

References

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Endnotes

¹MoE is entrusted with post-primary education (from grade 6 onward, up to First degree and above) in Bangladesh.

²MoPME is responsible for formal primary (grades 1 to 5), non-formal primary and early childhood, adolescent and adult education in the country.

³Mainly refers to "project" here. Both the concepts of "project" and "programme" are utilised in the development planning of Bangladesh.

⁴See IDA, Bangladesh - Primary Education Development Programme-I, 1997-2002, Washington, D.C., 1997.

⁵A case in point here is Primary Education Development Programme (PEDP)-II, 2003-2009. This is a comprehensive primary education sub-sectoral (formal) development intervention in the country; it is being led by ADB and supported by 11 donors such as IDA, DFID, and the Netherlands. PEDP II involves a total investment of US\$1.8 billion. Of which about US\$634 million (roughly) is financed by the donors. The whole process of policy-making and design spanned for about two years, 2001-2003. The multilateral agencies such as ADB and IDA led the policy and programme design significantly. For more details about the donors' involvement in the educational policy-making, see ADB, *Report of the President, PEDP-II, 2003-2009*, Manila, October 2003.

⁶MPOs mean monthly payment orders.

⁷GoB, Planning Commission, *Bangladesh First-Five Year Plan, 1973-78*, Dhaka, 1973.

UNIVERSAL PRIMARY EDUCATION (UPE) IN BANGLADESH: ASPECTS OF EFFICIENCY AND EQUITY

3.1 MAJOR ISSUES OF UPE, STATE'S ROLE AND RECENT DEVELOPMENT INTERVENTIONS

This chapter deals with primary education subsector of Bangladesh, its performance and school or institutional level correlates. The mainstream primary schools, both fully state-owned (known as Government Primary Schools or GPSs) and non-state (Registered Non-government Primary Schools or RNGPSs) types and Ebtedaiye Madrashas (Islamic educational schools), are covered in this analysis. The Non-formal Primary Education (NFPE) centres and schools and English medium Kindergarten's remain outside the purview of this chapter.

Bangladesh as a State has undertaken a number of important initiatives to implement Universal Primary Education (UPE). As one of the fundamental principles, the constitution of the Republic clearly states the responsibility of the state to ensure free and compulsory education to its citizens upto a certain level.¹ On February 20, 1990, the *Jatiya Sangsad* (National Parliament) enacted the Compulsory Primary Education (CPE) Act. It was a precursory move, inspired by the World Conference on Education for All (WCEFA) held in Jomtien, Thailand in 1990.² The State under CPE enjoins on all the parents of Bangladesh, with eligible children of 6-10 years, to enroll their children in the primary schools or equivalent educational institutions. The State takes on itself the responsibility of making educational provisions for enrolling and sustaining the primary school age children.

In November 2003 Ministry of Primary and Mass Education (MoPME), Government of Bangladesh (GoB), launched a highly ambitious development programme for the subsector known as Second Primary Education Development Programme (PEDP-II), 2003-09. It is a subsectoral programme for mainstream schools, that is, GPS and RNGPS types. The indicative cost-estimate for PEDP-II is US\$1815 million; roughly 67 per cent of the planned investment is financed by the government (GOB) and the remaining 33 per

cent is to be financed by eleven donors such as IDA (World Bank), Asian Development Bank (ADB), DFID, SIDA, European Union (EU), the Dutch Government, NORAD, UNICEF and AusAid. The consortium of donors for financing PEDP-II is led by ADB and the major funders are IDA (US\$150 million), the ADB (US\$100) and DFID (US\$100 million). PEDP-II is a SWAP and may be termed as a flagship programme of the State.

PEDP-II is built on the achievements of the previous projects in the sub sector implemented during the second half of the 1990s. The State mainly with the assistance of two multilateral agencies, IDA and ADB, designed and executed “Primary Education Development Programme (PEDP)-I” for the mainstream schools in the subsector; other donors such as UNICEF, SIDA and GTZ also participated in this first phase with separate but complimentary initiatives. All the projects under PEDP-I (1995-2000) contributed to a phenomenal growth in the enrolment of the subsector. During the period, gender-balance in enrolment was attained and sustained. The quantitative expansion in the period, that is, gross enrolment growth (from around 95 per cent in 1995 to about 100 per cent in 2001) was not matched by the qualitative aspect of the primary educational development. Larger number of children, both in absolute and relative terms, got enrolled due to PEDP-I intervention, but the primary cycle survival rate of 65-70 per cent and the learning achievement aspects (for example less than 10 per cent of the cycle-completers could achieve the target terminal competencies in language, Mathematics and so on) point to a dismal picture of the situation. It is to be noted that, a significant percentage of the children from the disadvantaged families of rural and urban poor, the tribal population (such as *Santhals, Garo, Mro, Marma, and Orao*) do not enroll in the primary schools. The question of access and equity, much-cherished goals of EFA, is still remained not unrealised.

PEDP-II (2003-2009) rightly emphasises the quality dimension of primary education in the country. The programme attaches importance to supply of a critical minimum package of quality-inputs known as “Primary School Quality Level” or PSQL³, generation of optimal processes and outputs at the school level. The break-up of development resources earmarked for PEDP-II reflects the quality and equity concerns of the programme; 28 per cent of the total outlay is planned to finance activities, such as teacher training, furnishings, curriculum and textbooks, related to quality improvement in schools and classroom. Another 18 per cent of the total resources are to be utilised for building new classrooms, water and sanitary facilities, Upazila Resource Centres (URCs), PTIs and so on. The largest share of 49 per cent of the outlay is to be utilised for financing stipends for the rural poor children i.e. children enrolling

and attending schools from families of day labourers, artisans, marginal farmers and widowed/single-parents. PEDP-II aims to attain, by 2009, the two important Key Performance Indicators (KPIs) of GER of 107 per cent and NER of 88 per cent. In terms of learning achievement, the programme plans to increase the number of completers achieving the acceptable levels of literacy and numeracy by 50 per cent by the terminal year.

3.2 DATA FOR THE CHAPTER

Data for this chapter are collected mainly from the MIS section of DPE, government of Bangladesh. Additionally, empirical evidence is supplement with the relevant data generated by Household Income and Expenditure Survey (HIES) of Bangladesh Bureau of Statistics (BBS). There is a great advantage in utilising the data generated by the state-agencies such as DPE and BBS: the statistical coverage is countrywide and whatever methods these agencies follow in their surveys are more or less consistent. The margin of errors should be similar over time. Thus, the data and the estimates lend themselves to time series or longitudinal analysis. This chapter also utilises data/estimates generated by the Education Watch reports of CAMPE.

3.3 PERFORMANCE OF PRIMARY EDUCATION SUBSECTOR

3.3.1 Enrolment, Time-trend (1997-2005), Gender-balance, Mainstream and Other Providers

Bangladesh as a country has performed quite well in terms of enrolment growth in the primary education subsector in the period 1997-2004. Then suddenly the absolute (gross) enrolment in the subsector has fallen from 17.9 million in 2004 to 16.2 million in 2005.

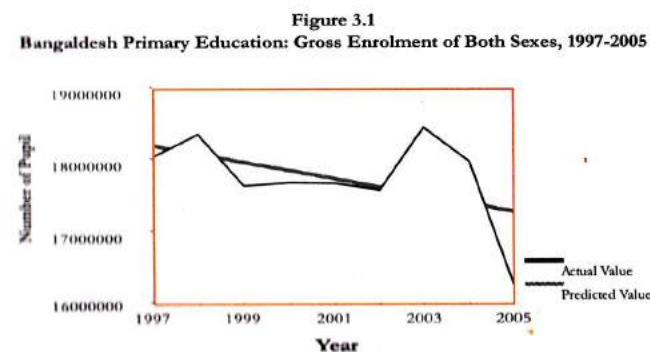


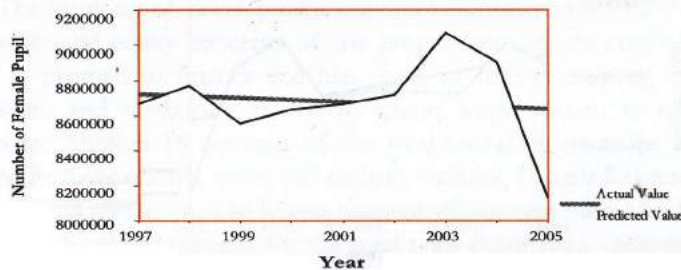
Figure 3.1 shows that the gross enrolment in the subsector, combining all the delivery mechanisms – mainstream (GPS+RNGPS and non-RNGPS put together), recognised Islamic stream and NFPE centers – was 18.6 million in 1997 and 18.4 million in 2003; it has come down to 16.2 million in 2005. The enrolment estimates depend, among other things, on the population size of eligible children of aged 6-10 years. For example, the GoB (DPE) estimate for the primary school eligible age children shows that it peaked in 1998; similarly, the gross enrolment for the subsector peaked in the same year, which was 18.3 million. The estimate for GER was 95.6 per cent in 1997, it went upto 104.8 per cent in 2003 and it has fallen to 93.6 per cent in 2005. It is a significant fall of 11 per cent points between 2003 and 2005.

If one looks at the time-trend enrolment data, 1997-2005, from the gender perspective (see figures 3.1a and 3.1b), one can see the yearly cumulative rates for male and female are (-) 0.5 and 0.6 respectively. The estimate for male children is statistically significant and that for female is not significant. It is seen that the gender-balance has been sustained. GER estimates were 96.8 per cent for the male and 94.4 per cent for the female in 1997; it peaked for both the female and the male in 2003 (Appendix Table 3.2A).

Figure 3.1a
Bangladesh Primary Education: Gross Enrolment of Male, 1997-2005



Figure 3.1b
Bangladesh Primary Education: Gross Enrolment of Female, 1997-2005



It should be mentioned here that in Bangladesh, the overwhelming share (about 90 per cent) of the total primary enrolment is in the mainstream schools of state-owned (GPS) and non-state (RNGPS) types. The remaining 10 per cent of the total enrolment is shared by Ebtidaiye madrasahs (contributing around 3-4 per cent of total enrolment) and NFPE centers of BRAC, DAM, CMES, and other NGOs (contributing around 6-7 per cent of total enrolment).

Figure 3.2
Bangladesh Primary Education: Net Enrolment of Both Sexes, 1997-2005

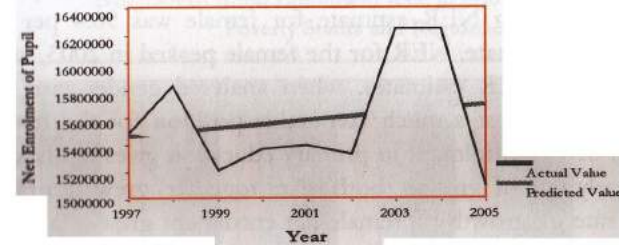


Table 3.2a
Bangladesh Primary Education: Net Enrolment of Male, 1997-2005

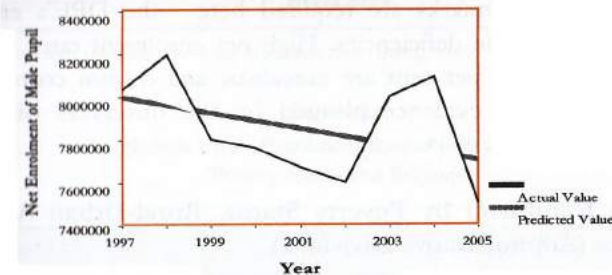
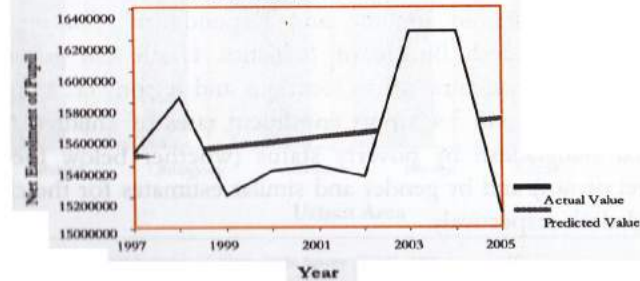


Figure 3.2b
Bangladesh Primary Education: Net Enrolment of Female, 1997-2005



Net enrolment (absolute number) and net enrolment rate (NER) deal with the performance indicators relating to children of the eligible age of 6-10 years getting enrolled - they are more relevant indicators in some sense. Figures 3.2, 3.2a and 3.2b and Appendix Table 3.5A show that net enrolment of both sexes was 15.5 million in 1997, it peaked in 2004 with an estimate of 16.2 million and again fell to 15.1 million in 2005. In 1997, NER (both sexes together) was 82.1 per cent and it peaked to an estimated of 92.4 per cent in 2003 and again it has fallen to 87.2 per cent in 2005. There is no significant gender-differential in NER in the beginning year, it was around 82-83 per cent for both the sexes in 1997; it peaked for the male to 87.7 per cent in 2004, the corresponding NER estimate for female was 96.4 per cent - a significantly higher estimate. NER for the female peaked in 2003, which was 98.7 per cent. The NER estimates, when analysed gender-wise over the period 1997-2005, suggest a much favourable position for the female. The rate of growth of net enrolment in primary education gives a mixed picture. The overall yearly rate of growth (both sexes together) grew at a rate of 0.4 per cent. The rate of growth of female net enrolment grew at a rate (yearly cumulative) of 0.6 per cent, while the net enrolment of male has fallen i.e. the rate of growth is (-) 0.5 per cent per year. All the estimates are statistically significant at least at five per cent levels.

Some cautionary remarks are required here - the DPE's enrolment estimates may have some deficiencies. High net enrolment rates of female population of 96 to 98 per cent are unrealistic and do not correspond to non-random empirical evidence gleaned by the observers of primary education in Bangladesh.

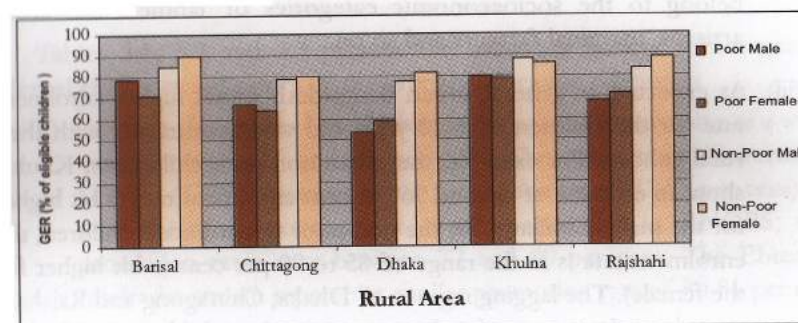
3.3.2 School Enrolment by Poverty Status, Rural-Urban Areas and Regions (Administrative Divisions)

The estimates of school (or equivalent educational institution) enrolment by eligible children of 6-10 years old by poverty status of parents are available for the year 2000. The estimates are based on a nationwide sample survey called "Household Income and Expenditure" Survey or HIES conducted by Bangladesh Bureau of Statistics. HIES also generates data reporting them by broad rural-urban locations and regions i.e. administrative divisions. Figures 3.3 and 3.4 report enrolment rates of children 6-10 years old of rural Bangladesh by poverty status (whether below the absolute poverty level or not) and by gender and similar estimates for the children of urban Bangladesh respectively.

Figures 3.3 and 3.4 reveal the following:

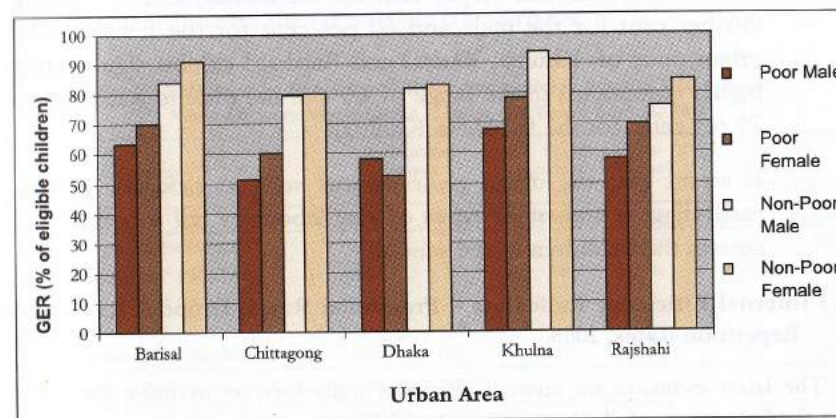
- (i) Among the rural regions, Khulna and Barisal divisions are the leaders, and the laggard areas are Chittagong and Dhaka. The non-poor female children register an enrolment rate of around 90 per cent in Barisal and Khulna, whereas the corresponding estimate for the non-poor female children in Dhaka and Chittagong is less by 10 point of 80 percentages.

Figure 3.3
Bangladesh Rural Enrolment Rate of 6-10 years old by Poverty Status and Regions



Source: BBS 2005, Household Income and Expenditure Survey (HIES), 2000.

Figure 3.4
Bangladesh Urban Enrolment Rate of 6-10 years old by Poverty Status and Regions



Source: BBS 2005, Household Income and Expenditure Survey (HIES), 2000.

(ii) Across the rural regions, the poor children show consistently and significantly lower enrolment rates when compared with their non-poor neighbours. In cases of leading regions of Khulna and Barisal, the enrolment rates are 80 per cent (both sexes for Khulna) and 80-70 per cent (for Barisal, poor male and poor female separately) respectively. In cases of lagging regions of Dhaka, Chittagong and Rajshahi, the enrolment rates for the poor children vary between 52-60 per cent in Dhaka and 63-68 per cent in Chittagong; rural Rajshahi performs a bit better where enrolment rate is around 70 per cent. Most of the disadvantaged poor households who fail to enroll their children in the school belong to the socioeconomic categories of landless labourers, artisans, marginal farmers and so on.

(iii) As expected, in general, urban Bangladesh shows higher enrolment rate for the children of 6-10 years old when contrasted with their rural cohorts. For example, the urban non-poor children in Khulna show an estimate of around 96 per cent enrolment rate (a bit higher for the male). Similarly, for the non-poor urban Barisal children, the enrolment rate is in the range of 85 to 90 per cent (a bit higher for the female). The lagging regions of Dhaka, Chittagong and Rajshahi record enrolment rates for the non-poor urban children significantly lower numbers in the range of 80 per cent.

(iv) Across the regions, the urban poor households show much lower enrolment rates; the lowest rates are observed for Dhaka (58 per cent for the male and 56 per cent for the female) and Chittagong (56 per cent for the male and 60 per cent for the female). The urban poor of Khulna, Barisal and Rajshahi exhibit significantly higher enrolments in the range of 65 (for the male in Rajshahi) to 79 per cent (for the female in Khulna).

It seems that the urban poor parents such as rickshaw pullers, earth-diggers and other types of day labourers fail to enroll and sustain their children in the school.

3.3.3 Internal Efficiency Indicators – Promotion Rates, Dropout Rates and Repetition Rates, 2005

The latest estimates on internal efficiency indicators are available for 2005, from the Directorate of Primary Education (DPE).

Table 3.1
Bangladesh: Average Promotion Rates** (per grade) in Primary Education by Major Delivery Mechanisms, Gender and Broad Regions, 2005

Region (strata)	Government Schools (N=37,672)		Registered Non-government Schools (N=19,635)		Ebtedaiye Madrasahs (N=3,488)	
	Male	Female	Male	Female	Male	Female
Rural Bangladesh (N=56,829)	82.0	85.0	77.0	79.0	80.0	81.0
Urban Bangladesh* (N=3,966)	86.0	89.0	81.0	84.0	88.0	81.0
Metropolitan Cities (N=)	--	--	--	--	--	--
Municipalities (N=)	--	--	--	--	--	--
All Bangladesh (N=60,795)	82.0	85.0	77.0	80.0	80.0	81.0

Source: DPE, Dhaka, August 12, 2006.

Notes: * Out of 3,966 urban schools, 3,064 are GPS, 840 are RNGPS and 62 are Ebtedaiye Madrasahs.

Number promoted from jth class to (j+1) th

** Promotion rate (%) in ith year = $\frac{\text{Number promoted from } j\text{th class to } (j+1)\text{ th}}{\text{Total students enrolled in the } i\text{th year}} \times 100$

Tables 3.1, 3.2 and 3.3 present the following picture with regard to internal efficiency indicators of the primary education subsector:

- Average (for grades 1 to 5) promotion rate for the country as a whole varies between 77 and 85 per cent. The mainstream Government Schools (GPS) represent better promotion rates (82-85 per cent) vis-à-vis their non-government counterparts, that is, RNGPS; their promotion rates vary between 77 and 80 per cent. The Ebtedaiye madrasa stream represents similar promotion rate of 80-81 per cent.
- If one looks at the promotion rates from the rural-urban point of view, one can see the urban schools perform little bit better than their rural counterparts in the mainstream GPS and RNGPS; the index differs by three to five per cent points. When the male-female divide is considered, except the Ebtedaiye Madrasahs, the female students perform better than their male counterparts.

Table 3.2
Bangladesh: Average Repetition** Rates (per grade) in Primary Education by Major Delivery Mechanisms, Gender and Broad Region, 2005

Region (strata)	Government Schools (N=37,672)		Registered Non-government Schools (N=19,635)		Ebtedaiye Madrasahs (N=3,488)	
	Male	Female	Male	Female	Male	Female
Rural Bangladesh (N=56,829)	11.0	11.0	11.0	10.0	9.0	9.0
Urban Bangladesh* (N=3,966)	10.0	9.0	9.0	8.0	10.0	10.0
Metropolitan Cities (N=)	--	--	--	--	--	--
Municipalities (N=)	--	--	--	--	--	--
All Bangladesh (N=60,795)	11.0	11.0	11.0	10.0	9.0	9.0

Source: Personal Communications with DPE, Dhaka, August 12, 2006.

Notes: * Out of 3,966 urban schools, 3,064 are GPS, 840 are RNGPS and 62 are Ebtedaiye Madrasahs.

Number remained in same grade in (i+1) th year

** Repetition rate (%) in ith year in jth grade = $\frac{\text{Number remained in same grade in } (i+1)\text{ th year}}{\text{Total students enrolled in the } i\text{th year}} \times 100$

- (iii) Indicators of repetition rate and dropout rate (Table 3.2 and Table 3.3) represent the flip side of internal efficiency. On average (per grade yearly), 10-11 per cent of the students repeat in the mainstream schools – GPS and RNGPS. The urban schools perform slightly better. The gender differential on this score is not significant. The Ebtedaiye Madrashas perform a bit better that is, with a lower repetition rate when compared with the mainstream schools. Average dropout rate for the country ranges between four per cent (in the case of female students) and 12 per cent (in the case of male students). The Ebtedaiye Madrashas and male students represent higher dropout rates.
- (iv) As we move from grade 1 to grade 5, there is a pattern for promotion rate and its opposite indexes of repetition rate and dropout rate. The highest estimate of promotion rate i.e. 87 per cent is observed for grade 5, followed by 81 per cent for grade 2. And the lowest promotion rates of 74-76 per cent are for grades 4, 3 and 2.

Table 3.3

Bangladesh: Average Dropout** Rates (per grade) in Primary Education by Major Delivery Mechanisms, Gender and Broad Region, 2005

Region (strata)	Government Schools (N=37,672)		Registered Non-government Schools (N=19,635)		Ebtedaiye Madrashas (N=3,488)	
	Male	Female	Male	Female	Male	Female
Rural Bangladesh (N=56,829)	7.0	4.0	12.0	10.0	12.0	11.0
Urban Bangladesh* (N=3,966)	4.0	2.0	10.0	8.0	2.0	9.0
Metropolitan Cities (N=)	--	--	--	--	--	--
Municipalities (N=)	--	--	--	--	--	--
All Bangladesh (N=60,795)	6.0	4.0	12.0	10.0	11.0	11.0

Source: Personal Communications with DPE, Dhaka, August 12, 2006.

Notes: * Out of 3,966 urban schools, 3,064 are GPS, 840 are RNGPS and 62 are Ebtedaiye Madrashas.
Number dropping out in jth grade by end of ith year

** Dropout (%) in ith year in jth grade = $\frac{\text{Number dropping out in } j\text{th grade by end of } i\text{th year}}{\text{Total students enrolled in } j\text{th grade in } i\text{th year}} \times 100$

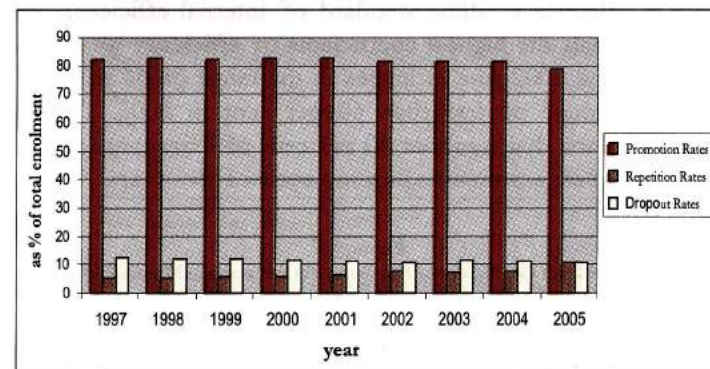
From the DPE—estimates for 2005, one gets information on grade-wise dropout rates. As a mirror image, the highest dropout rate is for grade 4 (it is 15 per cent), followed by 13 per cent for grade 1; the lower dropout rates are for grades 5, 2 and 3 – they are in the range of six to 12 per cent. Similarly, the lowest estimate for repetition rate of six per cent is represented by grade 5 and the highest rates by grades 3 and 2.

3.3.4 Internal Efficiency Indicators in Mainstream Schools, 1997-2005

Over time, 1997-2005, the internal efficiency indicator of dropout rate shows some small improvement. From Figure 3.5 it is observed that in 1997, the average (for grades 1 to 5) dropout rate was around 12 per cent. This level was maintained up to 2003; but in 2004 and 2005, the average dropout rate was estimated to be 10 per cent. On the other hand, the average (for grades 1 to 5) promotion rate was around 82 per cent in the subperiod 1997-2001, but it has fallen in the period 2002-2005. In the latest year of 2005, the average promotion rate has fallen to 79 per cent. In between the improved dropout rates and the fallen promotion rates stand the other indicator of repetition rate. It is observed from the figure that the average (for grades 1 to 5) repetition rate has risen from five per cent in 1997 to around 10 per cent in 2005. Therefore, the repetition situation has worsened.

Figure 3.5

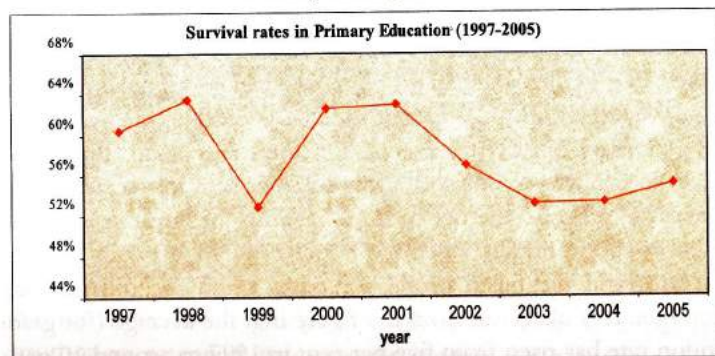
Bangladesh Primary Mainstream Schools: Average (Grades 1 to 5) Rates (as per cent of total) of Promotion, Repetition and Dropout, 1997-2005



Source: DPE, Dhaka; personal communications on August 12, 2006.

Two indicators of internal efficiency point to quite serious deficiencies in the mainstream school subsystem. Figures 3.6 and 3.7 represent the time-trends of survival rates for 1997-2005 and coefficients of efficiency for 1997-2005. For example, the survival rate was in the range of above 60 to around 65 per cent in 1997-2001 (except for the year 1999), it has fallen to a range of 53 to 55 per cent in 2003-05. These are national estimates for both sexes.

Figure 3.6
Bangladesh: Survival Rates (%) of Student Cohorts in Mainstream Primary Schools, 1997-2005

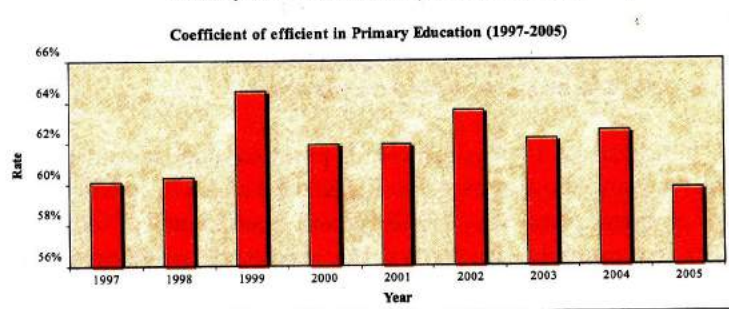


Source: DPE, Dhaka; personal communications on August 12, 2006.

Note: Survival rate (%) of a cohort of students = $\frac{\text{No. of students from the cohort surviving upto grade 5}}{\text{No. of students enrolling in grade 1 in ith year}} \times 100$

Figure 3.7 depicts a falling standard of internal efficiency. From the time-trend it reveals the highest coefficients of efficiency were achieved in the years 1999 and 2002 (the estimates in the range of 64 per cent); it has fallen to an estimate of less than 60 per cent in 2005. Therefore, on average, more years, that is, about 40 per cent of extra pupil-years have to be spent to complete a primary education cycle of five years.

Figure 3.7
Bangladesh: Coefficient of Efficiency (in per cent) in Mainstream Primary Schools (GPS and RNGPS), 1997-2005



Source: DPE, Dhaka; personal communications on August 12, 2006.

Note: Coefficient of efficiency (%) for primary education cycle = $\frac{\text{Total of ideal-years for a pupil to complete}}{\text{Total of pupil-years actually required}} \times 100$

Primary Scholarship Results 2005 by Different Delivery Mechanisms, and Time-Trend, 2002-05

How different delivery mechanisms in the mainstream system perform is a question being asked? In Bangladesh, the annual primary scholarship examinations can be rated as equivalent to a public examination for the mainstream primary schools. Every State-recognised primary school following the national (NCTB) curriculum sends up a selected number of grade 5-completers to appear at the primary scholarship examinations; a uniform set of examinations is administered for the whole country. Table 3.4 reports the results of primary scholarship examinations of 2005 by major mainstream school delivery-mechanisms of GPS and RNGPS.

Table 3.4
Bangladesh: Primary Scholarship Examination Results by Different Types of Mainstream Schools, 2005

Sl. No.	School Type	No. Appeared	Pass Rate (%)
A. GPS			
1	District Model (N=64)	12,191	89.1
2	PTI experimental (N=54)	1,274	83.4
3	Other Governmental (N=36,982)	363,066	69.2
4	Community (N=500)		44.7
B. Non-government			
5	RNGPS (N=19,000)	120,853	53.4
6	NGO full-fledged (N=100)	11,230	89.1
7	Other (N=)	28,924	89.0

Source: DPE, Dhaka; personal communications on August 12, 2006.

The estimates given by the table suggest a number of points:

- (i) The District level model schools and the NGO-run full-fledged (Fifth grade) primary schools are the best performers with more than 89 per cent of pass rate. Then closely follows the PTI-based experimental schools with a pass rate of above 83 per cent.
- (ii) General GPS, the largest category mainstream schools, represents 69 per cent pass rate – a significantly lower performance-rate when compared with the former types of district model (GPS) and NGO-run schools.
- (iii) RNGPS, covering around 19 per cent of the total primary enrolment, represents a much lower pass rate in primary scholarship examinations. It is above 53 per cent. Then follow the community schools with a pass rate of about 45 per cent.

Table 3.5
Bangladesh: Primary Scholarship Examination Results for Mainstream School
(GPS and RNGPS) Participation Rates and Pass-rates by Gender, 2002-05

Year	Participants		Pass-rate (%)	
	Number	As % of enrolment in class V	Both sex	Girl
2002	451,033	21.6	44.2	41.2
2003	452,415	21.9	51.9	48.8
2004	487,400	23.5	54.2	51.0
2005	604,359	31.6	67.2	65.1

Source: DPE, Dhaka; personal communications on August 12, 2006.

If the results of primary scholarship examinations are taken seriously as a reflection of the overall academic achievement of the mainstream sub-system, then it can be said that over the last four years, 2002-2005, the performance of the sub-system has consistently improved (see Table 3.5). It is observed from the table that both the participation rate that is per cent of the grade 5 completers participating in the scholarship examinations and the pass rate have gone up, from about 22 per cent in 2002 to 31.6 per cent in 2005, and 44.2 per cent in 2002 to 67.2 per cent in 2005 respectively. The pass rate for female students has also gone up from 41.2 per cent in 2002 to 65.1 per cent in 2005.

3.4 CORRELATES OF PERFORMANCE INDICATORS

How do we explain the differential performance of primary education system in the country? It should be relevant here to mention that the policy makers and planners in Bangladesh have come up with the idea of PSQL or Primary School Quality Level as important in determining the performance of a primary school. The concept of PSQL, a set of factors involving physical facilities, instructional materials, teachers (their quantity and quality), and management related aspects had been operationalised⁴ in the specific context of Bangladesh. Roughly, the attempt here will be trying to relate internal efficiency indicators with PSQL type variables of physical inputs, instructional provisions, teachers and so on. It is observed that over the years, 1997-2005, the indicators of GER and NER, except for the terminal year of 2005, have grown. The performance indicators vary between rural and urban areas, among different administrative divisions or geographical areas. A secular growth of primary education over the years is due to State's very definitive and instrumental role; the enhanced fiscal allocations and SWAP-type intervention point to the State's intentions in the subsector.

Physical Facilities

The mainstream schools are quite well equipped in terms of usable classrooms (see Table 3.6). It shows that an overwhelming 92 per cent of the classrooms are in well built pucca (brick-made and concrete-roofed) or semi-pucca (brick-made and C.I. sheet-roofed) buildings. The students in many areas, particularly metropolitan cities of Dhaka and Chittagong, sit in crowded classes, which are well built. In other parts of the country, in most cases, the classrooms are not that crowded. The brick and mortar approach to primary education in Bangladesh, started in the mid-1980s and continued to a great extent till today, has generated good physical structures for the mainstream schools. Potable water is available in 90 per cent of the schools; mainly in the northwestern and southern districts a high 40 to 50 percentage of schools face the problem of arsenic contamination in their tubewell water. Good toilet facilities are necessary for hygienic circumstances of a well-functioning school. It is reported that roughly 3 to 4 schools out of 10 schools have provisions for separate toilets for girls or boys.

Table 3.6
Bangladesh Mainstream Primary Schools: Distribution (Per cent-share)
of Institutions with Basic Physical Facilities, 2005

Major Aspect	Distribution by School Types	
	GPS (N=)	RNGPS (N=)
Useable classroom Pucca*,	58	92
Semi-pucca	[38]	[04]
Potable water	91.0	89.0
Separate Toilets		
Girls	37.0	35.0
Boys	32.0	29.0
Teacher	49.0	35.0

Source: DPE, Dhaka; personal communications on August 12, 2006.

Note: * [] show classrooms which are in semi-pucca structures.

Contact Hours, Availability of Free Textbooks and Teaching/Learning Aids

In Bangladesh, around 90 per cent of the schools (88 per cent of GPS and 91 per cent of RNGPS) work under double-shift system – (a) first shift from 7.30 a.m. to 12.00 noon, and (b) second shift from 12.30 p.m. to 4.00 p.m.; it is six days in a week Saturday through Thursday. After accounting for the weekly, other national holidays in an academic year, it comes to a

total of roughly 600 contact hours in a typical double-shift school. The Bangladesh estimate of primary school contact hours is one of the lowest in the developing countries, even lower than that of its South Asian neighbours such as India, Pakistan and Nepal. The State has developed a good record of distributing free textbooks on time (within January that is the first month of any academic year). Adequate teaching and learning materials such as chart, map, chalk, duster, and globe are available to about 50 per cent of the schools – which is not at all a satisfactory situation.

Table 3.7
Bangladesh Mainstream Primary Schools: Contact Hours, Availability of Free Textbooks and Instructional Materials, 2005

Major Aspect	Distribution by School Types	
	GPS (N=)	RNGPS (N=)
Yearly contact hours	600	600
Double shift* (%)	88.0	91.0
Timely availability of free textbooks (%)	98.0	98.0
Availability of teaching aid and learning materials (%)	51.0	48.0

Source: DPE, Dhaka, August 12, 2006.

Note: * Single shift schools are 12 per cent of the total GPS type and nine per cent of the RNGPS type. The single shift school runs, on average (yearly), for about 900 hours.

Teachers and Related Aspects

One of the weakest links in the primary education subsector in the country is teaching resource. The subsector is unfavourably situated owing to low teacher-pupil ratio of 1:58 (in the case of GPS) to 1:46 (in the case of RNGPS). A substantial per cent of teachers are not trained in C-in-Ed i.e. initial teacher training; 24 per cent of male teachers and 31 per cent of the female teachers are without C-in-Ed training. In general, primary teachers are used to teach multiple subjects in many different grades or classes. There is a clear lack of subject-based specialisation and training of teachers. Around 30 per cent of the teachers received subject-based training. A system of sub-cluster training is followed and it has become institutionalised for about two decades. About 80 per cent of the teachers benefit from such sub-cluster training.

Table 3.8

Bangladesh Mainstream Primary Schools: Distribution of Teachers by Some Salient Features, 2005

Major Aspect	Distribution by School Types	
	GPS (N=)	RNGPS (N=)
1. Teacher-student ratio	1:58	1:46
2. Initial Teacher-training* [C-in-Ed] (in %)	73.0	73.0
3. Subject-based training** (%)	27.0	30.0
4. Sub-cluster training (%)	80.0	80.0
5. Classroom-based training (%)	35.0	35.0
6. Head teacher training in teacher support academic supervision (%)	34.0	38.0

Source: DPE, Dhaka, August 12, 2006.

Note: * 76 per cent of the male-teachers got trained and 69 per cent of the female teachers got trained.

** Subject-based trained teachers are lower by one per cent point among GPS female teachers and by four per cent points among RNGPS female teachers.

The crucial and leading role of headteachers in running a primary school is well known. The headteachers have to update their knowledge and skill continually with regard to teacher support and academic supervision. Enough is not being done in these respects – only about 35 per cent of the headteachers received special training for upgrading their knowledge and skills (see Table 3.8).

Financial Costs for Primary Education - Public and Private

Different policy and planning documents of the State have attached high priority to UPE for the country. The resolve of the State in achieving UPE is expected to be concretely reflected in the financial allocations by the government (GoB) for the subsector. Table 3.9 presents some estimates of yearly per pupil recurrent allocation by GoB for the mainstream schools (GPS and RNGPS) and Ebtedaiye Madrashas for the same year 2000. These are estimates prepared by Education Watch group of Bangladesh (CAMPE-UI, 2001) for the year, on the basis of primary data from countrywide representative samples of primary educational institutions. The table suggests the following points:

- (i) Per pupil yearly recurrent allocation varies between Tk.535 (US\$10) in the case of rural RNGPS and Tk.1,863 (US\$ 35) in the case of urban Ebtedaiye madrasa. The national average is around Tk.1,100 (US\$20) per pupil per year.

- (ii) There is significant difference in State's financial allocation; it favours the Ebtedaiye Madrashes whether urban or rural. There is also a consistent and significant bias in favour of urban primary educational institutions of GPS and RNGPS types.

Table 3.9

Bangladesh: Public Recurrent Expenditure Per Year of Primary Education by Delivery Mechanisms and Rural-Urban Locations, 2000

Areas	Yearly Public Expenditure Per Pupil (in current Taka)		
	GPS (N=)	RNGPS (N=)	Ebtedaiye (N=)
Rural (N=)	828.0	535.0	1173.0
Urban (N=)	1144.0	1548.0	1863.0
All Bangladesh			

Source: CAMPE-UPL Renewed Hope-Daunting Challenges, Education Watch 2001, Chapter 7, Dhaka 2002.

Note: 1 US\$ = 53.6 Taka in 2000.

It is known from the study that the major items of state expenditures consist of salary for teachers and support staff, stationery and some repair/maintenance.

Table 3.10

Bangladesh: Annual Private Cost of Primary Education by Delivery Mechanisms, Rural-Urban Locations and Gender, 2000

Areas	Annual Private Cost of Education Per Pupil (in current Taka)		
	GPS (N=)	RNGPS (N=)	Ebtedaiye (N=)
Rural	--	--	--
Urban	--	--	--
All Bangladesh	814.0	645.0	1097.0

Source: CAMPE-UPL, Education Watch 2001, op.cit. Chapter 6.

Note: 1 US\$ = 53.6 Taka in 2000.

Annual private cost of primary education per pupil is also quite significant. As shown in Table 3.10, the private cost per pupil per year varies between Tk.645 (US\$12) in the case of rural RNGPS and Tk.1,097 (US\$20) in the case of urban Ebtedaiye madrasa. There is a socioeconomic dimension of this private educational financing in the subsector (see Table 3.11). Families/households enrolling their children in primary schools or Ebtedaiye madrasas incur private costs which vary with the socioeconomic status; gender of the child and rural-urban locations of the participating

households are important in influencing the private financing of primary education. From Table 3.11 the following observations can be made:

Table 3.11

Bangladesh: Annual Private Cost of Primary Education by Rural-urban Locations, Socioeconomic (Food Consumption) Status and Gender, 2000

Areas	Annual Private Cost of Primary Education by Household/Socioeconomic Status			
	Always Deficit	Sometime in deficit	Balance	Surplus
Rural				
Male	514.0	600.0	769.0	1,066.0
Female	510.0	517.0	674.0	924.0
Urban				
Male	1,280.0	1,902.0	2,557.0	5,699.0
Female	1,184.0	1,302.0	2,310.0	5,397.0

Source: CAMPE-UPL, op.cit. Education Watch 2001, Chapter 6.

Note: 1 US\$ = Tk. 53.6 in 2000.

- (i) Expectedly, the food-surplus household spends the highest amount of money per pupil in a year; in the case of urban male children, it is Tk.5,699 (US\$106), and in the case of rural male child, it is Tk.1,066 (US\$20). At the lower end of socioeconomic status of i.e. "always deficit" category households, the lowest per pupil cost is recorded for the rural female children which is Tk.510 (US\$9.6). In between lies the balanced or break-even households which spend around Tk.769 (US\$14.3) for the rural male children or Tk.2,557 (US\$47.7) for the urban male children.
- (ii) There is a big and yawning gap between the urban children and the rural children. For example, in the case of the urban male pupil belonging to the break-even group, the average private expenditure is higher by 232 per cent points when contrasted with their rural counterparts. Similar comparisons between the surplus households of urban and rural types show much bigger gaps both in absolute and relative terms.
- (iii) In general, families spend per capita more money for their male children enrolling in primary schools and it is true across the socioeconomic categories and rural-urban divide.
- (iv) The private costs of education comprise a significant share of an

average family's total expenditures. As an illustrative example, if it is assumed that per pupil private cost in 2000 was to be Tk.1,100 (roughly US\$20) then about seven per cent of per capita GDP is spent on primary school-going child. The private cost of education of children is positively related to the educational or schooling level, as the child moves from grade 1 to 2 and onward, the private cost of education goes up significantly.

School Management Committee (SMC), Community Participation and Parent-Teacher Association (PTA)

In the context of Bangladesh, governance is a critical issue in the primary education subsector. Key stakeholders, especially parents, students, teachers must have regular and periodic interactions. The question of accountability demands that the service providers, for example, schoolteachers need to satisfy the parents/students, their ultimate beneficiaries. On the other hand, the parents and the community, through the School Management Committee⁵ and Parent-Teacher Association (PTA), are expected to play their complimentary roles in building and sustaining the school. About 41 per cent of one-member in SMCs in GPS received SMC related training; the equivalent estimate for the SMC-members in RNGPS is 25 per cent. Most of the SMCs meet once in a quarter. They discuss important issues of local resource mobilisation, how to fix repair and maintenance related problems, overall management aspects, etc. PTA is a less frequently meeting committee; it is almost like a general body of parents and teachers.

3.5 MAJOR FINDINGS

- (a) In the period 1997-2005, GERs have gone up. The absolute numbers of enrolled children, both sexes, only male and only female, respectively have fallen. The gross enrolment (both sexes together) has fallen from over 18 million in 1997 to 16.2 million in 2005.
- (b) In both cases of gross and net enrolment, the male children vis-à-vis their female counterparts show an unfavourable picture. The male gross enrolment has fallen at a much higher rate from 9.4 million in 1997 to 8.0 million in 2005 (Table 3.2A) and the male net enrolment has fallen from 8.04 million in 1997 to 7.5 million in 2005. On the other hand, the female net enrolment has grown steadily from 7.57 million in 1997 to 7.6 million in 2005 (Table 3.5A).
- (c) Participation in UPE by socioeconomic status is given in Household-Income Expenditure Survey data of 2000. The nationwide representative sample survey shows that about 52-60 per cent of the poor households enroll their eligible children in the school. The comparable estimate of enrolment rate for the non-poor households is in the range of 90 to 95 per cent. Regionally, administrative divisions of Khulna and Barisal are the leaders; Dhaka and Chittagong are the laggards. Similar pattern of regional variations is seen in the case of urban areas, that is, the urban centres of Khulna and Barisal are performing better and that of Chittagong and Dhaka are lagging behind. Both BBS data from HIES (2000) and Education Watch Report (2004) show that even a significant percentage of non-poor households do not enroll their eligible children in the school.
- (d) Internal efficiency indicator such as (per grade) promotion rate (around 82 per cent in 2005) shows that things have worsened over the period 1997-2005. The estimate of repetition rate gives higher figures for the successive years. Survival rate for an average cohort has fallen from 61 per cent in 1997 to around 55 per cent in 2005.
- (e) As expected, the internal efficiency estimates are better for urban areas. It is interesting to note that the female students perform better than their male counterparts.
- (f) Primary scholarship results present some indication of quality of education in the subsector. The results show that over the period 2002-2005, the participation rate has gone up from 21.6 per cent in 2002 to 31.6 per cent in 2005; the pass rate has moved up from 44.2 per cent in 2002 to 67.2 per cent in 2005 (see Table 3.5).
- (g) Gender-wise there is no significant difference in pass rate. Generally the model GPS (one in each upazila) and the PTI experimental schools perform significantly better in the scholarship examinations.
- (h) School-based performance indicators such as promotion rate, attendance rate, survival rate and primary scholarship examination results (pass rate) are found to be related to availability of physical facilities such as usable (well ventilated) and well lighted) classrooms with optimal space for students, potable water, separate toilets for girls and boys, library facilities, and play grounds. In general, the primary schools are not well equipped with the abovementioned physical facilities, except for potable water availability. Availability of free textbooks has been ensured, but other

teaching and learning aids are not adequately available. About 90 per cent of the mainstream schools run under a double-shift system; the yearly contact hours are 600, one of the lowest in the world.

- (i) Another important determinant of school performance is teaching resource, its quantitative and qualitative aspects. The teacher-student ratio is unfavourable in the range of 1:46 to 1:58. About a quarter of teachers are not trained in C-in-Ed, the basic in-service training. Almost 3 out of 4 headteachers support related aspects. The administrative and academic supervision by the lower rung (upazila level) officials, such as AUEOs, is a bit mechanical; it fails to motivate the teachers optimally.
- (j) Private cost of education is very high. It varies between US\$20 per child per year in the case of rural poor male child and US\$106 in the case of urban male well-off child. The cost of private tutoring is a significant share of this estimate.
- (k) The SMCs and PTAs in most cases are not vibrant organisations. They are not being able to channelise the creative energies of the community/parents to build and sustain an accountable and growing primary school system in the country. SMCs do not meet regularly and the State officials and the teachers are not interested to utilise the potentials of community participation.

3.6 CHALLENGES AND WAY FORWARD

Sl. No.	Challenges	Way Forward
1.	How to increase overall enrolment (both in relative and absolute terms)	Make the mainstream schools (GPS+RNGPS) more attractive in terms of teaching learning transactions, better (interactive) pedagogy; improve academic supervision by AUEOs and Headteachers.
2.	How to enroll and sustain the poor children in the school	<ul style="list-style-type: none"> (a) Effective enforcement of Primary Education Act (Compulsory) of 1990; School Management Committee (SMC) and the local government body of Union Parishad (UP) must be made answerable for non-enrolment of the poor (or any) children in their catchments area, and for not sustaining them in the school. (b) SMC/concerned teachers will be involved in the social mobilisation and follow-up activities for enrolment/sustaining the poor children in the school.

Sl. No.	Challenges	Way Forward
3.	How to devolve activities related to planning, implementation and M&E to local groups/ultimate beneficiaries (participatory development)	Without causing any major headache/alarm to the national (well-entrenched) elite, it may be possible to empower the local elite (for example, UP members), District level educationists and technocrats; PCE committees (in line with the autocratic Ershad's attempt) may be formed for social mobilisation, M&E and so on.
4.	More resources required for quality education	State decisionmakers (whether political, technocratic or administrative) should know that US\$19/pupil per year is not adequate for quality primary education in the country; parents are willing to pay money for quality education. Some innovative ways [e.g. tax-exempt, endowment funds at the local levels (UP, District)] to mobilise resources may be tried. Public recognition of these philanthropies should encourage potential donors.

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Endnotes

- ¹Sec, GoB, Ministry of Law, Justice and Parliamentary Affairs, *The Constitution of People's Republic of Bangladesh*, 2000 (revised), Dhaka. Article 17, p.7.
- ²Held in July, 1990; jointly organised by relevant UN-agencies and the World Bank.
- ³Sec ADB, Bangladesh: Second Primary Education Development Programme (PEDP-II), Manila, 2003. PSQL comprises of physical facilities, instructional provisions and teaching resources.
- ⁴In Bangladesh the ongoing PEDP-II, 2003-2009 has concretely defined PSQL in the present context of time and space in terms of 20 important indicators. They relate to aspects such as children of eligible age attending school, percentage of children in special needs attending schools, class size, pupil-teacher ratio, properly constructed classroom with suitable furnishings, safe potable water availability, toilet-facilities (especially for female), timely and free textbook availability, teaching aids, trained and updated teachers, trained and accountable headteacher, and well-functioning SMC (School Management Committee).
- ⁵SMC composes of 11 members. There is a chairperson elected from among the parents. The headteacher is the member-secretary of SMC of his/her school. The relevant UP (local government)-member, a teacher representative, and other selected parents sit on the committee.

Appendix Table 3.1A
Bangladesh: Promotion Rates (per cent of total) in Mainstream Schools
(GPS and RNGPS) by Grades 1 to 5, 1997-2000

Year	Promotion Rates by Grade					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Average
1997	85.2	81.8	78.8	86.3	77.9	82.0
1998	86.08	83.3	81.2	86.4	75.7	82.5
1999	81.7	79.7	77.9	81.5	91.2	82.4
2000	87.0	82.0				

Appendix Table 3.2A
Bangladesh Primary Education: Overall Gross Enrolment and Gross
Enrolment Rates (GERs), 1997-2005

Year	Total population aged 6-10 years			Gross enrolment in grades 1-5		
	Both sex	Female	Male	Both sex	Male	Female
1997	18,861,583	9,675,992	9,185,591	18,031,673	9,364,899	8,666,774
				(95.6)	(96.8)	(94.3)
1998	19,079,888	9,760,550	9,319,338	18,337,396	9,564,781	8,772,615
				(96.1)	(97.9)	(94.1)
1999	18,307,265	9,294,826	9,012,439	17,621,731	9,065,019	8,556,712
				(96.3)	(97.5)	(94.9)
2000	18,296,312	9,351,062	8,945,250	17,667,985	9,032,698	8,635,287
				(96.6)	(96.6)	(96.5)
2001	18,114,201	9,236,432	8,877,769	17,659,220	8,989,795	8,669,425
				(97.5)	(97.3)	(97.6)
2002	18,040,023	9,154,846	8,885,177	17,561,828	8,841,648	8,720,180
				(97.3)	(96.6)	(98.1)
2003	17,592,292	9,222,030	8,370,262	18,431,320	9,358,757	9,072,563
				(104.7)	(101.5)	(108.4)
2004	17,671,087	9,232,740	8,438,347	17,953,300	9,046,433	8,906,867
				(101.6)	(97.9)	(105.5)
2005	17,315,296	8,868,810	8,446,486	16,219,479	8,089,371	8,130,107
				(93.7)	(91.2)	(96.2)

Source: DPE, MIS, personal communication, August 05, 2006.

Notes: 1. GERs are given in parentheses.

$$2. \text{ GER (per cent ith year)} = \frac{\text{Gross enrolment in ith year}}{\text{Population aged 6-10 years in ith year}} \times 100$$

Appendix Table 3.3A
Bangladesh Primary Education: Gross Enrolment GPS, RNGP, Experimental,
Community and Satellite School Enrolment and Gross Enrolment Rates
(GERs) in Mainstream Institutions, 1997-2005

Year	Total population aged 6-10 years			Gross enrolment in grades 1-5		
	Both sex	Female	Male	Both sex	Male	Female
1997	18,861,583	9,675,992	9,185,591	16,071,111	8,304,192	7,766,919
				(85.2)	(85.8)	(84.6)
1998	19,079,888	9,760,550	9,319,332	16,431,365	8,539,140	7,892,225
				(86.1)	(87.49)	(84.7)
1999	18,307,265	9,294,826	9,012,439	15,735,538	8,046,367	7,689,171
				(85.9)	(86.6)	(85.3)
2000	18,296,312	9,351,062	8,945,250	15,679,026	7,983,369	7,695,657
				(85.7)	(85.4)	(86.0)
2001	18,114,201	9,236,432	8,877,769	15,772,932	7,979,060	7,793,872
				(87.0)	(86.4)	(87.8)
2002	18,040,023	9,154,846	8,885,177	15,718,543	7,864,979	7,853,564
				(87.1)	(85.9)	(88.4)
2003	17,592,292	9,222,030	8,370,262	15,572,477	7,837,385	7,735,092
				(88.5)	(84.9)	(82.4)
2004	17,671,087	9,232,740	8,438,347	14,887,667	7,410,755	7,476,912
				(84.2)	(80.3)	(88.6)
2005	17,315,296	8,868,810	8,446,486	13,492,397	6,618,042	6,874,355
				(77.9)	(74.6)	(81.4)

Source: DPE, MIS, personal communication, August 05, 2006.

Notes: 1. GERs are given in parentheses.

$$2. \text{ GER (per cent ith year)} = \frac{\text{Gross enrolment in ith year}}{\text{Population aged 6-10 years in ith year}} \times 100$$

Appendix Table 3.4A

Bangladesh Primary Education: Gross Enrolment and Gross Enrolment Rates (GERs) in Schools Outside of NGPS, Ebtedaiye Madrasha, Kindergarten, NGO (complete), Attached to High Madrasha, Attached to High School Mainstream Institutions, 1997-2005

Year	Total population aged 6-10 years			Gross enrolment in grades 1-5		
	Both sex	Female	Male	Both sex	Male	Female
1997	18,861,583	9,675,992	9,185,591	1,960,562 (10.4)	1,060,707 (10.9)	899,855 (9.8)
1998	19,079,888	9,670,550	9,319,338	1,906,031 (9.9)	1,025,641 (10.5)	880,390 (9.4)
1999	18,307,265	9,294,826	9,012,439	1,886,193 (10.3)	1,018,652 (10.9)	867,541 (9.6)
2000	18,296,312	9,351,062	8,945,250	1,988,959 (10.9)	1,049,329 (11.2)	939,630 (10.5)
2001	18,114,201	9,236,432	8,877,769	1,886,288 (10.4)	1,010,735 (10.9)	875,553 (9.8)
2002	18,040,023	9,154,846	8,885,177	1,843,285 (10.2)	976,669 (10.6)	866,616 (9.7)
2003	17,592,292	9,222,030	8,370,262	2,858,843 (16.2)	1,521,372 (16.5)	1,337,471 (15.9)
2004	17,671,087	9,232,740	8,438,347	3,065,633 (17.3)	1,635,678 (17.7)	1,429,955 (16.9)
2005	17,315,296	8,868,810	8,446,486	2,727,081 (15.7)	1,471,329 (16.6)	1,255,752 (14.8)

Source: DPE, MIS, personal communication, August 05, 2006.

Notes: 1. GERs are given in parentheses.

$$2. \text{ GER (per cent ith year)} = \frac{\text{Gross enrolment in ith year}}{\text{Population aged 6-10 years in ith year}} \times 100$$

Appendix Table 3.5A

Bangladesh Primary Education: Net Enrolment in Mainstream and Other Institutions by Gender, 1997-2005

Year	Total population aged 6-10 years			Net enrolment in grades 1-5		
	Both sex	Female	Male	Both sex	Male	Female
1997	18,861,583	9,675,992	9,185,591	15,485,360 (82.1)	8,035,410 (83.0)	7,567,905 (82.4)
1998	19,079,888	9,760,550	9,319,338	15,836,307 (83.00)	8,196,408 (83.9)	7,678,098 (82.4)
1999	18,307,265	9,294,826	9,012,439	15,213,337 (83.1)	7,805,317 (83.9)	7,530,116 (83.5)
2000	18,296,312	9,351,062	8,945,250	15,368,902 (84.0)	7,765,572 (83.0)	7,682,152 (85.9)
2001	18,114,201	9,236,432	8,877,769	15,397,071 (85.0)	7,670,378 (83.0)	7,727,502 (87.0)
2002	18,040,023	9,154,846	8,885,177	15,334,020 (85.0)	7,602,625 (83.0)	7,733,950 (87.0)
2003	17,592,292	9,222,030	8,370,262	16,255,278 (92.40)	8,001,496 (86.7)	8,259,717 (98.7)
2004	17,671,087	9,232,740	8,438,347	16,257,400 (92.0)	8,096,655 (87.7)	8,130,525 (96.3)
2005	17,315,296	8,868,810	8,446,486	15,098,938 (87.2)	7,505,674 (84.6)	7,610,284 (90.1)

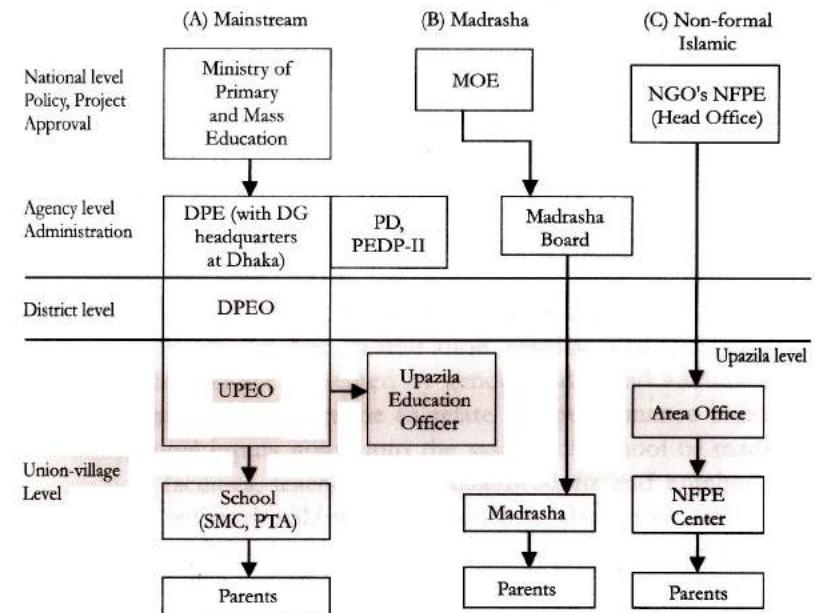
Source: DPE, MIS, personal communication, August 05, 2006.

Notes: 1. GERs are given in parentheses.

$$2. \text{ GER (per cent ith year)} = \frac{\text{Gross enrolment in ith year}}{\text{Population aged 6-10 years in ith year}} \times 100$$

Chart 3.1 A

Organisation of Primary Education System in Bangladesh, 2004



Abbreviations:

- AUEO = Assistant Upazila Education Officer
- DG = Director General
- DPE = Directorate of Primary Education
- DPEO = District Primary Education Officer
- MOE = Ministry of Education
- MOPME = Ministry of Primary and Mass Education
- NFPE = Non-formal Primary Education
- PEDP-II = Second Primary Education Development Programme
- PD = Project Director
- PTA = Parent-Teacher Association
- SMC = School Management Committee
- UPEO = Upazila Education Officer