



# **A Report on the Evaluation of Education Component of Family Development Project**

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**Integrated Service for Development of Children & Mothers  
(ISDCM)**

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## Foreword

Family Development Project (FDP) was started in 2008 with the prime objective to improve the overall conditions of the families living in the camps of Dhaka, Chittagong, Rangpur, Khulna and Saidpur cities in Bangladesh. The project is being implemented by ISDCM and funded by OBAT Helpers Inc., USA. It is a Multi-sectoral project having Education, Health, nutrition, water and sanitation, construction/reconstruction of drainage, footpath, dustbins and charity etc. as its components. Education is the leading sector of FDP which has larger investment of fund of this project. It was therefore, strongly felt by ISDCM as implementing agency to make an evaluation of this sector. It was difficult to find out an evaluator for this project with small amount of fund available from the donor. However, an extra initiative was taken to pursue some persons / institution having relevant experience to undertake this evaluation. In course of this initiative A.F.M. Saiful Islam who has such qualification and experience expressed his interest to undertake the evaluation in his professional interest with personal sacrifice. He has taken a lot of troubles in designing the evaluation with appropriate methodology, preparing the questionnaire, inventory, visiting the project locations, collecting data and interviewing the relevant persons and organizations concerned. ISDCM is grateful to him for timely completion and submission of the evaluation report. He also presented the preliminary findings of this evaluation at a joint review meeting attended by implementer, donor and the concerned officials of ISDCM and OBAT Helpers for comments. The comments received have been incorporated in the final report as far as accommodatable.

The evaluation report has unfold number of issues and areas which may need further study for improvement of future direction of such project. The report also deals with overall performance at the field level which includes more specifically the targets, achievements, enrolment, dropout, curricular followed, management, quality of education, attendance, participation of community at the pre-primary, primary, secondary and English version schools, stipend offered to poor students and the result of skill development training etc. It may be noted that this evaluation has some limitation due to absence of baseline data on this project. However, in spite of some limitation the evaluation may greatly help formulate future policy.

I hope, the findings of this evaluation may be useful for the implementer(s), donor(s) and planner(s) of this project and similar other projects.

Any comments and feedback on the report will be most welcome for future improvement.

Manjurul Alam  
President

# Contents

*Forward*

*Preface*

*Executive summary* 1-3

*CHAPTER -1* 4-5

1.1 Back ground of project

1.2 Brief discussion on Partnership

1.3 Brief information on Education component Under Family Development Project

*CHAPTER -2* 6-7

2.1. Objectives of the Evaluation

2.2. Methodology of this evaluation

2.3. Scope and limitations of evaluation

2.4. Evaluation area

2.5. Evaluated period

*CHAPTER -3 MAJOR FINDINGS OF EVALUATION* 8-31

3.1. Attainment Of The Project Activities

3.1.1 Pre-primary school

3.1.2. Primary school

3.2. Material Distribution

3.3. Other Information

3.4. Birth Registration

3.5. Co-curriculum Activities

3.6. Junior High School

3.7. Skill Training

3.8. Stipend Activities

3.9. Tutoring Support

3.10. Target Vs Achievement

3.11. Project Management

*CHAPTER -4* 32-34

4.1. Impact of the project at different levels

4.1.1. Impact on Children

4.1.2 Impact on Guardians

4.1.3. Impact on the communities

4.2. Area of Improvement

4.3. Thought for Future Project planning

4.4. Some Recommendations based on the findings

4.5. Conclusion

## Acronyms Use In This Report

DR – Discrete Role number

FDP – Family Development Project

PSC – Primary school certificate

JSC – Junior school certificate

ISDCM – Integrated Service for Development of Children and Mothers

SBN – Sardar Bahadur Nagar

BLS – Bangladesh literati Society

NID – National ID card

BR – Birth Registration

NGO – Non Government Organization

BANBEIS – Bangladesh Bureau of Educational Information and Statistics

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## PREFACE

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I am very glad to be able to prepare this evaluation report. This report will unfold a number of issues related to the education component under the Family Development project. This report may be useful for formulation of next phase of project activities. The draft of the report was presented at the joint review meeting attested by ISDCM and OBAT officials. The comments made by the participants were noted and incorporated in the final report.

My gratitude goes to the Project Manager, Senior Project Officer, Project Officer, Accounts Officer and other project staff, who supported me a lot for evaluation work at the field level. I would like to extend my heartiest thanks to Mr. Munjurul Alam, President of ISDCM and Md. Nurul Islam Laskar, Director (IME), ISDCM for their support and guidance throughout the evaluation work. I would also like to thank Mr. Anwar A Khan, President and CEO, OBAT Helpers Inc, USA for his valuable comment. Finally, I would like to express my sincerer gratitude to them for their valuable feedback.

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# EXECUTIVE SUMMARY

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In each evaluated camp population density is very high. The living conditions in these overcrowded camps are very unhealthy and unhygienic. Families of seven to ten members share a small eight by ten feet living space. A few Urdu speaking people are able to stay outside the camp and give their children proper education. They are not able to maintain a healthy environment within the camps. These camps are out of government facilities. In the camps almost no education supports available by any NGO except ISDCM, which is also inadequate.

ISDCM started the Family Development Project (FDP) with financial assistance of OBAT Helper Inc, USA for Urdu speaking people since 2008. Within the FDP project “education” is one of the components.

Different methodologies were used to collect the data. The key findings observed under this evaluation are as follows:

## **a. In Chittagong**

- In 2016, national Primary School Certificate (PSC) pass rate was 98.51 and Chittagong division was 98.75, but OBAT primary school pass rate was 99.2 %. This is better than the National pass rate.
- 16% children not completed their class-V exam, as not included in the government DR process.
- Repeater rate is 6.09%. In case of National repeater rate in all class with both sex is 6.1%
- Dropout rate within the primary education completion cycle is 8.94% but in 2016, dropout rate in Chittagong district in government report is 7.6 % and nationally 19.2%.
- Average Student Absenteeism by both gender is 6.75% but in 2016 National data was 12.5%
- Out of 10 students & total 60 marks, 6 students’ individual score is 36 to 49, another 3 students’ score is 24 to 29 and one student score is 16.
- Average individual score out of 60 is 35.5%.

## **B. In Rangpur**

- In 2016, national PSC pass rate was 98.51 and Rangpur division was 98.34, but OBAT primary school in Rangpur was 100%. It is better than National and Rangpur division result pass rate.
- Only 1.67% children not completed their class – V exam as not included in the government DR process.
- Repeater rate is 22.91%, it is very high compared to National data.
- Dropout rate within the primary education completion cycle is 20.83% but in 2016, government report dropout rate in Rangpur district is 21.2 % and Nationally 19.2%

- Average Student Absenteeism by both genders is 6.9% but in 2016 National data was 12.5%
- Out of 10 students & total 60 marks, 3 students individual score is 36 to 38, another 7 students score is 23 to 34.
- Average Individual score out of 60 is 32.75%

### C. In Dhaka

#### i. English Version school:

- In 2016, total 100% children pass in this school and also 100 % included in Government DR Process.
- Repeater in this process is 6.25% (3/48 %) and National data is 6.1%.
- Dropout rate within primary education completion cycle is 25% (12/48 %) but in 2016, government report dropout rate in Dhaka district is 15.1% and nationally 19.2%.
- Average Student Absenteeism by both genders is 38.7% but in 2016 National data was 12.5% (Source BANBEIS Data base report 2016). Ms. Halima, Head teacher shared that due to the heavy rain today's attendance is less.
- Out of 10 students & total 60 marks, 2 students individual score is 20-25, 4 students score is 10 to 16 and 4 students individual score is less than 10.
- Average individual score out of 60 is 12.03

#### ii. In BLS school

- In 2016, national PSC pass rate was 98.51 and Dhaka division was 98.54 but BLS primary school pass rate 95%.
- 41.5% children not completed their class – V exam as not included in the government DR process.
- There is no repeater in this process, which is very unusual case.
- Dropout rate within primary education completion cycle is 60% but in 2016, government report dropout rate in Dhaka district is 15.1% and nationally 19.2%.
- Average Student Absenteeism by both genders is 44.19%, which is very high compared to 2016 National data was 12.5%. (Source BANBEIS Data base report 2016).
- Out of 10 students & total 60 marks, only 2 students individual score is 21 and 32, another 7 students' score is within 01-06 and 1 child has not scored.
- Average Individual score out of 60 is 7.5.

Other key observations are as follows:

- Students' involvement in different cultural activities in school has increased.
- Students confidence in appearing in the exam has increased, Therefore, their PSC result is gradually improving, now a significant number of student's result is A+ or A previously it was not.
- Students are working for their own community, such as cleanness in the road and household area and promoting financial help to the patients.
- Almost 100% children got the birth certificate from the local government.



Through this evaluation it was observed that there are some areas to improve, which are:

- Primary school teachers need subject wise training
- Need to provide more support to weaker students
- Stipend guideline should be prepared according to the approved project.
- Dropout rate need to decrease and primary completion rate need to increase.

The recommendations are –

1. Lack of Baseline data makes it difficult to measure the progress, So baseline data is required
2. Without the participation of people in School management committee, it is very challenging for future financial sustainability of the schools.
3. Camp wise detail planning is required for better management of fund in relation to solving the problem and also to minimize the gap between FD-6 and actual planning.
4. Need more coordination and horizontal learning within the project management staff, quarterly meeting with area wise report should be shared among the project implementation staffs and senior staff of ISDCM, it will help better coordination for implementation with financial expenditure review.
5. A group of committed and educated staff are working under the education project of FDP, who are interested to change their community. So, they are the resource. Therefore appropriate training is required for them.

However, this education project is contributing a lot for next generation of Urdu speaking children but without the support from outside this achievement will not sustain. Management should think about quality education and explore possibilities to utilize the government facilities available at different levels up to maximum extent.

## INTRODUCTION

### 1.1 BACKGROUND:

There are approximately three lacs destitute people living in the camps of different cities in Bangladesh without any guarantee for permanent settlement. These human beings are in great distress. The plight of the people who were born in these camps about 50 years ago and as well as these who were forced to the camp life at that time, are indescribable. People of both the camp generations have identity crises. Naturally such people live in great uncertainty and they are in bad shape. There has been high level of poverty among these people characterized by low level of literacy, poor health, nutrition, education and depressing environmental and sanitation conditions.

In the backdrop of the above situation, the Family Development Project (FDP) was undertaken in the year 2008. This project is being implemented by ISDCM with the financial support of OBAT Helpers Inc., USA. FDP spreads over the camps of Dhaka, Chittagong, Khulna, Rangpur and Saidpur cities where the Urdu speaking people live. FDP is umbrella project which has wide range of projects like, water, sanitation, education, health, development of physical facilities, like construction of drainage, bath rooms, tube wells, community latrines, distribution of nutritious food, charity etc.

Education is one of the major components of FDP. It is also priority project. It was planned to empower as many camp residents as possible through education. Being equipped with an education will ultimately give the camp people an access to employment opportunities and change to live a normal life. According to the Refugee and Migratory Movements Research Unit (RMMRU) a University of Dhaka affiliated research group, 94 percent of today's urdu speaking community are illiterate, compared to a national average of 46 percent.

The educational projects collectively educate almost 4,500 children presently. Altogether, more than 50 educational and training projects, including schools, tutoring, sewing and computer training centers are under operation. Almost 700 scholarships have been offered to students pursuing education at different levels (middle school to higher education).

It is, therefore, felt by both the implementing agency and the donor as well to make an evaluation of Education project which may help greatly to formulate future direction of the project.<sup>(1)</sup>

## 1.2. BRIEF DISCUSSION ON PARTNERSHIP:

OBAT helpers, is a nonprofit non government organization in USA. Its mission is to work for the welfare, support and empowerment of indigent and displaced people. The key focus is on alleviating the suffering of thousands of internally displaced people stranded in makeshift camps in Bangladesh by providing better living conditions, education and economic skills and opportunities.

ISDCM is a non-political and non-profit making National NGO established in view of the need for integrated service for development of children and mothers. It was established in June 1997. ISDCM's Mission and aims to set an example of people-centered integrated socio-economic development, creation of self-employment and job opportunities, establishing gender equity, empowerment and social justice, health services, education, agriculture and environmental development.

With the above mission, these two organizations started the partnership for development in Bangladesh, since 2008.

## 1.3. BRIEF INFORMATION ON EDUCATION COMPONENT UNDER FAMILY DEVELOPMENT PROJECT

At glance education activities under the family development project are shown in below:

1.3.1. To continue the support education institution, under the previous FD-6, which are:

Activities under education	Target	Area
1.Primary school	5 schools	All the activities implemented in Dhaka, Rangpur, Chittagong, Khulna and Saidpur.
2.Junior High school	2 schools	
3.English version school	1 school	
4.Pre primary	31 schools	
5.Tutoring center	6centers	

1.3.2. High school admission fee and monthly tuition fees were provided to the economically poor families' students through stipend.

1.3.3. Provide skill training on handicraft and computer to the poor families to make them self-dependent thorough financial support.

*(Source: FD-6, period: 1st March 2015 to 28th February 2018)*

### **2.1. OBJECTIVES OF THE EVALUATION:**

According to the TOR, “The prime objective of the evaluation will be to evaluate the key impact of education provided under the Family Development Project and to see how far the overall objectives of the project have been fulfilled.”<sup>(2)</sup>

### **2.2. ADOPTED METHODOLOGY FOR THIS EVALUATION**

According to the TOR of this evaluation, there are 16 indicators to conduct this evaluation. After clustering the indicators, we set the data collection (quantity and quality) technique. After discussion with senior management staffs of ISDCM, the following methodologies set for this evaluation.

Methodologies for this evaluation are:

1. Review of literature
2. Structured Interview with Project Officer
3. Group discussion with School Management/ implementing agencies
4. Different relevant documents register, etc. verification.
5. Arrange primary school base class -3 student test exam (just to know their present level of education)
6. Secondary data analysis
7. Class conduction observation
8. Focus group discussion

### **2.3. SCOPE AND LIMITATIONS OF THIS EVALUATION**

2.3.1. The scope of this evaluation was limited within the analysis of information and data collected through structured questionnaire, interview, official records, observation and indicators set in the Evaluation TOR. (annex1). This evaluation mainly focused on the following points:

- Performance,
- Impacts,
- Efficiency,
- Relevancy,
- Sustainability,
- Target and achievement according to FD-6
- Project Process/Management.

- Due to lack of baseline information of the project, it was difficult to assess the progress.
- Efficiency of this project was not studied, as there was no same comparable project with this community.

#### **2.4. Evaluation Area:**

Education component under the Family Development Project is implemented in Dhaka, Rangpur, Chittagong, Khulna and Saidpur (according to the FD-6) but this evaluation covers Chittagong, Dhaka and Rangpur.

#### **2.5. Evaluated period:**

This evaluation mainly covered the period March 2015 to February 2018. It is a continuous project since 2008; therefore, all the impact of the project evaluated is cumulative outcome of the entire period.

## 3.1. ATTAINMENT OF THE PROJECT ACTIVITIES

### 3.1.1. Pre primary School

#### A. Chittagong District

There are 9 pre- primary schools in Chittagong project and this pre-primary school is under the 3 nos. OBAT Primary School. In each year maximum 30 children can be enrolled. This is one year course. They used the government pre-primary books, which they received free from government education department, as their primary school is enlisted in education department. But they develop a chart for English and use it for English class. Project provided only khata to the students. I have visited one pre-primary, OBAT preprimary school in Jhoutola and interviewed the teacher.

Total enrolled students (number) 2017	Present on the day of my visit (17.7.2017)	Remarks
23	19 (82.6%)	5 children are Bangladeshi



This preprimary school teacher was recruited through written and viva exam with other candidates. Finally she got the job; her date of joining was April 2014. She signed an agreement for appointment, copy of this appointment was maintained the project office. She has no copy of this agreement. She is a student of BSS (final year under the National University). She received the drawing and lessons planning training from the project.

To find out the link between preprimary school and OBAT primary school, I checked the 2016 children enrollment register, where I found 25 children enrolled out of target 30. Out of this 25, 2 children dropout and 2 children admitted in a private school. So, out of rest 21, 5 children were randomly selected for physical verification in Sardar Bahadur Nagar (SBN) primary school to see whether they were enrolled in class - I in 2017 or not.

After checking the register of primary school it found that 4 (80%) children admitted in class-I in 2017 out of 5 and one boy enrolled in Jhautala Government Primary School. Checked the Birth registration status during admission, in 2017 total 43 nos. children enrollment in class-I. In the office file, I found all children's birth registration (100%) with their photographs.

#### B. Rangpur District

There are 8 preprimary schools in Rangpur project. Preprimary is one year course. In every school children enrollment target is 25. They used the government pre-primary books, which they received free from government education department, as their primary school is enlisted in education department. Project provided only khata to the students.

I have visited Huda camp preprimary school in Babu bazar and interviewed Ms. Salma,

preschool teacher, at present. Previously, her sister was the class teacher of this center but she is now in maternity leave. So, Salma started to work as a proxy teacher from May 2016. Ms. Salma was recruited as a teacher from November 2016 as Salma's sister did not join after her maternity leave. Ms. Salma signed an agreement with project for continuation of the jobs but there is no copy with her.

The main points came in interview are as follows:

- i. Total enrolled children in 2017 is 45(B-21 G-24) (1st shift -22, 2nd shift 23,) where 5 Bangali children (B-2 G-3). Target is 25 in each year. During my visit, 22 were present out of 23 enrolled children in 2<sup>nd</sup> shift.
- ii. This is one year course and they followed the government preprimary books. Khata provided to children, no other materials.
- iii. She received the Bangla lessons planning training from this project. She feels that this training was useful.
- iii. Total 46 (in 2 shifts) students in this preschool center in 2016 but through lottery only 16 (7G + 9 B) children selected from this school. She informed that other children enrolled in nearest school but there is no follow up mechanism for this group of children

### **C. Dhaka District**

In Dhaka, all preprimary school run by OBAT BD but 1 KG class is running by BLS school in Mirpur. There are 3 sections in KG school and each section total sit capacity is 30, i.e.  $30 \times 3 = 90$  children can be enrolled in each year. During my physical verification of 2016 data under one section, KG class teacher, Ms. Mukta Akter, shared that 10 children not promoted in class -1 and 5 children admitted in other schools.

#### **3.1.2. Primary School**

To understand the Impact of primary education this evaluation focused on the following points in Chittagong, Rangpur and Dhaka areas:

- i. Discreet Roll (DR) number is a government computerized data entry system for the potential PSC exam participants. Generally, it is held within April of each year. To increase the percentage of PSC result, School teachers adopted an informal system i.e. if they found a student is weak or any change for dropout they are not included in the DR. From the children point of view it was not fair for them.
- ii. According to the TOR and methodology an exam of class-III student was arranged. A questionnaire was prepared for Bangla, English and Math. Each subject had 20 marks and question was selected from the government text books. During preparation of question we followed the syllabus as study period was the 2<sup>nd</sup> semester. During exam in each area again checked question with class teacher and exam paper scrutinized by her
- iii. Try to prepare a customized cohort table of 2013 enrolled in class-I to class V in 2017. Where we can see the Primary school completion rate.
- iv. Attendance in the school during day of my visit.

To collect the above data, randomly we selected a primary school, where more than 1 primary is running. But in case of Rangpur, no selection was required as one Primary school is running by FDP. Accordingly, SB Nagar OBAT primary school from Chittagong and BLS school of Dhaka were selected. English version school was also considered for the above exercise.

### A. CHITTAGONG



Primary school authority provides an enrollment notice in different places and school notice board. Guardians come to school office and collect enrollment form with 10/- taka, enrollment is opened only in class-I but in case of other classes if seat is vacant then that vacant number is filled up by the enrollment in respective class. In class one total seat is 40, if children enrollment number is higher than the target, then they consider the following points for admission:

- ISDCM preschool children or not
- Guardian financial status and Arrange exam test for enrollment.

Table -1  
At a glance class -5 students result in 2016

Sl	Name of primary School	Total children in class five January 2016			DR Included			Appeared in PSC			Passed in PSC		
		B	G	T	B	G	T	B	G	T	B	G	T
1	OBAT primary school Halishar	7	21	28	6	18	24	6	16	22	6	16	22
2	OBAT primary school Ferozshah	30	28	58	27	24	51	25	22	47	24	22	46
3	OBAT primary school SB Nagar	27	37	64	25	37	62	24	34	58	24	34	58
Total		64	86	150	58	79	137	55	72	127	54	72	126
Percentage					91.3			92.7% of DR			99.2 % of appeared		

Note: B – Boys, G – Girls and T– Total (Source: school data)

- In 2016, national Primary School Certificate (PSC) pass rate was 98.51 and Chittagong division was 98.75, but OBAT primary school pass rate was 99.2 %. This is better than the National pass rate.
- But if we consider the children number in January 2016, then the pass rate will be 84% i.e. 16% children not completed their class-V exam, subsequently.
- **Calculation process:** DR included =  $(137/150)\%$ , Appeared in exam =  $(127/137)\%$  and pass rate =  $(126/127)\%$ . Same calculation process is followed for all evaluated school.



Table -2  
Test exam result of Class -3 students in SBN primary school (Chittagong District)

Student ↓ Subject	Girls						Boys					
	1	2	3	4	5	out of 20 no in each subject, avg. score %	1	2	3	4	5	out of 20 no in each subject, avg. score %
Bengali	20	14	10	10	12	66.0	17	16	11	9	8	61.0
English	10	13	12	14	4	53.0	19	14	12	8	6	59.0
Math	18	13	14	4	8	57.0	13	18	14	12	2	59.0
Total score	48	40	36	28	24		49	48	37	29	16	
Out of 60, individual score in %	80.0	66.7	60.0	46.7	40.0		81.7	80.0	61.7	48.3	26.7	

Observations:

- Out of 10 students & total 60 marks, 6 students' individual score is 36 to 49, another 3 students' score is 24 to 29 and one student score is 16.
- Average individual score out of 60 is 35.5%.



Table-3  
OBAT primary school, SB Nagar Survival rate from class 1 to class V

Year							Survival Rate
2013	Total enrollment in Class -1	120					<b>84.55%</b>
2014	Promotion to Class-II	117					
	New admission in class -II	3					
	Dropout in class-2	2					
2015	Promotion to Class-III	118					
	New admission in class -III	0					
	Dropout in class-III	3					
2016	Promotion to Class-IV	115					
	New admission in class -IV	0					
	Repeater In class IV	7					
	Dropout in class-IV	4					
2017	Promotion to Class-V	104					
	New admission in class -V	0					
	Dropout in class-V	2					

- According to the above table repeater rate is 6.09% ( $7/115 \times 100$ ). In case of National repeater rate in all class with both sex is 6.1%
- Repeater means – a student is not promoted in the next academic year and continue in the same class. i.e. if a student enrolled in 2016 at class -1, s/he suppose to promote to class -2 in 2017 but not promoted.
- Dropout rate within this cycle is 8.94% ( $11/123 \%$ ) but in 2016, dropout rate in Chittagong district in government report is 7.6 % and nationally 19.2%.

**(Source: BANBEIS Data base report 2016- (annex-2, school data).**

### FAWZIA'S DREAM IS VERY CLOSE TO HER HAND

I am Fawzia Akhter, my father Md. Goni is a labor but due to illness he could not do anything, my elder brother is a Kharchupi worker (work in sari) and he maintains our family and my mother Ms. Robila begum is housewife. I live in Shardar Bahadur (SB) Nagar School camp. Our room size is 9x15 feet, in this room we live all the 6 members, My parents and my two brothers and 2 sisters. We have no water, gas or bathroom facilities in the camp. We use



Common bathroom and toilet and collect water beside the camp. I start my education From OBAT Primary school. I admitted myself in class one in OBAT Primary School. In 2011, I completed my PSC with Grade 'B'(3.36 out of 5) from OBAT Primary School, SB Nagar, Chittagong.

After Complete my PSC I took admission in class-VI with the scholarship of OBAT helpers in Warless Jhawtala Colony High School. I am also a proud student of OBAT Tutoring Center and Members of OBAT Think Tank. In 2014, I completed JSC with Grade 2.94 and in 2017 completed my SSC with Grade 3.05 from Humanities Group. Now I took admission for higher education at MES College (Omar Goni Muslim Education Society) Chittagong.

My younger sister studies in class ten at Bangabandhu Biddha Pith. She is also getting tutorial support from OBAT Tutoring Center. She also studied in OBAT Primary School.

Table-4

Class wise Attendance in SBN primary school - Chittagong District

Class	Class wise total Enrollment children no.			Total no of presence dated on 17.7.2017			
	B	G	T	B	G	T	Percentage
1	55	73	128	54	70	124	96.88
2	56	64	120	53	57	110	91.67
3	57	63	120	53	54	107	89.17
4	72	80	152	65	76	141	92.76
5	44	58	102	44	54	98	96.08
Total	284	338	622	269	311	580	93.25

- Average Student Absenteeism by both genders is 6.75% but in 2016 National data was 12.5% (Source BANBEIS Data base report 2016). So, under the project primary school, student attendance in the class is better in compared to Government primary school. (Source: school data)

## B. RANGPUR

In case of enrollment in class-I an enrollment form is provided all preschool students. The guardians purchase this form at 20 taka and admission fee is Tk. 50/- This form preserve by the guardians, school management organized a lottery system for enrollment in class-I. Now a day's all guardians come to the school and drop their form in the box, one of the guardians is randomly selected for collect a form from the box. In this way, all seats for admission are filled up in class-I. In case of admission to other classes' no new children get admission, even seats are vacant.

Table- 1

Sl #	Name of primary School	Total children in class five January 2016			DR Included			Appeared in PSC			Passed in PSC		
		B	G	T	B	G	T	B	G	Total	B	G	T
1	OBAT primary school Rangpur	18	42	60	18	41	59	18	41	59	18	41	59
	Total	18	42	60	18	41	59	18	41	59	18	41	59
	Percentage				98.3			100% of DR			100% of appeared		

### Observations:

- In 2016, national PSC pass rate was 98.51 and Rangpur division was 98.34, but OBAT primary school in Rangpur was 100%. It is better than National and Rangpur division result pass rate.
- But if we consider the children number in January 2016, then the pass rate will be 98.33% i.e. only 1.67% children not completed their class – V education subsequently.

Table- 2

Test exam result of Class -3 students in OBAT Primary school (Rangpur District)

Student ↓ Subject	Girls							Boys				
	1	2	3	4	5	6	out of 20 no in each subject, avg. score %	1	2	3	4	out of 20 no in each subject, avg. score %
Bengali	15	14	15	16	13	16	74.2	17	14	14	15	15
English	8	12	10	10	7	10	47.5	10	10	10	10	10
Math	0	0	11	8	8	4	25.8	10	6	2	13	7.75
Total score	23	26	36	34	28	30		37	30	26	38	
Out of 60, individual score in %	38.33	43.33	60.00	56.67	46.67	50.00		61.67	50.00	43.33	63.33	

### Observations:

- Out of 10 students & total 60 marks,3 students individual score is 36 to 38, another 7 students score is 23 to 34.
- Average Individual score out of 60 is 32.75%

POVERTY CANNOT STOP THE INTELLECTUALITY BUT NEED SUPPORT



Rina is a student of class vi in OBAT School, Rangpur. She has been studying in this School for five years. She lives at Ispahani camp-2. Her father's name is Md. Karim and mother is Mrs. Mustari. Rina's father cannot earn money due to old age and her mother is a cleaner in OBAT School. Her family consists of 9 members. She has four sisters and one brother. Rina is the youngest one of them. To run the family expenditure, her elder brother work as a day laborer. They live from hand to mouth. In this situation, scope for education is very less but OBAT primary school give the hope to study. Rina is too much interested to go on study. So, she works hard. Her result of Primary school certificate was GPA 5 (out of 5). She achieved the Govt. General Grade Scholarship, the scholarship amount is per month Tk. 225/-. She is one of the most brilliant students in class vi. She stood first from every class. Her aim is to be a good teacher. She is eager to work for the community. She is determined to continue her study.

Table-3  
OBAT primary school, Rangpur Survival rate from class 1 to class V

Year							Survival Rate
2013	Total enrollment in Class -1	96					<b>54.17%</b>
2014	<b>Promotion to Class-II</b>	94					
	New admission in class -II	0					
	Repeater in class II	4					
	Dropout in class-2	7					
2015	<b>Promotion to Class-III</b>	83					
	New admission in class -III	0					
	Repeater in class III	6					
	Dropout in class-III	7					
2016	<b>Promotion to Class-IV</b>	70					
	New admission in class -IV	0					
	Repeater In class IV	12					
	Dropout in class-IV	6					
2017	<b>Promotion to Class-V</b>	52					
	New admission in class -V	0					
	Dropout in class-V	0					

(Source: School data – )

Observations:

- Total repeater in this process is 22.91% (22/96 % as no new admission) it is very high compared to National data.
- Dropout rate within this cycle is 20.83% (20/96 %) but in 2016, government report dropout rate in Rangpur district is 21.2 % and Nationally 19.2%

Table-4  
Class wise Attendance in Rangpur OBAT primary school

Class wise total Enrollment children no.				Total no of presence dated on 7.8.2017			
Class	B	G	T	B	G	T	%
1	29	36	65	26	34	60	92.3
2	31	35	66	31	33	64	97.0
3	29	60	89	25	56	81	91.0
4	32	42	74	30	39	69	93.2
5	14	38	52	13	35	48	92.3
Total	135	211	346	125	197	322	93.1

(Source: school data –)

- Average Student Absenteeism by both genders is 6.9% but in 2016 National data was 12.5% (Source BANBEIS Data base report 2016).

### C. DHAKA

#### C.1. English version primary school

Table-1

Sl.	Name of primary School	Total children in class V January 2016			DR Included			Appeared in PSC			Passed in PSC		
		B	G	T	B	G	T	B	G	Total	B	G	T
1	OBAT English Primary School, Dhaka	10	06	16	10	6	16	10	6	16	10	06	16
	Total	10	06	16	10	6	16	10	6	16	10	06	16
	Percentage				100%			100% of DR			100% of appeared		

(Source: school data –)

**Observation:** In 2016, total 100% children pass in this school and also 100 % included in Government DR Process.

Table-2

Test exam result of Class -3 students in OBAT English School (English Version, Dhaka)

Student ↓ Subject	Girls						Boys					
	1	2	3	4	5	out of 20 no in each subject, avg. score %	1	2	3	4	5	out of 20 no in each subject, avg. score %
Bengali	9.5	4.75	1.5	4	10.5	6.05%	7	1	0	4	7	3.8%
English	5	3	6.5	2.5	9	5.2%	11.5	4	1	12	4.5	6.6%
Math	0	0	2	0	2	.8%	6	0	0	0	2	1.6%
Total score	14.5	7.75	10	6.5	21.5		24.5	5	1	16	13.5	
Out of 60, individual score in %	24.2%	12.9%	16.7%	10.8%	35.8%		40.8	8.3	1.6	26.7%	22.5%	

**Observations:**

- Out of 10 students & total 60 marks, 2 students individual score is 20-25, 4 students score is 10 to 16 and 4 students individual score is less than 10.
- Average individual score out of 60 is 12.03



**Table-3**  
**OBAT English version primary school, Dhaka Survival rate from class 1 to class V**

Year						Survival Rate
2013	Total enrollment in Class -1	42				<b>80.9%</b>
2014	<b>Promotion to Class-II</b>	42				
	New admission in class -II	4				
	Repeater in class II	0				
	Dropout in class-2	6				
2015	<b>Promotion to Class-III</b>	40				
	New admission in class -III	2				
	Repeater in class III	3				
	Dropout in class-III	1				
2016	<b>Promotion to Class-IV</b>	38				
	New admission in class -IV	0				
	Repeater In class IV	0				
	Dropout in class-IV	4				
2017	<b>Promotion to Class-V</b>	34				
	New admission in class -V	0				
	Dropout in class-V	1				

(Source: School data – )

**Observations:**

- Total repeater in this process is 6.25% (3/48 %) and National data is 6.1%.
- Dropout rate within this cycle is 25% (12/48 %) but in 2016, government report dropout rate in Dhaka district is 15.1% and nationally 19.2%.

**Table- 4**  
**Class wise Attendance in English version primary school**

Class	Class wise total Enrollment children no.			Total no of presence dated on 7.8.2017			
	B	G	T	B	G	T	%
1	30	24	54	21	21	42	77.7
2	45	42	87	19	21	40	46.0
3	24	28	52	23	19	42	80.8
4	11	21	32	2	8	10	31.3
5	26	23	49	15	19	34	69.4
Total	136	138	274	80	88	168	61.3

(Source: School data – )

- Average Student Absenteeism by both genders is 38.7% but in 2016 National data was 12.5% (Source BANBEIS Data base report 2016). Ms. Halima, Head teacher shared that due to the heavy rain today's attendance is less. But from the above table class-1 and class-III attendance is satisfactory.

## C.2. BLS, Mirpur, Dhaka

Table -1

Sl	Name of primary School	Total children in class five January 2016			DR Included			Appeared in PSC			Passed in PSC		
		B	G	T	B	G	T	B	G	T	B	G	T
1	BLS school, primary section, Mirpur, Dhaka	30	35	65	20	25	45	18	22	40	18	20	38
	Total	30	35	65	20	25	45	18	22	40	18	20	38
	Percentage						69.2%			88.9%			95.0%

(Source: BLS school data – )

### Observations:

- In 2016, national PSC pass rate was 98.51 and Dhaka division was 98.54 but OBAT primary school pass rate 95 %.
- But if we consider the children number in January 2016, then the pass rate will be 58.5% i.e. 41.5% children not completed their class – V education which is very high.

Table-2

BLS School, Mirpur, Dhaka, Survival rate from class 1 to class V

Year							Survival Rate
2013	Total enrollment in Class -1	100					<b>25.81%</b>
	Dropout	30					
2014	<b>Promotion to Class-II</b>	70					
	New admission in class -II	10					
	Admission in other school	8					
	Repeater in class II	0					
	Dropout in class-2	18					
2015	<b>Promotion to Class-III</b>	54					
	New admission in class -III	10					
	Admission in other school	4					
	Repeater in class III	0					
	Dropout in class-III	10					
2016	<b>Promotion to Class-IV</b>	50					
	New admission in class -IV	15					
	Admission in other school	0					
	Repeater In class IV	0					
	Dropout in class-IV	15					
2017	<b>Promotion to Class-V</b>	50					
	New admission in class –V	20					
	Admission in other school	10					
	Dropout in class-V	20					

(Source: BLS school data- )

**Observations:**

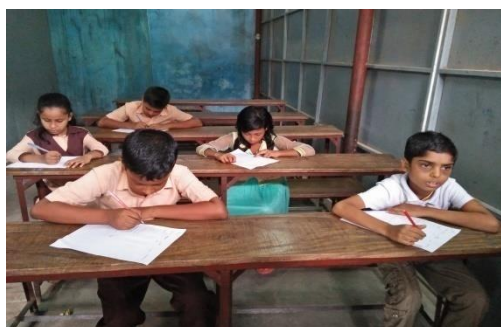
- There is no repeater in this process, which is very unusual case.
- Dropout rate within this cycle is 60% (93/155 %) but in 2016, government report dropout rate in Dhaka district is 15.1% and nationally 19.2%.
- Survival rate calculation is present number in class –V /enrollment in class-I + total new admission, i.e. 40/155 %.

**Table-3**  
Test exam result of Class -3 students in OBAT Primary school (Dhaka District)

Student ↓ subject	Girls		Boys								out of 20 no in each subject, ave. score
	1	2	1	2	3	4	5	6	7	8	
Bengali	05	03	03	8	4	15	0	1	1	3	4.3
English	01	0	0	2	1	9	0	0	0	0	1.3
Math	0	0	0	11	0	8	0	0	0	0	1.9
Total score	06	03	3	21	5	32	0	1	1	3	
Out of 60, individual score in %	10%	5%	5%	35%	8.3%	53.3%	0	1.7%	1.7%	5%	

**Observations:**

- Out of 10 students & total 60 marks, only 2 students individual score is 21 and 32, another 7 students' score is within 01-06 and 1 child has not scored.
- Average Individual score out of 60 is 7.5.



Exam in BLS school



BLS school teacher examine the test paper

**Table-4**  
Class wise Attendance in BLS primary school

Class	Class wise total Enrollment children no.			Total no of presence dated on 23.8.2017			Percentage
	B	G	T	B	G	T	
1	45	51	96	23	24	47	48.96
2	31	47	78	18	15	33	42.31
3	30	31	61	10	09	19	31.15
4	16	19	35	10	08	18	51.43
5	13	27	40	7	18	25	62.50
Total	135	175	310	68	74	142	45.81

(Source: BLS school data- annex-14)

**Observation:**

- Average Student Absenteeism by both gender is 44.19%, which is very high in compare to 2016 National data was 12.5%. (Source BANBEIS Data base report 2016).



### Overall Observation on performance within the evaluated Primary school:

According to the above four (4) tables for all primary schools, the table given below shows the comparable performance of the evaluated schools.

#### Area wise efficiency of primary school

Area	Repetition rate	Dropout rate	DR included rate	Survival rate to grade-V	Avg. Individual score in exam
Chittagong	6.09%	8.94%	91.3%	86.67%	35.5%
Rangpur	22.91%	20.83%	98.3%	54.17%	32.75%
Dhaka					
i. English	6.25	25%	100%	80.9%	12.03%
ii. BLS	0	60%	69.2	25.8%	7.5%

### 3.2. DISTRIBUTION OF MATERIALS:

Under the FDP, student received only khata and one set of school dress. Khata distribution process is –

- In Chittagong - From the January of the each year they distributed 3 khata to each student and after finish the khata they will receive the khata one by one up to their ceiling.
- In Rangpur - From the January of the each year they distributed 3 khata to each student and after 2nd semester (August–September) they will receive rest of the allocation.
- In Dhaka English Version - Within the 1st week of February of each year they distributed all the Khata, at a time.

In all area, project provide the school dress to the students except BLS and no other education material distributed among the students

#### Area wise and class wise Khata distribution

Class	Chittagong	Rangpur	BLS , Dhaka	English version
V	14 khata /year	Total 10 khata /year	There is no material support like other areas.	Total 8 khata/year
IV	12 Khata /year	Total 8 khata /year		Total 8 khata/year
III	10 khata/year	Total 8 khata /year		Total 6 khata/year
II	8 khata /year	5khata/year		Total 6 khata/year
I	6 Khata/year	5khata/year		Total 6 khata/year

### 3.3. OTHER INFORMATION

#### A. Incase Chittagong

- Tuition fee 20 taka per month for all classes but a few children gets free studentship. (if financial condition is very poor)
- No regular guardian meeting held but yearly one meeting held compulsorily, where the discussion points are attendance, rules and facilities of schools. Sometimes class wise guardian meeting held if attendance fall and sometimes these meetings are held to share the progress of students with the guardians.
- School teachers visit student household if the children are irregular or dropout.

- During enrollment, school authority collect birth registration form from each student.

#### **B. In case of Rangpur**

- Tuition fee, 20 taka per month for all classes
- No regular guardian meeting held but yearly one meeting held compulsorily, where the discussion points are attendance, rules and facilities of schools. Sometimes class wise guardian meeting held if attendance fall and to share the progress of students.
- School teacher visit student household if the children are irregular or dropout but there is no official document.
- During enrollment, school authority collect birth registration form from the each student.

#### **C. In case of Dhaka –**

##### **1. English Version**

- Tuition fee, 20 taka per month for all classes
- Regular guardian meeting held in quarterly basis but there is no documentation on this meeting
- School teacher visit student household if the children are irregular or dropout but there is no official document.
- During enrollment, school authority collect birth registration form from the each student.
- No school management committee exists but Project Officer (PO) and teachers are running the school and if needed, individual school base meeting is held.
- Arrange need base teacher training by the project
- English medium students are not participating in the tutorial classes.

##### **2. In case of BLS School:**

- This school came under the FDP project from 2015. This school started in 1974 with primary section and from 2000 it started high school, i.e. VI – X.
- VI- VIII Tk.30/- tuition fee per month, admission fee Tk. 50/- .
- Still not registered with government education department, so student appeared JSC exam from other registered school.
- There is no material support from FDP.

### **3.4. BIRTH REGISTRATION & NID**

Through physical verification, It was observed that 100 % students had the Birth registration in all OBAT primary school, which is higher than government primary school (Chittagong and Robertsonganj (annex-3). Regarding the NID, within the eligible person a significant number of persons received the NID cards and some are under process. This piece of activities is very good as it is related with the Citizenship of Bangladesh. On the other hand, if a person feels a sense of protection from the state and can enjoy the constitutional rights.



### 3.5. CO CURRICULUM ACTIVITIES:

In all project evaluation area, primary schools are performing different Co- curriculum activities in each year. Such as

- Annual sports;
- Rally during international mother language day, i.e. 21<sup>st</sup> February;
- Celebrate the Bengali new year day;
- Participate in the National parade during victory day celebration in 2016 and got the 4<sup>th</sup> prize in Rangpur and 5<sup>th</sup> prize in Dhaka;
- Each school observe the Birthday day of father of the nation Bangabandhu Sheikh Mujibur Rahman's;
- Participate in drawing competition and rally under the Shishu Academy in Chittagong on National children day.



### 3.6. JUNIOR HIGH SCHOOL

Rangpur and Dhaka has the Junior high school but in Chittagong class is started from this year. Both schools are not registered with government department. They arrange the junior school certificate exam (JSC) from nearest registered school. They collect the books from government department but faces difficulties.

In Rangpur, they collect Tk.30/per month as tuition fee and Tk. 50/ from the each student for admission fee. They provide 10 nos. khata per year to the VI- VIII students and also one set school dress but in case of BLS, Dhaka monthly tuition fee is 20/- and admission fee is also 20/-.

Junior high school teachers reported that they do not received any training.

In class VIII – total 13 subjects they are studying, we made Bengali subject (1<sup>st</sup>paper and 2<sup>nd</sup>paper) and English also, so total subject for our exercise is 11.

To understand “which subject children feel easier to them”? For this, we ask the children to provide their vote to subject and degree of their interest of the each subject. 10 children randomly selected from class. 11 cards provide to each children to give the vote (11x 10 =110 is total vote)- i.e. ranking. We set rule to vote- A children can provide maximum 5 votes to a one subject according to his/her most interest.

Table – Sex-wise student in both area in class VII

Area	Total student in class		Sex	
	VIII		Boys	Girls
Rangpur	43		14	29
BLS, Dhaka	34		8	26

Table  
Comparative result of voting

Subject	Rangpur		BLS, Dhaka		Remarks
	Total vote	%	Total vote	%	
Bengali	20	18.2%	28	25.5	1 <sup>st</sup> Ranking
English	17	15.5%	19	17.3	3 <sup>rd</sup>
Math	14	12.7%	06	5.5	
General science	16	14.5%	11	10	
Bangla Bishawa Porichoy	8	7.3%	8	7.2	
Religious	26	23.6%	27	24.5	2 <sup>nd</sup> ranking
Agriculture	1	.9%	2	1.8	
Physical education	1	.9%	2	1.8	
Work and life education	0	0	0	0	
ICT	7	6.4%	7	6.4	
Affine and Arts	0		0		
Total Vote	110	100%	110	100%	

After summarizing the result of vote we move to class and share the result among the presents students and discussed about ranks by them, where they mentioned the following points:

- Bengali is easy to understand and story summarize can memorize easily, so we are able to write something, even question is not common to us.
- From our childhood we are studying religious subject – gradually same topics and little depth so it is very easy to memorize
- English and Math are understood but little bit difficult as it is required proper thinking to solve.
- In BLS school , specially girls share that they faced problem with Math, science and English
- “0”– does not mean they do not like – do due more liking they put more vote to the subject.



Rangpur VIII student



BLS class VIII student

**Observation:** All school teachers shared with me that through this exercise, they also understand that the children’s interest on subject and their hardship. Teachers will look after these points in future class conduction.

At a glance both junior high total student information with pass rate are shown in the following table.

Table

Sl.	Name of Area	Total children in class VIII January 2016			Register for exam			Appeared in JSC			Passed in JSC			Pass rate
		B	G	T	B	G	T	B	G	T	B	G	T	%
1	OBAT Junior High School, Rangpur	8	16	24	8	16	24	8	16	24	8	16	24	100%
2	BLS Junior High School, Mirpur, Dhaka	11	15	26	11	15	26	6	10	16	6	10	16	100%

(Source: School data – )

Observations:

- Head teacher of Rangpur, shared that out 24, the result are ‘A+’(4), A(16), A- (3), B (1), Among 4 ‘A+’ students, one student get Golden A+ ( means 80% marks in all subjects) .
- In case of Rangpur, total student, registration, appeared in exam and pass rate is 100 %, but in case of BLS 10 students (i.e. 38.5%) not appeared in exam though they are registered for exam, this figure is very high.

### 3.7. SKILL TRAINING

In FD-6, skill training activities shows directly related with jobs and it is not part of the education. So, to understand the real situation we interviewed total 30 trainees from 3 area of the FDP. But 2 nos. trainees did not come for interview due to personal emergency family work.

#### A. Chittagong

In Chittagong only computer training is started on “Office Application”. It was started only Computer training – there is a module for this training. It is for 3 months course. It is started from April 2016 with 6 computers.

Computer training period	Who are eligible to admit	Remarks
December to February	For JSC appeared children can participate	Students collect form with Tk. 50/- and provide 500/- for 3 months trainings but a few are less or free
April- June	For SSC appeared children can participate	
August – October	For HSC appeared children can participate	

- Daily one (1) hour training is running to follow a module which focused on “Office Application”. One batch 12 student and 3 days in a week i.e. 12x3 = 36 student studied in a week. Class conduction period 1 hour and each day 2 groups are conducting the class.
  - This year, graphics design course is going to start.
  - All selected students are not from ISDCM School.



AN EXAMPLE FOR OTHERS

Istekhar Mohammad Akib, father Name is Mdlqbal and mother’s name is Samira Khatun. He lives in Banglo-1, SB Nagar, Chittagong. He has three sisters. His younger sister students of HSC, another one read in class seven and last one age three. Total family member is 6. Father is a Hawker (selling different religious picture with frame) and Mother is house wife. He is only earning member of this family. Mr.

Akib is a student of HSC Second year at Mostafa Hakim College in Chittagong city. He passed SSC from Wireless Jhawtala High School 2016 and his result was grade of GPA 3.28. After complete SSC examination, he enrolled in Computer training, organized by OBAT IT Center-SB Nagar (3<sup>rd</sup> March 16 to 16<sup>th</sup> June 16). He completed the Course with successfully. Now he is working as a Computer Facilitator in voluntarily. He is very happy to do something for his own community’s children. He is also very grateful to OBAT.

**B. Rangpur**

Only Computer training is running in Rangpur – there is a module for this training. It is for 4 months course. It is started from April 2010 with 4 computers. Camp and other children can admit in this skill training as they are circulated a notice in different places. It is one your class, MS Office and Graphics course is running. They run 2months special course for SSC and JSC appeared student. Trainees giving 50/- only for MS office), but 4 months course Office course fee is 200/ per student and 500 taka for graphics.

January to April	
May – August	Who are interested to come according to advertisement
September – December	For SSC appeared children can participate For HSC appeared children can participate

Daily one (1) hour training is running to follow a module which focused on “Office Application”. In each day , 3 batch can sit for learning , in one batch student number is 24 and 3 days in a week i.e. 24x3 = 72 student studied in a week. Class conduction period is 1 hour.

SOHAGI'S STORY



Mst. Sohagi Khatun completed the computer training course from OBAT, IT center Rangpur. Then she was a student of HSC 2<sup>nd</sup> year. Her father, Abdus Sobhan is a retired from teacher of a madrasha and mother, Mrs. Peary Begum is a housewife. Sohagi Khatun has 3 sisters and one brother. She is the eldest daughter of her parents. Her family is very poor. She came here and admitted in computer training center by 10<sup>th</sup> Batch. She completed successfully the MS word, Excel, Power Point, typing & Internet browsing courses. After that, she saw a circular for government Jobs. Accordingly she applied and finally selected for the jobs in government land department as a 'Nokol Nobish (who write the land purchase/ selling document through computer)' at registrar office, Rangpur. Now her monthly salary is Tk.7500/-. Now she is too grateful to OBAT and prays for all the donors, officers and employees of the OBAT Helpers.

**C. Dhaka**

In case of skill training, only Computer training is running in Dhaka – there is a module for this training. It is for 3 months course. 4 days in a week and two batches is participating the course, one course is “MS office” and another one is hardware. It has started from end of 2009 fiscal year With 5 computers In Mohammadpur and 6 computers in Mirpur. “Camp and other children” can admit in this skill training as they are circulated a notice in different places. It is 2 hours class; the course is running on MS-Office and Graphics. The duration of this course is 3 months. It is free of cost but from 2017, student will pay 100/- for total course fee.

Computer training period	Who are eligible for admission
December to February	For JSC appeared children can participate
April- June	For SSC appeared children can participate
August – October	For HSC appeared children can participate

INTERVIEW RESULT OF SKILL TRAINING

District	M	F	T	Bengali	NID received	BR	Doing Jobs	student	Previous OBAT beneficiaries
Dhaka	-	2	2	-	2	2	-	-	2
Chittagong	6	13	19	3	3out of 11 eligible	19	1	18	4
Rangpur	2	5	7*	2	4 out of 6 eligible	7	1	6	3
Total	8	20	28	5	9	28	2	24	9

\* N.B.M= Male, F= Female, T= Total

\* Here eligible means who's age is 18 or above

Observations:

- Only 2 persons (i.e.7.1%) are doing jobs, which also not related with the computer training.
- Out of 19 eligible person, 9 (i.e. 47.4%) received the National Identity Card (NID) and 100% received the Birth registration. This activity is very good as it is related with the Bangladeshi citizenship.

- 24 persons (i.e. 85.7%) is student. That's why, after receiving the training most of the trainees are not doing jobs as they continue their education.

### 3.8. STIPEND ACTIVITIES

There is a provision for financial support to poor and meritorious students in the form of stipend to meet educational expenses.

#### A. Chittagong

Project staffs or guardian moves to the chairman of the school (Counselor of Chittagong City) to reduce the admission fee amount through his recommendation.



In a few cases, project provide monthly stipend, the amount is Tk. 175 to 200 per month and dress, as their family is poor. We (Project officer, SBN primary school head teacher and myself) have visited the TPP high school, where project student admitted after completion of primary education. After discussion with School Head teacher and class teacher, we understand that all children are regularly coming to the school but generally they are weak in English and Math. Randomly we checked class IX student and found that she appear in the 2<sup>nd</sup> semester exam.

#### B. Rangpur

##### Regarding the stipend:

- After completion of Primary School Certificate exam, project will provide enrollment fee for high school admission for all children.
- Provide the money to the guardian after receive admission fee cash memo from the school and this process will continue.
- OBAT School authority negotiates with the high school head teacher for reduction of admission fee. The amount is 1500 to 4500/-
- Project provide monthly tuition fee to all children.
- A few children dropout though they received stipend





### C. Dhaka

#### Regarding the stipend:

- Generally, children come with an application for stipend, after verification in the household by Project Officer. He recommends for 50- 100% cost of admission fee, exam fee and tuition fee. After that the document is checked and approved by the advisor (Mr. Zakwan).
- Project staff and stipend holder student move to deposit the admission fee and other amount in the bank.
- High school to upper class children can apply but those who study in FDP supported school is not eligible for stipend.
- Project staffs try to negotiate with school head teacher for reduction of the admission fee.

#### Observation:

There is no written guideline or rules for providing the stipend but staffs used their own judgments to select the children to provide the stipend. But there is form using in all area to identify the stipend beneficiaries and also determine the amount of stipend.

**Table -6**

Education Level	Chittagong		Rangpur		Dhaka		Total	
	No. of children received stipend	Dropout	No. of children received stipend	Dropout	No. of children received stipend	Dropout	No. of children received stipend	Dropout
School	400	1	53	0	204	4	657	5
College	40	2	74	0	11	0	125	2
Poly Technique	06	0	04	0	00	0	10	0
Degree/ Hons.	09	0	97	0	22	0	128	0
Master	03	0	12	0	00	0	15	0
Total	458	3	240	0	237	4	935	7

(Source: Project data from all area)

### 3.9. TUTORING SUPPORT

High school children are getting this support from the each project area. Under the each tutoring center around 4 to 5 high schools admitted children come in this center. In Dhaka total 110 children, in Rangpur 98 children and in Chittagong 220 children are coming to the center. Tutoring center teachers collect the syllabus from the schools and prepare their own yearly plan to cope with the different school syllabus. Teachers informed that within the schools syllabus a little bit change from one to another. It is a good support for the Urdu speaking children. In Chittagong this support is provided to class VII to SSC appear student, in Rangpur same as Chittagong and Dhaka it is VIII to XII.

### 3.10. TARGET VS ACHIEVEMENT

To understand the target and achievement, I followed the FD-6 target and this target is set by cumulative figure, i.e. 1<sup>st</sup> year total enrolled children will get 3 years support. A pre develop sheet supplied to all areas through Senior Project Officer and collect the data for this. So, the following table shows the target and achievements.

**i. Chittagong**

School	Target in FD-6	Achievement				% Of achievement
		1 <sup>st</sup> yr.	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Total	
Pre-school	400	227	225	246	698	174.5
Primary school	1,800	948	1,018	1,126	3,122	173.4
Tutoring center	200	163	161	158	482	241.0
Computer Training	150	32	32	66	130	86.7
Stipend*	240	337	436	506	1279	210.8*

\* In head count – total 506 student received stipend,

**ii. Rangpur**

School	Target in FD-6	Achievement				% Of achievement
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Total	
Pre-school	1500	135	136	140	411	27.4
Primary school	2980	500	515	516	1531	51.4
Tutoring center	350	131	123	110	364	104
Computer Training	150	91	86	51	228	152
Stipend	265	265	217	167	649	

**iii. Dhaka**

School	Target in FD-6	Achievement				% Of achievement
		1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Total	
English version school	600	250	275	278	803	133.8
NLJ	450	168	178	178	524	116.4
BLS	550	487	513	513	1513	275.1
Tutoring	450	120	120	110	350	77.8
Computer Training	150	50	18	15	83	55.3
Stipend	235	240	241	329	329	140

(Source: Data from 3 evaluated areas, annex-4)

**Observations:**

- Target achievement shows that there in some cases it is too high and in some cases it is too low. I think that it happen due to lack of internal area base plan.
- So, another vital point is budget preparation which depends on accurate target setting.

**3.11. THE PROJECT MANAGEMENT SYSTEM**

In each project location there is a sub-project implementation committee (SPIC) headed by a chairman and two other members to be chosen from the project communities. It was expected that the project would be implemented under the guidance of the SPIC with the support of project officer and other staff at the respective locations. But in reality SPIC members did not have active participation in the decision making process of the FDP as a whole. The chairman of SPIC and project officer at the respective locations mostly decides and makes strategy for implementations of the project.

**3.11.1. Teachers selection process in primary school:**

Generally, no advertisement published in news paper to recruit the teachers but through

local advertisement an exam is arranged for selecting the teachers which is physically verified by me. An agreement is signed by the project, which kept in Chittagong project office. In Rangpur, advertisement published in local news paper and once was an advertisement published in BD jobs for English school teachers. After selecting the staff, an agreement is signed by the selected staffs, where school name is OBAT primary school and implemented by ISDCM with their logo. This agreement is kept by the project office but not given to the staffs. During physical verification of the agreement paper in Rangpur and Dhaka English School it was found that this document not signed by the employer though Project Manager visited these two areas several times. No uniform qualifications and experience has been prescribed for the teachers in the different types of schools.

#### Teachers by Educational Qualification

Educational Qualification	Chittagong	Rangpur	Dhaka		Total
			BLS	English version	
SSC	1(2.3%)	0	1 (7.1%)	0	2(2.5%)
HSC	7 (15.9%)	2 (25%)	5 (35.7%)	0	14 (17.3%)
Graduates/Honors	25 (56.8%)	4 (50%)	6 (42.9%)	6 (40%)	41(50.6%)
Masters	11 (25%)	2 (25%)	2 (14.3%)	9 (60%)	24(29.6%)
Total	44 (100%)	8(100%)	14(100%)	15 (100%)	81(100%)

(Source: area wise data – )

#### Area wise Teacher student ratio

Area	Chittagong	Rangpur	Dhaka Eng.	BLS
Total primary student	622	346	274	310
Total teacher	14	8	15	14
No. of Student per Teacher	44.4	43.3	18.3	22.1

#### 3.11.2. School Management committee

There is no school management committee. Project Officers of respective areas and school teachers are working for the management of the schools. The beneficiaries have no chance to involve in the education activities, which might be problem in terms of financial sustainability of this activity.

#### 3.11.3. Project Implementation meeting

There is no provision of project review or coordination meeting of ISDCM senior staffs and project management staff. But sometimes half yearly meeting is held. Purpose of this meeting is not very clear. Education project under the FDP is a major activity, which need more coordination and horizontal learning to make the program success.

#### 3.11.4. Reporting system

There is no internal monitoring and systematic information system to understand the quality of education. Regular result based monitoring may help the management to understand the field situation and also help decision making to improve the quality of education. This result should be discussed in the “Project implementation meeting”.

#### 3.11.5. Gap between FD-6 and field base activities

FD-6 is a government system to approve a foreign funded project. So it is an important

document between implementing NGO and the government. All the activities under the proposed project including area and beneficiaries are mentioned in it. Therefore, to change within the approved project is difficult but any organization can do this with the revised FD- 6. Without revised FD-6, any major change is highly irregular. There was some deviation as observed that as NLJ School started class IX from 2017 and class VI started in Chittagong from 2017. This is the violation of government approved project by NGO-B. This major change might have happened due to “lack of area base planning”.

#### **3.11.6. Linkage Within the project activities**

Under the education component, there are preschools, primary schools, junior high schools, coaching support and stipend. But Linkage among these schools is an important part of the project. But situation varies from area to area, Such as in Rangpur there are 8 pre-school and target in each year enrollment in preschool is 25,i.e. total student is 200 but in class -1 OBAT primary school has capacity is total 70 ( 35x2 sections) , without any proper planning.

#### **3.11.7. Lack of follow-up visit by the project in other primary/ high school**

Project management staff does not know what percentage of Camp children covered under this education program, as there is no baseline survey or bench mark data of each camp. On the other hand, children who studying in OBAT preprimary are not eligible for admission in the OBAT primary schools, project does not know their real picture like number and status due to lack of follow up visit.

#### **3.11.8. GO- NGO Coordination Meeting:**



Chittagong DC Office- coordination meeting

There is a system of regular coordination meeting between the government and NGO to review development progress which may be helpful for the both the GO and NGO. But such meeting is regularly held in Chittagong and Rangpur, which participated by the district level officials under the Chairmanship of Deputy Commissioners. These meetings are appropriately participated by ISDCM

Project Manager and Project Officers to share the progress and problems at implementation level of the project. But such type of participation is not held in Dhaka district.

#### **3.11.9. Financial cost for primary school**

To understand the area-wise cost for every child per year, a simple below table is prepared. Here one year (March 2016- February 2017) total cost is considered with same year total number of the children in primary school.

Area	Chittagong	Rangpur	Dhaka Eng.	Dhaka BLS
Expenditure (in Taka)	29,77,864	21,72,274	23,88,585	7,62,761
Total primary student*	572	378	274	310
Ave. One children exp./year in Tk.	5206.1	5746.8	8717.0	2460.5

*(Source: accounts section- annex- 5)*

*\*Children number is in July 2016, as Education academic year is from January- December*

**Observation:**

- The above table shows that costing in BLS is less and English version school is high. But average individual exam result is better in Chittagong and Rangpur compared to English version and BLS.

### 4.1. IMPACT OF EDUCATION PROJECT:

In this chapter impact of this project at different levels has been observed, which are as follows:

#### *i.* **Impact at the level of children –**

- Children personal hygiene is improving such as nail cutting; regular teeth brush, dress cleaning and hand wash before the meal and after toilet.
- Attitude changes such as paying respect to the seniors and affection to the juniors, no fighting among children, no slang terminology used in class room.
- Enhance Bangla vocabulary among children.
- A few cases, guardian also getting lesson from their children.
- Now Children complete their home tasks, i.e. they also study in their house
- Reduce early marriage, as Girls children are studying in the school.
- More time given for education
- Maintain the discipline in the class rooms.
- Students develop friendship among them
- Now students are seeing their own future aims and set objective.
- Student involvement in different cultural activities in school has increased.
- Student confidence in appearing the exam has increased, Therefore, their PSC result is gradually improving, now a significant number of student's result is A+ or A previously there was no such result .
- Sometime students study in a group.

"Previously education rate within the camp people was less than 25% but after intervention of OBAT activities now it is around 80%"  
-Md. Salahuddin,  
Project Officer, Rangpur; a 65 years old person

#### *ii.* **Impact at the level of guardians:**

- Guardians are motivated and aware for children education. Guardians visit schools for discussion with teachers regarding the progress of education of their children.
- Now Guardians also spend money for their children education, such as tiffin money, pen, and pencil etc. in spite of their financial hardship.

#### *iii.* **Impact at the level of the society and household**

- Students are working for their own community welfare like cleanliness of the road and household area, providing financial help to the patient.
- Project teachers are financially contributing to their families and also for their higher level education.
- The education project contributing for children education in national development.

## **4.2. AREA OF IMPROVEMENT UNDER EDUCATION PROJECT OF FDP**

- All primary schools should organize more guardians meeting to review the progress of their children.
- Primary school teachers need subject wise professional training
- More class time is required from class-3 to 5. (2 or 2.5 hours is not enough)
- Provide more support to weak students
- Stipend guideline should be prepared according to the approved project and budget.
- Dropout rate need to decrease and primary completion rate need to increase.
- Enroll all pre-primary children to OBAT primary schools. Because this school environment create “empowerment and confidence” of the Urdu speaking children towards study with mainstreaming children. It may be needed to think to open new primary school or set up other arrangement, especially in Rangpur which also related with area base planning.

## **4.3 THOUGHT FOR THE FUTURE PROJECT DESIGNING**

- It is important to make an assessment of the local level situation with the participation of the beneficiaries. Based on this assessment a need base planning may be made indicating the education goals to be achieved within a time frame.
- This evaluation observes a few financial contributions from the students but without the outsider financial support it is very difficult to sustain the activities. At present implementer’s at the field levels or even donor do not have sustainability issue in their minds.

## **4.4. RECOMMENDATIONS**

Based on the observations and key findings of the evaluation following recommendations are made:

### **4.4.1. Creation of Baseline data**

ISDCM should make it sure to have valid baseline information before the next project inception, and if it's not possible, take baseline information as soon as the project starts. For this, 1 to 2 months can be spent by the project management staff within the approved internal planning.

### **4.4.2. Involvement of more camp people**

The performance of students is not the only indicator to assess the quality of education. There are many other indicators that influence the education quality. So, without more participation of people in School management committee, it is very challenging for future financial sustainability of this project.

### **4.4.3. Regular school evaluation**

Half- yearly school evaluation should be introduced and an agreed structured and separate format for this evaluation may be used. Responsibility of school evaluation should be given to the Monitoring officer and arrange quarterly meeting with all the concerned officers of project ISDCM/ OBAT.

#### **4.4.4. Need for Area wise project plan:**

A proper internal planning may help prepare the FD-6. A detail planning is required for better management of fund.

#### **4.4.5. More coordination among implementing staff and agencies:**

Strong coordination and horizontal learning within the project management staff is needed. Quarterly meeting with area wise report should be shared among the project implementation staff and senior staffs of ISDCM. It will help for better coordination for implementation with financial review. Then automatically proper monitoring systems will develop.

#### **4.4.6. Capacity development**

It was observed that a group of committed and educated staff are working under the education project of FDP, who are interested to change their community. So, they are the resource. But it is important to train up those staff to develop their capacity, so that they can render valuable service with strong commitment. Regarding the primary school teacher training –arrangement for institutional training is more appropriate. They may be trained in government PTI training institution located in each city.

#### **4.4.7. Stipend guideline/ policy**

Large amount of investment is being made for stipend of the students engaged i.e. education at different levels. But there is a need for stipend policy on the basis of which stipend should be given.

#### **4.4.8. Active involvement of Committee members**

Sub- Project implementation committee (SPIC) should be actively involved in the decision making process at the field level.

### **4.5. SOME CONCLUDING REMARKS:**

This education project is contributing a lot for next generation of Urdu speaking children but without the support from outside this achievement will not sustain. This is right time, to think about improving the quality of education as these children will compete with mainstreaming children. The quality education is a concern of Bangladesh Government also. Quality education is the key to improving people's live. It was observed that gap of mind- set of the camp people and main streaming peoples are gradually decreasing due to education.

On the other hand, Project staff should explore all the government education facilities for Urdu speaking children. The admission fees and tuition fees in government high school is less but quality of education is very good, there are also stipend facilities and concession of fees in the government education system. These facilities should be availed by the camp students as much as possible.



## Terms of Reference (TOR) for Evaluation Consultant of Education projects under Family Development Project (FDP)

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### 01. Background:

There are approximately three lacs destitute people living in the camps of different cities in Bangladesh without any guarantee for permanent settlement. These human beings are in great distress. The plight of the people who were born in these camps about 50 years ago and as well as these who were forced to the camp life at that time is indescribable. People of both the camp generations have identity crises. Naturally such people live in great uncertainty and they are in bad shape. There has been high level of poverty among these people characterized by low level of literacy, poor health, nutrition, education and depressing environmental and sanitation conditions.

In the backdrop of the above situation, the Family Development Project (FDP) was undertaken in the year 2008. This project is being implemented by ISDCM with the financial support of OBAT Helpers Inc., USA. FDP spreads over the camps of Dhaka, Chittagong, Khulna, Rangpur and Saidpur cities where the stranded urdu speaking people live. FDP is umbrella project which has wide range of projects like, water, sanitation, education, health, development of physical facilities, like construction of drainage, bath rooms, tubewells, community latrines, distribution of nutritious food, charity etc.

Education is one of the major components of FDP. It is also priority project. It was planned to empower as many camp residents as possible through education. Being equipped with an education will ultimately give the camp people an access to employment opportunities and change to live a normal life. According to the Refugee and Migratory Movements Research Unit (RMMRU) a University of Dhaka affiliated research group, 94 percent of today's urdu speaking community are illiterate, compared to a national average of 46 percent.

The educational projects collectively educate almost 4,500 children presently. Altogether, more than 50 educational and training projects, including schools, tutoring, sewing and computer training centers are under operation. Almost 700 scholarships have been offered to students pursuing education at different levels (middle school to higher education).

It is, therefore, felt by both the implementing agency and the donor as well to make an evaluation of Education project which may help greatly to formulate future direction of the project.

## **02. Objectives of the Evaluation and the measuring indicators:**

The prime objective of the evaluation will be to evaluate the key impact of education provided under the Family Development Project and to see how far the overall objectives of the project have been fulfilled.

### **02.1. Indicators:**

In order to evaluate the projects following indicators may help bring out the impact in general:

- ✚ The number of children of the camps actually admitted to different types of schools, out of total number of eligible children;
- ✚ The number of schools in each category are operational;
- ✚ The management pattern of the schools;
- ✚ Participation of the camp people in the management;
- ✚ Qualification of the Teachers and their recruitment process;
- ✚ Competencies of the students as observed;
- ✚ Curriculum followed by the schools;
- ✚ Achievement against the target;
- ✚ Employment opportunities of the students already graduated;
- ✚ Skill development training provided to the residents of the camps;
- ✚ Number of trained people got employment;
- ✚ Scholarships offered to the students;
- ✚ Policies for scholarships
- ✚ Problem encountered in implementation of the project;
- ✚ Approach applied to overcome the problems; and
- ✚ Discuss the issue of sustainability of project.

### 03. Assignments of the Consultant:

The consultant will study the project documents and discuss with the Project Coordinator and Project Officer at ISDCM HQs to know all about the project, its location, implementation procedure etc. He will come out with a proposal and the methodology to be applied in the evaluation. A brief presentation will be made by the Consultant and after approval of ISDCM authority the Evaluation work will start. The Consultant himself has to conduct interviews with the project management both at HQ and at the field level.

### 04. Methodology of the Evaluation:

Multiple methodologies may be applied such as collect data from primary and secondary sources, interviews through structured questionnaire, focus group discussions, field observations, case studies, total enumeration, sample survey (random sampling / representative sample etc. But adoption of methodology shall be mutually agreed between the parties.

### 05. Time-line:

The consultant will follow the time-line as given below:

Sl. No.	Activity (s)	Time-line
i	Review of relevant literature / documents discussion with project management at HQ level, presentation of methodology	May 2017
ii	Preparation of questionnaire, inventory / check list, familiarization of project sites	June 2017
iii	Field visits to Chittagong, Rangpur, Dhaka / collect data, conduct interviews, interview with the field level managers / implementors etc. Observe classes / training centres discuss with students and trainees, record observations and outcomes etc.	July – August 2017
iv	Data processing; checking, Tabulation, preparation of charts, graphs, preparation of first draft report.	September 2017
v	Submission of financial report incorporating the comments of the ISDCM Authority.	October 2017

**(NB) The Consultant may have to present the final report at the joint review meeting of the donor and the implementer).**

Figure 3: Primary Education Gross Enrolment Rate &amp; Net Enrolment Rate 2005-2016

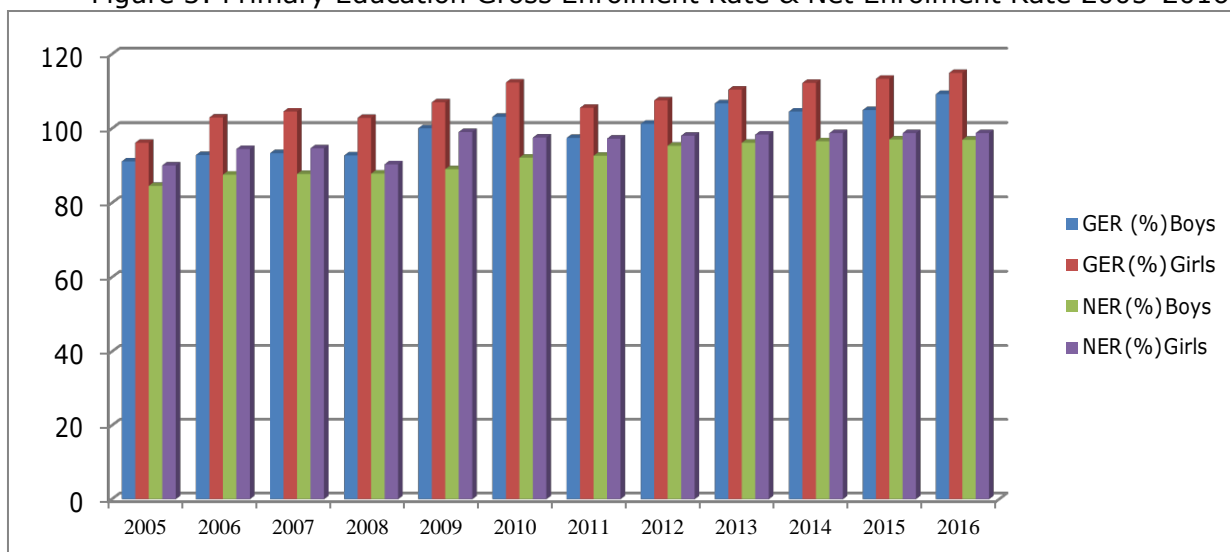


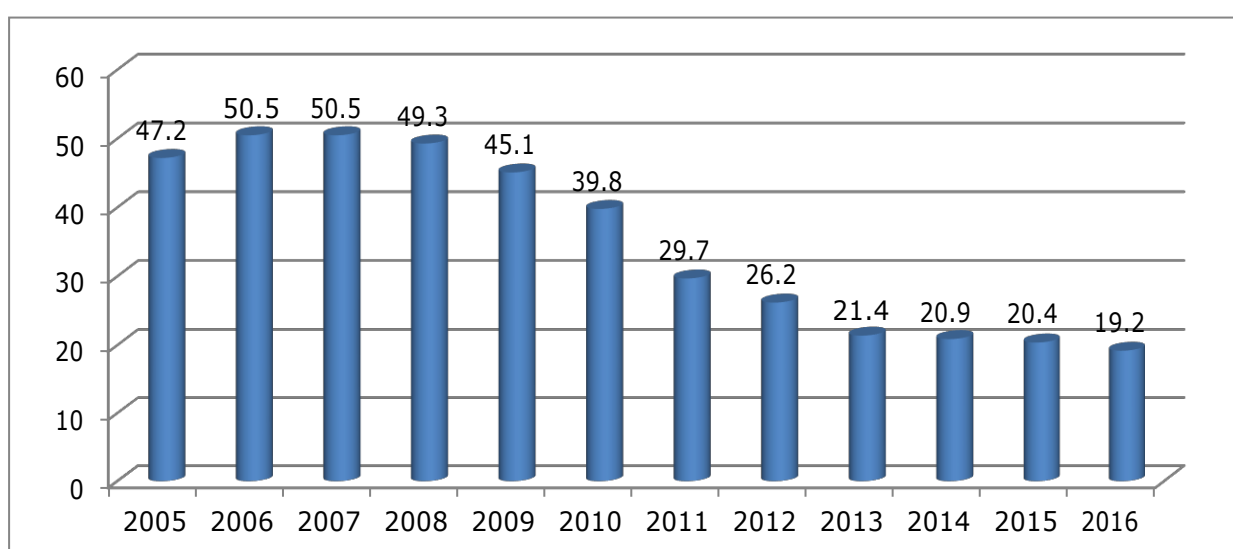
Table 2.12: Dropout Rate(%) by Grade, 2016

Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Boys	0.5	4.4	6.0	10.5	1.1
Girls	1.0	1.3	2.6	9.1	1.7
All	0.7	2.9	4.2	9.8	1.5

Table 2.13: Year wise Dropout Rate (both Boys and Girls together) 2005-2016

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Dropout Rate (%)	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2	21.4	20.9	20.4	19.2

Figure 4: Year Wise Dropout Rate (%) 2005-2016



**Table 2.14: Dropout Rate by District and Gender, 2016**

Division	District	Dropout Rate (%)			Division	District	Dropout Rate (%)			
		Boys	Girls	Total			Boys	Girls	Total	
Barisal	Barguna	20.5	16.4	18.4	Khulna	Bagerhat	19.6	18.1	18.8	
	Barisal	18.1	13.4	15.8		Chuadanga	18.9	19.9	19.4	
	Bhola	38.4	31.4	34.9		Jessore	17.2	14.1	15.7	
	Jhalkathi	12.5	12.1	12.3		Jhenaidah	23.3	18.3	20.8	
	Patuakhali	18.9	14.1	16.5		Khulna	18.9	19.2	19.1	
	Pirojpur	19.6	16.0	17.8		Kushtia	27.8	17.4	22.6	
Chittagong	Bandarban	26.2	22.7	24.5		Magura	19.7	18.9	19.3	
	Brahmonbaria	25.6	28.8	27.2		Meherpur	17.2	16.8	17.0	
	Chandpur	17.7	16.4	17.0		Narail	15.0	14.5	14.8	
	Chittagong	8.4	6.7	7.6		Satkhira	22.9	17.5	20.2	
	Comilla	16.4	10.7	13.6	Rajshahi	Bogra	25.2	24.1	24.7	
	Cox's Bazar	39.6	22.8	31.2		Joypurhat	19.2	17.0	18.1	
	Feni	14.8	12.9	13.9		Naogaon	23.8	23.6	23.7	
	Khagrachari	20.3	22.1	21.2		Natore	19.0	11.1	15.1	
	Lakshipur	23.8	38.0	30.9		Nawabganj	26.7	18.6	22.6	
	Noakhali	21.3	15.2	18.3		Pabna	26.2	18.8	22.5	
Rangamati	16.7	17.4	17.1	Rajshahi		20.9	15.3	18.1		
				Sirajgonj		26.1	20.5	23.3		
Dhaka	Dhaka	16.9	13.4	15.1	Rangpur	Dinajpur	22.7	20.1	21.4	
	Faridpur	26.8	18.9	22.9		Gaibandha	42.9	40.0	41.5	
	Gazipur	21.6	16.6	19.1		Kurigram	29.6	29.6	29.6	
	Gopalganj	16.8	13.3	15.0		Lalmonihat	26.0	28.3	27.2	
	Jamalpur	27.2	21.0	24.1		Nilphamari	27.1	21.3	24.2	
	Kishorganj	32.8	24.4	28.6		Panchagar	24.6	20.5	22.5	
	Madaripur	24.5	17.9	21.2		Rangpur	26.1	16.2	21.2	
	Manikganj	16.8	18.2	17.5		Thakurgao	26.0	18.6	22.3	
	Munshiganj	17.8	16.6	17.2		Sylhet	Habiganj	23.2	17.2	20.2
	Mymensing	21.4	19.4	20.4			Mlv.bazar	20.2	13.6	16.9
	N.ganj	18.2	17.1	17.7	Sunamganj		34.3	21.2	27.8	
	Narsingndi	22.1	19.1	20.6	Sylhet		27.5	19.3	23.4	
	Netrokona	25.2	18.5	21.8	<b>National</b>	<b>22.3</b>	<b>16.1</b>	<b>19.2</b>		
	Rajbari	19.7	13.5	16.6						
	Shariatpur	29.2	19.7	24.5						
	Sherpur	36.5	26.3	31.4						
	Tangail	24.8	14.2	19.5						

Source- DPE (APSC 2016)

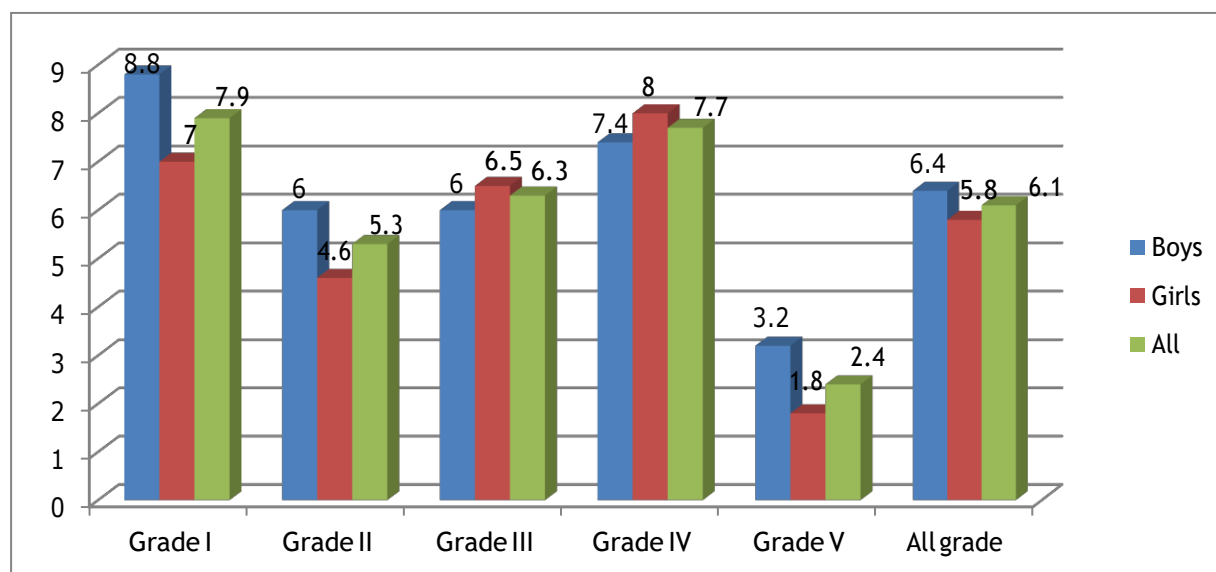
**Table 2.15: Repeaters by Grade and Gender, 2016**

Type of schools	Grade I		Grade II		Grade III		Grade IV		Grade V		Total	
	Boys	Girls'	Boys	Girls'	Boys	Girls'	Boys	Girls'	Boys	Girls'	Boys	Girls'
GPS	79654	65354	60780	45192	63849	70457	70605	89508	23207	18124	298095	288635
NNPS	40333	30818	28168	19326	25320	28478	29733	34027	7708	2838	131262	115487
RNGPS	592	719	133	46	96	101	104	78	13	0	938	944
NRNGPS	2742	2595	2119	596	1566	1520	1587	1145	81	6	8095	5862
Experimental.	102	70	80	52	76	86	89	89	33	14	380	311
Ebted. Madrasah	2617	2438	2600	460	1378	1531	2388	1602	482	41	9465	6072
Cmmunity	444	548	88	27	61	66	71	63	5	0		
<b>All school</b>	<b>126484</b>	<b>102542</b>	<b>93968</b>	<b>65699</b>	<b>92346</b>	<b>102239</b>	<b>104577</b>	<b>126512</b>	<b>31529</b>	<b>21023</b>	<b>669</b>	<b>704</b>

**Table 2.16: Repetition Rate(%) by Grade and Gender in 2016**

Gender	Grade I	Grade II	Grade III	Grade IV	Grade V	All grade
Boys	8.8	6.0	6.0	7.4	3.2	6.4
Girls	7.0	4.6	6.5	8.0	1.8	5.8
All	7.9	5.3	6.3	7.7	2.4	6.1

**Figure 5: Repetition Rate by Grade and Gender, 2016**



**Table 2.17: Year Wise Repetition Rate(%) by Gender 2005-2016**

Gender	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Boys	10.7	11.4	11.8	11.7	12.3	12.8	11.6	7.7	7.3	6.9	6.4	6.4
Girls	9.6	10.9	11.3	11.4	11.8	12.4	10.6	6.9	6.5	6.0	6.0	5.8
All	10.2	11.2	11.6	11.6	12.1	12.6	11.	7.3	6.9	6.4	6.2	6.1

Source- DPE (APSC 2016)

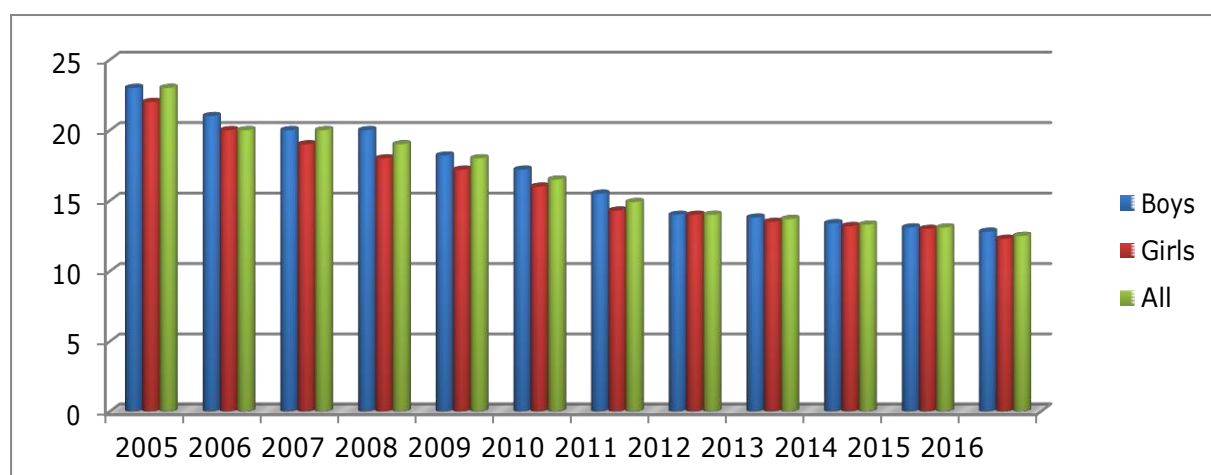
**Table 2.21: Internal Efficiency, 2016**

Gender	Repetition rate in all grades (%)	Dropout rate (%)	Survival rate to Grade 5 (%)	Coefficient of Efficiency (%)	Year input per Graduate
Boys	6.4	22.3	78.6	78.7	6.3
Girls	5.8	16.1	85.4	83.0	6.0
<b>All</b>	<b>6.1</b>	<b>19.2</b>	<b>82.1</b>	<b>80.9</b>	<b>6.18</b>

**Table 2.22: Average Student Absenteeism by Gender 2005-2016**

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Boys	23	21	20	20	18.2	17.2	15.5	14	13.8	13.4	13.1	12.8
Girls	22	20	19	18	17.2	16	14.3	14	13.5	13.2	13.0	12.3
<b>All</b>	<b>23</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>16.5</b>	<b>14.9</b>	<b>14</b>	<b>13.7</b>	<b>13.3</b>	<b>13.1</b>	<b>12.5</b>

**Figure 10: Average Student Absenteeism by Gender 2005-2016**



**Table 2.23: Primary Education Completion Examination Pass Rate by Year 2009-2015**

Year	Number of students participated	Absent	Pass Rate (%)	
			Total	Girls
2009	1979895	156,430	88.84	87.51
2010	2156721	216390	92.34	91.98
2011	2316521	130774	97.30	97.08
2012	2481119	160784	97.35	97.19
2013	2519032	120013	98.58	98.52
2014	2683781	105482	97.93	98.54
2015	2839238	111526	98.52	98.58

Note: Madrasha students Figure not included in this table

Source- DPE (APSC 2016)

***Interview Note with Government Primary school***

Date : 18.07.2017  
Time : 10.15am  
School : Jhawtala Colony Government Primary School  
Location : Jhawtala, Chittagong.  
1. Md. Manzur Ali;  
2. Md. Mostak and  
3. A.F.M. Saiful Islam

***Interview with Head teacher Ms. Sikha Chakroborty...***

Mr. Saiful Islam wanted to know about Class one Students Admission Processing-

1. What is the Admission Criteria of Class one?
2. Do the students have Birth Certificate?
3. What is the % of Dropout rate?
4. Total students' details?
5. How many urdu speaking Child in School?

Ms. Sikha Chakroborty Said:

1. Class one Students admit by Form.
2. Only 10% to 15% attached Birth Certificate with Admission form.
3. She not interested to give Dropout Information.
4. Total Students of the School 1522, Boys 762 and Girls 760. Class One Total Students 105, Boys 62, and Girls 43.
5. She said it's very difficult to find out Urdu speaker students because every student speaks in Bengali, and language is not important for study.

***Interview of Robersongang GPS***

Ms. Rehena Begum, Headmistress

Date: 08.8.2017

Discussion note:

- 80-90% children of this school is from the camp
- PSC result of 2016 – total 25 student participated in the PSC exam, pass rate 100% no GPA – 5, a few children score GPA - 4 A
- All children submitted the BR

They are irregular- male children are engage with family income with fathers.



## Data on Skill Training

District	Activity	1st March 2015 - February 2016			1st March 2016 - February 2017			1st March 2017 - June 2017		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dhaka	Computer	20	30	50	13	5	18	10	5	15
	sewing	0	0	0	0		0			0
	Embroidary	0	0	0	0	0	0			0
Rangpur	Computer	26	65	91	34	52	86	23	28	51
	sewing	0	0	0	0	0	0	0	0	0
	Embroidary	0	0	0	0	0	0	0	0	0
Chittagong	Computer	4	28	32	9	23	32	24	42	66
	sewing	0	0	0	0	0	0	0	0	0
	Embroidary	0	0	0	0	0	0	0	0	0
<b>Total</b>		<b>50</b>	<b>123</b>	<b>173</b>	<b>56</b>	<b>80</b>	<b>136</b>	<b>57</b>	<b>75</b>	<b>132</b>

## Data on Stipend

### 1. Dhaka

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
School level	60		60	159		159	60		60	159	0	159	60	20	80	159	60	219
College level	1		1		0	0	1	0	1		1	1	1	5	6	0	4	4
Others	6		6	14	3	14	6		6	14		14	6		6	14		14
			0						0			0			0			0
			0						0			0			0			0
			0						0			0			0			0
			0						0			0			0			0
<b>Total</b>	<b>67</b>	<b>0</b>	<b>67</b>	<b>173</b>	<b>3</b>	<b>173</b>	<b>67</b>	<b>0</b>	<b>67</b>	<b>173</b>	<b>1</b>	<b>174</b>	<b>67</b>	<b>25</b>	<b>92</b>	<b>173</b>	<b>64</b>	<b>237</b>

### 2. Rangpur

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
School level	22		22	80		80	21		21	33		33	21		21	33		33
College level	62		62	101		101	65		65	98		98	33		33	80		80
Others			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
<b>Total</b>	<b>84</b>	<b>0</b>	<b>84</b>	<b>181</b>	<b>0</b>	<b>181</b>	<b>86</b>	<b>0</b>	<b>86</b>	<b>131</b>	<b>0</b>	<b>131</b>	<b>54</b>	<b>0</b>	<b>54</b>	<b>113</b>	<b>0</b>	<b>113</b>

### 3. Chittagong

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
School level	105	20	125	171	15	186	125	56	181	181	43	224	181	30	211	224	31	255
College level	2	0	2	5	0	5	2	0	2	5	5	10	2	0	2	8	9	17
Others	8	0	8	11	0	11	8	0	8	11	0	11	8	0	8	11	2	13
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
<b>Total</b>	<b>115</b>	<b>20</b>	<b>135</b>	<b>187</b>	<b>15</b>	<b>202</b>	<b>135</b>	<b>56</b>	<b>191</b>	<b>197</b>	<b>48</b>	<b>245</b>	<b>191</b>	<b>30</b>	<b>221</b>	<b>243</b>	<b>42</b>	<b>285</b>

## Activity wise Information

### 1. Dhaka

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old (28 Feb.)	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
English version school	120		120	130		130	120	15	135	130	10	140	138		138	140		140
NLJ High school	35	5	40	120	8	128	40	10	50	128		128	50		50	128		128
BLS ( Mirpur)	190	10	200	260	27	287	200	26	226	287		287	226		226	287		287
			0			0			0			0			0			0
Tutoring center ( Mohamdpur)	35	10	45	65	10	75	45		45	75		75	40		40	70		70
Tutoring center ( Mirpur)	0	0	0	0	11	11	7		7	11		11	5		5	20		20
			0			0			0			0			0			0
<b>Total</b>	<b>380</b>	<b>25</b>	<b>405</b>	<b>575</b>	<b>56</b>	<b>631</b>	<b>412</b>	<b>51</b>	<b>463</b>	<b>631</b>	<b>10</b>	<b>641</b>	<b>459</b>	<b>0</b>	<b>459</b>	<b>645</b>	<b>0</b>	<b>645</b>

### 2. Rangpur

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old (28 Feb.)	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
Preschool	66		66	69		69	61		61	75		75	71		71	69		69
Primary school	195		195	305		305	195		195	320		320	196		196	320		320
			0			0			0			0			0			0
Tutoring center	34	4	38	91	2	93	36	1	37	85	1	86	36		36	72	2	74
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
<b>Total</b>	<b>295</b>	<b>4</b>	<b>299</b>	<b>465</b>	<b>2</b>	<b>467</b>	<b>292</b>	<b>1</b>	<b>293</b>	<b>480</b>	<b>1</b>	<b>481</b>	<b>303</b>	<b>0</b>	<b>303</b>	<b>461</b>	<b>2</b>	<b>463</b>

### 3. Chittagong

	1st March 2015 - February 2016						1st March 2016 - February 2017						1st March 2017 - June 2017					
	Boys			Girls			Boys			Girls			Boys			Girls		
	old (28 Feb.)	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total	old	new	Total
Preschool	0	122	122	0	105	105	0	100	100	0	125	125	0	111	111	0	135	135
Primary school	359	88	447	389	112	501	372	96	468	443	107	550	427	101	528	492	106	598
Tutoring center	32	15	47	108	8	116	38	13	51	95	15	110	42	0	42	108	0	108
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
			0			0			0			0			0			0
<b>Total</b>	<b>391</b>	<b>225</b>	<b>616</b>	<b>497</b>	<b>225</b>	<b>722</b>	<b>410</b>	<b>209</b>	<b>619</b>	<b>538</b>	<b>247</b>	<b>785</b>	<b>469</b>	<b>212</b>	<b>681</b>	<b>600</b>	<b>241</b>	<b>841</b>

**1.**

Dear Saiful bhai AOA,

The following information for your information please:

Actual annual cost for following schools

(Period: March 2016 to February 2017):

Dhaka: English School: 2,388,585/-

Rangpur: Primary School: 2,172,274/-

Chittagong: Primary School: 2,977,864/-

Hope this will serve your purpose. Please let me inform if anything to be needed.

Thanking you,  
Shahana Akhter

( e-mail on: 09.09.2017 )

**2.**

Dear Saiful Bhai AOA,

The following information for your information please:

Actual annual cost for following schools

(Period: March 2016 to February 2017):

Dhaka: BLS School: 762,761/-

Hope this will serve your purpose. Please let me inform if anything to be needed.

Thanking you,  
Shahana Akhter  
Senior Accounts Officer



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