

# Education Watch 2009-10



## Exploring Low Performance in Education The Case of Sylhet Division



Campaign for Popular Education (CAMPE)  
Bangladesh

Education Watch 2009-10

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**The Case of Sylhet Division**

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## *Foreword*

**T**his tenth *Education Watch* explored the reasons for low performance of Sylhet Division in education. For the first time a regional issue was selected as the theme for *Education Watch*. Education is a key to address the challenges of development. The country has attained significant achievement in various aspects of education. Major improvement has taken place during the past two decades. However, over the years, growing inequity has become a serious concern. Inequities exist in terms of school type, streams of education, geographical locations and socioeconomic status. Coexistence of development and inequity does not match with the spirit of our Constitution or the Education Policy 2010. Elimination of inequity from education in Bangladesh is urgently needed.

Sylhet is more prosperous and rich in terms of natural resources and general economic condition of the population but has worst social development outcomes. Whereas, 40% of the population live below poverty line at the national level, it is 33.8% in Sylhet division. But the division has the lowest human development index. In terms of health indicators it has the highest under five mortality and fertility rates, and lowest rates of immunization. Historically, Sylhet has a huge number of its population living abroad. Approximately 5% of the households in Sylhet division depend mainly on such remittances.

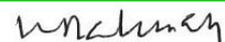
Sylhet division is a low performing region in terms of education. This study explored the reasons behind the slow progress. This can be considered as a case study on Sylhet division in the broader context of regional deprivation in education. It has explored various issues related to household, educational institution and community. Multiple as well as interrelated factors were found responsible for lower performance of Sylhet division. The reasons are hardly unique in the sense that these also exist for other parts of the country. However, the level and degree of importance of some of the reasons were different in Sylhet compared to the rest of the country. These are particularly due to socio-geographical characteristics of this division.

Government has passed a new education policy. It is high time to implement the policy giving priorities to the disadvantaged areas like Sylhet Division. Thus, this *Education Watch* report is a timely publication. We expect that the concerned authorities of the government would look into the findings seriously and take necessary actions so that the nation's foundation can be built strongly. A strong political commitment for human resource development is very much needed. We believe that the government will be able to give right direction to the nation in this regard.

Finally, I would like to thank all concerned individuals and institutions including the research team for their effort from start to the finishing of this research work, its publication and dissemination. Let's work together for achieving the goal of 'Education for All'.

Dhaka  
April 2011

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**Kazi Fazlur Rahman**  
Chairperson  
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## *Preface*

**W**ith this tenth Report of *Education Watch* we have tried to explore a new area - regional disparities in education. The theme is 'Exploring Low Performance in Education: The Case of Sylhet Division'. This is our first initiative considering the focus of the study. The major research question was why Sylhet division, compared to the other parts of the country, is lagging behind in various educational indicators? What are the constraints (social, economic, regional, environmental, migration-related, faith-based, etc.) that put Sylhet behind other divisions? Why these constraints prevail and how these can be addressed?

Both quantitative and qualitative methods were adopted in achieving the above research objectives. Much of the quantitative information for the study came through three surveys, viz., a household survey, an educational institution survey and a community-level survey. Under educational institution survey, both primary and secondary educational institutions were covered. For the qualitative part of the investigation, four communities (villages in rural areas and mahallas in urban areas) from four different locations were selected and in-depth exploration was done on various issues related to education. In addition, available official statistics were used to supplement the qualitative and quantitative information.

This study explored various issues related to household, educational institution and community. Multiple as well as interrelated factors have been found to be responsible for lower performance of Sylhet division. The reasons are hardly unique in the sense that these also exist for other parts of the country. However, the level and degree of importance of some of the reasons were different in Sylhet compared to the rest of the country. These are particularly due to socio-geographical characteristics of this division.

Our earnest request to the policy makers of Bangladesh is to carefully look at the findings of this study and to take advantage of such readily available information, their analyses and policy recommendations. Strong political commitment accompanied with pragmatic strategies, sufficient resources and continuous monitoring will be required to prepare our next generation particularly the disadvantaged to contribute to nation building activities and enable them to perform well in future in the era of globalization and competitive, market oriented human resource development all over the world. However, we believe that providing basic education is a state responsibility and all development actors like the government, political parties, CSO and development partners must come forward to play their role in national development.

We would like to express our sincere thanks to Mr. Kazi Fazlur Rahman, Chairperson of *Education Watch* Group and Mr. Kazi Rafiqul Alam, Chairperson of CAMPE for their continued interest in the *Education Watch* initiative. *Education Watch* is privileged to have the unflinching support of CAMPE. Its staff has all along played the key role in producing the annual watch reports and facilitating their dissemination. Our sincere appreciation goes to them for their tireless efforts.

Mr. Samir Ranjan Nath, Professor Kazi Saleh Ahmed, and Prof. S. M. Nurul Alam together took the lead in carrying out the study and preparing both the quantitative and qualitative parts of the report.

We are grateful to them. The panel of reviewers comprising Dr. Manzoor Ahmed, Mr. Kazi Fazlur Rahman, Ms. Roushan Jahan, Ms. Jowshan Ara Rahman, and Dr. Ahmed Al-Kabir deserve our special thanks for their valuable comments on the draft. Our sincere gratitude to all those who participated in various sharing sessions on the draft report, provided valuable suggestions on the design, approach and findings of the study. Their contribution in preparing the key messages and policy recommendations of this report is highly appreciated.

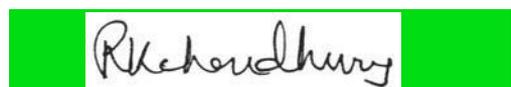
Our appreciation will remain incomplete if we do not acknowledge the contribution and wholehearted cooperation of the authorities of the sampled educational institutions, their teachers, students, parents and local and national education administration who provided the required support and pertinent information for this study.

The field survey conducted by 55 research assistants, which was coordinated and supervised by Mr. Anwar Hossain of the Research and Evaluation Division of BRAC. Mr. Mahbubur Rahman of BRAC and Ms. Amina Mahbub, Mr. Awlad Hossain and Mr. Goutam Roy from Plan Bangladesh contributed to the qualitative part of the study. Mr. K M Enamul Hoque and Mr. Ghiasuddin Ahmed of CAMPE played very important roles at various stages of the study. We acknowledge their contribution with a lot of appreciation.

*Education Watch* and its reports have been possible due to the generous support received from the Embassy of the Kingdom of the Netherlands (EKN), Swiss Agency for Development and Cooperation (SDC), Bangladesh and Oxfam-Novib of Netherlands. BRAC and Plan Bangladesh has volunteered significant staff time to the initiative. We acknowledge their assistance and express our deep appreciation.

Finally, we would ask the readers, users and well wishers of *Education Watch* to send us if they have any suggestion regarding issue selection, improvement of quality of research, presentation style and any other issue related to this. Our efforts will be worthwhile if this report could serve as a useful input in the key decision making process for improving the quality of primary education in Bangladesh. Let us all work for building a better future, a Beautiful Bangladesh.

Dhaka  
April 2011



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# Overview

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## Background

**B**angladesh has done relatively well in various aspects of education during the past two decades. Improvements are noticeable in both primary and secondary education. However, a notable but unfortunate feature of educational development in the country is the inequity that exists between different groups in the population. There are inequities between school types, streams of education, residence (urban-rural, districts), ethnicity and socio-economic backgrounds. One of the most disturbing facts attracting wide attention is the poor performance in certain geographical areas. Division-wise, one of such is Sylhet.

Sylhet division is located in the North-East corner of Bangladesh. It has an area of about 12,596 Sq. Km. with about nine million population. It has 8.5% of the total land area and 6.4% of the total population of Bangladesh. One eighth of its population live in urban areas. Distinct from other areas of the country, Sylhet is characterized by its diversity in social, economic and geographical outlines. Of the total land, plain land covers 57.5%, *haor* 30.2% and tea estates/forest/hilly areas 12.5%.

Sylhet is more prosperous and rich in terms of natural resources and general economic condition of the population but has worst social outcomes. Whereas, 40% of the population live below poverty line at the national level, it is 33.8% in Sylhet division. The division has the lowest human development index. In terms of health indicators it has the highest U5 mortality and fertility rates, and lowest rates of immunization. Historically, Sylhet has a huge number of its population living abroad. Approximately 5% of the households in Sylhet division depend mainly on such remittances.

In Sylhet, the net enrolment rate is 80.5% at primary level and 64.2% at secondary level. Both the figures are much lower than the national averages of 86.4% and 77.7% respectively. Similarly, in terms of ever schooled population, and the rate of primary and secondary education completers, Sylhet division lag much behind the national average as well as other parts of the country. Sylhet is a worse performer in terms of literacy rate too. The literacy rate for 7+ population is 40.7% and for adult population it is 44.4%. These rates are respectively 48.5% and 52.1% for the whole Bangladesh. There is no literate person in 30.8% of the households in Sylhet division compared to 11.5% for the whole of Bangladesh.

The above description of Sylhet division clearly shows a paradoxical situation: a relatively good economic condition but worsening social indicators. Due to the nature of the earlier studies of *Education Watch* no detailed analysis of this paradox could be done. This is alarming and deserves special attention. The *Education Watch* thus decided to explore the reasons behind such a backward situation of Sylhet in education.

## Objectives and methods

The major research question was why the Sylhet division is lagging behind the other parts of the country in various educational indicators? What are the constraints (social, economic, regional, environmental, migration-related, faith-based, etc.) that put Sylhet behind other divisions? Why these constraints prevail and how these can be addressed? Both quantitative and qualitative research methods were adopted in addressing the above questions. District and location-wise separate analysis was done for all indicators under study. The fieldwork for the study was done in March-April 2010.

## Major findings

This study explored various issues related to household, educational institution and community (village in rural areas and *mahalla* in urban areas). Multiple factors were found responsible for lower performance of Sylhet division. The reasons are hardly unique in the sense that these also exist for other parts of the country. However, the level and degree of importance of some of the reasons were different in Sylhet compared to the rest of the country. These are particularly due to socio-ecological characteristics of this division.

*Geography:* *Haor* and tea estates are two significantly different geographical locations in Sylhet division where housing, transportation and livelihoods are significantly worse from other parts of the division and the country. Seasonal variations also exist in these. This study reveals that except urban part of Sylhet division, school enrolment rate was behind the national average in all the districts and locations. The rate was far behind in the tea estates and in Sunamganj and Moulvibazar districts. Rural Sunamganj is largely covered by *haors* and rural Moulvibazar by tea estates.

The children in these areas are unable to continue education smoothly mainly due to economic deprivation and social inequalities arising from their geographical isolation. Although the overall economic situation is better than the rest of Bangladesh, there is a likelihood that due to the geographical reasons the inequality in income distribution (in terms of Gini coefficient, for example) would be worse in Sylhet. Compared to 38.5% overall in Sylhet division, more than half of the *haor* communities (54%) under study had only *kancha* roads. The head teachers reported that over a fifth of the students had to face ‘bad’ transportation during dry season which doubled in the wet season. The situation was worse in rural Sunamganj and in the *haor* areas. Qualitative investigation found the practice of child labour as a major reason for dropping out from schools.

*Late start and early dropout:* Children of Sylhet division, in general, start school late compared to other parts of the country; they also drop out earlier than others. The age-specific enrolment rates in Sylhet division were found lower for all ages compared to the national averages. Whereas, at the national level 65% of the children of age six was found enrolled in schools, it was 52% in Sylhet division. A portion of the parents reported that they were not aware about age of admission to school and a portion could not mention any reason for this. Schools also refused admission to some children. By the age of 15 years, half of the children of the plain lands, 60% of those of *haor* areas and 73% of those in the tea estates/hills/forests were out-of-school. The comparative national figure was less than 40%. A portion of them were just unable to bear cost of education and others engaged in income earning activities too early. Poor teaching-learning provision and lack of care in schools were identified as important reasons for leaving school.

*Community awareness:* The parents were found appreciating the value of education but when they, particularly the poor, weighed it against economic opportunity costs the latter prevailed in many cases. We thus found a high incidence of child labour, both paid and unpaid. Added to this is the lure of migrating to a foreign country, especially UK, for better livelihood. The heads of the educational institutions also identified ‘lack of awareness’ of the parents as a barrier to educational progress in Sylhet division.

*Educational facilities:* Compared to the other parts of the country, per capita availability of primary level educational institutions in Sylhet division was not less but it was not the case for secondary education. Against 6.4% of the student population at both the levels, Sylhet division contained 7.8% of the primary level institutions and 3.9% of the secondary level institutions in the country. This clearly shows inadequacy of secondary education provision in Sylhet; which indicates lower institutional investments in education. Infrastructure of the educational institutions and learning opportunities there play important role in the performance of the students. The primary educational institutions in Sylhet division were found behind the other parts of the country in majority of the indicators related to school facilities and learning opportunities. On the other hand, in case of secondary education, institutions in Sylhet division were mostly compatible to those in other parts of the country. Primary educational institutions in Sylhet division lacked electricity and drinking water facilities, play grounds, cleanliness of walls and floors, and good quality blackboards. It also lacked secondary science laboratories.

*The teachers, their absenteeism and punctuality:* Whether it is a primary or a secondary school, shortage of teacher was a common phenomenon in the schools of Sylhet division. Average number of teachers was 4.4 in the primary schools and 12.8 in the secondary schools. The corresponding figures at the national level were 5.1 and 14.3. However, the teachers in Sylhet division were comparable to the other parts of the country in terms of educational qualification and training. Proportion of female teachers was also better in Sylhet. A quarter of the rural school teachers lived in urban areas.

Absenteeism, and late arrival in and early departure from school – all are significantly higher among the school teachers in Sylhet division. On the day of the survey, 21.6% of the primary school teachers and 12.4% of the secondary school teachers were absent from school. These were higher than the national averages. The situation was found at its worst at primary level, especially in rural Sunamganj, Habiganj and Moulvibazar districts. Over a quarter of these teachers were found absent. Females and teachers in schools of *haor* areas were more likely to be absent.

Very few of the teachers who attended in school on the counting day were punctual as a good number of them attended school late and/or departed early. The problem was more serious at primary level. The average loss of time for this was 56 minutes per day for primary teachers and 48 minutes for secondary teachers. Primary school teachers in the *haor* areas and in Sunamganj district were least punctual. Average loss of time per day was 76 minutes for *haor* teachers and 80 minutes for Sunamganj teachers. The qualitative study also confirmed that only a few teachers attended school on time and stayed there for the entire duration. A good amount of contact-hours is lost due to this which affects classroom teaching, co-curricular activities and students' behaviour.

*Management weakness:* School managing committees and the *upazila* education officials were less pro-active in addressing the key issues of school operation. Some educational institutions were not visited at all throughout a year or visited once or twice which is inadequate to meet the needs of the institutions. Visit from the *upazila* resource centres was also very limited– 72.5% of the primary schools had no visit during 2009. Scanning the meeting minutes of the school managing committees, we did not find any record of discussion of teachers' discipline. The *upazila* education officials put it on their agenda but could not track it and take any effective actions. School visits were mostly superficial. Issues discussed in those visits were not directly linked to identification of practical

barriers related to quality of education or how to overcome those barriers. Shortage of officials was found a major constraint in school supervision.

*Non-resident Bangladeshi households:* Non-resident Bangladeshis (NRB) are important source of earning in Sylhet division. About a fifth of the surveyed households were identified as connected with non-resident Bangladeshis (NRB). Majority of them sent remittances to their kith and kin back home during the year prior to the survey. Fifty-two percent of the remittances was used to meet day-to-day family expenses and construction and reconstruction of houses. Amount of NRB remittances spent on education was 3.7% of the total remittance. A part of the remittance also went to fund madrasas, mosques and schools. A very small portion of the donation was for general education. Again, in terms of amount of donation, the madrasas got priority. We also observed that having NRB member in the household had positive impact on school enrolment of the children; however, such impact was limited to primary education. It can thus be said that the remittance could better be utilized for education of the children of NRB households as well as for educational development of the common people.

*Migrant households:* An issue often mentioned concerning Sylhet division is migration. However, we did not find it as a serious problem which could influence social or educational progress of the division. Of the total households in Sylhet division, 5.3% came from outside Sylhet division, 3.6% migrated from one part to another within the division and 91.1% were non-immigrants or permanent residents. In terms of school enrolment the migrants and non-migrants (permanent residents) performed equally well. However, those who migrated from one part to another within the division lagged much behind the previous two groups. Such a relationship was found throughout the schooling years (6-15 years).

*Role of madrasas:* Madrasas have important place in our education system. Incidence of children enrolled in madrasa education was found more in Sylhet division compared to other places in Bangladesh. Enrolment in non-graded madrasas like *kaomi and kharizi* was found more in Sylhet division. Parental wish to provide their children with madrasa education due to its link with religion was found as one of the major reasons for enrolment in the madrasas. Some parents perceived that madrasas provided better quality education and to some it was the closest educational institution available. The permanent residents, NRB households and the mothers with incomplete primary education were more likely to send their children to the madrasas.

*Educational investment:* Although per capita availability (say, number of schools per 1000 school aged children) was not less for primary schools in Sylhet, it was significantly less for secondary schools, compared to the rest of the country. While Sylhet has 6.4% of the school-aged children, it has only 3.9% of the secondary institutions. Our study also found that 42% of the villages had no primary schools at all. It is plausible that many of such villages are small villages without 'adequate' number of children. It was found that many of such villages are in areas inhabited predominantly by ethnic minorities.

### **Policy recommendations**

This study unfortunately failed to unearth any significantly unique factor that explained the poor progress in Sylhet. As much of the factors identified resonate quite well with the overall educational

discourse nationally, the solution will also have to be found in the overall national strategies and priorities. The *Education Watch* studies of 2003/4, 2007 and 2008 identified inequity as a serious problem. Recommendations made in these studies to tackle inequity in education are also very much relevant to Sylhet division. Reinforcement of present policies would perhaps help the division progress faster.

- Considering the broad geographical diversity of Sylhet division and variations within, a general principle of educational development strategy would possibly not fit for the whole region. Recognising the fact and the principle of equity mentioned in the Education Policy 2010 it is important to flag on decentralized educational planning and implementation. Educational institutional level planning as part of broader *upazila* level planning for educational development through some guiding principle of the government should urgently be considered. Involvement of tea-estate management in the planning process is important for the tea estates.
- Children of *haor* areas are at risk of not attending schools due to unique geographical reality there, which has different effects in dry and wet seasons. To help the children improvement of the transportation system is urgent. However, construction of roads would not be feasible throughout the *haor* areas. Considering the mode and strength of water flow during wet season new roads can be constructed wherever possible and existing roads can be reconstructed. Special water bus services for the students and teachers can be introduced specifically during the wet seasons in *haor* areas.
- Various *affirmative actions* that the government and the NGOs have undertaken already can be expanded in some parts of Sylhet division. These include stipend and cash for education programmes of the government and non-formal education provision of the NGOs. Volume of *upabritti* and secondary school stipend programme can be expanded in those communities where enrolment rate is poor and early dropout is high. Most communities in the *haor* areas, in rural Sunamganj and Moulvibazar districts and in the tea estates deserve such incentives. This would help reducing economic vulnerability of the households and encourage them to send children to school and continue education.
- Supervision of schools is in general weak in Bangladesh especially due to overburdened supervisor such as assistant *upazila* education officers (AUEO). Sylhet is not different. It is important to appoint more AUEOs in all *upazilas* of Sylhet division especially in the remote and hard to reach *upazilas*. The aim of this should be to give responsibility of a small (12-15) number of schools to each of them so that they can increase their school visits and improve quality of supervision. Supervision from the *upazila* resource centres and by the school managing committees should also be increased. Focus of this should include teachers' regular attendance with punctuality and quality teaching-learning in the classrooms. The potential role of union *parishads* in this should be seriously considered.
- More teachers should be appointed in those schools where there is a shortage and the teachers should be encouraged to live nearer to the schools as much as possible. Teacher shortage can immediately be filled by appointing more temporary teachers from the local communities. Local teachers are particularly important for *haor* areas in Sunamganj and Habiganj districts. Special

*hardship* allowance for the teachers working in the remote and hard to reach areas including the tea estates and hills can be introduced. Motivational workshops for the teachers can also be arranged. Thailand has achieved success in keeping their doctors in rural areas by increasing the remuneration.

- Regular parent-teacher meetings can be organised at school level to make the parents more aware and responsive about education of their children and the teachers more responsible in their duty and accountable to the needs of the students. The school managing committees can also play important role in increasing the link between parents and the schools and accountability as a whole. *Upazila* education office has to play a strong role in this which can be done through allocating smaller number of schools, as mentioned earlier, to each AUEO and providing close supervision to them.
- More schools need to be established in the tea estates and in communities in remote *haor* areas where there is shortage of primary schools. If establishment of formal schools takes time, non-formal primary schools can be established as a temporary solution. The government can provide financial support to the experienced local and national NGOs and the private initiators to provide such facilities. Appointment of local teachers should be a must in these schools. The division has lesser number of secondary schools than its share of the school-aged children. The government should encourage setting up of such schools in large numbers to offset the disparity.
- A mechanism can be found out to encourage the non-resident Bangladeshis (NRB) to contribute more for educational development of Sylhet division. Space should be created so that a collective initiative can be taken. The government can initiate creating a special education fund for Sylhet division in which both the government and the NRBs can contribute. Government's contribution to this fund may encourage the NRBs. An autonomous authority rather than a government agency would do well in better utilization of this fund.

Finally, it is important to uphold the present gender parity in student participation and teachers recruitment.

# Chapter 1

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## Introduction



**B**angladesh has made progress in various arena of socio-economic development since its Independence in 1971. Such progress has been possible due to continuous and collective effort of common people, the government and the development partners. However, sadly, after four decades of Independence, a high rate of poverty with huge income and wealth inequalities are the realities (BBS 2007). Education is a key to address the challenges of development. The country has improved much in various aspects of educational attainment. Major improvement has occurred during the past two decades. An unfortunate feature of educational development in the country, however, is the inequity. Inequities exist in terms of school type, streams of education, geographical locations and socioeconomic status (Ahmed *et al.* 2005, 2006, Nath *et al.* 2008, Nath and Chowdhury 2009, BBS and UNICEF 2010). In-depth studies are required to understand the nature of such inequities, formulate policies for an equitable educational provision and proper implementation of such policies.

Various issues related to primary and secondary education including literacy status of the population were studied and documented through the nine studies conducted under *Education Watch* during the past 12 years. The last report portrayed the development of primary education during the past decade (1998-2008), which found that progress has been made in physical facilities, learning provisions, teachers' education and training, pupils' enrolment in school, learning achievement, and education and literacy status of population. However, it stagnated since 2005 (Nath and Chowdhury 2009).

When the overall educational development at the national level has been showing signs of progress throughout the past decade, some geographical entities such as the rural Sylhet division repeatedly lagged behind the other areas of the country. The current *Education Watch* explored the reasons for poor performance of Sylhet division with the hope that it will help formulate policies and remedial interventions.

### **A. An overview of Sylhet division**

The Sylhet division is located in the North-East corner of Bangladesh. Prior to 1947, Sylhet was a part of the greater Assam province of British India. In 1947 when India was divided into India and Pakistan, Sylhet became a part of Chittagong division. In 1995 it became an independent division. Distinct from other areas of the country, Sylhet is characterized by its diversity in social, economic and geographical outlines. It is particularly noted for the existence of plain lands, *haor* areas, tea estates, tropical forests and hilly areas. Similarly the region has a diverse inhabitant. Apart from the locals who include indigenous minority groups, a large number of populace immigrated into it from within and outside Bangladesh. During the British *Raj*, a number of tea estates were established by clearing the forests and highlands. To work for the estates, a large number of labourers were brought in from different parts of India including Orissa, Bihar, Andhra Pradesh and Madhya Pradesh. They were employed in the estates as bonded labour.

Historically, Sylhet was known as a land of abundant resources. Not only natural resources, Sylhet always had a highly educated gentry and elites who ruled the land. Accordingly to Sri Achhut Charan Chowdhury who wrote the history of Sylhet (*Srihotto*) about a hundred years ago, 'Bangladesh has a rich and ancient history spanning thousands of years. If the whole country was the body, then Sylhet would be considered its head'. Another historian said of Sylhet, 'History of Bangladesh without the

history of Sylhet is like The Hamlet without the Prince of Denmark'. Unfortunately much of its glory is fading now<sup>1</sup>.

Sylhet division has an area of about 12,596 Sq. Km. According to the latest Census (2001), it has nearly eight million population which may now have increased to around nine millions. The division has 8.5% of the total land area and 6.4% of the total population of Bangladesh. The Sylhet division has four districts, viz., Habiganj, Moulvibazar, Sunamganj and Sylhet. It has 35 *upazilas*, 323 unions and 10,101 villages, 14 *pourasavas* including a city corporation, 144 wards and 608 *mahallas*. Of the total population, 26.7% live in rural Sylhet district, 22.6% in rural Sunamganj district, 19.7% in rural Habiganj district, 18.5% in rural Moulvibazar district and 12.5% in urban Sylhet division (Table 1.1).

**Table 1.1**  
*Sylhet: Area, upazila, union, village and population by geography*

Strata	Area (Sq Km)	Upazila/Pourasava	Union/Ward	Village/Mahalla (%)	Population (%)	Density of population (per sq. km)
Rural Habiganj district	3457.5	8	77	2,076 (19.4)	16,47,859 (19.7)	477
Rural Moulvibazar district	3608.5	6	66	2,018 (18.8)	15,56,426 (18.5)	431
Rural Sunamganj district	2600.0	10	82	2,782 (26.0)	18,57,167 (22.6)	714
Rural Sylhet district	2752.5	11	98	3,225 (30.1)	22,87,595 (26.7)	831
Urban areas	177.5	14	144	608 (5.7)	6,24,522 (12.5)	3,518
Total	12596.0	49	323	10,709 (100.0)	79,73,569(100.0)	633

Source: BBS (2003). Population Census 2001

Of the three major landscapes, the plain lands and the tea estate/forest/hilly areas can easily be identified. The *haor*<sup>2</sup> is quite unique in its characteristics. We visited all unions/wards of the division to know the distribution of land areas by the three different landscapes. Based on this extensive exercise, we estimated that of the total land in Sylhet division, plain land covers 57.5%, *haor* 30.2% and forest/tea estates/hilly areas 12.5%. This varies, as Table 1.2 shows, substantially by districts. For instance, rural Sunamganj district has the most *haors* (53.5%) and Maulvibazar has the least (15%). More than half of rural Habiganj, Moulvibazar and Sylhet districts are plain lands. Almost all urban areas are in plain lands.

**Table 1.2**  
*Proportion of the land areas by geography*

Strata	Haor area	Plain land	Tea estate/hill/forest	Total
Rural Habiganj district	32.6	55.3	12.1	100.0
Rural Moulvibazar district	15.0	54.3	30.7	100.0
Rural Sunamganj district	53.5	45.7	0.8	100.0
Rural Sylhet district	27.4	59.8	12.8	100.0
Urban areas	2.3	96.2	1.5	100.0
Total	30.2	57.5	12.5	100.0

Source: Education Watch field survey, 2010

<sup>1</sup> A detailed description of Sylhet and its educational, literary and cultural heritage is included in a piece written by Professor F. K. Choudhury (see Annex 1.1)

<sup>2</sup> At the preparatory stage of the study we searched for a definition of *haor*. Talking to the people it was learned that two indicators were mainly used in identifying a *haor*. These are: 1) number of months in a year that an area remains under water and 2) number of crops grown in those lands during the year. In general, if an area remains under water for at least six months of the year and only one crop is grown during the year, it is known as *haor*.

Sylhet is more prosperous and rich in terms of natural resources and general economic condition of the population but has poorer social outcomes. According to the latest Household Income and Expenditure Survey (HIES) 2005 of the Bangladesh Bureau of Statistics (BBS), 33.8% of the population in Sylhet division live below poverty line compared to 40% at the national level (BBS 2007). During 2000-2005, the depth of poverty reduced

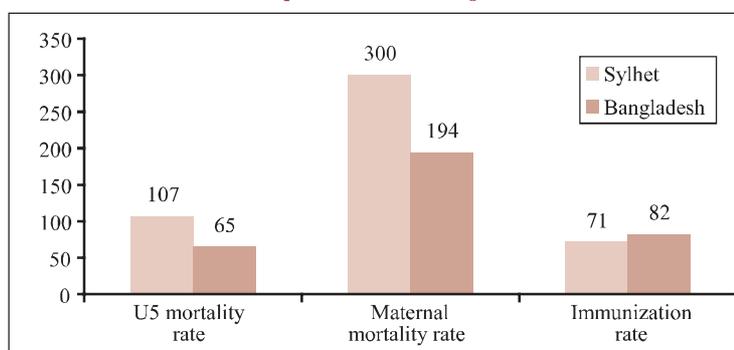
by 3.8 percentage points at the national level, but it reduced by two percentage points in Sylhet division. The division has the lowest human development index. In terms of health indicators it has the highest U5 mortality and fertility rates, and lowest rates of immunization (Sen and Ali 2009). Table 1.3 provides a comparative picture of Sylhet in development indicators. Figure 1.1 shows the disadvantage of Sylhet in terms of a few selected demographic and health-related indicators.

Historically, Sylhet has a large population who live abroad. According to the latest Census, in contrast to national estimate of less than 2%; approximately 5% of the households in Sylhet division depend mainly on remittances for survival (Census 2001, BBS 2006). Percentage of households depending on foreign remittances is more in Sylhet district (10.3%) followed by Moulvibazar (4.6%), Sunamganj (2.2%) and Habiganj (1.7%) districts. Nearly 1.6% of the total population in Bangladesh may be identified as ethnic minority which is only 0.13% in Sylhet division. Of the total ethnic minorities in Sylhet division about two-thirds live in Moulvibazar district alone.

## B. Education provision in Sylhet

The major providers of primary education in Sylhet division are the government, non-government and non-formal primary schools and the madrasas. On the other hand, non-government schools play a major role in secondary education along with the madrasas. According to various sources, 3,317 government primary, 1,226 non-government primary, 1,016 non-formal primary, 571 non-government secondary, 20 government secondary and 245 madrasas provide school education in Sylhet division (Table 1.4).

**Figure 1.1**  
*Under 5 mortality rate, maternal mortality rate and immunization rate in Sylhet as compared to overall Bangladesh*



Source: Bangladesh Demographic and Health Survey 2007

**Table 1.3**  
*Sylhet: Major development indicators as compared to overall Bangladesh*

Indicators	National	Sylhet	Lowest/highest
Total fertility rate	2.7	3.7	Khulna: 2.0, Sylhet: 3.7
Under 5 mortality rate	65	107	Khulna: 58, Sylhet: 107
Infant mortality rate	52	84	Khulna: 49, Sylhet: 84
Maternal mortality rate	300	194	Data not available
Immunization coverage	81.9	70.8	Sylhet: 70.8, Barisal: 90.2
Malnutrition (% thin)	17.4	18.3	Dhaka: 15.4, Rajshahi: 19.1

Source: Bangladesh Demographic and Health Survey 2007

**Table 1.4**  
*Number of schools in Sylhet division by stratum and school type*

Strata	Primary educational institution			Secondary educational institution		
	Government	Non-government	Nonformal	Non-government	Madrasa	Government
Rural Habiganj district	703	250	292	88	42	4
Rural Moulvibazar district	660	274	316	110	44	0
Rural Sunamganj district	807	478	245	113	58	1
Rural Sylhet district	1,011	201	159	206	88	2
Urban areas	136	23	4	54	13	13
Total	3,317	1,226	1,016	571	245	20

Sources: DPE and BANBEIS database

The estimated population eligible for primary and secondary education are respectively 1.2 million and one million in Sylhet division. This is about 6.4% of total school eligible children aged 6-15 years in Bangladesh. As Table 1.5 shows, 7.8% of all primary schools are situated in Sylhet division. The table also shows that per capita availability of government primary schools were more in Sylhet division; it was slightly low for non-government schools.

In terms of the number of secondary educational institutions, Sylhet is clearly disadvantaged. Only 3.9% of such schools are located in the division, compared to its 6.4% of school-aged children. Table 1.6 shows the number of secondary institutions for Sylhet in comparison to other divisions.

In terms of school-population ratio, one formal primary school is available for 258 eligible children of Sylhet division. This ratio was lowest in rural Sunamganj district with one school for 212 children and highest in the urban areas with one school for 577 children. This figure was 245 for rural Moulvibazar district, 354 for rural Habiganj district and 277 for

**Table 1.5**  
*Distribution of primary schools, Sylhet in comparison to other divisions, and school type, 2008*

Division	Type of primary school		Both
	Government	Non-government	
Barisal	3,285 (8.8)	2,329 (11.2)	5,614 (9.6)
Chittagong	7,380 (19.7)	2,467 (11.9)	9,847 (16.9)
Dhaka	9,913 (26.5)	4,196 (20.2)	14,109 (24.3)
Khulna	4,296 (11.5)	3,249 (15.6)	7,545 (13.0)
Rajshahi	9,201 (24.6)	7,325 (35.2)	16,526 (28.4)
Sylhet	3,317 (8.9)	1,227 (5.9)	4,544 (7.8)
Total	37,392 (100.0)	20,793 (100.0)	58,185 (100.0)

Source: DPE database

**Table 1.6**  
*Number of secondary level institutions, Sylhet compared to other divisions, 2005*

Division	Type of secondary school			Both
	Government	Non-government	Madrasa	
Barisal	20 (6.3)	1,179 (8.9)	985 (13.7)	2,184 (10.5)
Chittagong	77 (24.3)	2,184 (16.4)	1,070 (14.8)	3,331 (16.0)
Dhaka	89 (28.1)	3,229 (24.3)	1,532 (21.2)	4,850 (23.3)
Khulna	36 (11.4)	1,850 (13.9)	919 (12.7)	2,805 (13.5)
Rajshahi	75 (23.7)	4,309 (32.4)	2,464 (34.2)	6,848 (32.8)
Sylhet	20 (6.3)	555 (4.2)	245 (3.4)	820 (3.9)
Total	317 (100)	13,306 (100.0)	7,215 (100.0)	20,838 (100.0)

Source: BANBEIS database

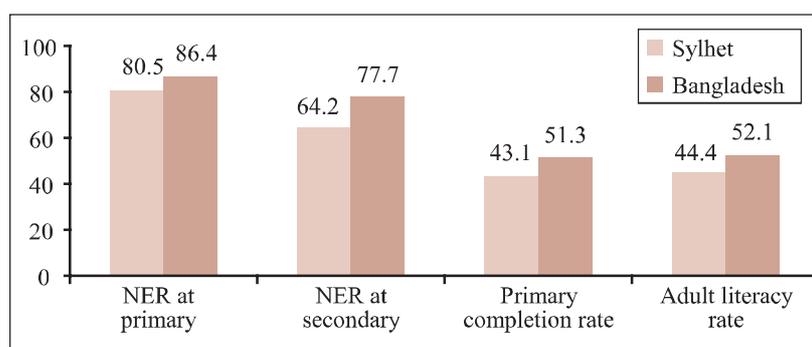
rural Sylhet district. Ratios would change if the other types of schools are included. On the other hand, one secondary educational institution is available for every 1,164 eligible children in the division: 1,500 for rural Habiganj district, 1,317 for rural Sunamganj district, 1,233 for rural Moulvibazar district, 952 for urban areas and 943 for rural Sylhet district.

A good description of education situation in Sylhet is available in previous *Education Watch* reports. In 2008, the net enrolment rate was 80.5% at primary level and 64.2% at secondary level. Both the figures were much lower than the national averages of 86.4% and 77.7% respectively (Table 1.7). Similarly, in terms of ever schooled population, and the rate of primary and secondary education completers Sylhet division lagged much behind the national averages as well as other parts of the country.

Sylhet is a worse performer in terms of literacy rate as well. While the literacy rate for 7+ population and adult population of Bangladesh were 48.5% and 52.1% respectively, they were respectively 40.7% and 44.4% for the Sylhet division (Table 1.5). These rates were respectively 48.5% and 52.1% for the whole Bangladesh.

According to BBS, of the lowest 10 *upazilas* in literacy rate table, six were from Sunamganj district, three from Sylhet district and one from Habiganj district. On the other hand, the 10 top *upazilas* were distributed almost equally among all four districts, three each from Habiganj and Moulvibazar districts and two each from Sylhet and Sunamganj districts. Gender difference against girls was higher in the *upazilas* of Habiganj and Sunamganj districts compared to those in other two districts. At least one literate person was found in 69.2% of the households in Sylhet division; this rate was 78.5% for the whole Bangladesh. Figure 1.2 shows some of the internal efficiency indicators for Sylhet in comparison to overall Bangladesh.

**Figure 1.2**  
*Net enrolment rates at primary and secondary, primary completion rate and adult literacy rate in Sylhet compared to overall Bangladesh*



Source : Nath and Chowdhury, 2009

**Table 1.7**  
*Educational situation of Sylhet division in comparison with national scenario*

Indicators	Bangladesh	Sylhet	Highest
Net enrolment rate among children aged 6-10 yrs.	86.4	80.5	92.5
Net enrolment rate among children aged 11-15 yrs.	77.7	64.2	83.6
% of ever schooled population (6y+)	67.2	61.4	79.0
% of primary completers (11y+)	51.3	43.1	70.2
% of secondary completers (15y+)	14.3	7.1	35.4
Literacy rate (7y+)	48.5	40.7	66.6
Adult literacy rate (15y+)	52.1	44.4	73.0
% of households with at least one literate person	78.5	69.2	90.1

The highest value of the first two indicators occurred in rural Khulna division and the rest in the metropolitan cities.

Source: Nath and Chowdhury, 2009

The above description of Sylhet division clearly shows a paradoxical situation: a relatively good economic condition with poor performance in Education. Though findings of the earlier studies of *Education Watch* revealed the paradox, no detailed analysis was possible due to study focus and unavailability of data. Thus, being an interesting issue for educational research of the country, this deserves special attention. This *Education Watch* explored the reasons behind such a stagnating educational situation in Sylhet division.

### **C. Organization of the report**

In addition to overview, this report contains 10 chapters. This introductory chapter provides background of the study including an overview of Sylhet division and education provision there. The second chapter gives details of objectives, methodology, research techniques used including strengths and weaknesses of the study. Profile of the communities under study is provided in the third chapter. This creates the context of Sylhet division on which the education provision stands.

Chapter 4 to 7 provide details of the major findings of this *Watch* which identifies the issues and areas where low performance in Sylhet division exists. Educational facilities and learning provisions, children's participation in education, internal efficiency, management and supervision of schools are explored in these chapters. Opinions of the heads of the educational institutions are summarised in Chapter 8. Findings of the qualitative exploration are provided in Chapter 9.

Chapter 10 is the final chapter which presents discussion of the major findings of this study, key conclusion drawn and plausible policy recommendations for further development of education in Sylhet division. The annexes provide historical background of education in Sylhet division and additional tables as well as the instruments and methodological notes.

# Chapter 2

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## Research Methodology



A brief description of the methodologies used for the study is provided in this chapter. This includes study objectives, research methods and techniques adopted, instruments used, sampling strategies followed, field level data collection procedures and analysis techniques. Strengths and limitations of the study are also discussed.

### A. Objectives

As already mentioned in the introductory chapter, the Sylhet division as a whole was lagging behind the other parts of the country in various educational indicators; thus, the major question is why such a situation prevails for Sylhet division compared to the other areas of the country? Following are the specific research questions which together would lead to answer the main question:

1. What is the present status of school education (both primary and secondary) provision in Sylhet division in terms of school enrolment, attendance, teaching-learning quality and survival in education? How do they compare with the rest of the country?
2. What are the constraints (social, economic, regional, environmental, migration-related, faith-based, etc.) that put Sylhet behind other divisions? Why these constraints prevail and how these can be addressed?
3. Could various educational inputs (government, private, NGO) explain some of the differences?
4. How do parents perceive education and employment of their children and why do they do so?
5. What are the contributions of the non-resident Bangladeshis (NRBs) in educational development of Sylhet compared to their contribution in other sectors?

### B. Methods

Realizing the relevance and appropriateness of both quantitative and qualitative methods in addressing the research questions this study utilized both. A major source of information was the three surveys, viz., a household survey, an educational institution survey and a community survey. Both primary and secondary educational institutions were brought under the survey. 'Community', in our case, means a village in the rural areas and a *mahalla* in the urban areas. For the qualitative part of the investigation, four distinct communities from four different locations were selected and in-depth exploration was done on various issues related to the objectives of the study. In addition, available official statistics was collected from the government, NGOs and other sources to supplement the above qualitative and quantitative information.

### C. The instruments

Three instruments were developed to collect the required information for the quantitative part of this study. These were:

- household survey questionnaire;
- educational institution survey questionnaire; and
- community profile checklist.

*Household survey questionnaire:* This questionnaire included some basic information of all members of the households, educational information of the household members aged 4-20 years, and school related information of the currently enrolled children. The other sections included basic socioeconomic information at the household level and information on migrants and non-resident Bangladeshis (NRB).

*Educational institution survey questionnaire:* This questionnaire collected information on the educational institutions' physical and educational facilities, students' attendance, internal efficiency indicators, teachers profile, school managing committee, supervision and monitoring. It also solicited the school heads' views on students' attendance, performance and overall quality of education.

*Community profile checklist:* This instrument included basic information of the community, road communication system and transport facilities, haat/bazaar system, agricultural production, availability of electricity, major occupations, information on educational institutions and work of any NGOs in the communities.

Number of checklists used for the qualitative part of the study was about 15 which was used to collect information from various types of respondents/informants. Annexes 2.1 to 2.3 provide the three instruments used in surveys.

### ***Sampling***

For household and school surveys, the Sylhet division was divided into five strata, viz., four rural districts (Habiganj, Maulvibazar, Sunamganj and Sylhet) and urban Sylhet division (the areas under city corporation and municipalities). The formula used for calculating sample size was as follows (Cochran 1977, Kalton 1983):

$$n = \frac{z^2 \times p \times q}{\alpha^2} \times d$$

- Where,
- n is the estimated sample size
  - p is the probability of a child aged 6-10 years currently enrolled in school or a child of age 11-15 years currently enrolled in school
  - q (1 - p) is the probability of a child did not enrol in school
  - z is the area of the standard normal curve under certain confidence limit
  - α is the desired level of precision
  - d design effect.

Using the net enrolment rates at primary and secondary levels as key to the household survey and considering an error margin of 5% with 95% confidence level and 1.5 as design effect it was estimated that 369 children would be required to have a valid estimate. We aimed to have separate estimates for each stratum by gender (boys and girls), separately for primary and secondary levels. Based on the experiences of *Education Watch 2008*, 1,500 households were selected for each of the five strata.

Sixty communities (villages for rural and *mahallas* for urban areas) were randomly selected from each stratum totalling 300 (60 x 5) from the whole division. Community series prepared by the Bangladesh Bureau of Statistics (BBS) based on the Census 2001 was used in selecting the communities (BBS 2006a, 2006b, 2006c, 2006d). Proportionate allocation of the households in *haor* area, plain land and tea estates/hill/forest areas were applied in selecting the communities. In each selected community, 25 households were selected through a systematic random sampling procedure (every fifth starting from the North-West corner of the communities). A total of 7,500 (5 x 60 x 25) households were targeted but 7,498 could be reached. Tables 2.1 and 2.2 present the sample for the household survey at a glance.

**Table 2.1**  
*Distribution of sample households by stratum and location (planned)*

Strata	Number of communities	Distribution of households by area type			
		Haor areas	Plain lands	Tea garden/Hill/Forest	Total
Rural Habiganj	60	500	825	175	1,500
Rural Moulvibazar	60	225	800	475	1,500
Rural Sunamganj	60	800	700	-	1,500
Rural Sylhet	60	400	900	200	1,500
Urban areas	60	25	1,450	25	1,500
Total	300	1,950	4,675	875	7,500

**Table 2.2**  
*Actual sample for household survey*

Strata	No. of villages	No. of households	Population	Children aged 6-10y	Children aged 11-16y	Primary school students	Secondary school students
Rural Habiganj district	70	1,498	8,128	1,293	964	1,332	369
Rural Moulvibazar district	69	1,497	7,971	1,058	961	1,030	370
Rural Sunamganj district	72	1,498	8,404	1,260	1,250	1,397	467
Rural Sylhet district	69	1,502	9,028	1,123	905	1,485	564
Urban Sylhet areas	64	1,503	7,965	1,312	936	778	578
Total	344	7,498	41,496	6,046	5,016	6,022	2,338

According to *Education Watch* database 2008, four types, viz., government, non-government, non-formal, and madrasas were the major providers of primary education in Sylhet division. These were non-government, madrasa and government for secondary education. As over 96% of the enrolees were registered in these institutions, the educational institution survey covered all of them. The number of educational institutions under the survey was 254. Table 2.3 shows the distribution of school sample

**Table 2.3**  
*Sample at a glance for the educational institutions survey*

Strata	Primary level				Secondary level			
	Govt.	Non-govt.	Non-formal	Total	Non-govt.	Madrasa	Govt.	Total
Rural Habiganj	20	4	2	26	20	4	-	24
Rural Moulvibazar	20	4	2	26	20	4	-	24
Rural Sunamganj	20	4	2	26	20	4	-	24
Rural Sylhet	20	4	2	26	20	4	-	24
Urban areas	20	4	2	26	20	4	4	29
Total	100	20	10	130	100	20	4	124

by stratum and school type for primary and secondary. These educational institutions were selected randomly from the sampling frame provided by Directorate of Primary Education (DPE) and Bangladesh Bureau of Educational Information and Statistics (BANBEIS).

Four communities from four areas, viz., *haor*, forest, rural plain land and urban Sylhet division were purposefully selected for qualitative investigation. The following criteria were used in selection: low attendance rate of the children in school, low literacy rate of the population, and low school density in the community. Initially, 5-6 communities from each type were selected using BBS and DPE database. These were then intensively surveyed and finally one community from each was selected. We aimed to select three schools (government primary, non-government primary and non-government secondary) from each community for investigation. However, it was not always possible due to unavailability of schools in the communities. In some cases, nearby schools were considered. The key informants, techniques used and number of informants for the qualitative part of the study is provided in Table 2.4.

**Table 2.4**  
*Samples at a glance for qualitative part of the study*

Informants	Technique	Sample size
School Managing Committee members	Focus group discussion	12
Teachers	In-depth interview	12
Head teachers	In-depth interview	12
Dropout children	Case study	16
Never enrolled children	Case study	16
Irregular children	Case study	16
Currently enrolled children	Case study	16
Teachers union leaders	In-depth interview	4
NGO representative	In-depth interview	4
Local elite	In-depth interview	4
Non-resident Bangladeshi	In-depth interview	2
Primary Training Institute instructor	In-depth interview	2
Upazila education officers	In-depth interview	12
Upazila Resource Centre instructor	In-depth interview	4
Classroom	Observation	4

#### **D. Field operations**

Preparation for the study was started in January 2010 and the actual fieldwork was done in March-April 2010. A total of 74 research assistants were recruited for the fieldwork of the study; 60 for the quantitative part and 14 for the qualitative part. Separate training courses were arranged for them – 7 days for the former and 11 days for the later. The research team members conducted the training sessions. Some trainees were dropped because of their unsatisfactory performance in the training. Finally, 40 research assistants worked in the surveys and eight in the qualitative exploration. Total number of teams was 24 – two research assistants in each. Additionally, 10 field supervisors were engaged for smooth conduction and quality assurance. The schedule for the fieldwork was prepared in such a way that each team work in each strata and each locality. This minimized errors due to interviewers' behaviour and competence.

Information for the community survey was collected from a group of adult people (5-6 in each) from the same community. In making the groups, it was ensured that the group members are well aware about their community. The group sat in a common place nearer to the centre of the community. This group also helped identifying North-West corner of the village/*mahalla* for the household survey. The heads of the households were the principal respondents for the household survey. Spouses were considered in absence of the principal respondents and any adult person as the third option. Interviews

for the household survey were held at the premises of the households, preferably at the courtyards, corridors or in the drawing/living rooms. The heads of the educational institutions were the principal source of information for the educational institution survey. However, in practice, the head teacher delegated the responsibility to a group of 2/3 teachers. Thus, major information of the educational institution survey was jointly provided by the teachers group who mainly helped the research assistants locate and collect information from the school records. Filling a part of the questionnaire required direct observation which was unobtrusively done. There were some specific questions for the head teachers which they complied with.

### **E. Data analysis**

The survey data were analyzed through computers using a software called Statistical Package for Social Sciences (SPSS). Bi-variate and tri-variate analyses were carried out and statistical tests were performed where applicable. In select cases multivariate regression analysis was also done. Since the strata population were unequal but the sample size of each stratum was equal, weights had to be used in pooling estimates derived from the household survey. The weights were calculated using the population size of the strata. Details of calculation of weights are provided in Annex 2.4. Estimates from school survey data are un-weighted.

In qualitative research, data collection and analysis process are concurrent. Works on qualitative part of the study was done in three phases. In the first phase, research assistants analysed raw data from the transcripts and prepared four different case reports for four areas. They used interpretative and narrative approaches in data analysis. Then the researchers compiled them thematically. Finally, a compact chapter was produced with most relevant findings.

### **F. Validity and reliability**

Most of the instruments were adapted from those used in the previous *Education Watch* studies. Validity of those is already tested. However, some new items were included in the instruments considering the nature of the present study and its objectives. These were primarily prepared by the research team and then field tested for several times to increase their validity. The questionnaires were also shared with *Education Watch* group for their inputs. All these increased the validity of the instruments used in this study.

In order to check reliability of the data, a section of the household survey was re-interviewed and the data compared with the actual survey data. The matching operation found that they matched in over 90% of the cases.

### **G. Strengths and limitations**

Necessary measures were taken to ensure that the strength of the study increased and limitations reduced. However, like any other large educational studies this study bears some strengths as well as limitations.

The following are some of the strengths of the study.

1. This is the first study under *Education Watch* on a specific geographical area of the country. The problem that this study addressed emerged from the findings of the earlier studies. Thus, this study filled up some knowledge gaps identified in the earlier studies under *Education Watch*.
2. The previous *Education Watch* studies considered Sylhet division as a single stratum thus only one estimate was possible for any educational indicator for the entire division. Sampling strategy employed for this study allowed separate estimates for each of the four rural districts and as well as the urban areas.
3. Samples for all three types of surveys were drawn in such a way that proportional allocation of the locations (plain lands, *haor* areas, tea estates/hills/forests) is ensured. This was an additional aspect of this study which allowed valid estimates for each of the locations.
4. Qualitative exploration of relevant issues using anthropological methods and mixing it with the survey information and helped dig deeper into the issues under investigation. This strengthened the merit, strengths and usefulness of the study.
5. National database created by BBS, DPE and BANBEIS were used as sampling frame. This made the tasks easier in respect to sampling of educational institutions and having district level estimates and generalization of the findings at the divisional level.

The following are some of the specific limitations of the study.

1. Although this study explored various issues related to low educational performance in Sylhet division, no test of the students was taken to understand the level of their learning achievement. A learning achievement test of the students could further increase the validity of the study.
2. Correctness of some of the estimates based on household survey depended on correct reporting of age of the respondents. However, it was the most difficult and time consuming task in the household survey. Although all possible measures were taken to have the 'best' estimated age (as developed by the demographers), some errors cannot be ruled out.

# Chapter 3

## Community Profile

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Communities under the household survey varied according to differentials in locations, scopes and facilities— such variations may determine their livelihood as well as education. As the communities were selected at random – accumulation of their information reflected the conditions of the people of Sylhet division. Desegregation of information reflected variation of one community from another. These are important information for deeper understanding of the context of Sylhet division on which the education provision stands. This chapter presents background of the communities under study.

**Household and population:** The 344 communities under the survey had 82,168 households. The communities were unequal in terms of number of households, ranging from 11 to 2,500. On an average, there were 236 households in the study communities. This was highest in the urban areas (394). This figure was 379 in the tea estates, hills and forests, 221 in the plain areas and 195 in the *haor* areas.

Sixteen percent of the communities had less than 100 households, 40% had 100-199 households, a fifth of them had 200-299 households, 13% had 300-399 households and 10.4% had 400 or more households. Distribution of the communities by strata and the localities are provided in Annexes 3.1 and 3.2. Variation in terms of number of households in the communities was highest in the urban areas, followed by rural Moulvibazar district (Table 3.1). The communities in rural Sylhet district were the most homogeneous in size compared to the other strata. Of the three different localities, *haor* areas were the most homogeneous and tea estates, hills and forests had the most heterogeneous communities in this context (Table 3.1).

The household survey enumerated 41,496 individuals in 7,498 households. On an average, the household size was 5.6; 6.1 in the rural areas and 5.3 in the urban areas (Table 3.2). Except for rural Sylhet district, the average household size was found below six in all other strata. It was 5.8 in the *haor* areas, 5.6 in the plain lands and 5.2 in the tea estates, hills and forests. The sex-ratio (number of males against 100 females) was found to be 98.5 in Sylhet division; 98.7 in the rural areas and 96.5 in the urban areas (Table 3.2). The sex ratio was more than 100

**Table 3.1**  
*Size of the communities under study*

Strata/location	Range	Mean no. of household	Standard deviation	Coefficient of variation
<b>Strata</b>				
Rural Sylhet	34-597	203	126	62.1
Rural Sunamganj	20-1257	209	191	91.4
Rural Habiganj	30-1360	241	206	85.5
Rural Moulvibazar	15-2000	244	261	107.0
Urban Sylhet division	11-2500	394	497	126.1
<b>Location</b>				
Plain areas	11-2500	221	216	97.7
<i>Haor</i> areas	38-886	195	128	65.6
Tea estate/hill/forest	34-2000	379	387	102.1
All	11-2500	236	236	99.1

Source: Education Watch Household Survey, 2010

**Table 3.2**  
*Household size and sex-ratio by stratum and locality*

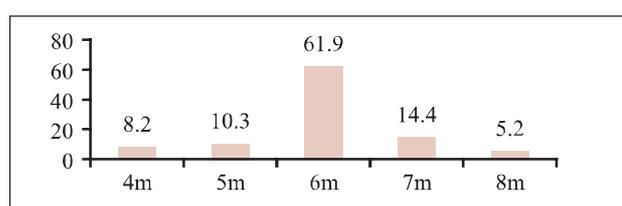
Strata/location	HH size	Sex ratio
All	5.6	98.5
Rural Sylhet	6.2	98.0
Rural Sunamganj	5.6	99.8
Rural Habiganj	5.4	96.4
Rural Moulvibazar	5.3	101.1
Urban areas	5.3	96.5
Plain areas	5.6	97.2
<i>Haor</i> areas	5.8	99.9
Tea estate/hill/forest	5.2	101.6
Rural areas	6.1	98.7
Urban areas	5.3	96.5

Source: Education Watch Household Survey, 2010

in rural Moulvibazar district, about 100 in rural Sylhet and Sunamganj districts, and a bit lower in rural Habiganj and urban areas. It was 101.6 in the tea estates, hills and forests, 99.9 in the *haor* areas and 97.2 in the plain lands.

**Determining haor:** It was mentioned in the methodology chapter that determining *haor* area was a difficult task and we arrived at a workable definition. Two indicators determined whether an area was a *haor* or not. If the area remains under water for at least half of the year and only one crop is grown during the year then the area is considered as *haor* area. It was reported by the communities that 8.2% of the *haor* villages stayed under water for four months, 10.3% for five months, 61.9% for six months, 14.4% for seven months and 5.2% for eight months (Figure 3.1). On the other hand, nearly three-quarters of the communities yield only one crop during a year and the rest quarter yields two crops. Consolidating the two, it was found that 81.4% of the communities could be considered as *haor* by definition.

**Figure 3.1**  
Proportion of *haor* villages that remain under water during a year



Source: Education Watch Community Profile, 2010

**Distance of communities from union parishad and upazila:** Distance of the surveyed communities from the *union parishad*/ward office and from the *upazila/thana* head quarters, mode of transportation, condition of roads, location of the nearest hatt/bazaar, etc. were collected to understand the context of the communities. The communities were, on an average, 3.2 kilometres away from the *union parishad*/ward office and 11.3 kilometres away from the *upazila/thana* head quarters (Tables 3.3 and 3.4). As expected, urban communities were the nearest to their respective ward office and *thana* head quarters. The average distances were respectively 1.2 and 3.1 kilometres. Sixty-four percent of the *mahallas* were within one kilometre and another 29.7% of the same were within two kilometres of the respective ward offices (Annex 3.3). Otherwise, 92.2% of the *mahallas* were within five kilometres of the *thana* head quarters (Annex 3.4). All the *mahallas* were within three kilometres of their respective ward offices and 15 kilometres of the *upazila* offices. On the other hand, about 40% of the rural villages

were more than three kilometres away from their respective union parishad and about a quarter of the villages were more than 15 kilometres away of the *upazila* offices. The average distances of the villages in rural Sylhet and Sumanganj districts from their respective *union parishad* were mostly equal (3.5 and 3.6 kilometres respectively). The same for the other two rural districts were also mostly equal- 3.1 kilometres for rural Habiganj district and 3.2 kilometres for rural Moulvibazar district (Annex 3.3). On the other hand, the average distance between the communities and the respective

**Table 3.3**  
Distribution of communities by distance from union/ward office and locality

Distance	Type of locality			All (344)
	Plain areas (217)	Haor areas (89)	Tea estates/hill/forest (38)	
within 1km	28.3	15.3	18.4	23.3
1.1-2km	27.4	12.2	16.3	21.6
2.1-3km	15.4	17.3	20.4	16.7
3.1-4km	10.4	25.5	10.2	14.7
4.1-5km	8.5	13.3	0.0	8.6
5.1km+	10.0	16.3	34.7	15.2
Average (km)	2.6	3.8	4.2	3.2

Source: Education Watch Community Profile, 2010

*union parishads* were 4.2 kilometres in the tea estates/hills/forests, 3.8 kilometres in the *haor* areas and 2.6 kilometres in the plain lands (Table 3.3). In terms of the distance from the *upazila/thana* headquarters the communities in rural Habiganj district were the nearest (10.4 kilometres) followed by those in rural Moulvibazar (11.7 kilometres), rural Sylhet (12.4 kilometres) and rural Sunamganj (13.1 kilometres) districts (Annex 3.4). On an average, the communities in the *haor* areas were far from the *upazilas* and those in the plain lands were the nearest (Table 3.4).

**Table 3.4**  
*Distribution of communities by distance from upazila/thana headquarters and locality*

Distance	Type of locality			All (344)
	Plain areas (217)	Haor areas (89)	Tea estates/hill/forest (38)	
within 5km	27.4	14.4	21.6	22.9
5.1-10km	30.8	32.0	33.3	31.5
10.1-15km	21.4	29.9	19.6	23.5
15.1-20km	8.0	12.4	17.6	10.6
20.1-25km	7.5	3.1	3.9	5.7
25km+	5.0	8.2	3.9	5.7
Average (km)	10.7	12.4	11.5	11.3

Source: Education Watch Community Profile, 2010

**Mode of transportation:** Multiple modes of transportation were used by people in the communities to visit *union parishad* or ward offices and *upazila parishad* or *thana* head quarters. These may be rickshaw, *van*, auto-rickshaw, tempo, jeep, bus, boat, trawler, etc. Sometimes, the people used multiple modes in a single journey. Especially, in the wet season, the people had to avail both water way and roads to visit a particular place. People also chose mode of transportation according to their financial ability.

Majority of the communities visited their respective *union parishad* or ward office on foot- both in the dry season and wet seasons (Table 3.5). The second most popular transport was rickshaw or van. The third most popular transport was auto-rickshaw in the dry season and boat/trawler in the wet season. Popularity of walk to go from one place to other was found in both the seasons in the plain lands and in the tea estates, hill and forest areas. However, in the *haor* areas, whereas three-quarters of the communities went to their respective union/ward offices on foot in the dry season, more than half used boat or trawler in the wet season. Similar analysis for distance from *upazila parishad* is provided in Annex 3.5.

**Table 3.5**  
*Percentage distribution of communities by mode of transportation from the middle of community to the union/ward council and locality*

Mode of transportation	Plain area (217)		Haor area (89)		Tea estates/hill/forest (38)		All (344)	
	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season
Rikshaw/van	58.5	56.5	36.5	28.3	30.2	27.6	48.4	44.5
Auto-riksha	22.7	21.1	10.7	8.7	29.1	23.0	20.2	17.9
Tempo/Jeep	17.9	18.2	11.8	10.8	8.8	8.8	14.9	14.8
Bus	7.1	7.1	7.5	6.5	24.0	24.0	9.6	9.3
Boat/Trawler	2.5	8.8	5.8	52.0	2.0	3.9	3.4	20.2
On foot	67.9	66.5	75.5	36.4	81.3	82.4	71.9	60.3

Multiple responses counted

Source: Education Watch Community Profile, 2010

**Condition of roads:** Most of the communities (96.3%) were connected through roads to the nearby communities and also to the *union parishad*/ward offices and *upazila parishad/thana* head quarters (Table 3.6). The roads in the communities could be categorised into three types: *kancha* (made of mud), *semi pucca* (brick soled), and *pucca* (cemented). On an average, 38.3% of the communities had *semi pucca* roads and 48.4% had *pucca* roads. In other words, 23% of the communities had only *pucca* roads, 25.3% had both *pucca* and *semi pucca* roads, 13.2% had only *semi pucca* roads and 38.5% had only *kancha* roads (Table 3.7). More than half of the communities in the *haor* areas (53.6%) had only *kancha* roads, which was 40.8% in the tea estates, hills and forest areas and 30.8% in the plain lands. Although, the *haor* areas were in the second position in terms of having only *pucca* roads in the communities, they secured the third position in terms of other types of road.

**Hatt/bazaar:** Hatt/bazaars are important components for lives and livelihoods. However, not all the communities had such facility in their own community or nearby. Of the communities under study, 21.5% had hatt/bazaar in the community, 35% had in the adjacent community, 29.5% availed it within the union/ward, 8.3% within the *upazila/thana* headquarters and 5.7% in the adjacent *upazila/thana* head quarters (Table 3.8). In terms of having hatt/bazaar in the communities, the tea estates, hills and the forests were at the top (40%), followed by respectively the plain lands (20.9%) and the *haor* areas (13.3%). A fifth of the communities in *haor* areas, 12.5% of those in the plain lands and eight percent in the tea estates, hills and forest areas had to avail hatt/bazaar in their own or adjacent *upazilas*.

**Access to electricity:** About two-thirds of the communities under study had electricity in their villages; however, only 47% of the households had electricity connection at home. No community was found where electricity was used only for agricultural activities. Use of electricity was only for household use in 60% of the communities and for 7.1% of the communities it was used for both agricultural and household use (Table 3.9). Forty-eight percent of the communities in *haor* areas, 34% of those in the tea estate/hill/forest areas and 25.2% of those in the plain lands had no electricity. Stratum-wise analysis shows that 63.9% of the communities in rural Sunamganj, 38.6% of those in rural Habiganj, 24.6% in rural Moulvibazar, 15.9% in rural Sylhet and 1.6% in the urban communities had no electricity.

Table 3.6

*Percentage of communities by type of road in the communities and locality*

Road type	Plain areas	Haor areas	Tea estate/hill/forest	All
Kancha	96.0	94.9	100.0	96.3
Brick made	43.8	24.7	42.9	38.3
Pucca	58.2	34.7	36.0	48.4

Source: Education Watch Community Profile, 2010

Table 3.7

*Percentage distribution of communities by type of road in the communities and locality*

Road type	Plain area	Haor area	Tea estate/hill/forest	All
Brick build and pucca	32.8	12.4	18.4	25.3
Only brick build	10.9	12.4	24.5	13.2
Only pucca	25.4	21.6	16.3	23.0
Only kancha	30.8	53.6	40.8	38.5

Source: Education Watch Community Profile, 2010

Household level analysis shows that 53.9% of the households in the plain lands, 39.2% of those in the tea estate/hill/forest areas and 37.1% of those in the *haor* areas had electricity connection at home. On the other hand, the highest proportion of households in the urban areas had electricity connection at home (87%) and it was lowest in rural Sunamganj district (30.9%). Among others, 58.1% of the households in rural Sylhet, 46% in rural Moulvibazar and 35.2% in rural Habiganj had electricity connection at home.

**Sources of income:** Main sources of income of the households were collected. Agricultural activities such as cultivating own lands was found as the principal source of income of about 27% of the households (Table 3.10). Other three important sources of income were day labourer in agricultural or non-agricultural farms (18.5%), small or large business (17%) and remittance (11.4%). These four sources covered three-quarters of the surveyed households. At the divisional level, some less prominent income sources were service (7.1%), tea garden labourer (5.4%) and construction work (5%).

Importance of sources of income varied by locations; for instance, selling labour in the tea estates was the major income source for a significantly higher proportion of households in the tea estates, hills and forests (39.7%), presence of which was negligible in other areas. On the other hand, proportion of households earning through agricultural activities and day labourer were higher in the *haors* than the other two areas. Earning through business and remittance both were highest in the plain lands followed respectively by the *haors* and the tea estates, hills and forests.

Stratum-wise analysis also noticed some significant differences in the principal source of

**Table 3.8**  
*Percentage distribution of communities by location of nearest hatt/bazaar*

Location	Locality			All
	Plain area	Haor area	Tea estate/hill/forest	
In the village	20.9	13.3	40.0	21.5
Adjacent village	39.8	29.6	26.0	35.0
In the union	26.9	36.7	26.0	29.5
In the <i>upazila</i>	9.5	8.2	4.0	8.3
Adjacent <i>upazila</i>	3.0	12.2	4.0	5.7

Source: Education Watch Community Profile, 2010

**Table 3.9**  
*Percentage distribution of communities by use of electricity and locality*

Use of electricity	Locality			All
	Plain area	Haor area	Tea estate/hill/forest	
Agricultural work	0.0	0.0	0.0	0.0
Household work	65.8	46.9	62.0	60.0
Both agri & HH	8.9	5.1	4.0	7.1
No electricity	25.2	48.0	34.0	32.9

Source: Education Watch Community Profile, 2010

**Table 3.10**  
*Percentage distribution of the households by principal source of income and location*

Sources of income	Locations			All
	Plain lands	Haor areas	Tea estate/hill/forest	
Agriculture	25.5	36.5	9.7	26.9
Day labour	18.5	20.1	14.3	18.5
Tea labour	0.7	0.1	39.7	5.4
Service	8.0	5.5	6.8	7.1
Business	18.8	14.8	14.2	17.0
Driving others vehicle	4.1	0.9	2.2	2.9
Fishing	1.3	4.7	0.1	2.2
Boat, rickshaw, van driving	2.1	0.8	1.6	1.6
Construction worker	5.8	3.4	5.0	5.0
Remittance	12.9	11.3	5.1	11.4
Others	2.1	1.7	1.3	2.0
Total	100.0	100.0	100.0	100.0

Source: Education Watch Household Survey, 2010

income (Annex 3.6). For instance, business and services were the two most important sources of income in the urban areas. Nearly 55% of the households lived on these sources. The four rural districts were far behind than the urban areas on these two sources. On the other hand, majority of the households of rural Sunamganj and Habiganj districts lived on three sources: agricultural activities, day labourer and business. Three-quarters of the households in Sunamganj district and 68.5% of those in Habiganj district had these three as the main sources of income. Agricultural activities, day labour, business and remittance were the four important income sources of the households in rural Sylhet district. About three-quarters of the households lived on them. The last one is the rural Moulvibazar. The households of this rural district lived on five major sources. These included agricultural activities, selling manual labour in agriculture and non-agricultural farms, selling labour in the tea estates, business and remittance (Annex 3.6).

An attempt was made to see whether there is any seasonal variation in the main source of income of the households (Table 3.11). Overall, agricultural activities were the main income source of about 60% of the households in dry season and it was for 38.7% of the households in the wet season – over two-thirds reduction as a whole. Selling manual labour slightly increased in the wet season compared to the dry season. Significant rise in fishing in the wet season in all areas, especially in the *haor* areas and no change in selling labour in tea estates were also noticed. Sharp decrease in agricultural activities (from 73.2% to 18.8%) and rise in fishing (from 1% to 25%) in the wet season in *haor* areas were also seen. Slight increase of remittance in the wet season can also be noticed in all three types of areas.

**Educational institutions:** Investigation concentrated only on three levels of educational institutions, viz., pre-primary, primary and secondary. Pre-primary means independent pre-primary schools run in most cases by the non-government organizations (NGOs). Primary schools included government and non-government schools, ebtedayee madrasas, and non-formal primary schools. The secondary level educational institutions included junior secondary schools, government and non-government secondary schools and the secondary madrasas such as dakhil, alim, kamil and fazil.

**Table 3.11**  
*Percentage distribution of communities by principal source of income of the people and locality and season*

Income source	Plain area		<i>Haor</i> area		Tea estate/hill/forest		All	
	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season
Agriculture	63.2	54.4	73.2	18.8	16.3	12.5	59.4	38.7
Day labour	15.9	18.3	17.5	25.0	16.3	10.4	16.4	19.1
Tea labour	0.0	0.0	0.0	0.0	59.2	60.4	8.4	8.4
Service	2.0	2.0	0.0	0.0	0.0	0.0	1.2	1.2
Business	10.9	11.4	3.1	5.2	6.1	8.3	8.1	9.2
Fishing	0.5	3.5	1.0	25.0	0.0	6.2	0.6	9.8
Remittance	7.5	8.9	5.2	6.2	2.0	2.1	6.1	7.2
Jobless	0.0	1.5	0.0	19.8	0.0	0.0	0.0	6.4

Multiple responses counted

Source: Education Watch Community Profile, 2010

*Pre-primary:* Overall, some over a fifth of the communities (22.4%) had pre-primary schools run by the NGOs (Table 3.12). This was found in 21.5% of the rural villages and 37.5% of the urban *mahallas*. Locality-wise, 26.7% of the communities in the plain lands, 24.5% of those in tea estate/hill/forest and 12.4% of those in haor areas had pre-primary schools. Not much variation was found in the rural districts in terms of having pre-primary schools in the communities.

*Primary education:* Nearly 73% of the communities had one or another type of primary educational institution. Not much variation was observed between urban and rural areas.

However, 87.8% of the communities in the tea estate/hill/forest, 75.5% of those in *haor* areas and 68.1% of those in plain lands had primary educational institutions. Stratum-wise, rural Habiganj had the highest provision (77.1%) and rural Sylhet had the lowest provision (68.1%). If the non-formal primary schools are excluded from the analysis, it shows that only 57.9% of the communities had primary educational institutions. This means that due to the non-formal schools, the primary education provision increased about 15 percentage points of the communities. If the non-formal schools were not there these communities would not have any primary education provision. Details of this by stratum and area are provided in Table 3.12. Much expansion of primary education due to non-formal schools was found in rural Habiganj and Moulvibazar districts (respectively 21.4 and 18.9 percentage points) and in the tea estates, hills and forests (32.7 percentage points).

*Secondary education:* Secondary level educational institution was located in only about 13% of the communities under study. It was 12.9% in the rural communities and 23.4% in the urban communities. Locality-wise, 16.6% of the communities in the plain lands, 9.2% of those in the *haor* areas and 6.1% of the tea estate/hill/forest areas had secondary level educational institutions. Of the four rural areas, rural Sylhet district was the highest (21.7%) and rural Habiganj district was the lowest (7.1%) in terms of having secondary level educational institutions in the communities. Among others, 16.7% of the communities in rural Sunamganj and 8.7% of those in rural Moulvibazar had secondary educational institutions. More analysis on this is available in Annexes 3.7 and 3.8.

Table 3.12

*Percentage of communities having various levels of educational institutions*

Strata/locations	% of communities with pre-primary institutions	% of communities with primary institutions	% of communities with primary institutions (excluding non-formal)	% of communities with secondary institutions
All	22.4	72.8	57.9	12.9
<b>Strata</b>				
Rural Sylhet	18.8	68.1	63.8	21.7
Rural Sunamganj	22.2	70.8	59.7	16.7
Rural Habiganj	22.9	77.1	55.7	7.1
Rural Moulvibazar	21.7	72.5	53.6	8.7
Urban areas	37.5	71.9	64.1	23.4
<b>Locations</b>				
Plain areas	26.7	67.8	56.2	16.6
<i>Haor</i> areas	12.4	75.5	62.9	9.2
Tea estate/hill/forest	24.5	87.8	55.1	6.1
<b>Area</b>				
Rural areas	21.5	72.5	57.5	12.9
Urban areas	37.5	71.9	64.1	23.4

Source: Education Watch Community Profile, 2010

Overall, 23.8% of the communities under survey had no educational institution of any level (Table 3.13). This includes 24% of rural and 21.9% of urban communities. Locality-wise, 26.7% of the communities in the plain areas, 24.7% of those in haor areas and 10% of the tea estate/hill/forest had no educational institution. Stratum-wise, the rate varied from 22% to 27.5%. Proportion of communities without schools increased to 35.1% if the non-formal primary schools were excluded from the analysis and to 40.3% if pre-primary schools were excluded. Irrespective of type and level of educational institution, a third of the communities under survey had one school each, 21.5% had two and 21.7% had three or more. More analysis on this is available in Annexes 3.9 to 3.14.

**Table 3.13**  
*Percentage of communities without any educational institution*

Stata/Location	Considering all types of institutions	Excluding non-formal schools	Excluding non-formal and pre-primary schools
All	23.8	35.1	40.3
<b>Strata</b>			
Rural Sylhet	27.5	29.0	33.3
Rural Sunamganj	23.6	31.9	36.1
Rural Habiganj	21.4	37.1	44.3
Rural Moulvibazar	24.6	40.6	44.9
Urban areas	21.9	25.0	35.9
<b>Locations</b>			
Plain areas	26.7	33.8	40.8
Haor areas	24.7	35.1	37.1
Tea estate/hill/forest	10.0	40.0	44.9
<b>Area</b>			
Rural areas	24.0	35.5	40.5
Urban areas	21.9	25.0	35.9

Source: Education Watch Community Profile, 2010

An attempt was made to see the distribution of communities without school in terms of number of households in the communities. A quarter of these communities had 50 or less number of households and another 18.7% had 51-100 households. Nearly a quarter of these communities had more than 150 households. Nearly one tenth of the communities with 200 or more households had no educational institution. Highest proportion of such communities fell in rural Moulvibazar district (30.6%) followed by rural Habiganj (23.4%), rural Sylhet (22.1%), rural Sunamganj (19.1%) districts and the urban areas (4.8%). Location-wise, majority (65%) of the communities without any educational institution was in the plain lands, 28.5% in the haor areas and 6.5% in the tea estate/hill/forest areas.

**Table 3.14**  
*Distribution of the communities without school by number of household*

No. of household	Percentage of communities
11 – 50	25.1
51 – 100	18.7
101 – 125	12.9
126 – 150	19.8
151 – 200	13.9
200+	9.6

Source: Education Watch Community Profile, 2010

**Migrated households:** For the sake of quality of information, only two generations were considered to identify migrated households. If the head of the households or his/her father/father in law migrated to the present location was identified as migrated household. Household survey identified that 8.9% of the total households in Sylhet division were migrated to their present place (Table 3.15). Some of them migrated from within the Sylhet division and some from outside of Sylhet division.

Whatever the case was, nearly a third of the surveyed households in urban areas were found migrated (Table 3.15). This figure was 15% in rural Sunamganj, 6.2% in rural Moulvibazar, 3.3% in rural Sylhet and 3.1% in rural Habiganj. Location-wise, 10.1% of the households in the tea estate/hill/forest areas,

9.8% of those in the plain lands and 6.8% of those in the *haor* areas were migrated. It was reported that these households came to their present place 1-97 years ago.

Of the total 8.9% migrated households, the household heads share was 5.6% and their forefathers share was 3.3%. Of the total, 1.7% migrated from other *upazilas* of Sylhet division, 1.9% from other district of Sylhet division, 5% from other division, 0.3% from other country. This means that 5.3% of the total households under survey came to their present place from outside of Sylhet division.

Proportion of households migrated from outside Sylhet division was 5.9% in the plain lands, 4.6% in the *haor* areas and 4.8% in the tea estates, hills and forests. The highest proportion of such households was found in the urban areas (15.6%), followed by rural Sunamganj district (11.8%). Among other rural districts, this figure was 2.9% in Moulvibazar, 2.4% in Habiganj and 1.2% in Sylhet (Table 3.15). Further information on the migration issue is provided in Annex 3.15.

**Households with non-resident Bangladeshi members:** Respondents of 20.5% of the households reported that at least one member of their households was living outside the country for one or other purpose (Figure 3.2). Major reason of staying abroad was reported as income earning. Proportion of households with at least one NRB varied by stratum as well as by locality. Locality-wise, this figure was 23.8% in the plain lands, 18% in the *haor* areas and 11.5% in the tea estates, hills and forests ( $p < 0.001$ ). Highest proportion of households with at least an NRB was found in rural Sylhet district (28.4%), followed by urban areas (23.4%) and lowest in the rural Habiganj district (13.8%). It was 21.2% in rural Moulvibazar and 15.2% in rural Sunamganj district.

Table 3.15

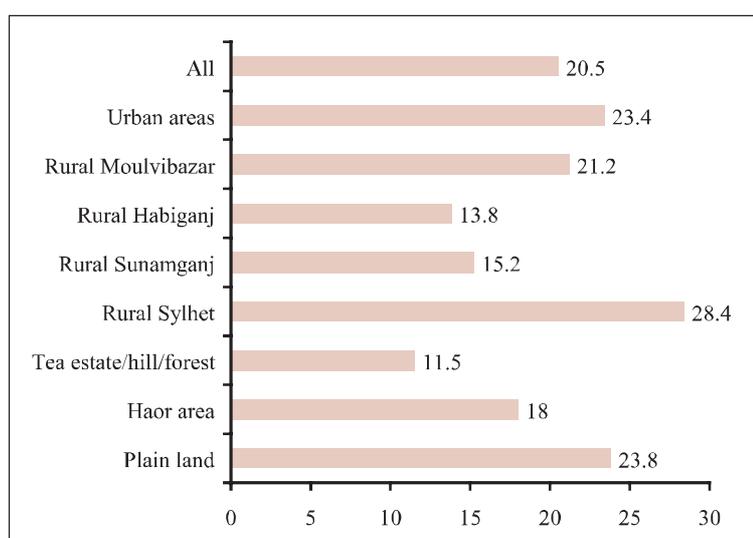
## Percentage of households with a migrant person

Strata/Locality	Within Sylhet division	Outside Sylhet division	Total immigrants
All	3.6	5.3	8.9
<b>Strata</b>			
Rural Sylhet	2.1	1.2	3.3
Rural Sunamganj	3.3	11.7	15.0
Rural Habiganj	0.7	2.4	3.1
Rural Moulvibazar	3.3	2.9	6.2
Urban areas	18.2	15.6	33.8
<b>Locations</b>			
Plain areas	3.9	5.9	9.8
<i>Haor</i> areas	2.2	4.6	6.8
Tea estate/hill/forest	5.3	4.8	10.1
<b>Area</b>			
Rural areas	2.3	4.5	6.8
Urban areas	18.2	15.6	33.8

Source: Education Watch Household Survey, 2010

Figure 3.2

## Percentage of households with at least one person outside Bangladesh



Source: Education Watch Household Survey, 2010

Total number of households with at least an NRB member was 1,540 and 2,148 persons went abroad from these households. This means that on an average, 1.4 persons went abroad from each such household. Majority of these persons went to the Middle Eastern countries; they would be 67.8% of the total NRBs (Table 3.16). They were followed by those went to the United Kingdom (22.3%). Others went to many other countries around the world including the United States of America. The distribution of NRBs by country was found similar in the plain lands and *haor* areas which has similarity with divisional distribution. However, most of the NRBs (86.6%) of the tea estates, hills and forests went to the Middle Eastern countries. Distributions of NRBs of rural Sylhet and Sunamganj by countries were similar to that of divisional distribution. However, the other three strata showed two different distributions. For instance, more than 80% of the NRBs of rural Habiganj and Moulvibazar districts went to the Middle Eastern countries. On the other hand, among the urban NRBs, 42.4% went to the United Kingdom and 35.3% in the Middle Eastern countries.

**Table 3.16**  
*Percentage distribution of NRBs by stratum and country*

Strata	Countries			Total
	United Kingdom	Middle Eastern Countries	Other countries	
Rural Sylhet	26.7	67.7	5.6	100.0
Rural Sunamganj	22.0	61.1	16.9	100.0
Rural Habiganj	6.0	82.9	11.1	100.0
Rural Moulvibazar	12.3	81.8	5.9	100.0
Urban areas	42.4	35.3	22.3	100.0
All	22.3	67.8	9.9	100.0

Source: Education Watch Household Survey, 2010

**Remittance and its use:** Three-quarters of the households with at least an NRB received remittance during the past year of the survey. They were 15.5% of the total households under survey. Stratum-wise analysis shows that proportion of households received remittance was highest in rural Sylhet district (79.6%) and lowest in urban areas (64.1%). This was 79.9% in the *haor* areas, 74.7% in the plain lands and 68.8% in the tea estates, hills and forests. (Table 3.17)

**Table 3.17**

*Percentage of households receiving remittance*

Stratum/locality	Among those had emigrant member	Among all households under study
All	75.6	15.5
<b>Strata</b>		
Rural Sylhet	79.6	22.6
Rural Sunamganj	75.0	11.4
Rural Habiganj	76.8	10.6
Rural Moulvibazar	72.6	15.4
Urban areas	64.1	15.0
<b>Locations</b>		
Plain areas	74.7	17.8
<i>Haor</i> areas	79.9	14.4
Tea estate/hill/forest	68.8	8.0
<b>Area</b>		
Rural areas	76.7	15.6
Urban areas	64.1	15.0

Source: Education Watch Household Survey, 2010

Instead of asking how much money the households received during the past year, the respondents were asked to mention the expenditure from the remitted money in various heads. It was estimated that the households expended, on an average, Tk. 1.9 lakhs per household from the remitted money during the past year (Table 3.18). Of this money, the highest proportion went for family expenses followed by construction and/or reconstruction of houses. These two heads together took 52% of total money. These two heads were found capturing half of the total remittance irrespective of stratum and location. Other important heads of expenditure were buying land, investment in business, matrimonial and medical expenses, and savings.

**Table 3.18**  
*Distribution of remitted money by heads of expenditure and locality*

Heads of expenditure	Locality			All
	Plain land	Haor areas	Tea estate/ hill/ forest	
Construction/reconstruction of house	42,234 (22.0)	30,680 (15.5)	30,129 (20.7)	38,237 (20.1)
Buying lands	20,439 (10.7)	16,738 (8.5)	4,298 (3.0)	18,373 (9.6)
Family expenses	60,495 (30.5)	64,683 (32.7)	45,247 (31.1)	60,686 (31.9)
Expenses for study	7,184 (3.7)	7,073 (3.6)	6,823 (4.7)	7,104 (3.7)
Medical expenses	10,613 (5.5)	16,636 (8.4)	6,968 (4.8)	12,059 (6.3)
Donation for madrasa	560 (0.3)	726 (0.4)	430 (0.3)	598 (0.3)
Donation for mosque	1,709 (0.9)	1,042 (0.5)	944 (0.6)	1,474 (0.8)
Donation for school	37 (0.02)	537 (0.3)	0 (0.0)	174 (0.1)
Doing business	11,890 (6.2)	4,954 (2.5)	19,104 (13.1)	10,418 (5.5)
Savings	10,935 (5.7)	17,565 (8.9)	8,327 (5.7)	12,617 (6.6)
Matrimonial expenses	9,193 (4.8)	18,340 (9.3)	7,581 (5.2)	11,640 (6.1)
Other expenses	16,458 (8.6)	18,938 (9.6)	16,150 (11.1)	17,129 (9.0)
Total	1,91,747 (100.0)	1,97,912 (100.0)	1,45,601 (100.0)	1,90,510 (100.0)

Source: Education Watch Household Survey, 2010

There is a common belief among some that a good proportion of the remittances in Sylhet is handed out to the mosques and madrasas as donation. However, our estimation shows that of the total expenditure 3.7% was used for education, 0.8% was given to mosques, 0.3% to madrasas and 0.1% to schools as donation. It is true that more money was given to the mosques or the madrasas than the schools but the total amount involved is small (only 1.2% of remittances).

**Food security status:** As a proxy to economic status of the households, yearly food security status of the households was collected. Information was collected by asking the respondents to rate their households in a four point scale considering the previous year's total income and expenditure. Adequate time was given to the respondents to think about all sources of income and heads of expenditure. The respondents were asked to rate their households in any of the following four categories: *always in deficit, sometimes in deficit, break-even and surplus*.

Of the total households under survey, 17.6% rated themselves as *always in deficit*, 30.4% as *sometimes in deficit*, 30.8% as *breakeven* and 21.2% as *surplus* (Table 3.19). These figures were respectively 10.7%, 25.5%, 33.7% and

**Table 3.19**  
*Percentage distribution of households by food security status and area type*

Food security status	Area type			All
	Plain land	Haor area	Tea estate/hill/forest	
Always in deficit	16.6	20.3	15.5	17.6
Sometimes in deficit	29.4	32.2	30.7	30.4
Breakeven	31.5	27.7	35.9	30.8
Surplus	22.5	19.9	17.9	21.2

Source: Education Watch Household Survey, 2010

30.1% for entire country. Totalling the first two categories, it can be said that 48% of the households in Sylhet division was *deficit* households which was 36.2% in whole Bangladesh.

In terms of food security, rural Sunamganj district was the worst with 58.3% *sometimes* or *always in deficit* households (Annex 3.17). Rural Moulvibazar district and urban areas were about 10.5 percentage points better than Sunamganj. Rural Habiganj and rural Sylhet districts were respectively 12.6 and 14.1 percentage points better than Sunamganj. Mostly an equal proportion of the households in the plain lands and the tea estates, hills and forests were in *deficit*. However, the situation was relatively worse in the *haor* areas. On the other hand, household with *surplus* food security status was highest in the urban areas, where about a third of the households fell in this category. The rural districts were much worse off than the urban stratum. Locality-wise, 22.5% of the households in the plain lands, 19.9% of those in the *haor* areas and 17.9% of those in the tea estates, hills and forests rated themselves as *surplus*.

**Religion and ethnicity:** Religion and ethnicity of the heads of the households were collected. The estimate shows that members of 82% of the households were Muslim and the rest were non-Muslim which includes Hindus, Buddhists, Christians and others. Members of about a third of the households in rural Moulvibazar district, 22.8% of those in rural Habiganj district, 18.5% in rural Sunamganj district, 12.8% in urban areas and 5.8% in rural Sylhet district were non-Muslims (Table 3.20). Again, non-Muslim households accounted for 53.5% in the tea estates, hills and forests, 18.4% in *haor* areas and 10.1% in plain lands.

Members of 95.2% of the households were *mainstream* Bangali and 4.8% belonged to small ethnic groups. Over a third of the households in the tea estates, hills and forests, only 1.1% of those in plain lands and none in the *haor* areas belonged to small ethnic groups (Table 3.20). Stratum-wise, highest concentration of small ethnic groups was in rural Moulvibazar (12.2%), followed by rural Habiganj (7.7%) and Sylhet (2.7%) districts. A very small portion of the households belong to such category in rural Sunamganj and urban areas.

Among the Bangalis, 86.1% were Muslim, 13.8% Hindu and 0.1% Christian. On the other hand, among the small ethnic groups, 93.6% were Hindu, 0.3% Buddhist and 6.1% Christian. This means that majority of the Bangalis were Muslims and majority of the small ethnic population were Hindus.

**Table 3.20**  
*Percentage of household heads belong to non-Muslim community and small ethnic group*

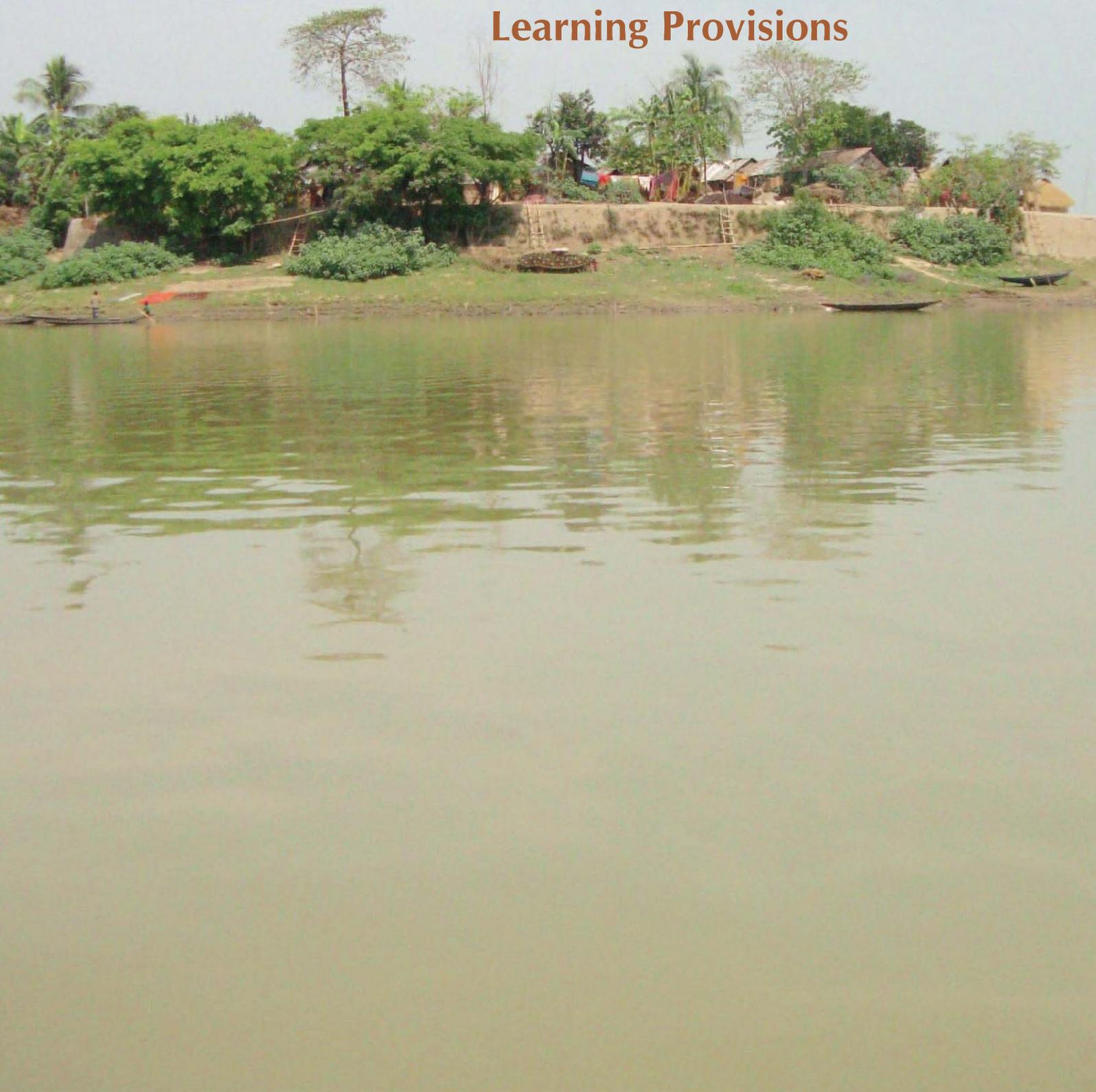
Strata/location	% non-Muslim	% small ethnic group
All	18.0	4.8
<b>Strata</b>		
Rural Sylhet	5.8	2.7
Rural Sunamganj	18.5	0.2
Rural Habiganj	22.8	7.7
Rural Moulvibazar	32.6	12.2
Urban areas	12.8	0.2
<b>Locations</b>		
Plain areas	10.1	1.1
<i>Haor</i> areas	18.4	0.0
Tea estate/hill/forest	53.5	33.3

Source: Education Watch Household Survey, 2010

# Chapter 4

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## Educational Facilities and Learning Provisions



A number of indicators were chosen to understand the infrastructure of the educational institutions in Sylhet division. Each of the schools under study had a kind of structure which can be called as school building. In most cases the structure was made of brick and RCC (rode, cement and concrete); however, a good number of them were made of other materials such as corrugated iron sheet and hemp. Some educational institutions had only one structure and some had two and some more. If we think in terms of *education for all*, it is important to have the school structures friendly to all including the physically challenged.

### A. School infrastructure

Against 16% at the national level, only 10.8% of the primary educational institutions in Sylhet division had structures that were friendly to the physically challenged (Table 4.1). Such structures were found in 15.4% of the primary schools in rural Sylhet and Moulvibazar districts and 11.5% of the schools in rural Habiganj district and urban areas. None of the primary school buildings in rural Sunamganj district had this, unfortunately. All such structures were found in the schools located in the plain lands and none in the *haor* areas or tea estates, hills and forests (Annex 4.1). The situation of the secondary educational institutions was worse – less than 2% of the school structures were friendly to the physically challenged students which were concentrated in the plain lands of rural Habiganj and Moulvibazar districts (Table 4.2 and Annex 4.2).

**Table 4.1**  
*Infrastructure of the primary schools by strata*

Indicators	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	All
Physically challenged friendly school building	15.4	0.0	11.5	15.4	11.5	10.8
Electricity in school	30.8	15.4	15.4	34.6	76.9	34.6
Play ground in school	50.0	42.3	42.3	50.0	38.6	44.6
Garden in school	7.7	7.7	0.0	0.0	15.4	6.2
Clean floor	38.5	26.9	26.9	53.8	26.9	34.6
Clean walls	50.0	46.2	61.5	69.2	46.2	54.6
Own drinking water source	50.0	50.0	76.9	76.9	61.5	63.1
Separate toilet facility by gender	19.2	15.4	26.9	65.4	46.2	34.6
Separate toilet facility for teachers	53.8	50.0	46.2	46.2	61.5	51.5
Toilet facility for the physically challenged	3.8	0.0	0.0	0.0	0.0	0.8

Source: Education Watch Educational Institution Survey, 2010

Play ground is an important component in the basket of school facilities. It creates opportunities for a number of co-curricular activities. The secondary schools in Sylhet division were better endowed with play grounds than the primary schools. Less than half of the primary educational institutions and nearly 90% of the secondary educational institutions had play grounds (Tables 4.1 and 4.2). These figures were respectively 79.8% and 86.3% at the national level (Nath and Chowdhury 2009, Ahmed *et al.* 2006). Thus, the primary schools in Sylhet division were much behind the national averages in terms of having play ground. Half of the primary schools in rural Sylhet and Moulvibazar districts, 42.3% of the schools in rural Sunamganj and Habiganj districts and 38.6% of the urban schools had play grounds. On the other hand, more than 90% of the secondary schools in rural Sunamganj and the urban

areas and more than 80% of the schools in other strata had play grounds. In both the cases, schools in *haor* areas were more disadvantaged than other areas (Annexes 4.1 and 4.2).

About 90% of the secondary and 34.6% of the primary educational institutions had electricity facility (Tables 4.1 and 4.2). These figures were respectively 58.2% and 39.3% at the national level (Nath and Chowdhury 2009). All the secondary schools in rural Sylhet district and urban areas, 95.8% of those in rural Moulvibazar district, 79.2% of those in rural Habiganj district and 70.8% of those in rural Sunamganj district had electricity facility. On the other hand, the urban primary schools were much

**Table 4.2**  
*Infrastructure of the secondary schools by strata*

Indicators	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	All
Physically challenged friendly school building	0.0	0.0	4.2	4.2	0.0	1.6
Electricity in school	100.0	70.8	79.2	95.8	100.0	89.5
Play ground in school	87.5	91.7	83.3	87.5	92.9	88.7
Garden in school	25.0	8.3	12.5	8.3	25.0	16.1
Clean floor	54.2	20.8	16.7	33.3	32.1	31.5
Clean walls	83.3	87.5	58.3	58.3	60.7	69.3
Own drinking water source	100.0	87.5	100.0	100.0	96.4	96.8
Separate toilet facilities by gender	79.2	75.0	83.3	70.8	35.7	67.7
Separate toilet facility for teachers	83.3	75.0	70.8	87.5	92.9	82.3
Toilet facility for the physically challenged	0.0	0.0	0.0	0.0	0.0	0.0

Source: Education Watch Educational Institution Survey, 2010

ahead of the rural primary schools in this regard. Whereas 76.9% of the urban primary schools had electricity, only 15.4% of the primary schools in rural Sunamganj and Habiganj districts had this. The schools located in the *haor* areas and tea estates, hills and forests were less likely to have electricity than those located in the plain lands (Annexes 4.1 and 4.2). School garden was found in 6.2% of the primary and 16.1% of the secondary educational institutions. Note that at the national level, 8.5% of the primary schools was reported to have school gardens (Nath and Chowdhury 2009).

Cleanliness of floors and walls is important in line of school discipline. However, these were found less clean in the primary schools of Sylhet division compared to rest of the country. Nath and Chowdhury (2009) found that floors of 61.8% and walls of 65.6% of the primary schools of Bangladesh were clean. This study found that floors of 34.6% of the primary schools and the walls of 54.6% of the same were clean (Table 4.1). On the other hand, these figures were respectively 31.5% and 69.3% in the case of secondary educational institutions (Table 4.2). Stratum-wise variation was also observed at both levels. For instance, at primary level, while the rural Moulvibazar district had the most clean school buildings, rural Sunamganj district and urban areas had least clean schools (Table 4.1). At the secondary level, the cleanliness situation was much better in rural Sylhet district compared to the other strata (Table 4.2). Location-wise analysis shows that the primary schools located in the plain lands were cleaner than those in the other areas (Annex 4.1). However, an opposite scenario was observed in the case of secondary schools (Annex 4.2).

Sixty-three percent of the primary schools and 96.8% of the secondary schools had drinking water facilities in the schools (Tables 4.1 and 4.2). These figures were respectively 86.3% and 90.5% at the

national level (Nath and Chowdhury 2009). All secondary schools in rural Sylhet, Habiganj and Moulvibazar districts, 96.4% of the urban schools and 87.4% of those in rural Sunamganj had their own sources of drinking water. On the other hand, over three-quarters of the primary schools in rural Habiganj and Moulvibazar districts, half of the schools in rural Sylhet and Sunamganj districts and 61.5% of those in the urban areas had own source of drinking water.

In terms of separate toilet facility for the boys and the girls our data suggest that 34.6% of the primary schools and 67.7% of the secondary schools in Sylhet division had this (Tables 4.1 and 4.2). These are quite close (respectively 34.8% and 75%) for the whole country (Nath and Chowdhury 2009). However, there is a huge district-wise variation at primary level with the rural Moulvibazar district having the highest (65.4%) and the rural Sunamganj district the lowest (15.4%). Locality-wise, over 40% of the primary schools in the plain lands and tea estates, hills and forests had separate toilet facility, which was only 17.6% in the *haor* areas. Nearly a third of the primary schools in Sylhet division had no toilet facility which was 27.8% for the whole of Bangladesh. In case of secondary schools, this facility varied from 70.8% to 83.3% in the rural strata. Surprisingly, only 35.7% of the urban secondary schools had separate toilet facilities for the boys and the girls. Over 78% of the secondary schools in the *haor* areas and 65% of those in the plain lands had separate toilet facility. Separate toilet facility for the physically challenged students was almost non-existent in the schools in Sylhet division.

Over half of the primary schools and 82.3% of the secondary schools had separate toilet facility for the teachers. Proportion of schools with this facility was highest in the urban areas and lowest in rural Habiganj district. This was the case for both primary and secondary schools. *Haor* areas were less likely to have this facility.

## B. The classrooms

The classroom is the most important place in any school setting because teaching-learning mostly occur there. On an average, the primary schools under study had 3.8 classrooms and the secondary schools had 10 (Tables 4.3 and 4.4). These are quite comparable with those at the national level. At the

**Table 4.3**  
*Some basic information about quality of primary classrooms by strat*

Indicators	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	All
Mean number of classrooms	3.3	3.4	3.2	3.3	6.0	3.8
Percentage of classrooms						
a. Fully brick build	60.0	67.0	67.9	73.6	82.1	71.8
b. Good quality of construction	62.4	68.2	51.2	77.0	57.1	62.4
c. Natural light can enter	98.8	100.0	91.7	100.0	96.8	97.4
c. Natural air can pass	98.8	100.0	92.9	100.0	96.8	97.6
e. Have provision of electric light	23.5	10.2	27.4	33.3	77.6	40.4
f. Have provision of electric fan	22.4	12.5	25.0	25.3	84.6	41.0
g. Disable friendly	2.4	0.0	2.4	8.0	3.8	3.4
Good quality blackboard	70.6	63.6	61.9	80.5	71.8	70.0

Source: Education Watch Educational Institution Survey, 2010

primary level, there were single classroom schools which were mostly the non-formal schools. The number of classrooms in the primary schools varied from 2-12 with most of them having three classrooms. At the secondary level, however, the number of classrooms varied from 5-31; majority of them had 6-11. At both the levels, the urban schools had more classrooms than those in the rural areas.

**Table 4.4**  
*Some basic information about quality of secondary classrooms by strata*

Indicators	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	All
Mean number of classrooms	9.4	8.0	8.4	9.3	14.4	10.0
Percentage of classrooms						
a. Fully brick build	63.7	58.1	54.5	51.3	62.0	58.6
b. Good quality of construction	69.5	56.5	49.5	49.1	59.3	57.3
b. Natural light can enter	99.6	100.0	97.5	99.6	94.5	97.7
c. Natural air can pass	99.6	100.0	96.0	99.6	94.8	97.5
d. Have provision of electric light	80.5	51.3	49.5	66.1	84.9	69.8
e. Have provision of electric fan	94.2	52.4	57.4	78.1	96.3	79.6
f. Disable friendly	1.3	0.0	0.0	0.9	1.5	0.9
Good quality blackboard	79.6	69.1	71.3	61.6	72.5	71.1

Source: Education Watch Educational Institution Survey, 2010

Condition of the classrooms in Sylhet division was found better than those in the rest of the country. Nearly 72% of the classrooms in the primary schools and 58.6% of those in the secondary schools in Sylhet division were fully made of bricks (Tables 4.3 and 4.4). These figures were respectively 60% and 36.6% at the national level. Some of the others were made of bricks and tin-coated iron sheets while others were made of tin-coated iron sheets and other materials (bamboo, straw, etc.). Structure of more than 80% of the primary schools in the urban areas, 73.6% of those in rural Moulvibazar district, 67-68% of those in rural Sunamganj and Habiganj districts and 60% of those in rural Sylhet district were fully made of bricks. Such type of construction was found in 62-63% of the secondary schools in rural Sylhet district and urban areas. Only a half of the secondary schools in rural Moulvibazar district had structure fully made of bricks. Overall, construction of the school house was 'good' in 62.4% of the primary and 57.3% of the secondary schools in Sylhet division, whereas it was 58.7% and 50.4% respectively at the national level. Stratum-wise analysis of this is also provided in the tables. The primary classrooms in the plain lands were better than those of *haor* areas in terms of construction materials and as well as overall condition. However, a reverse situation was observed in the case of secondary educational institutions. Most of the classrooms had good supply of natural light and air.

Electric lights and fans in the classrooms was more frequently available in Sylhet division than the rest of the country. Whereas, over 40% of the primary classrooms had electric lights and 41% had electric fans in Sylhet division (Table 4.3), these were less than 25% in the rest of the country. These rates were respectively 69.8% and 79.6% in the case of secondary schools of Sylhet division (Table 4.4). However they were below 30% in other parts of the country. A very big urban-rural gap was observed in these provisions in the primary schools, which was narrower in the case of secondary schools. Whereas, 77.6% of the urban primary schools had electric lights and 84.6% had electric fans, it was

respectively 10.2% and 12.5% in rural Sunamganj district. In the case of secondary schools, the situation in rural Sylhet district and urban areas was mostly equal and much better than the others. Relatively poorer condition was found in rural Sunamganj and Habiganj districts. The classrooms of the schools (both primary and secondary) located in the *haor* areas were less likely to have electric lights and fans than those located in the plain lands. Only 3.4% of the primary classrooms and below 1% of the secondary classrooms were friendly to the physically challenged students.

The blackboards are important teaching aids, however, not all of them were found functional. A good quality blackboard means all parts of it can be used for writing and the writings can be seen from every corner of the classroom. Our observation shows that 70% of the blackboards in the primary classrooms and 71% of those in the secondary classrooms in Sylhet division were of good quality. These figures were nearly 80% in other parts of the country. At the primary level, highest proportion of good quality blackboards were found in rural Moulvibazar district (80.5%) and lowest in rural Habiganj district. The figure for rural Sunamganj district was near to that of rural Habiganj district. Otherwise, at the secondary level, quality of blackboards was best in rural Sylhet district and worst in rural Moulvibazar district.

### **C. School library, science laboratory and computer facility**

*School library:* Library is an essential instrument for any educational institution. It gives students' access to a variety of issues outside the prescribed textbooks. Presence of school library was more in Sylhet division compared to the national level statistics. Earlier studies showed that nearly 2% of the primary and 15% of the secondary schools in Bangladesh had libraries. This study found that less than four percent of the primary level educational institutions in Sylhet division had a library. However, over three quarters had no library but had some books in the bookshelves and about a fifth of the institutions had none of these. The primary institutions located in rural Sylhet, Sunamganj and Habiganj district had no library; however, 15.4% of the institutions in the urban areas and 3.8% of those in rural Moulvibazar district had libraries. Rural Sunamganj district lagged behind the other strata in terms of having any library in the primary institutions and they were followed by rural Sylhet district. Nearly 43% of the primary institutions in the tea estates, hills and forests had no library or any book in the bookshelves. This was the case in 35.3% of the institutions in the *haor* areas and 11.2% of the institutions in the plain lands.

Unlike the primary institutions, every secondary educational institution was found with library or books and bookshelves. On an average, 42.7% of the secondary educational institutions had separate library with reading facility and 57.3% had some books in the book shelves. The situation of the institutions in rural Sunamganj district was the worst in terms of having library. Only a fifth of the secondary institutions of this rural district had separate library with reading facility and a four-fifth of them had some books in the bookshelves. The situation of the institutions in rural Sylhet and Habiganj districts were relatively better than rural Moulvibazar district and in the urban areas. Secondary schools located in the *haor* areas had less library facility than that of the plain lands. Forty-five percent of the institutions in the plain lands and 30.4% of those in the *haor* areas had separate library.

*Science laboratory:* A science laboratory is essential for science education, particularly at the secondary level. Not all the secondary level educational institutions in Sylhet had a science laboratory

and even those had one, the quality varied. Of the secondary educational institutions under study, 13.3% had separate laboratory for physics education, 1.6% had it for chemistry education and none had one for biology education. Seventy percent of the educational institutions had combined laboratory for all three science subjects and 17% of the institutions had no laboratory.

In terms of having science laboratory, no difference was observed in the educational institutions of rural Sylhet, Sunamganj and Habiganj districts. However, the institutions in urban schools were somewhat better endowed and the institutions in rural Moulvibazar had worst quality of laboratories. Overall, a fifth of the institutions had a science laboratory with adequate instruments, over a fourth had laboratories with some instruments, and 21% had some instruments without any separate laboratory room. These figures were respectively 31.7%, 54.5% and 13.8% for secondary schools all over the country. This means that Sylhet division was behind the other parts of the country in terms of practical science education provision. The madrasas lagged much behind the schools in terms of having a science laboratory and the institutions in the plain lands were ahead of those in the *haor* areas.

*Computer facility:* When one cannot think of modern education without students' access to computers and ICT, Bangladesh is lagging far behind to provide a computer in every school. Only 1.5% of the primary and 45.2% of the secondary level educational institutions in Sylhet division had computers. A significant increase has shown in this case over 2006 when 37.3% of the secondary schools in Bangladesh had computers (Ahmed *et al.* 2006). Very few primary schools in rural Moulvibazar and Habiganj districts have found with a computer. About 57-58% of the secondary educational institutions in rural Sylhet district and urban areas, 41.7% of the institutions in rural Habiganj district and a third of those in rural Sunamganj and Moulvibazar districts had computers. The institutions in the plain lands were ahead of those in the *haor* areas in terms of having computers. For instance, 46% of the institutions of the plain lands and 39% of those in the *haor* areas had computers.

#### D. The teachers

The teachers play very important role in any educational provision. They interact with the students in the classrooms and outside and influence directly to the students learning. Thus, their availability, qualifications and other characteristics are important for understanding the situation of education.

On an average, the primary schools in Sylhet division had 4.4 teachers and the secondary schools had 12.8 teachers (Table 4.5). However, at the national level, these are respectively 5.1 and 14.3. This means that the schools in Sylhet division had, on an average, lesser number of teachers than the other parts of the country. The urban schools in Sylhet division had more teachers than those in the

**Table 4.5**  
*Average number of teachers by strata, area, location and school type*

Strata/location	School type	
	Primary	Secondary
<b>Strata</b>		
Rural Sylhet	3.9	11.4
Rural Sunamganj	4.0	10.3
Rural Habiganj	4.0	12.5
Rural Moulvibazar	3.7	12.7
Urban areas	6.4	16.6
<b>Area</b>		
Rural	3.9	11.7
Urban	6.4	16.6
<b>Locations</b>		
Plain land	4.6	13.3
<i>Haor</i> areas	4.0	10.5
Tea estate/hill/forest	3.6	-
All	4.4	12.8

*Source: Education Watch Educational Institution Survey, 2010*

rural schools. For instance, the rural primary schools had, on an average, 3.9 teachers and the urban schools had 6.4 teachers. Again, the average number of teachers in the rural secondary schools was 11.7 and in the urban schools it was 16.6. On an average, the schools in the plain lands had more teachers followed respectively in the *haor* areas and the tea estates, forest and hilly areas.

*Female teachers:* At the divisional level, nearly two thirds of the primary school teachers and 23.4% of the secondary school teachers were females; altogether 34.5% of the school teachers in Sylhet division were females (Table 4.6). National statistics shows that 39.3% of primary and 17.9% of secondary school teachers are females (Nath and Chowdhury 2009, Ahmed *et al.* 2006). Stratum-wise analysis shows a huge difference between urban and rural strata. The proportion of female teachers was highest in the urban areas and the corresponding figures in the rural stratum were much lower. At the primary level, 87.3% of the urban teachers was female and it was 60% or less in other areas. Otherwise, at the secondary level, 33.8% of the urban teachers was female and it was below 20% in other areas. Locality-wise analysis shows that the schools in the plain lands had more female teachers than those in the *haor* areas.

**Table 4.6**  
*Percentage of female teachers by strata,  
location and school type*

Strata/location	School type		Both
	Primary	Secondary	
<b>Strata</b>			
Rural Sylhet	60.4	18.7	29.9
Rural Sunamganj	55.3	19.9	30.4
Rural Habiganj	54.4	18.7	27.9
Rural Moulvibazar	55.7	19.0	27.9
Urban areas	87.3	33.8	47.9
<b>Locations</b>			
Plain land	69.9	23.5	34.4
<i>Haor</i> areas	51.5	19.1	30.8
Tea estate/hill/forest	68.0	-	-
All	65.4	23.4	34.5

Source: Education Watch Educational Institution Survey, 2010

*Educational qualifications of teachers:* The teachers of both primary and secondary schools varied in terms of their educational qualifications. Variation also observed between male and female teachers. Among the primary school teachers, 1.4% did not complete secondary education, 26.5% completed secondary education, 32.1% had higher secondary education, 32.1% bachelors and 7.9% masters (Table 4.7). About three-fifths of the male teachers had bachelor or master level of education which was only 29.5% of the female teachers.

The secondary school teachers were more educated than their primary counterparts. Of the secondary school teachers, 0.2% did not complete their secondary education, 2% completed secondary education, 12.3% completed higher secondary education, 59.9% bachelors and 25.6% masters. Secondary school teachers having less than a bachelors degree taught in the primary section of those schools. Mostly an equal proportion of male

**Table 4.7**  
*Percentage distribution of teachers by level of  
education and gender*

Education	Gender		Both
	Female	Male	
<b>Primary school teachers</b>			
Incomplete secondary	1.9	0.5	1.4
Secondary	27.6	24.4	26.5
Higher secondary	41.0	15.2	32.1
Bachelors	24.7	46.2	32.1
Masters	4.8	13.7	7.9
<b>Secondary school teachers</b>			
Incomplete secondary	0.0	0.2	0.2
Secondary	1.9	2.1	2.0
Higher secondary	10.8	12.7	12.3
Bachelors	67.9	57.5	59.9
Masters	19.4	27.4	25.6

Source: Education Watch Educational Institution Survey, 2010

and female teachers had a bachelors or a masters degree. However, in terms of having masters degree, male teachers surpassed their female counterparts.

Stratum-wise variation was also observed in terms of educational qualification of the teachers. For instance, at primary level, less than 35% of the teachers of rural Sylhet district and urban areas had a bachelors or masters degree. Such level of education was 42.7% of the teachers for rural Habiganj district, 47.5% of those for rural Sunamganj district and 54.4% of those in rural Moulvibazar district. Teachers in the *haor* areas were slightly better educated than the teachers in the plain lands. The teachers in the tea estates, hills and forests were least educated.

Although variation existed, a different scenario was observed in the case of secondary schools. The urban teachers were the most educated with about 92% having a bachelors or masters degree. Such a high level of education was found among 84.6% of the teachers in rural Sylhet and Moulvibazar districts and about 80% of the teachers in rural Sunamganj and Habiganj districts. Unlike the primary, secondary school teachers in the *haor* areas were less educated than those in the plain lands.

*Training of teachers:* Appropriate training of teachers is very important for quality education provision. However, all the teachers did not have training. At the national level, 62% of the primary school teachers and 46.3% of the secondary school teachers had training. These figures were found much higher in Sylhet division. Nearly 81% of the primary school teachers and 56.3% of those of secondary schools in the division had basic professional training (Table 4.8). Altogether about 63% of the school teachers in Sylhet division were trained and 37% were not. Among the primary school teachers, 83.8% of the males and 79.4% of the females had training and among the secondary school teachers these figures were respectively 53.4% and 65.9%.

Proportionately more teachers from urban schools were trained than those for rural schools. Ninety-one percent of the teachers in urban primary schools and 64.7% of the urban secondary school teachers had professional training. Among the rural strata, Habiganj was at the top in both primary and secondary school teachers training. The lowest proportion of trained teachers was found in rural Moulvibazar for primary and rural Sunamganj for secondary. Overall, at least 70% of the primary school teachers and 50% of the secondary school teachers had training. Proportionately more teachers from the plain land primary schools were trained than those in the *haor* areas. Otherwise, a reverse scenario was observed in the case of secondary education.

*Teachers' attendance:* Teachers' school attendance rate was found lower in Sylhet division compared to the national average. Earlier studies show that 88.4% of the primary and over 90% of the secondary school

**Table 4.8**

*Percentage of trained teachers by strata, location and school type*

Strata/location	School type		Both
	Primary	Secondary	
<b>Strata</b>			
Rural Sylhet	73.3	51.3	57.2
Rural Sunamganj	77.7	51.2	59.0
Rural Habiganj	83.5	55.1	62.6
Rural Moulvibazar	72.2	53.8	58.2
Urban areas	91.0	64.7	71.9
<b>Locality</b>			
Plain land	82.6	55.5	62.0
<i>Haor</i> areas	79.4	58.9	66.3
Tea estate/hill/forest	60.0	-	-
All	80.9	56.3	62.9

Source: Education Watch Educational Institution Survey, 2010

teachers were present in schools on the day of survey. However, this study found that over 85% of all teachers under study were present in schools on the survey day. This rate was 78.4% among the teachers of primary schools and 87.6% among the teachers of secondary schools (Table 4.9). The male teachers were more likely to be present in schools than their female counterparts. The gap was more among the primary school teachers than those in the secondary schools. About a quarter of the female teachers of the primary schools were absent on the survey day.

At both primary and secondary levels, rural Sylhet district and urban areas topped in the table in terms of teachers' attendance rate and it was lowest in rural Habiganj district. Among the primary school teachers, the attendance rate was more than 80% in rural Sylhet district and in the urban areas and below 76% in other three areas. Otherwise, in the secondary schools, the rate was over 90% in rural Sylhet district and the urban areas. It did not go below 83% in any of the strata. Not much variation was observed in the attendance rate of the primary school teachers between plain land and *haor* areas. However, in secondary schools, the teachers of the *haor* areas were less likely to attend schools than those in the plain lands.

*Rural teachers' residence:* A general tendency of the educated people is to live in the urban sites because of the availability of various facilities. On the other hand, the primary school teachers are appointed in the schools of their own *upazila* so that they can stay closer to their schools. Our observation found that over a quarter of the rural school teachers residence was in the urban areas (Table 4.10). There was no difference between the teachers of primary and secondary schools. However, the female teachers were more likely to do this practice. For instance, 31.6% of the female teachers and 17.6% of the male teachers of rural primary schools resided in the urban areas. These rates were respectively 36.2% and 22.6% among the secondary school teachers.

Stratum-wise analysis shows that the rates were lower in rural Habiganj and Moulvibazar districts

**Table 4.9**  
*Teachers' attendance rate by strata, location and school type*

Strata/location	School type		Both
	Primary	Secondary	
<b>Strata</b>			
Rural Sylhet	84.2	90.1	88.5
Rural Sunamganj	75.7	85.0	82.2
Rural Habiganj	72.8	83.5	80.8
Rural Moulvibazar	74.2	87.2	84.1
Urban areas	82.5	90.3	88.3
<b>Locations</b>			
Plain land	78.7	88.2	85.9
<i>Haor</i> areas	77.9	83.8	81.7
Tea estate/hill/forest	76.0	-	-
<b>Gender</b>			
Female	76.4	84.9	80.6
Male	82.2	88.4	87.6
All	78.4	87.6	85.2

Source: Education Watch Educational Institution Survey, 2010

**Table 4.10**  
*Percentage of rural school teachers' having residence in urban areas by strata, location and school type*

Strata/location	School type		Both
	Primary	Secondary	
<b>Strata</b>			
Rural Sylhet	32.7	27.5	28.9
Rural Sunamganj	29.1	31.7	30.9
Rural Habiganj	21.4	20.9	21.0
Rural Moulvibazar	18.6	21.8	21.0
<b>Locations</b>			
Plain land	26.0	25.5	25.7
<i>Haor</i> areas	27.9	23.7	25.2
Tea estate/hill/forest	0.0	-	-
<b>Gender</b>			
Female	31.6	36.2	33.8
Male	17.6	22.6	21.8
All	25.5	25.1	25.2

Source: Education Watch Educational Institution Survey, 2010

and higher in rural Sylhet and Sunamganj districts. Very little difference was observed between plain lands and *haor* areas.

*Punctuality:* Teachers' late attendance and early departure were found in earlier studies too. This study shows that proportionately more teachers of primary schools were used to such habits than those of secondary schools. Over 44% of the primary school teachers attended school late and nearly 40% left school early (Table 4.11). On the other hand, over 30% of the secondary school teachers attended school late and 28% departed early (Table 4.12). At this, the primary school teachers on average lost 56 minutes per day per person. This was 48 minutes for the secondary school teachers.

The male teachers of primary schools were more likely to attend late and depart early than their female counterparts. Similarly the rural teachers were more likely to attend late and depart early than those in the urban areas. Stratum-wise, tendency to attend school late and depart early was found more among the teachers of rural Habiganj district followed by rural Sunamganj district. The tendency was less among the teachers of urban areas and rural Sylhet district. The teachers in the *haor* areas were more likely to attend school late and depart early compared to those in the plain lands.

A different scenario was observed in the secondary schools. Here, the female teachers were more likely to attend school late and the males were more likely to leave school early. However, similar to primary schools, the rural secondary teachers were more likely to attend school late and depart early than their urban counterparts. Again, stratum-wise analysis shows that the teachers of rural Sylhet district and urban areas were less likely to attend school late and depart early than those of other strata. The secondary teachers of rural Habiganj were ahead of others in attending school late and departing early. Over half of the secondary teachers of rural Habiganj district attended school late and nearly 48% of them departed early on the observation day.

## E. Students' learning achievement

*Primary education completion examination:* In 2009, among the students studying in Class V, 89.5% participated in the primary education completion examination. Out of them, 29.6% got first division, 32.4% second division, 22.6% third division and 15.4% could not qualify (failed). The corresponding

**Table 4.11**  
*Percentage of teachers' attended school late and departed early and average loss of time by strata, location and school type (Primary)*

Strata/location	% of teachers		Average loss of time per day (min.)
	Attended school late	Departed school early	
<b>Strata</b>			
Rural Sylhet	38.8	28.2	66
Rural Sunamganj	51.3	44.9	80
Rural Habiganj	65.3	60.0	56
Rural Moulvibazar	44.4	44.4	41
Urban areas	32.1	29.9	42
<b>Area</b>			
Rural	49.7	43.9	60
Urban	32.1	29.9	42
<b>Location</b>			
Plain land	43.8	37.0	50
<i>Haor</i> areas	50.0	46.2	76
Tea estate/hill/forest	21.1	47.4	34
<b>Gender</b>			
Females	43.2	34.4	54
Males	46.3	48.8	60
All	44.3	39.6	56

Source: Education Watch Educational Institution Survey, 2010

figures at the national level are 37%, 34%, 18% and 11%. In the case of Sylhet, totalling those who did not appear in the examination and those who failed, it can be said that about a quarter of the students of Class V could not cross the border of primary education.

Stratum-wise analysis shows that the proportion of students who did not appear in the completion examination was highest in rural Habiganj district (15.1%) and lowest in urban areas (8.2%). This rate was 9.1% in rural Sylhet district, 12.8% in rural Sunamganj district and 10.7% in rural Moulvibazar district. Location-wise, 12.5% of the students in the *haor* areas, 11.8% of those in the tea estates, hills and forests, and 10% of those in the plain lands did the same.

Thirty-eight percent of the students who appeared in the primary education completion examination from the surveyed schools got third division or failed to qualify (Table 4.13). More than half of the examinees in rural Sylhet, Sunamganj and Habiganj districts fell in this category with the highest proportion in rural Habiganj district (53%). This proportion was 45.2% in rural Moulvibazar district and 25.4% in urban areas. Not much variation was observed when data were disaggregated by locations. For instance, 40% of the examinees in the *haor* areas, 37.8% of those in the plain lands and 36.3% of those in the tea estates, hills and forests got third division or failed in the primary education completion examination.

*SSC/Dakhil Examination:* Among the students in Class X, on an average, 72.7% appeared in the SSC/dakhil examination in 2009 (Table 4.14). Of those who survived, three-quarters got a GPA of more than two. In other words, 27.3% students did not appear

**Table 4.12**  
*Percentage of teachers' attended school late and departed early and average loss of time by strata, location and school type (secondary)*

Strata/locations	% of teachers		Average loss of time per day (min.)
	Attended school late	Departed school early	
<b>Strata</b>			
Rural Sylhet	18.7	20.0	70
Rural Sunamganj	27.6	19.5	44
Rural Habiganj	50.4	47.9	58
Rural Moulvibazar	30.8	32.3	27
Urban areas	24.8	20.0	47
<b>Area</b>			
Rural	32.3	30.7	49
Urban	24.8	20.0	47
<b>Locations</b>			
Plain land	30.5	27.7	51
<i>Haor</i> areas	30.3	33.0	38
Tea estate/hill/forest	28.6	-	-
<b>Gender</b>			
Females	34.7	25.7	47
Males	29.2	28.7	49
All	30.4	28.0	48

Source: Education Watch Educational Institution Survey, 2010

**Table 4.13**  
*Percentage of students of class V appearing in primary education completion examination and their distribution by performance grade*

Strata/ locations	% appeared in examination	Performance grade			
		First division	Second division	Third division	Fail
<b>Strata</b>					
Rural Sylhet	90.9	16.1	33.9	28.0	22.0
Rural Sunamganj	87.2	24.9	34.8	27.0	13.3
Rural Habiganj	84.9	16.6	30.4	28.6	24.4
Rural Moulvibazar	89.3	18.0	36.8	27.2	18.0
Urban areas	91.8	44.2	30.4	15.8	9.6
<b>Locations</b>					
Plain lands	90.0	32.3	29.9	22.5	15.3
<i>Haor</i> areas	87.5	20.6	39.3	23.5	16.6
Tea estate, hill, forest	88.2	16.1	47.6	21.7	14.6
All	89.5	29.6	32.4	22.6	15.4

Source: Education Watch Educational Institution Survey, 2010

in the examination and a quarter got a GPA of less than two. This shows a huge wastage at the final year of school education in Sylhet division.

Stratum-wise analysis shows that proportion of students appeared in the examination was highest in urban areas (81.1%) and lowest in rural Moulvibazar district (63.3%). Among the rural strata, it was highest in rural Sunamganj district (74.6%). The proportion was 73.2% in the schools in plain lands and 68.1% in the schools in *haor* areas.

Proportion of examinees receiving a GPA of less than two was highest in rural Habiganj district (34.1%) and lowest in the urban areas (19.7%). This was almost equal in rural Sunamganj and Moulvibazar districts (respectively 26.5% and 26.8%). Proportionately more examinees in *haor* areas got a GPA of less than two than those in the plain lands (30.5% vs. 24.2%).

**Table 4.14**  
*Percentage of the students of class X appeared in SSC/dakhil examination and percentage got GPA<2*

Strat/locations	% appeared in examination	% got GPA<2
<b>Strata</b>		
Rural Sylhet	69.4	23.6
Rural Sunamganj	74.6	26.5
Rural Habiganj	68.6	34.1
Rural Moulvibazar	63.3	26.8
Urban areas	81.1	19.7
<b>Locations</b>		
Plain lands	73.2	24.2
<i>Haor</i> areas	68.1	30.5
All	72.7	24.9

*Source: Education Watch Educational Institution Survey, 2010*

## Chapter 5

# School Participation of Children



Participation in school has two dimensions; first, access to school and second, attendance in classrooms. Access to school can be understood through two indicators, viz., gross enrolment ratio and net enrolment rate. Again net intake rate at the beginning of compulsory primary education is considered as an important indicator. Moreover, children's enrolment in pre-primary class is also considered an important issue. This chapter is dedicated to exploring the latest situation in various aspects of school participation in Sylhet division, the gaps regarding full participation and the tasks needed to be done in order to filling such gaps.

### A. Gross enrolment

The official age range for primary education is 6-10 years and 11-15 years for secondary education. Duration of each is five years; grades I-V and VI-X respectively. The former is compulsory by law but the later is not. There is also a provision of voluntary pre-primary education for a duration of one year.

*Gross enrolment ratio:* The gross enrolment ratio refers to the number of children currently enrolled in a particular level of education for every 100 children belonging to the age group for that level. Earlier studies showed that the gross enrolment ratio, at the national level, was more than 100 for primary level but much lower for secondary level. However, a decreasing trend has been seen over time at primary level and an increasing trend at the secondary level. The household survey in Sylhet division shows that the gross enrolment ratio in 2010 was 99.7 at primary level and 44.8 at secondary level (Table 5.1). The girls were ahead of the boys in both the cases. For instance, at primary level the ratio was 102.1 for girls and 97.6 for boys and at secondary level 49.2 for girls and 40.4 for boys.

At the primary level, the gross ratio was found highest among the children of rural Moulvibazar district (103.5) and lowest among the children of urban areas (97.5) (Figure 5.1). Otherwise, at the secondary level the highest ratio was counted in urban areas (58.6) and the lowest ratio in rural Sunamganj district (36.5). The girls surpassed the boys almost in all the strata (Annexes 5.1 and 5.2) except urban Sylhet.

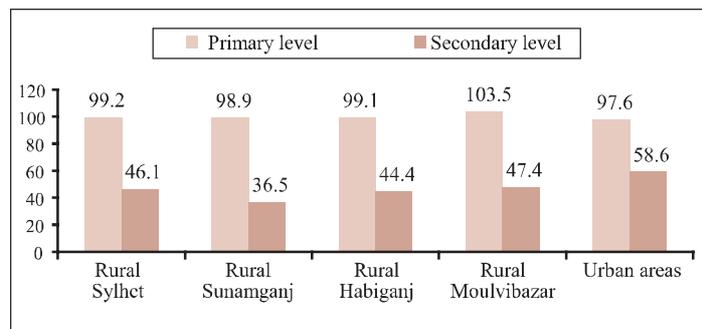
When the gross enrolment ratios were calculated separately for plain land, *haor* areas and tea estates, hills and forests, very little difference was found among them (Annexes 5.3 and 5.4). At primary level, the highest ratio was found in the *haor* areas and the lowest in the tea estates, hills and forests. On the other hand, at secondary level, the ratio was highest in the plain lands (51.5) followed respectively by tea estates, hills and forests (42.7) and the *haor* areas (36.3).

**Table 5.1**  
*Gross enrolment ratio by level of education, area and gender*

Level of education	Gender		Both
	Girls	Boys	
<b>Primary</b>			
Rural	102.2	97.5	99.9
Urban	94.5	100.6	97.6
All	102.1	97.6	99.7
<b>Secondary</b>			
Rural	48.5	38.9	43.7
Urban	59.8	57.5	58.6
All	49.2	40.4	44.8

Source: Education Watch Household Survey, 2010

**Figure 5.1**  
*Gross enrolment ratios at primary and secondary levels*



Source: Education Watch Household Survey, 2010

*Primary students by school type:* Similar to the national statistics found in earlier studies, majority students of primary classes in Sylhet division enrolled in the government schools (63.5%) (Table 5.2). The position of the non-government schools, which included registered and unregistered and the community schools, was second; however, far behind the government schools with 14.5% share. The non-formal schools were the third largest provider with 8.8% share and the madrasas fourth with 7.8% (1.5% in ebteyee madrasas and 6.3% in ebteyee section of high madrasas). About 4% of the students were enrolled in the English medium kindergartens and 1.3% in the primary sections of high schools. The proportion of girls was higher in the government and the non-formal schools but the boys surpassed the girls in the madrasas and the English medium kindergartens.

**Table 5.2**  
*Percentage distribution of primary students by school type, gender and area*

School type	Gender		Area		All
	Girls	Boys	Rural	Urban	
Government primary	65.3	61.8	63.7	60.1	63.5
Non-government primary	14.7	14.4	14.5	14.6	14.5
Non-formal primary	9.1	8.6	9.2	2.8	8.8
Ebteyee madrasa	1.1	1.9	1.4	1.9	1.5
Kindergarten	3.1	5.1	3.7	10.2	4.1
High school	1.3	1.2	0.9	6.9	1.3
High madrasa	5.6	7.0	6.5	3.5	6.3

*Source: Education Watch Household Survey, 2010*

The share of the government and the non-formal schools and the madrasas in the rural areas was higher than those in urban areas. On the other hand, the share of the kindergartens and the primary attached high schools in the urban areas was higher than those in rural areas.

Stratum-wise analysis shows that the share of the government schools was almost equal (around 60%) in the three strata of Rural Sunamganj and Moulvibazar districts and the urban areas (Annex 5.5). It was higher in rural Habiganj district (64.3%) and much higher in rural Sylhet district (71.3%). Over a fifth of the students of rural Sunamganj district enrolled in the non-government schools which was below 15% in other four areas. The non-formal schools covered 10% in rural Sunamganj and around 14% each in rural Habiganj and Moulvibazar districts. The madrasas were less prominent in rural Habiganj district and urban areas.

Over two-thirds of the primary students in plain lands, 60% in the *haor* areas and 54.6% in the tea estates, hills and forests enrolled in the government schools (Annex 5.5). Over 22% of the students of *haor* areas enrolled in the non-government schools and a quarter in the tea estates, hills and forests enrolled in the non-formal schools. The madrasas were prominent in plain lands and *haor* areas but not in the tea estates, hills and forests. The share of the kindergartens was higher in the plain lands than the other two areas.

*Reasons behind choosing a particular type of primary school:* The children enrolled in various types of primary educational institutions. The parents were asked to mention the reasons behind choosing a particular kind of institution. At least five reasons came out which the parents cited to the interviewers. The two most common reasons were: institution is located nearest to home and institution provides good quality education. Overall, nearly two-thirds of the parents cited the first reason and 21.6% cited the second reason (Table 5.3). The reasons behind choosing a particular type of institution varied according to variation in type of educational institution. For instance, the major reason behind choosing a government or a non-government school is their proximity. Nearly 73% of the parents of

the government school students and 82.5% of the parents of the non-government school students mentioned that those were the nearest educational institutions to their homes. A mixed opinion was found from the parents of the non-formal primary school students; 54.4% chose this type of school because it was located nearest to their homes and to 36.7% – such schools provided good quality education. Over 53% of the parents of madrasa students opined that they really wanted to provide madrasa education (meaning Islam-based) to their children, 22.8% of the parents chose this because it

**Table 5.3**

*Percentage distribution of primary students by reasons behind choosing a particular kind of school and school type*

Reasons	School type						All
	Government	Non-government	Non-formal	Madrasa	Kinder-garten	Primary attached high schools	
Institution nearest to home	72.9	82.5	54.4	22.8	22.1	25.3	65.7
Good quality institution	17.5	11.5	39.7	17.0	75.5	74.7	21.6
Neighbouring students enrolled	3.9	2.3	0.2	0.6	1.6	0.0	2.9
Unavailability of other institution	6.1	3.6	5.3	4.8	0.8	0.0	5.3
To study in madrasa stream	0.0	0.0	0.0	53.2	0.0	0.0	4.2
Others	0.3	0.1	0.4	1.7	0.0	0.0	0.3

Source: Education Watch Household Survey, 2010

was nearest to home and 17% said that these provide quality education. Principal reason behind choosing English medium kindergartens and the primary attached high schools was the quality of education provided by these institutions. Three-quarters of the parents of the students of these institutions mentioned this and the others said that these were nearest to their homes. When the data were analysed by stratum and location mostly similar results were found (Annex 5.6). The parents of the urban areas and the plain lands were relatively more likely to admit their children to those institutions that provided quality education.

*Secondary students by school type:* As usual, an opposite scenario was observed among the secondary students. At the divisional level, 77.9% of the secondary school students enrolled in the non-government schools, 19.2% in the madrasas, 2.7% in the government schools and only 0.3% in the English medium schools (Table 5.4). Insignificant variation was observed when data were segregated by gender. Area-wise analysis shows that share of the government schools was much prominent in the urban areas than the rural areas (15% vs. 1.4%) and the madrasas in the rural areas than in the urban areas (19.2% vs. 6.1%). Of the four rural districts, madrasas occupied 26.5% share in Habiganj, 23.3% in Sylhet, 17.4% in Sunamganj and 13.1% in Moulvibazar district (Annex 5.7).

**Table 5.4**

*Percentage distribution of secondary students by school type, gender and area*

School type	Gender		Area		All
	Girls	Boys	Rural	Urban	
Government school	2.8	2.5	1.4	15.0	2.7
Non-government school	77.6	78.2	77.8	78.3	77.9
Madrasa	19.4	18.9	20.5	6.1	19.2
English medium Kindergarten	0.2	0.4	0.2	0.7	0.3

Source: Education Watch Household Survey, 2010

*Reasons behind choosing a particular type of secondary school:* A different scenario was observed in this case. Whereas in the case of selecting primary schools for the children, distance between home and school was the major concern of the parents; however, it was the quality of education in the case of selecting secondary educational institution. Thirty-eight percent of the parents selected the school considering quality of education and 30.9% selected because the chosen school was the nearest to home (Table 5.5). Unavailability of any other institution was the reason for 15.5% of the parents and intention to provide children a madrasa education was for 12% of the parents. School-type wise variation was also observed

here. The government and the English medium schools were chosen because of their quality, and the madrasas were mostly chosen because the parents wanted to provide Islam-based education to their children. A mixed opinion was found in favour of choosing the non-

government schools. Over 40% chose it for its quality, 36.4% chose because it was the nearest secondary institution to home, and 18.7% chose due to unavailability of any other type of institution.

Stratum-wise such analysis shows that the urban parents considered quality of education and distance between home and school in choosing a secondary school for their children (Annex 5.8). The parents in the plain lands also mentioned the same. However, along with these a good proportion of the rural parents also mentioned unavailability of other institution and their preference for madrasas. Unavailability of other institution was also mentioned by 28.2% of the parents in the tea estates, hills and forests and 18.8% of them in the *haor* areas. This was mentioned by 10.9% of the parents in the plain lands.

## B. Net enrolment

The net enrolment rate is defined as the number of children of a certain age group currently enrolled in any class in any type of school for every 100 children of the same age group. This section presents net enrolment rate separately for primary and secondary aged children including combined enrolment rate segregated by stratum, area, location and gender.

*Net enrolment rate:* Overall, three-quarters of all children aged 6-15 years were found currently enrolled in different kinds of educational institutions (Table 5.6). The girls significantly surpassed the boys (76.5% vs. 73.8%;  $p < 0.001$ ) and the urban children were ahead of those in rural areas (77.9% vs. 75%;  $p < 0.01$ ). This rate was 82.4% at the national level; 80.2% for the boys and 84.6% for the girls and no difference was found between rural and urban children. Location-wise, the net enrolment rate was highest in the plain lands (76.6%) followed respectively by *haor* areas (74.1%) and tea estates,

**Table 5.5**

*Percentage distribution of secondary students by reasons behind choosing a particular kind of school and school type*

Reasons	School type				All
	Government	Non-government	Madrassa	English medium school	
Institution nearest to home	8.2	36.4	11.9	28.6	30.9
Good quality institution	83.6	41.0	18.8	71.4	38.0
Neighbouring students enrolled	3.3	2.8	0.5	0.0	2.4
Unavailability of other institution	4.9	18.7	4.3	0.0	15.5
To study in madrasa stream	0.0	0.0	62.9	0.0	12.0
Others	0.0	1.2	1.6	0.0	1.2

Source: Education Watch Household Survey, 2010

hills and forests (70.4%) ( $p < 0.001$ ). Stratum-wise analysis shows that the rate was highest in the urban areas (about 78%), moderate in rural Sylhet and Habiganj districts (about 76%) and poor in rural Sunamganj and Moulvibazar districts (about 74%). Gender difference was noticed in the rural areas, especially in plain lands and *haor* areas. Among all the groups and sub-groups, the girls of rural Habiganj had the highest enrolment rate (78.5%) and the boys of tea estates, hills and forests had the lowest (69.6%). The difference between them was about nine percentage points.

Among the primary school aged children (6-10 years), 82.4% was found currently enrolled in any educational institution (Table 5.7). This was 66.3% among the secondary school aged children (11-15 years). The rates were respectively 86.4% and 77.7% at the national level. The primary net enrolment rate in Sylhet division was higher in the urban areas than the rural areas (86.6% vs. 82.1%;  $p < 0.001$ ) but no gender difference was found in any of the areas. Area-wise difference occurred due to lower proportion of boys' enrolment in the rural areas. The same was also found in case of secondary aged children; however, overall, there was no urban-rural variation in secondary net enrolment rate. Gender difference in favour of the girls was found in the rural areas which was reflected at the aggregate level too.

Stratum-wise analysis shows that the highest net enrolment rate at primary level was found in the urban areas (86.6%) followed respectively by Sylhet (83.6%), Habiganj (82%), Moulvibazar (81.7%) and Sunamganj (80.6%) districts (Figure 5.2). Statistically significant gender difference

**Table 5.6**  
*Net enrolment rate among children aged 6-15 years*

Strata/Areas/ Locations	Gender		Both	Significance
	Girls	Boys		
<b>Strata</b>				
Rural Sylhet	77.0 (1,237)	74.7 (1,243)	75.8 (2,480)	ns
Rural Sunamganj	74.7 (1,146)	72.6 (1,132)	73.7 (2,278)	ns
Rural Habiganj	78.5 (1,066)	73.6 (1,125)	76.0 (2,191)	$p < 0.01$
Rural Moulvibazar	75.8 (957)	72.4 (1,137)	73.9 (2,098)	ns
Urban areas	77.0 (1,031)	78.7 (988)	77.9 (2,019)	ns
<i>Significance</i>	<i>ns</i>	$p < 0.01$	$p < 0.01$	
<b>Areas</b>				
Rural	76.5 (4,406)	73.5 (4,637)	75.0 (9,043)	$p < 0.001$
Urban	77.0 (1,031)	78.7 (988)	77.9 (2,019)	ns
<i>Significance</i>	<i>ns</i>	$p < 0.001$	$p < 0.01$	
<b>Locations</b>				
Plain areas	77.9 (3,411)	75.4 (3,490)	76.6 (6,901)	$p < 0.05$
<i>Haor</i> areas	75.8 (1,494)	72.5 (1,507)	74.1 (3,001)	$p < 0.05$
Tea estate/hill/forest	71.3 (532)	69.6 (628)	70.4 (1,160)	ns
<i>Significance</i>	$p < 0.01$	$p < 0.01$	$p < 0.001$	
All	76.5	73.8	75.2	$p < 0.001$

Source: Education Watch Household Survey, 2010

**Table 5.7**  
*Net enrolment rate by level of education, location and gender*

Level of education/ location	Gender		Both	Level of significance
	Girls	Boys		
<b>Primary</b>				
Rural	82.6 (2371)	81.7 (2613)	82.1 (4984)	ns
Urban	85.5 (532)	87.7 (530)	86.6 (1062)	ns
All	82.8 (2903)	82.0 (3143)	82.4 (6046)	ns
<i>Significance</i>	<i>ns</i>	$p < 0.001$	$p < 0.001$	
<b>Secondary</b>				
Rural	69.4 (2035)	62.9 (2024)	66.2 (4059)	$p < 0.001$
Urban	67.9 (499)	68.3 (458)	68.1 (957)	ns
All	69.3 (2534)	63.3 (2482)	66.3 (5016)	$p < 0.001$
<i>Significance</i>	<i>ns</i>	$p < 0.05$	<i>ns</i>	

Source: Education Watch Household Survey, 2010

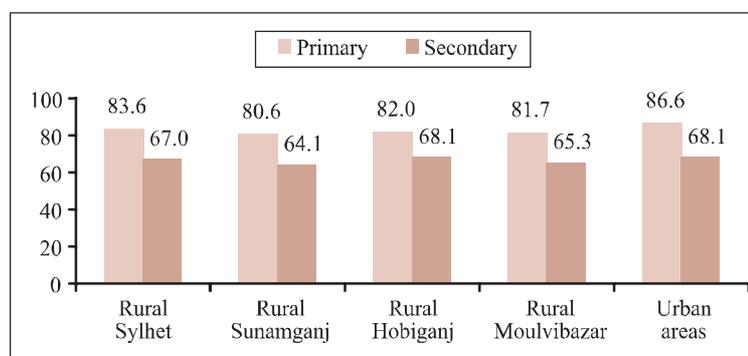
favouring the girls was found only in rural Moulvibazar district (Annex 5.9). On the other hand, no variation by stratum was observed in secondary net enrolment rate (Annex 4.10). However, the girls significantly surpassed the boys in three rural districts, viz., Sylhet, Sunamganj and Habiganj.

Location-wise analysis shows statistically significant variation in both primary and secondary levels (Figure 5.3 and Annexes 5.11 and 5.12). However, the variation was higher at secondary level. In both the cases, the net enrolment rate was highest in the plain lands and lowest in the tea estates, hills and forests and in between in the haor areas. At primary level, no gender variation was found in any of the locations but it was there in all three locations at secondary level (Annexes 5.11 and 5.12).

Further attempt was made to explore the enrolment rates in tea estates, hills and forest areas separately and the results are provided in Table 5.8. This shows that at both primary and secondary levels, the net enrolment rate was lowest in the tea estates – 70.6% among the primary school aged children and 57.6% among the secondary school aged children. At primary level the children in the tea estates were 11.8 percentage points behind the divisional average and at secondary level it was 8.7 percentage points. They were followed by those lived in the forest areas. The primary aged children in the hilly areas were at the top of the league table and the secondary aged children of the same areas were in the second position. Overall, the tea estates were the worst performing areas followed by the forests. The position of the hilly areas was the best, even when compared with the plain land and *haor* areas.

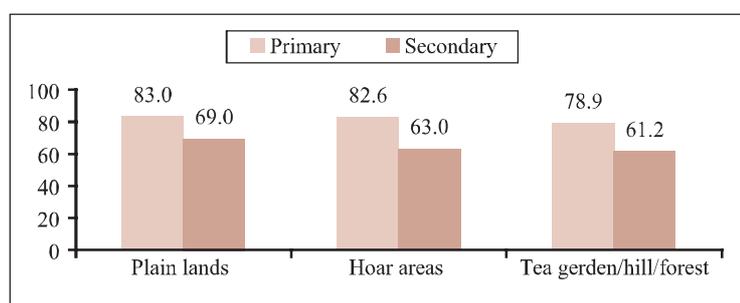
*'Real' net enrolment rates:* The above analysis of net enrolment considered all children enrolled in any class which included primary aged children enrolled in the pre-primary class, secondary classes and in the non-graded madrasas and secondary aged children enrolled in the primary classes and in the non-

**Figure 5.2**  
*Net enrolment rate by stratum and level of education*



Source: Education Watch Household Survey, 2010

**Figure 5.3**  
*Net enrolment rate by location and level of education*



Source: Education Watch Household Survey, 2010

**Table 5.8**  
*Net enrolment rate by locations and age group*

Locations	Age group		
	6-10 years	11-15 years	6-15 years
Plain lands	83.8	69.0	77.0
<i>Haor</i> areas	82.4	62.8	74.0
Tea estates	70.6	57.6	64.4
Hills	89.3	66.3	78.5
Forests	79.0	62.8	71.5
Significance	p<0.001	p<0.001	p<0.001

Source: Education Watch Household Survey, 2010

graded madrasas. Thus, the analysis showed somewhat inflated figures. To overcome this and get the 'real' enrolment rates, we considered only those who enrolled in the primary classes for calculating primary net enrolment rate and only those who enrolled in secondary classes for calculating secondary net enrolment rate. The 'real' net enrolment rate was found 74.9% for primary and 33.4% for secondary education (Table 5.9). The analysis also shows that among the primary school aged children 2.3% enrolled in pre-primary class, 0.7% in secondary classes and 4.5% in the non-graded madrasas. Again, among the secondary aged children, 28.3% enrolled in the primary classes and 4.5% in the non-graded madrasas. The 'real' net enrolment rates by gender, area of residence, stratum, and location for both the age groups are provided in Table 5.9. Detail of this analysis is provided in Annexes 5.13 to 5.15.

**Table 5.9**  
*Real net enrolment rates by gender, area, stratum, location and level of education*

	Primary	Secondary
<b>Gender</b>		
Girls	75.8	38.1
Boys	74.0	28.8
<b>Areas</b>		
Rural	74.9	32.7
Urban	75.0	44.0
<b>Strata</b>		
Rural Sylhet	75.2	34.9
Rural Sunamganj	73.6	27.0
Rural Habiganj	74.1	32.6
Rural Moulvibazar	76.9	35.3
Urban areas	75.0	44.0
<b>Locations</b>		
Plain lands	74.9	36.6
Haor areas	75.5	28.0
Tea estate/hill/ forest	72.4	31.5
All	74.9	33.4

Source: Education Watch Household Survey, 2010

### C. Socioeconomic differentials of enrolment

*Age specific enrolment rate:* A positively skewed distribution was observed in the age specific net enrolment rate. The rate started from 52.1% at age six, jumped to 84.3% at age seven, then gradually increased up to 93% at age nine and then gradually decreased to 43.5% at age 15 (Table 5.10). No gender difference was observed among the children of age 6-11 and 15 years but the girls of aged 12-14 years significantly surpassed the boys in the same age group. When age specific net enrolment rate was calculated separately for three locations no difference was observed in most of the cases except three. The rates were found highest in the plain lands among the children of age seven, 12 and 15 years (Annex 5.16).

Like the divisional scenario, the net enrolment rates started to decline from 10 years in the plain lands and the *haor* areas but at age nine in the tea estates, hills and forests (Annex 4.16). Decline of net enrolment rate was faster in the tea estates, hills and forests followed respectively by the *haor* areas and the plain lands. For instance, at age 15, whereas the net enrolment rate was found 49.2% in the plain lands it was 39.2% in the *haor* areas and 27.4% in the tea estates, hills and forests.

**Table 5.10**  
*Age specific net enrolment rate by gender*

Age (in year)	Gender		Both	Level of significance
	Girls	Boys		
6	52.8	51.3	52.1	ns
7	86.1	82.7	84.3	ns
8	92.5	92.1	92.4	ns
9	93.8	92.4	93.0	ns
10	89.8	87.1	88.4	ns
11	88.8	87.3	88.1	ns
12	81.2	70.4	75.7	p<0.001
13	71.9	65.4	68.7	p<0.05
14	57.7	47.8	52.8	p<0.01
15	43.3	43.7	43.5	ns

Source: Education Watch Household Survey, 2010

The enrolment data were cross-tabulated with the parental education of the children and yearly food security status of the households. A positive relationship emerged in both the cases (Table 5.11). The net enrolment rate significantly increased with the increase in the parental education as well as the yearly food security status of the households. The boys were less likely to enrol in schools than the girls if the parents had no schooling (Annex 5.17 and 5.18). However, no statistically significant difference was observed if the parents were schooled. Two different scenarios were found in terms of gender difference when enrolment was analysed with households' food security status (Annexes 5.19 and 5.20). No gender difference was observed in any category of food security status when the data were analysed for primary aged children. But at the secondary level, the boys of first three categories of food security status were less likely to enrol in school than their peer girls.

The children of Muslim households were more likely to enrol in school than those of non-Muslim households (Annexes 5.21 and 5.22). No gender difference was found in any of the religion groups at primary level but the Muslim girls were significantly ahead of the boy of the same religion at secondary level. More analysis on the above issues are provided in Annexes 5.23 to 5.28.

The Bangali children were more likely to enrol in schools than those of the small ethnic groups. At primary level, whereas 82.7% of the Bangali children were found currently enrolled in school it was 74.1% among those of small ethnic groups ( $p<0.001$ ). Similarly, 66.7% of the Bangali children and 55.9% of the children of small ethnic groups were enrolled at secondary level ( $p<0.001$ ).

Some households under study had migrated from the other parts of Sylhet division and some from outside Sylhet division but the majority were permanent residents of the communities they lived. The primary aged children of the migrated households were less likely to enrol in schools than those of the non-migrated households (77.7% vs. 82.9%;  $p<0.01$ ). There was also difference between first generation migrants and the second generation migrants. For instance, 76.5% of the children of first generation migrants and 79.2% of those from second generation were enrolled in school. On the other hand, the secondary aged children of both types of households (migrants and non-migrants) enrolled equally. It was interesting to observe that the children of those households which migrated from outside Sylhet division were more likely to enrol in school than those migrated from other parts of Sylhet division. At primary level, the enrolment rate was highest among the children of the permanent residents which followed respectively by those migrated from outside Sylhet division and those migrated from other parts of Sylhet division. Otherwise, at secondary level, the net rate was highest among the children of those households which were migrated from outside Sylhet division. (Figure 5.4)

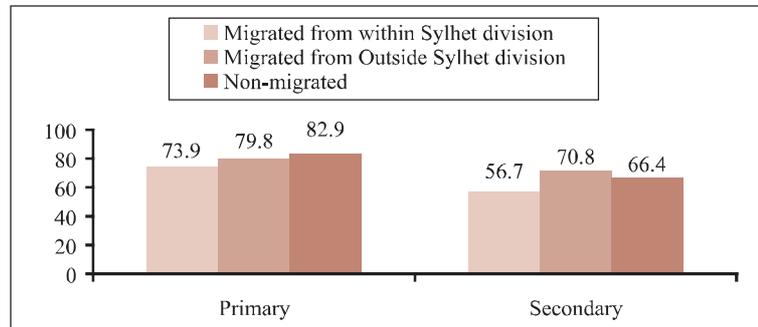
**Table 5.11**  
*Net enrolment rate by parental education and food security status*

Parental education as food security status	Primary (6-10y)	Secondary (11-15y)
<b>Mothers education</b>		
Nil	79.1	59.3
Incomplete primary	83.8	70.9
Complete primary and more	86.4	78.1
<i>Significance</i>	$p<0.001$	$p<0.001$
<b>Fathers education</b>		
Nil	79.3	58.0
Incomplete primary	83.2	68.6
Complete primary and more	86.8	75.8
<i>Significance</i>	$p<0.001$	$p<0.001$
<b>Food security status</b>		
Always in deficit	77.5	56.7
Sometimes in deficit	81.8	64.5
Breakeven	85.3	69.4
Surplus	85.1	75.9
<i>Significance</i>	$p<0.001$	$p<0.001$

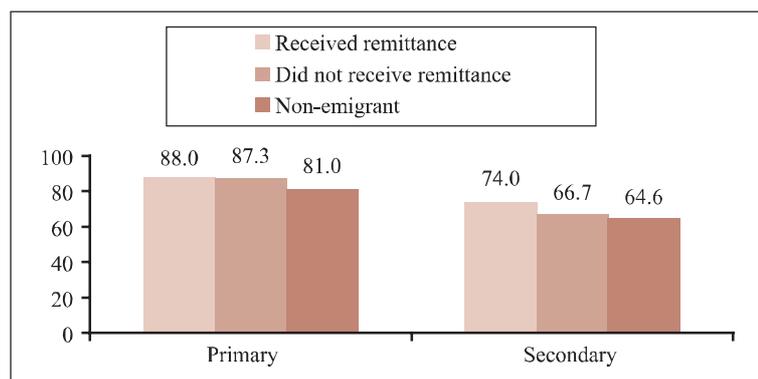
*Source: Education Watch Household Survey, 2010*

A portion of the households under study had one or more members living abroad. Majority of them sent remittance which was used for improving life styles of the household members living in country. Children of those households with a member living abroad were more likely to enrol in school than those who had no member living abroad. For instance, among the primary aged children, the net enrolment rate was 87.9% among those with member living outside and 81% without such a member ( $p < 0.001$ ). These figures were respectively 72.3% and 64.6% in case of secondary level enrolment ( $p < 0.001$ ). It seemed that having someone abroad does not always mean receiving remittances. Remittances had a role in the secondary school enrolment but not primary school enrolment. For instance, at the secondary level, the net enrolment rate was 74% among the children of those households receiving remittances and 66.7% among those who did not receive. These figures were respectively 88% and 87.3% in case of primary net enrolment. (Figure 5.5)

**Figure 5.4**  
*Net enrolment rate by various migration status and level of education*



**Figure 5.5**  
*Net enrolment rate by various emigration status and level of education*



Overall, if the primary school was situated within one kilometre radius of the households the net enrolment rate was about the same as the divisional estimate (Table 5.12). But the rate significantly reduced to 75.2%, if the distance between school and home was more than one kilometre. Any primary education provision in Sylhet division was within three kilometres radius of the households. However, distance was not at all a matter in case of primary enrolment in the plain lands. Otherwise, in *haor* areas, the net rate was 83.9% if any primary school was available within half kilometre radius of home, 79.6% if it was within 1.0 kilometre radius and 69.9% if it was within more than one kilometre radius ( $p < 0.01$ ). Similar trend was also found in the tea estates, hills and forests.

Net enrolment rate also varied along with the variation in the distance between home and school in case of secondary education. The net rate was 71% if any secondary educational institution was within one kilometre radius of home, 66.3% if it was between one and two kilometres, and 52.8% if it was four or more kilometres ( $p < 0.001$ ) (Table 5.13). The same trend was found when data were separately analysed for boys and girls. Locality-wise analysis also shows the same for plain lands and *haor* areas but not for the tea estates, hills and forests. It can be noted that average distance between home and the nearest secondary school was 1.4 kilometres in the plain lands, 2 kilometres in the *haor* areas and 2.3 kilometres in the tea estates, hills and forests.

**Table 5.12***Net enrolment rate at primary level by distance between home and the nearest primary educational institution*

Distance (Km.)	Locations			Gender		All
	Plain area	Haor area	Tea estate/hill/forest	Girls	Boys	
0 – 0.5	82.9	83.9	78.4	83.5	82.1	82.8
0.6 – 1.0	83.3	79.6	83.7	81.5	83.1	82.3
1.1 – 2.6	83.5	69.9	67.3	74.8	75.6	75.2
Significance	ns	p<0.01	p<0.05	p<0.05	ns	p<0.01

*Source: Education Watch Household Survey, 2010***Table 5.13***Net enrolment rate at secondary level by distance between home and the nearest primary educational institution*

Distance (Km.)	Locations			Gender		All
	Plain area	Haor area	Tea estate/hill/forest	Girls	Boys	
0 – 0.9	71.5	70.0	68.3	74.4	67.6	71.0
1.0 – 1.9	67.9	63.9	65.2	70.6	61.8	66.3
2.0 – 2.9	68.8	64.5	56.3	67.6	63.8	65.3
3.0 – 3.9	67.1	53.9	56.0	59.3	61.4	60.4
4.0 – 10.0	56.2	48.4	58.7	54.7	50.4	52.8
Significance	p<0.02	p<0.001	ns	p<0.001	p<0.01	p<0.001

*Source: Education Watch Household Survey, 2010*

#### **D. Factors affecting school enrolment**

Considering school enrolment as dependent variable and 11 other variables as independent, three regression models were produced to understand the factors predicting school enrolment in Sylhet division. The three models were: two separately for primary and secondary school aged children and the third a combined one. The dependent variable was measured dichotomously, viz., currently enrolled and out of school. The independent variables were: age, sex, location, religion, ethnicity, fathers' education, mothers' education, food security status, availability of electricity at home, migration status and NRB household. Measurements of the variables are provided in Annex 5.29. As the dependent variable was dichotomous and the independent variables were categorical it was thought that logistic regression analysis would be the preferable fit. In all three cases, a stepwise approach with forward selection and backward elimination was considered. Only those dependent variables, which showed statistically significant (5% level) contribution in predicting the independent variable, were finally kept in the models. Thus, the number of variables appeared in the models were seven in primary, eight in secondary and nine in combined. They explained 16% variation in the first model, 18% in the second and 21% in the third model. The combined model is presented in Table 5.14 and the other two in the Annexes 5.30 and 5.31. Following are the major findings from the regression analyses:

- Ethnicity was not found as a predicting factor of school enrolment in Sylhet division. This means that the children of both Bangalis and the small ethnic groups enrolled in schools equally.
- Religion did not appear as a predictor of primary or secondary enrolment but appeared as a significant predictor in the combined model where the Muslim students were ahead of the non-Muslim students.

- Location of households was not a factor for enrolment of primary aged children as well as the children of age 6-15 years but it significantly predicted secondary enrolment. The secondary aged children of plain lands and *haor* areas enrolled in schools equally but the children of the tea estates, hills and forests lagged behind.
- Sex of the children did not appear as a contributor in primary enrolment but appeared in the model for secondary aged children as well as for combined model where the girls surpassed the boys.
- Having NRB member in the household had no contribution in secondary enrolment but it had positive contribution in primary enrolment. Again, as the combined model showed, such a phenomenon had positive contribution in overall school enrolment in Sylhet division.
- Age of the children was found as a significant predictor in all three models but its role was different in various models. For instance, among the primary school aged population, older aged children were more likely to enrol in schools than the younger, but it was the converse in case of secondary school aged children.
- Migration status of the households was one of the predictors in all three models. No difference was observed among the children of non-migrant households and those migrated from outside Sylhet division. However, both were ahead of those migrated from within Sylhet division.
- The other factors contributing to all three models were education of both the parents, food security status of

**Table 5.14**  
*Regression analysis of school enrolment of children aged 6-15 years*

Explanatory variables	Regression coefficient	Odds ratio	95% CI of odds ratio
<b>Age</b>			
6 – 7y	0	1.00	
8 – 10y	1.61	5.03	4.34 – 5.82
11 – 12y	0.68	1.98	1.71 – 2.28
13 – 15y	-0.62	0.54	0.48 – 0.61
<b>Sex</b>			
Boys	0	1.00	
Girls	0.22	1.25	1.14 – 1.37
<b>Fathers education</b>			
Nil	0	1.00	
Incomplete primary	0.23	1.25	1.10 – 1.43
Complete primary+	0.40	1.49	1.31 – 1.69
<b>Mothers education</b>			
Nil	0	1.00	
Incomplete primary	0.31	1.36	1.19 – 1.56
Complete primary+	0.47	1.60	1.40 – 1.82
<b>Food security status</b>			
Always in deficit	0	1.00	
Sometimes in deficit	0.23	1.26	1.11 – 1.43
Breakeven	0.37	1.45	1.26 – 1.66
Surplus	0.37	1.44	1.21 – 1.71
<b>Religion</b>			
Non-Muslim	0	1.00	
Muslim	0.17	1.18	1.04 – 1.35
<b>Electricity at home</b>			
Have	0	1.00	
Have not	0.22	1.25	1.13 – 1.38
<b>Immigration status</b>			
From within Sylhet	0	1.00	
Outside Sylhet	0.60	1.82	1.32 – 2.52
Non-migrant	0.54	1.71	1.33 – 2.21
<b>NRB household</b>			
No	0	1.00	
Yes	0.17	1.17	1.04 – 1.36
Constant	-0.70		
-2 Log likelihood	10652.10		
Cox & Snell R <sup>2</sup>	0.14		
Nagelkerke R <sup>2</sup>	0.21		
Overall prediction	75.3		

households, and having electricity at home. All of them played positive role in school enrolment in Sylhet division.

### E. Participation in the madrasas

Similar to mainstream general education, madrasa education has also a long history in Bangladesh. Madrasa education has two broad streams. The major stream has the government approval which provides graded education under the Bangladesh Madrasa Education Board (BMEB). The other has various authorities but not the government. Some of these madrasas are graded and majority non-graded. Most of the madrasas in Bangladesh are privately managed.

*Enrolment in recognized madrasas:* Ebtedayee, dakhil, alim, fazil and kamil are the recognised madrasas. Ebtedayee madrasa is equivalent to primary school, and the others are respectively equivalent to secondary, higher secondary, bachelor and master levels. Each madrasa started with ebtedayee section and then moved to higher sections. As they go up they carry the lower sections with them. Thus, the primary level students also have the chance to study in the ebtedayee sections of the higher madrasas. Among the primary level students (grades I-V) of Sylhet division, 7.8% was found currently enrolled in the madrasas – 1.5% in the ebtedayee madrasas and 6.3% in the higher madrasas. They were 6.7% among the girls and 8.9% among the boys (Table 5.15). Nearly 8% of the rural students and 5.4% of the urban students were also found in these educational institutions. Of the four rural districts, the highest proportion was found in Sunamganj (10%) and lowest in Habiganj (5.8%). The rate was more than 8% in the plain lands and *haor* areas but less than 4% in the tea estates, hills and forests.

Among the secondary level students, 19.2% were currently enrolled in the madrasas; 19.4% among the girls and 18.9% among the boys (Table 5.15). The rural students were much ahead of the urban students in enrolling in the madrasas. The former was more than three times of the later (20.5% vs. 6.1%;  $p < 0.001$ ). Of the four rural districts, Habiganj had the highest proportion of madrasa students (26.5%) and Moulvibazar had the lowest (13.1%). This was 23.3% in rural Sylhet district and 17.4% in rural Sunamganj district. Whereas, the madrasas enrolled more than 19% of the students in the plain lands and *haor* areas, it was nearly 17% in the tea estates, hills and forests.

**Table 5.15**  
*Percentage of children/students currently enrolled in the madrasas*

Strata/Locations	Non-graded madrasas	Primary classes	Secondary classes
<b>Strata</b>			
Rural Sylhet	7.7	8.8	23.3
Rural Sunamganj	5.6	10.0	17.4
Rural Habiganj	5.6	5.8	26.5
Rural Moulvibazar	3.6	6.2	13.1
Urban areas	6.4	5.4	6.1
<b>Areas</b>			
Rural	5.9	7.9	20.5
Urban	6.4	5.4	6.1
<b>Locations</b>			
Plain areas	6.7	8.3	19.5
<i>Haor</i> areas	5.8	8.1	19.4
Tea estate/hill/forest	1.9	3.9	16.7
<b>Gender</b>			
Girls	4.3	6.7	19.4
Boys	7.6	8.9	18.9
All	6.0	7.8	19.2

Note: Denominators were respectively children of age 6-15y, primary and secondary level students

Source: Education Watch Household Survey, 2010

*Enrolment in non-recognised madrasas:* A general perception is that non-recognised and non-graded madrasas like *kaomi* and *kharizi* are more popular in Sylhet division than other type. We do not have the actual number of such institutions but an attempt was made to find out the proportion of children enrolled in these. On average, 6% of the children aged 6-15 years were found currently enrolled in *kaomi* or *kharizi* madrasas. This figure was 7.6% among the boys and 4.3% among the girls. Nearly 6% of the rural and 6.4% of the urban children of the same age range also enrolled in these institutions. These figures were much higher compared to the national estimates found in previous *Education Watch* studies (3.5% of all Bangladeshi children aged 6-15 years enrolled in such madrasas). Locality-wise, 6.7% of the children of plain land, 5.8% of those in the *haor* areas and 1.9% of those in the tea estates, hills and forests were enrolled in these types of madrasas. Highest proportion of such children was found in rural Sylhet district (7.7%) and lowest in rural Moulvibazar district (3.6%). This was 5.6% in each of rural Sunamganj and Habiganj districts. Having NRB member in the household had no influence in admitting children in these madrasas.

*Why study in madrasas:* The parents of the madrasa students were asked why they sent their children to the madrasas. Over 53% of the parents of the primary level students and 62.6% of those of the secondary level reported that they wanted their children to be educated in religious education (Table 5.16). Nearly 23% of primary and 12% of secondary students' parents reported that madrasas were the nearest educational institutions they could find and that's why they admitted their children there. According to 17% of the parents of primary level students and 18.8% of those of secondary level students, madrasas were the 'quality education providing institutions' in their community and thus they chose them for their children. The other reasons included unavailability of other institutions, influence of neighbours and others.

**Table 5.16**  
*Percentage distribution of students by reason of choosing madrasa education*

Reasons	Primary level	Secondary level
Institution nearest to home	22.8	11.9
Good quality institution	17.0	18.8
Neighbouring students enrolled	0.6	0.5
Unavailability of other institution	4.8	4.3
Wish to study in religious stream	53.2	62.6
Others	1.7	1.6

Source: Education Watch Household Survey, 2010

Stratum-wise analysis shows that intention to study in madrasa stream varied substantially (Table 5.17). It was as high as 78% in rural Moulvibazar district which was followed by rural Sylhet district

**Table 5.17**  
*Percentage distribution of students by reasons of choosing madrasa education*

Reasons	Stratum					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Institution nearest to home	12.3	22.8	14.4	8.8	16.4	14.4
Good quality institution	11.1	15.1	23.3	9.3	17.4	14.5
Neighbouring students enrolled	0.0	0.0	0.3	2.0	0.0	0.3
Unavailability of other institution	2.8	4.5	4.8	0.5	1.8	3.2
wish to study in religious stream	73.1	52.1	55.8	78.0	61.6	65.0
Others	0.7	5.5	1.4	1.5	2.7	2.2

Source: Education Watch Household Survey, 2010

with 73.1%. This was lowest among the parents of rural Moulvibazar (52.1%). Nearly 56% of the parents of madrasa students in rural Habiganj and 61.6% of those in urban areas also intended the same. This was 58.5% for the girls and 69.7% for the boys (Annex 5.32). The same reason was mentioned for about two thirds of the madrasa students of plain lands and *haor* areas and 55.9% of those in tea estates, hills and forests. Quality education of the madrasas was mentioned by 23.3% of the parents of rural Habiganj district. It was 26.9% for those in the tea estates, hills and forests, 14.9% in the *haor* areas and 13.1% in the plain lands.

*Background of madrasa students:* An attempt was made to see whether there is any difference in socio-economic characteristics between the children studying in the madrasas and those in the schools. A mixed result was found (Table 5.18). There was no difference between the two in terms of parental education, household food security status and having electricity at home. However, proportion of girls was much lower in the madrasas than the schools and the madrasa students were older than the school students. Again, NRB as well as non-migrant households were more likely to send their children to the madrasas than the schools.

*Factors affecting enrolment in the madrasas:* A multivariate analysis was done to identify the factors predicting enrolment in the madrasas. This analysis considered only those children aged 6-15 years and currently enrolled in a school or

**Table 5.18**  
*Background characteristics of the madrasa and school students*

Indicators	Streams		Level of Significance
	Madrasa	School	
% of girls	44.0	51.0	p<0.001
Mean age of students (%)	10.8	9.8	p<0.001
Ever schooled fathers (%)	57.5	57.1	ns
Ever schooled mothers (%)	49.8	47.4	ns
Breakeven of surplus household (%)	50.0	47.4	ns
Having electricity at home (%)	51.2	49.7	ns
NRB household (%)	27.7	22.0	p<0.001
Non-migrated household (%)	94.1	91.2	p<0.001

Source: Education Watch Household Survey, 2010

**Table 5.19**  
*Regression analysis enrolment in the madrasas among children aged 6-15 years*

Explanatory variables	Regression coefficient	Odds ratio	95% CI of odds ratio
<b>Age</b>			
6 – 7y	0	1.00	
8 – 10y	0.38	1.46	1.20 – 1.78
11 – 12y	0.79	2.21	1.79 – 2.72
13 – 15y	1.10	3.00	2.44 – 3.69
<b>Sex</b>			
Girls	0	1.00	
Boys	0.32	1.37	1.21 – 1.37
<b>Mothers education</b>			
Nil	0	1.00	
Incomplete primary	0.07	1.07	0.91 – 1.26
Complete primary+	-0.26	0.77	0.67 – 0.90
<b>Migration status</b>			
Migrated	0	1.00	
Non-migrant	0.51	1.66	1.28 – 2.16
<b>NRB household</b>			
No	0	1.00	
Yes	0.34	1.41	1.21 – 1.65
Constant	-3.03		
-2 Log likelihood	6787.22		
Cox & Snell R <sup>2</sup>	0.03		
Nagelkerke R <sup>2</sup>	0.05		
Overall prediction	84.9		

a madrasa. The dependent variable ‘school type’ was dichotomously measured (1= enrolled in madrasa, 0= enrolled in school). The independent variables were age, sex, fathers education, mothers education, food security status, availability of electricity at home, migration status and NRB household status. As the dependent variable was dichotomous and the independent variables were categorical, logistic regression analysis was done. A stepwise approach with forward selection and backward elimination was considered. Only those dependent variables which showed statistically significant (5% level) contribution in predicting enrolment in madrasa were finally kept in the model. Of the eight independent variables taken in the analysis, the model considered only five. These are: age, sex, mothers education, migration status of households and NRB status of households (Table 5.19). These variables collectively explained only 5% variation in the dependent variable. This means that lots to be unexplained. Following are the major findings from the regression analysis.

- As age of the children increased they tended to enrol in the madrasas.
- The boys were more likely to enrol in the madrasas than the girls.
- Mothers without education and with incomplete primary education were likely to send their children to the madrasas than those who completed primary education.
- Permanent residents (non-migrants) of Sylhet division were more likely to send their children to the madrasas than those migrated to Sylhet.
- Households with NRB members or relatives were more likely to admit the children in the madrasas than those had no NRB as household members or relatives.

#### **F. Out of school children**

The net enrolment rate among the children of age 6-15 years clearly showed that about a quarter of them were out of school. Over a third of the secondary aged children and 17.5% of the primary aged children were out of school. Disaggregating the out of school students, 14.3% were found dropped out and 10.6% never enrolled. Among the primary school aged children (6-10 years) 1.6% were drop-outs and 15.9% never enrolled and among the secondary school aged children (11-15 years) 29.6% were drop-outs and 4.1% never enrolled. Depending on the opportunity, these primary school aged children may or may not be enrolled in school again but the secondary aged children are most likely missing the opportunity. This means that the 4.1% never enrolled children of age 11-15 years will never get a chance for schooling.

*Education of dropout children:* An attempt was made to see the distribution of dropped out children in terms of their level of education. It was observed that half of them left school keeping primary education incomplete, 23.5% just completed primary education and 22.6% went beyond primary education but kept secondary education incomplete (Table 5.20). A small portion (3.6% of all dropped out children) studied in the non-graded madrasas. The girls continued more than the boys before dropping out. For instance, 41.6% of the girls and 58.2% of the boys dropped out before completing primary education. Moreover, 29.4% of the girls studied up to certain level of secondary education which was 16.6% among the boys. The dropout children of urban areas studied more than those in the rural areas. Of the three locations in Sylhet division, the dropouts of the plain lands were ahead of the other two areas— who performed mostly equally. Of the five strata, the dropouts of rural Sunamganj and Habiganj districts had least education, Moulvibazar in the middle and rural Sylhet district and

urban areas at the top. Tendency to study in the non-graded madrasas was found more among the boys, plain land dropouts, rural Sylheties and urban dropouts. Literacy rate of different sub-groups of out of school population are also presented in Table 5.20.

*Reasons of remaining out-of-school:* Six major and nine minor reasons came out as causes behind out of schooling of the children aged 6-15 years. The highest proportion of the parents reported 'scarcity of money' as the main reason; they were 46.7% of the total out of school children (5.21). The parents/guardians did not want schooling any more for

11.6% of these children and for another 11.2% the children did not like to go to school. The schools refused admission of 8% of the children and due to failure in the examinations 3.8% of the children left school. For 9.5% of the children, the parents thought that they were too young to enrol in school although they were already six years old. The minor reasons included school is far away from home, transportation problem, illness, disability, marriage, needing labour at home and outside, social insecurity, and interest to go abroad.

Table 5.20

*Percentage distribution of dropped out children by level of education completed*

Strata/Locations	Level of education				Literacy rate
	Non-graded madrasa	Incomplete primary	Complete primary	Incomplete secondary	
<b>Strata</b>					
Rural Sylhet	5.2	43.5	24.2	27.0	54.5
Rural Sunamganj	3.2	62.8	18.3	15.7	42.2
Rural Habiganj	1.7	54.0	32.5	11.8	46.8
Rural Moulvibazar	2.5	46.0	21.3	30.2	60.2
Urban areas	4.4	44.4	23.0	28.1	57.8
<b>Areas</b>					
Rural	3.5	50.8	23.5	22.2	51.3
Urban	4.4	44.4	23.0	28.1	57.8
<b>Locations</b>					
Plain areas	4.7	46.7	22.7	25.9	54.8
Haor areas	2.1	55.7	24.2	18.0	47.9
Tea estate/hill/forest	2.1	53.4	24.9	19.7	47.8
<b>Gender</b>					
Girls	1.9	41.6	27.2	29.4	62.2
Boys	5.2	58.2	20.2	16.6	42.2
All	3.6	50.3	23.5	22.6	51.7

Source: Education Watch Household Survey, 2010

Table 5.21

*Percentage distribution of out of school children by major reasons of out of schooling*

Reasons	Education level		Gender		Locations			All
	Primary (6.10y)	Secondary (11-15y)	Girls	Boys	Plain land	Haor area	Tea estate/hill/forest	
Scarcity of money	24.6	60.8	46.5	46.7	48.1	46.5	41.5	46.7
Guardian does not want	20.0	6.2	13.0	10.3	10.7	11.3	15.9	11.6
Child does not like	1.9	17.2	8.6	13.4	12.0	11.0	8.9	11.2
Admission refused	20.3	0.1	7.7	8.3	8.4	7.5	7.3	8.0
Too young for schooling	24.3	0.0	10.1	8.9	9.8	10.0	7.5	9.5
Failure in examination	2.3	4.7	3.6	4.0	3.1	4.5	8.9	3.8
Others	6.6	11.0	10.5	8.4	7.9	9.2	10.0	9.2

Source: Education Watch Household Survey, 2010

The major reasons for out of schooling varied with the variation of age of the children. Whereas scarcity of money was the major reason for out of schooling of 60.8% of the secondary school aged children (11-15 years) it was only 24.6% for the primary school aged (6-10 years) children (Table 5.21). On the other hand, 17.2% of the secondary aged out of school children themselves did not like to go to school. The schools refused admission to a fifth of the 6-10 years old children and for 24.3% of the cases the parents thought that they were too young to go to school. Data were also analysed by sex of the children and location; however, not much variation was observed in the proportions.

### G. Net and gross intake ratios

Both under and over aged children were currently enrolled in the primary classes. This section specifically looks at the enrolment of the children of age six – the first year of primary schooling. The importance of net and gross intake ratios lay in the second goal of the millennium development goals.

The gross intake ratio (GIR) is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrant age.

The net intake rate (NIR) is the new entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

Among the children of age six, 5.6% enrolled in pre-primary class, 37.6% in class I, 6.3% in class II, 2.3% in the non-graded madrasas and 47.9% out of school. This means that the net intake rate in Sylhet division was 37.6% and 52.1% of the children of age six enrolled in various different classes. The overall gross intake ratio was found to be 130 (Table 5.22). These indicate that a good proportion of children of age six years were out of school and many over aged children enrolled in class I. No gender difference was observed in the net intake rate and enrolment in any grade; however, the gross intake ratio was much higher for the boys than the girls.

Stratum-wise, both the net intake rate and enrolment in any class were highest in the urban areas and lowest in rural Sunamganj district. Although the gross intake ratio was highest in the urban areas it was lowest in rural Sunamganj district. Of the three locations all three ratios were lowest in the plain lands.

Among the six years old children, the highest proportion of out of school children was found in rural Sunamganj district (57.8%) followed by rural Moulvibazar district. The lowest proportion of such

**Table 5.22**

*Various indicators regarding enrolment of the children of age six*

Strata/Location	Gross intake rate	Net intake rate	Enrolment in any class
<b>Strata</b>			
Rural Sylhet	118	41.6	56.6
Rural Sunamganj	137	30.6	42.2
Rural Habiganj	135	37.4	52.4
Rural Moulvibazar	133	35.3	47.3
Urban areas	142	49.8	76.5
<b>Locations</b>			
Plain areas	123	36.1	50.5
Haor areas	139	39.8	55.2
Tea estate/hill/forest	141	40.9	52.3
<b>Gender</b>			
Girls	122	37.3	52.8
Boys	138	37.9	51.3
All	130	37.6	52.1

Source: Education Watch Household Survey, 2010

children was found in the urban areas (23.7%). The rate of out of school children, among those with this particular age, was 49.6% in the plain lands, 47.7% in the tea estates, hills and forests, and 44.8% in the *haor* areas (44.8%). This rate was slightly higher for the boys than the girls.

## H. Community level analysis

Net enrolment rates at both primary and secondary levels were analysed at the community (village/*mahalla*) level. At the community level, the primary NER ranged from 28.6-100% and it was 16.7-100% at the secondary level. All children of 6-10 years old were currently enrolled in 14.5% of the communities and all children of 11-15 years old were enrolled in less than 5% of the communities.

As already mentioned, the divisional average of net enrolment rate at primary level was 82.4% and it was 66.3% at secondary level. Now the question is what proportions of the communities fell below the divisional average and how the rates varied by stratum and locality. It was observed that 43.7% of the communities had primary NER below the divisional average and 46.7% had secondary NER below the divisional level (Table 5.23). A combined analysis shows that both the rates were below the divisional average in 23.8% of the communities, only the primary NER was below the divisional average in 19.7% of the communities, only the secondary NER was below the divisional average in 23.2% of the communities and both the rates were above the divisional average in a third of the communities.

Stratum-wise analysis shows that proportionately more communities with NER below the divisional average was found in rural Sunamganj district – more than half of the communities fell in this category. On the other hand, urban areas had the least proportion of such communities. Location-wise analysis shows that in the tea estates, 80% of the communities had primary NER below divisional average and 70% of those had secondary NER below the divisional average. Except the plain lands, half or more communities of all other four locations were in this category in the case of secondary NER.

An attempt was made to explore the factors affecting community level enrolment rates at primary and secondary levels. Only two factors were found significantly predicting community level primary enrolment rate. These are proportion of Bangali households in the community and percentage of households having electricity at home. Both the variables had positive influence on community level primary enrolment. On the other hand, four factors were found significantly predicting community level secondary enrolment. Distance of community from union *parishad*, duration of village remaining under water and population size of the villages had negative influence on secondary enrolment. However, percentage of households with electricity had positive impact on secondary enrolment.

**Table 5.23**  
*Percentage of communities with NER less than divisional average*

Strata/Locations	6-10 years	11-15 years
<b>Strata</b>		
Rural Sylhet	39.1	47.8
Rural Sunamganj	53.5	50.0
Rural Habiganj	42.9	47.1
Rural Moulvibazar	43.5	44.1
Urban areas	29.7	42.2
<b>Locations</b>		
Plain lands	40.3	39.8
<i>Haor</i> areas	41.6	55.1
Tea estates	80.0	70.0
Hills	9.1	54.5
Forests	42.9	57.1
All	43.7	46.7

Source: Education Watch Household Survey, 2010

## I. Students' attendance

A headcount of the students who were present in school on the survey day in each class and section was done and the result was tallied with the school registers to find out the attendance rate of the students. The average attendance rate among the school students in Sylhet division was found 64.8%; 66.4% among the students of primary classes and 63.7% among the students of secondary classes (Table 5.24). These rates were respectively 67.7% and 50.2% at the national level. In both the cases, the girls of Sylhet division were significantly more regular than the boys. For instance, at primary level, 69% of the girls and 63.8% of the boys were present in the schools ( $p < 0.001$ ). This rate was respectively 68.1% and 58.4% in the secondary schools ( $p < 0.001$ ). Consolidating the two, we found that 68.4% of the girls and 60.6% of the boys were present in schools on the counting day.

**Table 5.24**  
*Attendance rate by level of education and gender*

Level of education	Gender		Both
	Girls	Boys	
Primary	69.0	63.8	66.4
Secondary	68.1	58.4	63.7
All	68.4	60.6	64.8

Source: Education Watch Educational Institution Survey, 2010

Class-wise analysis shows that the attendance rate steadily decreased from class I to class IV and then increased in class V and VI and then sharply decreased up to class X (Annex 5.33). However, consistently in all the grades, the attendance rate was higher for the girls than the boys.

The attendance rate varied by stratum as well as by location (Table 5.25). At primary level, it was lowest in rural Habiganj district (64.1%) and highest in rural Sylhet district (70%). The rates in rural Sunamganj district and urban areas were equal; however, about two percentage points higher than the lowest value. The primary attendance rate in rural Moulvibazar district was two percentage points lower than the highest value. On the other hand, at secondary level, the attendance rate was also highest in rural Sylhet district (70.8%) followed similarly by rural Moulvibazar district (63.1%) but lowest in rural Sunamganj district (61.2%). Almost an equal proportion of secondary students were present in school in rural Habiganj district and urban areas.

Location-wise, the primary attendance rate was highest in the tea estates, hills and forests and the other two areas had mostly an equal rate. Otherwise, at secondary level, the attendance rates were mostly equal in the plain lands and the tea estates, hills and forests, but the rate in *haor* areas was much lower than them.

**Table 5.25**  
*Attendance rate by stratum, location and level of education*

Strata/locations	Level of education	
	Primary	Secondary
<b>Strata</b>		
Rural Sylhet	70.0	70.8
Rural Sunamganj	65.9	61.2
Rural Hobiganj	64.1	62.8
Rural Moulvibazar	67.9	63.1
Urban area	65.9	62.7
<b>Locations</b>		
Plain areas	66.3	64.2
<i>Haor</i> areas	65.6	60.8
Tea estate/hill/forest	71.7	63.1

Source: Education Watch Educational Institution Survey, 2010

## Chapter 6

### Internal Efficiency



Using school records of two successive years this chapter provides dropout and completion rates for different sub-groups of students in Sylhet division. The information used in this analysis were enrolment, promotion, dropout and repeaters data segregated by school type, class and gender. In absence of following up a particular cohort of students for five consecutive years, a reconstructed cohort analysis was done to estimate the completion and dropout rates and the coefficient of internal efficiency of both primary and secondary education.

### A. The primary education

*Promotion, dropout and repeaters:* Consolidating the data on all five classes of primary level, on an average, three-quarters of all students who were enrolled in schools at the beginning of 2009 were found to be promoted the next year (Table 6.1). During the period, 6.8% of the initial enrollees dropped out from the system and 19% repeated in the same class. The promotion rate was highest in Class II and lowest in Class IV. The dropout rate was highest in Class V followed by Class IV and it was lowest in Class II. The repeaters rate was highest in Class III and lowest in Class V (Table 6.1).

*Retention and cycle completion:* At the divisional level, among the students who enrolled in Class I, 92.9% survived to Class II, 92.2% to Class III, 84.5% to Class IV, and 71.9% up to Class V (Table 6.2). Over 60% of the initial

students completed the full cycle of primary education. Gender-wise analysis shows that the survival rate at each class was higher for the girls than the boys. The cycle completion rate was also marginally higher for girls with 60.5% compared to 59.4% for the boys.

Stratum-wise analysis shows that in urban areas those who enrolled in Class I – all of them survived up to Class III; however, dropout occurred afterwards (Table 6.3). In the cases of rural Sylhet, Sunamganj and Habiganj districts, the dropout rates were much higher in all the grades and thus the completion rates in these three areas were also much lower than the divisional average. In rural Habiganj district, the dropout rate in the initial three grades was the highest among the five strata under study. Rural Moulvibazar district had a modest dropout rate in all the classes of primary education. In summary, the completion rates in two areas were higher than the divisional average; these are rural Moulvibazar (65.8%) and urban areas (78.4%) and this was lower than the divisional average in three rural districts, viz., Sylhet (35.6%), Sunamganj (47.7%) and Habiganj (42.4%) (Table 6.3).

**Table 6.1**

*Promotion, dropout and repeater rates at primary level by class*

Class	Number of students	Percentage of students			Total
		Promoted	Dropped out	Repeated	
I	9,371	75.3	5.8	18.9	100.0
II	8,036	82.7	0.6	16.7	100.0
III	7,950	70.1	6.4	23.5	100.0
IV	6,662	66.6	11.7	21.7	100.0
V	4,290	75.1	13.8	11.1	100.0
All classes	36,309	74.2	6.8	19.0	100.0

Source: Education Watch Educational Institution Survey, 2010

**Table 6.2**

*Retention rate at various classes of primary education by gender*

Class	Gender		Both
	Girls	Boys	
I	100.0	100.0	100.0
II	95.3	90.5	92.9
III	91.5	90.5	92.2
IV	84.4	82.4	84.5
V	72.0	70.0	71.9
Primary graduates	60.5	59.4	60.7

Source: Education Watch Educational Institution Survey, 2010

Such analysis by location showed that the retention rates in various classes were much lower in the *haor* areas followed by the tea estates, hills and forests. The figures were better in the plain lands (Table 6.4). The ultimate result is that the completion rate was highest in the plain lands (66.3%) and lowest in the *haor* areas (39.8%).

There was no school in the sample from the forests; however, the survey covered schools in the tea estates and hills. This created an opportunity to see the retention and completion rates in the primary schools of these two areas. The analysis shows that the survival rates in various grades were much lower in the tea estates than those in the hilly areas (Table 6.4). For instance, in the tea estates, 80.4% of those enrolled in Class I survived to Class II, 63.9% survived to class III, 52.4% to class IV and 43.8% to class V. These figures were respectively 96.7%, 86.7%, 72.8% and 68.0% in the schools in hilly areas. This indicates that the completion rates in the schools in hilly areas was as high as the divisional average (59.1%) but was lower than the *haor* schools in the tea estates (36.0%), which are doubly disadvantaged.

In our sample, there were some schools which are independent primary schools and some are attached to secondary schools. The analysis shows that the retention and completion rates in various classes were much lower in the independent primary schools than the primary attached secondary schools (Annex 6.1).

*Gender difference in completion rates:* Overall, the boys were one percentage point behind the girls in terms of primary completion rate (59.4% vs. 60.5%). Stratum-wise analysis shows that gender difference in the completion rate was much higher in rural Sylhet and Moulvibazar districts (Figure 6.1). The girls were ahead of the boys in both the areas: 16.7 percentage points in rural Sylhet division and 7.7 percentage points in rural Moulvibazar district. However, in other three areas the boys did slightly better than girls, with the difference in urban areas being negligible.

**Table 6.3**  
*Retention rate at various classes of primary education by strata*

Class	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
I	100.0	100.0	100.0	100.0	100.0
II	90.6	89.0	81.4	89.3	100.0
III	87.2	83.7	69.0	85.4	100.0
IV	70.6	76.4	60.7	83.6	95.4
V	44.4	55.3	56.9	75.9	87.9
Primary graduates	35.6	47.7	42.4	63.8	78.4

Source: Education Watch Educational Institution Survey, 2010

**Table 6.4**  
*Retention rate at various classes of primary education by location*

Class	Locations				
	Plain land	Haor area	Tea estate, hill, forest	Tea estate	Hill
I	100.0	100.0	100.0	100.0	100.0
II	94.9	86.5	93.2	80.4	96.7
III	94.9	74.7	82.1	63.9	86.7
IV	87.9	67.6	68.6	52.4	72.8
V	78.3	48.2	62.8	43.8	68.0
Primary graduates	66.3	39.8	53.9	36.0	59.1

Source: Education Watch Educational Institution Survey, 2010

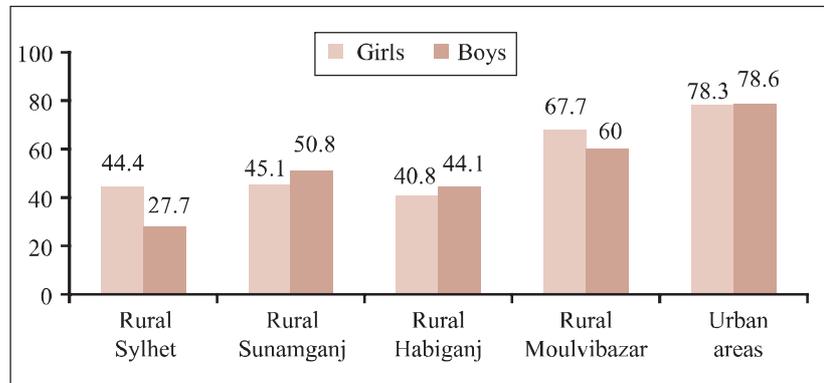
Location-wise analysis shows that the girls surpassed the boys in all three locations in primary completion rate. The gender difference was 1.1 percentage points in the plain lands, 2.8 percentage points in the *haor* areas and 3.5 percentage points in the tea estates, hills and forests (Figure 6.2). Separate analysis for tea estates and hilly areas showed an reverse situation. In the tea estates, the completion rate of the boys was 17 percentage points ahead of the girls but in the hilly areas, the boys were 6.5 percentage points behind the girls.

*Coefficient of efficiency:* This is a composite measure of internal efficiency of any educational provision. It is a ratio of expected pupil years required to complete the

primary cycle by the graduates and total years actually spent to produce those graduates expressed in percentage terms. The coefficient was found to be 55.8% compared to the ideal number of 100%; 55.6% for the girls and 55.3% for the boys (Annex 6.2). The urban primary educational institutes were more efficient than those in the rural areas. The coefficient of efficiency was 69.5% in the urban areas and among the rural areas; it was 56.7% in Moulvibazar, 47.8% in Sunamganj, 44.9% in Habiganj and 35.2% in Sylhet district (Annex 6.3).

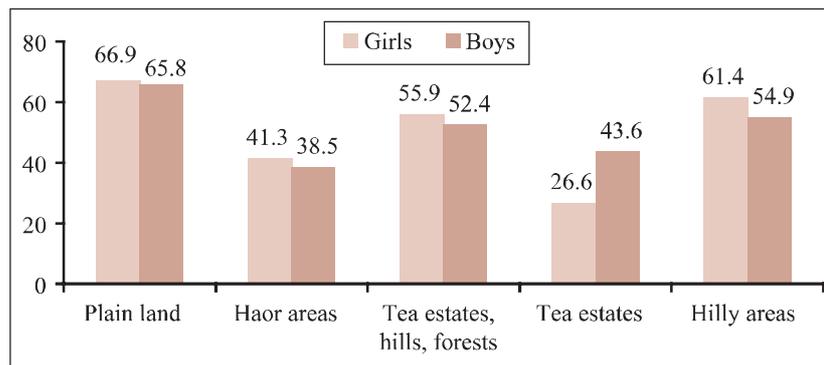
Schools located in the plain lands were more efficient than others and those located in the *haor* areas were least efficient. The coefficient of efficiency was 59.1% in the plain lands, 56.3% in the tea estates, hills and forests and 41.9% in the *haor* areas (Annex 6.4). Whereas, the schools in the hilly areas were 60.2% efficient, the schools in the tea estates were 41.1% efficient. The coefficient of efficiency of the independent primary schools was found to be 51% compared to 67.9% for primary attached secondary schools (Annex 6.5).

**Figure 6.1**  
*Primary completion rate by strata and gender*



Source: Education Watch Educational Institution Survey, 2010

**Figure 6.2**  
*Primary completion rate by location and gender*



Source: Education Watch Educational Institution Survey, 2010

## B. The secondary education

*Promotion, dropout and repeaters:* Among the students who enrolled in various classes of secondary schools in 2009, 82.1% were promoted to the next class after one year of education, 8.9% dropped out over the period and 9% repeated the same class next year (Table 6.5). The promotion rates were mostly equal in the first three classes, much lower in Class IX and lowest in Class X. On the other hand, the dropout and the repeater rates were also found highest in Class X – each more than 20%. The dropout rate in Class IX was also high (18.9%).

**Table 6.5**

*Promotion, dropout and repeater rates at secondary level by class*

Class	Number of students	Percentage of students			Total
		Promoted	Dropped out	Repeated	
VI	15,663	90.7	3.5	5.8	100.0
VII	13,045	88.7	5.3	6.0	100.0
VIII	11,722	90.2	1.1	8.7	100.0
IX	10,480	73.3	18.6	8.1	100.0
X	9,100	57.6	22.0	20.4	100.0
All classes	60,010	82.1	8.9	9.0	100.0

Source: Education Watch Educational Institution Survey, 2010

*Retention and cycle completion:* At the aggregate level, among the students who enrolled in Class VI, 96.3% survived to Class VII, 90.8% to Class VIII, 89.7% to Class IX and 71.6% to Class X (Table 6.6). Major dropout occurred in Classes IX and X. The survival rate was higher for girls than boys in every class. The gap was 3.3 percentage points in Class VII which went up to eight percentage points in Class X. The secondary cycle completion rate was found to be 51.8% at the divisional level; 55% for the girls and 48.1% for the boys.

**Table 6.6**

*Retention rate at various classes of secondary education by gender*

Class	Gender		Both
	Girls	Boys	
VI	100.0	100.0	100.0
VII	97.8	94.5	96.3
VIII	94.4	86.6	90.8
IX	92.4	86.5	89.7
X	75.2	67.2	71.6
SSC passed	55.0	48.1	51.8

Source: Education Watch Educational Institution Survey, 2010

Stratum-wise analysis shows that the rate of decrease in the survival rate was fastest in rural Moulvibazar district followed by rural Habiganj district (Table 6.7). It was much slower in the urban areas. The survival rate in Class X was about 75% in rural Sylhet district and urban areas. It was around 70% in two rural districts, viz., Sunamganj and Habiganj. The rate was only 58% in rural Moulvibazar district. A reflection of the survival rates fell in the completion rates in each stratum. The completion rate was the highest in urban areas (60.3%) and the lowest in rural Moulvibazar district (38.3%). The rate was 52.3% in rural Sylhet district, 50.1% in rural Sunamganj district and 47.7% in rural Habiganj district.

**Table 6.7**

*Retention rate at various classes of secondary education by strata*

Class	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
VI	100.0	100.0	100.0	100.0	100.0
VII	95.8	92.8	93.0	97.0	98.2
VIII	90.5	89.6	86.3	89.3	95.8
IX	84.1	88.4	84.9	82.7	90.9
X	74.5	69.4	70.5	58.0	76.0
SSC passed	52.3	50.1	47.7	38.3	60.3

Source: Education Watch Educational Institution Survey, 2010

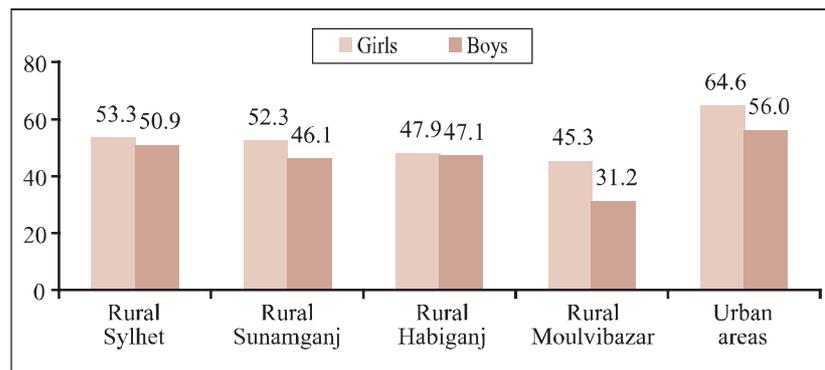
There was no secondary educational institution in our sample from the tea estates, hills and forests. Thus, we compared only those located in the plain lands and in the *haor* areas. The survival rate in each class was found higher in the plain lands compared to those located in the *haor* areas (Annex 6.6). Similarly, the completion rate was found to be higher in the plain lands than in the *haor* areas (52.3% vs. 46.3%). The madrasas were marginally better than the schools in survival rates as well as the completion rate. The completion rate was 52.7% in the madrasas and 51.5% in the schools (Annex 6.7).

*Gender difference in secondary completion:* The secondary completion rate at the divisional level was greater for the girls than the boys (55% vs. 48.1%) (Figure 6.3). Stratum-wise analysis also shows similar trend in most of the cases. Except in rural Habiganj district, proportionately more girls completed secondary education than the boys in the other four strata. The gender gap was found highest in rural Moulvibazar district (14.1 percentage points) followed by urban areas (8.6 percentage points), rural Sunamganj district (6.2 percentage points) and rural Sylhet district (2.4 percentage points).

Similar trend was also seen when data were analyzed by location (Figure 6.4). However, the gender gap was slightly higher in the *haor* areas (7.3 percentage points) than the plain lands (6.5 percentage points).

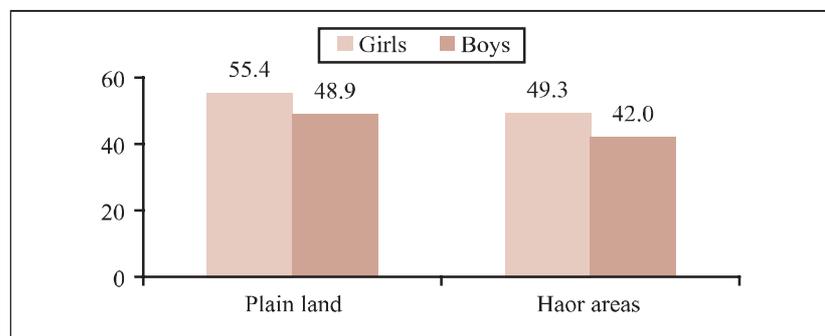
*Coefficient of efficiency:* The coefficient of efficiency of secondary level educational institutions was found to be 52.3% (Annex 6.8). This was 53.7% for the girls and 50.5% for the boys. The secondary schools in the urban areas were more efficient than those in the rural areas. Among the rural strata, the schools in Sylhet and Sunamganj districts were equally efficient followed by those in Habiganj. The schools in rural Moulvibazar district were least efficient (Annex 6.9).

**Figure 6.3**  
*Secondary completion rate by strata and gender*



Source: Education Watch Educational Institution Survey, 2010

**Figure 6.4**  
*Secondary completion rate by locality and gender*

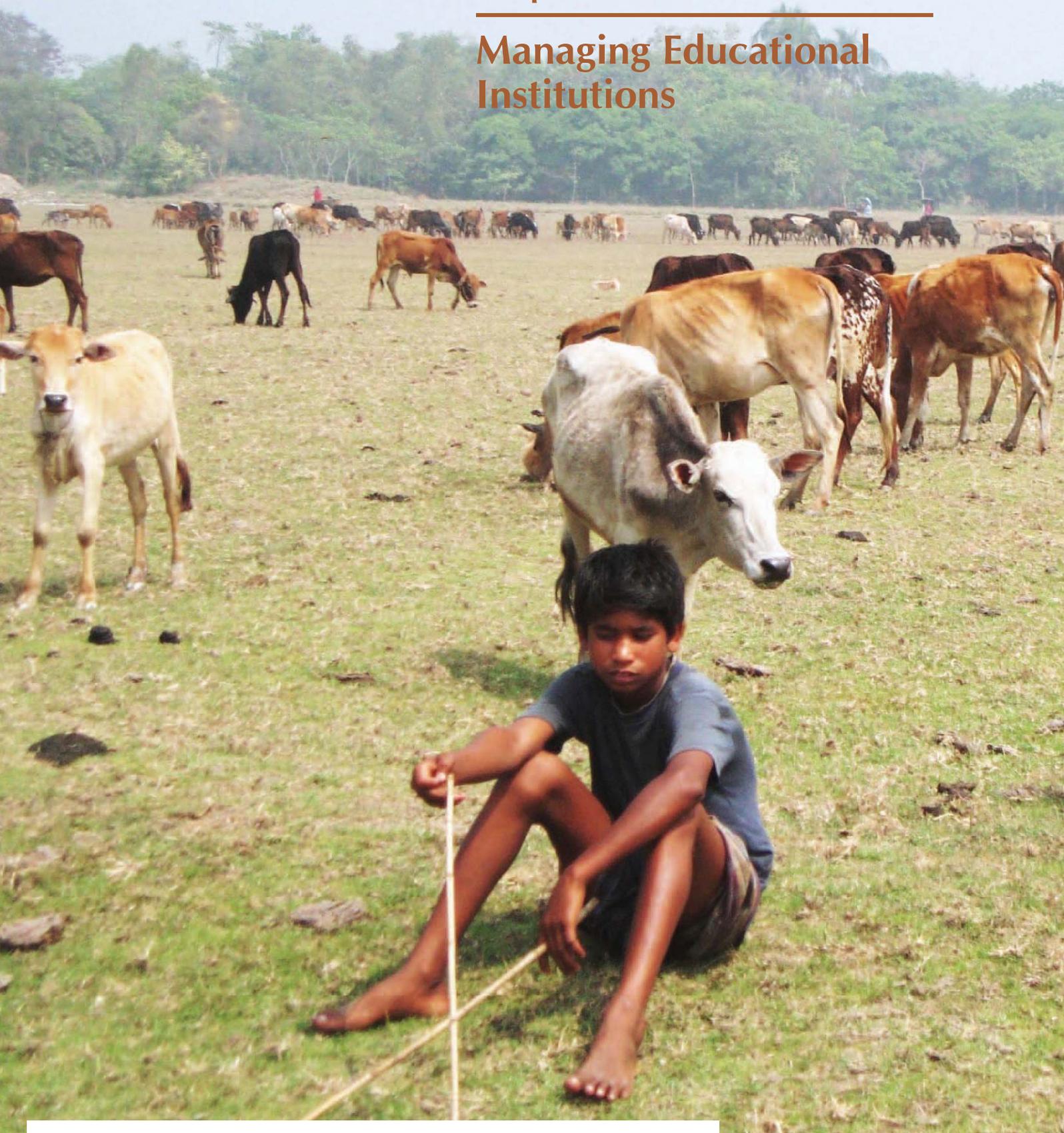


Source: Education Watch Educational Institution Survey, 2010

Annex 6.10 shows that the secondary educational institutions located in the plain lands were more efficient than those located in the *haor* areas (52.5% vs. 49.5%). On the other hand, the madrasas were marginally more efficient than the schools under general stream (53.4% vs. 52%) (Annex 6.11).

## Chapter 7

# Managing Educational Institutions



**S**chool managing committees and the *upazila* education offices play significant role in school management and governance. This chapter provides information on the managing committees, characteristics of the members, committee meetings and other roles played by the members. Functions of the *upazila* education offices and the *upazila* resource centres were also discussed.

### A. Management committees

All the educational institutions at primary and secondary levels are governed by a ‘managing committee’- called SMC. If for any reason, such committee is not formed or dissolved by the higher authority, an *ad hoc* committee is formed.

Most of the primary educational institutions under study had a school managing committee (96.9%), 2.3% had an *ad hoc* committee and less than 1% had no committee at all. Proportion of schools with managing committees in Sylhet division was 1.6 percentage points higher than that for the whole country (Nath and Chowdhury 2009). All the institutions in rural Sunamganj district and urban areas, 96% of the institutions in Sylhet and Moulvibazar districts and 92% of the institutions in rural Habiganj district had managing committees. Location-wise analysis shows that all the institutions in the *haor* areas and tea estates, hills and forests also had such a committee. On the other hand, in the plain lands, 95.5% of the institutions had managing committee, 3.4% had an *ad hoc* committee and 1.1% had none.

The situation of the secondary educational institutions was worse than that of the primary. Here, 62.9% of the secondary institutions had a managing committee, 35.5% had an *ad hoc* committee and 1.6% had none. In terms of having managing committee the institutions in rural Habiganj district was at the top followed by the rural Sylhet district –75% and 62.5% respectively of the institutions in these districts had managing committee. The third position was secured by urban areas where 60.7% of the schools had such committees. Managing committee was also found in 58.3% of the institutions in each of rural Sunamganj and Moulvibazar districts. Not much variation was observed when data were disaggregated by location.

*SMC members:* Although a managing committee was supposed to have 11 or 13 members it varied substantially from institution to institution. The size varied from 5 to 13. Interestingly, all the *ad hoc* committees were single member committees. The females comprised of 27.3% of the managing committees of primary level educational institutions, which is slightly higher than the national average. About a third of the members in rural Habiganj district and urban areas were females but only a fifth in rural Sylhet district. The non-Muslims comprised of a fourth of the committee members. The highest proportion of non-Muslims was found in the committees in rural Habiganj district (37.5%) and lowest in rural Sylhet district (10.8%). The SMC members, on an average, had 8.9 years of schooling. Not much variation was observed in this by stratum. The committee members came from a variety of professions. Over a quarter of the committee members were teachers, 23% involved in agriculture, a fifth in business, 15% homemakers, 6.2% service holders and the rest had other types of occupations. Variations were also observed by locations. For instance, 28.6% of the SMC members in the plain lands, 24.3% of those in the *haor* areas and 25.4% in the tea estates, hills and forests were females. Proportion of non-Muslims was highest in the tea estates, hills and forests (37.3%) and lowest in the plain lands (21%). Whereas the teachers were the largest occupational group in the SMCs of the plain

lands and the *haor* areas, it was the service holders in the tea estates, hills and forests. Note that whereas nationally the majority of primary SMC members had agriculture as profession it was teaching in Sylhet division.

Contrary to the primary level, proportion of females and non-Muslims were much lower in the SMCs of the secondary educational institutions. On an average, 8% of the SMC members were females and 16.7% non-Muslims. Proportion of females in the SMCs was highest in rural Habiganj district (10.1%) and lowest in rural Sylhet district (6.3%). Whereas, the non-Muslims were 27.4% of the total number of SMC members in the Moulvibazar district, they were below 5% in rural Sylhet district. This group of SMC members was more educated than those in the primary schools. On an average, the SMC members had 11.8 years of schooling; highest in the urban areas (13.1 years) and lowest in rural Sunamganj district (11 years). Majority of the SMC members were teachers (35.7%), followed by the business persons (28.2%). The other occupational groups in the SMCs were service holders (11.2%), social workers (8.7%) and agricultural activities (8.4%).

*SMC meetings:* On an average, the SMC of the primary schools met 10 times during 2009 and the SMC of the secondary schools met 7.7 times. The modal value was found 12 for primary schools and six for secondary schools. Over 36% of the primary schools had 12 SMC meetings in 2009 and a quarter of the secondary schools had six meetings. The range of meeting was found 0-16. In comparison to the national average, the occurrence of meetings in Sylhet division was higher at primary level but lower at secondary level.

Among the primary schools in various strata, on an average, the highest number of SMC meeting was held in rural Moulvibazar district (11.7) and lowest in rural Sylhet district (8.5). Not much variation was found in other strata. It was 10 in the primary schools in rural Sunamganj district, 9.9 in rural Habiganj district and 9.8 in urban areas. Location-wise, on an average, 11.9 meetings were held in the schools of tea estates, hills and forests, 10 meetings in the plain lands and 9.6 meetings in the *haor* areas. On the other hand, among the secondary schools in various strata, on an average, the highest number of meetings was held in rural Habiganj district (9) and lowest in rural Moulvibazar district (7).

Thirty-eight different issues were discussed in the SMC meetings during 2009. These were captured from the last three meeting minutes of SMC. Of them, seven issues could be considered as significant for primary school in terms of frequency and six for the secondary schools. Examination matters including both in-house mid terms and annual examinations and the primary education completion examinations were discussed in 47.2% of the primary schools under study. Students' absenteeism was discussed in 43.3% of the meetings and various kinds of construction and maintenance activities were discussed in 35.4% of the schools. Selection of SMC members, operation modalities of the committee and other related issues were discussed in the SMCs of 26% of the schools. Education provision in the schools and how to provide quality education were discussed in the meetings of 17.3% of the schools, student selection for *upabritti* was discussed in 15.7% of the meetings, sports and similar other events were discussed in 13.4% of the SMC meetings and issues related to admission of students was discussed in 13.4% of the SMC meetings.

On the other hand, majority of the SMC meetings of the secondary schools discussed teachers recruitment (53.7%). Schools financial matters were discussed in 31.4% of the schools and

construction and maintenance works in 28.1% of the schools. Issues related to voter list preparation for the national election was discussed in 22.3% of the schools and quality education matters in 19% of the schools.

Looking at the sets of issues that discussed in the SMC meetings of primary and secondary schools, it can be said that the issues related to quality of education were more discussed in the primary schools than in the secondary schools. The SMCs of the secondary schools were mostly engaged in discussions on out-of-classroom issues. The issues like examinations, admissions, absenteeism, etc. are related to the quality of education. Analysis of this was done separately for each stratum and location; however, not much variation was observed (Annexes 7.1 to 7.4).

## B. School supervision and monitoring

*Upazila* is the lowest tier of educational administration. At the *upazila* level, *upazila* education office and *upazila* resource centre are responsible for providing administrative and pedagogical support to the primary schools. On the other hand, only the secondary education officer is responsible to look after the secondary educational institutions. On an average, the assistant *upazila* education officers visited the primary schools thrice a year and the secondary education officers 3.6 visits in 2009. In case of both primary and secondary institutions, the urban schools were visited more than the rural schools. The educational institutions located in the *haor* areas were less frequently visited than those located in the plain lands.

Ten percent of the primary and 12% of the secondary educational institutions under study were not at all visited during 2009 (Table 7.1). In addition, 20.8% of the primary and 6.5% of the secondary institutions were visited only once. Two visits were provided to 21.7% of the primary and 23.4% of the secondary level institutions. Nearly a fifth of the primary institutions and over a quarter of the secondary institutions were visited five or more times. A negative relationship was observed between the number of visits per year and distance between *upazila* and school. The Pearson correlation coefficient was found -0.19 for primary and -0.15 for secondary institutions. This means that the educational institutions located nearer to the *upazila* centres were visited more than those located with afar.

The *upazila* officials during their visits observed, supervised or discussed different issues with the heads of the institutions and other teachers. The issues included teachers' and students attendance, students' attendance, classroom teaching, school's physical facilities, teachers

**Table 7.1**  
*Percentage distribution of schools by number of visits from upazila office*

Number of visits	School type	
	Primary	Secondary
Nil	10.0	12.1
One	20.8	6.5
Two	21.7	23.4
Three	15.8	23.4
Four	12.5	8.9
Five	19.2	25.7

Source: Education Watch Educational Institution Survey, 2010

**Table 7.2**  
*Percentage of schools by issues observed/discussed during the last visit from the upazila*

Issues for observation/discussion	School type	
	Primary	Secondary
Teachers attendance	57.5	62.9
Students attendance	73.3	71.0
Classroom teaching	65.0	49.9
Schools physical facility	19.2	12.9
Teachers meeting	3.3	2.4
Others	11.7	21.1

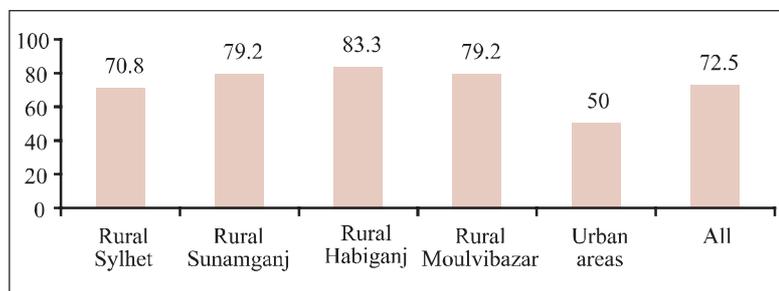
Multiple responses counted

Source: Education Watch Educational Institution Survey, 2010

meetings and other administrative issues (Table 7.2). Students' attendance came out as the most frequently discussed issue in both primary and secondary level. The second most frequently discussed issue at primary level was classroom teaching but it was teachers' attendance at the secondary level. The third important issue was teachers attendance for primary and classroom teaching for secondary schools. It is clear that whether it is primary or secondary level institution, very similar issues were chosen by the *upazila* level visitors for supervision and monitoring.

The *upazila* resource centres (URC) staff were found less active in visiting the primary schools (Figure 7.1). In 2009, 72.5% of the schools were not visited at all, 13.3% of the schools were visited once, 6.7% twice and 7.5% thrice. No visit was made to 83.3% of the schools in rural Habiganj district, 79.2% of the schools in rural Sunamganj and Moulvibazar districts, 70.8% of the schools in rural Sylhet district and half of the schools in the urban areas. Similar to AUEO visit, issues for discussion during the URC visits included students' attendance and teachers' meeting and classroom teaching. A new issue that was discussed in URC visit was materials development and their use. However, a very small proportion of the visits dealt with this issue.

**Figure 7.1**  
Percentage of schools had no visit from URC by stratum

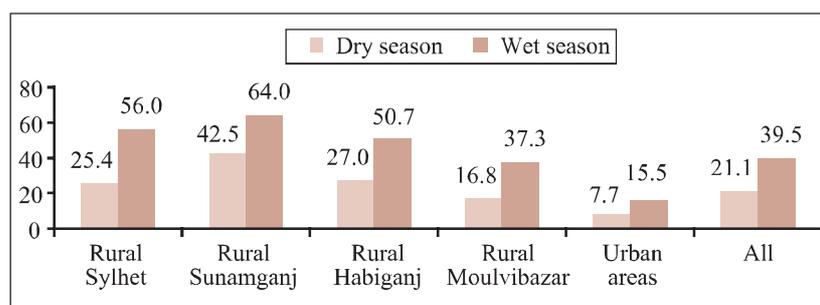


Source: Education Watch Educational Institution Survey, 2010

### C. Transportation from home to school

The head teachers of the surveyed institutions were asked to estimate, based on their knowledge, the proportion of their students facing problems with transportation in coming to school. The heads distributed their students in three broad categories, viz., *good*, *not so good* and *bad*, separately for dry and wet seasons. On an average, transportation was *good* for 78.9% of their students in the dry season; it was *not so good* for 13.6% of the students and *bad* for 7.5% of the students. As expected, the figures worsened in the wet season with more students turning into difficulty. The figures were respectively 60.5%, 16% and 23.5%. This means that about a fifth of the primary students faced transportation difficulty (combining both *not so good* and *bad*) in the wet season which they did not face in the dry season. Highest proportion of the students of

**Figure 7.2**  
Proportion of primary students faced 'bad' transportation from home to school by stratum and season



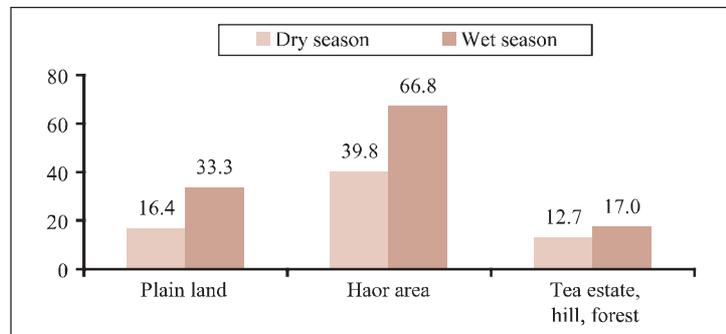
Source: Education Watch Educational Institution Survey, 2010

rural Sunamganj district and lowest in the urban areas faced difficulty in both the seasons (Figure 7.2).

Transportation system in the tea estate, hills and forests was better than the other two areas in both the seasons and it was worst in the *haor* areas (Figure 7.3). Nearly 40% of the primary students in the *haor* areas faced bad transportation in the dry season which increased to 66.8% in the wet season.

These figures were respectively 16.4% and 33.3% in the plain lands and 12.7% and 17% in the tea estate, hills and forests.

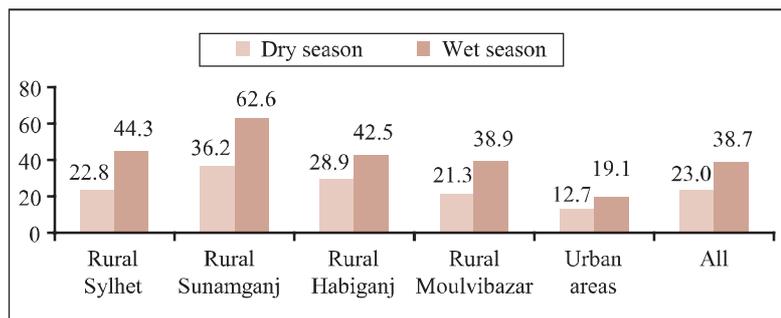
**Figure 7.3**  
*Proportion of primary students facing transportation difficulty by location and season*



Source: Education Watch Educational Institution Survey, 2010

Among the secondary school students 77% had access to good transportation in the dry season which reduced to 61.3% in the wet season. In the dry season, about 14% had to face *not so good* transportation and 9% faced *bad* situation. These figures were respectively 17.4% and 21.3% in the wet season. Likely to the primary students, the transportation system was worst for the secondary students of rural Sunamganj district in both the seasons and best for the students of urban areas (Figure 7.4).

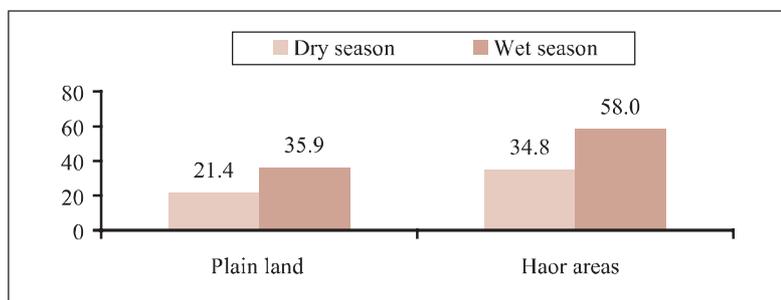
**Figure 7.4**  
*Proportion of secondary students faced 'bad' transportation from home to school by stratum and season*



Source: Education Watch Educational Institution Survey, 2010

As expected, transportation from home to school for the secondary students was worse in the *haor* areas than that in the plain lands. Over a fifth of the students of plain lands faced bad transportation in the dry season which increased to 35.9% in the wet season.

**Figure 7.5**  
*Proportion of secondary students faced 'bad' transportation from home to school by location and season*



Source: Education Watch Educational Institution Survey, 2010

On the other hand, 34.8% of the students of *haor* areas faced *bad* transportation in the dry season which increased to 58% in the wet season (Figure 7.5).

A young girl with dark hair, wearing a red patterned dress and a necklace, is sweeping dry leaves with a broom in a grassy field. She is barefoot and looking down at the broom. The background features large trees and a green field under a clear sky.

## Chapter 8

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# Opinion of Head Teachers on Attendance and Quality of Instruction

The heads of the educational institutions under study were asked to identify the obstacles regarding students' attendance, their learning achievement and overall development of their institutions. In this chapter we present the opinions of the school heads regarding the above issues. Besides, they also made some suggestions to overcome the obstacles on each of these issues.

### A. Attendance of the students

Chapter 5 provided school attendance rate of the students and its variation by stratum, location and grade. The heads of the educational institutions were asked to identify the obstacles to regular attendance of their students. They described 28 reasons, of which six could be considered as significant for both primary and secondary school absenteeism. Although the overall reasons were the same for primary and secondary schools, the order were different. The primary school head teachers identified the obstacles in the following order:

- Parents not serious in sending their children to school (72.1%)
- Students needed to work for their families (62%)
- Poverty (57.4%)
- Unfriendly transportation system, especially in the rainy season (50.4%)
- Students' illness and malnutrition (12.4%)
- Students' inattentiveness (8.5%)

On the other hand, the heads of the secondary schools mentioned the obstacles in the following order:

- Parents not serious in sending their children to school (76.2%)
- Unfriendly transportation system, especially in the rainy season (53.3%)
- Poverty (45.9%)
- Students needed to work for their families (37.7%)
- Inattentiveness (22.1%)
- Students' illness and malnutrition (8.2%)

Stratum-wise analysis shows that the primary school head-teachers of rural Sylhet and Sunamganj districts found unfriendly transportation system as the main obstacle for students' irregular attendance in schools (Annex 7.1). However, the heads of other three strata mainly blamed parental lack of seriousness in this regard. On the other hand, three different types of obstacles came out in three locations (Annex 7.2). Parental lack of seriousness to send their children to school was considered the main obstacle for the primary students' regular attendance in the plain lands. It was unfriendly transportation system in the *haor* areas and demand of students' work for livelihood of the families in the tea estates, hills and forests.

In the case of secondary school students, parental lack of seriousness to send their children to school was mentioned as the main cause of absenteeism in four strata, viz., rural Sylhet, Habiganj and Moulvibazar districts and the urban area (Annex 7.3). Otherwise, unfriendly transportation system was said to be the principal cause of students' absenteeism in rural Sunamganj district. Location-wise analysis shows that the head-teachers identified parental lack of seriousness as the main obstacle for students' absenteeism in the plain land and unfriendly transportation system in the *haor* areas (Annex 7.4).

In order to improve student's attendance in the schools the head teachers altogether made 33 suggestions. Of them we consider seven of them as significant for the primary schools and six for the secondary schools. Following seven suggestions were made by the head teachers of the primary schools to improve attendance of the students:

- Regular meeting with the parents (81.3%)
- Starting school feeding programme (42.2%)
- Increasing the number of *upabritti* (34.4%)
- Improve transportation system (30.5%)
- Streamline teachers' home visit to the students (25%)
- Increase co-curricular activities (21.9%)
- Eradicate poverty (12.5%)

The suggestions made by the secondary school head teachers are provided below according to their importance:

- Regular meeting with the parents (78.9%)
- Improve transportation system (36.6%)
- Expand stipend programme for the boys (29.3%)
- Starting school feeding programme (23.6%)
- Eradicate poverty (13.8%)
- Streamline teachers' home visit to the students (13%)

The above lists show that six suggestions are common in both. The heads of the secondary schools did not mention about co-curricular activities. The heads of both types of schools gave highest priority in schools regular meeting with the parents. However, the second priority suggestion of the primary school teachers was starting school feeding programme and improvement of transportation system was suggested by the secondary school heads. The third priority also matched. One suggested increasing the number of *upabritti* and the other asked for expanding stipend programme for the boys. As a whole the first four suggestions were common in both the lists. More analyses of this by stratum and location are provided in Annexes 7.5 to 7.8.

## **B. Students' performance in examinations**

Two examinations were considered; primary school completion examination and secondary school certificate/dakhil examination. The heads of the surveyed schools were asked to mention the reasons of why some students not appear in the primary education completion examination. The heads mentioned 21 reasons. Of them the following five were significant in terms of frequency:

- Illness (43.1%)
- Students engaged in work for their families during examination (27.5%)
- Parents not aware that the students would have to participate in all the examinations (24.5%)
- Some families migrated to other places during or before the examination (16.7%)

- Some students not attentive during the course of study and thus lacked confidence to participate (9.8%)

The reasons varied by stratum as well as location (Annexes 7.9 and 7.10). For instance, illness of the students was prominent in rural Sylhet and Moulvibazar districts. ‘Students had to work for their families’ was prominent in rural Sunamganj and Habiganj districts. Parents’ lack of awareness was more frequently mentioned by the head teachers of rural Habiganj district (Annex 7.11). Location-wise, illness of the examinees was mentioned by the head teachers of the plain lands and the *haor* areas (Annex 7.12). The heads of the *haor* areas also mentioned that the students were engaged in work for their families during examination. Parents’ lack of awareness was highly mentioned by the heads of the schools located in the tea estates, hills and the forests. As mentioned by the head teachers, families migration during or before the examination was a problem in the plain lands and students inattentiveness during the course of study was a problem in the *haor* areas.

Thirty-eight percent of the students of Class V got third division or failed to qualify in the primary completion examination (see Chapter 4). The heads of the primary educational institutions mentioned 28 reasons behind such poor results in their schools. Of them nine could be considered as significant in terms of frequency. These are as follows according to their importance:

- Lack of awareness among the parents for the education of their children (75.9%)
- Due to poverty the parents were unable to provide necessary support (52.6%)
- Irregular attendance (48.9%)
- Some students had to work for their families during the course of study (19.5%)
- Schools lacked adequate number of teachers (15.8%)
- Students did not study enough at home (15%)
- Lack of merit of the students (13.5%)
- Students inattentiveness in class (10.5%)
- Students did not get any help at home (10.5%)

Highest proportion of the teachers in all five strata blamed the parents saying that they were not that much serious about the education of their children so that such a large proportion of the students got third division or failed in the examination. Such opinion was found from 91.7% of the heads in rural Sylhet division, 85.7% of those in rural Habiganj and 70% of those in urban areas (Annex 7.11). Although poverty was prioritized as the second and irregular attendance of the students as the third important reasons at the aggregate level, an inverse result was observed in rural Sylhet district and urban areas. Students’ involvement in household works was one of the important reasons in Rural Sunamganj district and scarcity of teachers in rural Sylhet district. Lack of intellect of the students and their inattentiveness in classroom activities were mentioned by a fifth of the head teachers in rural Sylhet and Moulvibazar districts. Nearly a fifth of the heads in Moulvibazar district also pointed out about the absence of anyone at home of some of the students for help in studies.

The heads of the schools in the tea estate, hills and forests did not mention all the above reasons (Annex 7.12). Reasons like shortage of teachers, students did not study at home, inattentiveness of the students and lack of help at home were not at all mentioned by them. Instead, more of them mentioned

about poverty and lack of merit of the students. Scarcity of teachers and inattentiveness of the students were less prominently mentioned in *haor* areas than in the plain lands. On the other hand, students' not getting help at home was more cited as a cause in the *haor* areas than in the plain lands.

In order to overcome the above mentioned obstacles of poor performance in the primary education completion examination the heads of the schools forwarded as many as 31 suggestions. Nine of them can be considered as significant in terms of frequency. The suggestions are as follows reported according to their importance:

- Awareness raising campaign among the parents (78.6%)
- Provide more teachers in the schools (45%)
- Arrange special coaching class in the schools (27.9%)
- Organize parent-teacher meeting regularly (15%)
- Improve school's physical facilities (12.1%)
- Eradication of poverty (11.4%)
- Skills development of teachers through training (8.6%)
- Make teachers attentive to teaching (8.6%)
- Improve transportation system in the areas (8.6%).

At least three-quarters of the head teachers in each of the strata suggested that awareness raising campaign among the parents should be a step to improve students performance in the primary education completion examination (Annex 7.13). Location-wise analysis shows the same in the plain lands and *haor* areas (Annex 7.14). However, this was opined by 60% of the heads in the tea estates, hills and forests. Over half of the teachers in rural Sylhet, Habiganj and Moulvibazar districts wanted more teachers in the schools to improve students' performance in the examination. Need of more teachers was mentioned by a third of the heads in rural Sunamganj district and urban areas. Location-wise this demand was made by 60% of the teachers in the tea estates, hills and forests, 45.5% of those in the plain lands and 41.2% of those in the *haor* areas.

Special coaching classes for the primary completion examinees were mentioned by 35.5% of the teachers in urban areas, 32.8% of those in rural Sunamganj district and 30.8% of those in rural Sylhet district (Annex 7.13). This was also mentioned by 21.4% of the heads in rural Habiganj and 18.5% of the heads in rural Moulvibazar district. Location-wise, this remedial strategy was not mentioned by any of the teachers in the tea estates, hills and forests (Annex 7.14). Rather, 80% of them suggested eradicating poverty from the society and a fifth suggested improving physical facilities in the schools. Eradication of poverty was also suggested by a quarter of the heads in rural Habiganj district. Need of improvement of transportation system was suggested by about 18% of the head teachers of rural Sunamganj district and 23.5% of the teachers in the *haor* areas.

The heads of the secondary educational institutions under study were asked to mention the reasons behind such a large proportion of examinees getting poor GPA (25%; Chapter 4). They identified 15 reasons, of which seven could be considered as significant in terms of frequency. These reasons are:

- Lack of awareness among the parents (68.3%)
- Students not attentive in studies (42.3%)

- Irregular attendance of students in schools (40.4%)
- Parents unable to bear cost of education due to poverty (30.8%)
- Shortage of teachers in school (25%)
- Lack of merit of the students (19.2%)
- Absence of coaching class in school (13.5%)

Majority of the head teachers in each of the strata thought that lack of awareness among the parents was the main reason for poor performance of the students in SSC/dakhil examination (Annex 7.15). They were over three-quarters of the heads in rural Sunamganj and Habiganj districts, 72.7% of the heads in rural Sylhet district, 61.1% of those in rural Moulvibazar district and 56.5% of those in urban areas. Same proportion of the head teachers in urban areas (56.5%) also mentioned lack of attentiveness of the students as a cause of poor performance. This was mentioned by 57.1% of the heads in rural Habiganj district. Below a third of the head teachers in other areas mentioned this. Parents' inability to bear expenses for education due to poverty was mentioned by half of the head teachers in rural Sunamganj district and 44.4% of those in rural Moulvibazar district. Scarcity of teachers in the schools was mentioned by a third of the heads in rural Habiganj and Moulvibazar districts. A third of the heads in Moulvibazar district also mentioned that lack of intellect of the students was a cause of low performance of some students. Absence of coaching class in school was mentioned by a fifth of the heads of rural Sunamganj district; it was below than this in other strata.

Of the seven reasons for low performance, two were mentioned by a higher proportion of head teachers in the plain lands than those in the *haor* areas (Annex 7.16). These were lack of awareness of the parents and students lack of attentiveness in studies. On the other hand, three reasons were mentioned by a higher proportion of the heads in the *haor* areas than those in the plain lands. These are irregular attendance of the students in classes, parental unavailability to bear the cost of education and scarcity of teachers in schools. Not much variation was observed in rest two reasons.

The heads were asked to mention the measures that could be taken to improve the situation, i.e., to do better in the examination. The heads recommended a total of 23 suggestions, seven of which could be considered as significant in terms of frequency. These are as follows:

- If the parents were aware (61%)
- If there were enough teachers in the schools (34.1%)
- If special coaching could be arranged in the schools before examination (33.3%)
- If the students attended in the school regularly (21.1%)
- If poverty could be eradicated from the society (14.6%)
- If the teachers skills could be developed through training (13%)
- If the teachers were attentive to their duties (11.4%)

Whereas three-quarters of the heads in rural Habiganj district suggested that if the parents were aware a better performance of the students could be found (Annex 7.17). This was suggested by 63% of the heads in urban schools and less than 60% of those in other strata. Proportionately more heads of rural schools observed that they did not have enough teachers in their schools and thus demanded more. As a solution to poor performance in SSC/dakhil examination, about 40% of the head teachers in rural

Sylhet district and urban areas thought of starting special coaching classes for the examinees. The same suggestion was made by 37.5% of the heads in rural Sunamganj district, a quarter of those in rural Habiganj district and a fifth of those in rural Moulvibazar district. A quarter of the teachers in rural Sunamganj and Moulvibazar districts and the urban areas, a fifth of those in rural Sylhet district and 8.3% of those in rural Habiganj district thought that if the students attended in school regularly the performance could be better. A third of the head teachers in rural Moulvibazar district suggested that skills development of the teachers through training could be an option to way forward. Teachers' attentiveness to their duties was suggested by a fifth of the head teachers in rural Sylhet division.

Proportionately more head teachers of the schools located in the plain lands suggested parental awareness raising and teachers' attentiveness in conducting classes (Annex 7.18). Otherwise, more head teachers of the schools in *haor* areas suggested for more teachers in the schools, special coaching classes for the examinees and eradication of poverty. However, the heads of both the areas equally suggested the rest.

### C. Overall school quality improvement

The head teachers were asked to identify the obstacles of improving quality of education in their schools. Each of them identified the obstacles considering the situation of their own schools. The head teachers of primary and secondary schools identified 41 obstacles. The primary school head teachers collectively identified the following seven obstacles in achieving quality education:

- Lack of adequate number of teachers in the schools (76.2%)
- Inadequate physical facilities in the schools (51.5%)
- Lack of awareness among the parents (42.3%)
- Mass poverty in a section of population (24.5%)
- Absenteeism of the students (20.8%)
- Lack of co-curricular activities (14.6%)
- Lack of teaching aids and non-attractive teaching methods (10%).

The head teachers of the secondary schools identified the following six obstacles in achieving quality education:

- Lack of adequate number of teachers in the schools (70.7%)
- Inadequate physical facilities in the schools (67.5%)
- Lack of awareness among the parents (30.9%)
- Mass poverty in a section of population (24.4%)
- Lack of training and professionalism of teachers (24.4%)
- Lack of teaching aids and non-attractive teaching method (11.4%)

First four and the last one are common in both the lists. These five can be considered as common obstacles for quality school education in Sylhet division. Stratum-wise analysis shows that the first two obstacles were the principal and the second most cited obstacles in all five strata (Annexes 7.19 and 7.20). Others have some kind of similarities too. On the other hand, location-wise analysis shows some differences (Annexes 7.21 and 7.22). For instance, at primary level, lack of adequate number of

teachers was the main obstacle in quality of education in the plain lands, it was inadequate physical facilities in the schools in *haor* areas, and lack of adequate number of teachers and lack of awareness of the parents in the tea estates, hills and forests (Annex 7.21). At the secondary level, inadequate physical facilities in the schools was mentioned as the principal obstacle of quality education in the plain lands and lack of adequate number of teachers in the *haor* areas (Annex 7.22).

The head teachers were then asked to suggest measures that can be taken to improve quality of education in their own schools. The heads of the institutions together made 65 suggestions. We analysed data separately for primary and secondary education. The heads of the primary schools made following seven priority suggestions:

- Increase number of teachers in the schools (75.4%)
- Increase awareness among the parents through regular communication with them (43.8%)
- Expand physical facilities in the schools (40%)
- Increase co-curricular activities in the schools (13.8%)
- Improve communication facilities in the areas (13.1%)
- Free supply of stationeries to the students (13.1%)
- Increase teachers' remuneration (12.3%)

Following are six major suggestions of the secondary school teachers to improve quality of education in Sylhet division:

- Increase number of teachers in the schools (74.6%)
- Expand physical facilities in the schools (45.1%)
- Increase awareness among the parents through regular communication with them (43.4%)
- Provide more training to the teachers (33.6%)
- Free supply of stationeries to the students (15.6%)
- Ensure regular attendance of the students (9%)

One can easily identify the relationship between identification of obstacles and the suggestions for improvement. Here too, there are some common suggestions for both primary and secondary education. Not much variation was observed in the chronology of the suggestions in the lists when data were analysed by stratum or by location. Annexes 7.23 to 7.26 provide details of this analysis.

## Chapter 9

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### Reasons of Low Performances: An In-depth Look



This chapter supplements quantitative findings with data and analysis from a parallel qualitative study. The reasons for low performance in education of Sylhet division have been investigated by several tools and techniques of qualitative method. It was done through using selected open-ended and unstructured data collection techniques in four socio-geographical locations (viz., tea-estate, plainland, *haor* and urban area). More on the methodology is given in Chapter 2. The investigation also tried to put a value to the subjective perspectives. Thus, by capturing the real life experience and perspective of the local people (informants), the study sought to synthesize them with researchers' own observations. Though the information collected was huge, we limited our discussion onto certain key themes. Firstly, we analyzed community perception, their views and thoughts on education. Secondly, we scrutinized the educational provision of the study communities and, subsequently identified the constraints affecting attendance, repetition and dropouts. Finally, the issues in teaching learning, management and governance were looked at.

### A. Education, livelihoods and dignity of life

The informants in general perceived education as necessary because it secures livelihoods and increases opportunities for a 'regular' income. As livelihoods of the study communities are vulnerable with multiple uncertainties, education was held as a potential and perhaps effective escape route. According to many informants, it advances status of an individual, provides a choice to change profession for self and the social standing of forefathers in the eyes of the other members of the communities. For instance, a mother opined, "...look, even a son of a thief could overcome the stigma by being a lawyer (being educated)". Many respondents also perceived education as a factor to enhance students' life skills, merits and intellects. In brief, community people believe that education helps securing livelihoods and enhancing the dignity of life.

### B. Conceptualizing 'quality education'

Though views on quality education differed among the respondents, combining each of them gives an overall impression of it. In general, their views were linked mostly with the behavioural and moral issues, i.e., what is taught in the school, what is related to the academic standard, how to achieve targeted competencies, improve results in the examinations and also to what extent it creates employment opportunity.

First, some teachers tended to depict quality education as development of students' behaviours that conformed to existing social norms, customs and values. A teacher in the tea estate thought that education system that creates an honest and hardworking human with a principle was quality education. He elaborated further,

...main purpose of quality education is behavioural change (that leads a student) to give *salam*, seeking permission of teachers to entering and leaving a classroom, speaking the truth, do nothing immoral and being regular in school.

A similar view was also found among many parents in the urban community. Teachers and elites in the *haor* community also took quality education as a tool to make a person social and a good human being. Head teacher of a primary school in plain land elaborated,

...if for a good purpose students are able to apply practically of what they have learned in school, that is quality education. Education should influence their ethics and character. While making them competent for a job, it should also contribute on the social and national development.

Second, quality education was also characterized as ‘academic issues’ related to teaching learning in the classroom. Teachers’ diligent presence in the classroom was seen by the teachers as prerequisite. They also suggested that sincere teaching focusing students’ proper understanding of lessons was quality education. In a group discussion, a teacher of urban registered non-government primary school summarized, “By using relevant materials, quality education is teaching students with proper methods.” Similarly, an assistant teacher in high school of the tea estate said, “...abide by the government order regularly, applying modern methods of teaching in the classroom is quality education.” By modern teaching methods, he meant using group discussions and other participatory teaching methods instead of traditional lecture method of teaching. He also praised recent government introduction of ‘creative’ question paper and examination method that he thought would deter students from memorizing without proper understanding. A head teacher in a high school in the tea estate felt that quality education is setting a strong foundation (he thought the foundation should be built at primary) so that students go for further education.

Third, achievement of targeted competencies by the students was seen as quality education by many teachers. A PTI instructor of urban area held,

It is assumed that 50 terminal competencies will be achieved by Grade V graduates. If students could achieve them properly, we can say that quality education is achieved.

Fourth, to some teachers, quality education was students’ good performance in examinations. Sharing almost a similar view, some SMC members and elites in urban community opined, “If a student had performed well in the examination, it indicated that s/he got quality education”. They also held that quality education was reflected on the students’ performance in the terminal examinations after primary and secondary education. The teachers of a primary school in the *haor* community had a similar perception.

Fifth, many of the teachers perceived quality education in terms of job or employment opportunity it could offer. They tended to think that education should be job-oriented and practical (in the context of societal needs). A head teacher in a primary school in the tea estate said,

...the country is going to be digitalized, so education should be digitalized too. Just the *puthigoto shiksha* (bookish education) would no longer serve the purpose. Rather, (to me) giving practical education is quality education.

Sharing the same view, a high school head teacher said, “Students should be given practical education so that they do not remain unemployed after their graduation.” Similar views were also expressed by a teachers’ union representative in the *haor*, “If education was practical, it would be quality education”.

Apart from the above five themes, summative views were also found. For instance, a group of teachers in urban area regarded quality education as “development of ethical, spiritual, social and psychological

development of students and application of these in practical life.” Taking a slightly divergent view, a teacher union representative in the plain land held, “Education that is contemporary, that helps coping with the existing challenges of society and international context, is quality education”.

The above reflections, thoughts and views on quality education implied that instead of considering quality education as a whole process, most respondents stuck to outcomes only. They tended to see quality education more of positive outcomes (of schooling) than a process. In their perception, these positive outcome were mainly social or academic or economic/employment achievement or all together. Outcome was expected without stressing on the proper importance of the inputs. This very conceptualization of the concept of ‘quality education’ would and should have wide implications for schooling and the efforts to improve quality education in Sylhet division.

### **C. Educational provision: haphazard distribution and limited facilities**

Although the study communities had educational institutions of different types and levels, they were found to be weak ensuring proper educational provisions for all children. The schools not only had insufficient space to accommodate all eligible children but also were distributed haphazardly. Particularly, opportunity for formal education was limited by insufficient provision of government schools in some of the study areas. Similarly, (formal) non-government initiatives were constrained by inadequate resources and supervision. As the last resort, the non-governmental non-formal schemes existed sporadically; they were, however, hindered by lack of continuation and non-cooperation of local authorities, for example, by the owners of tea estates.

We found no government primary schools in the tea estate. The nearest one was four kilometres away. Hence, the tea estate community had none but to depend on a community-run one teacher multi-grade primary centre, truly insufficient for the 60 students. Again, in *haor* a government primary school was found as the only provision for the children of 7/8 communities. Comparatively, government primary schools were available in urban and plain land communities; however, the needs exceeded the supply, resulting in crowded classrooms.

An uneven distribution was also found with registered and community primary schools in urban and plain land communities. In some cases the number of such schools was appeared to be more than what was needed to accommodate primary children in the community. Thus, existence of three primary schools, i.e., a government, a registered non-government and a non-registered non-government, which exceeded the needs of the area, and obvious least provision of the government and non-formal primary school in *haor* and tea estate was crude reflection of urban bias of school provision in the area.

Similar situation was noticed in the secondary schooling provision in the study communities and nearby areas. Though there were non-government secondary schools in urban and plain land areas, no provision was found in *haor* and tea estate. In fact, there were no secondary school within four kilometres radius of tea estate and eight kilometres of *haor*. Thus, a key hindrance the eligible children for secondary school of these areas often faced was the distance from home to school. Students of *haor* areas were found to suffer the most because of weak or non-existent transportation system. In fine, though there were some community initiatives for secondary schools, it was insufficient, especially in *haor* and tea estate areas.

NGOs are known for vibrant work in Bangladesh. A number of NGOs were found providing microfinance, health, sanitation and other services in study communities. Surprisingly, none were active on educational services. It was reported that NGOs got difficulty to open schools in tea estates which was confirmed by informants like teachers, UEO and community members. Some years back, a non-formal primary school was opened after a long negotiation between BRAC and tea-estate authority. Usually, such school ended with a cohort of students unless a sufficient student for a new cohort was found. Unfortunately no school opened in the tea estate since the first cohort was ended. On the other hand, around three kilometres away from study community in *haor*, only a pre-primary school run by an NGO called Friends in Village Development, Bangladesh (FIVDB) was found. A BRAC non-formal primary school was established in an adjacent community but it was also discontinued three years ago. Thus, there was no NGO-run primary school in the study *haor* or tea estate communities. Similarly, though the demand for education (second-chance for the drop-outs or over-aged never enrolled) was there, over the years no NGO school was set up in urban and plain land communities.

#### **D. Constraints in enrolment**

A good number of children in the study communities were found not enrolled in any school. Number of non-enrolled children eligible for primary and secondary was higher in urban community than the plain land community. The reasons of non-enrolment were found to be affected mostly by age, parents' economic conditions, and geographical location of the households. While many of the constraints of enrolment were found common all around, some were idiosyncratic to a particular community context. Though the constraints of enrolment were found severe in all study communities, they were found to be extreme in *haor* and tea estate. Some main reasons for non-enrolment are discussed in the following.

*Age of children:* At primary, government prescribed age of enrolment is six years. Hence, age estimation is very crucial for the school to allow a child for admission. Parents bring their over-aged children for enrolment believing their child needed to be physically grown up before going to school. Again, some parents also bring their under-aged children expecting government stipends. Teachers, who actually decide on children's admission in a school, often had to disappoint many parents who come with such children. They hardly allow children to be enrolled if they were not in designated six-year bracket. Birth registration is 'mandatory' but it is not done well. As a result parents fail to show a proof of child's date of birth at the time of admission and often face rejection. A primary school teacher elaborated,

Many parents come to enrol their children even when they are eight or nine years old. Abiding by the government rule, we cannot admit students if they are not exactly six years old.

Observation and discussion with some parents in the tea estate revealed that both parents and teachers put importance on their own assessment of children's age. At the end, parents negotiate with teachers, but not succeed always. Though this problem is quite acute in the tea estate, it existed in the *haor* and urban areas too. Again, it was also revealed that there were children who remained non-enrolled as

their parents either did not know the Roman calendar or did not know the time of the year when children are admitted. For instance, in the tea estate, a mother did not bring her son to school. She had just no idea of ‘January’, the month for admission.

**Box 1. Siru Mia, a never enrolled child**

Siru Mia (11), son of Niru Mia and Hosne Ara, lives in a community with his parents. Of four siblings, he was the oldest. Though multiple factors were responsible, his parents’ ignorance of the time of enrolment seemed to be the main reason for his non-enrolment.

None of his parents attended school. His father, a shopkeeper, was the only source of family income. Siru Mia never went to school. His mother informed that from his very boyhood, he was naughty and disobedient. So she did not get ‘enough confidence and motivation’ to send him to school. She also did not know when the local school admitted new students. In addition, Siru Mia never showed any enthusiasm to go to school. Since there was no pro-active initiative from the school either, his parents never thought of his schooling. Sometimes, Siru Mia helps his father in shop keeping. His sister, Tamanna, studied up to Grade III, but due to poverty, she was stopped from going to school.

*Poverty and child labour, an intertwined crisis:* Due to economic burdens for low income and poor families, sending children to school becomes hard. Again, we found children who were not enrolled because they were responsible to do chores in the household. Generally, family poverty compels children work and earn for living. At the same time, paying admission fees, tuition fees and the other expenses related to schooling was virtually too hard for some working class families particularly when a labour in tea estate earns Taka 48 a day. This economic hardship was not much different in the *haor*, plain land and urban communities. We met a primary graduate in tea estate. Her parents engaged her to help making bamboo-goods instead of enrolling in secondary school. Though common in other communities, child labour was found quite common across the *haor* and tea estate.

*Parents’ apathy:* To enrol a child in a school is often a lesser priority for some parents who never went to schools themselves. Some informants inferred that education hardly came out as an immediate concern to such parents. Thus, they take no serious attempt to bring children to school. Hence, a number of children remained out-of-school forever. Though this scenario was present more or less in all four communities, it was more prominent in the tea estate and *haor* communities.

*Socio-cultural expectations and norms:* Some social norms were found to influence secondary school enrolment of girl children. Girls are expected to stay home and develop skills in the household chores. Some parents perceived that a few years of schooling was enough for the girls as it would help them get a good husband. Thus, as soon as a girl completed primary education, parents started looking for her groom. They are kept at home so that they acquire the homemaking skills required for future husband’s home. Hence, a number of secondary school eligible girls remained non-enrolled. Ironically, though early marriage is illegal by state law, its propensity was still high across these communities. Eventually, it is pulling female secondary school enrolment down.

*Reaching distant institutions with safe transportation:* Absence of safe transportation to reach afar educational institutes discourages parents to enrol their children in school. It appeared to be a single most constraint of enrolment in *haor* and tea estate communities. Some of the primary-aged children were found not attending school simply because there was no easy to access school in their communities. Parents in the tea estate explained how they were frightened of sending their young

children to a school three miles away. Notably, children of *haor* and tea estate communities were having this problem more than others. This problem, apparently, was more severe for girls eligible for secondary schools. Again, going to a secondary school five kilometres away was almost impossible for many children in *haor* for many days both in rainy and dry seasons, particularly if a river had to be crossed. This problem take its toll sharply- for last 5-6 years, none from a community close to the study community, ever enrolled in secondary school as the nearest school was more than six kilometres away from community.

*Children with special needs:* A number of children of the urban area were found suffering from different types of disability. Half of them were physically or mentally challenged. As existing local schools, had no arrangement to accommodate children with special needs, as their parents were too poor to send them to a special school, they never enrolled in school. Actually, needs of special children have been mostly overlooked in all mainstream education service providers for all the time and this is not uncommon here in the study communities.

### **E. Constraints in attendance**

A pattern of absenteeism was observed among the students of the study communities. At first meeting, teachers in both primary and secondary schools in tea estate area suggested that they had only a few irregular students. On a random observation day, however, a third of primary and nearly a quarter of the secondary students were found absent. Immediate constraints that influenced students' attendance were found to be related not only to students' personal and family conditions but also the hurdles at schools, geographical locations and the societal customs. In the following, we discuss some key constraints in school attendance.

*Parents' indifference to child's school attendance:* Many parents often remain indifferent to children's educational affairs which were reported to be the key constraint to school attendance. According to the teachers in the study communities, the parents played no role as expected. Teachers and a teacher union representative blamed parents for their oblivion and said, "(many) parents in the (tea estate) just think their responsibility was done as soon as they enrolled their children in school". This may have some basis; however, teachers can not avoid discharging their own duties, they hardly take that in consideration. Also when parents were poor they could hardly make any choice than having their children at work. All these, in a nutshell, hampered regular school attendance.

#### **Box 2. Arifunnesa and her daughter Nishi**

*Arifunnesa*, a widow, lives in a village of Sunamganj district. She earns her livelihood by sewing *Kantha*. She takes two days to finish a *kantha* for which she earns Taka 100-150. Maintaining a family with this poor income, which is again irregular, is quite hard. As a result, she can hardly provide her kid a decent place to live and two meals a day. Her daughter Nishi, a student of a Primary School, remains sick for several reasons. She thinks that her child would remain always weak for a lack of nutritious food. Although Nishi wished to attend school further, her sick/weakness would hardly permit her to do so.

*Local practice:* Again, there are children who became irregular in school just because they accompanied their mother when the latter visited her parental home for *naiyor*<sup>1</sup> for a prolonged period. In plain land, bringing young children to visit a relative's home was quite common. An NGO worker in plain land blamed this practice for students' low attendance. He gave an example of a student of Class VIII who kept him absent for two weeks from school. Participation in religious activities like *puja* prevented students in the tea estate to attend school regularly. A teacher in the tea estate said, "Look, I don't know why children in the tea estate take so many days leave for *puja*. Being a Hindu even I myself never have heard of so many *pujas* that students referred to claim a leave."

*Financial burden and child labour:* It was noted that students tended to absent in school when they failed to pay tuition fees. Again, children also demanded some pocket money for snacks at tiffin break. As not many of the parents are able to hand on a regular pocket money, students often get disappointed and express their discontents by not attending school. In *haor*, poverty was so severe that some parents, as informants reported, failed to manage kerosene to light a lamp for their children's study in the evening.

Again, child labour was found to be so pervasive that it emerged as the single most important reason for students' absenteeism in study communities. In the tea estate, since most parents go for a whole day work, young children are put to take care of younger siblings and the elderly. They also do the household chores. Thus, even if they were enrolled, responsibilities at home compelled them to be absent in school. In addition, to meeting the demand of peak seasons, tea estate management meets extra labour demands by employing a good number of children, some of them school-going. Though the law prohibited children under 14 years to work, it was hardly adhered to. As child labour is cheaper, demand for child labour was also high. For work in estate cleaning, picking leaves or for helping the mechanics in the tea processing factory, a child was paid around Taka 25 to 40 a day, just a half of an adult labour's wages.

In the urban area, a number of children were found irregular in school due to their responsibilities both at home and outside. For instance, a student of Class IV had to leave school early as he helped his uncle in grocery. In winter, a young boy helped his father in rice plantation. In *haor* area, boys also carried mid-day meal for their fathers to the field, which may be quite far. We found a boy bringing his father's lunch to the field during the planting season. His mother unambiguously said, "Until the season is over, it would not be possible for us to send him to school again." Though many girls manage to attend school besides doing household chores, boys often failed and their attendance fell sharply. Similarly in the month of *Boishakh*, students in the high schools involve in harvesting crops. In different stages of growing a crop, the involvement of children is quite significant. During the time of harvesting season, even very young children are also seen collecting left-over grains in the field. A child can collect up to 5-6 kilograms of left-over rice, a fine supplement to the family economy.

Among the poor parents in *haor*, a tendency to get an instant return was observed. As sending children to schools did not bring a quick return, they often engaged children in works which brings instant income in cash or in-kind. In fact, there are some lucrative sources of income for children in the *haor*

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<sup>1</sup> A local custom through which a woman visits her parental home periodically

community. One of this was ‘coal collecting’ where a child, depending on luck, can earn as much as Taka 300 per day. Good returns also come if a child engaged in fishing or cutting hays or just sells labour in market. In *haor*, many children attend their pets or bring cows to graze. They also collect fuel woods and attend fathers’ tea-stall or grocery shop in local bazaar. Teachers complained that parents often ask for a leave as and when they want their children to assist in their works. It may be common in such socio-economic environment that young children must involve in chores and family farming. Their involvement seemed so high that clearly it has obstructed school attendance significantly.

Stipend, the affirmative action to curb high opportunity cost, seemed to have inspired many parents to enrol children in school but not ensure their regular attendance in school. Thus, blaming the parents of irregular students in the tea estate, a local school teacher opined, “(may be) they enrol children in school just to get stipend benefits, not education.”

Though a good number of children were enrolled in primary, only a few were offered stipends. Thus a number of poor children could not access it no matter how deserving they were. On the contrary, it was reported that even some better off parents demanded stipends for their children and in some cases they were successful. In such a situation, some parents in the *haor* opined that children do not like attending school regularly as they were deprived of stipend. Supporting this view, a head teacher of a local primary school said, “*Upabritti* increases child’s tendency to attend school, lack of it leads them to do otherwise.”

*Environmental and health related hazards:* Seasonal factors contributed widely to students’ decision on school attendance. In tea estate, heavy rains in the monsoon make the road to school too muddy and slippery for young children to walk to school. Hence, many students remain absent frequently. Further, in *haor* area, students’ attendance highly fluctuated between dry and rainy seasons. Primary students who attend school from adjacent communities were reported to be often irregular as they had to come crossing a big river. Similarly, high school students remained absent frequently due to the hassle of five kilometres walk. Though there were six students from the *haor* community attend high school irregularly, we came to know of some communities in the *haor* from where no student enrolled school for the distance from home to school and other hassle in-between. Moreover, in every rainy season many boats capsize in the river causing casualty which make parents apprehensive to send their children to school by a boat. We came across stories of struggling students in *haor* who, on their way to school, needed to cross two rivers and narrow paths through the rice-fields. “Especially for girls”, a teacher said, “walking up to the school is the most difficult”.

During rainy season in *haor*, the problem of attending school was found quite different than what we had assumed. If the weather favoured and the boats were available, travelling to school seemed rather easier. The problem was, however, to access a boat. In many communities, if it was not of their own, boat was rarely found. Sometimes, the boat is stolen. Thus, during *Choitra* and *Boishak*, when water recedes in the area, neither a boat available, nor a walk to school is possible. As a result, students stop attending school or in worst case, school remained closed for a long time.

Students’ seasonal illness also caused absenteeism. In the *haor* area, a head teacher estimated that around 20 percent of students remained absent for different seasonal illnesses, particularly in rainy season. Common cold and diarrhoea were found as two most common causes for students’

absenteeism. Further, head-ache, stomach ache, weakness and reproductive health complications such as menstrual irregularities were reported to be prevalent among the girls which lead to irregularity in school. Children in the tea estate seemed to suffer from malnutrition more often than other areas. Thus they became more vulnerable to sicknesses, which finally affected their school attendance and performance.

*Teachers' punitive measures and reprimand:* It is widely held that primary and secondary school teachers practice punitive actions towards students. As a means to ensure discipline in teaching-learning, it is tacitly accepted by many parents. Thus, it was found in observation that teachers bring cane sticks in the classroom like an accepted norm. Students receive both physical and verbal punishment instantly for incompliance. Many students, particularly slow learners, who often suffered teachers' penal actions, tended to remain absent in the classroom. For instance, a student of Class IV in the plain land was weak in English and Mathematics. He was found not attending school for the previous two weeks just fearing teachers' physical punishment. Hence, despite the fact that teachers take it as an effective measure to get pupils to study which parents also approve unfortunately, appeared counterproductive.

Besides physical route, teachers punish students psychologically as well. For instance, often failing to comply with the classroom requirements, a 12 years old slow learner in a primary school in urban community was openly humiliated by a teacher in the classroom. As he was tall and a repeater in Class IV, he seemed older than his peers in class. Once when he made a mistake, a teacher mocked, "Don't you feel ashamed when you, being such big, can't answer correctly?" Like him there were many slow learners in study communities who struggled to cope with limitations in the classroom. Teachers' humiliation and reprimand rather than bringing any positive result, just multiplied students' disgust. They tended to be irregular in school as a result.

Apart from the above, some schools put a fine of taka five on a student if s/he absented in school. Though effective in some cases, as reported, this may contribute to students' further absenteeism. In addition, a number of students often faced teachers' reprimand for being unable to pay the fine. As such, it provoked them not to attend school. Again, when a student remains absent for several days, the fine often reached beyond their ability to pay. When a teacher does not allow them to seat in the class or put a continuous threat of punishment, students become reluctant to attend school. It appeared as a strong constraint for students' attendance in the tea estate community.

Further, students reported some kind of bias among the primary school teachers in the *haor* and tea estate communities. For instance, according to students, some teachers do not allow students of other communities to seat in the front benches. They also demonstrated unfair treatments while scoring home tasks or giving instructions to students of other community. Students of tea estate reported that their teachers did not allow them to use any instruments or aids for co-curricular activities in school. Thus, they find school a boring place. Interestingly, an URC instructor blamed teachers for students' absenteeism. He thought that students were not attracted to school as teachers failed to make it enjoyable for them.

*Unannounced school closing:* Many schools in study communities were reported to be closed down without prior notice to the students. After walking a long way if students find their school closed, they

get disappointed. Sometimes scheduled classes are not held due to teachers' absenteeism. It was observed as a common practice in the *haor* and urban communities. Some teachers were found not attending and school remained closed without giving a prior notice to students. During the first few days of school observation under this study, only one teacher was found present in the primary school in plain land community. He was taking a class by keeping other classes waiting! This type of incidence clearly makes students frustrated about the school.

*Peer group influence:* Peer group influences also were reported to be influencing on student's attendance in school. Often a group of students of same age and from same locality walk to the school together. It makes their journey easier, safer and enjoyable. However, if a member of the group absents for whatever reason, the others followed suit. In the *haor* community, peer group influence on students' attendance was quite marked. When we spoke with some parents, a mother confirmed this by saying, "it is very usual that a child follows her/his fellows and this is true even when they attend school."

## **F. Reasons of repetition and dropout**

Repetition and dropout were found common in both primary and secondary schools in the study communities. Scanning of school registers and discussion with teachers revealed that the rate of repetition was a bit higher than the rate of dropout. We found that usually no reliable information regarding repetition or dropout was recorded in primary or secondary schools. In primary schools dropout was most frequent in Classes IV and V.

Repetition occurred if a student failed in final examination. It may also happen if the school or parents intentionally keep a student in the same class (and not allow her/him to move to next higher class). The school considers a student dropout when s/he shows no sign of return to school and/or remained absent for more than three months continuously. Before being a repeater, initially a student becomes irregular. Thus, s/he performs very poorly in class. Consequently, s/he fails in the examinations and turn to a repeater. Repeating second time increases chances of dropping out. While multiple factors work behind repetition, it seemed to expedite the dropout. Hence, repetition stands behind most cases of dropouts. In short, dropout was observed as a part of the process where irregularity, failure and repetition contribute in tandem to make it happen. Dropout is the final stage of the failing process.

Repetition and dropout are overt syndromes of poor schooling system in the study communities. Most of the interviewed teachers told us that they make utmost efforts to bring a student back to school before removing his/her name from the register. The children in the poor household who had to choose work for earning, however, become repeater and dropout in most cases. The reasons of repetition and dropout were various and, for most cases, indistinguishable from each other. The major mechanisms that found to contribute in the repetition and dropout in the study communities are discussed in the following.

*Poverty and child labour:* While there were many constraints which lead students to repeat or dropout, informants tended to consider the existence of poverty and child labour as the main cause. They believed that poor families could hardly support their kids with daily basic necessities including educational supplies. Though the incidence of poverty varied between different study communities, its

impact on the students varied. Apart from the plain land community, the incidence of child labour, again due to poverty, seemed very high in *haor*, tea estate and urban areas.

After being engaged with various works in and/or outside of home, children become tired and could not attend school regularly or give needed attention to studies. Both primary and secondary school enrolled students were found involved in some income earning activities. A few children, especially boys, were found to engage in cutting grass from the field for cattle. They also take care of the cattle and do household chores. Again, for tea estates, the plucking season offers attractive wages for the children. As they work for a prolonged period they remain detached from school. This prevents them from taking part in examination. Even if they manage to sit for examination, often their performance becomes poor. As a result, they repeat the same class they are in. As mentioned above, young girls had to do chores such as taking care of younger siblings, cooking, sweeping house etc. which lead them to become irregular and get little time to prepare for examination. After introduction of public examination in Class V (*Samaponi*), the dropout rate in primary was reported to increase. Explaining this, a head teacher told us that it was not so hard to promote a student even if s/he was weak in study. But now after introducing this examination, they cannot do this anymore.

*Parents' indifference:* Some parents were reported to be not valuing education enough and remain indifferent to their children's education. Lack of interest in children's education was particularly high among the poor parents. In some cases they even unaware of what class their children were in. Some also showed very limited hope with their children's future. This was particularly seen with few parents in the tea estate. Thus parents' commitment to and participation in the educational development efforts reflected as low. Primary school teachers in tea estate regretted that only about 20 mothers attended while 100 were invited for a mother's meeting.

*Unfavourable home condition:* Unfavourable home environment was considered to be a key contributing factor to repetition and dropout. While some well-off families could provide necessities for study at home, very few of the poor families could do so. In addition, as many parents had no schooling themselves, children could not expect any help from them either. Thus, children of such households became perplexed when they were to prepare lesson at home and could not cope with the progress of class lessons and consequently failing in examination. Such an instance was found in *haor* area. A female student of Class IV repeated three times over the past three years. She got none to help her for preparing lessons at home. Referring to unfavourable home condition, a primary school head teacher in plain land said,

Most students are from poor families. They do not have home facilities nor get the needed attention from family. Who'd help them in their lessons at home? They learn only what is taught in school. Due to lack of practice at home, they just forget what they've learned in school. Thus they cannot do well in the examination. At a stage, they turn to be either a repeater or drop out from the school."

*Early marriage for girls, migration for boys:* Early marriage among girls was found high in the study communities. In many cases, parents arranged their daughters' marriage when they moved from junior secondary. Social practices and realities often stimulate decision on such early marriage. As they were not expected to work outside home for cultural reason, many parents thought that girls need not study

further. Many parents seemed to believe that primary or at best some few grades in secondary education would suffice for girls to get good husbands. Thus, investment in girl's education got less priority. Moreover, at urban and plain land communities, if parents found a prospective bridegroom living abroad (particularly UK), they somehow try their best to marry off daughters. Tender age or levels of her education hardly come into consideration. A school teacher explained,

Ninety percent parents in our area arrange their daughter's marriage before they are 18 years of age. If they get a good bridegroom they do not consider age and education of daughter. Especially when they find a bridegroom who lives in London, they never miss such a chance to marry their daughter off with him.

Sometimes parents opt for early marriage for their girls out of fear and apprehension. Along with social insecurity, they know dowry price would increase along with the age of girls. As dowry is a norm, unfortunately girls turn to be an economic burden for poor families. So, marry them off at an early age seems to them as an economically better option. Under such a situation when girls already know that at 13/14 years they would get married, so they do not give much attention to education. Referring to her possible imminent marriage, a girl of a secondary school said, "I know my parents won't let me continue my study. So, I do not pay attention to my studies now."

In the plain land we came across a common trend that prevailed among the young people was to migrate abroad. Sending their late adolescents abroad especially to UK became a historical trend for the well-off families in the area. On the other hand, less affluent families try to send their children abroad also. As it was true that a job abroad would allow them to earn more than a job at home, they lose interest in schooling and education and start looking for that opportunity. We also found that many families stopped their son's education to send them abroad. A representative of teachers union said, "From the very beginning parents in our communities decide which children will be sent abroad. As the child knew that he would go abroad, he hardly gives any attention to study."

*Teasing:* Most girls are afraid of teasing. When the girls grow older, it increases and they tend to stop going to the school because of it. Out of four communities, incidence of teasing (or *eve-teasing*) was observed in urban and *hoar*. It was particularly high in urban area where informants reported that some girls had just stopped going to school. Due to this menace, some parents forbid their daughters going to school. Diminishing social values at the advent of growing urbanization and access to the *sky culture* may have contributed to the increasing incidence of teasing. Interestingly, some teachers were also blamed for teasing.

*Teachers' maltreatment of poor and slow learners:* Some students of poor families struggle to pay the school fees timely. Teachers' unkind treatment of such students created a fatal implication for them. A dropout student in the tea estate elaborated,

Once I failed to pay my fees for four months. Teachers often scolded me in front of other students and once by saying, 'if you can't pay, why do you come to school? Go and get a work in the garden'. Then I stopped attending school regularly.

Besides, some informants thought some students were 'too dull' to continue education. So, they repeatedly failed in the examination and became repeater. After one or two repetition, they finally

dropout from the System. These students reported to be *spoiled* for having bad company. These young people were found to pass time idly. Neither parents nor teachers seemed to have the patience to handle these students.

### **G. Teaching-learning, school management and governance**

Teaching-learning environment in school is closely related to physical facilities and availability of committed human resources both as teaching and management staff. A teacher-student ratio of 1:70 reportedly hinders a minimal teaching atmosphere. Not only there were insufficient number of classrooms, benches, and other supplies, adequate teaching aids were also lacking. Many educational materials were either damaged or destroyed in 2004 floods. As no educational materials were replaced, according to the UEO, primary schools had to cope with those shortages. Though the secondary school were slightly better in terms of physical facilities, sufficient teaching staff was lacking. Besides, sanitation and drinking water system in school compound either needed to be installed or renovated in both type of schools. In the following, we document the problems of the local schools in terms of teaching learning, management and governance.

*Shortage of teachers:* Behind the poor teaching learning, most informants from all four areas tended to underline the lack of adequate trained teachers. When scrutinized why quality teacher was in short supply in those areas, teachers' living or transportation facilities were pointed as inadequate. No teachers from other areas were interested to stay in remote areas. They often used political connections for a desired transfer order. Besides, local teachers who lived in town or nearby communities often came to school late and left school early. Thus, the schools had to cope with the shortage of teachers all around the year. This had an impact directly on education quality in the schools. When this is the case, the school authorities recruited guest teachers to check the crisis. However, according to the parents, community people and AUEO, most of such guest/community teachers were under qualified. Since the situation remained the same for years, quality of education in the area remained poor perpetually.

*Absenteeism, values and conflict of teachers:* Even if some primary schools had enough teachers for the allotted posts, their absenteeism created problem in many cases. Though teachers claimed that they were punctual and regular, our observations defied it. At one of observed primary school in plain land, the head teacher was late and left school early on most observed days. Although a few teachers were present in school on time and regularly, a number of teachers were systematically late by 20-30 minutes which they never considered as late. However, students were found to be more punctual than their teachers.

The teachers remain absent for several reasons. If they reside in other *upazila*, they are more likely late and irregular. "What was striking", a PTI instructor said, "Was a lack of values among the teachers". He added, "They (teachers) do not take (PTI) training so seriously. They do not apply what they learn from the PTI training. They just come and go."

Apart from their absenteeism, conflicts between teachers were reported to harmfully influencing teaching learning in school. In *haor* area, a conflict between head teacher and the other teachers was reported. SMC supported the head teacher as he was from the local community. A group of teachers

said that, because of their conflicting relation with the head teacher, their classroom teaching-learning had been hampered. As the SMC did not pay attention to the teachers' complain, they were perplexed knowing where to go for solution. This type of conflict among the teachers was reported to be common in school if a (head) teacher come from locality and involved in local politics. They usually hold an empowered position and tend to show their power. Since they get local community support, they did not want to be accountable to others. They also become busy and involved with some other local activities than teaching in the school. Some of them regularly absent in school for their personal causes but expect others to compensate.

*Teaching learning:* Most of the teachers had an HSC or SSC which, according to some informants, was no longer sufficient for quality teaching at primary level. In an interview, a UEO of plain land said, "Most of the teachers of this area have SSC. I am not confident about their skill and competence. It is not possible to ensure quality education or quality teaching by a SSC teacher". Thus, an UEO, AUEOs, and a PTI instructor suggested that the number of graduate teachers in primary schools needed to be increased. Along with a UEO and some AUEO, the PTI instructor opined that most of the teachers with their poor educational background failed to or did not know how to teach students properly. Similarly, in secondary schools, according to informants, lack of subject-based quality teachers was the main constraint for ensuring quality education.

Wide homogeneity has been observed in teaching methods in the classrooms. In general, primary teachers were found to use only the didactic lecture method. Some teachers were found reluctant to use basic educational aids like chalk and blackboard. In a primary school of urban community, for instance, some teachers attended class sitting all the time on chair. Some bring no material at all. Largely, teachings were found devoid of giving examples/illustrations, practicing question-answer, and doing class evaluation. Though a few pictures were found in tea estate schools' walls, they were never used and perhaps used only as decoration pieces!

A similar situation was found in the secondary schools of the area. In observation of a secondary class in a plain land, only lecture method was found to be used by teachers in the class. A teacher was found in a class just reading out from textbooks. He even did not make the content clear to the students and provided no examples during the whole class hour. In turn, most of the students in the class were found not attentive. Some were gossiping and some were playing with their peers through their notebooks. Teachers did not give any home task and there was no evaluation process in the class. A senior teacher of high school of plain land blamed frequent changes of examination methods in the public examination. He thought it affected the students' performance as teachers were not trained in the new system. He also thought that students particularly who do not have private tutors, cannot cope with the new system quickly.

*Monitoring and supervision:* Monitoring and supervision of schools was found to be problematic in the study communities. Being responsible to ensure monitoring and supervision, head teacher, SMC, AUEO and URC instructor were reported to be doing very little. Problem seemed to have two sides: on one hand there was shortage of personnel and on the other hand the persons engaged were incompetent or uncommitted to their duties.

**Box 3. SMC is like a virus!**

Being inactive in most cases, the SMC hardly plays any role in the school management. Sometimes, if it were active, its activities might be counterproductive for school. A member of teacher union in the tea estate area explained, “SMC is like a virus for our schools. The members are so much political. They try to become a SMC member so that they can use this power for political advantage. Most of the SMC members had no formal education creating some problems. What it would be like if a primary graduate SMC member tries to supervise a BSc teacher? Though some SMC members do not have much education, they are involved here by donating some money to the school fund.

Government officials, i.e., UEO, AUEO, URC instructors are responsible for academic and administrative supervision. However, both UEO and URC instructor of urban area were transferred but none replaced them for a long time. It was impossible to think that an AUEO, who was the only official in the office, to supervise all schools. We found no URC activities in urban area as URC instructor was not there. So, a PTI instructor who was in-charge of PTI superintendent took charge of URC instructor too. He just exclaimed “how was it possible for me to do the entire task with only two hands!”

A mounting criticism was seen against the SMC. Provided with the important role of overseeing the school SMCs were not found proactive to school affairs. With some exceptions most of the SMC members, according to some teachers and an UEO, did not pay attention to their responsibilities. Some of them even did not know what their responsibilities were. Many informants of the plain land also confirmed this. A head teacher of a primary school regretted:

As a head teacher, I try my best to make the SMC effective in school monitoring, but I (always) failed. Even sometimes I cannot supervise my teachers as I remain busy in some administrative tasks. However, when I get time, I try to monitor if the teachers are present in the classes or whether they are teaching properly...

Sometimes, the interest and involvement of SMC increased when dealing with stipends, construction of school building, classroom renovation, or MPO related problem. Some informants thought that the SMC members received monetary benefits from such involvement. Generally, it seemed that lack of capacity, devotion and their politically motivated attitude made SMC’s role limited in school management. Most of the secondary school had SMC and the members of the committee were slightly more active than the primary.

## **H. Key findings and concluding remarks**

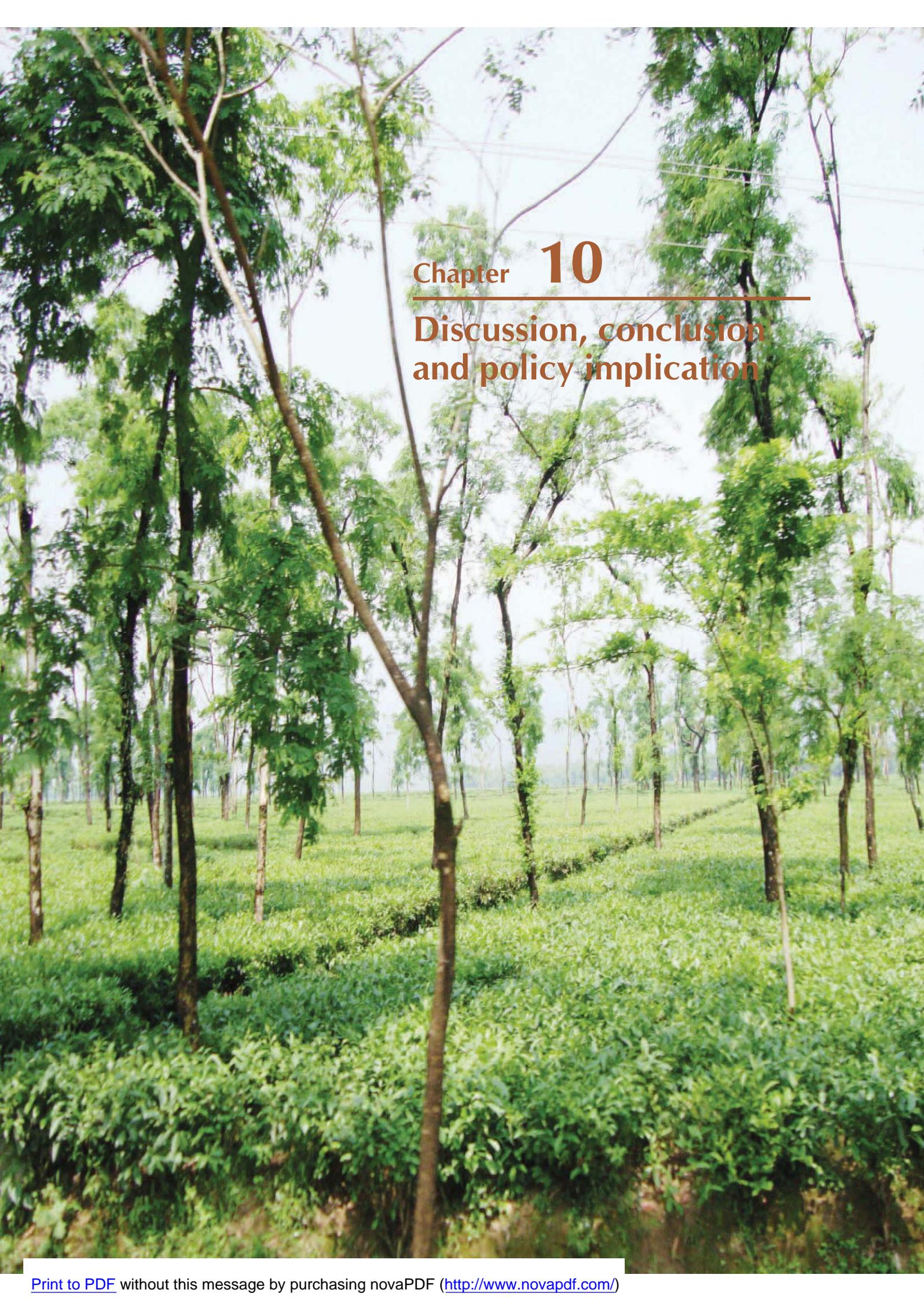
Reasons of low performance in education of Sylhet division were sought with a qualitative study in four communities. It should be remembered that the findings of this chapter are derived from the underperforming four communities and cannot be widely generalized. It was an attempt to concentrate on some exemplary pockets of underperforming communities of Sylhet division and find the causes of low performance. Explanations and examples which have been derived to facilitate understanding the reasons of low performance in education in Sylhet were unique. Acknowledging the fact that there are places in the Sylhet division that perform quite well in educational performance, this in-depth study provided with some facts to help drawing policy and change practices in underperforming areas.

Besides common crucial deadlocks, some local context specific causes have been discerned low performing areas of the division. First, though community people including teachers had understood that education was a bare necessity, they tended to emphasize more on the outcome than its intermediate inputs of the process. Thus, they mostly conceptualised quality education by good result, pro-social behaviour and work opportunity rather than an active, child friendly educational environment in school. This type of community perception seemed to have entailed no visible action to overcome the underlying shortcomings of teaching learning environment in school.

Secondly, educational provision was found distributed haphazardly but with clear urban bias and very limited facilities. Crucially, scope of formal education was limited by insufficient provision of government schools in some areas. Conversely, non-governmental initiatives were constrained by inadequate resources and supervision. As a last resort, the non-government non-formal schemes existed sporadically; however, they were hindered by lack of continuation and non-cooperation of local authorities. Apart from that, other key barriers to quality education included poor physical facilities, shortage of quality and trained teachers and their irregular attendance. Lack of guidance and training to manage weaker students, lack of teaching learning materials, high teacher-student ratio, and teachers' involvement in non-teaching activities was also present in the areas. By and large, most schools in the four communities have been suffering from these problems which have negative implications for quality education. As far as the constraints are concerned no discernable difference was found between primary and secondary education. These findings lead to a policy option – to take a stock taking survey to determine demand and supply of school provision in the area to further synchronize a harmonious distribution.

Thirdly, besides familiar constraints, some context specific reasons behind the non-enrolment, irregularity, repetition and dropout of students were found. At one side were parental indifference found in tea estate, teachers' unreasonable treatment of students and local transportation and health hazards driven by environment in *haor* community also appeared as influencing factor on the other side. Child labour and poverty came out as two common factors influencing students attendance, repetition and dropout. Along with these, social norm of early marriage of girls, insecurity and boys' tendency to migrate abroad were crucial factors in dropout. In short, irregularity, repetition and dropout appear as tandem that contributes on each other viciously.

Fourthly, many informants tended to emphasize on institution-based failures for low performance in education. A number of special need children are found non-enrolled as the existing mainstream schooling system does not allow them to enrol. Again, institutions that were supposed to support management, supervision and governance categorically become incompetent and parochial. Thus, carelessness of SMC or its inertia, reported to be threatening proper learning environment and quality education. Authorities like UEO and URC existed in these communities but with inadequate staff and facilities.

A photograph of a tea plantation. The foreground is filled with dense, vibrant green tea bushes. In the middle ground, several young, slender trees with light brown trunks and green foliage are planted in rows. The background shows more tea bushes and trees under a clear sky. The overall scene is bright and lush.

## Chapter 10

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### Discussion, conclusion and policy implication

This final chapter discusses the findings of this year's *Education Watch* as presented in the foregoing chapters. Relevant findings from other studies and previous *Education Watch* reports were used for comparison purpose. Finally, key reasons of low performance in education in Sylhet division are identified and some policy recommendations are placed for improving the situation.

### A. Discussion and conclusion

Findings from the previous *Education Watch* studies and other evidences clearly showed that over the past decade Bangladesh has made good progress in various indicators of primary education. Improvements were noticed in secondary education too. The government of Bangladesh, non-governmental organizations, private sector and the international development partners, and more importantly the citizens themselves contributed to such attainment. However, inequity was observed as the principal challenge that hindered equal advancement of *all* children to be developed and flourished. Inequity lies in many levels, such as, family, educational institution and the system as a whole. Analysis of data by geographical divisions showed that school enrolment of children and literacy rates of the population have improved in all the divisions except Sylhet. Sylhet gained the least among all the divisions and lagged behind throughout the past decade. The disadvantaged status of Sylhet division was also observed in various health indicators. For example, Sylhet has 50% higher infant mortality rate than the average for Bangladesh (BDHS 2007). Contrasting and paradoxical as it is, the average poverty rate was found to be lowest in this division (BBS 2007). With this background, this study explored the reasons behind the slow progress of Sylhet division in school education. This can be considered as a case study on Sylhet division in the broader context of regional deprivation in education.

The situation in the first ten years of schooling was the subject of this study which encompasses both primary and secondary levels. School survey, household survey and community profile provided major data backup for this exploration. In addition, in-depth exploration in four selected areas through qualitative research techniques was also done for better understanding of the issues. The head teachers, parents, students and education officials spoke about the challenges of educational development in Sylhet division. Major analysis was done by districts and locations. Sylhet has four districts, viz., Habiganj, Sunamganj, Moulvibazar and Sylhet sadar. With a total population of eight millions (6.4% of Bangladesh), Sylhet has three distinct ecological zones that include plain land, *haor* areas and tea estates/hills/forests. It is recognised that a good understanding of the potentials and challenges of these three zones is very much necessary for achieving the objective of this study.

To understand Sylhet division as a whole we need to take help of the community profiles under survey. Sylhet is the smallest among seven divisions in Bangladesh in terms of area and population. Urbanization has occurred at a slower pace in this division. Whereas 23% of all population of Bangladesh lives in urban areas it is 12.5% in Sylhet division (BBS 2003). The other distinct characteristic of this division is the coexistence of plain lands, lowlands (called *haor*) and hilly areas. More than half of the division is plain lands, 30.5% are *haors* and 12.5% tea estates/hills/forests. This distribution is not similar across the districts. A major portion of rural Sunamganj district is *haor*, the urban areas are mostly in plain lands and a good portion of rural Moulvibazar district is covered by tea estates/forests/hills. Density of schools (both primary and secondary) also varied by district. Table 10.1 provides such variation calculated with data from BBS, DPE and BANBEIS.

The *haor* areas are much different from others in the context of housing, transportation and livelihoods. Eighty percent of the *haor* areas in Sylhet division stay under water for at least half of the year. Water comes from the nearby hills in the Indo-Bangla border areas. Houses are built in clusters on the high lands in the *haors*.

**Table 10.1**  
*Density of school by area*

Areas	Average number of children per school		Average area covered by a school (in Sq. Km.)	
	Primary	Secondary	Primary	Secondary
Rural Habiganj	354	1,500	3.6	25.8
Rural Moulvibazar	245	1,233	3.5	23.4
Rural Sunamganj	212	1,317	2.0	15.1
Rural Sylhet	277	943	2.3	9.3
Urban areas	577	952	1.1	2.2
All	258	1,164	2.7	15.1

Habitation is very congested due to high density of population. They look like small islands during wet seasons. Although this is a natural and normal phenomenon for the *haor* areas it hampered the development of smooth transportation system such as roads. If roads were constructed they are easily damaged due to flooding. Compared to 38.5% in Sylhet division, more than half of the *haor* communities (54%) under study had only *kancha* roads. In such a situation the mode of transportation was boat or trawler or on foot. The communities informed that whether it was dry or wet season, they had to use multiple modes to transportation. All these increased the risk in transportation, especially for children. The head teachers reported that over a fifth of their students had to face 'bad' transportation during dry season which doubled during the wet season. The situation was worst in rural Sunamganj district and in the *haor* areas. The 'bad' communication system not only hampers livelihoods but education too in many ways.

Due to above situation in wet season livelihoods also changed much in the *haor* areas, which was not the case in other areas. In the dry season, the main source of income of about three-quarters of the households under study in *haor* areas was agriculture, which reduced to less than a fifth in the wet season. Such a big change was not seen in any other areas. In wet seasons, livelihoods in general shifted to fishing and migration. A fifth reported to be jobless at that time. On the other hand, about three-fifths of the households in the tea-estates/hills/forests lived on selling labour in the tea estates throughout the year. In terms of household food security status, majority in the *haor* areas was found *deficit*.

Like the previous studies under *Education Watch*, this study also showed that school enrolment rate (both primary and secondary) of the children in Sylhet division was lower than the rest of the country. However, variation existed in terms of district and location. Apart from the urban areas which covered only 12.5% of all school aged children, all rural districts were behind the national average. The situation of rural Sunamganj district was the worst, closely followed by rural Moulvibazar district. The situation was best in the plain lands followed respectively by *haor* areas and tea-estates/hills/forests. Tea estates had the lowest enrolment rate. It may be remembered that *haor* areas were concentrated more in rural Sunamganj district and tea-estates/hills/forests in rural Moulvibazar district. Although, in general, the rural areas had low school participation rate it was particularly lower in the *haor* areas of Sunamganj district and the tea estates of rural Moulvibazar district. The tea estates of rural Habiganj district also had a low rate of enrolment. A strong link of this with the 'bad' communication system and livelihood changes can not be ruled out.

Urbanization is a process for development. This includes infrastructure development fulfilling the basic necessities as well as development of educational facilities. However, least progress in terms of urbanization among all seven divisions in the country was observed in Sylhet division. Again, only the urban Sylhet could reach at the national rate of school participation keeping all the rural areas behind. Thus a clear positive relationship between urbanization and school participation was observed in Sylhet division. A simple solution is to speed up the process of urbanization in Sylhet division at least with the rate of other parts of the country. But given the other adverse effects (sanitation, slums, etc.), is it desirable? On the other hand, the urban-rural gap in enrolment in Sylhet division was found more than that at the national level. Thus, in one hand, urbanization is required in order to improve overall situation in Sylhet division; on the other hand, from equity perspective it is important to reduce urban-rural gap. Thus, strengthened initiatives for rural development as part of overall development of Sylhet division is perhaps a major way forward.

Not all children in Bangladesh are admitted in school at the age (six years) officially determined for admission. Sylhet division was not different. The age-specific enrolment rates in Sylhet division were found lower for all ages compared to the national averages. This means that the low enrolment in Sylhet division existed irrespective of age of the children. Whereas, at the national level, 65% of the children of age six was found enrolled in school it was 52% in Sylhet division. Although the urban Sylhet surpassed the national average, no other areas could come closer to it. The children of rural Sunamganj had the lowest rate (42%). The children of Sylhet division also left school earlier compared to their counterparts in other areas of the country. The children of *haor* areas left school earlier than those in plain lands and the children of tea estates/hills/forests did so the earliest. By the age of 15 years, half of the children of the plain lands, 60% of those in the *haor* areas and 73% of those in the tea estates/hills/forests were out of school. The comparative national figure for this was less than 40%. Thus, late enrolment and early dropouts are two significant characteristics in Sylhet's lagging behind in school participation.

When the issue of out-of-schooling was discussed with parents a number of reasons came out. Whereas, the parents of primary school aged children identified four reasons, the parents of secondary school aged children identified two. Inability to bear private cost of education, parents' lack of awareness about age of children for schooling, refusal by the schools authority, guardians lack of willingness to admit due to non-specific reason were the causes mentioned by the parents of out-of-school children aged 6-10 years. On the other hand, inability to bear private cost of education and children's lack of willingness to study were mentioned by the parents of out-of-school children aged 11-15 years. The above reasons can be divided into three. Considering the poverty situation of the area especially due to 'bad' transportation system and limited livelihood options available, government monetary support system for education through demand side financing (*upabritti* and stipend programme) can be broadened and amount of money can be increased. Secondly, due to unfriendly experience in school many of the older children were unwilling to go to school. A most practical way out of this is to improve teaching-learning provisions of the schools. Better care of the students may help attracting them to school and the schools should not refuse any admission. Thirdly, awareness of the parents needs to be built to address the other reasons.

Compared to the other parts of the country, per capita availability of primary level educational institutions in Sylhet division was not less but it was not the case for secondary education. Against 6.4% of the student population at both the levels, Sylhet division contains 7.8% of the primary level institutions and 3.9% of the secondary level institutions in the country. This clearly shows inadequacy of secondary education provision in Sylhet; which at the same time indicates less investment in education. Infrastructure of the educational institutions and learning opportunities there play important role in the performance of the students. The primary educational institutions in Sylhet division were found behind the other parts of the country in majority of the indicators related to school facilities and learning opportunities. On the other hand, in case of secondary education, institutions in Sylhet division were mostly compatible to those in other parts of the country. Primary educational institutions in Sylhet division requires improvement in electricity and drinking water facilities, construction of school buildings which are friendly to physically challenged students, play ground, cleanliness of walls and floors, and quality of blackboards. Improvements are also required in secondary science laboratory and blackboards. School buildings of the secondary schools also need to build in such a way that these are friendly to the physically challenged students.

In terms of educational qualification and training, the teachers in Sylhet division were comparable to the other parts of the country. However, the average number of teachers in the schools in Sylhet division was less compared to the rest of the country. At the same time, absenteeism and lack of punctuality among them posed a formidable problem. On the day of the survey, 21.6% of the primary school teachers and 12.4% of those in secondary schools were absent from school. These are higher than those at the national level. The situation is at its worst at primary level. In the rural districts of Sunamganj, Habiganj and Moulvibazar, the problem was more serious where over a quarter of the primary school teachers were absent on the counting day. Similar trend was also observed in secondary schools. In general, the female teachers and the teachers posted in schools of *haor* areas need to take some of the blames. The teachers who attended in school on the counting day very few were punctual as a good number of them attended school late and/or departed early. The problem was more serious at primary level. The average loss of time, due to late attendance and early departure, was 56 minutes per day for primary teachers and 48 minutes for secondary teachers. Primary school teachers in the *haor* areas and in Sunamganj district were least punctual. Average loss of time per day was 76 minutes for *haor* teachers and 80 minutes for Sunamganj teachers. The qualitative study also confirmed that only a few teachers attended school on time and stayed there for the entire duration.

The above behaviour of the teachers has serious implication on teaching-learning provisions in the schools. The students are supposed to follow their teachers. If the teachers do not come to school regularly or not be punctual, the students may do the same. If the students attend regularly this is of little use because proper teaching-learning can not happen without simultaneous presence of both in the classroom. Such an environment has potential negative effect on students' attendance, teachers' care of the students, quality learning in the classrooms leading to ultimate dropping out of students from the system. We scanned the meeting minutes of the school managing committees and, sadly did not find any record of discussion on the issues (i.e., teachers' absenteeism and lack of punctuality). It may be mentioned that teachers' attendance was in the observation checklist of majority of the *upazila* education officials but it is obvious that they could not track it and take effective actions. It is

interesting to observe that when we discussed the constraints of quality of education with the head teachers none of them mentioned these issues. According to them, they were punctual enough.

A question may rise why did the teachers not attend school regularly or were not punctual. A most plausible explanation might be a lack of supervision and monitoring of their activities. This is supposed to be done primarily by the school managing committees and secondly by the *upazila* education officials. According to the government circular regarding rules and responsibilities of SMC, the school managing committees oversee classroom teaching learning provision including school discipline and attendance of teachers and students. As the SMC members live nearer to the schools they are expected to do the job better; however, one cannot also ignore the responsibility of the officials. Qualitative investigations found that the teachers who were involved with the teachers union or engaged with the local units of national political parties were less likely to care about the timetable. The SMCs often did not have enough ‘power’ to take any action against them. We have earlier mentioned the constraints regarding transportation provision in the areas, which was specifically ‘bad’ in rural Sunamganj and in the *haor* areas. This might have an implication on teachers’ punctuality. The distance between teacher’s home and school could be another factor. As a quarter of the rural school teachers lived in the urban areas, they are more likely to be less punctual. When the issue was discussed with the PTI instructors they described it as ‘loss of morality and values’ of the teachers. However, no action was found taken to improve such morality and values of the teachers.

Non-resident Bangladeshis (NRB) are important source of earning in Sylhet division. We found that at least one person of a fifth of the households under survey lived outside Bangladesh for livelihoods, 15.5% of all households received remittance during the past year of the survey and remittance was the principal source of income for 11.4% of the households. We observed that about 52% of the remitted money was spent for construction or reconstruction of house or in buying land. Visiting the communities we found that such houses were very luxurious but under utilized or vacant for most of the year. So, in one sense a good portion of the remittances are spent for unproductive sector. Amount of NRB remittances spent on education was 3.7% of the total remittance. A part of the remittance also went to fund madrasas, mosques and schools. A very small portion of the donation was for general education. Again, in terms of amount of donation, the madrasa education got priority. We also observed that having NRB member in the household had positive impact on school enrolment of the children; however, such impact was limited to primary education. It can thus be said that the remittance could better be utilized for education of the children of NRB households as well as for educational development of the common people.

The other issue often mentioned concerning Sylhet division is migration. However, we did not find it as a serious problem which could influence social or educational progress of the division. Of the total households in Sylhet division, 5.3% came from outside Sylhet division, 3.6% migrated from one part to another within the division and 91.1% were non-immigrants or permanent residents. In terms of school enrolment the immigrants and non-immigrants (permanent residents) performed equally well. However, those who migrated from one part to another within the division lagged much behind the previous two groups. Such a relationship was found throughout the schooling years (6-15 years).

Historically, madrasa education has an important place in overall education provision in the country which spread throughout the past decades. However, incidence of children enrolled in madrasa

education was found more in Sylhet division compared to other places in Bangladesh. For instance, proportion of madrasa students in Sylhet was 0.8 percentage point higher than in Bangladesh at primary level (7% vs. 7.8%) and five percentage points higher at secondary level (14.2% vs. 19.2%). A similar trend was also observed in the case of non-graded madrasas like *hafizia*, *kaomi* and *kharizi*. Whereas, at the national level, 3.5% of the currently enrolled children of age 6-15 years were enrolled in these madrasas, it was 6% in the case of Sylhet. When the parents were asked about the reasons behind admitting children into madrasas, about two-thirds mentioned that they did it willingly. They preferred madrasa education to school education due to its link with religion. In some communities (especially in some rural villages) the parents believed that religious rites and rituals after death performed under the leadership of own son is more Islamic and ensures 'jannat' (heaven) for the departed. Thus, at least one male child in such households in these communities is sent for madrasa education. A quarter of such parents also argued that the madrasas indeed provided quality education. Another reason mentioned is that there was no other educational institution available near enough to their homes. The permanent residents, NRB households and the mothers with incomplete primary education were more likely to send their children to the madrasas. It can be mentioned that no difference between NRB and non-NRB households was found in sending children in the non-graded madrasas.

An attempt was made to identify the communities that had lower than the average school participation rate in order to understand the characteristics of those communities. It was estimated that 43.7% of the communities had primary NER below the divisional average and 46.7% had secondary NER below the divisional average. About a quarter of the communities under study had both primary and secondary NER below the national average. Rural Sunamganj district, *haor* areas and the tea estates were identified as geographical locations where most of such communities existed. Among other characteristics, communities having a majority of members with ethnic minority backgrounds and having no electricity were more likely to have lower NER. On the other hand, distance between community and union *parishad*, duration (in months) of village remaining under water and population size of village had negative effect on NER. The positive role of electricity in development is well documented and it was seen in education in Sylhet too. Also, the communities with ethnic minorities may have been systematically deprived. Communities located in remote areas and in *haor* areas were also deprived of education. Again, the villages with large population size require attention especially whether those had adequate facilities for education for all the children.

It terms of gender relations, no difference between boys and girls in primary enrolment was observed. But the girls surpassed the boys in secondary enrolment and also in school attendance at both the levels. They show that the girls of Sylhet division were not behind their boy counterparts in participation in education. This is certainly encouraging. Sylhet division lagged behind the other divisions in school participation but progressed equally in terms of gender parity. Interestingly, proportion of female teachers was found higher in Sylhet division compared to the rest of the country. The link between having a female teacher and increased girls enrolment is well established. At the SMCs of primary level, the females of Sylhet division 'participated' equally with the rest of the country. However, their participation in the SMCs of secondary schools was very low. All these information collectively, in a broad sense, do also indicate the promise and prospect for Sylhet to do better in educational performance in the future.

## B. Key reasons of low performance

It is clear from the above discussions that there are multiple factors responsible for lower performance of Sylhet division in education. Again, the reasons that the study could identify are hardly unique in the sense that those also existed for other parts of the country. However, it is important to note that the level and degree of importance of some of the reasons were different in Sylhet compared to other parts of the country. These are particularly due to socio-geographical characteristics of this division. Finally we conclude this section by summarizing the major reasons for which Sylhet division is lagging behind other parts of the country in education as we discovered through this study.

*Geography:* *Haor* and tea estates are two significantly different geographical locations in Sylhet division where housing, transportation and livelihoods vary significantly from other parts of the division and the country. Seasonal variations also exist in these. The communities in these areas are unable to continue education smoothly mainly due to economic deprivation and social inequalities arising from their geographical isolation. Although the overall economic situation is better than the rest of Bangladesh, there is a likelihood that due to the geographical reasons the inequality in income distribution (in terms of Gini coefficient, for example) would be worse in Sylhet. We found child labour as a major reason for dropping out from schools in the qualitative study.

*Late start and early dropout:* Children of Sylhet division, in general, start school late compared to other parts of the country; they also leave school earlier than others. A portion of them are just unable to bear cost of education and others engage in income earning activity too early. Poor teaching-learning provision and lack of care in schools are the main reasons for leaving school.

*Community awareness:* Parents were found to appreciate the value of education but when they, particularly the poor, weighed it against economic opportunity costs the latter prevailed in many cases. We thus see a high incidence of child labour, both paid and unpaid. Added to this is the lure of migrating to a foreign country, especially UK, for improved livelihood.

*Teacher shortage:* Whether it is a primary or a secondary school, shortage of teacher is a common phenomenon in the schools of Sylhet division. Lack or inadequate training of existing teachers is an additional issue. This hampers teaching-learning quality and hence a reason of poor quality teaching and disliking of schools by the students.

*Teachers' lack of punctuality:* Absenteeism, and late arrival in and early departure from school – all are significantly higher among the school teachers in Sylhet division. A good amount of contact-hours is lost due to this which affects classroom teaching, co-curricular activities and students' behaviour.

*Management weakness:* School managing committees and the *upazila* education officials were found less pro-active in addressing the key issues of school operation. Some educational institutions are not visited at all throughout a year or visited once or twice which is inadequate to meet the needs of the institutions. Visit from the *upazila* resource centres is also very limited.

*Educational investment:* Although per capita availability (say, number of schools per 1000 school aged children) was not less for primary schools in Sylhet, it was significantly less for secondary schools, compared to the rest of the country. While Sylhet has 6.4% of the school-aged children, it has only

3.9% of the secondary institutions. Our study also found that in 42% of the villages there was no primary schools at all. It is plausible that many of the villages where there is no school are small villages without 'adequate' number of children. It is also true that many of such villages are in areas inhabited predominantly by ethnic minorities.

### C. Policy recommendations

Now the question comes how the educational situation in Sylhet division can be improved? This study unfortunately failed to unearth any significantly unique factor that explained the poor progress. As much of the factors identified resonate quite well with the overall educational discourse nationally, the solution to them will also have to be found in the overall national strategies and priorities. *Education Watch* studies of 2003/4, 2007 and 2008 recognised inequity as a serious problem. Recommendations made in these studies to tackle inequity in education are also very much relevant to Sylhet division. Additional reinforcing of present policies would perhaps help the division progress faster.

- Considering the broad geographical diversity in Sylhet division and variations within, a general principal of educational development strategy would possibly not fit for the whole region. Recognising the fact and the principle of equity mentioned in the Education Policy 2010 it is important to flag on decentralized educational planning and implementation. Educational institutional level planning as part of broader *upazila* level planning for educational development through some guiding principle of the government should urgently be considered. Involvement of tea-estate management in the planning process is important for particular case in the tea estates.
- Children of *haor* areas are at risk of not attending schools due to unique geographical reality there, which has different effects in dry and wet seasons. To relieve the children from 'bad' transportation system throughout the year, improvement of the system is very much urgent. However, construction of roads would not be feasible throughout the *haor* areas. Considering the mode and strength of water flow during wet season new roads can be constructed wherever possible and existing roads should be reconstructed. Special water bus services for the students and teachers can be introduced specifically during the wet season in *haor* areas.
- Various *affirmative actions* that the government and the NGOs have undertaken already can be expanded in some parts of Sylhet division. These include stipend and cash for education programmes of the government and non-formal education provision of the NGOs. Volume of *upabritti* and secondary school stipend programme can be expanded in those communities where enrolment rate is poor and early dropout is high. Most communities in the *haor* areas, in rural Sunamganj and Habiganj districts and the tea estates in Moulvibazar district deserve such incentives. This would help reducing economic vulnerability of the households and inspire them to send children to school and continue education.
- Supervision of schools is in general weak in Bangladesh especially due to overburdened supervisor such as assistant *upazila* education officers (AUEO). Sylhet is not different. It is important to appoint more AUEOs in all *upazilas* of Sylhet division especially in the remote and hard to reach *upazilas*. The aim of this should be to give responsibility of a small (12-15) number

of schools to each of them so that they can increase their school visits and improve quality of supervision. Supervision from the *upazila* resource centres and by the school managing committees should also be increased. Focus of this should include teachers' regular attendance with punctuality and quality teaching-learning in the classrooms. The potential role of union *parishads* in this should be seriously considered.

- More teachers should be appointed in those schools where there is a shortage and the teachers should be encouraged to live nearer to the schools as much as possible. Teacher shortage can immediately be filled by appointing more temporary teachers from the local communities. Local teachers are specifically important for *haor* areas in Sunamganj and Habiganj districts. Special allowance for the teachers working in the remote and hard to reach areas including the tea estates and hills can be introduced. Motivational workshops for the teachers can also be arranged. Thailand has achieved success in keeping their doctors in rural areas by increasing the remuneration.
- Regular parent-teacher meetings can be organised at school level to make the parents more aware and responsive about education of their children and the teachers more responsible in their duty and accountable to the needs of the students. The school managing committees can also play important role in increasing link between parents and the schools and accountability as a whole. *Upazila* education office has to play a strong role in this which can be done through allocating smaller number of schools (12-15 as mentioned earlier) to each AUEO and providing close supervision to them.
- More schools need to be established in the tea estates and in communities in remote *haor* areas where there is shortage of primary schools. If establishment of formal schools takes time, non-formal primary schools can be established as a temporary solution. The government can provide financial support to the experienced local and national NGOs and the private initiators to provide such facilities. Appointment of local teachers should be a must in these schools. The division has lesser number of secondary schools than its share of the school-aged children. The government should encourage setting up of such schools in large numbers to offset the disparity.
- A mechanism can be found out to encourage the non-resident Bangladeshis (NRB) to contribute more for educational development of Sylhet division. Space should be created so that a collective initiative can be taken. The government can initiate creating a special education fund for Sylhet division in which both the government and the NRBs can contribute. Government's contribution to this fund may encourage the NRBs. An autonomous authority rather than a government agency would do well in better utilization of this fund.

Finally, it is important to uphold the present gender parity in student participation and teachers recruitment.

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# Annexes

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## Annex 1.1

## Education and Cultural Development in Greater Sylhet: A Hiostorical Perspective

Md. Fazlul Karim Chowdhury<sup>1</sup>

Surrounded by India on three sides, Sylhet is located in the north east corner of Bangladesh, an area rich in wealth, culture and heritage. Towards the north are the Meghalay, Khashia and Jayantia mountain ranges while in the south lies the mountainous Tripura. In the east of Sylhet lies the Kachar of Assam. Most of Sylhet is flat lands, speckled with sandy dunes. There are numerous waterways throughout Sylhet around which communities have developed. There are also numerous *Haors* in Sylhet which overflow and grow significantly larger during the monsoon. The land slopes from east to west so that the eastern areas of the region are more elevated compared to the western part. The average elevation is 55 feet above the sea level.

Ascertaining the veracity of history is a difficult task. Books such as “সিলেটের ইতিবৃত্ত – পূর্বাংশ” written by Sri Achutacharan Chowdhury in 1910, published approximately 100 years ago and “সিলেটের ইতিবৃত্ত – উত্তরাংশ” (published first in 1917) around the same time, are examples of the diligence and hard work that historians have left behind, which deserve unabashed praise and appreciation. The author had spent more than 15 years at a stretch to complete the two volumes. These two publications not only rigorously detail the ancient historical trajectories of Sylhet, but also articulate the religious and educational aspects of ancient Srihott. As Chowdhury remarked, “Bangladesh has a rich and ancient history, spanning thousands of years; if the whole country was the body, then Sylhet would be considered its head”<sup>2</sup> (“সিলেটের ইতিবৃত্ত – পূর্বাংশ,” p. 7). Sylhet (Srihotto) has been the land of many communities and traditions - Hindus, Muslims and Buddhists and the cradle of Sri Chaitonno and Hazrat Shahjalal.

The history of Sylhet and its heritage can be divided into several phases:

1. The first phase goes back to the 5<sup>th</sup> century AD and ends with Hazrat Shahjalal’s conquest in 1303 AD.
2. The second phase spans the victory by Shahjalal to the consolidation of the Mogul rule in 1612 AD.
3. The third phase extended from 1612 to 1757 when Bengal became part of the British Empire.

<sup>1</sup> Dr. Md. Fazlul Karim Chowdhury was a former Director General of the Directorate of Primary Education. He was the Co-Team Leader of ESTEEM project funded by the DFID; Project Director of FSSAP funded by World Bank, and served as the National Team Leader for the TQI project funded by ADB and CIDA for a long period of time. He has more than 50 research publications.

<sup>2</sup> Zakera Matin, the daughter of the resident judge of the Sylhet Division, Honorable MA Matin (1895-1948), discussed this extensively in her book ‘সিলেটের ইতিহাস ও ঐতিহ্য’. She argues that “History of Bangladesh, without the history of Sylhet is the play Hamlet without the Prince of Denmark” (“Jalabad’er Katha” Dewan Nurul Anwar Hussain Chowdhury, p.10)

4. The 4<sup>th</sup> phase refers to the period from 1757 to 1947 when the subcontinent won independence from the British colonial rule.
5. The 5<sup>th</sup> phase extended from 1947 to 1971 when Bangladesh became independent from Pakistan and up to the present.

Administrative history of Sylhet shows that it has intermittently been either a part of the ancient Bengal or Assam. For political reasons, the borders of Sylhet changed from time to time. It is speculated that at some point in time, Sylhet was inhabited by an indigenous population who used stone-made tools and survived by agriculture. These people were then followed by the Mongolians whose descendants are the present indigenous population, such as the the Kashia and the Garo. The Dravidians and the Indo-Aryans came later as they spilled over from the Indo-Gangetic plain to the Brahmaputra valley. The Muslims made significant forays into the old Sylhet region in the 13<sup>th</sup> century and finally Hazrat Shahjalal and his companions came in 1303 and settled down in Sylhet.

More recently, Sylhet was part of the Dhaka division until it was annexed to Assam in 1878 by the Chief Commissioner in that area<sup>3</sup>. After 30 years of rule under Assam, on 16<sup>th</sup> October 1905, 27 districts including Sylhet made up the newly formed province of “Eastern Bengal and Assam”. However, in 1911, amid tremendous protests from the influential Hindu population in Bengal, the Division of Bengal was revoked and Sylhet was returned to Assam. In 1947, East Bengal including Sylhet<sup>4</sup> of Assam became part of Pakistan and later was named East Pakistan. In 1971, after a bloody war of independence, the former East Pakistan emerged as Bangladesh.

### 1. Regimes of Hindu Kings (5<sup>th</sup> Century AD to 1303AD)

Due to the permeation of the influences of the Hindu religion, a number of Brahmin and Kayastha families from north India came to reside in Sylhet. The description in “শ্রীহট্টের ইতিবৃত্ত” recognised that the influence of these families on the education sector as in other areas was undeniable and positive. However, it can well be guessed that because of the caste systems and invisible walls that surrounded the elite, the light of education and culture did not spread to the general population.

King Bhashkar Barma<sup>5</sup> (6<sup>th</sup> century AD) patronised culture and education during his time, providing wealth and land to the Brammins who taught children. A Chinese dignitary, Heuen-Tsang, who visited

<sup>3</sup> Numerous Persian literatures such as ‘আইন-ই-আকবরি’ and ‘রিয়াজ-উস-সালাতিন’ mention that Sylhet was a part of old Bengal popularly known as Bangladesh.

<sup>4</sup> After the decision to split Bengal, acceding to political demands, a referendum was held on the 6<sup>th</sup> and 7<sup>th</sup> of July in 1947, giving the choice to the people of Sylhet to decide whether they would like remain in India or join the new Muslim-majority state of Pakistan. The voting tally was 239, 619 for Pakitan and 184, 041 against. However, it was decided by what is known as the Radcliffe award to keep most of the Karimaganj subdivision with Assam to allow for a land corridor between Assam and the Indian state of Tripura.

<sup>5</sup> Raja Bhaskar Varma was a Hindu Khatriya. He was generous in donating lands to the Brahmins who ran schools. In 750 A.D, the people of Bangladesh nominated Gopal Deb to rule them. Bangladesh was under the Pal Kings till 9<sup>th</sup> century. The Pal Kings were known to be Buddhists. But both the Budddhist and Hindu religions co-existed among the people. In 1204, Ikhtiar Uddin Muhammad bin Bakhtiar Khalji conquered Bangladesh. As a result, Islam as a religion and Muslim culture found a way to expand in this region. (জালালাবাদের কথা দেওয়ান নূরুল আনোয়ার হোসেন চৌধুরী পৃষ্ঠা ০১).

the region during the 7<sup>th</sup> Century AD, wrote, “We reached the land which had the ocean on the east from Shamatat, next to the mountains and the valleys called Shilichal.” General Cunningham identified this land as Sylhet in his book called the “Ancient Geography of India.” Heuen-Tsang detailed the location of educational institutions and attainments based on his travels. He stated that a number of ancient royal families ruled these lands. He noted the existing customs of land distribution to teachers and the receiving of education from the teachers’ homes.

According to the bronze tablets from the western provinces of Maharaj Sri Chandra, a very high quality school called “Chandrapur Moth” similar to Mahasthangarh existed around the 10<sup>th</sup> Century AD in the Monu-Kushiara enclosed Sylhet. Within the school’s alumni, those who had achieved fame and recognition in Nabadwip and Mithila, most notable were Sri Chaitonno Deb’s students Smarto Raghunandan and Raghunath Pramukh. During that time, other schools such as Sanskrit Tol have been created around Ita and Panchakhanda. The students would receive education from the teacher’s home and the teachers would receive land and other such benefits for helping with the living expenses of the students. Only officially designated teachers were allowed to impart knowledge to students on individual subjects. However, these schools’ curricula would undoubtedly be more concerned with literature and religious studies than science and general knowledge. (সিলেট অঞ্চলের শিক্ষান্ন—অতীত ও বর্তমান, রসমা মোহন্ত, pp.1-5)

## **2. The Advent of Hazrat Shahjalal until the Moghul Victory (1303-1612)**

The last king of Gour, Gour Govinda was defeated by Hazrat Shahjalal and 360 disciples in 1303, who entered Srihotto crossing Brahmaputra and Barbakra rivers avoiding all obstacles.

Hazrat Shahjalal himself did not sit on the throne, but made his nephew, Sikander Gazi, take charge of government. After his nephew’s death, Shahjalal’s associate, Hayder Gazi, became the ruler. Arabic and Persian languages were introduced at that time. Towards the end of the 16<sup>th</sup> century, the very aged Maulana Ziauddin of the Mufti family founded a Madrasa. It lasted for about 200 years. The Moghul emperor donated 542 halbhumi (sate land) to it. The Hindus and the Muslims used to learn Arabic and Persian here. Learning foreign languages was common even before the introduction of formal education. Arabic and Persian were more in use in Sylhet than in any other district.

Ibne Batuta, the famous explorer from Morocco, visited Sylhet towards the middle of the 14<sup>th</sup> century (1346 -47). According to Ibne Batuta, the simple, down to earth life of Shahjalal and his companions and their moral values made a deep impression on the people of Sylhet and made them devoted to Islam. Batuta observed that Shahjalal had a great influence in the making of cordial relationship between the Hindus and the Muslims. He never oppressed the Hindus, never disrespected their religion or forced them into conversion.

Islamic religious education started in Sylhet after the arrival of Hazrat Shahjalal. The education system became increasingly centred on religion. Shahjalal and his associates were much concerned about the character building of the Madrasa students. The introduction of Islam as a basis of education through Madrasas during Shahjalal’s time contributed to spreading of Islam throughout the region. Shahjalal died around 1347 and is buried in the Dargah which became a famous shrine attracting devotees from all parts of the world.

The son of the ruler of Shasharam in Afghanistan, Farid, was renamed Shershah in Bihar after he wrestled and killed a lion. He defeated the Moghul emperor, Humayun in the war of Bihar and took over Banga (1540-1545). He appointed Lodi Khan as the *Kanoongo* in Banga. After Lodi's death, his sons Salim Shah and Adil Shah respectively took his position. After Humayun's son, Akbar, ascended the Moghul throne, he reduced the power of the Kanungo. State authority was handed over to officials called "Amil." These "Amils" were known as the Nawabs to the common people. Names of about 40 Amils could be found from Srihotta according to the famous historian Hunter. (Hunter's Statistical Accounts of Assam, Vol. II, Sylhet, p.9)

Hindu religious reformers who propagated the mystical Vaishnava school, Sri Chaitanya (1485-1533), Jagmohan Gosai (16<sup>th</sup> century) and Ram Krishna Gosai (1576-1662) were influential in the 16<sup>th</sup> and the 17<sup>th</sup> century. Sri Chaitanya was born in Nabadwip, though he belonged to Sylhet by lineage. His hereditary home was in Burunga Mouja of Sylhet.

Folk literature and mystical devotional writing flourished and became popular in the Sylhet region with the use of a simplified script known as Sylheti Nagri. With 32 phonetic characters (27 consonants and 5 vowels), it was easier to learn and use than the Sanskrit script. Its origin is shrouded in mystery, but until the advent of modern education, the script was in wide popular usage.

### 3. Moghul Rule (1612-1757)

Despite the defeat of Pathan King Ibrahim Lodhi at war in Panipath (1526-1630) by the first Moghul Emperor Babar, he failed to extend his rule to eastern India. Even his grandson Akbar could not establish control in the east. Although his courtier Abul Fazal, while describing Sylhet in "Ain-e-Akbar," mentioned Kashve Jakargarh and Kashve Banichange (Bayachung) as within the administrative structure, Moghul rule was not well established in Sylhet. Actually the Moghul Empire did not extend to Sylhet until the rule of Shahenshah Jahangir (1605-1627). During this time, Islam Khan was appointed as commander of Sube Bangla. Islam Khan deployed one of his commanders Sujat Khan to defeat the powerful Pathan ruler in Bengal, Khaja Osman Khan Lohani. In 1612 Khaja Osman Khan Lohani and other Bhuiyans (local rulers) of Sylhet were defeated and the Moghul writ was successfully extended to Sylhet.

All the administrators and preachers of religion during the Moghul period came from outside Sylhet. Their attempt to mingle with people with religious conviction was not very successful due to their social distance from the local people, their language and cultural differences. However, changes in the language of official business and education began to have an impact. Sanskrit used during Hindu rule was replaced by Farsi. Actually, the acquaintance of the common people with either language was meagre. Religion based education was in vogue and only a tiny proportion of the people participated in education.

During that era, the renowned Zaminder of Prithimpasha, Moulvi Rabi Khan, was known to be well-versed in Farsi. He was a house tutor in the family of Nawab of Murshidabad. In recognition of his scholastic performance he was adorned with Danishmon and Khan Bahadur titles. In addition he received money and land as remuneration. During this period Fulbari Azizia Madrasha and Syeda Madrasha established by Majumder family were known for Islamic education. Students from different

parts of Assam used to come to study in Fulbari Madrasha. There was also an old Islamic education centre close to Shayestagonj.

Under Moghul rule, the Urdu language developed in India. Although Farsi remained the official language, Muslims of different areas depended on Urdu for communication between themselves. It was also used widely in Sylhet. With a grounding in Farsi and Urdu, a positive image was created by the students from Sylhet in Deoband, Calcutta Madrasa and Aligarh University and other educational institutions when these were established during the colonial period.

#### **4. The British Rule (1757-1947)**

In 1765, eight years after the defeat in Palassy in 1757 of the last independent Nawab of Bengal Serajud-dowlah, East India Company was empowered to rule Bengal, Bihar and Orissa. Sylhet thus became a part of the British Empire.

The British East India Company employed Indian lascars for their ships which included Sylhetis. In the late 18<sup>th</sup> century, the British East India Company became interested in Sylhet and saw it as an area of strategic importance in the war against Burma. Sylhet was gradually absorbed into British control and administration and was governed as a part of Bengal. In 1778, the East India Company appointed Robert Lindsay as its representative in Sylhet, who started trading and governing the region, making a fortune for himself.

In 1781, a devastating flood struck the region which wiped out crops and killed a third of the population. The locals blamed the British for ignoring the serious after-effects of the calamity, which led to an uprising in 1787, led by Syed Hadi and Syed Mahdi (known as the Pirzadas). Lindsay's army defeated the Pirzadas in the battle that followed. The uprising of 1787 in Sylhet was one of the first armed resistances against British rule in India..

The numbers of lascars grew in the 19<sup>th</sup> century and during the first world war, some of whom ended up on the docks of London and Liverpool. Many established themselves in the communities, married English women, and raised families. In the ensuing years more Sylhetis served in the ships and many fought in the World War 2. Poor working and living conditions on the sea led many crew to escape and settle in London and other cities, thus opening the doors for Sylheti immigrants to UK.

A vacuum was created in Sylhet as in the rest of the sub-continent due to removal of Farsi as official language in 1836. Since 1854, following the Wood's Education despatch to the Directors of the East India Company, which recommended the promotion of modern education, all mosque based educational institutions were deprived of Government favour. To respond to this crisis Samsul Ulama Abu Naser Wahid of Sylhet proposed New Scheme Madrasa Education combining modern and old (orthodox) education. The proposal was accepted by the government and led to the establishment of government-supported madrasas. However, not until 1913, the Sylhet Government Alia Madrasa was established.

Governor General Lord William Bentinck accepted in 1835 the recommendations of the Missionary Mr. Adams to set up a government school in every district of Bangladesh. In Sylhet a Government high school was established in 1840. However due to apathy of the local elite towards English and shortage of students, this school was closed soon. Another Missionary, Reverend Prize, established a

Missionary School in Sylhet in 1859. Four students from this mission school were sent to participate in examinations in Calcutta University, but only one, Nabkishore Sen, became successful.

Reverend Prize opened two branches of his school in Nayasarak and Shaikhghat, two neighbourhoods of Sylhet town, and appointed Govindacharan Das and Nabokishore Sen, respectively, as the headmasters. Nawab Taleb established another secondary Bengali School in Zindabazar and put it under the supervision of Krishnachandra Das. This school became the Raja Girish Chandra School in 1876. At present this school is known as Aided High School.

Due to efforts of the then Deputy School Inspector Roy Shaeb Nabsikhore Sen, the Sylhet Govt School was established in 1869 in the dilapidated Mission School in the Monarayer Tila and Royshaeb Duraga Kumar Basu was appointed as Head Master.

In 1880, by the initiatives of Bipin Chandra Pal, Sylhet National School was established in a long thatched house. The National School was merged with Muratichand High School established by Raja Girish Chandra Roy in 1886. The academic activities of the school received appreciation and finally it became a college. In 1912, the management of Murari Chand College was taken over by the Government and transferred to another location.

Information about Educational System of Sylhet is available in the book “History of Dhaka Division” published in 1873. There were three Schools for boys in the town of Sylhet and 23 others in the district. More than 1,000 boys were receiving education in three schools. There were only two female schools in Sylhet and Chattak which were dominated by the “lower classes.” The girls’ school at Sylhet was Anglo-Vernacular and there were ten pupils. The one at Chattak was a vernacular one, with eleven pupils.

**Annex Table 1.1**  
*Primary and Secondary Schools in Sylhet in the late 19<sup>th</sup> century*

Year	Secondary School	Primary School
1874-75	27	195
1880-81	31	285
1903-04	59	—

Source: The Sylhet District Gazetteer, 1905

The District Gazetteer (1905) noted that there were 59 Secondary Schools in 1903 in different areas of Sylhet - 13 in Sylhet Sadar, 9 in Sunamganj, 18 in Habiganj, 9 in Moulovibazar and 10 in Karimgonj (p. 301). The Gazetteer reported progress in the previous five years (Annex Table 1.1).

## **5. Pakistani Rule and Emergence of Independent Bangladesh (1947 to present)**

The pace of educational development was slow under Pakistani rule. The education sector in Sylhet faced numerous problems. Various aspects of educational management - appointment of teachers in the schools, transfer and promotion of teachers, supervision and monitoring of teacher performance, preparation of annual development plans, establishment of new schools, renovation of primary schools, ensuring supply of teaching materials and registration of schools – suffered neglect.

Many of the problems inherited from the Pakistan period persisted after 1971. Inadequate distribution of schools in the Haors and hills, poor roads and transportation to school, and shortage of teachers deprived many students of education. Sylhet had a legacy of multi-grade primary schools with one or two teachers in the remote areas, which were in particularly bad shape due to lack of supervision and necessary support. Many of these were closed down without consideration for alternative provisions

for children. Limited scope for secondary and higher education also acted as a disincentive for primary education.

According to census of 1961 Sylhet's position in literacy rate among the then 17 districts of Bangladesh was 9<sup>th</sup>. It went down to 12<sup>th</sup> in 1974, to 14<sup>th</sup> in 1981 and in 1991 it went down further to the 20<sup>th</sup> position, as shown in the table below (Annex table 1.2).

**Annex Table 1.2**  
*Population and Literacy Rates of Sylhet Division*

Year	Population (millions)					Literacy Rate 7+ (%)				
	1961	1974	1981	1991	2001	1961	1974	1981	1991	2001
Bangladesh	58.0	71.4	89.9	111.4	130.5	16.28	20.17	19.70	32.40	46.20
Sylhet	3.5	4.7	5.6	7.1	8.0	16.11	18.10	16.60	27.80	40.33

The comparative position on various education indicators of Sylhet and other divisions are shown in Annex Table 1.3. for the year 2005. The literacy rate was the lowest among all divisions. Even taking account of the low population of the Sylhet Division (6.4 percent of the national population), the absolute numbers are relatively low in various categories compared to other divisions.

**Annex Table 1.3**  
*Comparative Information on Education in the 6 Divisions (2005)*

Description	Sylhet	Dhaka	Chittagong	Rajshahi	Barisal	Khulna
Literacy rate (%) for 7+ population	40.33	47.10	47.89	41.81	53.59	48.62
Students at SSC level	335,000	2,092,000	1,441,000	1,978,000	521,000	1,032,000
Teachers at SSC level	8,639	63,921	35,416	76,276	19,491	34,415
Secondary Schools	798	4,369	2,812	6,144	1,634	2,743
Number of Colleges	127	758	462	1,081	244	478
Students at College level	520,34	435,627	233,001	358,005	86,843	201,409
Teachers at College level	2,253	21,116	11,345	33,627	7,051	15,009

Source: Pocket Census Book 2007

The relative disadvantage of Sylhet Division in secondary level provisions are shown in Annex Table 1.4

**Annex Table 1.4**  
*Secondary Level Provisions, Sylhet and Bangladesh (2008)*

Coverage	Institution Type	Institution Number (govt)	Teachers Total (Female)	Students Total (Female)
Sylhet Division 4 Districts	Junior secondary	120 (0)	652 (137)	15,222 (8,925)
	Secondary	726 (20)	7, 119 (1,530)	327,292 (179,310)
Bangladesh 64 Districts	Junior Secondary	3,462 (0)	24,751 (6,071)	497,703 (298,695)
	Secondary	15,296 (317)	186,193 (49,723)	6,095,085 (3,315,120)

Source: Bangladesh Bureau of Educational Information and Statistics , 2009

Note: Sylhet has 6.4 percent of the population, but it had about 5 percent of the secondary students and 3 percent of the junior secondary students of the country in 2008.

Three education commissions were constituted during the Pakistan period for overall improvement of the educational system: Sharif Commission (1953), Hamudur Rahman Commission (1966), and Nur Khan Commission (1969). Objectives of these commissions were to identify overall problems and make necessary recommendations. But, none of the recommendations were followed up seriously or comprehensively; in part because, the recommendations themselves became controversial. In the absence of a political environment for democratic consensus building about important issues of educational reform, it was impossible to agree on the policies and to carry out their implementation.

In the post-independence era since 1971, at least eight education commissions and committees were formed, and it was again difficult to implement these for similar obstacles as encountered during the Pakistan period. Finally, the education policy of 2010 has been formulated through an extensive consultative process and approved by the national parliament. It is hoped that government commitment and leadership will help avert this time the fate of the earlier policy recommendations.

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ক্রমিক	প্রশ্ন	শিক্ষার্থীর নাম	
		লাইন নম্বর	
22	শিক্ষার্থী কোনো একার বৃত্তি পেয়ে থাকলে তা কোন ধরনের? কোড: উপবৃত্তি = 1, ছাত্রী উপবৃত্তি = 2, মেধাবৃত্তি = 3, গায় না = 4, জানা নাই = 8, প্রযোজ্য নয় = 9		
23	সে কোন বিভাগের শিক্ষার্থী? কোড: কলা/মানবিক/সাধারণ = 1, বিজ্ঞান = 2, বাণিজ্য = 3, মুজারিফ/হিফজুল কুরআন = 4, জানা নাই = 8, প্রযোজ্য নয় = 9		
24	গত বছর খানার কেউ লেখাপড়ায় সাহায্য করে থাকলে তিনি কে? কোড: পিতা/মাতা = 1, ভাই/বোন = 2, আত্মীয়-স্বজন = 3, অন্যান্য (লিখুন) = 4, কেউ সাহায্য করেনি = 5, জানা নাই = 8, প্রযোজ্য নয় = 9		
25	গত বছর লেখাপড়ায় সাহায্য করার জন্য গৃহশিক্ষক (অর্থের বিনিময়ে) থাকলে তিনি কে? কোড: শিক্ষার্থীর ফুলের শিক্ষক = 1, অন্য ফুলের শিক্ষক = 2, কোচিং সেন্টার = 3, প্রাইভেট শিক্ষক = 4, লাজিং মাস্টার = 5, আত্মীয়-স্বজন = 6, প্রতিবেশী = 7, শিক্ষার্থী = 8, গৃহশিক্ষক নেই = 9, জানা নাই = 88, প্রযোজ্য নয় = 99		
26	গত বছর গৃহশিক্ষককে মোট কত টাকা দিতে হয়েছিল? কোড: হ্যাঁ = 1, না = 2, জানা নাই = 8, প্রযোজ্য নয় = 9	জানা নাই = 88888, প্রযোজ্য নয় = 99999	
27	গত বছর (২০০৯ সালে) শিক্ষার্থীর পিতা/মাতা বা অন্য কেউ তার ফুলের কোনো সভায় যোগ দিয়েছেন কি? কোড: হ্যাঁ = 1, না = 2, জানা নাই = 8, প্রযোজ্য নয় = 9	পিতা মাতা অন্য কেউ	
28	শিক্ষার্থীর ফুলের কোন শিক্ষক গত বছর আপনার খানায় এসে থাকলে কেন এসেছিলেন? কোড: শিক্ষার্থীর ফুলে অনুপ্রাণিত = 1, পড়াশোনা নিয়ে আগ্রহ = 2, অন্যান্য = 3, আসেন নি = 4, জানা নাই = 8, প্রযোজ্য নয় = 9		
29	শিক্ষার্থী গত বার্ষিক পরীক্ষায় অংশগ্রহণ করে থাকলে ফলাফল কী ছিলো? কোড: সব বিষয়ে পাশ = 1, এক/একোর্থিক বিষয়ে ফেল = 2, অংশগ্রহণ করেনি = 3, পরীক্ষা হয়নি = 4, জানা নাই = 8, প্রযোজ্য নয় = 9		
30	এক/একোর্থিক বিষয়ে ফেল করে থাকলে তার কারণ কী? কোড: গৃহশিক্ষক ছিলো না = 1, বাড়িতে সাহায্য করার কেউ ছিলো না = 2, বাড়িতে পড়াশোনা করে না = 3, পড়া মনে থাকে না = 4, ফুলে ঠিকজাবে পড়ার না = 5, বাড়িতে কাজ করতে হয় = 6, নিম্নমিত ফুলে যেতে পারে না = 7, অসুস্থতা = 8, অন্যান্য (উল্লেখ করুন) = 9, জানা নাই = 88, প্রযোজ্য নয় = 99		
31	(অসুস্থতা ছাড়া) শিক্ষার্থী কি সারা বছর নিয়মিত ফুলে যেতে পারে? না পারলে কারণ কী? কোড: নিম্নমিত যেতে পারে = 1, ফুল দূরে = 2, যাতায়াত সমস্যা = 3, যাতায়াত খরচ বেশি = 4, ফুলের পড়া তৈরি না হওয়ায় = 5, বাড়িতে কাজ করতে হয় = 6, আরও কিছু করার জন্য = 7, ইচ্ছা করে যায় না = 8, সামাজিক নিরাপত্তার অভাব = 9, অন্যান্য (উল্লেখ করুন) = 10, জানা নাই = 88, প্রযোজ্য নয় = 99		
32	শিক্ষার্থীতরফে যাতায়াতের ক্ষেত্রে সমস্যা হলে তা কীরূপ? কোড: ফুল দূরে = 1, রাস্তা যেতে হয় = 2, সময়মত যানবাহন পাওয়া যায় না = 3, যাতায়াত খরচ বেশি = 4, বর্ষায় পানি/কাদা হয় = 5, লৌকা ছাড়া যাতায়াত যোগ্য যান না = 6, বখাটের উপস্থিতি = 7, কোনো সমস্যা হয় না = 8, সামাজিক নিরাপত্তার অভাব = 9, অন্যান্য (উল্লেখ করুন) = 10, জানা নাই = 88, প্রযোজ্য নয় = 99		
33	শিক্ষার্থী যে শিক্ষার্থীতরফে পড়া সেখানে পড়ালেখার মান কী রকম? কোড: ভালো = 1, মোটামুটি = 2, ভালো নয় = 3, জানা নাই = 8		
34	আপনার এই সন্তানকে কোন শ্রেণী পর্যন্ত পড়ালেখা করাতে চান? কোড: করতে পারে না = 77, জানা নাই = 88		
35	কেন তাকে আরও বেশি পড়ালেখা করাতে চান না? কোড: টাকার অভাব = 1, বিদেশে পাঠানো = 2, বাচ্চা নিজের চেষ্টায় করবে = 3, বিয়ে দিয়ে দিলো = 4, আরও কিছু করার = 5, অন্যান্য (উল্লেখ করুন) = 6, বগতে পারে না = 7, জানা নাই = 8, প্রযোজ্য নয় = 9		
36	আপনার এই সন্তান যত্ন হয়ে কী ধরনের পেশায়/কাজে যুক্ত হলে আপনি খুশি হবেন? কোড: মুখবাজার = 1, মফস্বত = 2, দিন্মজুরি = 3, গা শ্রমিক = 4, চাকরি = 5, ব্যবসা = 6, শিক্ষকতা = 7, ডাক্তার = 8, ইঞ্জিনিয়ার = 9, বিশেষ গমন = 10, গৃহিনী = 11, ভাগ্যে যা থাকে = 12, অন্যান্য (উল্লেখ করুন) = 13, করতে পারে না = 77, জানা নাই = 88		

বরে পড়া সম্পাদকের জন্য (প্রথম পৃষ্ঠার 9 নম্বর কলামে যাদের কোড 2 এই অংশ গুণু তাদের জন্য প্রযোজ্য)

ক্রমিক	প্রশ্ন	শিক্ষার্থীর নাম	লাইন নম্বর	প্রধান কারণ	দ্বিতীয় কারণ	তৃতীয় কারণ
37	এই শিক্ষার্থীকে আপনি কোন কোন শ্রেণী পর্যন্ত পড়ালেখা করতে চেয়েছিলেন? বলতে পারে না = 77, জানা নাই = 88,					
38	শিক্ষার্থী বারো পড়ার কারণ কী কী? কোড: টাকার অভাব = 1, স্থল দূরে = 2, যাতায়াতের সমস্যা = 3, অভিভাবকদের অনগ্রহ = 4, অসুস্থতা = 5, প্রতিবন্ধী = 6, ইচ্ছা করে যায় না = 7, বিয়ে = 8, বারবার ফেল করার = 9, বাড়িতে কাজ করতে হয় = 10, আয়কর্জি করার জন্য = 11, বিশেষ যাওয়ার জন্য = 12, সামাজিক নিরাপত্তার অভাব = 13, অন্যান্য (উল্লেখ করুন) = 14, জানা নাই = 88					

কখনো ভর্তি না হওয়া সদস্যদের জন্য (প্রথম পৃষ্ঠার 9 নম্বর কলামে যাদের কোড 3 এই অংশে শুধু তাদের জন্য প্রযোজ্য)

ক্রমিক	প্রশ্ন	সদস্যের নাম	লাইন নম্বর	প্রধান কারণ	দ্বিতীয় কারণ	তৃতীয় কারণ
39	এই সদস্য কখনো কোনো শিক্ষা প্রতিষ্ঠানে ভর্তি হয় নি কেন? কোড: টাকার অভাব = 1, স্থল দূরে = 2, যাতায়াতের সমস্যা = 3, অভিভাবকদের অনগ্রহ = 4, অসুস্থতা = 5, প্রতিবন্ধী = 6, স্থল ভর্তি করার না = 7, বয়স কম/সময় হয় নি = 8, অন্যান্য (উল্লেখ করুন) = 9, জানা নাই = 88					

অভিবাসন-সম্পর্কিত তথ্য (জরিপকৃত সব খানার জন্য প্রযোজ্য)

ক্রমিক	প্রশ্ন	উত্তর/কোড
40	খানপ্রধান বা তার পিতা (খানপ্রধান মহিলা হলে স্বশ্বর) কি অন্য কোনো এলাকা থেকে এসে এখানে বসবাস করছেন? হ্যাঁ হলে, তিনি কে? (উত্তর কোড 3 হলে 43নং প্রশ্নে চলে যান)	1 খানপ্রধান/নিজে 2 খানপ্রধানের পিতা/স্বশ্বর 3 অভিবাসী নয়
41	অন্য এলাকা থেকে আসলে তিনি কোন এলাকা থেকে এসেছেন? তিনি যে এলাকা থেকে এসেছেন তার অবস্থান কোথায়? কোন এলাকা:.....	1 অন্য উপজেলা 2 অন্য জেলা 3 অন্য বিভাগ 4 দেশের বাইরে
42	কত বছর আগে তিনি এই এলাকায় এসেছেন? (জানা নাই = 88)	

প্রবাসী-সম্পর্কিত তথ্য (জরিপকৃত সব খানার জন্য প্রযোজ্য)

ক্রমিক	প্রশ্ন	উত্তর/কোড
43	আপনার পরিবারের কোনো সদস্য বিদেশে থাকেন কি? (খানপ্রধানের স্বামী/স্ত্রী, ভাই/বোন, পিতা/মাতা, স্বশ্বর/শ্বশুর/শুশুর, পুত্র/কন্যা) উত্তর না হলে 47নং প্রশ্নে চলে যান	1 হ্যাঁ 2 না
44	যদি হ্যাঁ হয়, কোথায় কতজন থাকেন?	যুক্তরাজ্য মধ্যপ্রাচ্য যুক্তরাষ্ট্র অন্যত্র

ক্রমিক	প্রশ্ন	উত্তর/কোড
45	তারা গত এক বছরে আপনার বাবহরের জন্য কোনো টাকাপরস্যা পাঠিয়েছেন কি?	1 হ্যাঁ 2 না
46	গত এক বছরে পাঠানো টাকা থেকে কোন কোন খাতে কত টাকা বাবহার করা হয়েছে?	যরবাড়ি তৈরি/মেরামত জমি ক্রয় খানপ্রসহ সংস্কার খরচ লেখাপড়ার খরচ চিকিৎসা খরচ মাদ্রাসায় দান/তৈরি মসজিদে দান/তৈরি বিদ্যালয়ে দান/তৈরি ব্যবসার জন্য খরচ হয় নি বিয়েতে খরচ অন্যান্য (লিখুন)



**Annex 2.2**  
**Educational institution survey questionnaire**

এই তথ্য শুধু গবেষণার  
কাজে ব্যবহার করা হবে

## এডুকেশন ওয়াচ ২০০৯/১০: শিক্ষাপ্রতিষ্ঠান জরিপ প্রশ্নপত্র

সনাক্তকরণ

শিক্ষাপ্রতিষ্ঠানের নাম: ----- কোড:

গ্রাম: ----- ইউনিয়ন: ----- উপজেলা: -----

জেলা: -----

স্ট্রাটাম		শিক্ষাপ্রতিষ্ঠানের অবস্থান		শিক্ষাপ্রতিষ্ঠানের ধরন	
গ্রামীণ সিলেট	1	সমতল ভূমি	1	সরকারি প্রাথমিক বিদ্যালয়	1
গ্রামীণ সুনামগঞ্জ	2	হাওর এলাকা	2	বেসরকারি প্রাথমিক বিদ্যালয়	2
গ্রামীণ হবিগঞ্জ	3	চা-বাগান	3	উপানুষ্ঠানিক প্রাথমিক বিদ্যালয়	3
গ্রামীণ মৌলভীবাজার	4	পাহাড়/টিলা	4	বেসরকারি উচ্চ বিদ্যালয়	4
শহরাঞ্চল	5	বনাঞ্চল	5	দাখিল/আলিম মাদরাসা	5
				সরকারি উচ্চ বিদ্যালয়	6

তথ্যসংগ্রহকারীর নাম: ..... তারিখ: .....

সুপারভাইজারের নাম: ..... তারিখ: .....

## A. শিক্ষাপ্রতিষ্ঠানের সাধারণ তথ্য

ক্রমিক	প্রশ্ন	উত্তর/কোড		
1	এই শিক্ষাপ্রতিষ্ঠানটি কত সালে প্রতিষ্ঠিত হয়েছে?			
2	ইউনিয়ন পরিষদ থেকে এই শিক্ষাপ্রতিষ্ঠানের দূরত্ব কত কিলোমিটার?			
3	ইউনিয়ন পরিষদ থেকে এই শিক্ষাপ্রতিষ্ঠানের যোগাযোগের অবস্থা কেমন?	শুরু মৌসুম	বর্ষা মৌসুম	
		ভালো 1	ভালো	1
		মোটামুটি 2	মোটামুটি	2
		খারাপ 3	খারাপ	3
4	উপজেলা শহর থেকে এই শিক্ষাপ্রতিষ্ঠানের দূরত্ব কত কিলোমিটার?			
5	উপজেলা থেকে এই শিক্ষাপ্রতিষ্ঠানের যোগাযোগের অবস্থা কেমন?	শুরু মৌসুম	বর্ষা মৌসুম	
		ভালো 1	ভালো	1
		মোটামুটি 2	মোটামুটি	2
		খারাপ 3	খারাপ	3
6	শিক্ষাপ্রতিষ্ঠানটিতে কাদের পড়ালেখার ব্যবস্থা আছে?	শুধু ছেলেদের	1	
		শুধু মেয়েদের	2	
		উভয়ের	3	
7	এই শিক্ষাপ্রতিষ্ঠানে কোন শ্রেণী থেকে কোন শ্রেণী পর্যন্ত লেখাপড়ার ব্যবস্থা আছে?	----- থেকে -----		
8	বিদ্যালয় শুরু ও ছুটির সময় কী?	----- থেকে -----		
9	বিদ্যালয় শুরু ও ছুটির সময় সারা বছর কি একই থাকে নাকি কালভেদে তা পরিবর্তিত হয়?	একই থাকে	1	
		পরিবর্তিত হয়	2	
10	এই শিক্ষাপ্রতিষ্ঠানে বার্ষিক অবকাশকাল কি সারাদেশের সঙ্গে একই সময়ে হয় নাকি স্থানীয় চাহিদা অনুসারে পরিবর্তিত হয়?	একই থাকে	1	
		পরিবর্তিত হয়	2	
11	শিক্ষার্থীদের বাড়ি থেকে শিক্ষাপ্রতিষ্ঠানে যাতায়াতের ব্যবস্থা কেমন? (শিক্ষার্থীদের শতকরা হিসাবে লিখুন)	ভালো	মোটামুটি	খারাপ
		শুরু মৌসুম		
		বর্ষা মৌসুম		

## B. শিক্ষাপ্রতিষ্ঠানের ভৌত অবকাঠামো

(সরেজমিন পর্যবেক্ষণ করে তথ্য লিপিবদ্ধ করুন)

ক্রমিক	প্রশ্ন	উত্তর/কোড	
1	শিক্ষাপ্রতিষ্ঠানের নিজস্ব জমি আছে কি?	হ্যাঁ	1
		না	2
2	শিক্ষাপ্রতিষ্ঠানে ভবন সংখ্যা কতটি?		
3	ভবনসমূহে মোট কয়টি কক্ষ আছে?		

ক্রমিক	প্রশ্ন	উত্তর/কোড			
4	ভবনগুলো প্রতিবন্ধী-বান্ধব কি?	হ্যাঁ	1		
		না	2		
5	শিক্ষাপ্রতিষ্ঠানে বিদ্যুৎ সংযোগ আছে কি?	হ্যাঁ	1		
		না	2		
6	শিক্ষাপ্রতিষ্ঠানে খেলার মাঠ আছে কি?	হ্যাঁ	1		
		না	2		
7	শিক্ষাপ্রতিষ্ঠানে ফুলবাগান আছে কি?	হ্যাঁ	1		
		না	2		
8	শ্রেণীকক্ষ, বারান্দা ইত্যাদির মেঝে কতটা পরিষ্কার-পরিচ্ছন্ন?	মেঝেতে ধুলাবালি, কাগজপত্র পড়ে আছে			
		মেঝেতে ধুলাবালি পড়ে আছে			
		ধুলাবালি ও কাগজপত্রবিহীন পরিষ্কার মেঝে			
9	শ্রেণীকক্ষ, বারান্দা ইত্যাদির দেয়াল কতটা পরিষ্কার-পরিচ্ছন্ন?	দেয়াল রং করা ও পরিষ্কার			
		দেয়াল রং করা আছে কিন্তু অপরিষ্কার			
		দেয়ালে রং নেই কিন্তু পরিষ্কার			
		দেয়ালে রং নেই এবং অপরিষ্কার			
		শ্রেণীকক্ষ/বারান্দায় কোনো দেয়াল নেই			
10	এই শিক্ষাপ্রতিষ্ঠানে পানীয় জলের কী ধরনের ব্যবস্থা রয়েছে?	বিদ্যালয়ের নিজস্ব টিউবওয়েল/সাপ্লাই			
		পাশের বাড়ির বা অন্য প্রতিষ্ঠানের টিউবওয়েল/সাপ্লাই			
		মটকা/কলসিতে সংরক্ষিত পানি			
		কোনো ব্যবস্থা নেই			
11	এই শিক্ষাপ্রতিষ্ঠানে শিক্ষার্থীদের জন্য কী ধরনের শৌচাগারের ব্যবস্থা আছে?	ছেলে ও মেয়েদের জন্য পৃথক			
		উভয়ের জন্য একই (যৌথ)			
		শুধু ছেলেদের জন্য			
		শুধু মেয়েদের জন্য			
		কোনো ব্যবস্থা নেই			
12	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষার্থীদের ব্যবহৃত শৌচাগারের অবস্থা কীরকম?		ছেলে	মেয়ে	একত্রে
		স্বাস্থ্যসম্মত	1	1	1
		মোটামুটি স্বাস্থ্যসম্মত	2	2	2
		স্বাস্থ্যসম্মত নয়	3	3	3
		প্রয়োজ্য নয়	9	9	9
13	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষকদের জন্য আলাদা শৌচাগারের ব্যবস্থা আছে কি?	হ্যাঁ	1		
		না	2		
14	কোনো একটি শৌচাগারে বিশেষ চাহিদা-সম্পন্ন (প্রতিবন্ধী) শিশুদের উপযোগী ব্যবস্থা আছে কি?	হ্যাঁ	1		
		না	2		



## E. শ্রেণীকক্ষে বসার ব্যবস্থা ও উপস্থিতি

প্রাথমিক পর্যায় (প্রথম থেকে পঞ্চম শ্রেণী)

শ্রেণী ও শাখা	স্বাভাবিকভাবে কত জন বসতে পারে		ছাত্র		ছাত্রী	
			তালিকাভুক্ত (রেজিস্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুণে)	তালিকাভুক্ত (রেজিস্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুণে)
1-2	3		4	5	6	7
প্রথম	1	1				
	1	2				
	1	3				
	1	4				
দ্বিতীয়	2	1				
	2	2				
	2	3				
	2	4				
তৃতীয়	3	1				
	3	2				
	3	3				
	3	4				
চতুর্থ	4	1				
	4	2				
	4	3				
	4	4				
পঞ্চম	5	1				
	5	2				
	5	3				
	5	4				

## মাধ্যমিক পর্যায় (ষষ্ঠ থেকে দশম শ্রেণী)

শ্রেণী ও শাখা	স্বাভাবিকভাবে কত জন বসতে পারে		ছাত্র		ছাত্রী	
			তালিকাভুক্ত (রেজিস্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুণে)	তালিকাভুক্ত (রেজিস্টার থেকে)	আজ ক্লাশে উপস্থিত (মাথা গুণে)
1-2	3		4	5	6	7
ষষ্ঠ	6	1				
	6	2				
	6	3				
	6	4				
সপ্তম	7	1				
	7	2				
	7	3				
	7	4				
অষ্টম	8	1				
	8	2				
	8	3				
	8	4				
নবম	9	1				
	9	2				
	9	3				
	9	4				
দশম	10	1				
	10	2				
	10	3				
	10	4				

## F. শিশু শ্রেণী বা প্রাক-প্রাথমিক শিক্ষা, ২০০৯

এই শিক্ষাপ্রতিষ্ঠানে প্রাক-প্রাথমিক বা শিশু শ্রেণী আছে কি?	উত্তর হ্যাঁ হলে, শিক্ষার্থী সংখ্যা কত?			কে পরিচালনা করে?	এনজিও হলে নাম কী?
	ছাত্র	ছাত্রী	মোট		
1	2	3	4	5	6
হ্যাঁ	1			সংশ্লিষ্ট শিক্ষাপ্রতিষ্ঠান	1
না	2			এনজিও	2

উত্তর 'না' হলে পরবর্তী প্রশ্নে চলে যান।

### G. শিক্ষার মানোন্নয়নে অতিরিক্ত ব্যবস্থা (২০০৯ সালের তথ্য)

স্বাভাবিক কার্যক্রমের বাইরে শিক্ষার্থীদের পড়ালেখার মানোন্নয়নে এই শিক্ষাপ্রতিষ্ঠানে কী কী ধরনের ব্যবস্থা নেওয়া হয়?

ক্রমিক	প্রশ্ন	উত্তর/কোড		
1	দৈনিক কোচিং ক্লাশ হয়েছিল কি? (কোড 2 হলে 3 নম্বর প্রশ্নে চলে যান)	হ্যাঁ 1 না 2		
2	কোচিং ক্লাশ হলে, কোন শ্রেণীতে অংশগ্রহণকারী শিক্ষার্থীর সংখ্যা কত এবং এজন্য প্রতি মাসে কোন শ্রেণীর শিক্ষার্থীকে গড়ে কত টাকা করে দিতে হয়েছিল?			
		প্রথম দ্বিতীয় তৃতীয় চতুর্থ পঞ্চম ষষ্ঠ সপ্তম অষ্টম নবম দশম		
	ছাত্র			
	ছাত্রী			
	টাকা			
গত বছর (২০০৯ সালে) নিম্নলিখিত পরীক্ষার্থীদের জন্য কোচিং বিষয়ে নিচের তথ্যসমূহ দিন। (উত্তর কোড 2 হলে 'H' অংশে যান)				
	পরীক্ষার নাম	কোচিং হয়েছিল কি? হ্যাঁ = 1, না = 2 প্রযোজ্য নয় = 9	কতজন শিক্ষার্থী অংশ নিয়েছিল? ছাত্র ছাত্রী	শিক্ষার্থীকে প্রতি মাসে গড়ে কত টাকা দিতে হয়েছিল?
3	প্রাথমিক সমাপনী (২০০৯)			
4	জুনিয়র বৃত্তি (২০০৯)			
5	মাধ্যমিক (এসএসসি/দাখিল, ২০১০)			

### H. সহ-পাঠক্রমিক কার্যক্রম

(শিক্ষার্থী ও শিক্ষাপ্রতিষ্ঠানের আশেপাশের মানুষের সাথে আলাপ করে ও পর্যবেক্ষণ করে তথ্য লিপিবদ্ধ করুন)

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষার্থীদের নির্দিষ্ট পোষাক পরে স্কুলে আসার বিধান আছে কি?	হ্যাঁ = 1, না = 2
2	শিক্ষাপ্রতিষ্ঠানে প্রতিদিন জাতীয় পতাকা উত্তোলন করা হয় কি?	হ্যাঁ = 1, না = 2
3	শিক্ষাপ্রতিষ্ঠানে প্রতিদিন জাতীয় সঙ্গীত গাওয়া হয় কি?	হ্যাঁ = 1, না = 2
4	প্রতিদিন পিটি/প্যারেড ইত্যাদি হয় কি?	হ্যাঁ = 1, না = 2
5	গত বছর (২০০৯ সালে) বার্ষিক ক্রীড়া প্রতিযোগিতা অনুষ্ঠিত হয়েছিল কি?	হ্যাঁ = 1, না = 2
6	গত বছর (২০০৯ সালে) বার্ষিক সাংস্কৃতিক প্রতিযোগিতা অনুষ্ঠিত হয়েছিল কি?	হ্যাঁ = 1, না = 2
7	শিক্ষাপ্রতিষ্ঠানে কোনো কাব কার্যক্রম আছে কি?	হ্যাঁ = 1, না = 2
8	শিক্ষাপ্রতিষ্ঠানে কোনো স্কাউট কার্যক্রম আছে কি?	হ্যাঁ = 1, না = 2

**I. সহশিক্ষাক্রমিক কার্যক্রম**

নিম্নলিখিত সহশিক্ষাক্রমিক কার্যক্রমের কোনটি গতবছর (২০০৯ সালে) এই শিক্ষাপ্রতিষ্ঠানে আয়োজিত হয়েছিল? আয়োজিত হলে কোন কোন শ্রেণীর শিক্ষার্থীর জন্য আয়োজিত হয়েছিল? (কোড: হয়েছে = 1, হয় নি = 2)

ক্রমিক	কার্যক্রম	কোন কোন শ্রেণীর শিক্ষার্থীদের জন্য?									
		1	2	3	4	5	6	7	8	9	10
1	চারু ও কারুকলা ক্লাশ										
2	চারু ও কারুকলা প্রতিযোগিতা										
3	সঙ্গীত ও নৃত্যকলা ক্লাশ										
4	সঙ্গীত ও নৃত্যকলা প্রতিযোগিতা										
5	বিতর্ক প্রতিযোগিতা										
6	ধর্মীয় অনুষ্ঠান (উল্লেখ করুন: .....)										
7	কাব/স্কাউট/রোভার/বিএনসিসি/গার্লস গাইড কার্যক্রম										
8	সমাজকর্ম (উল্লেখ করুন: .....)										
9	বিজ্ঞানমেলা										
10	শিক্ষাসফর										
11	অন্যান্য (উল্লেখ করুন: .....)										

**J. বিজ্ঞানাগার**

ক্রমিক	প্রশ্ন	উত্তর/কোড			
1	এই শিক্ষাপ্রতিষ্ঠানে কোন কোন বিষয়ের বিজ্ঞানাগার আছে?	পদার্থবিজ্ঞান	1		
		রসায়ন বিজ্ঞান	2		
		জীববিজ্ঞান	3		
		সবগুলো এক সাথে	4		
		বিজ্ঞানাগার নাই	9		
2	বিজ্ঞানাগারের অবস্থা কীরকম?	পদার্থ	রসায়ন	জীব	একত্রে
	প্রয়োজনীয় যন্ত্রপাতিসহ বিজ্ঞানাগার	1	1	1	1
	কিছু যন্ত্রপাতিসহ আলাদা কক্ষ	2	2	2	2
	কিছু যন্ত্রপাতি আছে, আলাদা কক্ষ নেই	3	3	3	3
	আলাদা কক্ষ আছে, যন্ত্রপাতি নেই	4	4	4	4
	প্রয়োজ্য নয়	9	9	9	9

**K. পাঠাগার ও কম্পিউটার শিক্ষা**

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	এই শিক্ষাপ্রতিষ্ঠানে কোনো পাঠাগার বা বই-এর আলমারি আছে কি?	পাঠকক্ষসহ পাঠাগার আছে 1 আলমিরিতে কিছু বই আছে 2 পাঠাগার নেই 3
2	পাঠাগার বা আলমারিতে বই থাকলে বই-এর মোট সংখ্যা কতটি? (প্রয়োজ্য নয় = 9999)	
3	এই শিক্ষাপ্রতিষ্ঠানের শিক্ষার্থীদের কম্পিউটার শেখার কোনো ব্যবস্থা আছে কি?	হ্যাঁ = 1, না = 2
4	এই শিক্ষাপ্রতিষ্ঠানে কয়টি কম্পিউটার আছে?	
5	কতজন শিক্ষক কম্পিউটার প্রশিক্ষণ পেয়েছেন?	

## L. উত্তীর্ণ, পুনরাবৃত্তি ও বাবে-পড়া, ২০০৯

শ্রেণী	ছাত্র						ছাত্রী						
	শাখা	২০০৯ সালের মার্চ মাসে মোট কত জন তালিকাভুক্ত ছিলো?	এদের মধ্যে কত জন ২০১০ সালের জানুয়ারীতে পরবর্তী শ্রেণীতে উঠেছে	কত জন মাঝপথে বাবে পড়েছে (পড়া শেষ না করে পড়া বন্ধ করেছে)	কত জন একই রকম পড়া নিয়ে গেছে?	কত জন অন্য স্কুলে চলে গেছে?	অন্যান্য / কত জনের তথ্য জানা নাই?	২০০৯ সালের মার্চ মাসে মোট কত জন তালিকাভুক্ত ছিলো?	এদের মধ্যে কত জন ২০১০ সালের জানুয়ারীতে পরবর্তী শ্রেণীতে উঠেছে	কত জন মাঝপথে বাবে পড়েছে (পড়া শেষ না করে পড়া বন্ধ করেছে)	কত জন একই রকম পড়া নিয়ে গেছে?	কত জন অন্য স্কুলে চলে গেছে	অন্যান্য / কত জনের তথ্য জানা নাই?
1	2	3	4	5	6	7	8	9	10	11	12	13	14
প্রথম													
দ্বিতীয়													
তৃতীয়													
চতুর্থ													
পঞ্চম													
ষষ্ঠ													
সপ্তম													
অষ্টম													
নবম	মানবিক												
	বিজ্ঞান												
	ব্যবসা												
দশম	মুজাব্বিদ/ হি. কুরআন												
	মানবিক												
	বিজ্ঞান												
দশম	ব্যবসা												
	মুজাব্বিদ/ হি. কুরআন												

## M. শিক্ষকমণ্ডলী

ক্রমিক নং	নাম	লিঙ্গ	পদবী	জাতি পরিচয়	ধর্ম	আজ উপস্থিত কি?	উপস্থি- তির সময়	বিদ্যালয় তাগের সময়	সর্বোচ্চ শ্রেণী পাশ	নিম্নলিখিত শিক্ষান্তরে কেন্ শাখা ছিলো?			পরীক্ষাসমূহের ফলাফল কী ছিলো?				
										মাধ্যমিক	উচ্চ মাধ্যমিক	ডিগ্রি	মাস্টার্স	মাধ্যমিক	উচ্চ মাধ্যমিক	ডিগ্রি	মাস্টার্স
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	

## 3. লিঙ্গ

পুরুষ = 1  
নারী = 2

## 4. পদবী

প্রধান শিক্ষক = 1  
সহকারি প্রধান শিক্ষক = 2  
সহকারি শিক্ষক = 3  
কমিউনিটি শিক্ষক = 4

## 5. জাতি পরিচয়

বাজলি = 1  
আদিবাসী = 2

## 6. ধর্ম

ইসলাম = 1  
হিন্দু = 2  
বৌদ্ধ = 3  
খ্রিস্টান = 4  
অন্যান্য = 5

## 7. উপস্থিতি

উপস্থিত = 1  
অনুপস্থিত = 2  
ছুটিতে = 3  
বিদ্যালয়ের কাজে বাইরে = 4  
প্রশিক্ষণে = 5

## 10. শ্রেণী পাশ

এসএসসির নিচে = 9  
এসএসসি = 10  
এইচএসসি = 12  
বিএ = 14  
বিকম = 15  
বিএসসি = 16  
বিএসএস = 17  
এমএ = 18  
এমকম = 19

## 11-14. শিক্ষান্তরে শাখা

মানবিক/সাধারণ = 1  
বিজ্ঞান = 2  
বাণিজ্য = 3  
মুজারবিদ = 4  
হিফজুল কুরআন = 5

## 15-18. পরীক্ষার ফলাফল

হাসিল = 6  
ফিকাহ = 7  
তফসির = 8  
আদিব = 9  
প্রযোজ্য নয় = 99

## 15-18. পরীক্ষার ফলাফল

হাসিল = 6  
ফিকাহ = 7  
তফসির = 8  
আদিব = 9  
প্রযোজ্য নয় = 99

## M. শিক্ষকমণ্ডলী

ক্রমিক নং	নাম	শিক্ষকতায় কত বছরের অভিজ্ঞতা আছে?	কোন কোন স্তরে পড়ান?	কী কী ধরনের পেশাগত প্রশিক্ষণ পেয়েছেন?	বিষয়ভিত্তিক কী কী প্রশিক্ষণ পেয়েছেন?	বাসস্থান থেকে স্কুলের দূরত্ব কত কি.মি.?	বাসস্থান কোথায়?
1	2	19	20	21	22	23	24
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

<b>20. কোন কোন স্তরে পড়ান</b> প্রাথমিক = 1 নিম্নমাধ্যমিক = 2 মাধ্যমিক = 3 প্রাথমিক ও নিম্নমাধ্যমিক = 4 প্রাথমিক ও মাধ্যমিক = 5 নিম্নমাধ্যমিক ও মাধ্যমিক = 6	<b>21. পেশাগত প্রশিক্ষণের ধরন</b> PTI/C-in-Ed = 1 B.Ed = 2 M.Ed = 3 Dip-in-Ed = 4 Bp.Ed = 5 অন্যান্য = 6 প্রশিক্ষণ নাই = 7	<b>22. বিষয়ভিত্তিক প্রশিক্ষণ</b> বাংলা = 1 ইংরেজি = 2 গণিত = 3 সমাজ = 4 বিজ্ঞান = 5 ব্যবস্থাপনা = 6	<b>24. বাসস্থান</b> গ্রামে = 1 সদরে = 2 কৃষি = 7 ভূগোল = 8 কম্পিউটার = 9 শরীরচর্চা = 10 অন্যান্য = 11 পান নি = 12
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## N. শিক্ষাপ্রতিষ্ঠান ব্যবস্থাপনা কমিটি

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	এই শিক্ষাপ্রতিষ্ঠান ব্যবস্থাপনার জন্য কী ধরনের কমিটি আছে? (উত্তর কোড 3 হলে পরবর্তী অংশে যান)	ব্যবস্থাপনা কমিটি 1 অ্যাডহক কমিটি 2 কমিটি নেই 3
2	যদি থাকে, তবে কমিটির সদস্য সংখ্যা কত জন?	
3	গত বছর (২০০৯ সালে) কমিটির মোট কতটি সভা অনুষ্ঠিত হয়েছে?	
4	সভার কার্যবিবরণী লেখা হয়েছে কি?	হ্যাঁ 1 না 2
5	গত তিনটি সভায় কী কী বিষয় আলোচিত হয়েছে? ----- -----	

## O. ব্যবস্থাপনা/ অ্যাডহক কমিটির সদস্যগণ

ক্রমিক	নাম	লিঙ্গ	ধর্ম	পদবী	সদস্য পদের ধরন	সর্বোচ্চ শ্রেণী পাশ	প্রধান পেশা	গত সভায় উপস্থিত ছিলেন কি?
1	2	3	4	5	6	7	8	9
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

<b>3. লিঙ্গ</b> পুরুষ = 1 নারী = 2	<b>4. ধর্ম</b> ইসলাম = 1 হিন্দু = 2 বৌদ্ধ = 3 খ্রিস্টান = 4 অন্যান্য = 5	<b>5. পদবী</b> সভাপতি = 1 সহ-সভাপতি = 2 সদস্য-সচিব = 3 সদস্য = 4	<b>6. সদস্যপদের ধরন</b> শিক্ষক প্রতিনিধি = 1 অভিভাবক প্রতিনিধি = 2 স্বাপনা সদস্য = 3 দাতা সদস্য = 4	বিদ্যোৎসাহী সদস্য = 5 মনোনীত সদস্য = 6 নির্বাচিত সদস্য = 7 পদাধিকারবলে = 8	<b>8. প্রধান পেশা</b> কৃষি = 1 চাকরি = 2 ব্যবসা = 3 শিক্ষকতা = 4 সমাজসেবা = 5	গৃহকর্ম = 6 অবসরপ্রাপ্ত = 7 অন্যান্য = 8 <b>9. সভায় উপস্থিতি</b> হ্যাঁ = 1, না = 2
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## P. শিক্ষাপ্রতিষ্ঠান পরিদর্শন/মনিটরিং

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	সহকারী উপজেলা শিক্ষা অফিসার/মাধ্যমিক শিক্ষা অফিসার গত এক বছরে (২০০৯ সালে) কতবার স্কুল পরিদর্শনে এসেছেন?	
2	সর্বশেষ পরিদর্শনে তিনি কী কী বিষয় পরিদর্শন/কাজ করেছেন?	শিক্ষক উপস্থিতি 1 শিক্ষার্থী উপস্থিতি 2 শ্রেণীকক্ষ পাঠদান 3 স্কুলের ভৌত-অবকাঠামো 4 অন্যান্য (লিখুন) 5 শিক্ষক সভা 6 প্রয়োজ্য নয় 9
3	উপজেলা রিসোর্স সেন্টার থেকে গত এক বছরে (২০০৯ সালে) কতবার স্কুল পরিদর্শন করা হয়েছে? (প্রয়োজ্য নয় = 99)	
4	উপজেলা রিসোর্স সেন্টার থেকে সর্বশেষ পরিদর্শনে কী কী বিষয় পরিদর্শন করা/দেখা হয়েছে?	শিক্ষার্থী উপস্থিতি 1 শ্রেণীকক্ষ পাঠদান 2 উপকরণ উন্নয়ন ও ব্যবহার 3 শিক্ষক সভা 4 অন্যান্য (লিখুন) 5 প্রয়োজ্য নয় 9

**Q. সমাপনী পরীক্ষার ফলাফল (২০০৯ সালের)**

পঞ্চম শ্রেণীর মোট শিক্ষার্থী	সমাপনী পরীক্ষার্থী	ফলাফল (পরীক্ষার্থীর সংখ্যা)				
		প্রথম বিভাগ	দ্বিতীয় বিভাগ	তৃতীয় বিভাগ	অকৃতকার্য	বৃত্তি পেয়েছে
1	2	3	4	5	6	7

8. কোনো শিক্ষার্থী সমাপনী পরীক্ষায় তৃতীয় বিভাগ পেলে/অকৃতকার্য হলে তার কারণ কী?

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9. কোনো শিক্ষার্থী সমাপনী পরীক্ষায় অংশগ্রহণ না করে থাকলে তার কারণ কী?

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10. কোন বিষয়ে কতজন শিক্ষার্থী অকৃতকার্য হয়েছে?

বাংলা	ইংরেজি	গণিত	সমাজ	বিজ্ঞান	ধর্ম

11. কী কী ব্যবস্থা গ্রহণ করলে আপনার শিক্ষার্থীরা সমাপনী পরীক্ষায় আরও ভালো ফলাফল করতে পারতো?

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**R. এসএসসি/দাখিল পরীক্ষার ফলাফল (২০০৯ সালের)**

দশম শ্রেণীর মোট শিক্ষার্থী	এসএসসি/ দাখিল পরীক্ষার্থী	ফলাফল (পরীক্ষার্থীর সংখ্যা) [জিপিএ]						
		A +	A	A-	B	C	D	F
		5	4 - 4.99	3.50 - 3.99	3 - 3.49	2 - 2.99	1 - 1.99	0 - 0.99
1	2	3	4	5	6	7	8	9

10. কোনো শিক্ষার্থী এসএসসি/দাখিল পরীক্ষায় জিপিএ দুইএর কম পেয়ে থাকলে তার কারণ কী?

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11. কী কী ব্যবস্থা গ্রহণ করলে আপনার শিক্ষার্থীরা এসএসসি/দাখিল পরীক্ষায় আরও ভালো ফলাফল করতে পারতো?

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**S. বিদ্যালয়ের বার্ষিক পরীক্ষার ফলাফল**

1. এই শিক্ষাপ্রতিষ্ঠানে বার্ষিক পরীক্ষার ফলাফল কীভাবে শিক্ষার্থীদের জানানো হয়?

ফলাফল রিপোর্ট কার্ড = 1, মৌখিকভাবে = 2, নোটিশ বোর্ডে টানিয়ে = 3, জানানো হয় না = 4, অন্যান্য (উল্লেখ করুন....) = 5

2. শিক্ষার্থীর মাতা-পিতা/ অভিভাবকদের পরীক্ষার ফলাফল জানানো হয় কীভাবে?

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T. শিক্ষাপ্রতিষ্ঠানে শিক্ষার্থীদের উপস্থিতি/সার্বিক মান বৃদ্ধির ক্ষেত্রে প্রতিবন্ধকতা এবং উত্তরণের উপায় সম্পর্কিত নিচের প্রশ্নগুলো প্রধান শিক্ষককে করুন

1. আপনার শিক্ষাপ্রতিষ্ঠানের শিক্ষার্থীদের বছরের সবসময় নিয়মিত উপস্থিত হওয়ার ক্ষেত্রে প্রধান প্রতিবন্ধকতাসমূহ কী কী?

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2. এই শিক্ষাপ্রতিষ্ঠানের শিক্ষার্থীদের উপস্থিতি বৃদ্ধির জন্য কী কী ব্যবস্থা নেওয়া যেতে পারে?

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3. সার্বিকভাবে এই শিক্ষাপ্রতিষ্ঠানের শিক্ষার মান বৃদ্ধির ক্ষেত্রে প্রতিবন্ধকতাগুলো কী কী?

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4. এই প্রতিবন্ধকতাগুলো দূর করার জন্য কী কী ব্যবস্থা নেওয়া যেতে পারে?

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**Annex 2.3**  
**Village profile questionnaire**

এই তথ্য শুধু গবেষণার কাজে ব্যবহার করা হবে

**এডুকেশন ওয়াচ ২০০৯: গ্রাম/মহল্লার তথ্য**

গ্রাম/মহল্লা: .....    ইউনিয়ন/ওয়ার্ড: .....

উপজেলা/থানা: ..... জেলা: .....

স্ট্রাটাম: গ্রামীণ সিলেট = 1 গ্রামীণ সুনামগঞ্জ = 2 গ্রামীণ হবিগঞ্জ = 3 গ্রামীণ মৌলভীবাজার = 4 শহরাঞ্চল = 5

গ্রাম/মহল্লার অবস্থান: সমতল ভূমি = 1 হাওর এলাকা = 2 চা-বাগান = 3 পাহাড়/টিলা = 4 বনাঞ্চল = 5

**গ্রাম/মহল্লার সাধারণ তথ্য**

ক্রমিক	প্রশ্ন	উত্তর/কোড
1	মোট খানার সংখ্যা কত?	
2	জনসংখ্যা কত?	
3	কতটি খানার কমপক্ষে একজন সদস্য বাংলাদেশের বাইরে (বিদেশে) থাকে?	
4	গ্রাম/মহল্লা হাওর এলাকায় হলে বছরের কত মাস হাওরে পানি থাকে? প্রযোজ্য নয় = 99	

**যাতায়াত ব্যবস্থা (গ্রাম/মহল্লার মধ্যস্থল থেকে)**

ক্রমিক	প্রশ্ন	উত্তর/কোড
5	গ্রাম/মহল্লার মধ্যস্থল থেকে ইউনিয়ন পরিষদের দূরত্ব কত কিলোমিটার?	
6	গ্রাম/মহল্লার মধ্যস্থল থেকে ইউনিয়ন পরিষদে যাওয়ার প্রধান মাধ্যম কী? কোড: রিকশা/ভ্যান = 1, অটোরিকশা = 2, টেম্পো/জিপ/টাদের গাড়ি = 3, বাস = 4, নৌকা/ট্রলার = 5, পায়ে হেঁটে = 6, অন্যান্য = 7 (একাধিক হতে পারে)	শুষ্ক মৌসুম বর্ষা মৌসুম
7	গ্রাম/মহল্লার মধ্যস্থল থেকে উপজেলা পরিষদের দূরত্ব কত কিলোমিটার?	
8	গ্রাম/মহল্লার মধ্যস্থল থেকে উপজেলায় যাওয়ার প্রধান মাধ্যম কী? (একাধিক হতে পারে) কোড: 6 নং প্রশ্নের কোড দেখুন	শুষ্ক মৌসুম বর্ষা মৌসুম
9	গ্রাম/মহল্লায় কী কী ধরনের রাস্তা আছে? কোড: হ্যাঁ = 1, না = 2	কাঁচা সড়ক ইট বিছানো পাকা সড়ক
10	ইট বিছানো সড়ক না থাকলে গ্রাম/মহল্লার মধ্যস্থল থেকে নিকটবর্তী ইট বিছানো সড়কের দূরত্ব কত কিলোমিটার? প্রযোজ্য নয় = 99	
11	পাকা সড়ক না থাকলে গ্রাম/মহল্লার মধ্যস্থল থেকে নিকটবর্তী পাকা সড়কের দূরত্ব কত কিলোমিটার? প্রযোজ্য নয় = 99	

**গ্রাম/মহল্লার হাঁট/বাজার**

ক্রমিক	প্রশ্ন	উত্তর/কোড
12	এই গ্রাম/মহল্লায় কোন হাঁট/বাজার আছে কি?	হ্যাঁ 1 না 2
13	থাকলে সপ্তাহে কতদিন বসে? প্রযোজ্য নয় = 9	
14	যদি গ্রামে/মহল্লায় হাঁট/বাজার না থাকলে, নিকটবর্তী হাঁট/বাজার কোথায় অবস্থিত? কোড: পার্শ্ববর্তী গ্রামে = 1, নিজ ইউনিয়নে = 2, নিজ উপজেলায় = 3, অন্য উপজেলায় = 4, প্রযোজ্য নয় = 9	
15	গ্রাম/মহল্লার মধ্যস্থল থেকে উক্ত হাঁট/বাজারের দূরত্ব কত কিলোমিটার? প্রযোজ্য নয় = 99	
16	বিভিন্ন মৌসুমে গ্রাম/মহল্লা থেকে হাঁট/বাজারে যাওয়ার প্রধান মাধ্যম কী? ৬নং প্রশ্নের কোড দেখুন, প্রযোজ্য নয় = 9 (একাধিক হতে পারে)	শুষ্ক মৌসুম বর্ষা মৌসুম

## ফসল, বিদ্যুৎ, পেশা

ক্রমিক	প্রশ্ন	উত্তর/কোড
17	এই গ্রামের কৃষি জমিতে বছরে কয়টি ফসল উৎপাদিত হয়? <span style="float: right;">প্রযোজ্য নয় = 9</span>	
18	গ্রাম/মহল্লায় বিদ্যুৎ আছে কি?	হ্যাঁ 1 না 2
19	যদি থাকে তাহলে কী কাজে বিদ্যুতের ব্যবহার হয়? কোড: কৃষি = 1, গৃহস্থালী = 2, উভয় = 3, প্রযোজ্য নয় = 9	
20	এই গ্রাম/মহল্লায় অধিকাংশ মানুষের আয়ের প্রধান উৎস কী? কোড: কৃষি/বর্গা চাষ = 1, দিনমজুর(কৃষি/অকৃষি) = 2, চা শ্রমিক = 3, চাকুরি = 4, ব্যবসা = 5, মাছ ধরা = 6, বিদেশ থেকে প্রেরিত অর্থ = 7, কিছু করে না = 8, বেকার = 9, অন্যান্য (উল্লেখ করুন) = 10, জানা নাই = 88	শুরু মৌসুম
		বর্ষা মৌসুম

## শিক্ষাপ্রতিষ্ঠানসংক্রান্ত তথ্য

নং	শিক্ষা প্রতিষ্ঠানের ধরন	এই গ্রামে আছে কি? হ্যাঁ = 1 না = 2	শিক্ষা-প্রতিষ্ঠানের সংখ্যা	শিক্ষার্থী সংখ্যা	উক্ত স্কুলের সাথে কয়টি খানার যোগাযোগ ব্যবস্থা ভালো	এই গ্রামে না থাকলে গ্রামের মধ্যস্থল থেকে নিকটবর্তী স্কুলের দূরত্ব (কিলোমিটার)
21	22	23	24	25	26	27
1	প্রাক-প্রাথমিক					
2	সরকারি প্রাথমিক বিদ্যালয়					
3	বেসরকারি প্রাথমিক বিদ্যালয়					
4	এবতেদায়ি মাদ্রাসা					
5	উপানুষ্ঠানিক প্রাথমিক বিদ্যালয়					
6	নিম্নমাধ্যমিক বিদ্যালয়					
7	সরকারি/বেসরকারি মাধ্যমিক/ স্কুল ও কলেজ					
8	দাখিল/আলিম/ফাজিল/কামিল মাদ্রাসা					

কোড: এরকম বিদ্যালয় আছে কিনা জানি না = 87, দূরত্ব জানা নেই = 88

## গ্রাম/মহল্লায় এনজিও কার্যক্রম

ক্রমিক	এনজিওর নাম	শিক্ষাকার্যক্রম আছে কি? হ্যাঁ = 1, না = 2	ক্রমিক	এনজিওর নাম	শিক্ষাকার্যক্রম আছে কি? হ্যাঁ = 1, না = 2
1			6		
2			7		
3			8		
4			9		
5			10		

তথ্যসংগ্রহকারীর নাম: ..... তারিখ: .....

সুপারভাইজারের নাম: ..... তারিখ: .....

### Annex 2.4 Calculation of weighting factors

Weighting factors were calculated to have pooled estimates from household survey and community profile data. It was required because strata population were not equal but the sample sizes were equal. Available information found in Census 2001 were used in calculating the weights. Following formula was used

$$P = \sum S_i \times W_i$$

Where, P is the pooled estimate  
 $S_i$ 's are the estimates for different strata  
 $W_i$ 's are the weights

Weights for analysis based on household survey data

Strata	Population	Proportion of population		Weights	
		All Sylhet	Rural/Urban	All Sylhet	Rural/Urban
Rural Habiganj	16,47,859	0.207	0.224	1.035	0.896
Rural Moulvibazar	15,56,426	0.195	0.212	0.975	0.848
Rural Sunamganj	18,57,167	0.233	0.253	1.165	1.012
Rural Sylhet	22,87,595	0.287	0.311	1.435	1.244
Urban Sylhet	6,24,522	0.078	-	0.390	1.000
Total	79,73,569	1.000	1.000	5.000	5.000

Weights for analysis based on community profile data

Strata	Village/mahalla	Proportion of population		Weights	
		All Sylhet	Rural/Urban	All Sylhet	Rural/Urban
Rural Habiganj	2,076	0.194	0.206	0.970	0.822
Rural Moulvibazar	2,018	0.188	0.200	0.940	0.799
Rural Sunamganj	2,782	0.260	0.275	1.300	1.102
Rural Sylhet	3,225	0.301	0.319	1.505	1.277
Urban Sylhet	608	0.057	-	0.285	1.000
Total	10,709	1.000	1.000	5.000	5.000

**Annex 3.1**  
*Distribution of communities by number of households and strata*

Number of households	Strata				
	Rural Sylhet (69)	Rural Sunamganj (72)	Rural Habiganj (70)	Rural Moulvibazar (69)	Urban areas (64)
< 100	14.5	22.2	17.1	14.5	7.8
100 – 199	52.2	41.7	32.9	39.1	31.2
200 – 299	13.0	13.9	22.9	24.6	26.6
300 – 399	10.1	13.9	15.7	11.6	10.9
400+	10.1	8.3	11.4	10.1	23.4

Source: Education Watch Community Profile, 2010

**Annex 3.2**  
*Distribution of communities by number of households and locality*

Number of households	Type of locality			All (344)
	Plain area (217)	Haor area (89)	Tea estate/hill/forest (38)	
< 100	19.4	14.4	6.1	16.1
100 – 199	39.8	50.5	20.4	40.1
200 – 299	17.4	16.5	38.9	20.2
300 – 399	16.4	11.3	2.0	13.0
400+	7.0	7.2	32.7	10.4

Source: Education Watch Community Profile, 2010

**Annex 3.3**  
*Distribution of communities by distance from union/ward office and strata*

Distance	Strata				
	Rural Sylhet (69)	Rural Sunamganj (72)	Rural Habiganj (70)	Rural Moulvibazar (69)	Urban areas (64)
within 1km	17.4	20.8	24.3	20.3	64.1
1.1-2km	18.8	22.2	21.4	21.7	29.7
2.1-3km	17.4	12.5	20.0	17.4	4.7
3.1-4km	20.3	13.9	11.4	17.4	0.0
4.1-5km	10.1	13.9	10.0	4.3	1.6
5.1km+	15.9	16.7	12.9	18.8	0.0
Average	3.5	3.6	3.1	3.2	1.2

Source: Education Watch Community Profile, 2010

**Annex 3.4***Distribution of communities by distance from upazila/thana head quarters and strata*

Distance	Strata				
	Rural Sylhet (69)	Rural Sunamganj (72)	Rural Habiganj (70)	Rural Moulvibazar 69)	Urban areas (64)
within 5km	18.8	11.1	22.9	21.7	92.2
5.1-10km	29.0	34.7	40.0	20.0	1.6
10.1-15km	24.6	23.6	22.9	26.1	6.2
15.1-20km	14.5	12.5	5.7	13.0	0.0
20.1-25km	7.2	6.9	2.9	7.2	0.0
25km+	5.8	11.1	5.7	2.9	0.0
Average	12.4	13.1	10.4	11.9	3.1

Source: Education Watch Community Profile, 2010

**Annex 3.5***Percentage distribution of communities by mode of transportation from the middle of community to the upazila parishad and locality*

Mode of transportation	Plain area (217)		Haor area (89)		Tea estate/hill/ forest (38)		All (344)	
	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season	Dry season	Wet season
Riksha/van	41.9	40.7	28.1	17.3	26.3	26.3	35.8	32.1
Auto-riksha	42.2	41.8	31.0	25.3	50.1	45.1	40.2	37.6
Tempo/Jeep	40.3	39.4	30.0	24.1	25.9	25.9	35.4	33.2
Bus	39.1	39.1	29.8	26.5	59.5	59.5	39.4	38.4
Boat/Traler	3.9	10.3	14.3	56.6	2.0	3.9	6.5	22.4
On foot	22.1	19.8	40.0	16.3	24.1	27.2	27.5	19.9

Multiple responses counted

Source: Education Watch Community Profile, 2010

**Annex 3.6***Percentage distribution of the households by principal source of income and strata*

Sources of income	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Agriculture	23.6	38.5	31.3	20.7	8.0
Day labour	16.8	21.3	21.5	18.0	9.4
Tea labour	2.7	0.1	7.3	16.0	0.3
Service	6.7	5.5	5.9	6.1	19.0
Business	15.4	15.6	15.7	14.9	35.8
Driving others vehicle	4.8	1.4	1.8	2.8	4.0
Fishing	1.2	4.2	2.8	1.4	0.1
Boat, riksa, van driving	1.7	1.0	1.5	1.5	3.8
Construction worker	7.3	2.5	4.2	4.9	6.5
Remittance	17.6	8.3	6.2	12.2	9.4
Others	2.2	1.6	1.7	1.3	3.8
Total	100.0	100.0	100.0	100.0	100.0

Source: Education Watch Household Survey, 2010

**Annex 3.7**  
*Percentage of communities by various types of schools and locality*

School type	Locality			Area		All
	Plain land	Haor area	Tea estate/ hill/forest	Rural	Urban	
Pre-primary	26.7	12.4	24.5	21.5	37.5	22.4
Government primary	44.8	43.3	32.7	41.9	50.0	42.5
Non-govt. primary	15.8	29.6	28.6	21.1	21.9	21.3
Ebtedayee madrasa	3.5	3.1	4.0	3.6	1.6	3.4
Non-formal primary	25.4	29.9	61.2	31.9	23.4	31.6
Junior secondary	4.0	2.1	0.0	2.5	7.8	2.9
Secondary school	12.4	5.1	4.1	8.9	15.6	9.2
Secondary madrasa	3.5	5.1	2.0	3.6	6.2	3.7

Source: Education Watch Community Profile, 2010

**Annex 3.8**  
*Percentage of communities by various types of schools and strata*

School type	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Pre-primary	18.8	22.2	22.9	21.7	37.5
Government primary	52.2	41.9	41.4	36.2	50.0
Non-govt. primary	15.9	27.8	21.4	20.3	21.9
Ebtedayee madrasa	1.4	5.6	4.3	2.9	1.6
Non-formal primary	10.1	34.7	42.9	34.8	23.4
Junior secondary	2.9	1.4	2.9	2.9	7.8
Secondary school	13.0	13.9	5.7	5.8	15.6
Secondary madrasa	8.7	4.2	1.4	1.4	6.2

Source: Education Watch Community Profile, 2010

**Annex 3.9**  
*Percentage distribution of communities by number of schools and locality (all schools)*

No. of educational institution	Locality			Area		All
	Plain	Haor	Tea estate/ hill/forest	Rural	Urban	
Nil	26.7	24.7	10.0	24.0	21.9	23.8
One	30.7	39.2	30.0	33.3	32.8	33.0
Two	21.8	17.5	28.0	21.9	17.2	21.5
Three or more	20.8	18.6	32.0	20.8	28.0	21.7

Source: Education Watch Community Profile, 2010

**Annex 3.10***Percentage distribution of communities by number of schools and strata (all schools)*

No. of educational institution	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Nil	27.5	23.6	21.4	24.6	21.9
One	31.9	30.6	34.3	34.8	32.8
Two	27.5	15.3	24.3	20.3	17.2
Three or more	13.1	30.5	20.0	20.3	28.0

Source: Education Watch Community Profile, 2010

**Annex 3.11***Percentage distribution of communities by number of schools and locality (excluding non-formal)*

No. of educational institution	Locality			Area		All
	Plain	Haor	Tea estate/hill/forest	Rural	Urban	
Nil	33.8	35.1	40.0	35.5	25.0	35.1
One	36.3	38.1	30.0	36.2	34.4	35.9
Two	16.9	17.5	22.0	17.6	20.3	17.8
Three or more	13.0	9.4	8.0	10.9	20.3	11.4

Source: Education Watch Community Profile, 2010

**Annex 3.12***Percentage distribution of communities by number of schools and strata (excluding non-formal primary schools)*

No. of educational institution	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Nil	29.0	31.9	37.1	40.6	25.0
One	36.2	31.9	38.6	36.2	34.4
Two	24.6	16.7	18.6	13.0	20.3
Three or more	10.0	19.5	5.7	10.1	20.3

Source: Education Watch Community Profile, 2010

**Annex 3.13***Percentage distribution of communities by number of schools and locality (excluding pre-primary and non-formal primary schools)*

No. of educational institution	Locality			Area		All
	Plain	Haor	Tea estate/hill/forest	Rural	Urban	
Nil	40.4	37.1	44.9	40.5	35.9	40.3
One	42.8	43.3	42.9	43.4	37.5	42.9
Two	10.4	11.3	10.2	10.4	15.6	10.7
Three or more	6.0	8.3	2.0	5.8	10.9	6.0

Source: Education Watch Community Profile, 2010

**Annex 3.14**  
**Percentage distribution of communities by number of schools and strata**  
**(excluding pre-primary and non-formal primary schools)**

No. of educational institution	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Nil	33.3	36.1	44.3	44.9	35.9
One	43.5	43.1	42.9	43.5	37.5
Two	15.9	8.3	10.0	8.7	15.6
Three or more	7.2	12.5	2.8	2.8	10.9

Source: Education Watch Community Profile, 2010

**Annex 3.15**  
**Percentage distribution of households by area of immigration**

Area of immigration	Location			Strata					All
	Plain land	Haor area	Tea estate/hill/forest	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Other upazila	18.8	17.5	23.2	24.5	11.6	19.1	21.5	26.3	19.2
Other zila	20.9	14.9	29.5	38.8	10.2	4.3	31.2	27.5	20.7
Other division	58.0	66.9	33.7	34.7	75.1	72.3	34.4	45.8	56.5
Outside country	2.4	0.6	13.7	2.0	3.1	4.3	12.9	0.4	3.6
Mean years of staying at present place	26.3	30.9	23.9	19.6	38.3	26.0	27.5	15.7	27.1

Source: Education Watch Household Survey, 2010

**Annex 3.16**  
**Percentage distribution of remitted money by heads of expenditure and stratum**

Heads of expenditure	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban Sylhet division
Construction/reconstruction of house	40153 (19.8)	28918 (20.4)	42340 (21.4)	28818 (17.8)	65222 (22.4)
Buying lands	14426 (7.1)	19310 (13.6)	23176 (11.7)	17143 (10.6)	32333 (11.1)
Family expenses	74008 (36.4)	51556 (36.4)	35726 (18.1)	49918 (30.8)	81791 (28.1)
Expenses for study	7256 (3.6)	4652 (3.3)	4270 (2.2)	8584 (5.3)	13338 (4.6)
Medical expenses	15485 (7.6)	7725 (5.5)	11254 (5.7)	7896 (4.9)	15047 (5.2)
Gift for madrasa	798 (0.4)	353 (0.2)	260 (0.1)	610 (0.4)	650 (0.2)
Gift for mosque	1975 (1.0)	672 (0.5)	878 (0.4)	1043 (0.6)	2738 (0.9)
Gift for school	76 (0.04)	211 (0.2)	743 (0.4)	0 (0.0)	13 (0.0)
Doing business	11347 (5.6)	1895 (1.3)	5233 (2.6)	8545 (5.3)	39133 (13.5)
Savings	10574 (5.2)	7450 (5.3)	18899 (9.6)	15113 (9.3)	17520 (6.0)
Matrimonial expenses	16371 (8.1)	4766 (3.4)	5736 (2.9)	11680 (7.2)	11918 (4.1)
Other expenses	10815 (5.3)	14219 (10.0)	48991 (24.8)	12539 (7.7)	10876 (3.7)
Total	203283 (100.0)	141726 (100.0)	197507 (100.0)	161889 (100.0)	290579 (100.0)

Source: Education Watch Household Survey, 2010

**Annex 3.17**  
*Percentage distribution of households by food security status and strata*

Food security status	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban area
Always in deficit	16.6	23.5	15.4	14.9	15.7
Sometimes in deficit	27.6	34.8	30.3	32.7	22.0
Breakeven	31.0	26.4	33.2	34.0	30.1
Surplus	24.8	15.4	21.1	18.4	32.2

Source: Education Watch Household Survey, 2010

**Annex 4.1**  
*Infrastructure of the primary schools by locality*

Indicators	Plain land	Haor area	Tea estate, hill, forest	All
Disabled friendly school building	15.7	0.0	0.0	10.8
Electricity in school	43.8	11.8	28.6	34.6
Play ground in school	46.1	35.3	71.1	44.6
Garden in school	6.7	5.9	0.0	6.2
Clean floor	39.3	20.6	42.9	34.6
Clean walls	61.8	38.3	42.9	54.1
Own drinking water source	39.7	44.1	71.4	63.1
Separate toilet facilities by gender	40.4	17.6	42.9	34.6
Separate toilet facility for teachers	51.7	50.0	57.1	51.5
Toilet facility for the disables	10.1	0.0	0.0	0.8

Source: Education Watch Educational Institution Survey, 2010

**Annex 4.2**  
*Infrastructure of the secondary schools by locality*

Indicators	Plain land	Haor area	All
Disabled friendly school building	2.0	0.0	1.6
Electricity in school	93.0	73.9	89.5
Play ground in school	89.0	87.0	88.7
Garden in school	15.0	17.4	16.1
Clean floor	31.0	34.8	31.5
Clean walls	67.0	78.3	69.3
Own drinking water source	97.0	95.7	96.8
Separate toilet facilities by gender	65.0	78.3	67.7
Separate toilet facility for teachers	84.0	73.9	82.3
Toilet facility for the disables	0.0	0.0	0.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 4.3**  
*Some basic information about quality of primary classrooms by locality*

Indicators	Plain land	Haor area	Tea estate, hill, forest	All
Mean number of classrooms	4.2	3.1	3.3	3.8
<b>Percentage of classrooms</b>				
a. Fully brick build	73.6	61.3	91.3	71.8
b. Good quality of construction	64.4	54.7	65.2	62.4
b. Natural light can enter	98.1	95.3	95.7	97.4
c. Natural air can pass	98.4	95.3	95.7	97.6
d. Have provision of electric light	47.4	13.2	52.2	40.4
e. Have provision of electric fan	49.1	12.3	43.5	41.0
f. Disable friendly	4.6	0.0	0.0	3.4
Good quality blackboard	73.0	60.4	65.2	70.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 4.4**  
*Some basic information about quality of secondary classrooms by locality*

Indicators	Plain land	Haor area	All
Mean number of classrooms	10.4	8.1	10.0
<b>Percentage of classrooms</b>			
a. Fully brick build	56.8	64.5	58.6
b. Good quality of construction	57.1	54.3	57.3
b. Natural light can enter	97.2	100.0	97.7
c. Natural air can pass	97.0	100.0	97.5
d. Have provision of electric light	73.0	48.6	69.8
e. Have provision of electric fan	82.5	61.3	79.6
f. Disable friendly	1.1	0.0	0.9
Good quality blackboard	71.3	68.8	71.1

Source: Education Watch Educational Institution Survey, 2010

**Annex 4.5**  
*Percentage distribution of primary students by difficulty level in communication from home to school*

Season/stratum	Number of students	Difficulty level in communication		
		Good	Not so good	Worse
<b>Dry season</b>				
Rural Sylhet	5,368	74.6	14.5	10.9
Rural Sunamganj	5,747	57.5	24.7	17.8
Rural Habiganj	5,758	73.0	18.9	8.1
Rural Moulvibazar	4,810	83.2	12.3	4.5
Urban areas	11,837	92.3	5.9	1.8
All	33,520	78.9	13.6	7.5
<b>Wet/rainy season</b>				
Rural Sylhet	5,368	44.0	24.7	31.3
Rural Sunamganj	5,747	36.0	18.5	45.5
Rural Habiganj	5,758	49.3	17.7	33.0
Rural Moulvibazar	4,810	62.7	17.6	19.7
Urban areas	11,837	84.5	9.5	6.0
All	33,520	60.5	16.0	23.5

Source: Education Watch Educational Institution Survey, 2010

## Annex 4.6

*Percentage distribution of secondary students by difficulty level in communication from home to school*

Season/stratum	Number of students	Difficulty level in communication		
		Good	Not so good	Worse
<b>Dry season</b>				
Rural Sylhet	12,150	77.2	15.1	7.7
Rural Sunamganj	10,770	63.8	20.1	16.1
Rural Habiganj	14,892	71.1	17.4	11.5
Rural Moulvibazar	14,188	78.7	14.0	7.3
Urban areas	19,621	87.3	7.2	5.5
All	71,621	77.0	13.9	9.1
<b>Wet/rainy season</b>				
Rural Sylhet	12,150	55.7	21.3	23.0
Rural Sunamganj	10,770	37.4	24.5	38.1
Rural Habiganj	14,892	57.5	17.3	25.2
Rural Moulvibazar	14,188	61.1	19.5	19.4
Urban areas	19,621	80.9	9.7	9.4
All	71,621	61.3	17.4	21.3

Source: Education Watch Educational Institution Survey, 2010

## Annex 4.7

*Percentage distribution of primary students by difficulty level in communication from home to school*

Season/stratum	Number of students	Difficulty level in communication		
		Good	Not so good	Worse
<b>Dry season</b>				
Plain land	24,639	83.6	10.2	6.2
Haor area	7,005	60.2	27.3	12.5
Tea garden, hill, forest	1,876	87.2	7.9	4.8
<b>Wet/rainy season</b>				
Plain land	24,639	66.7	15.2	18.1
Haor area	7,005	33.2	21.4	45.4
Tea garden, hill, forest	1,876	82.0	6.6	11.4

Source: Education Watch Educational Institution Survey, 2010

## Annex 4.8

*Percentage distribution of secondary students by difficulty level in communication from home to school*

Season/stratum	Number of students	Difficulty level in communication		
		Good	Not so good	Worse
<b>Dry season</b>				
Plain land	60,007	78.6	13.3	8.1
Haor area	10,461	65.2	19.3	15.5
<b>Wet/rainy season</b>				
Plain land	60,007	60.1	17.9	18.0
Haor area	10,461	41.2	16.8	42.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 5.1***Gross enrolment ratio at primary level by stratum and gender*

Strata	Gender		Both
	Girls	Boys	
Rural Sylhet district	99.0 (643)	99.4 (681)	99.2 (1,324)
Rural Sunamganj district	95.1 (640)	102.8 (680)	98.9 (1,320)
Rural Habigabj district	95.5 (593)	103.0 (648)	99.1 (1,241)
Rural Moulvibazar district	101.8 (495)	105.7 (604)	103.5 (1,099)
Urban Sylhet division	94.5 (532)	100.6 (530)	97.6 (1,062)

Source: Education Watch Household Survey, 2010

**Annex 5.2***Gross enrolment rate at secondary level by stratum and gender*

Strata	Gender		Both
	Girls	Boys	
Rural Sylhet district	41.8 (594)	50.2 (562)	46.1 (1,156)
Rural Sunamganj district	34.3 (506)	38.5 (452)	36.5 (958)
Rural Habigabj district	36.1 (473)	52.9 (477)	44.4 (950)
Rural Moulvibazar district	42.0 (462)	53.7 (533)	47.4 (995)
Urban Sylhet division	59.8 (499)	57.5 (458)	58.6 (957)

Source: Education Watch Household Survey, 2010

**Annex 5.3***Gross enrolment rate at primary level by area type and gender*

Area type	Gender		Both
	Girls	Boys	
Plain lands	96.9 (1775)	102.3 (1951)	99.4 (3726)
Haor area	97.1 (853)	103.9 (855)	100.5 (1708)
Tea estate/Hill/Forest	99.7 (276)	96.0 (337)	98.2 (612)

Source: Education Watch Household Survey, 2010

**Annex 5.4***Gross enrolment rate at secondary level by area type and gender*

Area type	Gender		Both
	Girls	Boys	
Plain lands	47.3 (1,636)	55.4 (1,539)	51.5 (3,175)
Haor area	34.5 (641)	38.1 (652)	36.3 (1,293)
Tea estate/Hill/Forest	36.8 (257)	49.4 (291)	42.7 (548)

Source: Education Watch Household Survey, 2010

**Annex 5.5**  
*Percentage distribution of primary students by school type, gender and area*

School type	Strata					Location		
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest
Government primary	71.3	55.9	64.3	61.0	60.1	67.1	60.0	54.6
Non-government primary	11.7	20.6	12.0	13.7	14.6	10.5	22.3	12.6
Non-formal primary	2.5	10.0	14.2	13.9	2.8	7.8	5.1	25.2
Ebtedayee madrasa	1.4	1.4	0.3	2.9	1.9	2.1	0.5	0.9
Kindergarten	4.9	1.9	3.3	4.5	10.2	4.9	3.3	2.6
High school	0.8	1.5	0.3	0.7	6.9	1.4	1.2	1.1
High madrasa	7.4	8.6	5.5	3.3	3.5	6.2	7.6	3.0

Source: Education Watch Household Survey, 2010

**Annex 5.6**  
*Percentage distribution of primary students by reasons behind choosing a particular kind of school stratum and location*

Reasons	Strata					Location			
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest	
Institution nearest to home	68.8	68.0	63.7	61.7	58.9	61.9	70.6	63.7	
Good quality institution	18.1	23.8	22.7	18.9	34.4	26.8	17.1	18.3	
Neighbouring students enrolled	1.9	1.2	2.6	7.9	1.5	2.1	3.8	5.7	
Unavailability of other institution	5.6	2.8	7.9	6.2	1.5	4.5	4.0	10.0	
To study in madrasa stream	5.3	3.8	2.6	5.1	2.9	4.2	4.2	2.0	
Others	0.2	0.4	0.5	0.3	0.8	0.5	0.2	0.3	

Source: Education Watch Household Survey, 2010

**Annex 5.7**  
*Percentage distribution of secondary students by school type, gender and area*

School type	Strata					Location		
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest
Government school	1.3	1.7	2.6	0.0	15.0	3.3	2.2	0.0
Non-government school	75.0	80.9	70.6	86.7	78.3	76.8	78.5	83.1
Madrasa	23.3	17.4	26.5	13.1	6.1	19.5	19.4	16.9
Kindergarten	0.4	0.0	0.2	0.2	0.7	0.4	0.0	0.0

Source: Education Watch Household Survey, 2010

**Annex 5.8**  
**Percentage distribution of secondary students by reasons behind choosing a particular kind of school stratum and location**

Reasons	Strata					Location		
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest
Institution nearest to home	33.6	36.6	20.9	34.1	23.9	29.1	30.7	30.3
Good quality institution	36.0	36.3	36.3	32.2	63.3	45.9	33.9	29.5
Neighbouring students enrolled	1.3	1.7	2.6	3.8	3.4	2.3	3.4	3.0
Unavailability of other institution	12.8	14.3	23.7	18.9	4.5	10.9	18.8	28.2
To study in madrasa stream	15.6	10.6	13.7	10.0	3.4	10.5	12.2	6.4
Others	0.8	0.6	2.8	1.1	1.6	1.3	1.1	2.6

Source: Education Watch Household Survey, 2010

**Annex 5.9**  
**Net enrolment rate at primary level by strata and gender**

Strata	Gender		Both	Level of significance
	Girls	Boys		
Rural Sylhet district	83.6 (643)	83.8 (681)	83.6 (1,324)	ns
Rural Sunamganj district	79.5 (640)	81.6 (680)	80.6 (1,320)	ns
Rural Habiganj district	83.8 (593)	80.4 (648)	82.0 (1,241)	ns
Rural Moulvibazar district	84.4 (495)	79.5 (604)	81.7 (1,099)	p<0.05
Urban Sylhet division	85.5 (532)	87.7 (530)	86.6 (1,062)	ns
Level of significance	ns	p<0.05	p<0.01	

Source: Education Watch Household Survey, 2010

**Annex 5.10**  
**Net enrolment rate at secondary level by strata and gender**

Strata	Gender		Both	Level of significance
	Girls	Boys		
Rural Sylhet district	70.0 (594)	63.7 (562)	67.0 (1,156)	p<0.05
Rural Sunamganj district	68.6 (506)	59.1 (452)	64.1 (958)	p<0.05
Rural Habiganj district	71.9 (473)	64.4 (477)	68.1 (950)	p<0.05
Rural Moulvibazar district	66.5 (462)	64.4 (533)	65.3 (995)	ns
Urban Sylhet division	67.9 (499)	68.3 (458)	68.1 (957)	ns
Level of significance	ns	ns	ns	

Source: Education Watch Household Survey, 2010

**Annex 5.11**  
**Net enrolment rate at primary level by area type and gender**

Area type	Gender		Both	Level of significance
	Girls	Boys		
Plain lands	82.7 (1775)	83.2 (1951)	83.0 (3726)	ns
Haor area	83.9 (853)	81.3 (855)	82.6 (1708)	ns
Tea estate/Hill/Forest	80.1 (276)	77.8 (337)	78.9 (612)	ns
Level of significance	ns	p<0.05	p<0.05	

Source: Education Watch Household Survey, 2010

**Annex 5.12**  
*Net enrolment rate at secondary level by area type and gender*

Area type	Gender		Both	Level of significance
	Girls	Boys		
Plain lands	72.5 (1,636)	65.3 (1,539)	69.0 (3,175)	p<0.001
Haor area	65.2 (641)	60.8 (652)	63.0 (1,293)	p<0.001
Tea estate/Hill/Forest	62.2 (257)	60.2 (291)	61.2 (548)	p<0.001
Level of significance	p<0.001	p<0.05	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.13**  
*Percentage distribution of children by various levels of education, gender and area*

Level of education	Children aged 6-10 years				Children aged 11-15 years			
	Gender		Area		Gender		Area	
	Girls	Boys	Rural	Urban	Girls	Boys	Rural	Urban
Pre-primary	2.5	2.2	2.2	4.4	-	-	-	-
Primary classes	75.8	74.0	74.9	75.0	28.2	28.5	28.9	20.9
Secondary classes	0.9	0.6	0.7	0.8	38.1	28.8	32.7	44.0
Non-graded madrasa	3.6	5.3	4.4	6.5	3.0	6.0	4.6	3.2
Out of school	17.2	18.0	17.9	13.4	30.7	36.7	33.8	31.9

Source: Education Watch Household Survey, 2010

**Annex 5.14**  
*Percentage distribution of primary aged children by level of education, strata and location*

Level of education	Strata					Location		
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest
Pre-primary	2.0	2.8	2.5	1.4	4.4	2.4	2.2	2.7
Primary classes	75.2	73.6	74.1	76.9	75.0	74.9	75.5	72.4
Secondary classes	0.7	0.5	1.1	0.6	0.8	0.7	0.4	1.5
Non-graded madrasa	5.7	3.8	4.3	2.8	6.5	4.9	4.5	2.3
Out of school	16.4	19.4	18.0	18.3	13.4	17.0	17.4	21.1

Source: Education Watch Household Survey, 2010

**Annex 5.15**  
*Percentage distribution of secondary aged children by level of education, strata and location*

Level of education	Strata					Location		
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	Plain areas	Haor areas	Tea estate/hill/forest
Pre-primary	-	-	-	-	-	-	-	-
Primary classes	26.0	32.4	31.3	27.6	20.9	26.9	30.8	29.2
Secondary classes	34.9	27.0	32.6	35.3	44.0	36.6	28.0	31.5
Non-graded madrasa	6.0	4.6	4.2	2.4	3.2	5.4	4.2	0.5
Out of school	33.0	35.9	31.9	34.7	31.9	31.0	37.0	38.8

Source: Education Watch Household Survey, 2010

**Annex 5.16**  
*Age specific net enrolment rate by locations*

Age (in year)	Plain areas	Haor areas	Tea estate/ hill/forest	Level of significance
6 y	50.5	55.2	52.3	ns
7 y	86.5	82.2	79.6	p<0.05
8 y	92.7	92.2	90.1	ns
9 y	94.0	92.2	89.4	ns
10 y	89.6	87.7	84.2	ns
11 y	89.5	85.4	86.5	ns
12 y	78.5	70.9	74.2	p<0.02
13 y	71.0	65.1	65.6	ns
14 y	53.6	53.7	45.6	ns
15 y	49.2	39.2	27.4	p<0.001

Source: Education Watch Household Survey, 2010

**Annex 5.17**  
*Net enrolment rate at primary level by parental education and gender*

Parental education	Gender		Both	Level of significance
	Girls	Boys		
<b>Mothers' education</b>				
Nil	80.8	77.6	79.1	p<0.05
Incomplete primary	82.7	85.1	83.8	ns
Complete primary and more	85.6	87.3	86.4	ns
Level of significance	p<0.01	p<0.001	p<0.001	
<b>Fathers' education</b>				
Nil	80.7	78.0	79.3	ns
Incomplete primary	82.4	84.0	83.2	ns
Complete primary and more	86.5	87.0	86.8	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.18**  
*Net enrolment rate at secondary level by parental education and gender*

Parental education	Gender		Both	Level of significance
	Girls	Boys		
<b>Mothers' education</b>				
Nil	63.9	54.3	59.3	p<0.001
Incomplete primary	72.2	69.6	70.9	ns
Complete primary and more	80.0	76.4	78.1	ns
Level of significance	p<0.001	p<0.001	p<0.001	
<b>Fathers' education</b>				
Nil	62.8	52.9	58.0	p<0.001
Incomplete primary	71.4	65.8	68.6	ns
Complete primary and more	76.4	75.2	75.8	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.19***Net enrolment rate at primary level by household food security status and gender*

Household food security status	Gender		Both	Level of significance
	Girls	Boys		
Always in deficit	78.4	76.8	77.5	ns
Sometimes in deficit	81.5	82.1	81.8	ns
Breakeven	86.3	84.3	85.3	ns
Surplus	85.7	84.6	85.1	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.20***Net enrolment rate at secondary level by household food security status and gender*

Household food security status	Gender		Both	Level of significance
	Girls	Boys		
Always in deficit	60.0	53.1	56.7	p<0.05
Sometimes in deficit	67.9	61.0	64.5	p<0.01
Breakeven	72.9	65.9	69.4	p<0.01
Surplus	77.0	74.7	75.9	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.21***Net enrolment rate at primary level by religion and gender*

Religion	Gender		Both	Level of significance
	Girls	Boys		
Muslim	83.6	82.4	82.9	ns
Non-Muslim	77.9	80.0	79.0	ns
Level of significance	p<0.01	ns	p<0.01	

Source: Education Watch Household Survey, 2010

**Annex 5.22***Net enrolment rate at secondary level by religion and gender*

Religion	Gender		Both	Level of significance
	Girls	Boys		
Muslim	70.7	63.4	67.1	p<0.01
Non-Muslim	60.8	62.9	61.8	ns
Level of significance	p<0.001	ns	p<0.01	

Source: Education Watch Household Survey, 2010

**Annex 5.23**  
*Net enrolment rate at primary level by parental education and locations*

Parental education	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
<b>Mothers' education</b>				
Nil	79.6	80.8	73.0	p<0.01
Incomplete primary	81.9	87.4	81.6	p<0.05
Primary completed and more	87.5	81.8	93.0	p<0.001
Level of significance	p<0.001	p<0.001	p<0.001	
<b>Fathers' education</b>				
Nil	79.3	81.5	73.4	p<0.01
Incomplete primary	84.5	82.7	77.9	ns
Primary completed and more	87.1	85.2	89.6	ns
Level of significance	p<0.001	ns	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.24**  
*Net enrolment rate at primary level by household food security status and locations*

Household food security status	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
Always in deficit	78.0	78.8	71.0	ns
Sometimes in deficit	83.4	80.4	77.3	ns
Breakeven	84.8	86.8	84.0	ns
Surplus	85.1	86.7	80.6	ns
Level of significance	p<0.001	p<0.001	p<0.05	

Source: Education Watch Household Survey, 2010

**Annex 5.25**  
*Net enrolment rate at primary level by religion and locations*

Religion	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
Muslim	82.9	82.3	86.5	ns
Non-Muslim	83.5	84.5	70.8	p<0.001
Level of significance	ns	ns	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.26**  
*Net enrolment rate at secondary level by parental education and locations*

Parental education	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
<b>Mothers' education</b>				
Nil	61.8	56.9	54.9	p<0.01
Incomplete primary	74.1	66.2	68.4	ns
Primary completed and more	78.9	75.6	79.7	ns
Level of significance	p<0.001	p<0.001	p<0.001	
<b>Fathers' education</b>				
Nil	60.8	54.3	54.1	p<0.01
Incomplete primary	71.3	67.4	59.1	p<0.05
Primary completed and more	77.0	74.3	72.5	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.27**  
*Net enrolment rate at secondary level by household food security status and locations*

Household food security status	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
Always in deficit	59.1	56.6	43.5	p<0.01
Sometimes in deficit	67.2	59.5	63.2	p<0.01
Breakeven	72.9	64.8	63.7	p<0.01
Surplus	76.3	75.8	72.7	ns
Level of significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch Household Survey, 2010

**Annex 5.28**  
*Net enrolment rate at secondary level by religion and locations*

Religion	Locations			Level of significance
	Plain areas	Haor areas	Tea estate/ hill/forest	
Muslim	68.6	64.0	66.2	p<0.05
Non-Muslim	74.3	57.2	55.6	p<0.001
Level of significance	ns	p<0.05	p<0.01	

Source: Education Watch Household Survey, 2010

**Annex 5.29**  
*Measurement of variables used in regression analysis for enrolment*

Variables	Measurement
<b>Dependent variable</b>	
Enrolment	1 = Currently enrolled, 0 = Out of school
<b>Independent variable</b>	
Age	Model for primary: 6-7y = 1, 8-10y = 2
	Model for secondary: 11-12y = 1, 13-15y = 2
	Combined model: 6-7y = 1, 8-10y = 2, 11-12y = 3, 13-15y = 4
Sex	Boys = 1, Girls = 2
Location	Tea-estate/hill/forest = 1, <i>Haor</i> area = 2, Plain lands = 3
Religion	Non-Muslim = 1, Muslim = 2
Ethnicity	Ethnic minority = 1, Bangali = 2
Fathers education	Nil = 1, Incomplete primary = 2, Complete primary = 3
Mothers education	Nil = 1, Incomplete primary = 2, Complete primary = 3
Food security status	Always in deficit = 1, Sometimes in deficit = 2, Breakeven = 3, surplus = 4
Electricity at home	Not available = 1, Available = 2
Migration status	From within Sylhet = 2, Outside Sylhet = 2, Permanent = 3
NRB household	Not = 1, Yes = 2

**Annex 5.30**  
*Regression analysis predicting school enrolment of children aged 6-10 years*

Explanatory variables	Regression coefficient	Odds ratio	95% CI of odds ratio
<b>Age</b>			
6 – 7y	0	1.00	
8 – 10y	1.59	4.89	4.22 – 5.66
<b>Fathers education</b>			
Nil	0	1.00	
Incomplete primary	0.10	1.11	0.91 – 1.35
Complete primary+	0.28	1.32	1.10 – 1.60
<b>Mothers education</b>			
Nil	0	1.00	
Incomplete primary	0.27	1.31	1.07 – 1.59
Complete primary+	0.40	1.48	1.22 – 1.81
<b>Food security status</b>			
Always in deficit	0	1.00	
Sometimes in deficit	0.20	1.22	1.01 – 1.46
Breakeven	0.39	1.48	1.20 – 1.82
Surplus	0.11	1.11	0.86 – 1.43
<b>Electricity at home</b>			
Have not	0	1.00	
Have	0.19	1.21	1.04 – 1.41
<b>Immigration status</b>			
From within Sylhet	0	1.00	
Outside Sylhet	0.53	1.69	1.08 – 2.65
Non-migrant	0.66	1.94	1.36 – 2.75
<b>NRB household</b>			
No	0	1.00	
Yes	0.39	1.48	1.11 – 1.84
Constant	-0.44		
-2 Log likelihood	4988.70		
Cox & Snell R <sup>2</sup>	0.10		
Nagelkerke R <sup>2</sup>	0.16		
Overall prediction	82.5		

**Annex 5.31**  
**Regression analysis of school enrolment of children aged 11-15 years**

Explanatory variables	Regression coefficient	Odds ratio	95% CI of odds ratio
<b>Age</b>			
13 – 15y	0	1.00	
11 – 12y	1.33	3.76	3.28 – 4.31
<b>Sex</b>			
Boys	0	1.00	
Girls	0.34	1.40	1.23 – 1.59
<b>Location</b>			
Tea estate/hill/forest	0	1.00	
Haor area	0.05	1.05	0.85 – 1.31
Plain area	0.22	1.25	1.02 – 1.52
<b>Fathers education</b>			
Nil	0	1.00	
Incomplete primary	0.34	1.40	1.17 – 1.68
Complete primary+	0.45	1.57	1.33 – 1.86
<b>Mothers education</b>			
Nil	0	1.00	
Incomplete primary	0.34	1.41	1.16 – 1.70
Complete primary+	0.54	1.71	1.43 – 2.05
<b>Food security status</b>			
Always in deficit	0	1.00	
Sometimes in deficit	0.26	1.30	1.09 – 1.54
Breakeven	0.37	1.44	1.20 – 1.74
Surplus	0.59	1.81	1.46 – 2.25
<b>Electricity at home</b>			
Have not	0	1.00	
Have	0.27	1.31	1.14 – 1.50
<b>Migration status</b>			
From within Sylhet	0	1.00	
Outside Sylhet	0.77	2.15	1.36 – 3.40
Non-Migrant	0.49	1.63	1.13 – 2.35
Constant	-1.44		
-2 Log likelihood	5627.73		
Cox & Snell R <sup>2</sup>	0.13		
Nagelkerke R <sup>2</sup>	0.18		
Overall prediction	66.4		

**Annex 5.32**  
*Percentage distribution of students by reasons behind choosing madrasa education*

Reasons	Gender		Location		
	Girls	Boys	Plain lands	Haor areas	Tea estate/ hill/forest
Institution nearest to home	18.2	12.4	15.1	14.5	15.1
Good quality institution	17.1	12.6	13.1	14.9	26.9
Neighbouring students enrolled	0.4	0.2	0.4	0.2	0.0
Unavailability of other institution	3.9	2.8	3.5	3.1	0.0
To study in religious stream	58.5	69.7	65.3	66.1	55.9
Others	1.9	2.3	2.6	1.1	2.2

Source: Education Watch Household Survey, 2010

**Annex 5.33**  
*Attendance rate by class and gender*

Class	Gender		Both
	Girls	Boys	
I	70.6	64.1	67.3
II	70.7	64.0	67.4
III	66.3	64.0	65.2
IV	65.4	62.0	63.8
V	72.1	65.3	68.8
VI	73.4	63.3	68.7
VII	67.6	56.1	62.4
VIII	66.4	59.4	63.3
IX	65.4	55.8	61.1
X	65.8	55.4	61.2

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.1**  
*Retention rate at various classes of primary education by school type*

Class	School type	
	Independent primary	Primary attached secondary
Class I	100.0	100.0
Class II	91.9	99.7
Class III	85.6	99.7
Class IV	74.5	99.7
Class V	63.4	84.6
Graduates	53.7	71.1

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.2**  
*Hypothetical cohort analysis of primary school students by gender*

Indicators	Gender		Both
	Girls	Boys	
Survival rate up to class V	72.0	70.0	71.9
Completion rate	60.5	59.4	60.7
Dropout rate	39.5	40.6	39.3
Coefficient of efficiency	55.6	55.3	55.8
Pupil years invested per graduate	9.0	9.0	9.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.3**  
*Hypothetical cohort analysis of primary school students by strata*

Indicators	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Survival rate up to class V	44.4	55.3	56.9	75.9	87.9
Completion rate	35.6	47.7	42.4	63.8	78.4
Dropout rate	64.4	52.3	57.6	36.2	21.6
Coefficient of efficiency	35.2	47.8	44.9	56.7	69.5
Pupil years invested per graduate	14.2	10.5	11.1	8.8	7.2

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.4**  
*Hypothetical cohort analysis of primary school students by location*

Indicators	Location				
	Plain lands	Haor areas	Tea estate, hill, forest	Tea estates	Hills
Survival rate up to class V	78.3	48.2	62.8	43.8	68.0
Completion rate	53.9	39.8	53.9	36.0	59.1
Dropout rate	46.1	60.2	46.1	64.0	40.9
Coefficient of efficiency	59.1	41.9	56.3	12.2	8.3
Pupil years invested per graduate	8.5	11.9	8.9	41.2	60.2

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.5**  
*Hypothetical cohort analysis of primary school students by school type*

Indicators	School type	
	Independent primary	Primary attached secondary
Survival rate up to class V	63.4	84.6
Completion rate	53.7	71.1
Dropout rate	46.3	28.9
Coefficient of efficiency	51.0	67.9
Pupil years invested per graduate	9.8	7.4

*Source: Education Watch Educational Institution Survey, 2010*

**Annex 6.6**  
*Retention rate at various classes of secondary education by location*

Class	Location	
	Plain lands	Haor areas
Class VI	100.0	100.0
Class VII	97.1	90.9
Class VIII	91.9	83.8
Class IX	90.4	80.8
Class X	71.8	67.2
Graduates	52.3	46.3

*Source: Education Watch Educational Institution Survey, 2010*

**Annex 6.7**  
*Retention rate at various classes of secondary education by school type*

Class	School type	
	School	Madrassa
Class VI	100.0	100.0
Class VII	96.4	95.9
Class VIII	90.5	94.5
Class IX	88.9	94.5
Class X	70.6	79.7
Graduates	51.5	52.7

*Source: Education Watch Educational Institution Survey, 2010*

**Annex 6.8**  
*Hypothetical cohort analysis of primary school students by gender*

Indicators	Gender		Both
	Girls	Boys	
Survival rate up to class X	75.2	67.2	51.6
Completion rate	55.0	48.1	51.8
Dropout rate	45.0	51.9	48.2
Coefficient of efficiency	53.7	50.5	52.3
Pupil years invested per graduate	9.3	9.9	9.6

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.9**  
*Hypothetical cohort analysis of primary school students by strata*

Indicators	Strata				
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas
Survival rate up to class X	74.5	69.4	70.5	58.0	76.0
Completion rate	52.3	50.1	47.7	38.3	60.3
Dropout rate	47.7	49.9	52.3	61.7	39.7
Coefficient of efficiency	52.8	52.9	49.9	38.8	59.5
Pupil years invested per graduate	9.5	9.5	10.0	12.9	8.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.10**  
*Hypothetical cohort analysis of primary school students by location*

Indicators	Location	
	Plain lands	Haor areas
Survival rate up to class X	71.8	67.2
Completion rate	52.3	46.3
Dropout rate	47.7	53.7
Coefficient of efficiency	52.5	49.5
Pupil years invested per graduate	9.5	10.1

Source: Education Watch Educational Institution Survey, 2010

**Annex 6.11**  
*Hypothetical cohort analysis of primary school students by school type*

Indicators	School type	
	School	Madrassa
Survival rate up to class X	70.6	79.7
Completion rate	51.5	52.7
Dropout rate	48.5	47.3
Coefficient of efficiency	52.0	53.4
Pupil years invested per graduate	9.6	9.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 7.1***Percentage distribution of primary schools by issues discussed in SMC meeting and strata*

Issues	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Examination matters	34.6	48.0	60.0	52.0	42.3	47.2
Students absenteeism	50.0	32.0	52.0	44.0	38.5	43.3
Reconstruction works	42.3	32.0	28.0	36.0	38.5	35.4
SMC affaires	26.9	28.0	16.0	36.0	23.1	26.0
Quality of education	19.2	20.0	16.0	0.0	30.8	17.3
Students selection for upabritti	19.2	24.0	8.0	28.0	0.0	15.7
Sports and other events	3.8	12.0	12.0	20.0	19.2	13.4
Admission of students	15.4	8.0	12.0	16.0	15.4	13.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 7.2***Percentage distribution of secondary schools by issues discussed in SMC meeting and strata*

Issues	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Teacher recruitment	62.5	58.3	58.3	54.2	36.0	53.7
SMC affaires	54.2	41.7	45.8	45.8	40.0	45.5
Schools financial matters	37.5	16.7	20.8	41.7	40.0	31.4
Reconstruction works	29.2	29.2	12.5	33.3	36.0	28.1
Voter list preparation	8.3	20.8	37.5	20.8	24.0	22.3
Quality of education	20.8	12.5	12.5	16.7	32.0	19.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 7.3***Percentage distribution of primary schools by issues discussed in SMC meeting and location*

Issues	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Examination matters	48.3	42.4	57.1	47.2
Students absenteeism	42.5	36.4	85.7	43.3
Reconstruction works	35.6	36.4	28.6	35.4
SMC affaires	27.6	21.2	28.6	26.0
Quality of education	18.4	18.2	0.0	17.3
Students selection for upabritti	17.2	15.2	0.0	15.7
Sports and other events	16.1	9.1	0.0	13.4
Admission of students	18.4	3.0	0.0	13.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 7.4***Percentage distribution of secondary schools by issues discussed in SMC meeting and location*

Issues	Location		All
	Plain lands	Haor areas	
Teacher recruitment	54.6	52.2	53.7
SMC affairs	46.4	39.1	45.5
Schools financial matters	35.1	17.4	31.4
Reconstruction works	25.8	34.8	28.1
Voter list preparation	17.5	43.5	22.3
Quality of education	20.6	8.7	19.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.1***Percentage of primary head teachers by their opinion regarding obstacles in regular attendance of students and strata*

Obstacle in regular attendance	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Parents were not careful at this	61.5	61.5	80.8	80.0	76.9	72.1
Students had to work for families	61.5	50.0	69.2	68.0	61.5	62.0
Poverty	46.2	46.2	65.4	64.0	65.4	57.4
Bad transportation system especially in rainy season	65.4	80.8	53.8	32.0	19.2	50.4
Students illness and malnutrition	3.8	7.7	19.2	16.0	15.4	12.4
Students were not attentive to education	3.8	7.7	3.8	8.0	19.2	8.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.2***Percentage of primary head teachers by their opinion regarding obstacles in regular attendance of students and location*

Obstacle in regular attendance	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Parents were not careful at this	74.2	67.6	66.7	72.1
Students had to work for families	60.7	58.8	100.0	62.0
Poverty	58.4	52.9	66.7	57.4
Bad transportation system especially in rainy season	40.4	79.4	33.3	50.4
Students illness and malnutrition	13.5	5.9	33.3	12.4
Students were not attentive to education	7.9	8.8	16.7	8.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.3**  
*Percentage of secondary head teachers by their opinion regarding obstacles in regular attendance of students and strata*

Obstacle in regular attendance	Stratum					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Parents were not careful at this	87.0	62.5	75.0	87.5	70.4	76.2
Fragile communication system especially in rainy season	56.5	66.7	58.3	54.2	33.3	53.3
Poverty	47.8	45.8	37.5	50.0	48.1	45.9
Students had to work for families	39.1	33.3	29.2	66.7	22.2	37.7
Students were not attentive to education	30.4	12.5	12.5	20.8	33.3	22.1
Students illness and malnutrition	4.3	0.0	8.3	8.3	18.5	8.2

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.4**  
*Percentage of secondary head teachers by their opinion regarding obstacles in regular attendance of students and location*

Obstacle in regular attendance	Location		All
	Plain lands	Haor areas	
Parents were not careful at this	81.8	50.0	76.2
Bad transportation system especially in rainy season	46.5	86.4	53.3
Poverty	46.5	40.9	45.9
Students had to work for families	34.3	54.5	37.7
Students were not attentive to education	27.3	0	22.1
Students illness and malnutrition	7.1	13.6	8.2

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.5**  
*Percentage of primary head teachers by their opinion regarding necessary steps for increasing students' attendance by strata*

Steps to increase students attendance	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Schools regular meeting with parents	84.6	73.1	64.0	88.5	96.0	81.3
Start school feeding programme	38.5	30.8	52.0	34.6	56.0	42.2
Increase number of upabritti	34.6	15.4	56.0	46.2	20.0	34.4
Improve communication system	19.2	53.8	40.0	34.6	4.0	30.5
Strength teachers home visit of the students	23.1	23.1	20.0	23.1	36.0	25.0
Increase co-curricular activities	19.2	23.1	12.0	26.9	28.0	21.9
Eradicate poverty	3.8	11.5	16.0	23.1	8.0	12.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.6**  
*Percentage of secondary head teachers by their opinion regarding necessary steps for increasing students' attendance by strata*

Steps to increase students attendance	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Schools regular meeting with parents	75.0	62.5	91.7	91.7	74.1	78.9
Improve transportation system	20.8	70.8	54.2	29.2	11.1	36.6
Expand stipend programme for boys	33.3	33.3	20.8	41.7	18.5	29.3
Start school feeding programme	25.0	8.3	20.8	41.7	22.2	23.6
Eradicate poverty	4.2	8.3	12.5	29.2	14.8	13.8
Strength teachers home visit of the students	8.3	20.8	4.2	16.7	14.8	13.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.7**  
*Percentage of primary head teachers by their opinion regarding necessary steps for increasing students' attendance by location*

Steps to increase students attendance	Location			All
	Plain lands	Haor areas	Tea estate/hill/forest	
Schools regular meeting with parents	85.1	76.5	57.1	81.3
Start school feeding programme	43.7	38.2	42.9	42.2
Increase number of <i>upabritti</i>	34.5	29.4	57.1	34.4
Improve transportation system	25.3	44.1	28.6	30.5
Strength teachers home visit of the students	25.3	20.6	42.9	25.0
Increase co-curricular activities	25.3	14.7	14.3	21.9
Eradicate poverty	12.6	11.8	14.3	12.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.8**  
*Percentage of secondary head teachers by their opinion regarding necessary steps for increasing students' attendance by location*

Steps to increase students attendance	Location		All
	Plain lands	Haor areas	
Schools regular meeting with parents	79.8	73.9	78.9
Improve transportation system	28.3	73.9	36.6
Expand stipend programme for boys	31.3	21.7	29.3
Start school feeding programme	27.3	8.7	23.6
Eradicate poverty	13.1	17.4	13.8
Strength teachers home visit of the students	11.1	21.7	13.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.9**  
*Percentage of primary school heads by reasons for some students not attending in the primary education completion examination and strata*

Reasons	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Illness of examinees	53.3	40.9	42.9	50.0	33.3	43.1
Had to work for families	26.7	45.5	33.3	20.0	12.5	27.5
Parents were not aware	26.7	18.2	42.9	20.0	16.7	24.5
Families migrated during or before exam	20.0	18.2	19.0	15.0	12.5	16.7
Some students were not attentive	6.7	13.6	14.3	5.0	8.3	9.8

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.10**  
*Percentage of primary school heads by reasons for some students not attending in the primary education completion examination and location*

Reasons	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Illness of examinees	47.9	33.3	25.0	43.1
Had to work for families	22.5	40.7	25.0	27.5
Parents were not aware	25.4	18.5	50.0	24.5
Families migrated during or before exam	18.3	14.8	0.0	16.7
Some students were not attentive	5.6	22.2	0.0	9.8

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.11**  
*Percentage of primary school heads by reasons of students failing or getting third class in primary education completion examination and stratum*

Reasons	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Lack of awareness among parents	91.7	68.0	85.7	65.4	70.0	75.9
Poverty	54.2	52.0	64.3	46.2	46.7	52.6
Irregular attendance of students	58.3	44.0	50.0	38.5	53.3	48.9
Students had to work for family	4.2	28.0	17.9	23.1	23.3	19.5
Scarcity of teachers	29.2	16.0	21.4	11.5	3.3	15.8
Students did not study at home	20.8	4.0	21.4	19.2	10.0	15.0
Lack of intellect of the students	8.3	16.0	10.7	19.2	13.3	13.5
Students were not attentive in class	25.0	0.0	14.3	3.8	10.0	10.5
Students did not get help at home	12.5	8.0	10.7	19.2	3.3	10.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.12**  
**Percentage of primary school heads by reasons of students failing or getting third class in primary education completion examination and location**

Reasons	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Lack of awareness among parents	75.5	76.7	80.0	75.9
Poverty	51.0	53.3	80.0	52.6
Irregular attendance of students	50.0	46.7	40.0	48.9
Students had to work for family	19.4	20.0	20.0	19.5
Scarcity of teachers	20.4	3.3	0.0	15.8
Students did not study at home	14.3	20.0	0.0	15.0
Lack of intellect of the students	12.2	13.3	40.0	13.5
Students were not attentive in class	12.2	6.7	0.0	10.5
Students did not get help at home	9.2	16.7	0.0	10.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.13**  
**Percentage of primary school heads by the steps that could be taken for better result in the primary education completion examination and strata**

Steps	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Awareness raising campaign among parents	76.9	85.7	78.6	74.1	77.4	78.6
Provide more teachers in schools	50.0	35.7	53.6	55.6	32.3	45.0
Arrange special coaching in school	30.8	32.1	21.4	18.5	35.5	27.9
Organize parent-teacher meeting regularly	11.5	7.1	14.3	18.5	22.6	15.0
Improve schools physical facilities	19.2	10.7	17.9	3.7	9.7	12.1
Eradication of poverty	0.0	7.1	25.0	11.1	12.9	11.4
Skill development through training of teachers	7.7	7.1	3.6	3.7	19.4	8.6
Make teachers attentive to teaching	11.5	14.3	7.1	3.7	6.5	8.6
Improve communication system	7.7	17.9	7.1	3.7	6.5	8.6

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.14**  
**Percentage of primary school heads by the steps that could be taken for better result in the primary education completion examination and location**

Steps	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Awareness raising campaign among parents	77.2	85.3	60.0	78.6
Provide more teachers in schools	45.5	41.2	60.0	45.0
Arrange special coaching in school	28.7	29.4	0.0	27.9
Organize parent-teacher meeting regularly	18.8	5.9	0.0	15.0
Improve schools physical facilities	10.9	14.7	20.0	12.1
Eradication of poverty	7.9	11.8	80.0	11.4
Skill development through training of teachers	10.9	2.9	0.0	8.6
Make teachers attentive to teaching	7.9	11.8	0.0	8.6
Improve communication system	4.0	23.5	0.0	8.6

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.15**  
*Percentage of secondary school heads by reasons of getting GPA <2 and strata*

Reasons	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Lack of awareness among parents	72.7	75.0	76.2	61.1	56.5	68.3
Students were not attentive	31.8	30.0	57.1	33.3	56.5	42.3
Irregular attendance of students	50.0	65.0	23.8	38.9	26.1	40.4
Parents were unable to bear cost of education due to poverty	18.2	50.0	28.6	44.4	17.4	30.8
Scarcity of teachers in schools	27.3	20.0	33.3	33.3	13.0	25.0
Lack of intellect of the students	22.7	15.0	9.5	33.3	17.4	19.2
Absence of coaching class in school	13.6	20.0	9.5	16.7	8.7	13.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.16**  
*Percentage of secondary school heads by reasons of getting GPA <2 and location*

Reasons	Location		All
	Plain lands	Haor areas	
Lack of awareness among parents	70.7	61.9	68.3
Students were not attentive	47.6	23.8	42.3
Irregular attendance of students	37.8	52.4	40.4
Parents were unable to bear cost of education due to poverty	22.0	61.9	30.8
Scarcity of teachers in schools	23.2	33.3	25.0
Lack of intellect of the students	18.3	19.0	19.2
Absence of coaching class in school	13.4	14.3	13.5

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.17**  
*Percentage of secondary school heads by the measures could be taken to do better in SSC/dakhil examination and strata*

Measures could be taken	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
If the parents were aware	54.2	54.2	75.0	58.3	63.0	61.0
If there were enough teachers in school	29.2	33.3	37.5	50.0	22.2	34.1
If special coaching could be arranged in school before exam	41.7	37.5	25.0	20.8	40.7	33.3
If the students attended in school regularly	20.8	25.0	8.3	25.0	25.9	21.1
If poverty could be eradicated	0.0	25.0	16.7	20.8	11.1	14.6
If the teachers skills could be developed through training	8.3	4.2	4.2	33.3	14.8	13.0
If the teachers were attentive to their duties	20.8	8.3	12.5	4.2	11.1	11.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.18**  
*Percentage of secondary school heads by the measures could be taken to do better in SSC/dakhil examination and strata*

Measures could be taken	Location		All
	Plain lands	Haor areas	
If the parents were aware	61.6	56.5	61.0
If there were enough teachers in school	30.3	47.8	34.1
If special coaching could be arranged in school before exam	29.3	52.2	33.3
If the students attended in school regularly	21.2	21.7	21.1
If poverty could be eradicated	13.1	21.7	14.6
If the teachers skills could be developed through training	12.1	13.0	13.0
If the teachers were attentive to their duties	13.1	4.3	11.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.19**  
*Percentage of primary school teachers by main obstacles to improve quality of education and strata*

Obstacles to improve quality	Strata (Primary)					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Lack of adequate number of teachers	73.1	65.4	84.6	76.9	80.8	76.2
Inadequate physical facilities in school	46.2	61.5	46.2	46.2	57.7	51.5
Lack of awareness of parents	46.2	30.8	50.0	50.0	34.6	42.3
Mass poverty in a section of population	26.9	26.9	23.1	15.4	30.8	24.6
Absenteeism of students	19.2	38.5	7.7	23.1	15.4	20.8
Lack of co-curricular activities	3.8	7.7	19.2	26.9	15.4	14.6
lack of teaching aids and non-attractive teaching method	7.7	19.2	3.8	3.8	15.4	10.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.20**  
*Percentage of secondary school teachers by main obstacles to improve quality of education and strata*

Obstacles to improve quality	Strata (Secondary)					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Lack of adequate number of teachers	75.0	83.3	70.8	66.7	59.3	70.7
Inadequate physical facilities in school	62.5	58.3	75.0	79.2	63.0	67.5
Lack of awareness of parents	33.3	33.3	41.7	29.2	18.5	30.9
Mass poverty in a section of population	12.5	20.8	20.8	25.0	40.7	24.4
Lack of training and professionalism of teachers	12.5	29.2	33.3	29.2	18.5	24.4
Lack of teaching aids and non-attractive teaching method	4.2	12.5	4.2	20.8	14.8	11.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.21***Percentage of primary school teachers by main obstacles to improve quality of education and location*

Obstacles to improve quality	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Lack of adequate number of teachers	80.9	67.6	57.1	76.2
Inadequate physical facilities in school	43.8	73.5	42.9	51.5
Lack of awareness of parents	48.3	23.5	57.1	42.3
Mass poverty in a section of population	27.0	17.6	28.6	24.6
Absenteeism of students	16.9	32.4	14.3	20.8
Lack of co-curricular activities	15.7	11.8	14.3	14.6
lack of teaching aids and non-attractive teaching method	9.0	14.7	0	10.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.22***Percentage of secondary school teachers by main obstacles to improve quality of education and location*

Obstacles to improve quality	Location		All
	Plain lands	Haor areas	
Lack of adequate number of teachers	67.7	82.6	70.7
Inadequate physical facilities in school	70.7	56.5	67.5
Lack of awareness of parents	31.3	30.4	30.9
Mass poverty in a section of population	23.2	30.4	24.4
Lack of training and professionalism of teachers	25.3	17.4	24.4
Lack of teaching aids and non-attractive teaching method	13.1	4.3	11.4

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.23***Percentage of primary teachers by the measures that can be taken to improve overall quality of schools and strata*

Measures for improvement of school quality	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Increase number of teachers in schools	69.2	57.7	92.3	76.9	80.8	75.4
Increase awareness among the parents through regular communication with them	42.3	38.5	46.2	57.7	34.6	43.8
Expand physical facilities in schools	42.3	42.3	38.5	23.1	53.8	40.0
Increase co-curricular activities in schools	11.5	0.0	11.5	30.8	15.4	13.8
Improve communication facilities	11.5	23.1	11.5	19.2	0.0	13.1
Free supply of stationeries to students	15.4	26.9	11.5	7.7	3.8	13.1
Increase teachers remuneration	11.5	11.5	11.5	15.4	11.5	12.3

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.24**  
*Percentage of secondary teachers by the measures that can be taken to improve overall quality of schools and strata*

Measures for improvement of school quality	Strata					All
	Rural Sylhet	Rural Sunamganj	Rural Habiganj	Rural Moulvibazar	Urban areas	
Increase number of teachers in schools	79.2	79.2	75.0	79.2	61.5	74.6
Expand physical facilities in schools	41.7	41.7	50.0	45.8	46.2	45.1
Increase awareness among the parents through regular communication with them	41.7	37.5	45.8	45.8	46.2	43.4
Provide more training to the teachers	29.2	29.2	54.2	16.7	38.5	33.6
Free supply of stationeries to students	16.7	20.8	12.5	16.7	11.5	15.6
Ensure students regular attendance	16.7	8.3	4.2	12.5	3.8	9.0

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.25**  
*Percentage of primary teachers by the measures that can be taken to improve overall quality of schools and location*

Measures for improvement of school quality	Location			All
	Plain lands	Haor areas	Tea estate/ hill/forest	
Increase number of teachers in schools	82.0	61.8	57.1	75.4
Increase awareness among the parents through regular communication with them	48.3	29.4	57.1	43.8
Expand physical facilities in schools	39.3	44.1	28.6	40.0
Increase co-curricular activities in schools	19.1	0.0	14.3	13.8
Improve communication facilities	7.9	26.5	14.3	13.1
Free supply of stationeries to students	12.4	17.6	0.0	13.1
Increase teachers remuneration	15.7	5.9	0.0	12.3

Source: Education Watch Educational Institution Survey, 2010

**Annex 8.26**  
*Percentage of secondary teachers by the measures can be taken to improve overall quality of schools and location*

Measures for improvement of school quality	Location		All
	Plain lands	Haor areas	
Increase number of teachers in schools	71.4	87.0	74.6
Expand physical facilities in schools	49.0	26.1	45.1
Increase awareness among the parents through regular communication with them	43.9	43.5	43.4
Provide more training to the teachers	36.7	21.7	33.6
Free supply of stationeries to students	17.3	8.7	15.6
Ensure students regular attendance	8.2	13.0	9.0

Source: Education Watch Educational Institution Survey, 2010

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Increasing inequity is a major concern in Bangladesh. Inequities exist in terms of school type, streams of education, geographical locations and socio-economic status. Coexistence of development and inequity contradicts with the Constitution of Bangladesh and the new Education Policy 2010. It is thus important to know the nature and causes of inequities in order to establish an equitable education provision.

Sylhet division is relatively better in economic condition but worse in social indicators including education. This study explored the reasons of slow progress of Sylhet division in school education keeping in mind the broader context of regional deprivation in education in Bangladesh. Much of the factors identified for low performance resonate quite well with the overall educational discourse nationally. Geographical conditions of the division, late entry and early dropout of the children, poverty and child labour, teachers absenteeism and lack of punctuality, management weakness, lack of awareness of the parents, and unavailability of enough secondary schools were identified as the reasons of low performance in education in Sylhet division. Considering the variations within, need based affirmative actions through decentralized educational planning, management and political commitment can help the division progress with other regions of the country.

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