

QUALITY EDUCATION NEEDS QUALITY TEACHER

OUR EDUCATION : OUR THOUGHTS

DOSSIER FOR PRIMARY LEVEL STUDENTS, TEACHERS AND GUARDIANS



Quality Education Needs Quality Teacher

Our Education : Our Thoughts

a dossier based on information and views of
the students and teachers of primary schools,
education officers and guardians in selected locations of Bangladesh

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Preface

In order to make a concerted global effort towards ensuring Education For All (EFA), a large number of civil society organizations, government and non-government agencies, professional groups and teachers' associations from different parts of the world founded a forum called the Global Campaign for Education (GCE) in 1999. As a first step, the GCE calls on governments and multinational agencies to allocate adequate resources and implement pragmatic policies needed to achieve the six EFA goals, including universal completion of primary education by 2015 and gender parity in primary and secondary education in 2005 which are also linked to the Millennium Development Goals (MDG). With this end in view, the GCE observes Global Action Week (GAW) every year in the month of April commemorating the Dakar Declaration on EFA adopted by more than 150 countries in April 2000. Trade unions, NGOs, UN agencies, parents, children, and teachers throughout the world come together with the single demand for ensuring the indivisible human right- the right of all to be educated.

The GCE theme for 2006 is focused on teachers 'Every Child Needs A Teacher'. It is an opportunity to continue demanding that politicians and officials keep their pledges and ensure that every child is not only able to go to school, but is also taught by a qualified teacher in a class no bigger than 40 pupils. Considering the realities and context of Bangladesh, the national theme for observing GAW this year has been set as 'Quality Education Needs Quality Teacher'.

Campaign for Popular Education (CAMPE) also observed the Global Action Week from 24-30 April 2006 throughout the country in cooperation with its partner organizations, public functionaries, civil society groups and professional organizations. The national theme of the GAW this year, **Quality Education Needs Quality Teachers**, emanates the need for putting forward national policy demands, focusing on timely recruitment, proper training and retention of teachers to enable the expansion of education without compromising quality.

This dossier **Our Education : Our Thoughts** contains opinions of and information on the learners, guardians, teachers and education administrators. It is aimed to provide an overall image of the existing primary education system in Bangladesh. The basic information on the schools and perception of children, parents, community, education officers are meant to influence the policy makers, political parties and the concerned agencies of the government into taking measures to ensure quality education through quality teachers and thereby leading to the achievement of EFA goals.

CAMPE engaged 30 partner organizations working in 30 different locations under the 6 divisions of the country (5 organizations from each division) to collect information on some selected primary schools and the teachers. The respondents were the primary school learners, their teachers, guardians, members of the School Management Committees (SMC), education officers as well as local opinion leaders.

The schools were selected on the basis of their high, low and moderate quality (as identified by the local community). Determining quality was primarily based on discussion with local education officers and community members. However, no systematic or statistical approach was adopted in this regard. 150 primary schools were listed for school sampling. The list included both government and non-government registered primary schools (NGRPS).

In order to provide a comprehensive picture of the quality of education the data collectors of the respective organizations talked to the head teacher, five teachers and ten students in each school. Five parents from the locality were interviewed. The data collectors were provided with separate questionnaires for each type of respondents. Other than these interviews, data collectors also organized focus group discussions with different stakeholders independently.

The questionnaires were developed by a group of educators and NGO workers involved in the research. It was shared with relevant experts before use in the field. The data collection instruments were developed in an ad hoc fashion, i.e., they were prepared by keeping the end product in mind but not in any systematic scientific manner. The instruments were not field tested in the strict sense but they were discussed with the NGO personnel particularly education program implementers who were involved with the task.

Therefore, the dossier is basically an overview of the people's opinions and information on the status of primary education in Bangladesh. We hope that this dossier would be regarded by all as a reflection of the intense demand for ensuring quality education and quality teachers. Muhammad Nazmul Haq, a researcher and member of the Education Watch, and Professor at the Institute of Education and Research, Dhaka University, has compiled and analyzed the findings of the study within a limited time. We are indebted to him.

Our sincere thanks to the 30 partner organizations of CAMPE who collected all these information from different areas of the country within a given period of time. We are grateful to all those teachers, students, guardians, SMC members, education officers and representatives of NGOs who extended active cooperation in collecting the information. Finally, our sincere gratitude to the Royal Netherlands Embassy (RNE) and Swiss Agency for Development and Cooperation (SDC) for their support to all the GAW related programs including this dossier.

Thanks to all those who have worked hard for bringing out this publication. We would consider this endeavour a success if it can be of use by all concerned. It is our sincere belief that it is possible to ensure quality teachers for all children of this country in the near future if we have the political will and firm commitment of all stakeholders.

Rasheda K. Choudhury
Director

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GLOBAL ACTION WEEK

THE BACKGROUND INFORMATION

INTRODUCTION

Currently over 100 million children and over 800 million adults wake up every day without the hope that education offers. Lack of access to education leaves them in ignorance and poverty. It is therefore crucial to ensure universal Education For All.

The Education For All (EFA) goals remain the guiding benchmarks for how countries should enable all citizens to realise their potential, rights and lift themselves out of poverty. These form the basis for the Global Campaign for Education (GCE)'s key demands. GCE believes that poor countries must plan pragmatic EFA strategies and that rich countries must fund these plans accordingly. The EFA goals are also linked to the Millennium Development Goals (MDGs) that have been the focus of much anti-poverty campaigning during 2005.

Regrettably the world remains off-track for achieving even the minimal targets agreed in the MDGs. Around the world 100 million children are still out of school; 60% of them are girls. At the current rate of progress, some 86 countries are off track and may not reach the target of providing all children a complete primary education by 2015. The picture is even more bleak when analysed on a regional basis. At the current rate of progress, Africa will not succeed by 2150. Furthermore, this year the one Millennium Development Goal set for 2005 to achieve gender parity at the primary and secondary levels of education was missed in over 90 countries.

However, there have been some progress over the last decade. For example:

- In the last 5 years an additional 27 million children are going to school

Background of the
Global Action
Week (GAW)

About 100 million
children of the
world do not attend
school and 60% of
them are girls

Still there are lots of challenges for education

- School fees and charges have been drastically reduced in Kenya, Tanzania, Uganda, Burundi and some other countries
- Children's right to education has been reaffirmed through constitutional amendments in countries like India
- Bangladesh now has equal number of girls as boys attending primary school

One major challenge that needs to be seriously addressed is the 'quality of education'. Apart from this, other constraints like fees, charges and lack of education infrastructure keep large numbers of children out of school in many countries. It is imperative that movements like GCE keeps up the pressure which is beginning to show some positive results even if is slow. Previous Global Action Weeks (GAW) have been quite successful in playing a major role in pushing children's right to an education.

Global Action Week (GAW) around the World

2003 - over 2 million people in 70 countries took part in the world's record-breaking **Biggest Lesson** focusing on girls' education.

2004 - 2.5 million people took part in the **World's Biggest Lobby** for ensuring quality education for all.

2005 - A staggering 5 million people demanded world leaders on the eve of the Millennium+5 Summit to **Educate to End Poverty** and sent paper cut out figures of children with the request **Send My Friend to School**.

In the previous GCE action weeks, the focus of the campaign action has been primarily on *access* to education. **For the 2006 action, it is deemed timely to build the focus on**

Brief history of development of GAW in education

all aspects of education relating to access as well as quality particularly focusing on teachers. One key determinant of this is the fact that there are insufficient number of quality teachers in the education systems globally for children to receive a quality education. Unless there are enough motivated and well-trained teachers the world will not reach the EFA goals.

2006 - The GAW theme for 2006 : '**Every Child Needs A Teacher**'¹.

This is an opportunity to continue demanding that politicians and officials keep their pledges to ensure that every child is *not only* able to go to school, but is also taught by a well-qualified teacher in a proper classroom with a child friendly environment.

Why the Focus on Teachers?

- Without quality teachers there will be no EFA - they play the pivotal role in education systems, processes and reforms
- Teacher salaries make up the biggest part of national expenditure on education and are therefore critical in the context of bridging the EFA financing gap
- Teachers are under pressure - rising enrolments, pressure from HIV/AIDS, low salaries and poor living conditions are having a negative impact especially on female teachers
- Well trained teachers are the critical factor in providing access to and quality in education, yet rarely are their voices listened to by education policy makers.

Need for good teachers

Some focus on teachers

1. In this context, GCE uses 'Teachers' to encompass all those who educate others in formal and/or non-formal settings. The term therefore refers to facilitators, educators, tutors and animators within the formal and non-formal education system.

Some focus on
teachers
(continued)

- Receiving quality education is highly dependent on sufficient number of teachers. UNESCO estimates that globally a minimum of 15 million additional teachers will be needed to achieve Universal Primary Education (UPE).
- Many countries have resorted to hiring ill-trained or untrained teachers (often called para-teachers) as a cost saving strategy. However, this often results in declining levels of quality, especially in rural or disadvantaged areas, where such schemes tend to be trialled, further deteriorating and reproducing educational inequalities.
- Girls, and children belonging to ethnic and other minorities requires education that is relevant and free of discrimination. Teachers need training to sensitise them to learners' diverse needs, and teacher recruitment needs to ensure that women and teachers from ethnic and other minorities are adequately represented.
- Good teachers, especially female teachers, are particularly important for helping girls stay in school and complete the education cycle
- Issues around supply, quality and valuing teachers apply to varying degrees in both rich and poor countries
- Teachers are increasingly in the spotlight; this year is the 40th Anniversary of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers; recent reports such as the World Bank "World Development Report" and the UNESCO "EFA Global Monitoring Report" have given high profile to issues related to teachers.

Key messages for
the Global Action
Week

The key messages behind the Global Action Week are:

- Achieving EFA depends on having enough teachers (1:40)



- Teachers need to be professionally trained, adequately paid and well-motivated for this to happen
- In order to achieve this, there must be sufficient financing for the expansion of education systems without compromising quality.

N. B. Although the theme of the week refers to teachers, the focus of activities will still be on children and their right to be taught by well-qualified, skilled professionals.

The previous Global Action Weeks have shown that if we unite and speak with one voice, we can make a powerful impact and force our leaders to take action before it is too late and before the leaders of the world let another generation of children and adults go without education.

What policy changes has the Global Action Week 2006 called for?

The MDGs were under the spotlight in 2005, with both the G8 summit at Gleneagles in Scotland and the UN General Assembly high-level summit in New York focusing on development in general and especially the MDGs. GCE/GCAP

Policy changes for the GAW 2006

lobbying and campaigning contributed to the decision of G8 countries to increase aid by \$50 billion by 2010, and both events saw reaffirmation of global commitment to free and universal primary education and endorsement of the Education For All Fast-Track Initiative. However, disappointingly, the UN Summit Outcome Document did not even acknowledge the fact that over 90 countries have failed to meet the first MDG target to get as many girls as boys into school.

In 2006 it is crucial that GCE maintains and increases pressure on rich and poor countries alike to take urgent action towards achieving EFA. Global Action Week (GAW) 2006 has put forward global and national policy demands, focusing on recruitment, training and retention of teachers to enable the expansion of education systems without compromising quality. Both access and quality issues can be tackled under this theme given that poor enrolment and high 'push-out' rates are linked to the poor quality of education, as well as discrimination that girls and ethnic and other minority children experience in the classroom. **If the world is to get back on track for achieving Education For All, leaders must face up to, and tackle, the looming crisis in the teaching profession.**





At an **international level**, demands *may* include the following:

- Increase aid and debt cancellation for quality basic education for all
- Increase external financing (through the FTI) to get to a maximum pupil to teacher ratio of 40:1
- Eliminate harmful conditionalities affecting teachers' salaries
- The World Bank Development Committee to make positive public statements in support of public sector workers in delivering the EFA Goals
- Rich countries to ratify and extend international agreements associated with Northern recruitment of teachers from the South
- Invite teachers' representatives to all discussions of EFA

At a **national level**, demands *may* include the following:

- Increase domestic financing to get to a pupil teacher ratio of 40:1

Activities of the
GAW 2006 at
the international
level

Activities of the
GAW 2006 at
the national
level

- Increase the supply of professionally trained teachers
- Improve terms and conditions to attract more qualified people to take up teaching as a profession
- Ensure teachers have a central role in education support networks: PTAs, SMCs, district and regional EFA fora
- Ensure that all dialogue on education policy and practice includes teachers and their representative associations
- Ensure proportionate representation of women and ethnic and other minorities in the teaching force by introducing positive discrimination measures in teacher recruitment procedures.
- Ensure support for female teachers (especially those working in remote rural areas) and gender sensitive teacher training

Each coalition is encouraged to determine the policy asks that are most appropriate to their country situation

'Every Child Needs A Teacher' - Putting GAW 2006 into practice

- To build pressure on politicians and other decision makers to provide more money and political leadership to achieve EFA, GCE is organising the **'Every Child Needs A Teacher' global action this year.**

**Aim
of the action**

The Aim of the Action

The aim of this year's action is to make politicians and leaders realize that over 100 million children and 860 million illiterate adults miss out on an education in large part due to lack of quality teachers.

- There are three global stages that count toward the **'Every Child Needs A Teacher'** action. Each country coalition can adapt the specifics of each stage depending on its own realities and circumstances.

Stage 1:

- Children and adult learners create a dossier² on the



subject of teachers and quality EFA, to be entitled **'The Case for Teachers'**. Where appropriate, this project can focus on issues in the vicinity of their own school, adult learning facility, community, district or region. Alternatively, they can explore issues in another country or at global level. Ideally, this is supposed to take place in the run-up to Global Action Week but could also be done during the week.

Stage 2:

- The dossiers will be discussed on **'Officials Back To School'** Day during the Global Action Week in order to

². A dossier is a file or folder of information that can be put forward as evidence in a legal case or to make political decisions.

highlight the reality of the situation facing learners and teachers. Officials, political figures or celebrities could be invited to schools and adult learning facilities to meet with campaigners who have been collecting evidence for the dossier and respond to their concerns.

Stage 3:

- The **Big Hearing:** Coalitions will put on national-level public events designed to draw maximum attention to the issues identified and raised during the week. These events should be in the style of a 'hearing' or 'enquiry' in which dossiers from across the country are brought together to use as evidence to present a case in support of teachers





BANGLADESH OBJECTIVES AND METHODOLOGY

The purpose of Global Action Week (GAW) this year is to inform the national leaders, politicians and people of all other tiers of the community that more than 100 million children and 800 million adults all over the world are currently deprived of education often due to the absence of quality teachers. Considering the national context it was decided by a planning group of education specialists/experts associated with the GAW preparations to adapt the theme '**Quality Education Needs Quality Teachers**'.

In order to fulfill the above objective Bangladesh drew up a three step working strategy. In the first step information was collected from teachers, students, education officers, parents and community people and compiled in the form of a dossier. In this dossier respondents got the opportunity to discuss about their school, quality of its teachers, and the type and quality of education children received. The discussion was open and analytical. None of the respondents were pressurized or influenced to opine in any particular direction.

In the second step of dossier preparation, information was collected from education officers, resource persons and local politicians. Children also drew a picture of their favourite teacher and gave reasons why he/she was liked most. This exercise has provided us with the realities of our primary education through the children's eyes.

The findings of this effort have been analyzed in this report in a somewhat mixed fashion, i.e., in some cases the statistical representation have been made through tables and graphs and in other cases the statements and opinions are qualitatively analyzed.

Preparation of this study was quite simple but participatory all throughout. 30 NGOs who work with education were identified from six divisions (five from each division). These organizations were requested to identify five primary schools situated in one of their working districts. The schools were

The purpose of the action is to inform people of all tiers about education and its quality

Preparation of the dossier

Analysis of teachers' and students' opinion

Data collection

selected on the basis of their high, low and moderate quality (as identified by the local community). The determining quality was based on discussion with local education officer and community members. However, in this regard no systematic or statistical approach was adopted. 150 primary schools were listed for school sampling. The list included both government and non-government registered primary schools.

In order to provide a comprehensive picture of the quality of education, the data collectors of the respective organizations spoke to the head teacher, five teachers and ten students from each school. Five parents from the locality were also interviewed. The data collectors were provided with separate questionnaires for each type of respondents. Other than these interviews, the data collectors also organized focus group discussions with different stakeholders independently.

The questionnaires were developed by a group of staff members involved in research at CAMPE. It was shared with relevant experts before being sent out to the field. The data collection instruments were developed in an ad hoc fashion, i.e., they were prepared by keeping the end product in mind but not in any systematic scientific developmental procedure. The instruments were not field tested in the strict sense but



they were pre-discussed with the NGO personnel particularly education program implementers who were involved with the task.

Prior to the study, the group of data collectors were given a brief orientation on the methodology. The purpose of adopting such a method for preparing a dossier on the quality of primary education around the country involving the general mass and get their unbiased opinion.





Primary Schools

Selection of schools

The data collectors visited 150 primary schools including both government and non-government registered schools (partially financed by the government). About 11 percent of these schools were located in urban areas and the rest in rural areas. It involved 436 teachers altogether and on average only 2.75 teachers. The range of the teachers varied among schools and the minimum was one (1) teacher and the maximum was 24. At least one disabled teacher was found among the sampled schools. However, the extreme cases are not very big. Maximum schools were found to have at least 3-4 teachers.

Selection of teachers and students

The schools varied to a great extent in terms of number of students in different classes. The result demonstrates that number of students in lower grades are higher than the upper grades. However, all enrolled children do not come to school everyday.

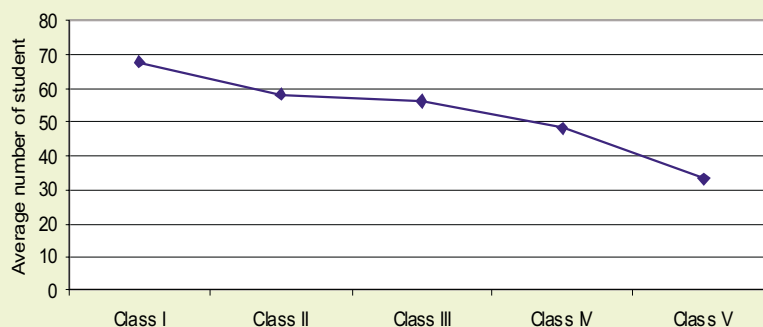


Figure 1. Average number students in different classes in the Primary schools

There are some quality implications on the number of students in each grade, i.e., the more the number of students in a class, the poorer the quality. Data shown in figures 1 and 2 provides a very interesting fact that though the highest number of students in a grade among the schools is very high yet the average is not so high. This is due to the fact that only few schools have large number of students. However, both the schools that contain either lowest number or highest

number are not the places where children can learn. The quality of teaching learning has been found to be poor irrespective of the number of students.



Figure 2. Average picture of highest and lowest no. of students in different classes per school

What do children think about their school?

Children understand the quality of school very well though they may not have seen other schools that exist in the country. They are aware of their school is small, have little space to sit, nothing to play with or even no extra books to read. In their voice.

“We are lucky that all our friends do not come to school at a time, because if they had all arrived, then there would hardly be any space for us to sit in the class”.

Many children expressed their dissatisfaction over their playground. They said,

The image of the school to the children

Both children and teachers try to keep their school clean

Schools lack many basic facilities for the students

There is no gender variation among the students in school

"We just have an empty ground in front of our school; no sports equipment are available in the school ground. In some places where something is there teachers often keep them confined in boxes. There are just few of us who are brave enough to walk up to the teachers and demand some of these materials and use them for a while".

Children always love beautiful and joyful environment which according to most of them are absent in their school. According to them,

"We have to clean the classrooms and even the school ground. Sometimes our favourite teachers also do it. We would love to see our school ground nice and pretty, with a nice garden and some games equipment like swings and see-saws. It is like a dream that we wish would come true."

Regarding toilets children expressed their dissatisfaction. Because of the absence of separate toilet for girls many girls do not come to school and often leave school before time. Children mentioned that:

"Schools do not have sufficient clean toilets for us. The clean one often remains locked for teachers, and the other one if any, remains unclean".

Gender variation among the students

Gender variation among the students in different classes is almost absent. Analyzing the gender related data it appears that except for grade I all grades have more girls than the boys, though the difference is very negligible. The cause of such parity between boys and girls may be attributed to the present efforts by the government to draw girls to schools through the stipend program and many other pro-poor and parity focused interventions.

The number of girls going to schools is significantly high, but the number of female teachers is far below the required level. Girls somehow prefer female teachers to male teachers. In most cases boys and girls sit in separate rows and male teachers attend more to the boys than girls. There are studies that indicate that both male and female teachers address more towards boys than girls while teaching as a result the girls refrain from speaking out in the class. According to some boys and girls:

“We are afraid of our teachers, so we prefer not to ask any questions. Some of the teachers are so rough that we dare not speak lest we are scolded or humiliated in front of the whole class.”

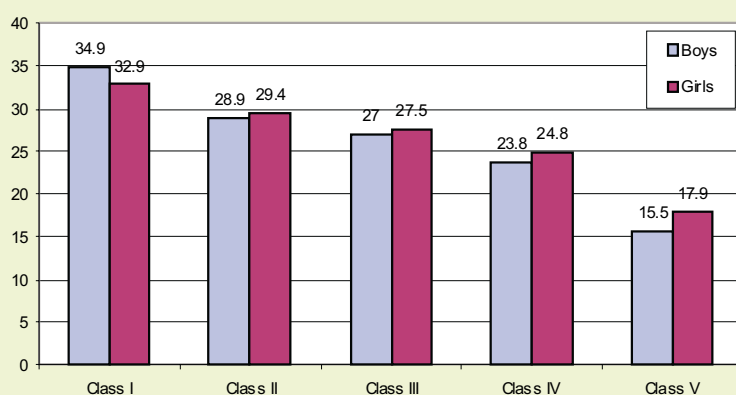


Figure 3. Average number of boys and girls in different classes

Working children in school

It is hard to believe that even at the primary school level 25 percent of the children have to work outside home to earn their living. While responding to the questionnaire the head teacher provided the information. According to their response the majority of the children work in the field to assist their parents but there are also others who work in fishing boats, restaurants, tend cattle and engage themselves in household work.

About 25% of the students in schools belong to working children category

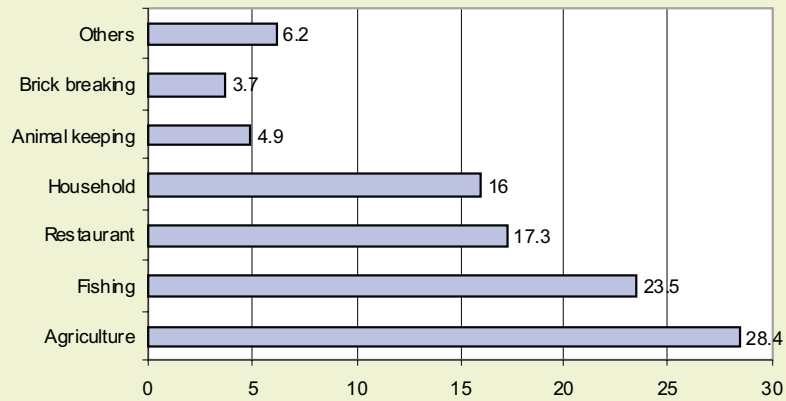


Figure 4. Percentage of working children enrolled in primary schools

The working children are the ones who mostly find it difficult to settle down in school and cope with the learning demands. Time is a big factor for them. According to the head teacher this largely affects their learning ability. A large number of children also come to school late. Pass or fail does not depend on their working situation, because it is only about 5 percent who fail due to their work.

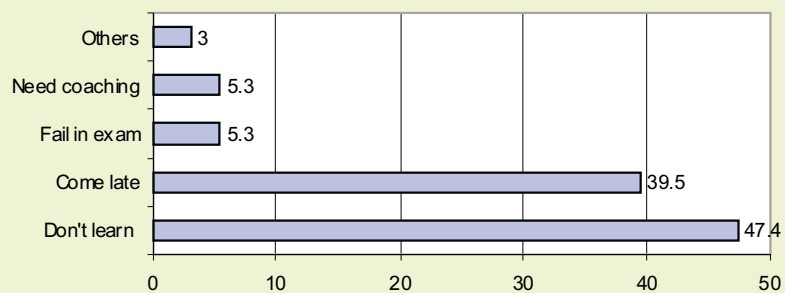


Figure 5. Problems related to the working children who are enrolled in schools

Working children cannot cope with the learning demands/class

If one fourth of the children are engaged in work it is hard for the teacher to handle the situation arising out of it. Had there been fewer students in class then perhaps the teacher could provide them with sufficient remedial coaching.

It is very hard for the working children to cope with the regular children in school and advance little in learning. Because of their absenteeism many of them fall behind in learning. There are some slow learners in class as well, who face difficulty in learning. Teachers often do not like problematic learners and most of the time push them hard for learning teaching methods and classroom practices. Some working children mentioned that:

"When we find it hard to follow a lesson the teacher becomes angry with us. We can't help it. Our parents are not literate so they also can't teach us at home. Our financial condition is so bad that we simply can't afford to go for private coaching or external help. Therefore we sometimes prefer not going to school".

When children cannot follow teachers often become angry

The school environment and infrastructure

School is a place where children get an opportunity to develop their physical and intellectual ability. They are taught social skills. Unfortunately these facilities are hardly available in the local school setups. For most of the first generation learners school is a dream place until they are part of it. The initial excitement of going to school and learning with friends dies down as soon as the students find it hard to understand the lessons and cope with the teacher's expectations to come prepared with lessons from home. The students are often rebuked for being unable to deliver their lessons. As a result they are either compelled to seek help of private tutors (which in most cases are unaffordable) or discontinue. Most of the children come from homes where their parents are farmers, manual labours, or small traders.

The school condition is not congenial to the children

The classrooms are unattractive and dismal. Students have to sit in a cramped position with little or no space to move.

School is the only source of education to children

School can
provide varied
experiences to
children

The school environment on the whole is quite unattractive. The playground is just an open ground with no facility for games. Toilets are inadequate and most of the time smelly and unclean. Though there is a separate toilet for girls, it often remains locked. In some schools it is located right next to the boys' toilet and lacks the privacy required for girls.

Sometimes the schools are located at a distance, away from the village and difficult to access, particularly by small children.

Usually each school has 3 classrooms and in some cases there is no partition between classes.

About half of the rural schools have play ground that is sufficiently large for the children but others have a small strip of land where children can play but that cannot be termed as appropriate playground. None of the schools have adequate sports equipment for children. Some schools receive materials as donations from various projects, children do not/hardly have access to these. The situation with the urban schools are somewhat different; they have pucca (brick-built) building, electricity and sufficient room space but very few have play grounds. The situation of remote rural schools particularly in the 'char' and 'haor' areas are really in bad shape; some of these are absolutely dilapidated and lack any modern facilities.

Many schools
have poor
facilities

Partially brick-built buildings with tin roof and mud walls are the most prevalent type of construction for schools. Floors are mostly made of cement. While considering the condition of school houses, the situation of government supported non-government registered primary schools are relatively better than the government schools (Education Watch, 2004). This survey also found approximately 30% of the schools to be in very poor condition.

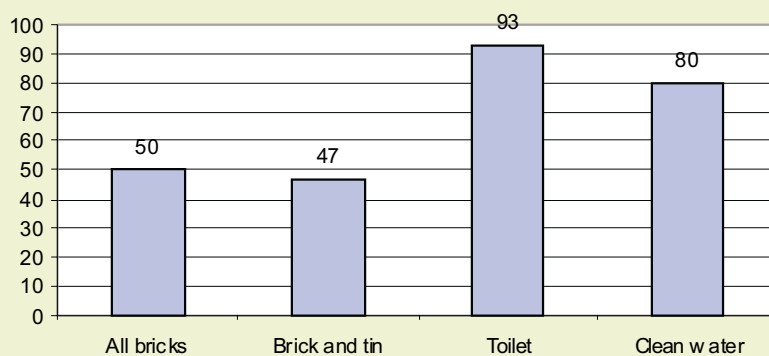


Figure 6. Status of the school house and facilities available in schools
(Data source: Education Watch 2004)

Tin shed school houses are relatively hot and stuffy. Though some of the surveyed schools have indicated that they have electricity but do not have any fan in the classrooms. Most of the schools have three rooms. Sometimes students attend classes in two shifts. School furniture are also relatively poor in quality i.e., made of iron and wood which are heavy and not very attractive or comfortable. Four students sit on each bench which makes it inconvenient for them to write. Each classroom has a table and a chair for the teacher. The quality of the chalkboards in most of the classrooms are not fit for writing.

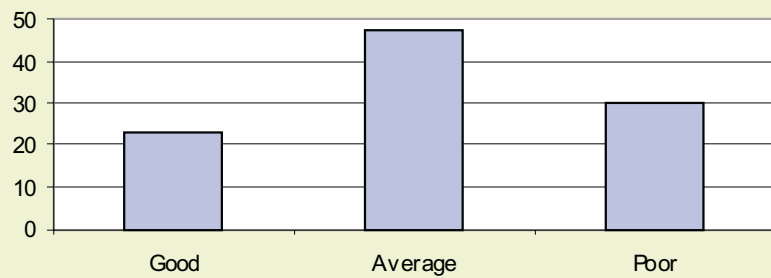


Figure 7. Percent of primary schools indicating their average overall physical conditions (Data source: Education Watch 2004).

So far tube wells and latrines are concerned it has been found in the survey that nearly every school has a tube-well and a latrine but many of these are not in good condition. Latrines are largely found unclean and very few are designated for girls. One of the latrines is generally kept locked exclusively for teachers so the students have to use the other ones which are not always in good condition. A good number of tube wells are also reported to be non-functional.

Many schools lack the facilities that are required for a learner friendly environment

Previous Education Watch studies revealed that primary schools had capacity to accommodate only about 76 percent of enrolled students. So if all the students turn up it would be difficult for one fourth of the students to find a place to sit. It was reported by the teachers and students that children have to sit in a crowded condition in the classroom. The lower grade classrooms were particularly more crowded than the higher grade ones.

Though books are provided free by the government, but these often reach late

Textbooks are provided by the government free of cost but the books often arrive late (usually by the end of February or March although the school calendar starts in January). Schools receive the textbooks for children but teaching aids are seldom distributed and used. Some development partners sometime donate teaching-learning materials to the schools but they are rarely used because of insufficient quantity. It

was reported by the teachers as well as other observers that in most of the cases the distributed materials are locked away in boxes or in steel cabinets.

A common scenario in many of the schools is that children come to school before teachers are there, so children spend their time in the school ground with their friends. In the absence of play materials children usually play games like hop scotch, hide and seek etc. A school where one can find swings, seesaws, hanging bars etc. is a rare scene.

Use of teaching aids in the classroom is quite rare. The only teaching aid available in all classrooms is a chalkboard but even this board is not appropriate in size or colour. In many cases the condition of the chalkboard is such that it is impossible to write on it. The classrooms for elementary grades like grade I and II are decorated by paintings of objects, animals and alphabets. These paintings were once done by school authority with UNICEF money under the IDEAL project. Since these are permanently painted, after a while the children do not take anymore interest in it. However, there is no data on how many teachers use these in classrooms as complementary teaching aids.

Children enjoy the use of visual materials while learning in classrooms. It is a rare occasion when the teacher brings something in the classroom to show. According to the children:

“When our teacher comes into class with something in hand, like posters, chart or model, we become curious and restless until we see them. We wonder whether our teacher understands how much it attracts us because they often come to the class with nothing but the attendance register and the textbook. Teachers who bring in interesting materials like pictures, tiny insects, flowers etc. are our favourites. It helps to make our learning so interesting and we can remember it for a long time.”

Very few teachers use teaching aids

Children like to see, touch, and feel something in classrooms

Teaching-learning style in class is often very traditional

Teaching learning style in the school is often very traditional and passive where the teacher asks students to read or write or at best s/he gives a lecture. Different studies reveal that teachers ask very few questions to the students. And the questions, whatever they ask, are either rote in nature or close ended. Very few students are found to ask questions to the teacher. It appears that the classroom culture is very boring and does not encourage students to probe beyond what is taught by the teacher. Teachers do not feel comfortable to be questioned as most of the time they are unable to respond.

There are baby classes in some schools, but their conditions are not satisfactory

There are some schools where baby class exists, ie., the class where children under the age of six are enrolled so that they get used to spending time with their friends. This class does not have any legal base for the children. Schools, together with the help of the community try to create a separate room for them. The room and furniture are not appropriately designed for these young children. There is no book nor even any fixed teacher to supervise these children. Varied type of learning materials, games, play materials and specialized activities are central to the development of children but most of the time none of these are available in schools.



Response from students from some remote rural schools

Our schools are located in remote char (island) and haor (water body) areas far from local (rural or urban) inhabitants. These are hardly reachable and become fully isolated during the monsoon. The infrastructure of the schools are not good at all. The number of classrooms and benches are far less required. There is no partition between the classrooms and/or students have to share the same classroom for different grades. The teachers who are inadequate in number either live in the nearby towns or commute from a distance and as result are late or remain absent. Sometime one teacher has to take more than one class at a time.

We are in a way lucky that all the students do not come to school everyday, otherwise it would hardly be possible for us to sit together in the classroom.

Status of teachers in the school

The survey was conducted among 436 teachers in 300 primary schools. The average age of the teachers was about 40 years ranging between 21 and 57. The teachers have different level of educational qualifications as shown in Figure 8.

Figure 8 shows that the educational background of the teachers are not bad. Large number of teachers (more than

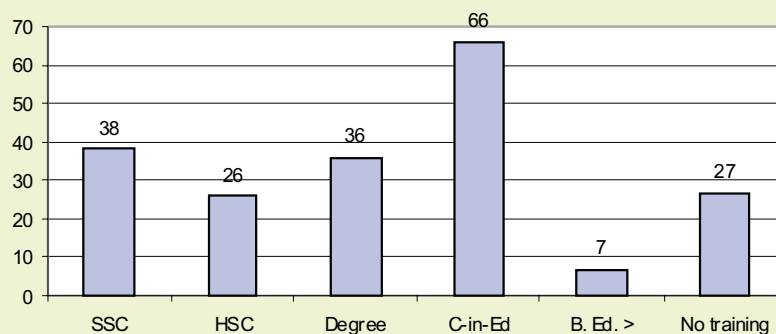


Figure 8. Percentage of teachers indicating educational background

Still there are some teachers who lack proper training

half) have college and university level education and nearly three fourth of them have some professional degree to teach in school. About a fourth of the teachers do not have any long term professional training. Besides, teachers also take some sort of in-service training that is called 'cluster training'. This training takes place in one of the local schools and teachers from different schools situated in the same cluster attend the training. The local Assistant Upazila Education Officer provides training to these teachers on some selected topics. This training is supposed to be held once in every two month. Teachers commented that the training is usually held as per schedule. However, considering the qualification and other in-service training it would be wrong to conclude that the quality of the primary school teachers is in general satisfactory and their performance in the classroom and behaviour with the students reflect any expected quality.

Only few teachers love their students

The students' response show that only 23% of the teachers treat them with love and affection, but the others do not. Children expect love and fair treatment, but three quarters of them feel that they are not loved by their teachers. So, it is quite natural that students do not look forward to come to school. In response to another question, majority of the students (83%) mentioned that their teachers beat them in school for some or other reasons (Figure 9).

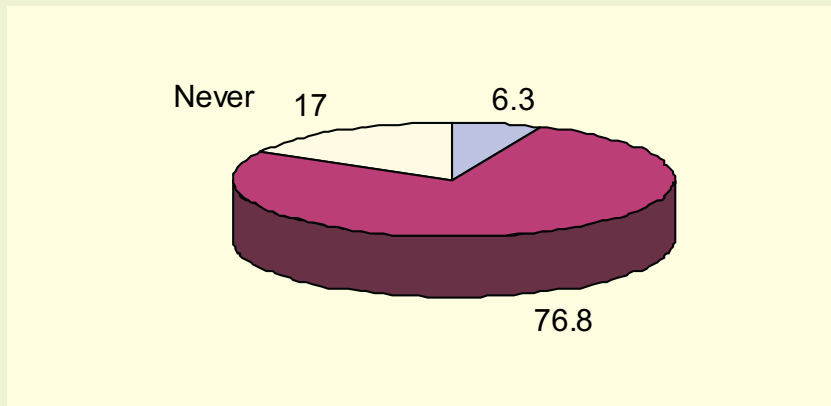


Figure 9. Percentage of teachers beating students in schools as indicated by the students

Large number of students expressed their concern in the focus group discussion as well. In their words:

“We hear from different sources that beating in school is forbidden. But our teachers still use humiliating words and even physically punish us. It upsets us when our teachers do not explain the lessons in the classroom and instead asks us to come prepared from home. When we fail to do so they punish us. This is so unfair because we have nobody to help us at home and our parents are illiterate.

It is a pity that most teachers in the school, except one or two, have a propensity to physically harass us for some reason or other. We are always scared of some classes particularly Math, English, Grammar etc. because we do not understand these properly. We are often tortured by the teacher for our inability to comprehend lessons.”

Beating or abusing children in school absolutely unacceptable. Through focus group interviews with the children it appears that majority of the teachers tend to punish them for their childlike 'misdeeds' as well as for not performing well in the class. Though we have no data about

Children have great concern about their teachers abusing them

Children's inspiration as well as threat come from teachers

Rural schools have fewer teachers while the urban schools have more

how many of these children get dropped out from schools for such bitter experience, but parents and other community people reported that beating in school is one of the major causes for children dropping out from school.

Interestingly, the students receive their highest inspiration/demotivation from teachers. In the lower grades of the primary school, particularly grade I and II, one teacher is engaged, i.e. usually one teacher teaches all subjects in these two grades. Students have very high respect for their teachers and accept whatever they say as gospel truth. Therefore, unless the teachers are properly trained and have sufficient educational background, the students may become prone to any sort of misinformation and even distorted behaviours.

Rural schools have inadequate number of teachers while some urban schools have full staff strength and in some cases more than the normally existing positions where to additional teachers are appointed on pressure from political dignitaries or otherwise powerful individuals. It was indicated by the teachers as well as by the parents that teachers posted to some remote rural schools do not come to school regularly, instead they manage a local educated young man to teach and proxy on his/her behalf.

As mentioned above, the rural schools are understaffed. So, if any teacher remains absent it becomes difficult for the rest of the teachers to run the classes. It was reported from different quarters that in the absence of one teacher, the other teachers have to take more than one class at once.

Teachers are supposed to be friendly but many are not

Teachers are supposed to be friendly to students and many teachers of course maintain such demeanour. But there are some others who never behave well with children. Teachers' do not have the same educational background and professional qualities and therefore their performance varies. When a teacher fails to deliver a lesson properly he/she fails

to be a favourite with the students. These teachers often misbehave with students, demand more from them without explaining lessons. Students also mentioned that such teachers do not explain lessons in the classroom rather ask students to learn them at home. It appears that low-quality teachers do not like their students to ask questions.

There are also some teachers who offer private coaching after school hours. Poor children cannot afford private coaching from the teacher, so they often do not succeed in the examination. The under-performing students are not given any special attention by the teachers. There are some learners who have learning disability or other kind of mental or physical problems; they also do not receive proper attention from the teacher.

A large number of teachers in registered non-government primary schools and a few in government primary schools do not have training or certificate-in-education. When teachers start teaching without having any training, they get used to the conventional teaching method; and afterwards it becomes difficult for them to adapt when they are trained and asked to provide quality education.

Teachers are recruited merely on the basis of educational background but their teaching aptitude and motivation is not considered in the recruitment process. Sometimes unqualified individuals are appointed through corruption and malpractice, and in the long run they tend to be involved in petty politics and irregularities.

Teachers provide coaching to well off children, but poor children miss that opportunity

Teachers are recruited on the basis of their educational attainment, but not on their aptitude

Image of a favourite teacher

Who is a favourite teacher?

A teacher who loves children, talks to them in a friendly manner and takes interest in the children's day to day affairs becomes a favourite teacher. According to the children,

"We like teachers who do not scold and humiliate us. We like to listen to stories, see pictures, sing songs and dance. Our favourite teachers are those who can perform all these and encourages us all the time. We like to see a happy face.

We do not like teachers who cannot explain the lessons nicely so that we can easily understand them."

Who is a quality teacher?

The following qualities make a quality teacher:

Who is a quality teacher?

- has in-depth understanding of lessons
- is devoted to the profession of teaching and can make lessons suitable and interesting to the learners
- never beats children but treats them with love and affection
- is easy for children to get along with and can meet demands of the children with pleasure
- is a person for whom children feel interested to come to school
- makes proper use of teaching aids and impart lessons in the classroom and does not ask children to come to school with lessons prepared from home

- comes to school in time and never tries to deceive children.
- regularly observes how students are learning and undertakes necessary action to make learning worthwhile
- maintains good contact with the guardians and parents of the children.

What do parents think of the schools and teachers?

A large number of parents interacted in this survey by responding to the questionnaire and reflecting their opinion in focus group discussions. Professions of the parents of the school children were also analyzed.

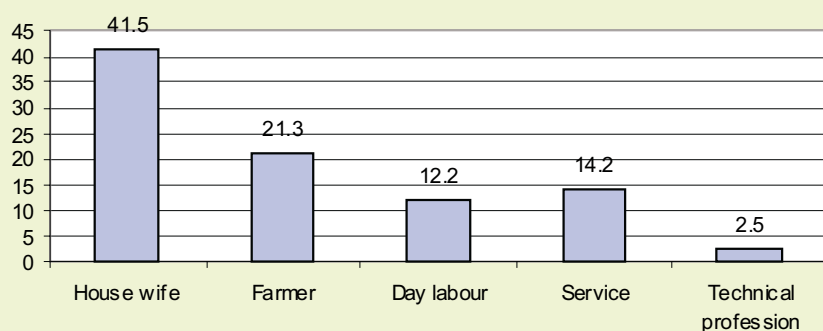


Figure 10. Percentage distribution of parents' professions

During the survey most of the respondents amongst the parents turned out to be housewives, as they were available more in number than the male counterparts. Fathers were of different professions amongst whom about one fifth were farmers, 12 percent day-labours, 14 percent service holders and only 2.5 percent were technical professionals i.e., teachers, doctors, lawyers etc. The survey reveals that

Parental background

majority of the children who study in primary schools belong to moderate to low income group population. Many of the parents are not that qualified and some are even illiterate.

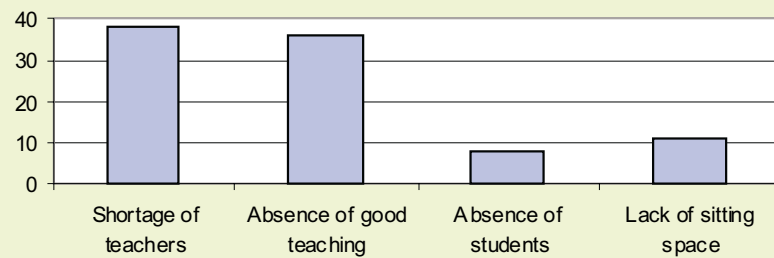


Figure 11. Reasons for irregular schooling as indicated by parents

Irregular schooling has become an alarming phenomenon of the schools where teachers do not come in time, many of whom reside outside the upazila/locality and the responsible Education Officer is not watchful. Around 30 percent schools fall in this category; it means that a large number of children are deprived of quality education.

Although some parents have mentioned that their children are interested to go to school, a significant number of parents stated that their children do not like to go to school.

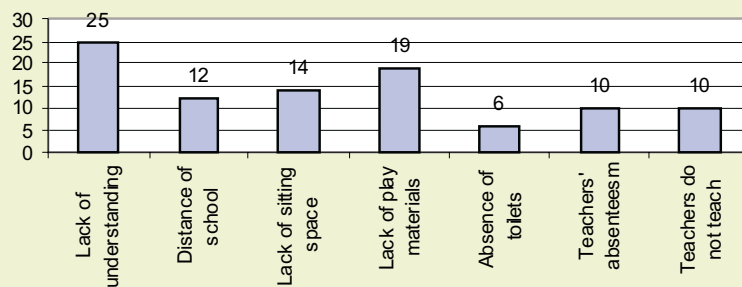


Figure 12. Reasons pointed out by parents why children do not feel interested to come to school

Figure 12 shows that nearly one fourth of the children do not go to school as they do not understand lessons. One-fifth of the children do not like to go to school because there is no sports equipment. The other reasons are also not insignificant and it would be difficult to bring children to school unless the situation is improved.

A very interesting fact is that only about 12 percent of the parents think that their children learn lessons properly in the school while 77 percent think that they do not. Nearly one tenth of the parents think that their children are not being able to learn lessons from the school. It depicts very poor condition of the quality of education in schools. Teachers are supposed to provide complete teaching to the students but it is found that only one- tenth of them are capable of doing that.

What are parents' thinking about education

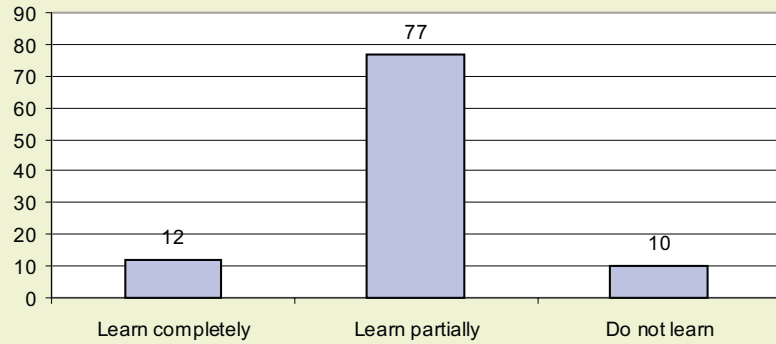


Figure 13. How much a child can learn from school: parental perspective.

When any school fails to provide complete teaching, it is the parents who have to help their children in preparing lessons. 39 percent of the parents mentioned that under such conditions they try to help them or send them to private coaching (40 percent) or leave them alone without help (20 percent).

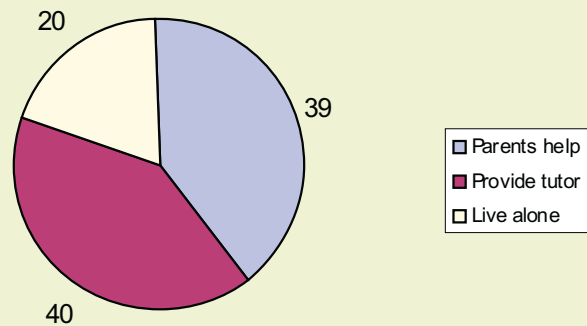


Figure 14. Percentage of parents being in a position to help their children with school studies

About 47 percent of the parents expressed their concern regarding their children's future and they want them to get education at least up to tertiary level so that they can compete in the job market. 40 percent think that it is enough for children to be able to sign their name and keep daily

accounts. This response indicates that large number of parents are indifferent as to the question of higher education for their children.

What do parents think about stipend?

The government of Bangladesh has introduced stipend program for the poor children who are unable to meet their education expenses and tend to avoid schooling. Generally 40 percent of the students who go to primary school and belong to the families under poverty line receive this stipend. In order to be eligible for this stipend the child has to be regular in school, obtain at least 45 percent marks in the examination. Failed to meet these criteria, a child would not be able to receive the stipend which ends up with his/her dropping out from the school.

About 43 percent of the parents mentioned that their children receive the stipend from school but about 20 percent of them are not happy with the amount they receive as stipend. All students do not receive the stipend, so those who get it feel embarrassed. Parents also mentioned about corruption concerning selection of children for stipend. About one fifth of the parents mentioned about such corruption and many mentioned the hassles they have to face to draw the stipend. However, about 80 percent of the parents responded that the stipend program is a good initiative to draw children to school.

Parents in the focus group acknowledged the benefits of stipend. Majority of the parents and community people believe that the rate of enrollment in school and children's attendance have increased due to this stipend. They also said that it would be good if the amount of the stipend could be increased and cover all those who are in need of it.

What do the
parents think
about stipend?

Parents have some concerns about stipend's propriety

It appears from the focus group discussion with parents, although the stipend helps them to send the children to school, that they are largely concerned about the quality of education provided. It also appears that a large section of the community and parents feel that the quality of education in primary school is not satisfactory. They mentioned that the children soon become reluctant to go to school. And those who continue going to school require more help at home than in the school. So parents need to send them to a private coaching to make up for the lapses.

School's quality concern comes from enlightened parents

Most of the views regarding quality of schools came from the educated and enlightened parents. They said that quality of the schools suffers due to the fact that the number of children is too big to accommodate them in the classroom. The parents and community members mentioned that irregularity of teachers, negligence to the poor and low performing children, lack of appropriate teaching methods are the main factors for the poor quality of education in schools.

The quality of education in schools lying in the remote area are not much of a concern to the teachers, parents and even the SMC members. Most of the parents in areas like chars, haors and hilly places are illiterate and poor. So they are not only unaware of the quality of education in school, but even do not know how far their own children are learning in schools. It is also true about the parents of tribal and working children. In these areas parents think that children can go to school as long as they can show good result, but if they fail they should rather go to work and earn their livelihood.

Remote area parents are not that much concerned about the quality of education

The hard fact is that there are very few or even no teacher in these schools and they are not supervised at all. The physical facilities of these schools are inadequate. The situation is so complex that the scenario cannot be changed unless the teachers and education workers are made conscious and proactive.

Another major factor of quality education is the poverty of the parents who are unable to provide necessary learning materials for their children other than the books given free by the government. They cannot manage proper nutrition for their children which is also a biological component for ensuring quality education. Therefore, the extreme poor waits for the money their kids receive as stipend, though the amount is not at all significant for food and nutrition and other necessary material requirements.

The big dilemma between the stipend program and quality education is that children who receive it may miss due to poor performance or irregular attendance. Stipend can draw children to school but is unable to retain them for long due to poverty and malnutrition. The quality of education can be ensured by providing an increased amount of stipend for a specific period without any condition.

It is worth mentioning that despite their various constraints the parents want that the schools should be improved, children should receive quality education in order to succeed in life. The parents are of the opinion that there should be a good relationship between the teachers and the education officers, and suggest that supervision by the education officers should be transparent and this can be made possible through involvement of the SMC members who also need to be trained to play a capable role in ensuring quality of education.

Parents and community members feel that every school should have at least five classrooms and five full time teachers. According to them teachers are supposed to make home visits which are not being done properly. Teachers on the other hand said that they made home visits regularly.

Whether stipend has any impact on the quality of education is not yet clear

Parents and SMC members expect that every school should have at least 5 rooms and 5 teachers

Education officers are overloaded with various tasks that hampers their regular school related work

What do the education officers think?

The Upazila Education Officers (UEO) and their staff are responsible for supervising the quality of primary education at the Upazila level. There are more than 200 primary or elementary schools in each Upazila. So, it is really tough for UEOs and their existing staff to supervise or ensure quality of education. Positions of AUEOs were created with a view to better supervise the educational institutions, and it was supposed that every AUEO would look after a maximum of 20 schools. But afterwards, many positions of the AUEO became vacant and no AUEOs were recruited to fill these positions. So the burden of their responsibility has grown bigger and deteriorated the situation further.

Most of the UEOs are not happy with the present quality of education. They emphasize on creating separate cadres for primary education. Like the teachers and parents, these officers also opine that the excessively higher teacher-student ratio might be the cause of the poor quality of education. The teacher-student ratio should therefore be raised to 1:30 or something like this. The UEOs have recommended that at least 5 positions and 5 classrooms should be there in every school to accommodate the large number of students and for running classes smoothly.





DISCUSSION AND POLICY IMPLICATIONS

There is no end to quality education and improving the quality is a prolonged process. To sustain the quality whatever so far achieved calls for proper attention and continuous efforts. The information gathered through the survey reflects more or less the same issues. The quality of education would remain a far cry unless we address all the issues that have come up. The government has undertaken several endeavours to eliminate some weaknesses, but the results are yet to be encouraging. So, it is required to take further steps to analyze the issues from different dimensions and make successive attempts for a solution.

There are about 80 thousand primary schools (both formal and non-formal) in the country. Of those, there are some exemplary schools that are successful and worth appreciation, but their number is negligible. Respondents of the study have included the high, moderate and low quality teachers and students therefore their views and expressions can be considered clear reflections of their achievement and quality. The devotion and enthusiasm of the high quality schools is not evident among the low quality school teachers and students. The high quality schools should be regarded as models. Their principles and activities can be followed and adopted by the low quality schools so as to get the optimum results. This has to be ensured by the relevant authority within the government and by the people's representatives.

Several issues appeared from this survey of which the most important one is children's achievement. Learning in school is associated with many aspects like school environment, materials, aids and equipments, teaching-learning process, learners' satisfaction, teachers' behaviour etc. But the existing teaching-learning system cannot meet demands of the learners. Children clearly opened our eyes regarding infrastructure, facilities, teachers' behaviour and many other psychological issues.

The fact that children do not like their school for its physical provisions, they are not happy with the curriculum and hardly satisfied with the manners of teachers in the classroom and outside are clear indications of what the schools need. We should learn from the children/learners because they are the end product to be molded. They are the best assessors of their own schools and teachers' quality what the external supervisors may not even comprehend or be willing to acknowledge.

Another important aspect of the survey is that it could delve into the hidden agenda of teachers. No one pays heed to the voices of the teachers as though they are paid 'slaves'. They are only supposed to say 'Yes'. Although they are employed for academic work, and they are also simultaneously engaged in non-academic work at the cost of children's precious time. They are over burdened with classes, thrown out of their own locality where there is no place for them to stay, they are pressurized by higher authorities for ensuring quality of education where there are more than 100 students, evaluate similar number of students in only 30 minutes time (as in CPA), keep contact with parents, make home visits at the cost of their own family time and many more. In order to help the teachers to be effective they should be given manageable and meaningful tasks in a congenial atmosphere.

Parents are less important partners in quality education. They are the main beneficiaries. Though many parents are illiterate, poor and indifferent about education, yet they are well aware of the need for quality. Parents would be the happiest to see that their children are admitted to secondary schools after receiving primary education, are capable of competing in the job market and learn something good for their family life. Teachers, administrators and policy makers need to devote their time and efforts to improve the education scenario.



SOME RECOMMENDATIONS

In view of the overall situation and on the basis of the outcomes of interaction with the respondents of the study, the author of this report would like to make the following recommendations:

- Quality teachers have to be employed in order to attain quality of education
- Only those should be appointed as teachers who love children and have interest to learn
- One of the main characteristics of a quality teacher is proper and adequate training. No teacher should enter a class without training
- At least five qualified teachers having minimum basic qualities should be deputed to a school so that classes are not hindered in the absence of any teacher
- Teacher-student ratio should be raised to an acceptable level (as indicated in all the National Education Commission Reports). There should be an adequate number of teachers for the classes so that the overall quality of education can be maintained
- Limitation of space is a barrier to children's education. Therefore, every primary school should have at least 5 separate classrooms for the different grades
- No school should get government approval where there is no playground or at least a suitable space where children can move and play
- Teacher's absence in school is another barrier to better education, so the vacant positions have to be filled within 30 days in the case of teachers' transfer or retirement
- Every school should have sufficient number of usable

sports materials for children and these must be available to them

- Teachers' home visit and their contact with parents have to be ensured for the sake of better relationship between school and home.
- Many positions of Education Officers are still vacant. These positions must be filled in to ensure visits to school and guide the teachers in a proper direction
- Local politicians, people's representatives, social workers, local government representatives and civil society members have to be informed about the progress of education in their locality through active advocacy program
- And finally, we must abstain from any undue interruption in any sort of educational activities for the sake of our children, i.e. the future citizens of the country.



PROFILE OF IDEAL TEACHERS

Babu Girindra Chandra Ghosh

Babu Girindra Chandra Ghosh is the Head Teacher of Kathalkandi Government Primary School. He was selected as the Best Teacher in both upazilla and district level for his devotion to the betterment of education. Teaching is a passion for this man who has dedicated a major portion of his life in imparting knowledge to children.

Girindra Chandra is loved by his students for his amiable yet firm personality. His presence in the classroom is far from being intimidating and frightening, rather it has a mesmerizing affect on the learners.

Students find a fatherlike figure in him and accessible at all times. "He can be approached for any kind of help at any time."

He plays a vigilant role in observing the students' improvements and impediments in their learning. His memory is uncommonly sharp for he remembers all his students by their name. This makes his students regard him as a very near one. His love for his students often takes him to their home to meet the parents and share the progress of the children.

Girindra Chandra has a gifted hand as well. He has developed a number of teaching materials on his own endeavours. His capability in music and recitation is also commendable.

Girindra Chandra is a man who regards every person with respect. He is a man of high values and upholds truth and justice.

Parveen Jahan

Parveen Jahan was born in the town of Sirajganj on 17 November, 1963. Her father, Alhaj Habibur Rahman, was a teacher of a high school in the town. Parveen Jahan studied in Saleha Ishak Government Girls' High School and passed the SSC Examination in 1979. After getting married, she passed the HSC Examination in 1984 from Sirajganj Government College and B.A. in 1986 from Rashidazzoha Government Women's College.

Parveen Jahan joined the teaching profession in 1987, as an Assistant Teacher in Kashinathpur Gotengra Government Primary School. She was promoted to the position of a Head Teacher after successfully going through a departmental promotion exam in 1993. Then she was appointed as the Head Teacher in Biswasanari Government Primary School. Parveen Jahan was transferred to Barat Government Primary School in 1997, where she taught for a short period. She was again transferred to Kashinathpur Gotengra Government Primary School in the same year. She is currently teaching in this school as the Head Teacher.

Parveen Jahan was twice selected as the best teacher in the Upazilla level. In 2005, 17 students from her school got primary scholarship, and she was selected the best teacher in Pabna district. Her husband is a Lecturer. He teaches English in Kashinathpur Shahid Nurul Hossain College.

Parveen Jahan is the model of a successful teacher. She undertakes her responsibilities with much care, proficiency and devotion and the learners in her school adore her. She is well respected by her fellow teachers, guardians and the local community.

Annexure- 1

List of the 30 partner organizations of CAMPE to observe the Global Action Week (GAW) 2006 at the local level

Division	Sl.	Name of the organization	Areas (collection of information and observance of GAW)
Dhaka	1	Bureau Tangail	Tangail
	2	Swabalambi Unnayan Samity (SUS)	Netrakona
	3	Organization for Rural Advancement (ORA)	Kishoreganj
	4	Faridpur Development Agency (FDA)	Faridpur
	5	In Search of Light (ISOL)	Jamalpur
Chittagong	6	Dweep Unnayan Sangstha (DUS)	Hatia
	7	Community Development Centre (CODEC)	Chittagong
	8	Integrated Social Development Effort (ISDI)	Cox's Bazar
	9	Gano Kallyan Kendra (GKK)	Brahmanbaria
Khulna	10	Assistance for the Livelihood of the Origins (ALO)	Khagrachari
	11	Manab Unnayan Kendro (MUK)	Meherpur
	12	Jagrata Jubo Sangha (JJS)	Khulna
	13	Jagarani Chakro	Jessore
	14	Satkhira Unnayan Sangstha (SUS)	Satkhira
Barisal	15	Setu	Kustia
	16	Sangathita Gram Unnayan Karmosuchi (Sangram)	Barguna
	17	Pratibandhi Unnayan Sangstha (PRAUS)	Jhalokathi
	18	People's Development Foundation (PDF)	Pirojpur
	19	Speed Trust	Patuakhali
Sylhet	20	Bikalpa Unnayan Karmosuchi (BUK)	Barisal Sadar
	21	Friends in Village Development Bangladesh (FIVDB)	Sunamganj
	22	Institute of Development Affairs (IDEA)	Sylhet
	23	Association for Socio-Economic Development (ASED)	Habiganj
	24	BRAC	Srimangal
Rajshahi	25	BRAC	Jakiganj
	26	Udayan Swabalambi Sangstha (USS)	Gaibandha
	27	Swid-Bangladesh	Lalmonirhat
	28	Palli Sahitya Sangstha (PSS)	Panchagarh
	29	Asray	Rajshahi
	30	Karok Samajik Unnayan Karmasuchi	Pabna

