

The EFA 2000 Assessment: Country Reports

Bangladesh

[Contents](#)
[Home](#)
[Countries](#)
[Regions](#)
[Search](#)
[Previous Page](#)[Next Page](#)

**Table -7 Allocation in Education Sector and Primary and Mass Education Sub-Sector  
(1991 - 2000)**

**Table -7A: Development Budget (In Million Taka)**

Year	Education	% of All Sectors	Primary & Mass Education	% of Education	Primary Education
1991	3124.1	5.10	1986.6	63.59	1939.1
1992	5272.7	7.37	3615.4	68.57	3445.7
1993	5930.4	7.30	4028.4	67.93	3957.8
1994	9550.9	9.95	6485.2	67.90	6285.9
1995	15185.3	13.62	8928.0	58.79	8577.9
1996	13711.7	13.13	8213.5	59.90	7895.1
1997	15517.8	13.26	8653.5	55.76	8059.1
1998	14830.4	12.16	7837.7	52.85	6821.2
1999	17510.0	12.51	9780.0	55.85	8171.2
2000	19250.0	12.41	11080.0	57.55	8835.0

**Table – 7B : Revenue Budget (In Million Taka)**

Year	Education	% of All Sectors	Primary & Mass Education	% of Education	Primary Education
1991	11820.1	16.17	5385.0	45.56	5385.0

1992	13815.8	17.49	6704.1	48.52	6704.1
1993	16743.9	19.68	7621.6	45.52	7621.6
1994	18057.5	19.73	8478.8	46.95	8478.8
1995	20077.3	19.49	8659.6	43.13	8659.6
1996	21514.5	18.21	9504.4	44.18	9504.4
1997	22955.4	18.31	9989.7	43.52	9982.0
1998	26957.4	18.59	11475.1	42.57	11475.1
1999	29680.0	17.70	11990.0	40.40	11990.0
2000	32200.0	18.08	13340.0	41.43	13340.0

### **Foreign Assistance**

Generous foreign assistance has been available for EFA. The World Bank, Asian Development Bank, DFID, GTZ, IDB, OPEC, SFD, SDC, JICA, KFW, UNDP, UNESCO, UNICEF, UNFPA, CIDA, SIDA and NORAD provided investment/recurring expenses for EFA through Annual Development Programme of the GOB. Foreign assistance during the period 1991-98 was 18 per cent annually (average). The details of foreign assistance is provided in Figure- 7.

A comparative picture of GOB fund and Foreign Aid Indicates that GOB fund has consistently increased overtime from 1990-91 to 1998-99, whereas Foreign Aid has not increased. Over the period from 1990 to 1999 the Foreign donor's share has been 18 percent of the total expenditure on primary and mass education (Table 7C)

The NGOs also obtain assistance from international/bilateral donors and private foreign donors, especially international NGOs. No aggregative data are available on the NGO expenditure .

<b>Expenditure for Primary and Mass Education: GOB and Foreign Aid</b>			
			<b>( In Million Taka )</b>
<b>Year</b>	<b>GOB*</b>	<b>FA*</b>	<b>Total</b>
1990 – 91	5,974.3	1,397.3	7,371.6
1991 - 92	7,185.8	3,133.7	10,319.5
1992 - 93	8,249.4	3,400.6	11,650.0
1993 - 94	11,588.7	3,375.3	14,964.0
1994 - 95	14,306.6	3,281.0	17,587.6
1995 - 96	14,562.1	3,155.8	17,717.9

1996 - 97	15,570.2	3,073.0	18,643.2
1997 - 98	17,626.0	1,686.8	19,312.8
1998 - 99	19,007.5	2,762.5	21,770.0
<b>Source : GOB Documents</b>			
* <b>GOB = Government of Bangladesh</b>			
* <b>FA = Foreign Aid</b>			

### ***Private Sector Investment for Primary Education***

In 1998, the total number of primary schools was 63,534 of which 37,710 were government and 25,824 non-government schools, (40.6 per cent of the total). There is no compilation of data on private sector expenditure.

### ***PERCENTAGE OF PRIMARY SCHOOL TEACHERS HAVING REQUIRED ACADEMIC QUALIFICATIONS (Core EFA Indicator – 9) AND PERCENTAGE OF PRIMARY SCHOOL TEACHERS WHO ARE CERTIFIED TO TEACH ACCORDING TO NATIONAL STANDARDS (Core EFA Indicator – 10)***

The minimum required academic qualifications for primary school teachers have been fixed by the GOB as graduation in Higher Secondary Certificate (H.S.C) examination (that is, 12th grade) with Certificate in Education / Bachelor Degree for males. This is relaxable in case of female teachers, the minimum being the lower level, that is, Secondary School Certificate (10th grade). However, the job-market, of late has become competitive, so much so that BA level (14th grade) graduates (and even holders of Master degree) now apply/accept job of teachers in primary/secondary schools. This situation has practically resulted in recruiting teachers with higher qualifications at primary level. However, female teachers, having the same qualifications, are preferred to male teachers.

Data on the teachers, with regard to required academic qualifications and status of certification to teach, are available from the Child Education and Literacy Survey (CELS) of 1999 of the Compulsory Primary Education Implementation Monitoring Unit (CPEIMU). It is to be noted that the required qualification has changed over time, and the present required qualification has been higher than the previous required qualification. It may also be noted that almost 68 percent of all teachers have the required qualification. While 100 percent of the female teachers have the required qualification, the rate of qualified male teachers is only 53 percent. (Spread sheet Table-8). Considering certification of teachers, data indicate that almost 70 percent of the teachers have certificates. Female teachers and male teachers having certificates are 100 percent and 56 percent respectively.

For female teachers, there is no variation by region with regard to academic qualification or certification status, but variations are noted among male teachers in both regards. Similarly, for the female teachers there is no urban-rural variation, while the male teachers in urban areas are of higher proportion having certificates, compared to those of rural areas. But in terms of the required minimum qualification male teachers do not vary in proportion by urban-

rural locations. Nationally, there are more teachers having certificates in urban areas than those in rural areas. For details, please see spread sheet in Table - 8.

### **PUPIL/ TEACHER RATIO (Core EFA Indicator – 11)**

Bangladesh is facing a tremendous pressure on its resources to cater to education to new admission – seekers in primary education. Every year an approximate number of 3.12 million 4 years old children are becoming 5 years old, and 3.53 million 5 years old children are becoming 6 years old. The government (and the private sector) have to create/provide facilities for education, including recruitment of teachers.

In 1991, there had been one teacher available for 61 pupils; the situation has not improved in 1998, It is now one teacher for 59 pupils. The situation at public school is worse, the ratio being one teacher for 76 pupils, as against private schools having one teacher for 43 pupils. The public schools in Chittagong and Sylhet are the worst of all, whereas the private school in two divisions, Sylhet and Barisal, stand better with the ratio below 40. For details, please see spreadsheet in Table - 9.

Overall there is no urban-rural variation; nor is there variation between urban and rural locations for public or private schools.

The GOB has taken a programme to recruit more teachers, so that pupil/teacher ratio stands at 40 :1 considering the realities at present, although the ideal would have been 30:1. **Table -8 Table -9**

### **REPETITION RATES BY GRADE (Core EFA Indicator – 12)**

Repetition rates by grade is one measure of assessing internal efficiency of the primary education cycle. Table -10 below indicates repetition rates by grade, and by year.

**Table - 10**

#### **Repetition Rates by Grade, 1991-94**

Year	Rates	Rates by Grade (%)				
		1	2	3	4	5
1991	Repetition	4.2	4.5	7.3	7.3	8.1
1994	Repetition	3.3	3.7	5.8	5.5	5.4

*Source: Directorate of Primary Education, PMED, GOB .*

The repetition rate has been fluctuating over the period since 1991. The rate for the primary

grades varied from 4.2 to 8.1 in 1991. The rate declined in 1994, varying between 3.3 and 5.5. During this period it is noted that the repetition rate has consistently been somewhat higher in the upper grades in 1991 as well as 1994. Data provided in Table-11 for 1998 (CELS 1999) show that nationally repetition rate is 6.5 percent in average, considering all five grades. Repetition rates vary between regions from 5 to 6.5 percent for all the regions except that Sylhet has the highest repetition rate up to 13.7 percent, the male having the rate as high as 16.2 percent. Females in this district also has the highest repetition rate of 11.2 percent. In other districts male-female difference is not notable. For details, please see spread sheet in Table - 11.

### **Drop-out Rate**

The EFA goal for reducing drop-out rate has been set at 48 per cent for 1995. Data available from DPE indicate that drop out rate has declined from 59.3 in 1991 to 44.7 in 1993 and 39.1 in 1994 for the primary cycle. This means that the target has been exceeded by 9 per cent. The drop out rate has further declined to 35 percent (1998 estimate by PMED).

It can, therefore, be concluded that significant improvement has taken place by 1998 compared to 1991 in primary education. The improvements are ascribed to:

- Supply of textbooks to poor students free of cost;
- Reduction of tuition fees, specifically making tuition fee free for female students;
- Introduction of food for education programme; and
- Development of infrastructure.

### **Table -11**

#### **Food For Education Programme**

Low enrollment in school and high drop-out rates are mainly explained by poverty of parents. The GoB has introduced Food For Education Programme (FFEP) with a built-in strategy to attract the poverty-stricken families to send their children to school, in stead of engaging them for earning a livelihood. The food given under the programme becomes the income entitlement to poor families and this enables them to release their children from livelihood obligations as well as to send the children to primary schools and retain them therein.

The main objectives of FFEP, therefore, are:

- to increase enrollment rate,
- to increase attendance rate,
- to reduce dropout rate in order to ensure retention in, and completion of primary
  
- to improve the quality of education.

The programme covers 1,243 selected unions of 460 Thanas of Bangladesh. Under this programme, one child from each eligible family is given 15 kg of wheat or 12 kg of rice and/ or more than one child 20 kg of wheat or 16 kg of rice every month. At present 2.2 million families covered under 17,203 primary level school in 1,243 unions are being benefited and the

number of students benefited is 2.28 millions. Of the enrolled students a maximum of 40 per cent poor student are entitle to receive food grains.

### Criteria for Selection of Beneficiary Families

FFEP targets the low-income families who cannot afford to send their children to schools. The beneficiaries are. therefore, those poor families who send their children to primary schools. The criteria for selecting target beneficiary families are:

- distressed female-headed families (widow, separated from husband or divorced).
- day- labourers.
- low -income artisans/professionals (such as, fishermen, potters, blacksmiths, weavers, cobblers, etc) and
- landless who own land up to 0.50 acre.

A family that meets one of the selection criteria and is not covered under the Vulnerable Group Development (VGD) programme or the Rural Maintenance Programme (RMP) or any other similar targeted intervention programs shall be eligible to receive food for sending children to school.

### Implementation and Monitoring

At the national level, the Programme is implemented by the Project Implementation Unit ( PIU ) under the overall guidance of the PMED and with the assistance of the Directorate of Primary Education (DPE).

### Achievements

It has been found from an evaluation (PMED,1999) the FFEP has attracted children of poor parents to a large extent. For example, gross enrollment under Food for Education Programme has been quite a success as from the following data:

	1993		1995		1998	
	Both sexes	Female	Both sexes	Female	Both sexes	Female
<b>Bangladesh</b>	405,797	191,370	481,204	235,027	533,469	268,632
<b>Dhaka</b>	116.780	56,400	139,205	67,708	153 ,673	77,492
<b>Chittagong</b>	89,934	39,020	106.523	49,908	121,961	