PRIMARY & MASS EDUCATION IN BANGLADESH

(An Overview)

Ministry of Primary and Mass Education
Bangladesh
(Socio-Economic Condition)

People’s Republic of Bangladesh has emerged as an independent state in 16th December 1971. Bangladesh is situated to the North eastern part of South-Asia.

- Area: 147,570 sq. kilometres
- Population: 144.5 million (Estimated 2008)
- Life expectancy: 66.7 years (Male 65.6 Female 70)
- Per capita income: US$ 690 (2010)
- Infant Mort. Rate/(1000 Live Birth Below 1 Yr): 43
- Persons Per Registered Physician: 3469 (2007)
- Literacy Rate: 56.1% (7+ Yrs)
- Improved drinking Water Coverage: Rural 85% Urban 60%
POLICY ASPECTS

The constitution of the People’s Republic of Bangladesh

**Article 17:** The state shall adopt effective measures for the purpose of-

(a) Establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;

(b) Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;

(c) Removing illiteracy within such time as may be determined by law.
Primary and Mass Education Division
15-08-1992
Ministry of Primary and Mass Education
02-01-2003
Responsibility

(Rules of Business 1996)

Rule 3(2) Allocation of Business

- Formulation of sectoral plan in primary and mass education sector.
- Preparation, monitoring and evaluation of development project.
- Mass Literacy program including informal and non-formal education.
- Motivation and publicity at national and local level about primary education for all and mass education programs.
- Educational policy and reforms.
• Curriculum Development

• Preparation, Printing and distribution of text books. Taking all other cases in the field of pre-primary and primary education

• Processing of educational projects/schemes of primary and mass education sector with PEC/NEC/ECNEC and implementation of the decisions of the Cabinet.

• Aid from foreign and international bodies in the field of primary and mass Education.

• International Organizations and other international programs in the field of primary and mass education.

• Matters relating to the recommendations of Education Reforms Commission.
• Matters relating to the recommendations of Education Reforms Commission.

• Secretariat administration including financial matters.

• Administration and control and subordinate officers and organizations under this Ministry.

• Liaison with international organisations and matters relating to treaties and agreements with other countries and would bodies relating to subjects allotted to this Ministry.

• All laws on subjects allotted to this Ministry.
Directorates

- Directorate of Primary Education
- Compulsory Primary Education Implementation Monitoring Unit
- National Academy for Primary Education (NAPE)
- Bureau of Non-Formal Education
The Primary School (Taking Over Act) 1974

(Act No-VIII of 1974)

• Taking over all primary school by the Government

• All teachers of the Primary School became employees of the Government
Primary education (compulsory) law, 1990

- Compulsory primary education to all children (6-10 years)
- Compulsory primary education committee (Local level)
- Responsibility of the Committee to bring the children in primary school
- Committee can order the guardian to send the children to school
- In case of failure committee is responsible.
Education Policy 2010

• Early Childhood Education
• Primary Education extended up to Grade-VIII
• Unified Primary Education
• Ratio of Student Teacher 1:30
• ICT Education in Primary Level
• Community participation in primary education
• Reduce Drop-out rate
• Establishment of more primary school
Statistical overview of Literacy

Literacy Rate

- Since Independence in 1971: 16.8%
- Census of 1974: 25.9%
- Census of 1991: 35.3%
- Bangladesh Bureau Of Statistics 2001: 47.9% (15+ age group)
- Ministry Of Primary & Mass Education, 2003: 65% (7+ above age group)
- UNESCO: 2005: About 52 million people (7+above) are illiterates,
Statistical overview of Literacy

- Annual Report of Ministry of primary & Mass Education 2009: 53%

- NFE Mapping Report-2009: 37.35 million people of 11-45 age group are illiterates.

Literacy in Rural area: 46.4% and in Urban area: 56.9%

Net Enrolment Rate in Primary Stage: 91% (6+ Yrs)

Total Enrolment in Primary School: 16 million (grade 1-grade 5)  
  Boy-49.5% Girl-50.5%

Drop Out Rate(Primary Stage): 32% (from grade 1 to grade 5)
## Primary Schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Primary Schools</td>
<td>37,672</td>
</tr>
<tr>
<td>Registered Non-Government Primary Schools</td>
<td>20,061</td>
</tr>
<tr>
<td>Non-Registered Primary Schools</td>
<td>819</td>
</tr>
<tr>
<td>Experimental Schools</td>
<td>55</td>
</tr>
<tr>
<td>Community Schools</td>
<td>2,991</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>2,744</td>
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<tr>
<td>NGO Schools</td>
<td>230</td>
</tr>
<tr>
<td>Ebtedaye Madrasha (Religious)</td>
<td>6,744</td>
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<tr>
<td>Ebtedaye Madrasha attached to High Madrasha</td>
<td>9,233</td>
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<tr>
<td>NGO Schools attached with High School</td>
<td>959</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81,508</strong></td>
</tr>
<tr>
<td>School Type</td>
<td>Number of Teachers</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Government Primary Schools</td>
<td>1,82,803</td>
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<tr>
<td>Registered Non-Government Primary Schools</td>
<td>76,628</td>
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<tr>
<td>Non-Registered Primary Schools</td>
<td>2,086</td>
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<tr>
<td>Experimental Schools</td>
<td>280</td>
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<tr>
<td>Community Schools</td>
<td>9,307</td>
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<tr>
<td>Kindergartens</td>
<td>19,243</td>
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<tr>
<td>NGO Schools</td>
<td>925</td>
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<tr>
<td>Ebtedayye Madrasha (Religious)</td>
<td>28,231</td>
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<tr>
<td>Ebtedayye Madrasha attached to High Madrasha (Religious)</td>
<td>31,691</td>
</tr>
<tr>
<td>Primary Schools attached with High School</td>
<td>10,256</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,61,450</strong></td>
</tr>
<tr>
<td>School Type</td>
<td>Number of Students</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Government Primary Schools</td>
<td>97,55,362</td>
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<tr>
<td>Registered Non-Government Primary Schools</td>
<td>35,25,832</td>
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<tr>
<td>Non-Registered Primary Schools</td>
<td>1,23,056</td>
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<td>Experimental Schools</td>
<td>11,073</td>
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<td>Community Schools</td>
<td>3,98,079</td>
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<td>Kindergartens</td>
<td>3,60,939</td>
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<td>NGO Schools</td>
<td>36,655</td>
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<td>Ebtedaye Madrasha attached to High Madrasha (Religious)</td>
<td>13,52,831</td>
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<td>Primary Schools attached with High School</td>
<td>3,38,552</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,65,39,363</strong></td>
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</tbody>
</table>
# Teachers (All Category)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210,474</td>
</tr>
<tr>
<td>Female</td>
<td>150,976</td>
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<tr>
<td>Total</td>
<td>361,450</td>
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</tbody>
</table>

# Teachers (Government Primary School)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>86,430</td>
</tr>
<tr>
<td>Female</td>
<td>96,653</td>
</tr>
<tr>
<td>Total</td>
<td>183,083</td>
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</table>
### Pupil

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>8,084,837</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>8,454,526</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16,539,363</td>
<td></td>
</tr>
</tbody>
</table>

- Gross Enrolment Rate: 97.06%
- Net Enrolment Rate: 91%
- Yearly Contact Hour (Grade 1-2): 863 hours
- Yearly Contact Hour (Grade 2-5): 1537 hours
- Success Rate of terminal examination (Grade 5): 88.84%
Governments intervention in Primary Education

- Free Primary Education to All
- Free supply of Textbooks (80 million books in 2010)
- Salary and allowances of Teachers
- Stipend to 7.8 million primary students
- Construction, repair & maintenance of government & non-government primary schools
- School feeding program (supported by WFP & EEC)
- Free learning materials
# Primary Education Budget

(million u$)

<table>
<thead>
<tr>
<th>Year</th>
<th>Development</th>
<th>Revenue</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>256.66</td>
<td>457.67</td>
<td>714.33</td>
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<tr>
<td>2007-08</td>
<td>269.51</td>
<td>484.05</td>
<td>753.56</td>
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<tr>
<td>2008-09</td>
<td>301.97</td>
<td>495.10</td>
<td>797.07</td>
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<tr>
<td>2009-10</td>
<td>403.31</td>
<td>575.08</td>
<td>978.40</td>
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<tr>
<td>2010-11</td>
<td>431.57</td>
<td>695.23</td>
<td>1,126.81</td>
</tr>
</tbody>
</table>
Primary Education Development Program-2 (Up to June 2011)

• Construction of 40,000 new classroom (35,000 completed)
• Construction of 398 school-cum-cyclone shelter (70 completed)
• Construction of 397 URC (Sub-District Resource Center) (352 completed)
• Construction of 23,500 School toilets (22,000 completed)
• Setup of 18,000 new tube wells (16,000 completed)
Primary Education Development Program-2 (Up to June 2011)

- Recruitment of 45,000 teachers
- Training of School Management Committee Members- 137,000 already trained
- Certificate-in-Education for Primary School Teachers- 90,000 teachers already Completed Certificate-in-Education Program
- Training for Head-teachers in School Management- 22,000 Head-teacher already trained
School Level Improvement Plan (SLIP) designed to

* address issues of teaching learning improvement in schools
* promote local ownership & participation in improvement initiatives

through provision of direct grants to schools
Objectives of SLIP

* Decentralize planning activities at the school level
* Meet actual needs and demands of the school
* Improve overall teaching-learning environment and the quality of education in primary schools
* Promote equity in the primary education and eliminate the existing disparity
Objectives of SLIP (cont.)

* Make school a child-friendly institution
* Improve teachers’ relationship with the community
* Effectively involve the stakeholders in the school activities
* Uphold education as a tool for poverty alleviation
SLIP Process

- Social Assessment
- Catchment's Area Map
- PSQL / KPI Analysis
- SMC Implements
- Self Evaluation
- Activities
- Expectations/Vision
- Opportunities
- Targets
- Identify Major Issues
SLIP: Activities

Recurring Nature, To be Implemented by SMC

- Catchment's Area Map
- Motivation of Parents
- Mothers’ Gathering
- Repair of Benches
- Maintenance of Tube well / Toilets
- Child Friendly School / Classroom
- Para Teacher
- Pre-primary

Development Nature, To be included in UPEP

- Additional Classroom Construction
- Repair of School building
- Procure Furniture etc.
- Construction of Toilets
- Construction of Toilets
- Teachers’ Recruitment / Training
School Feeding Program

- Supported by EEC- 10 Upazilla 200,000 pupils
- Supported by Word Food Program- 61 Upazilla 1,170,719 pupils
- School feeding program by Government of Bangladesh in 87 Upazilla is under processing
Stipend Program

- Beneficiary: 7.8 million primary school students
Commitment of the Present Government

- 100% Primary Enrolment by the Year 2011
- Achieve 100% literacy rate by the year 2014
Policy Matrix (Primary Education)

- Introducing and strengthening early childhood and Pre-school education
- Introducing a unified and common primary education for all children
- Increasing access to primary education
- Improving quality education at primary level
- Ensuring equality and equity in education at the primary level
- Improving quality of madrasha education at the primary level

Source: National strategy for Accelerated Poverty Reduction II, FY 2009-11, Planning Commission
Ongoing Program
(Child health & Nutrition)

• Expanded Program on immunization
• Control of Diarrheal Diseases
• School Health Services
• Control of Vitamin-A deficiency disorders
• De-worming program in schools
• National Immunization Day in Primary Schools
• Awareness about balanced food

Source: National strategy for Accelerated Poverty Reduction II, FY 2009-11, Planning Commission
Non-Formal Education
(NFE Policy)

Specific Objectives: With priority to children, adolescents and youth:

1) Provide quality and relevant NFE programs and skill training which meet the assessed learning needs of the identifiable and potential clientele groups,

2) Provide opportunities for individuals and groups of persons with learning and skills needs to develop self-reliant, productive and empowered citizens through engaging in income generating and life skills related activities,
3) Establish a working mechanism of government, NGOs and broader civil society including the private sector for policy co-ordination, planning, implementation, monitoring and evaluation to reduce illiteracy, poverty and promote human resource development,

4) Establish an organization for management and governance of NFE sub-sector, and

5) Institute a decentralized operation system involving local bodies, NGOs, CBOs and communities including learners to ensure community ownership and sustainability of NFE program, structures and facilities for lifelong learning.
1) Post Literacy & Continuing Education For Human Development (PLCEHD) Project-2

- Project Period - July 2002 - June 2007 (original) July 2002 - June 2011 (Revised)
- Project Cost $ 87.16 Million (GOB 17%)

Objectives

- To consolidate, maintain & upgrade the literacy skill of 1.6 million new literates (11-45) of 29 district
- Provide Life skill Training for increasing income level
- To eliminate gender disparity By empowering women
- Involve the target population in life long learning process & develop them as productive citizen.
2) Basic Education For Hard to Reach Urban Working Children

- Target Group: 2,00,000 urban working children (10-14 Yrs) of them 60% are girls

- To provide quality non formal basic education

- Livelihood skill Education

- 6646 Learning centers in 6 Divisional towns

- Total Learners: 1,66,150
3) **Reaching Out Of School Children Project**

- **Project Duration** July 2004-June 2010
- **Target group** Out of School Children, 7-14 years
- **Project Cost** $61.79 million
- **To encourage** Out of School children to enroll Learning Centers
- **Providing quality education in LCs**
- **Teacher per LC-01**
- **Learner per Lc-25-35**
- **Grants & Allowances to LCs**
- **LC managed by Center Management Committee**
NFE Programs By NGOs

- 1048 NGOs in education Program
- 6574 Centers run by NGOs
- 145,470 Learner
- Among The Learners 70% are Female
- Different curriculum Developed By NGOs
Main Outcomes & Impact Of Literacy and NFE

- **Integrated Non Formal Education (INFEP) Pre-Primary (4-5 Yrs)** - 1991-1997, 75000, Center Based Approach 12 months

- **Integrated Non Formal Education (INFEP) Basic Education, (6-10 Yrs)** - 1991-1997, Learner-150,000, Center Based Approach 24 months

- **Integrated Non Formal Education (INFEF) Adolescent Education (11+Yrs)** - 1991-1997, Learner-300,000, Center Based Approach 24 months
Main Outcomes & Impact Of Literacy and NFE

- Non Formal education project-1: 1996-2001 (15-24 Yrs), Learner 2.96 million, Center Based Approach, 9/10 months

- Non Formal Education Project-2: 1995-2002 (11-45 Yrs) Learner-8.2 million, Center Based Approach, 9/10 months

- Non-Formal Education Project -3: 1996-2004 (8-14 yrs) Learner-350000, Center Based Approach, 24 months

- Non-Formal Education Project-4: 1997-2003 (11-45 Yrs), Learners-22.9 million, TLM Approach, 9 months
Challenges Of NFE In Bangladesh

1) Achieving 100% Adult literacy by the year 2014
2) Capacity Building For Local Government, NFE Personals
3) Resources for future NFE Programs

Programs Under Process

Basic literacy & Continuing Education Project-1,2