9.0	14.7	19.1	19.4
Before examination	1.4	1.2	4.1	1.5	7.9
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.22
Percentage distribution of examinees receiving tutoring from family members by subjects taught, gender and residence

Subjects taught	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Bangla	13.3	9.5	11.3	12.6	11.5
English	24.5	20.7	22.9	22.2	22.7
Mathematics	22.6	20.4	22.1	19.5	21.6
Bangladesh & Global Studies	7.7	6.0	6.2	9.9	6.9
Primary Science	6.8	7.1	6.4	9.4	6.9
Religion & Moral Education	6.3	6.2	6.2	6.3	6.2
All subjects	68.0	70.7	69.5	68.3	69.3

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.23

Percentage distribution of examinees receiving tutoring from family members by subjects taught and school type

Subjects taught	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
Bangla	12.3	11.1	9.3	8.7	15.4
English	22.8	25.6	17.5	24.9	20.1
Mathematics	21.1	25.5	16.6	24.6	23.1
Bangladesh & Global Studies	6.6	7.7	7.3	3.6	9.5
Primary Science	6.2	9.2	7.2	3.6	10.3
Religion & Moral Education	6.7	6.2	5.3	2.0	10.6
All subjects	69.5	65.8	74.1	69.6	67.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.24

Percentage distribution of examinees receiving tutoring from family members by subjects taught and tutors identity

Subjects taught	Tutors identity				
	Father	Mother	Brother	Sister	Relatives
Bangla	13.2	17.2	8.4	6.9	8.1
English	27.0	11.9	29.9	29.7	25.0
Mathematics	31.1	7.0	32.8	27.6	24.9
Bangladesh & Global Studies	5.9	14.5	1.2	3.1	2.9
Primary Science	3.0	13.2	3.3	3.8	4.6
Religion & Moral Education	6.6	13.9	0.7	1.2	2.7
All subjects	59.5	75.4	64.6	67.5	71.2

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.25

Percentage distribution of examinees by duration of tutoring (in months) by family members, gender and residence

Duration (in months)	Gender		Residence		All
	Boys	Girls	Rural	Urban	
1 – 3	6.4	7.7	6.8	8.1	7.0
4 – 6	14.4	10.4	13.0	10.6	12.5
7 – 9	9.8	11.7	11.3	7.8	10.7
10	23.7	23.0	24.6	17.6	23.4
11	45.7	47.3	44.3	55.9	46.4
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.26
Percentage distribution of examinees by duration of tutoring (in months) by family members and school type

Duration (in months)	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
1 – 3	5.0	10.7	5.5	20.3	9.6
4 – 6	12.6	13.7	9.7	14.8	14.5
7 – 9	9.1	15.7	8.4	12.2	12.4
10	24.0	26.9	15.5	23.1	21.7
11	49.4	33.0	60.9	29.5	41.8
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.27
Mean duration of tutoring from family members by school type and residence

Residence	School type				
	Government	Newly govt.	Kindergarten	Non-formal	Ebtedayee
Rural	96	88	98	70	89
Urban	89	76	88	62	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.28
Percentage of examinees receiving private tutoring by school type, gender and residence

School type	Gender		Level of Significance	Residence		Level of significance	All
	Boys	Girls		Rural	Urban		
Government	80.0	80.5	ns	79.5	84.2	p<0.05	80.3
Newly government	77.3	79.7	ns	77.7	85.9	p<0.001	78.5
Kindergarten	67.8	69.9	ns	65.3	79.5	p<0.001	68.8
Non-formal	49.7	52.4	ns	50.9	51.6	ns	51.1
Ebtedayee madrasa	56.9	56.6	ns	56.8	-	na	56.8
All	76.5	77.7	ns	76.2	82.0	p<0.001	77.1
Level of significance	p<0.001	p<0.001		p<0.001	p<0.001		p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.29

Percentage distribution of examinees by number of private tutors, gender and residence

Number of private tutor	Gender		Residence		All
	Boys	Girls	Rural	Urban	
One	86.5	87.4	88.3	80.5	87.0
More than one	13.5	12.6	11.7	19.5	13.0
All	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.30

Percentage of examinees having more than one private tutor by gender, residence and school type

Gender/residence	School type				
	Government	Newly nationalized	Kindergarten	Non-formal	Ebtedayee
All	13.6	11.3	17.7	4.5	7.2
Boys	16.6	9.9	20.4	7.1	4.6
Girls	15.9	12.6	21.2	7.8	10.1
Rural	12.2	11.3	13.9	2.7	7.2
Urban	20.2	11.1	26.5	12.1	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.31

Percentage distribution of examinees by private tutors' identity, residence and school type

Private tutors identity and residence	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
<i>Rural</i>					
Own school teacher	34.5	50.2	45.5	59.4	63.9
Other school's teacher	14.7	11.3	17.1	9.1	9.0
Coaching centre	11.1	10.4	1.3	1.3	3.9
Private teacher	45.0	30.0	44.9	30.5	20.2
Relatives	2.6	4.3	3.5	1.7	5.1
Neighbour	4.9	6.1	2.9	1.3	5.7
<i>Urban</i>					
Own school teacher	32.3	33.3	47.0	81.6	-
Other school's teacher	18.1	11.7	28.9	7.5	-
Coaching centre	27.5	19.6	11.5	6.2	-
Private teacher	40.1	42.5	38.0	13.1	-
Relatives	2.1	1.4	1.5	3.0	-
Neighbour	2.9	3.4	2.0	1.0	-

Multiple response counted; Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.32
Percentage distribution of examinees by subjects taught by the private tutors, gender and residence

Subjects	Gender		Residence		All
	Boys	Girls	Rural	Urban	
Bangla	4.1	4.2	4.6	2.4	4.2
English	25.3	25.6	28.3	12.5	25.4
Mathematics	25.1	26.3	28.5	13.2	25.7
Bangladesh & Global Studies	1.1	0.7	0.9	1.0	0.9
Primary Science	1.3	1.2	1.2	1.6	1.3
Religion & Moral Education	0.4	0.0	0.2	0.4	0.2
All subjects	73.3	72.6	70.2	85.4	73.0

Multiple response counted; Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.33
Percentage distribution of examinees by subjects taught by the private tutors, gender and school type

Private tutors and gender	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
<i>Boys</i>					
English	22.9	33.3	22.6	22.8	30.1
Mathematics	22.7	33.6	20.9	22.4	31.1
All subjects	76.3	64.6	74.0	75.3	65.6
Other subjects	5.8	9.2	9.0	3.5	19.7
<i>Girls</i>					
English	21.9	36.1	23.1	25.2	28.0
Mathematics	22.7	36.9	23.3	25.7	28.6
All subjects	76.5	61.5	74.8	73.8	69.7
Other subjects	3.4	13.0	6.1	5.1	28.0

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.34
**Percentage distribution of examinees by subjects taught
 by the private tutors, residence and school type**

Private tutors	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
<i>Rural</i>					
English	25.0	37.3	26.5	24.4	29.1
Mathematics	25.1	37.9	25.5	24.4	29.9
All subjects	73.9	60.5	71.5	74.0	67.6
Other subjects	4.6	11.7	7.5	3.8	23.6
<i>Urban</i>					
English	11.4	12.8	14.9	22.7	-
Mathematics	12.4	13.3	14.6	23.0	-
All subjects	87.1	84.2	80.8	76.7	-
Other subjects	3.5	6.2	7.7	6.1	-

Multiple response counted

Source: Education Watch Students Survey, 2014

Annex 5.35
Percentage distribution of examinees by subjects taught by the private tutors and their identity

Subjects	Identity of private tutors					
	Own school teachers	Other school teachers	Coaching centres	Private teachers	Relatives	Neighbours
Bangla	4.2	7.0	5.3	2.8	2.3	5.2
English	37.4	21.4	16.8	17.2	19.4	32.8
Mathematics	37.6	20.7	17.7	17.4	21.8	35.3
Bangladesh & Global Studies	0.9	0.8	2.6	0.5	0.2	0.4
Primary Science	1.0	1.4	2.6	1.2	0.8	0.4
Religion & Moral Education	0.3	0.2	0.1	0.1	0.1	0.4
All subjects	60.8	75.6	82.1	81.9	78.1	64.2

Multiple response counted

Source: Education Watch Primary Completion Examinees Survey, 2014[Colum percentage]

Annex 5.36

Percentage distribution of total tutoring time by school type, residence and tutoring category

School type	Tutoring category			
	School-based coaching	Family members tutoring	Private tutoring	Total
<i>Rural</i>				
Government	54.1	5.4	40.5	100.0
Newly nationalized	55.0	5.7	39.3	100.0
Kindergarten	67.4	7.0	25.6	100.0
Non-formal	59.3	7.4	33.3	100.0
Ebtedayee	47.5	10.0	42.5	100.0
<i>Urban</i>				
Government	36.9	6.4	56.7	100.0
Newly nationalized	44.3	4.6	51.1	100.0
Kindergarten	48.6	6.1	45.3	100.0
Non-formal	47.6	6.2	46.2	100.0
Ebtedayee	-	-	-	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 5.37

Percentage distribution of total tutoring time by various combination of tutoring provisions and tutoring category

Tutoring provisions	Tutoring category			
	School coaching	Family members tutoring	Private tutoring	Total
School coaching	100.0	-	-	100.0
Family members	-	100.0	-	100.0
Private tutoring	-	-	100.0	100.0
School + Family	84.2	15.8	-	100.0
School + Private	54.7	-	45.3	100.0
Family + Private	-	14.4	85.6	100.0
School + Family + Private	51.5	9.6	38.9	100.0
None	-	-	-	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.1

Expenditure for completion examination in relation to total private expenditure for education

Examinee groups	Expenditure for education (in Taka)			% of PECE related cost in respect to total cost
	Total	Normal schooling	Related to PECE	
All	8,212	4,242	3,970	48.3
<i>Gender</i>				
Boys	8,256	4,260	3,996	48.4
Girls	8,168	4,223	3,945	48.3
<i>Residence</i>				
Rural	7,393	3,991	3,402	46.0
Urban	12,461	5,504	6,957	55.8
<i>School type</i>				
Government	7,739	3,755	3,984	51.5
Newly nationalized	6,010	3,354	2,656	44.2
Kindergarten	18,807	10,427	8,380	44.6
Non-formal	3,117	1,828	1,289	41.4
Ebtedayee madrasa	5,001	3,184	1,817	36.3

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.2

Percentage of costs for school-based coaching and private tutoring in terms of total cost for education

Examinee groups	Total cost for education	Cost for school coaching and private tutoring	Percentage
All	8,212	3,056	37.2
<i>Gender</i>			
Boys	8,256	3,089	37.4
Girls	8,168	3,024	37.0
<i>Residence</i>			
Rural	7,393	2,513	34.0
Urban	12,461	5,910	47.4
<i>School type</i>			
Government	7,739	3,057	39.5
Newly nationalized	6,010	1,840	30.6
Kindergarten	18,807	7,145	38.0
Non-formal	3,117	686	22.0
Ebtedayee madrasa	5,001	1,155	23.1

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.3

Distribution of expenditure (in Taka) for school-based coaching and private tutoring

Examinee groups	Total cost	Cost for coaching, private tutoring			
		School coaching	Private tutoring	Transportation	Total
All	8,212	689	2,332	35	3,056
<i>Gender</i>					
Boys	8,256	692	2,359	38	3,089
Girls	8,168	687	2,305	32	3,024
<i>Residence</i>					
Rural	7,393	596	1,888	29	2,513
Urban	12,461	1,165	4,676	69	5,910
<i>School type</i>					
Government	7,739	562	2,456	39	3,057
Newly nationalized	6,010	365	1,456	19	1,840
Kindergarten	18,807	2,468	4,611	66	7,145
Non-formal	3,117	198	475	13	686
Ebtedayee madrasa	5,001	271	879	4	1,155

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.4

Average expenditure (in Taka) specific to completion examination by fathers' education, gender and residence

Examinee groups	Fathers' education				Level of significance
	Nil	1 – 4 years	5 – 9 years	10y+	
<i>Gender</i>					
Boys	2793	2892	3992	7309	p<0.001
Girls	2663	2870	4003	6977	p<0.001
<i>Residence</i>					
Rural	2577	2645	3654	5500	p<0.001
Urban	3838	4590	6035	11029	p<0.001
<i>School type</i>					
Government	3040	3003	3967	6793	p<0.001
Newly nationalized	2347	2405	2855	3745	p<0.001
Kindergarten	5394	6012	7858	9493	p<0.001
Non-formal	1152	1264	1391	1797	p<0.001
Ebtedayee madrasa	1745	1862	1924	2173	ns

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.5
Average expenditure (in Taka) specific to completion examination
by mothers' education, gender and residence

Examinee groups	Mothers' education				Level of significance
	Nil	1 – 4 years	5 – 9 years	10y+	
<i>Gender</i>					
Boys	2628	2877	4044	8495	p<0.001
Girls	2557	2685	4150	7878	p<0.001
<i>Residence</i>					
Rural	2387	2533	3706	6401	p<0.001
Urban	3984	4399	6505	11622	p<0.001
<i>School type</i>					
Government	2992	2925	4055	7621	p<0.001
Newly nationalized	2140	2447	2988	4086	p<0.001
Kindergarten	4636	5585	7531	10360	p<0.001
Non-formal	1103	1299	1484	1612	p<0.001
Ebtedayee madrasa	1543	1805	2098	2638	p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.6
Average expenditure (in Taka) specific to completion examination
by yearly food security status, gender and residence

Examinee groups	Yearly food security status				Level of significance
	Always in deficit	Sometimes in deficit	Breakeven	Surplus	
<i>Gender</i>					
Boys	3065	3240	3448	5210	p<0.001
Girls	2654	2900	3493	5386	p<0.001
<i>Residence</i>					
Rural	2699	2879	2968	4348	p<0.001
Urban	3508	4504	5871	9722	p<0.001
<i>School type</i>					
Government	3335	3324	3461	5100	p<0.001
Newly nationalized	2084	2473	2666	2984	p<0.001
Kindergarten	4235	5834	7102	9687	p<0.001
Non-formal	1112	1239	1352	1295	ns
Ebtedayee madrasa	1397	1616	1862	2263	p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.7
Average expenditure (in Taka) specific to completion examination
by electricity availability at home, gender and residence

Examinee groups	Level of significance		Level of significance
	Available	Not available	
<i>Gender</i>			
Boys	4538	2574	p<0.001
Girls	4426	2600	p<0.001
<i>Residence</i>			
Rural	3784	2533	p<0.001
Urban	7229	3717	p<0.001
<i>School type</i>			
Government	4366	2876	p<0.001
Newly nationalized	2851	2323	p<0.001
Kindergarten	8670	3742	p<0.001
Non-formal	1349	1191	p<0.01
Ebtedayee madrasa	2010	1478	p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 7.8
Average expenditure (in Taka) specific to completion examination
by religion, gender and residence

Examinee groups	Religion		Level of significance
	Muslim	Non-Muslim	
<i>Gender</i>			
Boys	3988	4116	ns
Girls	3910	4501	ns
<i>Residence</i>			
Rural	3402	3398	ns
Urban	6932	7200	ns
<i>School type</i>			
Government	3923	5191	p<0.02
Newly nationalized	2674	2411	ns
Kindergarten	8395	8206	ns
Non-formal	1363	950	p<0.001
Ebtedayee madrasa	1817	-	na

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.1

Percentage distribution of examinees by GPA, gender and residence

GPA	Gender		Residence		All
	Boys	Girls	Rural	Urban	
0	1.2	0.6	1.0	0.5	0.9
1 – 1.99	6.4	4.8	6.3	2.1	5.6
2 – 2.99	20.9	15.2	19.6	10.1	18.0
3 – 3.99	29.7	34.8	34.1	22.4	32.2
4 – 4.99	32.3	32.9	30.9	41.6	32.7
5	9.5	11.7	8.1	23.3	10.6
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.2

Percentage distribution of examinees by GPA and school type

GPA	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
0	0.4	2.1	0.4	0.8	4.5
1 – 1.99	4.5	11.5	0.8	2.0	5.6
2 – 2.99	18.1	25.5	1.8	14.2	24.5
3 – 3.99	33.0	38.1	12.2	33.8	45.3
4 – 4.99	34.9	19.8	44.2	45.1	19.4
5	9.1	3.0	40.6	4.1	0.7
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.3

Percentage distribution of examinees by GPA, school type and gender

GPA	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
<i>Boys</i>					
0	0.7	2.8	0.5	0.2	6.0
1 – 1.99	5.0	13.4	1.2	1.4	7.0
2 – 2.99	21.7	28.0	2.4	14.8	25.6
3 – 3.99	29.1	36.3	15.3	32.2	40.0
4 – 4.99	35.5	17.4	42.2	47.7	21.1
5	7.9	2.3	38.4	3.7	0.4
Total	100.0	100.0	100.0	100.0	100.0
<i>Girls</i>					
0	0.3	1.4	0.4	1.4	2.8
1 – 1.99	4.0	9.7	0.4	2.5	4.0
2 – 2.99	14.5	23.0	1.2	13.6	23.2
3 – 3.99	36.8	39.9	9.0	35.3	51.2
4 – 4.99	34.2	22.3	46.2	42.9	17.6
5	10.1	3.8	42.9	4.4	1.2
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.4
Percentage distribution of examinees by GPA, school type and residence

GPA	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
<i>Rural</i>					
0	0.5	2.1	0.5	0.7	4.5
1 – 1.99	5.2	11.9	0.9	1.2	5.6
2 – 2.99	20.1	25.4	1.7	14.5	24.5
3 – 3.99	34.9	38.9	12.5	36.5	45.2
4 – 4.99	33.0	18.9	45.3	43.9	19.4
5	6.2	2.8	39.1	3.1	0.7
Total	100.0	100.0	100.0	100.0	100.0
<i>Urban</i>					
0	0.2	2.4	0.0	1.4	-
1 – 1.99	1.1	7.8	0.5	5.5	-
2 – 2.99	8.4	25.7	1.9	12.5	-
3 – 3.99	23.5	29.9	11.3	21.7	-
4 – 4.99	43.7	29.0	40.9	50.7	-
5	23.2	5.2	45.3	8.2	-
Total	100.0	100.0	100.0	100.0	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.5
Percentage distribution of examinees by letter grades in each subject and gender

Letter grade	Subjects							
	Bangla	English	Mathe matics	Bangladesh & Global studies	Primary Science	Religion & Moral Education	Arabic	Quran Tazbeed&A akaidFikkah
<i>Boys</i>								
A+	24.7	12.8	41.3	32.7	35.4	54.9	6.5	21.7
A	14.1	8.4	12.1	15.1	15.8	16.3	13.8	16.6
A-	19.5	14.7	13.9	18.5	18.9	15.9	16.3	24.9
B	17.0	16.6	13.1	16.5	15.7	7.4	25.0	18.8
C	15.1	23.6	9.5	12.3	10.2	4.3	22.5	10.5
D	9.4	23.3	9.2	4.7	3.8	1.0	14.5	6.9
Fail/absent	0.2	0.5	0.9	0.2	0.2	0.2	1.4	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Girls</i>								
A+	31.0	15.3	40.7	38.4	42.1	59.8	5.7	24.0
A	17.2	10.3	14.5	15.6	16.0	18.7	15.8	16.3
A-	15.6	14.9	14.3	14.2	18.3	11.9	18.6	30.5
B	17.7	21.1	12.8	16.7	12.3	4.8	21.1	15.9
C	11.6	19.4	7.2	10.2	6.8	2.8	21.1	10.6
D	6.2	19.2	9.4	4.4	4.0	1.3	16.6	2.8
Fail/absent	0.7	0.7	1.1	0.5	0.7	0.7	1.2	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.6
Percentage distribution of examinees by letter grades in each subject and residence

Letter grade	Subjects					
	Bangla	English	Mathematics	Bangladesh & Global Studies	Primary Science	Religion & Moral Education
<i>Rural</i>						
A+	25.3	11.6	37.6	31.7	34.3	54.5
A	15.1	8.8	13.6	15.5	16.1	18.3
A-	17.7	14.6	14.5	16.9	20.2	15.1
B	18.5	18.6	14.0	18.0	15.2	6.4
C	14.6	22.9	9.1	12.5	9.4	3.9
D	8.3	22.8	10.1	5.0	4.3	1.3
Fail/absent	0.5	0.7	1.1	0.4	0.5	0.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
<i>Urban</i>						
A+	40.9	26.7	58.8	55.4	61.4	71.7
A	18.5	12.2	11.6	14.6	15.1	13.3
A-	16.9	15.6	12.1	13.4	10.2	7.7
B	11.4	17.1	7.4	9.2	7.5	4.6
C	6.8	14.8	4.5	4.9	3.9	1.7
D	5.1	13.2	5.0	2.1	1.7	0.7
Fail/absent	0.4	0.5	0.5	0.4	0.3	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.7
Percentage distribution of examinees by letter grades in Bangla and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	27.6	12.5	67.2	24.1	13.1
A	16.7	11.2	14.9	25.5	17.2
A-	17.6	19.6	10.0	22.1	23.0
B	17.7	22.1	3.9	17.7	19.6
C	14.1	17.4	2.3	6.8	16.1
D	5.8	16.7	1.5	3.5	9.0
Fail/absent	0.5	0.5	0.3	0.3	2.1
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.8

Percentage distribution of examinees by letter grades in English and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	12.9	4.7	46.4	6.1	4.3
A	9.7	5.7	14.9	11.1	12.3
A-	15.5	11.4	16.0	18.9	16.8
B	17.8	21.2	12.9	23.8	20.7
C	22.8	24.3	5.6	25.5	23.6
D	20.8	31.8	3.6	13.7	20.2
Fail/absent	0.5	1.0	0.6	0.9	2.1
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.9

Percentage distribution of examinees by letter grades in Mathematics and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	39.9	24.8	74.1	59.7	57.4
A	12.6	15.7	11.1	15.7	13.3
A-	15.4	15.1	6.9	10.7	8.0
B	14.2	15.6	3.6	4.1	6.4
C	9.2	9.6	2.3	4.6	5.8
D	7.9	17.3	1.5	4.6	6.2
Fail/absent	0.8	1.9	0.5	0.6	2.9
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.10

Percentage distribution of examinees by letter grades in Bangladesh & Global Studies and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	35.6	20.1	75.3	29.6	13.5
A	16.6	12.6	11.4	22.0	14.2
A-	16.6	18.4	6.9	21.5	27.1
B	16.8	21.9	3.6	15.0	21.9
C	10.5	18.1	1.4	7.2	14.0
D	3.5	8.5	1.2	4.4	6.7
Fail/absent	0.3	0.4	0.3	0.3	2.7
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.11

Percentage distribution of examinees by letter grades in Primary Science and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	38.4	22.1	80.0	35.5	-
A	17.3	14.1	10.1	19.4	-
A-	19.8	21.5	5.6	17.2	-
B	14.8	16.8	2.2	14.7	-
C	6.6	16.4	1.1	9.0	-
D	2.6	8.8	0.6	3.9	-
Fail/absent	0.5	0.4	0.5	0.3	-
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.12

Percentage distribution of examinees by letter grades in Religion & Moral Education and school type

Letter grade	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
A+	59.4	38.5	87.1	59.9	-
A	18.2	20.0	7.8	17.1	-
A-	12.9	21.9	2.9	11.1	-
B	5.3	10.3	1.0	7.8	-
C	2.8	7.0	1.0	2.9	-
D	1.0	1.9	0.0	0.9	-
Fail/absent	0.5	0.4	0.3	0.3	-
Total	100.0	100.0	100.0	100.0	-

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.13

Percentage distribution of ebtedayee madrasa examinees by letter grades in Arabic and Quran Tazbeed & Aakaid Fikkah

Letter grade	Subjects	
	Arabic	Quran Tazbeed & Aakaid Fikkah
A+	6.0	22.2
A	14.4	16.1
A-	17.0	26.9
B	22.6	17.0
C	21.3	10.3
D	15.1	4.9
Fail/absent	3.5	2.6
Total	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.14

Percentage distribution of examinees by GPA and fathers' education

GPA	Fathers education			
	Nil	1 – 4y	5 – 9 y	10y+
0	1.5	0.8	0.9	0.1
1 – 1.99	7.4	8.2	5.3	0.9
2 – 2.99	22.4	22.7	17.8	5.6
3 – 3.99	37.7	37.6	32.7	17.6
4 – 4.99	27.5	24.6	34.8	44.9
5	3.5	6.2	8.5	30.9
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.15

Percentage distribution of examinees by GPA and mothers' education

GPA	Mothers education			
	Nil	1 – 4y	5 – 9 y	10y+
0	1.4	0.8	0.9	0.2
1 – 1.99	7.2	7.6	8.3	0.8
2 – 2.99	21.7	25.9	16.3	4.7
3 – 3.99	35.6	36.3	33.4	14.6
4 – 4.99	29.8	25.4	35.0	40.6
5	4.2	4.1	9.1	39.2
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.16

Percentage distribution of examinees by GPA and household food security status

GPA	Household food security status			
	Always in deficit	Sometimes in deficit	Breakeven	Surplus
0	2.3	0.9	0.8	0.8
1 – 1.99	4.3	8.8	5.6	3.8
2 – 2.99	24.1	19.7	19.3	14.5
3 – 3.99	37.6	36.6	32.9	27.6
4 – 4.99	29.0	28.9	31.6	36.8
5	2.6	5.1	9.8	16.5
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.17

Percentage distribution of examinees by GPA and religion

GPA	Religion	
	Muslim	Non-Muslim
0	0.9	0.3
1 – 1.99	5.7	4.2
2 – 2.99	17.7	22.7
3 – 3.99	32.0	35.1
4 – 4.99	32.9	29.1
5	10.7	8.6
Total	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.1

Percentage distribution of examinees by GPA and school-based coaching

GPA	Receipt of school coaching			
	Without pay	With pay	Both	Did not receive
0	1.2	0.4	0.8	1.3
1 – 1.99	5.4	5.8	5.6	5.8
2 – 2.99	19.2	16.4	17.8	19.2
3 – 3.99	35.2	27.8	31.5	35.6
4 – 4.99	33.7	34.1	33.9	27.2
5	5.3	15.6	10.5	11.0
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.19

Percentage distribution of examinees by GPA and tutoring from family members

GPA	Family members tutoring	
	Received	Did not receive
0	0.8	1.0
1 – 1.99	6.2	5.2
2 – 2.99	18.7	17.4
3 – 3.99	29.0	35.1
4 – 4.99	31.0	34.1
5	14.3	7.2
Total	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.20

Percentage distribution of examinees by GPA and private tutoring

GPA	Private tutoring	
	Received	Did not receive
0	0.8	1.4
1 – 1.99	4.4	10.1
2 – 2.99	16.7	22.8
3 – 3.99	32.8	30.1
4 – 4.99	34.9	24.4
5	10.4	11.2
Total	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.21

Percentage distribution of examinees by GPA and various tutoring provisions

GPA	Tutoring provisions							
	School coaching	Family members	Private tutoring	School + Family	School + Private	Family + private	School + Family + private	None
0	2.2	0.0	1.6	0.7	0.5	0.3	0.9	2.4
1 – 1.99	6.0	3.1	6.9	13.1	4.1	2.4	4.2	13.3
2 – 2.99	19.5	15.6	18.7	25.3	16.2	18.9	16.1	25.3
3 – 3.99	32.4	50.0	35.3	24.8	35.3	31.0	29.5	43.4
4 – 4.99	29.2	15.6	29.6	24.0	37.3	29.6	35.0	13.3
5	10.7	15.6	7.9	12.2	6.4	17.8	14.4	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.22

Percentage distribution of examinees by GPA and receipt of paid tutoring

GPA	Paid tutoring*	
	Yes	No
0	0.7	2.6
1 – 1.99	5.1	10.3
2 – 2.99	17.0	27.8
3 – 3.99	32.1	33.8
4 – 4.99	34.0	20.1
5	11.1	5.4
Total	100.0	100.0

*School coaching and/or private tutoring

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.23
Percentage distribution of examinees by GPA and quartiles of private expenditure for education

GPA	Quartiles of expenditure			
	First	Second	Third	Fourth
0	2.0	1.1	0.5	0.1
1 – 1.99	12.1	6.4	3.5	0.9
2 – 2.99	25.1	22.4	16.7	8.4
3 – 3.99	40.3	38.3	29.6	21.0
4 – 4.99	18.6	28.0	39.6	43.7
5	2.0	3.8	10.2	25.9
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.24
Percentage distribution of examinees by GPA and quartiles of expenditure for private tutoring and school-based coaching

GPA	Quartiles of expenditure			
	First	Second	Third	Fourth
0	2.4	0.5	0.2	0.4
1 – 1.99	8.6	9.0	3.1	1.6
2 – 2.99	25.2	23.4	14.8	8.4
3 – 3.99	39.7	36.5	31.7	21.0
4 – 4.99	19.2	26.7	39.7	45.4
5	4.9	3.8	10.6	23.2
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.25
Percentage distribution of examinees by GPA and quartiles of other expenditure for education

GPA	Quartiles of expenditure			
	First	Second	Third	Fourth
0	1.0	1.6	0.7	0.2
1 – 1.99	10.7	6.6	4.4	1.1
2 – 2.99	24.6	19.5	18.4	9.8
3 – 3.99	37.3	39.4	28.2	24.4
4 – 4.99	23.4	25.7	41.2	39.9
5	3.1	7.2	7.0	24.7
Total	100.0	100.0	100.0	100.0

Source: Education Watch Primary Completion Examinees Survey, 2014

Annex 8.26

Measurement of variables used in regression analysis

Variables	Measurement
GPA score	Below 3.5 = 0, 3.5 and above = 1
Gender of student	Boys = 0, Girls = 1
Residence	Rural = 0, Urban = 1
Fathers' education	Years of schooling: Nil = 0, 1–4y = 1, 5–9y = 2, 10y+ = 3
School coaching	Quartiles of duration (in hours) First = 0, Second = 1, Third = 2, Fourth = 3
Family tutoring	Quartiles of duration (in hours) First & Second (did not receive) = 0, Third = 1, Fourth = 2
Private tutoring	Quartiles of duration (in hours) First = 0, Second = 1, Third = 2, Fourth = 3
Cost for education	Quartiles of expenditure (in Tk.) First = 0, Second = 1, Third = 2, Fourth = 3
School type	Government = 0, Newly nationalized = 1, Kindergarten = 3, Non-formal = 4, Ebte dayee madrasa = 4
HH food security status	Always in deficit = 0, Sometimes in deficit = 1, Breakeven = 2, Surplus = 3

Annex 8.27

Percentage of examinees achieved GPA 3.5 or above by various characteristics

Variables	Proportion of examinees	Variables	Proportion of examinees
Gender		Private tutoring	
Boys	55.3	First quartile	47.4
Girls	62.4	Second quartile	49.1
<i>Significance</i>	p<0.001	Third quartile	63.8
Residence		Fourth quartile	73.3
Rural	55.1	<i>Significance</i>	p<0.001
Urban	78.6	Cost for education	
<i>Significance</i>	p<0.001	First quartile	39.3
Fathers' education		Second quartile	48.0
Nil	48.4	Third quartile	63.7
1 – 4y	47.8	Fourth quartile	83.3
5 – 9y	58.5	<i>Significance</i>	p<0.001
10y+	88.3	School type	
<i>Significance</i>	p<0.001	Government	59.9
School coaching		Newly nationalized	39.6
First quartile	56.0	Kindergarten	92.9
Second quartile	51.1	Non-formal	68.3
Third quartile	61.3	Ebte dayee madrasa	45.6
Fourth quartile	65.9	<i>Significance</i>	p<0.001
<i>Significance</i>	p<0.001	HH food security status	
Family tutoring		Always in deficit	51.1
Did not receive	57.6	Sometimes in deficit	50.2
Third quartile	58.6	Breakeven	57.2
Fourth quartile	61.3	Surplus	67.7
<i>Significance</i>	ns	<i>Significance</i>	p<0.001

Table 8.28
Mean number of competencies achieved by examinees
by GPA score band, gender and residence

GPA	Gender		Residence		All
	Boys	Girls	Rural	Urban	
1 – 1.99	15.8	14.9	15.3	16.8	15.4
2 – 2.99	17.4	17.7	17.5	17.7	17.5
3 – 3.99	19.2	19.2	19.1	20.3	19.2
4 – 4.99	21.9	22.2	22.0	22.0	22.0
5	24.8	24.4	24.7	24.4	24.6
Statistical test (F)	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

Table 8.29
Mean number of competencies achieved by examinees by GPA score band and school type

GPA	School type				
	Government	Newly nation.	Kindergarten	Non-formal	Ebtedayee
1 – 1.99	16.2	14.4	19.6	15.4	15.7
2 – 2.99	17.8	16.9	21.2	17.4	16.5
3 – 3.99	19.4	18.7	20.3	19.3	17.0
4 – 4.99	22.0	21.6	23.2	21.0	19.2
5	24.7	23.5	24.7	23.0	19.8
Statistical test (F)	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001

Source: Education Watch Primary Completion Examinees Survey, 2014

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“Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”

- Incheon Declaration on EFA, May 2015

This is the 13th report of *Education Watch*. It takes an in-depth look at the Primary Education Completion Examination (PECE) which was introduced in Bangladesh in 2009 for children aged 10. It is the country's largest public examination.

Introduction of PECE has made some observable positive changes such as motivating students, parents and teachers to give more attention to students' study. This, unfortunately, was achieved at certain costs. This study has shown how primary education in Bangladesh has been made more 'examination-centric' rather than 'learning-centric'. This also deprived young children of the joy of learning and to be creative. Exploring the whole scenario of implementing PECE and its pros and cons, it is hard to agree with the official position that it is a major positive step in improving quality of education. PECE has brought students' learning assessment at the forefront of debate and discourse and it is indeed an opportunity for instituting necessary reforms of the system.

This study recommends reform of primary education in Bangladesh with specific reference to assessment of students' learning including PECE. These reforms, such as putting learning at the centre of the education system, need to be carried out in the context of empowerment of teachers, emphasis on classroom teaching, decentralization of educational governance and ensuring adequate resources for education. Whether these can happen will depend on the willingness of the policy-makers to be open-minded about the issues and their readiness to make use of research, technical know-how and professional advice in initiating reforms.

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