

A Snapshot of the Main Report



**Campaign for Popular Education (CAMPE)
Bangladesh**

Report Card Survey 2015
Citizens' Voice for Quality Primary Education

A Snapshot of the Main Report

Lead Researcher
Abu Z. Mohammad

Editors
Anwara Begum
Rasheda K. Choudhury
Md. Mostafizur Rahaman



Campaign for Popular Education (CAMPE)
Bangladesh

First Edition

December 2015

Technical Advisory Committee

Manzoor Ahmed, M. Nazmul Haq, Humayun Kabir, Fazle Yahya, Syed Rashed Al Zayed, Arif H. Khan (late), Md. Waheed Alam, Parvin Ahmed Khusi, Md. Mostafizur Rahaman

Research Team

Abu Z. Mohammad (Team Leader), Tanvir Mahmud, Sarfuddin Md. Abu Yousuf, Grace Sengupta, Santana Ayub, Mohammad Abdul Quddus (Prince).

Copyright © Campaign for Popular Education (CAMPE)

Cover Design

Khandaker Nurul Islam

Design & Printed by

Evergreen Printing and Packaging

ISBN: 978-984-34-0035-2

Published by

Ms. Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE)

5/14, Humayun Road, Mohammadpur, Dhaka-1207

Phone: 9130427, 58155031, 58153417, 8142024-5

Fax: 5817971

Email: info@campebd.org

Web: www.campebd.org

Preface

Campaign for Popular Education (CAMPE) is an advocacy and campaign network promoting quality education, retention and completion of primary & secondary education cycle of both boys and girls of Bangladesh. It started its journey in 1990 with only 15 member organizations and has gradually grown into a well-known credible coalition of more than 1000 education NGOs, dozens of researchers, education rights' campaigners and teachers sharing similar vision and mission. It is also the Secretariat of Education Watch, a civil society platform of researchers, practitioners and activists in the education sector in Bangladesh. CAMPE, on behalf of the Education Watch Group, coordinates the production of annual research-based Education Watch reports, presenting a civil society perspective on progress and challenges of achieving different national and international goals and targets including the Education for All (EFA) goals in Bangladesh.

Citizens' Report Card (CRC) has recently gained popularity as a tool for analyzing user feedback on the performance of public services. CRC can significantly enhance public accountability through media coverage and civil society advocacy that accompanies the process. The use of citizens' report card, as a performance monitoring and feedback mechanism, which is expected to ensure social accountability, has gained credibility since the late 1990s.

CAMPE has been applying this methodology in Government Primary Schools located in its Community Education Watch areas since 2013. This year, CAMPE covered 24 schools in eight different unions of eight districts including 1675 households.

This popular version of CRC provides a snapshot of the main report where school-wise data, grading and actions for improvement are recommended. The main report has the details including overall findings with some recommendations for consideration by major stakeholders like the government, civil society and development partners.

The whole exercise was a collective effort and we would like to extend our heartfelt thanks to Prof. Abu Z. Mohammad and his team for conducting the study with sincerity and commitment. We would also like to express our deepest gratitude to the members of the Technical Advisory Team comprising relevant government officials, field experts and practitioners for their valuable contribution from study design to finalization of the report.

Our sincere appreciation for the teachers, students, guardians, local education officials, partner NGOs and CAMPE team who provided spontaneous support during the survey at different stages. Special thanks to the Directorate of Primary Education (DPE) and the Ministry of Primary and Mass Education (MoPME) for their wonderful cooperation.

We would also like to express our profound grief at the untimely demise of Arif H. Khan, one of our Advisory Committee Members. Arif will always be remembered for his sincerity, honesty and love of mankind. May his soul rest in peace.

Rasheda K. Choudhury

Executive Director

Campaign for Popular Education (CAMPE)

Overview

Greater social accountability facilitates civil society engagement meaningfully in public policy and hence, contribute to public good. While a variety of social accountability approaches are available and have been implemented globally, it may be challenging for civil society and governments to choose what would work best. The Citizens' Report Card (CRC), a social accountability tool is being used in Bangladesh by different national and international civil society organizations. CRC is a survey instrument that provides quantitative data on how satisfied users are with public services such as education institutions, health centers, local government, water and sanitation etc. Using this instrument, civil society organizations, governments, and service providers can receive feedback from the actual users of a certain service. This process is also used for an overall assessment of the performance of public service based on citizens' satisfaction in a right based framework (e.g. Availability, Accessibility, Acceptability, Affordability and Adaptability), which is a reflection on the responsiveness and transparency of the service provider. It helps to track the change in benchmark over a period of time. The satisfaction survey helps move from 'apathy and coping' to 'voicing'. It enables the shift from 'shouting' to 'counting'. It puts the spotlight on hidden costs like corruption. It facilitates advocacy and mobilization.

In this context, Campaign for Popular Education (CAMPE) has been applying different social accountability tools i.e. Citizens' Report Card, Social Audit, Civic Watchdog Role (Community Education Watch Group), Education Watch Study etc. CAMPE conducted a CRC study for the first time in 2013 in Primary Schools, using specific indicators on the performance of Primary Education Services in four selected districts with the help of the Community Watch Groups. This year (2015) CAMPE expanded the CRC coverage to eight districts including the previous districts.

Objective of the Study

The main objective of the study is to identify the extent to which service receivers of Government Primary Schools are satisfied with the different services and how it can be improved. The specific objectives of the study are to-

- identify the quality and access to services in few selected Government Primary Schools;
- assess the level of satisfaction of service receivers;
- identify the challenges to government intervention and analyze the nature and extent of unauthorized payment in Government Primary Schools;
- process recommendation for improvement in service delivery.

Sources of Data and Methodology

Both qualitative and quantitative research techniques have been used in this study. The data has been collected from both primary and secondary sources. Field work was conducted in collaboration with the local partners of CAMPE in the selected areas. The schools were selected from CAMPE facilitated 'Community Education Watch Group' catchment areas. The survey was conducted in April 2015. Precisely 20 field enumerators were recruited to collect the data at field level. Primary sources for this research included household survey, focus group discussions (FGDs) and semi-structured key informant interviews (KIIs).

The household survey was conducted in 24 Government Primary Schools in eight Unions under 8 districts namely, Gaibandha, Meherpur, Netrokona, Jamalpur, Habiganj, Sirajganj, Khulna and Bhola. Three schools were selected from each union. Out of three schools, one school was selected from Newly Nationalized Primary School (NNPS). The total sample size was 1675. A three-stage random sampling technique was followed for selecting respondents. Depending on the student size from Grade II to Grade IV, every first to fourth student across the class was selected following systematic random sampling technique. In the presence of sampled student, his/her mother was interviewed using a questionnaire. In the cases where mother was not available, subsequent visits were made to the sampled household. Failing that, another adult person who was considered to be household decision maker or treated as guardian, was interviewed. The survey questionnaire included socio-economic and demographic information of the respondents, student's information, information on private tuition, corporal punishment, different fees, books distribution, stipend, seating arrangement, proper teaching material, level of satisfaction in different services etc.

Twenty-four (24) focus group discussions (FGDs) were conducted with students, SMCs, teachers, and members of community education watch groups. The average number of participants in FGDs were 7 people. Semi-structured checklists were used for conducting the FGDs. Seventy-two (72) key informant interviews (KIIs) took place to assess the quality of education, extent of different problems and to discuss possible policy suggestions. Key informants included Head Teacher, Assistant Upazila Education Officer/Upazila Education Officer, Public Representatives and CSOs. Semi-structured checklists were used for conducting KIIs. Eight validation workshops took place in eight Upazilas for data validation by relevant stakeholders. One Advisory Committee was formed comprising nine members with representation of both academicians and practitioners from DPE, World Bank, TIB and other Civil Society Organizations. The committee regularly sat together and provided inputs in the Report Card process. Eight workshops took place in eight Upazilas for data validation by the relevant stakeholders. The major findings of the Report Card were shared in national level events including JARM process of PEDP-3 and a multi stakeholder sharing meeting. In this study, 15 similar indicators were selected for each school. All schools were graded on the basis of total score.

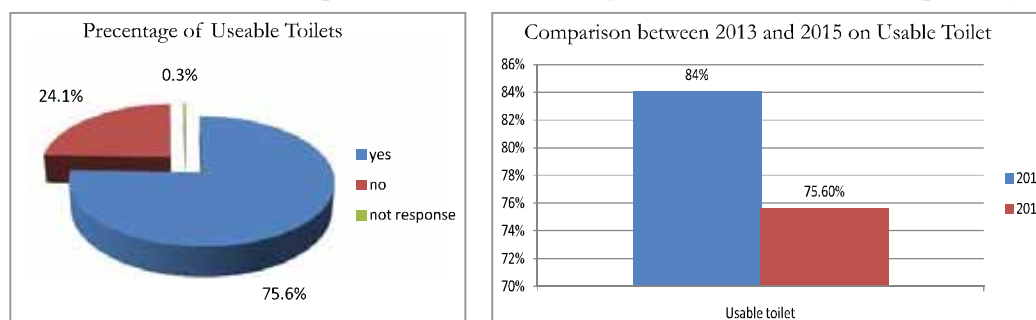
In this study a standard grading system has been followed where score 90 or above is *A*, which means *Excellent*; 80-89 is *B*, means *Above Average*; 70-79 is *C*, means *Average*; 60-69 is *D*, means *Below Average*; 50-59 is *E*, means *Unsatisfactory* and below 50 is *F*, means *Poor or Very Unsatisfactory*.

In some indicators '0' is the highest standard score, where 0-9 is *A*, means *Excellent*; 10-19 is *B*, means *Above Average*; 20-29 is *C*, means *Average*; 30-39 is *D*, means *Below Average*; 40-49 is *E*, means *Unsatisfactory* and 50 or above is *F*, means *Poor or Very Unsatisfactory*. Corporal punishment and unauthorized payment are examples of these kinds of indicators.

Major Findings

Physical facilities and the learning provisions are the two critical issues that need to be established first, in order to create an environment of enabling educational opportunities for the children. The study reveals that the teacher-student ratio is high which stands at 1:49. In terms of infrastructure, the schools have insufficient infrastructure like shortage of classrooms, lack of electricity, playground, safe drinking water and toilet facilities.

The water and sanitation facilities are very poor in NNPS schools. Most of the NNPS schools have no hygienic sanitation facilities. 87.6% schools have own facilities for safe drinking water where 24.1% of the schools do not have any kind of toilet facilities in their premises. Therefore, the students from the schools without any water and sanitary toilet facilities are forced to use the facilities of the neighborhood or public premises. 37.5% and 41% schools do not have separate toilet facilities for girls and female teachers respectively.



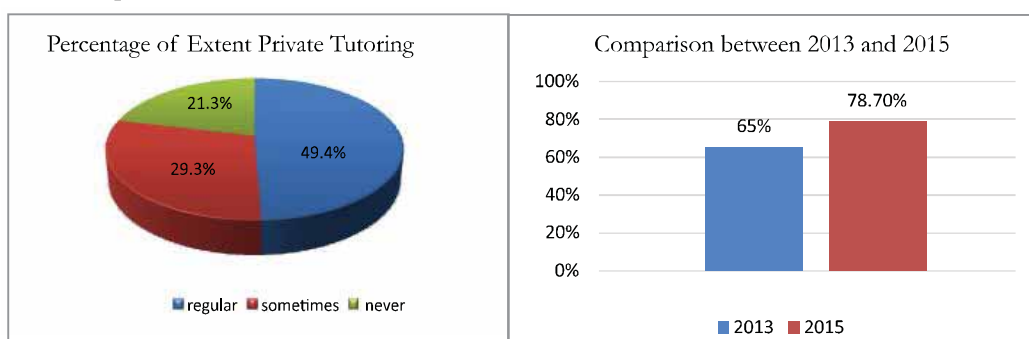
In terms of teacher punctuality, nearly 89% guardians showed their satisfaction on teachers' timing and regularity. However, they were not satisfied about the regular use of teaching materials in the classroom. Though the use of library is very poor but 71% schools have library facilities. According to the library register and FGD findings, teachers are the main users of library though it is not frequent, students' use of library is very occasional.

All surveyed schools have active SMC and on an average member met 10.5 times in 2014. Average attendance in the meetings is 8.6 though the decision making process is not democratic. The Chairs and the member secretaries took decisions while other members just put their signatures on the meeting minutes prepared by the head teacher. The same people were selected in the committees for several years.

According to the register, on average school visits by government officials like UEO/AUEO were 6.45 times in 2014. During the visit the UEO or AUEO discussed issues related to school development with the SMC members and the local elites as well as teachers. In some-cases, the UEO approved unauthorized leave for the teachers. It was reported by the participants in FGD that when the UEO/AUEO had visited the school, student attendance was very high compared to the other days.

The Head Teachers play the major role in decision making process though according to the Head Teachers' they take decisions in consultation with the SMC and other teachers. However, few teachers opined that Head Teachers listened to every one's suggestions but acted according to their decisions.

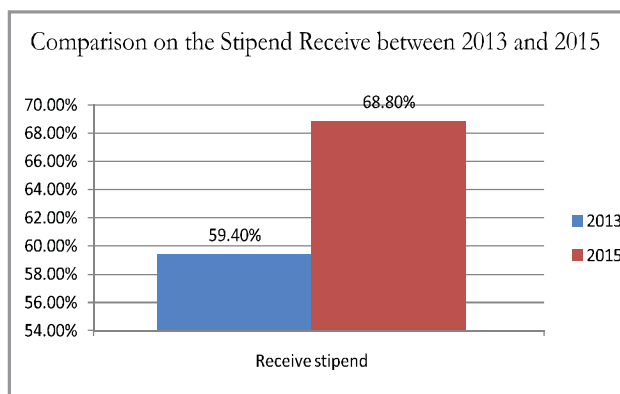
Few key informants opined that the Head Teachers kept all the documents updated as the assessment of the schools was mostly done through scrutiny of the documents. Sometimes false statements were also produced regarding attendance of the students, home visits and students' performance.



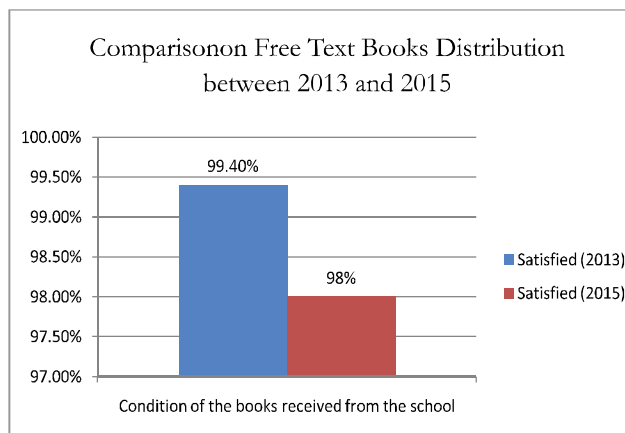
On an average 78.7% students had taken private tuition at home. To be more specific, 49.4%, 29.3%, and 21.3% stated that they took private tuition regularly, sometimes (before exam) and never respectively. Looking into the economic condition of the family, a positive correlation is found between household income and the practice of availing private tutor. 16.1% student stated that their own school teachers are their private tutors. Among them 46.2%, 33.8%, and 9.2% were reported to have received extra services from the school teacher, who was also their private tutor, in the form of getting question papers before examinations, securing additional marks and getting assistance in answering the questions in examinations. 10.8% reported to have received services in other different ways.

The Socio-economic conditions of the communities where the schools are situated were poor. The study found that 68.8% of the respondents reported that they received stipend to send their child to the primary school compared to 59.4% in 2013. The survey also showed that 98.8% of the respondents did not have experience of any form of irregularity while receiving stipend. This is also a positive

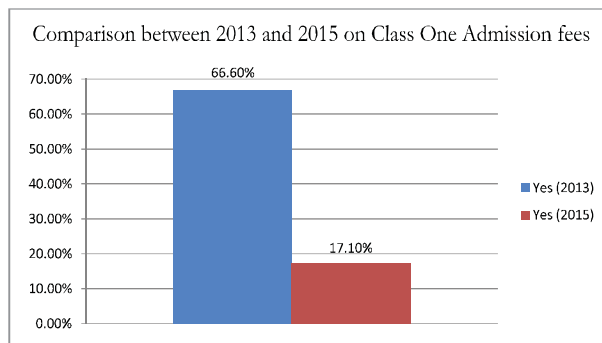
indication about the stipend program of the Government. Overall, the study found that 19.4% respondents were not satisfied and 10.5% respondents were moderately satisfied, while 70% were fully satisfied about the stipend distribution process.



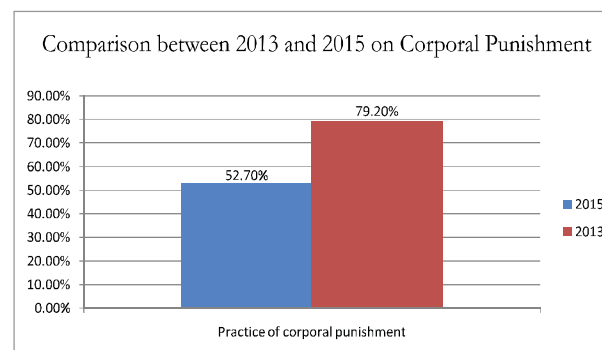
Almost all students (99.6%) received free text books in the month of January with good condition. Though government provided those free of cost but the study found that 7.3% student paid money to obtain the text books. On an average they paid taka 12 (Tk. 5 to 40) for getting “free books”. Among them 82% respondents stated that the teachers collected money for free text books in the name of carrying cost of books. Around two thirds of the respondents (66.8%) mentioned that they brought other books from the market. In most cases the students purchased guide books. The study found mainly two reasons behind buying of books i) on the advice of their teachers ii) their own interest. Guardians spent on an average 299.3 taka (range from Tk. 40 to Tk. 900) for buying extra books.



Admission in class one is supposed to be free of cost, but the study found approximately 17.1% who had to pay an average admission fee of taka 20.85 for admission. Though it is not much significant, it is a violation. Almost all students (98.8%) have paid their annual examination fee and it is similar to the findings of the 2013 survey. However, the study shows that the annual exam fee rises from Tk. 21.4 in 2013 to Tk. 53.51 in 2015. This appears to be an indication of rising costs in educating a child in the study areas. Besides, students regularly paid annual fees, religious festival fees cultural program fees etc.



Corporal punishment is prohibited in schools, but the real scenario is different. The study revealed that on an average, 52.7% students have faced corporal punishment. Looking into the acceptability of corporal punishment by sex, it is found that the tendency of acceptance of corporal punishment has implications based on gender. It is noticed that males (95.2%) are



relatively more inclined to accepting corporal punishment compared to females (94.7%). Looking into the acceptability of corporal punishment by level of education, it is found that the tendency of acceptance of corporal punishments has implications depend on educational qualification. It is noticed that illiterate and literate (96.7% & 98.9%, respectively) are more prone to submitting to corporal punishment than those with either completed primary education (91.7%) or secondary and above (92.9%). The findings shows a declining trend in terms of frequency of occurrence of corporal punishment in comparison with the survey conducted in 2013. However, the continuing high occurrence demands that this issue is evaluated through further studies and the findings of such studies could form the basis for national level campaign and enhancing social awareness for reducing an issue which is prohibited through a High Court Order. This state of play manifests wide disparity between the countries' international commitments, regulations and variations with cultural understanding.

Accepting Corporal Punishment by Sex

Sex of Respondents	Acceptability of Corporal Punishment			Total
	Yes	No	No Response	
Female	94.7%	5.1 %	0.2%	100%
Male	95.2%	3.2%	1.6%	100%
Average	94.95%	4.15%	0.9%	100%

Accepting Corporal Punishment by Level of Educational Qualification

Education of Respondents	Acceptability of Corporal Punishment			Total
	Yes	No	No Response	
Illiterate	96.7%	1.0%	2.3 0%	100.0%
Literate	98.9%	0.1%	1.00%	100.0%
Incomplete Primary	94.7%	4.8%	0.50%	100.0%
Primary Completed	91.7 %	7.8 %	0.50%	100.0%
Incomplete Secondary	94.8 %	4.6%	0.50%	100.0%
Secondary and above	92.9%	6.6%	0.50%	100.0%
Average	94.95%	4.15%	0.9 %	100.0%

The study reveals that most of the indicators are positively up-warded than 2013 findings. Safe drinking water and useable toilets have increased while corporal punishment has been decreased around 26.5% though it is still significantly high. Teacher attendance, punctuality, home visit by teachers, irregularities in stipend distribution, admission fee in class one and different fees in school has been positively changed.

Major Recommendations

- Vacancies should be filled up and number of teachers also needs to be increased in schools. This would help improve teaching quality in the classrooms through better Student-Teacher Ratio.
- Incentives for better performance of teachers must be integrated in the system as a tool for motivation.
- Stipend program must be extended to cover larger numbers of students on refined need-based criteria. The present stipend amount should also be increased, considering the socio-economic realities.
- Private tutoring should be completely stopped and strictly enforced. A system may introduced for completing the lessons in school.
- The prohibition on corporal punishment should be strictly monitored and enforced.
- Social accountability tools (e.g. CRC, CSC) should be widely introduced in assessing the services of primary education.
- A national level report card on primary education may be produced annually based on the benchmark of the initial survey. This will facilitate accountability of the primary education service. The process can be further expanded to cover non-government primary level schools and madrasas.

Average Score of Schools and Areas of Improvement



SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
1	Bankerhat Government Primary School Sadar, Bhola	3.76	Average	The overall score of this school is satisfactory. The status of some indicators i.e. teachers' punctuality, home visit, safe drinking water are very satisfactory. But improvement should be made in the areas of teacher student ratio and condition of toilets. Awareness should be increased among the guardian and community regarding corporal punishment as the findings show a large acceptance of the punishment by the guardians (100%). Though the practice of imposing corporal punishment in this school is not as high as the rate of acceptance. SMC, the respective education authority needs to monitor and intervene whenever necessary.
2	Char Kali Government Primary school Sadar, Bhola	3.23	Average	The overall score of this school is satisfactory. Some indicators showed good picture i.e. teachers' punctuality, safe drinking water, regular rendering of national anthem. But the score against some of the indicators could not reach satisfactory level. The rate of usable toilet and practice of inflicting corporal punishment including its acceptance among the parents raised concerns. These areas should be addressed for improvement.
3	Middle Char Kali Government Primary School Sadar, Bhola	4.0	Above Average	The overall score of this school is quite satisfactory covering punctuality, home visit, usable toilet, safe drinking water, rendering national anthem. Though there is no vacant post in this school, however teacher should be recruited to meet high teacher-student ratio (1:66). Most of students had to purchase additional books (guidebook). Initiative should be taken to discourage having guidebooks.
4	KNK Government Primary School Batiaghata, Khulna	2.84	Below Average	The overall score of this school is below the satisfactory level. Though some of the indicators i.e. trained teachers, vacant post, safe drinking water earned satisfactory score while others are quite unsatisfactory that made a great fall in total score. Teachers and SMC members should be more responsible i.e. punctuality, home visit, quality joyful teaching in classroom. Though teachers are trained, other techniques should be applied to avoid corporal punishment in classroom.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
5	K Baintala Government Primary School Batiaghata, Khulna	3.38	Average	The overall score of this school is satisfactory. Some indicators showed good picture i.e. teachers' punctuality, usable toilet, safe drinking water, regular rendering of national anthem. And some others still have opportunity of improvement. Recruitment of teachers in vacant position can reduce teacher student ratio (1:54). Rate of corporal punishment (73.1%), its acceptance (95.9%) among the guardians including purchasing guide book are really alarming. Attention should be paid to create awareness among the community against punishment, use of guidebook and private tuition. Effective techniques should be applied to avoid corporal punishment in classroom.
6	Koria Government Primary School Batiaghata, Khulna	2.84	Below Average	The overall score of this school is not satisfactory. Some indicators i.e. teachers' punctuality, usable toilet, safe drinking water, rendering national anthem and home visit have highest grade. But concerns still exist in using guidebook, private tuition, trained teachers, corporal punishment and its acceptance among guardians that eventually have impact on learning and performance of the students. Initiative should be taken to improve this scenario in the school.
7	Moyamari Government Primary School Sadar, Meherpur	2.76	Below Average	The overall score of this school is not satisfactory. Some indicators i.e. teachers' punctuality, usable toilet, safe drinking water, rendering national anthem, home visit have highest grade. But concerns still exist in using guidebook, private tuition, trained teachers, corporal punishment and its acceptance among guardians that eventually have impact on learning and performance of the students. Recruitment of teachers in vacant position can reduce teacher student ratio (1:56). Further initiatives should be taken to improve this scenario in the school.
8	Khoksha Government Primary School Sadar, Meherpur	3.07	Average	The overall score of this school is average. Score shows that teachers are punctual. Indicators i.e. toilets, safe water, rendering national anthem have the highest score while most of the students depend on guidebook and private tuition. Corporal punishment is in practice and its acceptance among the parents is high. Teachers should pay attention in their teaching method.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
9	Kola Government Primary School Sadat, Meherpur	3.30	Average	The overall score of this school is satisfactory. Some indicators showed a very good picture about teachers' punctuality, teacher training, usable toilet, safe drinking water, teacher-student ratio in class, rendering national anthem. But concern still exist on the students' dependency on guidebooks, private tuition and teachers' negligence to home visit. Intervention should be taken to aware teachers and guardians regarding their responsibilities.
10	Kachuhat Government Primary School Saghata, Gaibandha	3.0	Average	Though the overall score of this school is in the line of satisfactory, score against some important indicators i.e. guidebook practice, private tuition, home visit, corporal punishment and its acceptance among the guardians are quite alarming for quality education. Some other indicators i.e. book condition; punctuality of teachers, usable toilets, safe water, and rendering national anthem earned good scores.
11	Bharatkali Government Primary School Saghata, Gaibandha	2.23	Below Average	The overall score of this school is quite poor. Though some indicators earned satisfactory scores, some important indicators missed its required scores. Good score earned in teachers' punctuality cannot justify the low grade in favor of guidebooks, infrequent home visit, private tuition, few usable toilets, high rate of corporal punishment, and its acceptance to guardians. Recruitment of teacher can bring standard teacher-student ratio in school.
12	Dhanarua Government Primary School Saghata, Gaibandha	3.15	Average	The overall score of this school is average. Though some indicators show satisfactory scores including standard teacher-student ratio in school, other important indicators did not achieve required scores. Good score earned in teachers' punctuality and training cannot justify the low grade in regards to guidebooks, home visit, private tuition, usable toilets, high rate of corporal punishment, and its acceptance to guardians.
13	Gram Pangsha Government Primary School Raiganj, Sirajganj	3.46	Average	The overall score of this school is satisfactory. 7 indicators earned the maximum grade out of 13. But other 3 indicators i.e. use of guidebooks, private tuition, corporal punishment and its wide acceptance to guardians raised concerns that may have negative impact on quality education.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
14	Pangashi Government Primary School Raiganj, Sirajganj	3.07	Average	The overall score of this school is average. Though some indicators achieved satisfactory scores, other important indicators missed its required scores. Good score earned in teachers' punctuality, trained teacher, home visit, usable toilet, safe water, rendering national anthem and standard teacher student ratio cannot justify the low grade in favor of guidebooks, private tuition, practice of corporal punishment and its wide acceptance to guardians. But the most concern is raised due to payments by the students while receiving free textbooks.
15	Matikora Government Primary School Raiganj, Sirajganj	3.07	Average	The overall score of this school met just the average grade. Though some indicators earned satisfactory scores including books condition, teachers' training, safe water, rendering national anthem, some other indicators missed its required scores in guidebook practice, punctuality of teachers, home visit, usable toilet, corporal punishment and its wide acceptance to guardians that need to draw attention of teachers, SMC and education authority.
16	Baroipara Government Primary School Madargani, Jamalpur	3.15	Average	The overall score of this school is average. Though some indicators were satisfactory including book condition, teachers' training, safe water, usable toilet, rendering national anthem, other indicators missed its required scores i.e. using guidebooks, punctuality of teachers, home visit, corporal punishment and its wide acceptance to guardians that need to draw attention of teachers, SMC and education authority for improvement.
17	Bera Government Primary School Madargani, Jamalpur	2.84	Below Average	The overall score of this school could not earn average grade. Though some indicators including book condition, teachers' punctuality, training, safe water, rendering national anthem got satisfactory scores, others like use of guidebooks, less home visit, very few usable toilet, corporal punishment and its wide acceptance to guardians did not achieve the required scores.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
18	Ramchandrapur Government Primary School Madarganj, Jamalpur	2.38	Below Average	The overall score of this school could not earn average grade. Though teachers are punctual and trained, they are not regular in home visit. Half of the students depend on guidebooks and private tuition. They missed usable toilet facilities, children faced corporal punishment and paid an amount while receiving free textbooks. Guardians accepted corporal punishment. These indicators could not acquire required score that need to draw attention of teachers, SMC and authority for improvement.
19	Shirobiri Government Primary School Durgapur, Netrokona	2.53	Below Average	The overall score of this school could not score average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students depend on guidebooks and private tuition. There were few usable toilet facilities, faced corporal punishment and paid an amount for receiving free textbooks. Guardians widely accepted corporal punishment. These indicators could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement. Recruitment of teacher in vacant position can reduce the high teacher student ratio.
20	Rampur Government Primary School Durgapur, Netrokona	3.0	Average	The overall score of this school is just in line with average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students depend on guidebooks and private tuition. They did not miss usable toilet facilities, safe water and even the corporal punishment in school. They paid an amount for receiving free textbooks. Guardians widely accepted corporal punishment. These indicators could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement. Recruitment of teacher in vacant position make standard teacher student ratio.
21	Sagordighirpar Government Primary School Durgapur, Netrokona	2.61	Below Average	The overall score of this school could not earn the average grade. Teachers are punctual and trained, but not regular in home visit. Though most of the students did not depend on private tuition, they depended on guidebooks. They mostly missed usable toilet and safe water facilities. Though corporal punishment did not create concerns, it is widely accepted by the guardians. Some of them had to pay an amount while receiving free textbooks. Having standard teacher student ratio the school could not acquire required score and grade and so it needs to draw attention of teachers, SMC and education authority for improvement.

SL No	Name of the Schools	Average Score	Grade	Areas to be Improved
22	Teghoria Government Primary School Sadar, Hobigonj	3.23	Average	The overall score of this school earned the average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students did not depend on guidebook and even private tutor. They have usable toilet and safe water facilities. Corporal punishment is still existed and widely accepted by the guardians. This school has opportunity for improvement.
23	Gobindapur Government Primary School Sadar, Hobigonj	2.38	Below Average	The overall score of this school is below average grade. Teachers are punctual and trained, but not regular in home visit. Though most of the students did not depend on private tuition, they depended on guidebooks. Half of the students had access to usable toilet while most of them missed safe water facilities. Corporal punishment is an issue of concern as it is practiced in school and widely accepted by the guardians. Recruitment of teacher may make very good teacher student ratio. The school needs the attention of teachers, SMC and education authority for improvement.
24	Rampur Government Primary School Sadar, Hobigonj	3.23	Average	The overall score of this school earned the average grade. Teachers are punctual and trained, but not regular in home visit. Most of the students did not depend on private tutor but half of them depend on guidebooks. They have usable toilet but their safe water facilities is almost absent. Corporal punishment is still in practice and widely accepted by the guardians. This school has opportunity for improvement.



Published by



Campaign for Popular Education (CAMPE)

In cooperation with



DFID, Bangladesh