

*EDUCATION FOR ALL*  
*EFA MID-DECADE ASSESSMENT, 2007*

*GOAL 2*

*ACHIEVING UNIVERSAL PRIMARY/  
BASIC EDUCATION*

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## **BANGLADESH EFA MID-DECADE ASSESSMENT, 2007**

### **MEASURING PROGRESS TOWARDS EFA GOAL 2: ACHIEVING UNIVERSAL PRIMARY/ BASIC EDUCATION**

**- Nurul Islam Khan**

#### **Goal Statement**

*Measuring progress towards EFA Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory education of good quality.*

Universal Primary Education aims not only to expand access to primary education for all children, but also the improvement of the education system's internal efficiency so that all pupils actually complete the primary cycle. It entails ensuring that adequate resources and infrastructure are available and used effectively. Education system should be accessible to all children and should provide quality education. The goal also brings particular attention to disadvantaged children, including girls, children in difficult circumstances, from ethnic minorities and other unreached groups (Guidelines for the Asia and Pacific EFA MDA Working Draft, 2007).

The extended text on UPE of the Dakar Framework for Action states: All children must have the opportunity to fulfil their right to quality education in schools- or alternative programs at whatever level of education is considered basic. All states must fulfil their obligation to offer free and compulsory primary education in accordance with the United Nations Convention on the Rights of the Child and other international commitments. The international agreement on the 2015 target date for achieving Universal Primary Education (UPE, in all countries- will require commitment and political will from all levels of government. For the millions of children living in poverty, who suffer multiple disadvantages, there must be an unequivocal commitment that education be free of tuition and other fees, and that everything possible be done to reduce or eliminate costs such as those for learning materials, uniforms, school meals and transport. Wider social policies, interventions and incentives should be used to mitigate indirect opportunity costs of attending school. No one should be denied the opportunity to complete a good quality primary education because it is unaffordable. Child labour must not stand in the way of education. The inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve UPE by 2015.

While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly, providing relevant content in an accessible and appealing format. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners. The EFA 2000 Assessment suggests a wide range of ways in which schools can respond to the needs of their pupils, including affirmative action programs for girls that seek to remove the obstacles to their enrolment, bilingual education for the children of ethnic minorities, and a range of imaginative and diverse approaches to address and actively engage children who are not enrolled in school.

## Vision of Universal Primary/ Basic Education by 2015

The basic goal of NPA-II (2001-2015) has been envisaged to establish a knowledge-based and technologically-oriented competent society to ensure that every school-age child has access to primary level institutions that provide all necessary facilities, continue in school to receive and achieve quality education, and provide opportunities to pre-school children, young persons and adults to meet their learning needs in a competitive world, both in the formal and non-formal sub-sectors of basic education without any discrimination.

This means that the government will make necessary efforts and invest for the purpose of:

- (i) Enhancing learning and gaining appropriate employable and life skills through formal, non-formal and informal education mechanisms;
- (ii) Providing education to all primary school-age children (6-10 years), boys and girls, including ethnic minorities, disadvantaged and disabled;
- (iii) Ensuring that all primary level institutions, formal and non-formal, offer standardized and quality basic education, providing a strong foundation which prepares children and others to face challenges in higher education, training and broader life with confidence and success; equivalence between formal and non-formal basic education and between different streams within each firmly established at all levels;
- (iv) Ensuring gender equality in basic and primary education, for teachers as well as learners, is a normal phenomenon, both in the institutions and homes of children as well as the broader society;
- (v) Reducing poverty substantially in line with PRSP and MDG targets through and as a result of quality basic education and selective skills development training;

## Targets of Universal Primary/ Basic Education

In the NPA-II, targets for UPE/ Basic Education has been set in terms of Gross Enrolment Rate, Net Enrolment Rate, Drop-out Rate, Completion Rate and Quality Achievement (Table 5.1 of NPA-II).

Summary of Targets of Primary Education as in NPA-II, 2001-2015

*(In Percent)*

Indicators	Benchmark 2000	Targets for the Selected Years		
		2005	2010	2015
Gross Enrolment Rate (Total)	96.5	103	108	110
Gross Enrolment Rate (Boys)	96.0	102	107	110
Gross Enrolment Rate (Girls)	97.0	104	107	110
Net Enrolment Rate (Total)	80	83	92	95
Net Enrolment Rate (Boys)	82	87	91	95
Net Enrolment Rate (Girls)	85	89	93	95

Indicators	Benchmark 2000	Targets for the Selected Years		
		2005	2010	2015
Dropout Rate	33	25	14	05
Completion Rate	67	75	86	95
Quality Achievement in Pry. Education	05	30	65	90

(Source: NPA-II)

It may be noted that some of the targets for 2015 fall short of the levels needed to fulfill the MDG commitments. For example, both the Net Enrolment Rate and Completion Rates should be 100%. It may recall that while the PEDP II Consultants had projected a higher GER of 113.3%, the NER, according them would be 95.4%. The PRSP however, assumes that the primary school enrolment rate will increase at a uniform rate of 1.2% from 2002 to 2015 and achieve the Millennium Development Goal of 100% in 2015. PEDP-II, on the other hand, had assumed GER would increase at 1.25% rate up to 2009, dropping to 1% for the remaining years up to 2015. The NER increase rate according to PEDP II would be constant 1.1% per year all through reaching 95.4% in 2015. It may not be out of place to mention here that a recent publication of the World Bank “Attaining the Millennium Development Goals in Bangladesh”, February 2005, made somewhat pessimistic estimates. Their multivariate analysis and simulations arrived at a figure of 86% Net Enrolment Rate and 81% Completion Rate in 2015, which are way below the MDG targets of Bangladesh.

The Constitution of Bangladesh 1972, Universal Primary Education programs of 1980-81 and the Compulsory Primary Education Act, 1990 had already captured all the essentials of providing quality compulsory education to all children and preparing them for participation in development, long before adoption of World Declaration on EFA in 1990 and Dakar Framework for Action in 2000. Thus, Bangladesh commitment to DFA and Millennium Development Goals came very naturally. Bangladesh nationalized the primary schools in 1973 under the Primary Schools (Taking Over) Act, 1974 and re-designated them as Government Primary Schools (GPS); the teachers of the schools were made government employees. Later on, the government gave registration to a large number of other community-managed primary schools, and named them as Registered Non-Government Primary Schools (RNGPS).

Government bears all the operational cost of GPSs and provides 90% salary support for the teachers of RNGPS, besides the cost of infrastructure development and training of teachers in PTIs. Government also bears all costs of the experimental primary schools attached to the Primary (Teacher) Training Institutes, and support to community schools. Altogether, the Government bears the cost of running 60,435 (of the 80,401) or 83% of all institutions (that include ebtedayee madrasahs of different types) that provide primary level education in the country.

There are three types of primary level institutions. The Government owns and manages the GPSs with support of a local School Management Committee (SMC) and Parent-Teachers Association, PTA (efforts are under way to make them functional). The local community manages the RNGPS, satellite and community schools with government support. Again, the community manages the non-registered non-government primary schools on their own as they do in case of most of the ebtedayees. The kindergartens and similar private schools operate on their own, without support or supervision from the government.

Involvement, participation and a sense of ownership of the school among local people are considered as critical factors in the efficient management and quality outputs of the schools. The Directorate of Primary Education (DPE) has grown into one of the biggest departments of the Government, entrusted with the most difficult task of helping mould the young minds to blooming of their potentials into effective producers, leaders and responsible citizens of a democratic polity. It is mandated to ensure quality primary education of all primary school-age children, regardless of their social, physical, and mental conditions or background and geographical location. The Government is reviewing the situation of extending coverage to children in non-registered non-government schools and the un-enrolled who remain outside its purview.

Decentralization and devolving managerial and financial authority to operational levels constitute effective strategies for improving the quality of administration and quality of education provided. The Government is also reviewing how best to make DPE more manageable, improve its efficiency and ensure improvement in the quality of primary education. One option could be to split DPE into six Divisional units with a central coordinating unit with responsibilities for effective monitoring, evaluation and providing technical support to the Divisional or regional units.

Another point that often crops up is that over 96% of the total Government budget for Primary Education goes to pay the salary of the nationwide network of officers, staff, teachers and RNGPS, etc. It leaves very little fund to provide supplies and other educational materials needed to improve the quality of content and delivery methods to achieve quality primary education. Recruitment of qualified and capable teachers and supervisors and their effective training are two other areas that deserve very close attention and appropriate action. To provide quality education to the future generation calls for adequate investment in terms of organization and management, trained and effective manpower and, of course, required financing. The children cannot wait. Their fundamental right to quality education and development imperatives call for provision of adequate resources for primary education to improve upon the present situation.

The NPA-II makes the following broad proposals to ensure full and equitable access and standardized quality of primary level education:

#### **Accommodation and Access**

- (i) Enhancing classroom space to an average of 50 sq. m; enlarge school accommodation to 350 sq. m for a total of 9 rooms to provide room for ECCE class, library and other facilities including space for initial placement of two computers per school, adjacent to the library; besides HT's office and teachers' room;
- (ii) Ensuring a reliable database on all school age children in the country; eliminate double and multiple enrolment and discrepancy in GER, NER and wastage parameters on all primary level institutions;
- (iii) To bring schooling facilities within easily accessible range closer to home, well-resourced satellite schools and community schools will be established and supported in partnership with NGOs/CBOs;
- (iv) Ensuring inclusive approach and access of all school age children, regardless of their location, ethnic, disability, poverty and such other conditions to primary level institutions or alternative arrangements made for the purpose;
- (v) MOPME taking responsibility for managing and/or ensuring adequate coordination between and among all government and non-government agencies in matters of primary level institutions, including Ebtedayee madrasahs.

## **Attendance, Retention and Completion of Cycle**

- (i) Expediting increase in school accommodation to ensure elimination of shift system by phases, latest by 2010;
- (ii) Reducing the class size to 45 by 2008 and 40 by 2010 and teacher/student ratio to 1:45/40; increasing individual attention to children; flexible class structure to allow organizing and reorganizing it for different subjects and activities;
- (iii) Ensuring time-on-task and eliminating wasteful time in the class; increasing the class hour to a minimum of 35 minutes for Grades I-II and 45 minutes for Grades III-V, ensuring actual class transaction time of 30 and 40 minutes respectively with five minutes for transition and roll call; ensuring attendance in time for both the teachers and the pupils;
- (iv) Improving the school environment and security, classroom transaction by using child-friendly and participatory approach, making the learning a joyful experience, involving children in school improvement and maintenance activities through group projects;
- (v) Ensuring gender equity, showing respect for children's opinion, involving them in school management through representation on SMC; and
- (vi) Ensuring children complete the class and homework to enable them to pass the quarterly and annual tests, and complete the primary cycle in five years.

## **Quality in Primary Level Education**

- (i) Designing and re-designing the curriculum to suit the needs of the knowledge-based and technology-oriented globalizing society of the 21st century; redesigning Ebtedayee Madrasah curriculum to conform to primary education curriculum to widen the opportunity horizon of Madrasah pupils<sup>1</sup> and enable them to switch to regular primary education or enroll directly in secondary education on completion of Ebtedayee;
- (ii) Reviewing the terminal, subject and grade competencies, modifying and updating them as necessary; making them amenable to objective assessment and developing appropriate and adequate indicators to be applied across the board to ensure a basic minimum level of achievement by the pupils in the country;
- (iii) Reviewing and redesigning the curriculum, textbooks and their contents, in light of the needs of the unfolding technology-oriented new century; textbooks should be attractive to make the pupils feel proud to carry them; used textbooks can be recycled to produce new ones; introducing other interesting reading materials that attracts, help develop reading habits and add to the knowledge base;

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<sup>1</sup> The child has the fundamental right to quality education, under both CRC and UDHR; parents should not interfere with the child's right and push her/him into madrasah education that has only limited scope.

- (iv) Ensuring adequate provision of necessary teaching aids and their appropriate use in all schools (Government and non-government ones);
- (v) Providing textbooks and all education accessories such as workbooks, scales, compass, pencils, etc free of cost to all children studying in primary schools or equivalent institutions where NCTB curriculum is used;
- (vi) Upgrading the teachers' basic qualification to Bachelor's degree, and that of the Head Teachers to Bachelor's plus B. Ed (Primary) degree; providing them pre-service training in C-in-Ed, excepting those with B. Ed (Primary); giving the teachers a career path and forming a **Primary Education Cadre** to infuse primary education management with direct primary school experience; giving them opportunity for advanced training; enhancing and giving equitable salary to all primary level teachers;
- (vii) Strengthening the sub-cluster training and re-orienting them to improving the teachers' performance and the classroom and school management system, instead of wasting time on personal matters of administrative nature; applying the same principle in URC-based training;
- (viii) Improving and enhancing the physical infrastructure in PTIs, including adequate space for outdoor activities; providing all necessary facilities, such as hard and software for training purposes, a well-stocked library with inviting reading environment and computer and reproduction facilities with a regular librarian; recruiting only qualified Instructors [B. Ed (Primary)] with experience of teaching in primary education, inducting primary school Head Teachers with required qualification and performance record as Instructors and Superintendents, initially on a 30% quota basis; recruiting more Instructors corresponding to the number of teachers to be trained per year, abolishing the shift system, reducing the Instructor : Trainee Teacher ratio to 1:40 at most, introducing and strictly observing an annual calendar; and introducing three-month refresher courses for teachers once every three years;
- (ix) Strengthening the NAPE, raising it to a professional organization with regular fully qualified, well-trained and primary school experienced staff members; no deputation or high turnover; enabling it to take up basic research in primary education, apart from its current responsibilities; offering B. Ed (Primary) course for current Head Teachers without such or similar degree and also direct enrolment on a quota basis until all the HTs have received their B. Ed degrees; introducing M. Ed (Primary) course as early as feasible; NAPE should have more than one campus to conduct the B.ED and M.ED courses;
- (x) Introduce a paradigm shift from the currently practiced perfunctory inspection mode to Academic Supervision by the AUEOs, geared to capacity building of teachers and enhancing their professionalism. URC's have to be adequately equipped in all respects to function truly as resource centres, which must be used for contributing to the training process of all, while the AUEOs also acquire skills for mentoring and acting as role model conductors so that the trainee teachers can help each other in improving their skills.

### **Assessment and Achievements of Learners**

- (i) Using both Continuous Pupil Assessment (CPA) (Grades I-II) and Continuous Learning Assessment (CLA) for (Grades III-V), introducing Report Card (RC) system and providing quarterly and annual assessments as evidence of performance of children;
- (ii) Identifying the weak pupils and organizing remedial classes; and
- (iii) Introducing public examination at the end of Grade V for all completers and offering Primary School Certificate (PSC) to successful candidates.

### **Governance, Management and Accountability**

- (i) Strengthening the MOPME for policy and strategy management, coordination with other Ministries; for establishing and managing a central database with LAN/WAN to DPE/BNFE/NGO apex body for effective oversight of both government and non-government basic education programs, and generate reports on national situation, not just the government programs;
- (ii) Further strengthening the DPE with necessary facilities but without making it a top heavy structure with too many transient senior people around; and building up a second line of command to improve the functioning capability of field bases that can be turned into Divisional or regional units of DPE with full responsibility for their respective jurisdictions;
- (iii) Improving the activity management system under the Program and Sector Wide Approach (SWAP), as proposed in PEDP II, by aligning and re-aligning similar activities, such as training that can be put in an annual work plan for implementation, instead of each project going about its own work in isolation; developing a collective system of oversight of project implementation and reporting at operational levels;
- (iv) Infusing the DPE management and supervision structure with staff having direct operating experiences in primary education in the field;
- (v) Devolving management and financial authority down the line from Division to the school and SMC, each level with its respective sphere of freedom of operation;
- (vi) Empowering and restructuring SMC by raising female membership to 4/5 out of 11 and constituting with more elected than selected or ex-officio persons; the new training system (done under ESTEEM) should be repeated every two years; ensuring attendance and participation of all members in every meeting, providing refreshments and maintaining process records of meetings; giving them responsibility for overseeing the school and classroom construction, funds for minor school repair and improvement of school environment against approved plans; giving them direct or shared authority (with AUEO/HT) of oversight of teachers'

attendance and performance, ensuring that teachers are not victimized by powerful SMC members;

- (vii) Ensuring transparency and accountability from headquarters down to school and SMC levels in matters of management, financial and management transactions; textbooks printing (NCTB), transportation, storage and distribution; data gathering and management, enrolment, recording attendance (particularly for the incentive programs), children's tests and achievement; performance of staff members at all levels down to teachers in schools and also the SMC members.
- (viii) Strengthening the Divisional offices of DPE under the current system or under the Divisional/Regional DPEs in future, among others for arranging printing of the textbooks locally, with plates supplied from the center; it will save unnecessary transportation cost from Dhaka to outside destinations; Divisional offices could handle that part from their points directly to district and Upazilla offices; this will help distribution of books and materials in good time;
- (ix) Local Government system should be effectively organized and empowered as provided in the constitution of the country and gradually hand over the management responsibilities to the upazilla administration in a planned manner.

### **Some specific activities to realize the above proposals**

#### Survey and Mapping (in relation to Access and Equity)

- (i) A fresh composite survey and mapping of schools and children (3-10 years, 3-5 years for ECCE and, 6-10 years for primary) in conjunction/cooperation with BBS, BNFE and NGOs to ascertain every 3 years the following:-
  - (a) the number of ECCE target and primary school age children;
  - (b) number of all primary level institutions by types with school age children enrolled by gender, and physical facilities;
  - (c) identify the underserved and un-served areas;
  - (d) the areas with high density of school age children and corresponding to number of existing schooling facilities with capacity;
  - (e) number of primary school-age children, and adolescents (11-14 years) never enrolled or dropped out of school;
  - (f) number of school-age children and adolescents with various types of disabilities, and others in difficult circumstances and remote location, and of ethnic origin;
  - (g) number and location of non-formal education learning centers, community learning centers, etc established and managed by the government and NGOs, their proximity to primary level institutions; and
  - (h) ECCE institutions and programs, formal and non-formal, and by management and enrollment.

### **Physical Facilities (for Access and Equity)**

- (i) Provide all primary level schools/institutions with five classrooms each with an average of 0.80sq.m per child, a pre-schoolroom, with a properly equipped library room, a teachers' room, an equipped office room for the Head Teacher and some storage facilities (9 rooms in all);
- (ii) Based on the survey findings the number of additional schools, classrooms, other rooms, location of new schools or satellite schools in under-/un-served areas, renovation and upgrading of rooms/schools, other physical facilities like toilets, play grounds, etc will be worked out and construction/renovation plans taken up and completed by 2009, to the extent resources permit; otherwise the work will continue through 2010; actual location of additional classrooms/schools and other facilities will be determined through local level school mapping and planning, in light of the national survey outcome;
- (iii) All required physical facilities will be standardized and construction, renovation and upgrading carried out accordingly, by 2010. Efforts will be made to add a hall room to schools during 2012-2015;
- (iv) Make adequate provision and take up timely repair, renovation and keeping the facilities in good order and operation, with contingencies to repair/reconstruct damage and destruction due to natural or other disasters;
- (v) The system of staggering or shift system will be discontinued after 2008 to raise contact hours for better achievement of children and standard quality of primary education;
- (vi) Supply a standard set of furniture, fittings and appropriate equipments to all schools that would permit organization and re-organization of class setting and meet the needs of science and technology-based education;
- (vii) Sinking, repair and rehabilitation of tube wells and installing and ensuring adequate sanitation (latrines and washrooms) and arsenic-free water supply facilities in all schools, separately for boys and girls, on the basis of school mapping;
- (viii) Gradually open satellite schools in locations, where number of school-age children exceeds the capacity of the mother school and where necessary, upgrade satellite schools to full primary school;

### **Incentives for Students (for Attendance, Retention and Completion of Cycle)**

- (i) Continue scholarship program for girls in rural areas to prosecute further studies beyond Grade V and also examine if similar programs for boys of hardcore poor families can be introduced soon; provide some incentives to Grade II graduates of satellite/feeder schools to enroll in Grade III of primary schools to continue their education; school location and their satellites will be organized and reorganized, in

- cooperation with NGOs, CSOs and others, in a way that would bring the schools closer to home and have improved physical accessibility by 2008;
- (ii) Selectively provide one set of school dress per year for the girls of hardcore poor families;
  - (iii) Make serious efforts for institutionalizing the school feeding programs, which should be free for all upto, say Grade III, and if possible, subsidized for higher levels. Students and their guardians would be encouraged to grow and provide parts of food themselves through home gardening, poultry, mini-ponds etc.

### **School Curriculum and Textbooks (for Quality and Quality assurance)**

- (i) Review, improve and restructure the curricula introduced from 2003 and re-orient and tune them to the new knowledge-based and technology-oriented society and its demand for occupationally and professionally skilled people; curricula must include everyday science matters and promote critical learning and higher order of thinking, gaining knowledge and ability to use them in real life instead of rote learning or copying, and passing the examination marginally;
- (ii) Improve the quality and content of textbooks in line with the new curricula that would stimulate the urge to learn and reason, to be analytical and creative, to develop “thinking skills”, to be questioning and searching for solutions rather than looking for ready made answers; introduce topics like HIV/AIDS; arsenic contamination and remedy;
- (iii) Supply textbooks free of cost to all children in all primary level institutions (as a matter of right of every child), regardless of their management (government, private, etc) expand and give full coverage in supply of free stationery, pencils, workbooks, drawing books, instrument box, etc to children in all institutions; re-use of books policy will continue, with improvements in paper quality and binding; instead of distributing the old books arrange for recycling them to print new ones;
- (iv) Establish and equip libraries in schools with adequate sets of textbooks of each grade and other books for supplementary reading in areas of children’s interest such as stories in original or abridged form, pictorials, maps and map making equipments, educative cartoons and drawing materials, magazines, etc; put up at least two computers in the library to attract and stimulate children’s curiosity and initiative to engage in learning Information and Communication Technology (ICT) and be creative;
- (v) Provide educational aids like wall charts, globes, models, computers, simple laboratory equipments etc. as well as audiovisual equipment to schools, on a phased basis;
- (vi) The curricula, textbooks, delivery methods and approaches, organization of classrooms and schools and supporting/supplementary materials and training activities will all have one goal – to improve the quality of education and high quality products of the primary education system. Academic supervision, monitoring, periodical evaluation, action research and associated activities will be improved, introduced and promising results replicated;

- (vii) Science and Mathematics contents as well as English learning will be substantially increased, focusing on science as related to everyday life and environ (eg why and how does it rain, what is the phenomenon of lightning, how does sound travel, how do the batteries in flashlight or the wicker in a hurricane lantern work, how do plant seeds germinate, why physical exercise is necessary, why smoking or drug habits must be shunned, and so on and on).

**Teacher Recruitment and Training** (for Quality and Quality assurance)

- (i) While the qualification of teachers should be raised to a minimum of Bachelor's degree by 2008; all new recruitments should aim at attracting persons not only with Bachelor's degree but also B. Ed in primary education; allow the existing teachers to upgrade their basic qualification (by arrangement with Open University); ensure Head Teachers have a B. A, B. Ed by 2008 and M. Ed in primary education by 2010; enhance the status of HTs and teachers to attract people with right qualification and aptitude and give them enhanced remuneration package, commensurate with the qualification and quality of work required of them;
- (ii) Fill up all existing vacancies of teachers and subsequently create necessary posts and make continuous recruitment to bring up the teacher/student ratio to 1:40 by 2010; make advance plans for quick replacement of retiring teachers through timely recruitment, training and placement of new recruits in good time leaving no vacuum; and recruit all new teachers from among female candidates with newly fixed qualification until 60% quota of female teachers is filled, preferably by 2008. Both district and Upazilla quotas may be used in recruitment of female teachers, keeping in view the convenience of their residential accommodation;
- (iii) Teachers without training would not be placed in classroom. Where posts would have to be filled on emergency basis, the new recruits will be put through a two-week orientation course before being assigned to conduct classes. The course will include pedagogy, classroom norms and art of transactions, how to facilitate class and deal with children in a child-friendly participatory format. It will also include how to prepare lesson plans and use it in facilitating the class; how to conduct CPA and CLA and assess homework, etc. This would be followed up with two days' training in sub-cluster training every month. They would be sent to PTIs for C-in-Ed course within the first year of recruitment;
- (iv) Review and revise teachers' training curriculum (in anticipation and in light of the proposed new school curriculum) and that of training of AUEOs and Instructors of PTIs, and organize short-term (one-month) training courses for AUEOs in batches and refresher courses at NAPE for improving their skills in academic supervision and providing effective in-service sub-cluster training to teachers; the inspection mode of supervision will be discarded;
- (v) Make an assessment of the training needs of the present female recruits and others who received no training at all, besides identifying the needs of retraining, supplementary training and specialized training; organize necessary training courses accordingly;

- (vi) Make optimum use of existing PTIs and if required, examine necessity of expanding and strengthening the existing ones or setting up new PTIs to raise the capacity to handle 10,000 trainees a year, fully equipped with modern facilities and well-stocked libraries where normal training courses as well as specialized training of trainers can be conducted, teachers' training facilities being made available for both government and private sector schools; if necessary, organize a crash program of training of untrained teachers through trained and well-known effective teachers;
- (vii) Introduce new recruitment rules to fill the posts of PTI Instructors with university graduates (M. A in Primary Education) or Master's with primary education as a major subject or major in primary education and, if necessary, arrange with universities to establish similar courses as has been done by the Universities of Dhaka and Rajshahi; increase the number of PTI Instructors' posts to 1000 by 2010 and fill all vacant posts by 2008 after due training; allow no untrained new recruit to conduct classes;
- (viii) Strengthen institutional capacity of NAPE, particularly to conduct research, innovate new methods and materials, improve the quality of training of Instructors of PTIs, provide support and services to field level officers for primary education management, especially to Upazilla Education Officers and the Upazilla Resource Centres;
- (ix) Raise the status of NAPE to enable it to organize and conduct B. Ed and M. Ed courses in primary education from 2008. Leave no posts of trainers vacant in NAPE and ensure all incumbents stay in their posts for at least 4 years and all staff receiving foreign training serve at least for five years on return (where promotions become due one can continue with promotion with the new scale of pay).

## **2.1 Policy and System Indicators**

### **2.1.1 Legislative, policy and institutional reform in conformance with the Convention on the Rights of the Child**

Education is a fundamental right of every human being (UN, 1948)<sup>2</sup>. Bangladesh Constitution (1972) recognizes this right and enjoins on the State “to adopt effective measures for ... establishing universal system of education and extending free and compulsory education to all children ... and removing illiteracy<sup>3</sup>.” Being signatory to UNCRC, UNCEDAW, WCEFA, and DFA<sup>4</sup>, Bangladesh re-affirmed its commitment to ensure meeting the child's and citizen's right to education and literacy/NFE. It recognizes education as a major ingredient for human resources development and alleviation of poverty; that primary education is the foundation of formal education, and thus gives it priority in national development plans and annual budgets.

Under ‘The Primary Schools (Taking Over) Act, 1974’ the government nationalized primary schools with effect from October 1973 and made the teachers Government employees. The Primary

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<sup>2</sup> United Nations, Universal Declaration of Human Rights, 1948

<sup>3</sup> Bangladesh Constitution, Fundamental Principles of State Policy, Part II, Clause 17

<sup>4</sup> UN Convention on Elimination of All Forms of Discrimination against Women (1979), UN Convention on the Rights of the Child (1990), the World Declaration on Education for All (1990) and Dakar Framework for Action (2000)

Education (Compulsory) Act 1990 made primary education compulsory. It was piloted in 68 sub-districts in 1992 and extended to the whole country from 1993.

### **2.1.2 Existence of an EFA Section within the Ministry of Education**

Following the World Conference on Education for All (WCEFA) the Government set up the Primary and Mass Education Division with the status of a Ministry and to highlight the importance attached to basic education it was placed under direct charge of the Prime Minister. Renamed in January 2003 it is now the Ministry of Primary and Mass Education (MOPME), fully responsible for EFA.

The Directorate of Primary Education (DPE) has been reorganized and strengthened. The Directorate of Non-Formal Education established in 1995 has been replaced by a new Bureau of Non-Formal Education (BNFE) in 2005; now fully staffed it is functioning under the NFE Policy Framework, instituted in 2006. The Ministry of Education looks after the secondary, tertiary, technical and faith or semi-faith-based streams of education other than primary and non-formal education.

### **2.1.3 Sector planning and sector reform processes in place, with mechanisms for coordination with and between donors established**

MOPME has its own planning section fully staffed with professionals and supporting staff. Reforms are carried out under development projects or as and when needed for MOPME and its Departments.

The Second Primary Education Development Program (PEDP-II) is the second project under Bangladesh Government that uses a program approach or sub-Sector-Wide Approach (SWAP). Eleven Development Partners (DPs) share 33 percent of the Program cost of US\$ 1.8 billion. The DPs are organized as a consortium, complete with a set of Code of Conduct (CoC). The Government and the DPs coordinate their support and activities both under the national Harmonization Action Plan (HAP) and Paris Declaration on Aid Effectiveness, 2005.

### **2.1.4 EMIS produces reliable disaggregated information that is accessible to the public**

DPE had established its MIS in 1995 and has recently started reorganizing and strengthening it. It has opened a website of its own ([www.dpe.gov.bd](http://www.dpe.gov.bd)). It is accessible to the public. It has put the results of the PEDP II baseline survey of 2005 on this website along with some other information. DPE plans to update the website regularly and put all relevant, reliable disaggregated information, easily accessible and downloadable. It may, however, need some time to become fully functional.

Dakar Framework for Action (DFA) focus seemed to have fallen on Gender Disparity as spelled out in EFA Goal 5. Another disaggregation focus was on urban rural distribution as usual. MDA has brought into light other aspects of disaggregation such as social inequities, physical and intellectual disabilities, ethnic, minority and challenges. Available data mostly include gender and location disparities. Policy, program and data managers are now paying more attention to other kinds of disparities and retuning their data management and coverage responsibilities. The rights-based approach is getting more attention.

### **2.1.5 Presence of national policies on “free and compulsory” education. Are these enforced?**

The compulsory Primary Education Act, 1990 is in force. Primary education remains “free and compulsory”. Physical facilities and all necessary resources (financial, human, professional and other linked facilities) are being added to improve the learning environment in all respects. It needs some more time, efforts and cost to meet the needs.

The penalty clauses of fine or trial of the Primary Education (Compulsory) Act are indeed difficult to enforce. Motivation through social mobilization proves more acceptable to all and remains the prevailing approaches. However, it needs further training and motivation to energize involvement and participation of community people in planning, implementation and monitoring of local education activities with a sense of ownership of the same.

### **2.1.6 Incentives and/or special support programs are in place for poor and disadvantaged children?**

Textbooks and education kits are provided free to children. Teaching aids are provided to schools. Incentive for enrolment and participation in the form of Food for Education (FFE) started in 1993 for poor and girl children, covering up to 40 percent of the total school children and two children per family. Replaced with cash stipend from 2001 families now receive Tk. 100/- for one child and Tk. 125/- for two children per month; payment is made to mother through a Bank account to promote women’s empowerment.

Girls in **secondary** schools have been receiving cash assistance under the generic name of Female Secondary Scholarship Program (FSSP) under different projects supported by DPs and from Government’s own resources since 1993. Some small experiments were conducted earlier by some DPs. The incentives had positive impact in achieving gender equity by 2005, both in primary and secondary education. Its effect on attendance was, however, marginal and made very little headway on quality.

### **2.1.7 Presence of legislation governing teachers’ code of conduct, conditions, etc.**

The matter is under review. However, as Government employees the Government primary school teachers are expected to work according to their job descriptions. Since six of the ten types of primary level institutions are beyond the control or direct supervision of MOPME it needs review and reforms to bring or link them together. DPE has recently made some modifications in the transfer rules of the teachers of Government Primary Schools (GPS).

## **2.2 Core EFA MDA Indicators**

Following Dakar, the Government gave priority to sustaining increasing enrolment and achieving gender equity (EFA Goal 5) in primary education. To improve quality (Goal 6) the government prepared the PEDP-II, on completion of PEDP-I, and started its operation from May 2004, focused on improving the quality of primary education in all respects. It has been somewhat slow in catching up as a host of things needed improvement for its effective implementation, teachers’ recruitment, training and performance, improving physical and environmental facilities, governance and community support, professional inputs, coordination and linkages and above all effective participation of children.

The basic ingredients of primary education are the children. The school exists for them and for their development. By law, they need to enter school at age 6. With the Birth Registration Act in force now everyone concerned should ensure the children access school in time. Table 1 below provides the projected number of school-age (6-10 years) population by single-year age in 2005 as the benchmark:

**Table 1: Single-year Primary School-age projected population, 2005<sup>5</sup>**

Age in years	Boys	Girls	Total
6	1,862,450	1,773,762	3,636,212
7	1,758,632	1,674,888	3,433,520
8	1,779,202	1,694,478	3,473,680
9	1,729,616	1,647,254	3,376,870
10	1,738,910	1,656,104	3,395,014
<b>Total:</b>	<b>8,868,810</b>	<b>8,446,486</b>	<b>17,315,296</b>

*Source: DPE, 2007: BBS Projection of Primary and Secondary School age Population. Enrolment Facilities and Indicators Related to Internal Efficiency (2005), SIPDSPP Project, 2005*

### Primary schools by types, teachers and enrolment

In 2007, the total primary school age population is estimated to have exceeded 18 million (UNICEF). The 6-10 single-year projected primary school-age population was put at 17,315,296 (girls 8,446,486) in 2005. Primary education is offered in ten different types of schools/institutions in Bangladesh that includes public and private, secular and faith-based ones, which also use secular primary school curriculum and materials. Table 2 below provides the information on public and non-public schools by type, teachers and enrolment in 2005:

**Table-2: Number of primary schools by type, teachers and enrolment in 2005**

Types of School	Number of Schools	No. of Teachers			Number of Pupils		
		Total	Female	GPI	Total	Girls	GPI
1. Government Primary	37672	162084	71740	0.79	9483891	4848049	1.04
2. Registered NGPS	19682	76566	22833	0.42	3572686	1802605	1.01
3. Non-Registered NGPS	946	3456	2200	1.75	158059	78186	0.98
4. Experimental Schools	54	223	84	0.60	9828	4762	0.94
5. Community Schools	3027	8773	6368	2.65	425992	218939	1.05
6. Kindergarten	2281	18937	10108	1.14	246286	105658	0.75
7. NGO Schools	289	1 175	713	1.54	37690	18867	1.00
8. Ebtedayee Madrasahs*	6768	28294	2986	0.12	849755	401624	0.89
9. Pry. Sections of High Madrasahs*	8329	32206	2218	0.07	1146138	499649	0.77
10. Primary Sections of High Schools*	1353	13075	5740	0.78	295333	156098	1.21
<b>Total:</b>	<b>80401</b>	<b>344789</b>	<b>124990</b>	<b>0.36</b>	<b>16225658</b>	<b>8134437</b>	<b>1.00</b>

\*Source: BANBEIS. Source: DPE, 2007

<sup>5</sup> The figure obtained by DPE from BSS was actually 18,793, 100, which BS had adjusted to the total figure in the Table 1 above as it was considered more realistic (DPE BS 2005, 2007).

The Table above shows that number of female teachers varies widely on a range of GPI 07 to GPI 2.65 by types of institutions. But the total average GPI for teachers comes to only 0.36, with 0.79 in GPS. The community schools have the best GPI at 2.65. The GPI for pupils is more closely poised, ranging between 0.75 and 1.21. The total average of GPIs for pupils stands at 1.00 or about 50 percent males and 50 percent females.

### 2.2.1 Gross Intake Rate (GIR) in Primary Education

Entry into primary education begins with Access, characterized by gross and net intake rates of children aged around 6 years (GIR) or of 6 years' age (NIR). DPE PEDP-II Baseline Survey 2005 gathered and presented Access data by national and 64 district levels. It also shows the highest and lowest performing districts. The girls were somewhat behind the boys in 12 of all 64 districts (18.75 percent) that include one major city and most of the rest are distant/remote districts. Overall, the girls led the boys by 5.1 percent in gender equity. That GIR in 2005 was positive, both for boys and girls, is shown in the table below.

**Table 2.2.1.1: Shows the GIR status in 2005**

Location level	Gross Intake Rate (in %)		
	Boys	Girls	GPI G/B
National	105.9	111.0	1.05
Highest dist. value	117.6	118.8	1.01
Lowest dist. value	86.6	90.0	1.04
Source: DPE, 2007			

### 2.2.1 Net Intake Rate (NIR) in Primary Education

NIR reflects a more accurate measurement of access and school entrance in time. The Baseline Survey found about a 10 point difference between GIR and NIR. EFA 2000 Assessment Report showed NIR at grade at 64.6 percent, with a gender parity index of 0.9 and GIR at 125.7 percent with GPI at 1.0. That left more than one-third of 6-year old children out of primary schools. It is an improvement in 2005. The Table 2.2.2.1 below shows the NIR status in 2005, a great improvement over EFA 2000 Assessment report.

**Table: 2.2.2.1: NIR Status**

Location level	Net Intake Rate (in %)		
	Boys	Girls	GPI G/B
National	93.3	96.1	1.03
Highest district value	99.9	100.0	1.00
Lowest district value	80.0	86.7	1.08

Source: DPE, 2007

## 2.2.2 Gross Enrolment Ratio (GER)

The GER expresses the extent of participation and involvement of children in primary or secondary education under this MDA indicator, regardless of their official age.

### *Primary Education*

GER in primary education was 97.2% in 2001, it has come down to 93.7% in 2005 (boys 91.2% and girls, 96.2%). It was 106.34% in 2002<sup>6</sup> (Boys 105.49, girls 107.25). The reduction of GER from the earlier rates could mean that more children are enrolled and fewer remaining outside. The girls have a 5.0% gender lead in GER. It could also mean that incentives for the girls are keeping more boys out of school. Baseline Survey shows that boys led in GER in 23 districts while girls did so in 41. Boys had highest GER score in 4 districts and girls in 3. The lowest GER districts for boys and girls were 3 each. The table below shows the GER status in primary education in 2005.

**Table 2.2.3.1: Shows the GER status in 2005 in primary education**

Location level	Gross Enrolment Rate (in %)		
	Boys	Girls	GPI G/B
National	91.2	96.2	1.05
Highest district value	115.1	113.7	0.98
Lowest district value	70.8	74.8	1.05

Source: DPE, 2007

### *Secondary Education*

The secondary school-age population, 17,341,888 is slightly more than the projected primary school-age population of 17,315,296. But the actual enrolment in secondary schools is only 42.66 percent of the secondary-age population (11-15 years). Secondary education is divided into 3+2+2 years. Grades 6-8 are the junior secondary, Grades 9-10 form the secondary proper and Grades 11-12 (age 16-17 years) make the higher secondary, which is the beginning part of college education that leads to tertiary education.

Junior secondary education population is 10,531,392 (girls 4,939,756) and secondary school population 6,810,496 (girls 3,171,370). Junior secondary Gross Enrolment is 6,232,512 and Net

<sup>6</sup> MOPME, CELS 2002, 2003

Enrolment, 5,685,494. Secondary Gross Enrolment is 2,865,863 and Net Enrolment, 2,614,331. GPI for Junior Secondary and Secondary is shown in the table 2.2.3.2 below:

**Table 2.2.3.2: Shows the GER status of Secondary education in 2005**

Grade level	Gross Enrolment Rate (in %)		
	Boys	Girls	GPI G/B
Junior secondary	48.05	51.95	1.08
Secondary	49.15	50.85	1.03
<i>Source: BANBEIS, 2006</i>			

## 2.2.4 Net Enrolment Ratio (NER)

### *Primary Education*

The net enrolment rate determines the number of official age group children enrolled in primary education. Since the survey provides information on the unreached it can help in deciding strategy to reach them. The NER rose from 85.07% in 2002 (CELS, 2003) to 87.2% in 2005 (boys 84.6% and girls 90.1%) in 2005. It also shows that as NER advances it's logical for GER to reduce. It is likely that Survey data baseline would steer PEDP II to the right goals. The table below shows what the NER was in primary education in 2005.

**Table 2.2.4.1 shows the NER for Primary Education in 2005**

Performance level	Net Enrolment Rate (in %)		
	Boys	Girls	GPI G/B
National	84.6	90.1	1.06
Highest district value	99.98	99.9	1.00
Lowest district value	65.4	70.2	1.07
<i>Source: DPE, 2007</i>			

### *Secondary Education*

Table 2.2.4.2 provides information on the net enrolment ratio in secondary education

**Table 2.2.4.2: Shows the NER status of Secondary education in 2005**

Grade level	Net Enrolment Rate (in %)		
	Boys	Girls	GPI G/B
Junior secondary	48.17	51.83	1.08
Secondary education	49.27	50.73	1.03
<i>Source: BANBEIS, 2006</i>			

## 2.2.5 Repetition Rates (RR) by Grade in Primary Education

The table below shows that considerable number of children repeats class and continues in primary education. It needs further investigation to identify the reasons and take remedial **action to minimize the wastage. It has been argued elsewhere (in workshops) that the first** generation pupils get little help at home from illiterate poor parents. They find it difficult to cope with the class work load; some of them drop out and some repeat.

**Table 2.2.5.1: Repetition rates by grade and gender (in %0)**

Grade	Boys	Girls	Overall	GPI
1	12.6	12.0.	12.3	0.95
2	11.1	10.8	11.0	0.97
3	13.8	13.6.	13.7	0.98
4	11.5	11.3	11.4	0.98
5	6.3	5.2	5.7	0.82
<i>Source: DPE, 2007</i>				

## 2.2.6 Survival Rate to Grade 5

Survival to Grade V is of special importance. Some studies found that most of the children completing grade V attain only Grade IV level competency (MoPME, PSPMP, 2001). The 2005 survey found that overall survival rate was 53.9% (boys: 51.7.0% and girls, 56.1%). It shows that nearly half the children could not make it to the end. The piloting of school-leaving public examination in 2006 may attract more children to survive to Grade V. The system needs improvement in all spheres of primary education (re PEDP-II) to enable children to pass the examination, with quality.

## 2.2.7 Transition Rate to Secondary Education

Transition Rate (TR) refers to speed or number of transfer of a body of students' who have completed primary education cycle successfully move and enroll in class VI to study in the secondary education cycle. The Baseline Survey found that Transition Rate had increased from 88.4% in 2002 to 92.4% in 2003 and then declined to 83.3% in 2004. Transition rate of girls has, however, remained higher throughout than that of boys. The table below provides the picture and shows the GPI.

**Table 2.2.7.1: Transition Rate from Primary to Secondary Education (in %)**

Year	Boys	Girls	Total	GPI
2002	82.0	95.0	88.4	1.16
2003	88.7	96.2	92.4	1.08
2004	80.0	86.6	83.3	1.08
<i>Source: BANBEIS, and DPE</i>				

## 2.2.8 Percentage of Trained Teachers in Primary Education

Following Jomtien, the Government decided to increase the number of teachers in primary schools as part of drive for increasing enrolment. One part of this strategy was to increase the number of

female teachers to 60 percent. To attract more women their qualification was relaxed to Secondary School Certificate (SSC) or high school graduation. For the male teachers the qualification remained unchanged at Higher Secondary Certificate (HSC). As the classrooms had to be provided with teachers quickly because of rapidly increasing enrolment teacher training was changed from one-year pre-service to ten-month in-service training. By another strategy the schools were made to work in double-shift which resulted in reduced contact hours. These changes affected the quality of teacher training and performance and with it the quality of primary education, which has adversely affected all other tiers and the system of education.

The 54 Primary Training Institutes (PTIs) conduct primary school teacher training course and offer Certificate in Education (C-in-ED) certificate. In most cases the passing mark score is less than 50. The table below presents the percentage of trained primary teachers by gender and locality (for the sake of brevity all the 54 districts are not shown in the table, same goes for others).

**Table 2.2.8.1: Percentage of Trained Teachers in Primary Education**

Operation area	C-in-Ed trained teachers (GPS)			C-in-Ed trained teachers (RNGPS)			C-in-Ed trained teachers (GPS & RNGPS <u>combined</u> )		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National average:	76.5%	68.7%	73.1%	73.2%	68.9%	72.0%	74.8%	67.2%	71.9%
District Level	88.5%	85.7%	86.2%	93.6%	93.0%	92.3%	90.0%	85.4%	87.1%
Highest value:									
District Level	53.7%	47.2%	54.9%	43.7%	35.5%	42.0%	52.5%	47.6%	53.0%
Lowest value:									

The GPIs for the three groups are: GPS, 0.90, RNGPS, 0.94, and GPS & RNGPS combined, 0.90. Source: DPE, 2007

### 2.2.9 Pupil-Teacher Ratio in Primary Education

Overcrowded classes hinder teacher's span of attention, participatory process of class management and effective classroom transaction. Teacher cannot properly follow the learners' achievements and weaknesses or take remedial measures. Various experiments are made with classroom seating arrangements to improve operation and create a friendly learning environment. Non-formal education uses a 30-33<sup>7</sup> size class.

The number of teachers and student population determine the pupil-teacher ratio. Government primary schools have it as 58:1 while the Government-supported Registered Non-Government Primary Schools and Community Schools have a ratio of 46:1 respectively and an average of 54:1. It was 61: 1 only in 2002 (CELS, 2003). So 2005 ratio was an improvement. PEDP II targets to raise it to 46:1 by 2009. Table 2.2.9.1 below gives the PTR status in 2005:

<sup>7</sup> Government NFE program takes 30 learners in a class; NGOs have increased it by 10% to 33.

**Table 2.2.9.1: Pupil-Teacher Ratio in Primary Education**

Pupil-teacher Ratio				
Budget 2005-06		Primary education		Secondary education
Revenue Level		34		23
Development		61.51		27.07
	GPS	RNGPS	Community	Overall
National	58	46	46	54
District Level Highest value:	87	83	75	85
District Level Lowest value:	33	31	26	33
<i>Source: DPE, 2007</i>				

### 2.2.10 Public Expenditure on Primary Education as Per cent of Total Public Expenditure on Education

Table 2.2.10.1: Shows the Percent share of primary education in Total Public Expenditure on Education

*Source: BANBEIS, 2006*

### 2.3 Additional EFA MDA Indicators

#### 2.3.1 Age-Specific Enrolment Ratio (ASER) in primary education, 2005: #:15,114,102 (DPE, 2007).

The first three items come from the Baseline Survey Report (DPE, 2007) for the year 2005 and the last figure comes from a simple deduction of the third item from the first one.

- 6-10 year old projected school-age population: 17,315,296
- Total Gross enrolment in primary schools and equivalent: 16,225,658
- **Age-Specific Enrolment Ratio (ASER)** children enrolled in 2005: 15,114,102
- Un-enrolled primary age (6-10) children: 2,201,194

#### 2.3.2 Promotion Rate

- Primary schools have a promotion system from classes 1-5 but there is no promotion system from primary education to grade VI in secondary education.
- There was no school-leaving public examination in primary education until 2005; it was started in 2006 on pilot basis.
- There was a primary scholarship examination at the end of Grade V that allowed top 20% of the Government primary school students to participate. The pass rate was below 60 until 2005 when it rose to 67.25%.
- In 2005 the participation scope was widened to 30% and also to students of some other categories of primary schools, including kindergarten and NGO schools.
- The children who took the scholarship examination, those who did not dropout or joined the repeaters group were considered as completers and eligible to seek admission in grade VI of any high school to join secondary education.
- Table 2.3.2.1 below shows that participation and more so the performance rates have gone up quite appreciably. The pass rate of entrants from new institutions is indeed remarkable at 89 percent, raising the average to 67.25 percent from 54.21 percent in 2004.

**Table 2.3.2.1: Primary Scholarship Examination Results in 2005**

S. No	Type of School	Total enrolled	Absent	Appeared	Total pass	Pass rate (In %)
1	GPS excluding Model and Experimental Schools	398,885	35,819	363,066	251,066	69.15
2	Government Model Schools	12,945	754	12,191	10,857	89.06
3	PTI Experimental School	1,632	358	1,274	1,066	83.67
4	RNGPS	132,932	12,079	120,853	65,094	53.86
5	Community Schools	11,920	1,475	10,445	4,673	44.74
6	NGO Schools	11,988	758	11,230	10,007	89.11
7	Kindergarten/Others	34,054	5,130	28,924	25,745	89.01
	<b>Total</b>	604,356	56,373	547,983	368,508	67.25
<i>Source and acknowledgement: DPE, 2007</i>						

### 2.3.3 Dropout Rate

The dropout rate reported for 2001 was 33% (DPE, 2002). The 2005 Survey found it has increased to 47.2%. The input per graduate was 8.1 years in 2005.

### 2.3.4 Survival Rate by Grade

This information has been provided under the Core Indicators at 2.2.5

**Table 2.3.4.1: Repetition rates by grade and gender (in %)**

Grade	Boys	Girls	Overall	GPI
1	12.6	12.0	12.3	0.95
2	11.1	10.8	11.0	0.97
3	13.8	13.6	13.7	0.98
4	11.5	11.3	11.4	0.98

5	6.3	5.2	5.7.	0.82
<i>Source: DPE, 2007</i>				

Table 2.3.4.1 above shows that repetition cases were the highest in Grade III while Grade V had only about half of the other individual grades. A negative GPI here shows that girls are doing well and best at grade V.

### **2.3.5 Percentage of Repeaters**

The average percentage of repeaters was 10.5% with boys at 10.7% and girls, 9.6%.

### **2.3.6 Percentage of Schools Offering Complete Primary Education**

All primary schools listed in Table 2 provide Complete Primary Education

**2.3.7 Percentage of Schools Offering Mother-Tongue Instruction:** Not available

### **2.3.8 Percentage Distribution of Primary Students by the Travel Duration from their Home to School:**

Not available. However, the system operates on the principle that there should be a Government primary school within a radius of every 2 kilometers.

### **2.3.9 Existence of School/Community Mapping or Child-Seeking Strategy:**

- GIS provides and is part of the school-age database on children. Two other systems are at work:
- Local Level Planning within the school catchments area, and
- Union Primary Education Plan.

**GOAL 2: UPE                      AT A GLANCE**

1. Total Primary level institutions	80401
2. Total school age children, 6-10 years	17.3 million
3. Total enrolled in 2005	16.2 million
4. Gross Intake Rate	Total: 108.4% Boys: 105.9% Girls: 111.0%
5. Net Intake Rate (NIR)	Total: 94.7 Boys: 93.3 Girls: 96.1
6. Gross Enrolment Ratio	Total : 93.7 Boys: 91.2 Girls: 96.2
7. Net Enrolment Ratio	Total: 87.2 Boys: 84.6 Girls: 90.1
8. Repetition Rate	Total: 10.5 Boys: 10.7 Girls: 9.6
9. Survival Rate	Total: 53.9 Boys: 49.0 Girls: 56.9
10. Years in-put per graduate (Wastage)	National: 8.2 yrs Boys: 8.6 yrs Girls: 7.9 yes
11. Dropout	Total: 47.2
12. Coefficient of Efficiency	61.8%
13. Pupil: Teacher Ratio	54:1
14. Student absenteeism	23%
15. Teachers having C-in-Ed training	71.9%
16. Transition Rate (Primary to Secondary), 2004	83.3%
17. Pupil: Classroom Ratio (GPS)	68
18. Teaching Aids and Learning Materials	GPS: 51% RNGPS: 48%

