

EDUCATION FOR ALL
EFA MID-DECADE ASSESSMENT, 2007

GOAL 6

QUALITY EDUCATION

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BANGLADESH EFA MID-DECADE ASSESSMENT, 2007

MEASURING PROGRESS TOWARDS EFAGOAL 6: QUALITY EDUCATION

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Goal Statement

EFA Goal 6: Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

The Dakar Framework for Action considers that quality is at the heart of education, and what takes place in classrooms and other learning environments fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes. Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvement in areas such as teacher training and materials development. Recent assessments of learning achievement in some countries have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed.

Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programs require: (1) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners; (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; (6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; and (8) respect for and engagement with local communities and cultures.

Quality Issue in NPA II

The NPA-II envisaged 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.

6.1 Policy/System Indicators

6.1.1 Presence of standard tests for measuring learning achievement linked to national curriculum

National Assessment (NA) Instruments exist, prepared by the National Curriculum and Textbook Board (NCTB), which operates under the Ministry of Education (MOE) but has a Primary Education Unit, headed by a Member and deals with development, printing and distribution of curriculum and textbooks of the Ministry of Primary and Mass Education (MOPME). NA tests are used for measuring achievement of acceptable levels of literacy and numeracy in primary education. Passing rate is around 60 percent and qualifying marks start at 40 pc. NCTB has set 50 competencies that the pupils have to achieve on completion of primary education in five years.

6.1.2 Does the government participate in international learning achievement tests such as TIMMS, PISA, EALAS, LAMP or some other multi-country initiative – and what were the results or trends in terms of student performance?

MOPME has agreed to participate in LAMP. It was presented by an official of the UNESCO Institute of Statistics (UIS) in 2006 in Dhaka in cooperation with the Bangladesh National Commission of UNESCO, located at the MOE.

6.1.3 Presence of a system to give schools feedback on school and student performance on national exams.

Primary education has no national public examination system as such. There was a Primary Scholarship Examination, starting with participation by top 20 percent students. The pass rate was 67.35 percent in 2005, an improvement from 44.19 percent in 2002 (DPE, 2007).

This examination was limited to students of GPS until 2004. The participation scope was widened to 30% (it actually rose to 31.57 percent in 2005) and also to students of some other categories of primary schools in 2005, including kindergarten and NGO schools. The pass rates of entrants from new institutions are indeed remarkable at over 89 percent. The Table below shows that participation and more so the performance rates in primary schools have gone up quite appreciably:

Table 6.1.3.1: Primary Scholarship Examination Results, 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
	Total	604,356	56,373	547,983	368,508	67.25

Source and acknowledgement: DPE, 2007

The children who do not take the scholarship examination and those who drop out or join the repeaters group are considered as completers and eligible to seek admission in grade VI of any high school (under the Ministry of Education), subject to qualifying in the admission test, to join secondary education.

A school leaving public examination was started in primary education on a pilot basis in select areas in 2006. It would be extended further by phases to cover all Grade V children.

6.1.4 Presence of a National CFS Policy or Framework – or examples where holistic approaches to improving school quality across the 5 dimensions have been implemented

It is being experimented on a model basis in 10 sub-districts. The “key dimensions of quality, which include inclusiveness, effectiveness, safe/protective/healthy, gender friendliness and involvement of community, parents and students” are recognized. These principles started with the Intensive District Approach to Education for All (IDEAL) project supported by UNICEF has now become part of the holistic PEDP II PSQL standards.

6.1.5 School Self Assessment tools and processes have been initiated, linked to school planning, with active student, parent and community participation

Select primary schools are presented annual best performance awards, based on a set of selection criteria. The good performance of select schools and students are highlighted in the award citation but not provided to other schools as a matter of routine. Individual schools, however, keep track of how and what attracts the awards winning schools and majority schools make efforts to be known for good achievements.

There are two other strategies that circulate information about performance awards. This is done on three levels. (a) Local Level Planning (LLP) program is already on in 36 districts and being extended to the other 28; (b) an Upazilla Primary Education Plan (UPEP) is now prepared and implemented as part of devolution of authorities, responsibilities and wider participation of the communities. PEDP II is introducing School Level Improvement of Program (SLIP) that engages in school level improvements with small grants.

While the LLP works at the school and individual school catchments level UPEP takes stock of Primary Education situation in the sub-district, assesses needs, makes and implement plans for improving the situation and achieving the targets set in the EFA, national and local plans.

6.1.6 What provision of quality standards for school environments exist – are they enforced and are they child friendly?

The Second Primary Education Development Program (PEDP-II), 2004-2009, has established pro-poor primary school level quality standards as part of strategy for improving the quality of primary education, named "Primary School Quality Levels" (PSQL) to ensure that every child has access to the minimum inputs necessary as a foundation for an acceptable quality of Primary schooling, by setting a floor, or minimum, for school and classroom attributes or characteristics required for effective instruction and learning.

PSQL has identified 20 school level standards. Serious efforts are being made to practice and realize the agreed child friendly standards.

6.1.7 What policies are in place regarding corporal punishment and what is the current practice in classrooms? What is the situation in terms of violence in schools?

Corporal punishment in school is prohibited. Practice in classrooms is somewhat mixed and varied. Reports suggest that some teachers tend to keep the fear factor alive, but may not go the length or start it at all. PSQL standards of school-friendly environment and child-centered classroom approach are beginning to have some impact.

6.2 Core EFA MDA Indicators

6.2.1 Survival Rate to Grade 5

Survival to Grade V is of special significance since completion of at least four years of schooling is necessary to ensure a sustainable level of literacy and numeracy. Some studies also found that most of the children completing grade V attain only Grade IV level competency (MOPME, PSPMP, 2001). The 2005 PEDP II baseline survey in primary education found that overall survival rate was 53.9% (boys: 51.7.0% and girls, 56.1%), with a cohort dropout rate of 47.1 percent. It shows that nearly half the children could not make it to the end.

The piloting of school-leaving public examination in 2006 should make children and teachers work harder in context of PSQL standards with more support for survival to Grade V and quality completion. The system needs improvement in all spheres of primary education (re: PEDP II) to enable children to pass the school leaving examination, with quality. MOPME has projected to raise the competency rate of children at the end of Grade V from 45 percent in 2003 benchmark to 65 percent by 2009.

6.2.2 Percentage of Primary School Teachers having the Required Academic Qualifications

In response to Jomtien Declaration, 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 set a quota of increasing the number of female teachers to 60 percent quickly. To attract more women, their basic qualification was relaxed to Secondary School Certificate (SSC) or high school graduation. For the male teachers the basic qualification of primary school teachers 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. Ninety one percent of GPS are on double-shift with a target of reducing the number by 31.1 percent by 2009. These changes have affected the quality of teacher training and performance and with it the quality of primary education, which has adversely affected all other tiers above and the system of education.

There are quite a number of serving primary school teachers with academic diplomas and degrees such as Bachelor's, Master's, M. Phil, Ph. D. and Engineering. PEDP II proposes to recognize such higher degree and provide incentives to encourage others. The Second National Plan of Action for EFA (NPA II), 2003-2015, proposes to raise the basic minimum qualification from HSC to Bachelor's degree with commensurate remuneration and open the door to teachers to join the primary education cadre. Teachers need incentives and a career path to improve their performance and thereby improve the quality of primary education.

6.2.3 Percentage of School Teachers who are Certified to Teach According to National Standards for:

Early Childhood Care and Education

ECCE is a developing area. It is passing from an informal “Baby class” in primary schools to organized operation in primary schools as pre-school program by select NGOs with approval and support from MOPME. National and international NGOs as well as private schools and faith-based institutions are also conducting it in learning centers and as community and home-based program. MoPME has taken the lead and with cooperation of 200 interested NGOs set up a national body and prepared a draft ECCE policy paper. UNICEF is also involved and supporting. In cooperation with MoPME the major national NGO (BRAC) has already set up 20,000 ECCE centers in as many primary schools on condition that disadvantaged children joining these centres would be enrolled in Grade I of the mother school. An international NGO has established more than 3,000 centers.

The Second National Plan of Action for EFA (NPA II) has proposed ECCE programs under both formal and non-formal sub-sectors. The new policy envisages development of standardized curriculum, teaching learning materials and teacher training to link and bring together the different practices and principles followed by different organizations.

Currently, ECCE teachers are recruited from among persons with Grade 9 level competency or secondary school graduates (there are some with higher qualifications) who manage and facilitate ECCE class with some initial and refresher trainings.

Primary Education

Presently, 54 Primary Training Institutes (PTIs) conduct a ten-month primary school teacher in-service training course and offer Certificate in Education (C-in-ED) diploma. Male and female teachers of Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS), supported by the Government, participate in these courses. This diploma certifies the holder as qualified to teach at primary level. In most cases the passing mark score is around 50 percent.

The Government and Government-supported institutions serve 83 percent of all enrolled children. There are 80,401 primary level institutions, with 344,789 teachers (females 124,990/ overall GPI 0.36/ in GPS 0.90) and 16,222,658 pupils (females 8,134,437/GPI 1.0/)

The certified teachers of these two types of schools numbered 71.9 percent, male 74.8 and female, 67.2 percent. Table 6.2.3.1 below gives the breakup of certified teachers separately for the two types of institutions and together for both to provide a national average:

Table 6.2.3.1: Percentage of Trained Teachers in Primary Education

Operation level	C-in-Ed trained teachers (GPS)/ percent			GPI	C-in-Ed trained teachers (RNGPS) percent			GPI	C-in-Ed trained teachers (GPS & RNGPS combined percent)			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
National average	76.5	68.7	73.10	0.90	73.2	68.9	72.0	0.94	74.8	67.2	71.9	0.90
District Level Highest value:	88.5	85.7	86.2	0.97	93.6	93.0	92.3	0.99	90.0	85.4	87.1	0.95
District Level Lowest value:	53.7	47.2	50.45	0.88	43.7	35.5	42.0	0.81	52.5	47.6	53.0	0.90

Source: DPE, 2007

Secondary Education

Secondary education has a 3+2+2 structure. Junior Secondary comprises Grades 6-8, Secondary covers Grades 9-10 and Higher Secondary, Grades 11-12 which is actually the beginning of college education. There are 18,500 secondary schools, Grades 6-10. The official age-range for secondary education is 11-15 years. All the Junior Secondary schools, 4,322 (for females -1,247) are in the private sector. Only 317 secondary schools are in the public sector, the remaining 13,861 are in the private sector. The non-government schools receive financial and teachers' salary support from the Government.

There are 238,158 teachers in 18,500 secondary schools, Grades 6-10. There are 14 Teachers Training Colleges (TTC), 14 in the public sector and 85 in the private sector with an enrolment of 18,156 (females 7,237/GPI 0.66) in 2005.

Table 6.2.3.2 provides information on trained teachers in secondary schools by sector and gender

Year	Mgmt	Number of Teachers			No. of Trained Teacher			% of Trained Teachers			GPI
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
2005	Public	5112	2340	7452	3504	1942	5446	68.54	82.99	73.08	1.21
	Private	184756	45950	230706	96265	25778	122043	52.10	56.10	52.90	1.07
	Total	189868	48290	238158	99769	27720	127489	52.55	57.40	53.53	1.09

Source: BANBEIS, 2006

The Table above shows that only 53.53 percent (GPI 1.09) teacher are trained. This figure is close to the figure for the private sector. The public sector schools make up only 1.71 percent of all secondary schools. One important fact is that GPI is favorable in all cases, as a result of affirmative action in favor of the females.

Non-Formal Education

In the public sector, generally people with HSC are recruited as facilitators. It is relaxed in case of females to SSC as in the primary sub-sector. NGOs generally take persons with Grade 9 competence. The public sector uses a cascading system of training. The Core Trainers (normally the developers of the teaching learning materials) train the Master Trainers who train the Supervisors and they, in turn, provide foundation training to Facilitators. The Master Trainers also train the Supervisors and Facilitators together. Facilitators also receive Refresher training for a day once every month from the Supervisors. NGOs follow a similar approach; provide foundation training for 12-15 days and refresher training every month for a day. They also provide subject-based training in December only for the next level in the coming year.

6.2.4 Pupil-Teacher Ratio (PTR) for

Primary Education

Overcrowded classes interfere with 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 30-33¹ size class.

The number of teachers and student population determine the pupil-teacher ratio. PTR in Government primary schools is 58:1 while the Government-supported Registered Non-Government Primary Schools (RNGPS) and Community Schools have a ratio of 46:1 respectively while the national average is 54:1 in the country. It was 61:1 only in 2002 (CELS, 2003). So 2005 ratio was an improvement. PEDP II targets to bring it down to 46:1 by 2009. Table 6.2.4.1 below gives the PTR status in primary education in 2005:

Table 6.2.4.1: Pupil-Teacher Ratio in Primary Education

Level	Pupil-teacher Ratio			
	GPS	RNGPS	Community School	Overall
National average	58	46	46	54
District Level Highest value:	87	83	75	85
District Level Lowest value:	33	31	26	33

Source: DPE, 2007

Secondary Education

The secondary age population (age 11-15 years) in 2005 was 17,341,888. The enrolment was 42.66 percent or 7,398,552 children in 2005. The average national PTR was 31.06. Actually, it ranged between 25 and 35.

6.2.5 Pupil-Class ratio (PCR)

Primary Education

Pupil-Class ratio varies widely in primary education. PEDP II baseline survey 2005 found that 20 Upazillas (sub-districts) had less than 40 pupils per class. There were 282 upazillas which had between 40 and 80 pupils per class; 124 upazillas had between 80 and 100 while 55 UZs had more than 100 pupils a class. GPS have the worse problem with crowded classrooms.

6.2.6 Pupil-Textbook ratio (PBR)

- Primary Education 1: 1 set.
- Secondary Education – not available

6.2.7 Public Expenditure on Education as Per cent of Total Government Expenditure

¹ Government NFE program takes 30 learners in a class; NGOs have increased it by 10% to 33.

Public expenditure on education as percentage of total government is 14.18% as below:

Table 6.2.7.1: Public Expenditure on Education as Per cent of Total Government Expenditure, 2005-06

Budget 2005-06	Share of Education in %
Revenue	15.03
Development	12.77
Revenue + Development	14.18

2006

Source: BANBEIS,

6.2.8 Public Expenditure on Education as Per cent of Gross National Product (GNP)

Expenditure in this respect remains at 2.3 percent.

6.2.9 Public Expenditure on Primary/ Secondary Education per Pupil as Percent of GNP per Capita

Public expenditure on education in primary schools is Tk. 1783 per student; but per capita expenditure as percentage on GNP is not available.

6.2.10 Percentage of schools with improved drinking water sources

The PEDP II Baseline survey revealed that 91 percent of GPS and 89% of RNGPS had potable water supply mostly from tube wells and in some cases from tap supply. The depressing part of it was that 44% of the tube wells were not in working condition. More than fifty percent of the tube wells in 367 Upazillas were not in working condition, and in another 133 Upazillas more than 80% of the tube wells were of order. It was, however, learnt that 50% of GPS and 44% of RNGPS reported availability of arsenic-free water. Conversely, 16% of GPS and 17% of RNGPS did not have arsenic-free water, whereas 29% GPS and 34% RNGPS confided that their tube well water was not tested in a laboratory, and surprisingly 5% of the schools opted to make no response.

6.2.11 Percentage of schools with adequate sanitation facilities

Separate Toilets for Girls and Boys

Thirty two percent of total GPS had separate toilets for boys, whereas 37% of GPS reported separate toilets for girls. Sixty two percent of GPS had common toilets (used by both boys and girls). Similarly, 29% RNGPS had separate toilet for boys, and 35% separate toilets for girls. Sixty three percent of RNGPS had had only common toilets. It is noteworthy that 49 percent of the GPS and 35% of RNGPS had separate toilets for teachers.

In case of GPS, 3,337 schools (9% of all GPS) had no toilets and other 7,67S schools (20%) had only one toilet in the school for all pupils and teachers. It was almost similar in case of In case of RNGPS. There was shortage of toilets in schools and the existing ones were generally not clean, and even unusable.

6.3 Additional EFA MDA Indicators

6.3.1 Percentage of pupils who have mastered nationally defined basic learning competencies

45 percent it is projected to rise to 65 percent in 2009

6.3.2 School Life Expectancy

Primary education for 5 years, but IT TAKES 8.1 year per graduate

6.3.3 Instructional Hours

Only 12 percent of GPS and 9 percent of RNGPS are on single shift the rest run on double shift. It is projected to raise single shift school to 31.1 percent by 2009.

6.3.4 Percentage distribution of teachers who attended in-service training programs by type and duration:

Subject-based Training

Twenty seven percent of all GPS teachers and 30% of all RNGPS teachers had received subject-based training. The female teachers lagged behind by 1% in GPS and 4% in RNGPS).

Teaching Methods in Classroom

In both GPS and RNGPS, the percentage of the teachers having received training in teaching methods in classrooms was 35% with no significant difference between male teachers and female teachers.

Sub-cluster Training

Eighty seven percent of teachers in all schools, with insignificant difference among GPS and RNGPS or among males and females, have received sub-cluster training a day a month.

6.3.5 Percentage of primary teachers who are trained in multi-grade teaching

Not on record.

6.3.6 Pass rates for National examination scores

Pass rate is 40% (starting at 33%).

6.3.7 Percentage of schools with libraries or reading centers

There is provision for providing supplementary reading materials (SRM). The new school buildings are being provided with space for library/reading centers and the design also includes mobility facilities for disabled children.

6.3.8 Percentage of primary school going children who have intestinal worm infestation

Not available

6.3.9 Number of incidence of violence reported in schools

Not on record

GOAL 6: QUALITY EDUCATION AT A GLANCE

1. Presence of standard tests for measuring learning achievement	MIS and M & E of DPE manages National Assessment Instruments for measuring learning achievements
2. Presence of a National CFS Policy or Framework	National CFS Framework is taken into PSQL under the PEDP-II
3. School Self Assessment tools and processes	Local Level planning (LLP), Upazilla Primary Education Plan (UPEP), School Level Improvement Plan (SLIP) are the Assessment tools
4. Provision of quality standards for school environments	Primary School Quality Levels (PSQL) in corporates poor-poor primary school level quality standard as a strategy to promote quality and primary education
5. Corporal punishment	Prohibited
6. Survival Rate to Grade-5	National 53.9% Boys 51.7% Girls 56.1%
7. Cohort Drop-out Rate	47.1%
8. Primary School Teachers having the Required Academic Qualifications	71.9% have C-in-Ed training; normally women have SSC and men have HSC
9. Transition from primary to secondary level	Total 83.4% Boys 80.0% Girls 86.6%
10. Trained teachers in primary schools	Total 71.9% Males 74.8% Females 67.2%
11. Pupil: Teacher Ratio	54: 1
12. Pupil: Classroom Ratio	40-200
13. Separates Toilets for boys and girls	37% in GPS and 35% in RNGPS
14. Accessible to the Physically Disabled Children	597 or less than 1%
15. School Water Supply	90% of GPS and 89% of RNGPS
16. Increased School Contact Hours	Double shift 600 and Single 90
17. Initial Teacher Training	Total 73% Males 76% Females 69%