



## **Evaluation Study of the "Primary Education Stipend Project (1<sup>st</sup> Phase) "**

**Sponsoring Ministry : Ministry of Primary and Mass Education**



**Carried out by**  
**EVALUATION SECTOR**  
**IMPLEMENTATION MONITORING AND EVALUATION DIVISION (IMED)**  
**MINISTRY OF PLANNING**  
**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH**



**Pathmark Associates Limited**

6/A/1, Segunbagicha, Dhaka

**June, 2010**

# EVALUATION STUDY OF THE PRIMARY EDUCATION STIPEND PROJECT (1ST PHASE)



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## EXECUTIVE SUMMARY

### 1. Introduction

This Report on the assignment has been prepared in partial fulfillment of the requirement of the Agreement signed on 7 March 2010 between IMED, the client and Pathmark Associates Limited (PAL), the consultant to undertake an Evaluation study of the "Primary Education Stipend Project (1st Phase)".

The report has been organized in 5 Chapters as follows including an Executive Summary.

- I. Background of the Project.
- II. Project Evaluation and Study Methodology.
- III. Data Analysis
- IV. Consultants' Field Visit and FGD.
- V. Summary Findings and Recommendations

### 2. Project Background

The government has its constitutional obligation and commitment in the international forums to ensure education for all in Bangladesh. Among others, the Primary Education Stipend Project of Ministry of Primary and Mass Education targeted the poor households who could not send their children due to poverty conditions. The main focus of the project was to increase gross enrolment rate, enhance school attendance rate, decrease drop-out rate, increase primary completion cycle rates of enrolled students and improve the quality of education of the poor students. The location of the project was all over Bangladesh excluding City Corporation and Municipalities. The project was initially for 5 years (2002/03 – 2006/07) but extended for one year (2007.08). During the period of implementation (2002/03 to 2007/08) of the project, stipend money was to be distributed among estimated 55 lakh poor students of 65,051 schools in 4451 unions of 64 districts.

### 3. Objective of the Project

The objectives of the stipend project are given below.

- to increase the enrolment rate of all primary level school-age children of poor families.
- to increase the attendance rate of the enrolled students of the primary schools,
- to reduce the trend of drop-out rate and to complete the primary cycle of the enrolled students in the primary schools,
- to establish equity in the financial assistance to all primary school-age children and poverty alleviation.
- to enhance the quality of primary education.



#### 4. Objective of the Evaluation Study

Objectives of the evaluation study are as follows:

- assess the implementation status of the stipend programme conducted under the project;
- assess whether the stipend programme played an effective role in increasing the enrolment rate as well as attendance rate of the primary level school going children;
- assess whether drop out rate of the children has been reduced due to implementation of the project;
- assess the quality of primary education; and assess the weaknesses and strengths of the project implementation.

#### 5. Scope of the Study

Scope of the services for the assignment were as follows:

- a. Carry out evaluation study following necessary steps on the basis of evaluation objectives considering the project components;
- b. Organize a local level workshop in the project area to hold discussion with the beneficiaries during data collection;
- c. Prepare evaluation report based on data collected from the project area and get approval from the concerned authority;
- d. Present the draft report in a dissemination workshop before finalizing the report.

#### 6. Study Methodology

The Evaluation study methodology covered the followings:

- Sampling Design
- Sample Size determination (500 schools decided by the Technical Committee, actually covered 525 schools)
- Number of Upazilas Covered (35 selected on random basis from each division proportional to size of Upazila).
- Number of Unions Covered (105, selected 3 unions from each Upazila randomly).
- Selection of Sample Schools (Number of schools from a particular type of school has been randomly drawn from each union).
- Total units and sample size for all categories (1976)
- Design of Study Instruments (3 major for Head Teacher, Guardian, Mother & SMC members & officials).
- Indicators, Data Sources and Methods of Data Collection
- Recruitment and Training of Field Staff
- Pre-testing the Study Instruments
- Finalization of the study instruments and preparation of Tabulation Plan
- Field Data Collection
- Focus Group Discussions
- Quality Control and Monitoring
- Data Processing
- Data Analysis, Production of Statistical Tables, Interpretation & Report Writing

## **7. Data Collection for the Study**

The trained survey investigators and supervisors collected data from each of the survey locations. The supervisors were responsible for supervising the data collection, monitoring, data checking and field verification of collected data. All the field staff were provided with required number of questionnaires, checklists, daily progress reports, and other documents and articles necessary for field activities

The work of the investigators were constantly monitored and supervised by the supervisors. The supervisors checked all the completed questionnaires in the field and re-interview some of the respondents to ensure the quality of data and to avoid return visit of any particular site. The supervisors were also responsible for conducting focus group discussions. The professionals made random visits to ensure data quality and also to encourage the investigators and supervisors and to discuss with stakeholders and beneficiaries.

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There were 3 Supervisors and 12 Investigators, thus each Supervisor supervised and guided 4 Investigators. The filled-in questionnaires properly checked and verified by the Field Supervisors were sent to Consultants office.

## **8. Data Processing, Production of Statistical Tables and Report Writing**

The collected data were analyzed by using software like SPSS, FoxPro and Excel. Statistical tables were produced as per tabulation plan for analysis. Taking into account the TOR of the study, interpretation of processed data was made by the professionals for writing report on the assignment.



## 9. Findings of the Study

Major findings from the analysis of data collected for the study from the secondary sources, through the Field Survey, FGD as well as from the visits of the professionals engaged for the study are summarized below:

- Implementation of the project has been satisfactory and unlike most of the projects, there has been no cost over-run through the project was extended by one year. In that way the time over-run was 17% only.
- Over the total implementation period of 6 years of the project there were only 2 Project Directors which perhaps contributed to the successful implementation of the Project.
- Currently only 40% of the enrolled students of primary schools are awarded stipend which is not enough to ensure 100% enrolment in the schools in future by 2010.
- The existing amount of stipend of Tk. 100 for one child and Tk. 125 for more than one child are not enough (96%) to ensure equity in the financial assistance to the primary school age children and poverty alleviation.
- Average attendance rate of the stipend holders is higher ( 91.38%%) compared to that of all students (88.50%).
- Average pass rate of all students in sample upazila is 88.43 percent; average pass rate for girls is 87.49% and that of boys is 89.37 percent in 2009. Average mark obtained by students got stipend (72.28%) is higher than that of students not got stipend (66.48%) in annual examination of 2007.
- Survival rates of stipend holders are greater than those all students during the years under study.
- The survival rate of students got admitted in 2002, 2003 and 2004 for those who got stipend were 55.08%, 57.39% and 56.18% respectively. These figures were higher compared to 49.01%, 50.04% and 49.87% for students not got stipend who got admitted in respective years of 2002, 2003 and 2004.
- There are few schools in the remote rural areas which cannot ensure 100% enrolment of school going children.
- National figure of pupil-teacher ratio in the primary schools is 79 (School Survey Report 2007). Training programs for the teachers are inadequate. Opinions of SMC members and officials are in favour of lowering the pupil-teacher ratio and increasing the training programs for teacher.

- The quality of education has not yet reached to the optimum desired level in all schools. Number of trained teachers are not adequate.
- The monitoring activities of the stipend program has not been adequate due to shortage of inspecting staff.
- Meetings of the school teachers with the parents of the students are not frequent.
- Motivational programs are not effectively organized by the authorities to inspire the rural parents to send their children to schools.
- Many parents are not capable of arranging initial expenses required for getting their children admitted to schools.
- The teachers are not familiar with the problems of the school going children who have not yet enrolled in the schools.
- There is no special program for inattentive students failing to achieve 40% qualifying mark in the examinations.
- Awards for outstanding performance of teachers are not adequate which is very important for teachers sincere and devoted service to the students.

## 10. Recommendations

1. It is recommended that Stipend Project for Primary Education should be continued with the number of stipend increased from 40% to 90%-100% for poor students. This would ensure 100% enrolment rate of the poor students in the future.
2. It is recommended that stipend for the students of poverty level family may be increased to Tk.200/- and for others up to 90% or 100%, Tk. 100/- may be allocated. This will ensure equity in the financial assistance to primary school age children.
3. The number of schools at least in the remote areas have to be increased to fulfill the objectives of 100% enrollment of boys and girls of age 6 to age 10 (school age children).
4. Establishment of new school to remote areas has to be emphasized. These schools are to be located in such places that hazard and conveyance cost particularly for the girl students of the hard-to-reach areas e.g. char areas, hilly areas, remote area etc. are reduced.
5. To improve quality of education, students-teacher ratio has to be brought down to a large extent. Student-teacher ratio has to be reduced to 40. This calls for increasing the number of teachers. The number of teachers may at least be doubled.
6. To improve results in annual / terminal examination the students have to prepare their lessons in schools. The classroom teaching has to be emphasized further so that they are required to depend on learning their lessons at home for securing good marks in examination.

7. The monitoring of stipend programme is to be strengthened further. The number of visits to schools had to be increased. Since, the Upazila and Zila officers can not monitor a great many of schools in spite of their concentrated efforts, the strength of officers for inspection and monitoring has to be increased.
8. The number of visits of the teachers to meet mothers and fathers of boys and girls of school going ages have to be increased. The parents and local peoples have to be motivated to send their children to schools regularly.
9. Government may emphasise the introduction of pre-primary education section in all types of primary schools.
10. Appropriate programmes may have to be explored to enable inattentive students who can not secure 40% marks in the final and terminal examinations. Special arrangements may contribute to the success of the students in their terminal / annual / scholarship examinations.
11. To encourage the sincere and devoted teachers sufficient provisions may be made to reward them for outstanding performances.