

# School Professionals'

Perspectives on Quality in Education

*A comparative study between Government  
and Nongovernment schools in slum areas  
in Dhaka Region*

Tanima Ferdous



Master of Philosophy in Comparative and International  
Education  
Department of Educational Research

UNIVERSITY of OSLO

22/05/2015



# School professionals' Perspectives on Quality in Education

A comparative study between government and nongovernment schools in slum areas in Dhaka region

© Tanima Ferdous

2015

School professionals' perspectives on quality in education: a comparative study between government and nongovernment schools in slum areas in Dhaka region

Tanima Ferdous

<http://www.duo.uio.no/>

Print: Representeren, Universitetet i Oslo

# Abstract

Primary education is the prioritized level of education in Bangladesh. A large number of school age children are attending primary education. Along with the government various education professionals support primary education programs to ensure quality in primary education for all. This study focuses on quality perceptions of primary education providers in slum areas. In literature, perspectives on quality and slum education are mentioned. This study has a comparative design with government and nongovernment primary schools as two different cases. The rationale for this comparative aspect is the whole scenario of how various professionals in primary education perceive quality of education under the same umbrella. Therefore, two different schools from the slum area in Dhaka region are mentioned. Quality perspectives of education have been developing under educational reforms. Quality perceptions of the two schools in their context have also been mentioned by finding. It shows that schools in different perspectives have various quality views. Both schools have different understandings about the primary education; however, they are having the same challenges in the practice. The comparison of the study shows that one big difference between two schools of quality understandings is about accessibility and economic development. Quality understandings are relatively similar in both schools. Thus, schools have similar challenges for slum situation and education retention. This study concludes that quality perceptions need to mention a joint understanding for both of the schools. This may lead to understand a common pattern of quality understandings.

# Acknowledgements

This master's thesis has been completed with the valuable support from numerous persons. In the beginning, I would like to express my sincerest gratitude to my supervisor Professor Fengshu Liu for her time and effort to her vast knowledge and experience, and her unlimited encouragement for me. Without her support it would not have been possible to finish this thesis.

Furthermore, I wish to acknowledge the professors and my fellow students of the CIE program at the University of Oslo for their provoking discussions and the feedback on presentations of my work.

It is my sincere pleasure to acknowledge all the teachers, students, education officers, SMC members of those two schools, where I did my fieldwork. Without their cooperative support and active participation, this study would not have been carried out.

I am also grateful to Professor Dr. Siddiqur Rahman, Former Director of Institute of Education and Research, University of Dhaka, for his valuable suggestions and encouragement. I must also thank to the authority of University of Dhaka for providing me all kinds of administrative supports during the study period. I would like to express my deepest gratitude to Humayra Ferdous. Her great deal of support and valuable discussion made me confident for preparing this thesis.

Finally and most important, my deepest gratitude goes to my parents, Laila Hasina and Md. Abdul Matin, for continuous support, not only during the work with this thesis, but also my numerous years of study. I am also thankful to my two loving brothers, Tomsuk and Tusar, my sister in law Anny, who are the sources of happiness and energy in the difficult times on the writing of the thesis.

Tanima Ferdous

Oslo, May 2015



# Table of contents

|   |     |
|---|-----|
| Abstract .....  | IV  |
| Acknowledgements.....                                     | V   |
| Contents .....  | VII |
| List of Tables .....                                      | IX  |
| Abbreviations.....  | X   |
| <br>  |     |
| 1. INTRODUCTION.....                                      | 1   |
| 1.1. Background.....                                      | 1   |
| 1.2. Purpose of the Study .....                           | 4   |
| 1.3. Research Questions .....                             | 5   |
| 1.4. Significance.....                                    | 5   |
| 1.5. Study Scope and Limitations.....                     | 6   |
| 1.6. Organization of the study.....                       | 6   |
| <br>  |     |
| 2. THE CONTEXT.....                                       | 8   |
| 2.1. Present status of primary education.....             | 8   |
| 2.1.1 Access and equity.....                              | 9   |
| 2.1.2 Quality initiatives.....                            | 9   |
| 2.1.3 Association with NGOs.....                          | 11  |
| 2.2. Education for slum children.....                     | 12  |
| 2.2.1 Hard to reach and Urban slum education program..... | 13  |
| <br>  |     |
| 3. METHODOLOGY.....                                       | 15  |
| 3.1. Introduction.....                                    | 15  |
| 3.2. Research Approaches.....                             | 15  |
| 3.3. Research Design.....                                 | 17  |
| 3.4. Sampling.....  | 18  |
| 3.5. Data Collection Methods.....                         | 20  |
| 3.6. Data Analysis Techniques.....                        | 24  |
| 3.7. Reliability and Validity.....                        | 25  |
| 3.7.1. Reliability.....                                   | 25  |

|   |    |
|---|----|
| 3.7.2. Validity.....                                | 25 |
| 3.8. Ethical consideration.....                     | 27 |
| 4. LITERATURE REVIEW AND ANALYTICAL FRAMEWORK ..... | 28 |
| 4.1. Perspectives on Quality in Education.....      | 28 |
| 4.2. Other Related Literature.....                  | 34 |
| 4.2.1. The Slum Situation.....                      | 38 |
| 5. FINDINGS.....                                    | 41 |
| 5.1. Perception of Quality Understandings.....      | 41 |
| 5.1.1. Accessibility.....                           | 41 |
| 5.1.2. Students result.....                         | 43 |
| 5.1.3. Achieving Competencies.....                  | 44 |
| 5.1.4. Management System.....                       | 46 |
| 5.1.5. Economic Development.....                    | 48 |
| 5.2. School efforts for Achieving Qualities.....    | 49 |
| 5.2.1. Teaching Learning Process.....               | 50 |
| 5.2.2. Community involvement.....                   | 53 |
| 5.2.3. Monitoring and Supervision.....              | 55 |
| 5.3. Challenges to achieve quality.....             | 57 |
| 5.3.1. The Socio economic status of students.....   | 57 |
| 5.3.2. Monitoring and Supervision.....              | 59 |
| 5.3.3. Lack in Teaching Learning Process.....       | 63 |
| 5.3.4. Curriculum and Assessment.....               | 65 |
| 6. DISCUSSION.....                                  | 68 |
| 6.1. Quality Perceptions.....                       | 68 |
| 6.1.1. Quality as Accessibility.....                | 68 |
| 6.1.2. Quality as Student Result.....               | 69 |
| 6.1.3. Quality as Achieving Competencies.....       | 71 |
| 6.1.4. Quality as Management System.....            | 72 |
| 6.1.5. Quality as Economic Development.....         | 73 |
| 6.2. Challenges and Efforts .....                   | 74 |



|   |     |
|---|-----|
| 6.2.1. The Socioeconomic Status.....                                | 75  |
| 6.2.2. Teaching and Learning Process.....                           | 76  |
| 6.2.3. Monitoring and Supervision.....                              | 80  |
| <br>  |     |
| List of references.....   | 84  |
| <br>  |     |
| Appendices.....   | 95  |
| 1.1 Appendix 1: list of different types of primary school.....      | 95  |
| 1.2 Appendix 2: Maps.....   | 96  |
| 1.3 Appendix 3: Interview Guides.....                               | 97  |
| 1.4 Appendix 4: Observation Schedule.....                           | 99  |
| 1.5 Appendix 5: Organization Structures Primary Education (GO)..... | 100 |
| 1.6 Appendix 6: Codes for Recognizing the Informants.....           | 101 |
| 1.7 Appendix 7: Letter from the University.....                     | 102 |

### **List of Tables**

|  |    |
|--|----|
| Table 3.1: Sample Association by Personnel of Schools..... | 19 |
|--|----|

## Abbreviations

|       |  |
|-------|--|
| DPE   | Directorate of Primary Education       |
| EFA   | Education for All                      |
| GO    | Government                             |
| GEP   | General Education Project              |
| KPI   | Key Performance Indicators             |
| NPA   | National Plan of Action                |
| MOPME | Ministry of Primary and Mass Education |
| NGO   | Non-Government Organizations           |
| NCTB  | National Curriculum and Textbook Board |
| PEDP  | Primary education development program  |
| PQSL  | Primary School Quality Levels          |

# 1 Introduction

## 1.1 Background

Education embodies the development progress from individuals to nations. It can be argued that Education empowers human minds with liberation from ignorance and darkness. Primary education is the platform on which a nation's edifice of education is built and the ground from which individual's aspirations and potential grow (Rabbi, n.d.; Ahmed et al, 2005). These aspirations are embedded within learners and society's speedy needs in regards to national development, poverty reduction related subsequent legislations, policies, strategies and programs.

In Bangladesh, primary education is free and compulsory for all citizens. Bangladesh runs one of the largest primary education systems in the world and the government has elevated its position in terms of school enrollment and gender parity a remarkable success in comparison to other Southeast Asian countries. Despite the improvements and achievements in primary education and for heading towards the goals of Education For All (EFA), ensuring the quality primary education for all children remains a goal to be fulfilled (Asadullah and Choudhury, 2013; Directorate of Primary Education [DPE], 2014). Relatively, only a small percentage of primary school graduates have a chance to enroll in the secondary level. Due to poor socio economic condition many of them enter the workforce after completing primary education (National Education Policy, 2010).

Like other South Asian countries, Bangladesh has raised enrollments without a corresponding increase in the number of schools. Alongside the number of students per school has risen and quality has declined (Cameron, 2010; Rahman and Otobe, 2005). As Hanushek (1995) pointed out in a study, "Developing countries, in the interest of expanding, the availability of schools, have tended to sacrifice quality". Considering that access is essential for quality of education, evidence showed that learners cannot take advantages while in school presence. These make the dropout rate very high. Therefore, access without quality is often meaningless to those for whom access is made possible (Pigozzi, 2008).

Along with the country's socio economic status quality basic education ideally provides a skilled and competitive workforce to achieve sustainable holistic development. Studies

suggested that an efficient and skilled employment force can change the nation's growth. Primary education helps to alleviate poverty and advances the foundation of economic and social development (Becker, 2002 & Lockheed & Verspoor, 1991). In this connection, it is crucial to ensure the quality for one of the largest providers of primary education on high primacy.

However, primary education in Bangladesh is not unified by one school system rather than several school systems. There are ten different types of schools at the primary level. They are differentiated by aspects of social and economic structure of the country (see appendix 1). Considering the subjectivity of what is considered quality of primary education in Bangladesh, it is difficult to ensure standardization by way of centralized top-down process in a system which is segmented throughout different school systems. Along with the expansion and continuous improvements to school access and gender parity, disparity exists in other arenas, for example, Bangladesh currently has one of the lowest literacy rates in the world. The quality of education is now a serious issue (Ardt et al, 2005).

Therefore, acknowledging that diversity exists across the primary education systems, new education policies were introduced in 2010 that emphasize more on primary education with equal rights and fostering social needs. Education policies express the particular instruction of learners' achievement, teachers' participation, trainings, educational management, and quality measures as well (National Education Policy, 2010). Based on the basic principles, National Curriculum and Textbook Board was set aims of primary education as physical, mental, social, spiritual, ethical, humanistic and esthetical faculties of development (National Curriculum and Textbook Board [NCTB], 2012). Primary curriculum has fixed learning competencies and is based on the learners' various development levels, learning theories, knowledge and skills (NCTB, 2012). There is an argument about that government's education policy documents on education like the education related laws, education commissions and committee reports, national plan of action on education for all; however, national curriculum did not put any clear definition of quality of education (Ahmed et al, 2007).

At the same time, to make the primary education universal and achieve the EFA goals by 2015, the government engaged Non-government organizations (NGO), to collaborate and include area not yet fully included in the governmental initiatives of EFA. These NGOs are capable of providing a comprehensive package of education necessary to serve the disadvantaged segments of the population. Rose (2007) supported that diversity among both

governmental and non-governmental professionals' to promote the collaboration between NGO's would benefit the underserved and helped to achieve EFA goals. Although the policy is same for all educational institutions still in cases the governmental schools and NGO schools are run at different at a different level (Ardt et al, 2005).

Many of the children who complete primary education do not achieve the required standards for learning and learning achievements. Study conducted by Nath & Chowdhury in 2009 to see 27 competencies in a limited number of primary schools and it has been found out that students scored an overall 69.3% in regards to achievement goals at the primary level. The average achievements of boys were higher than the girls and urban students also surpassed those in rural areas. This study also pointed that different types of schools showed diverse achievement results according their school system. Although this study found out that socioeconomic status had high influence on learner achievement; it did not cover which specific achievement area nor did it consider the diversity primary school systems in the country.

Neither government nor NGOs address slum education as fully as they should. In Bangladesh, almost 60% of urban population live in slums ("Study: half of the urban", 2014). Students from slum in Dhaka, the country's capital and one of the fast growing cities, are affected by the legal identity, economic imbalance, social and civil rights. Studies demonstrate that the students' environmental conditions, especially family, community, social networks, and peer groups influence achievements considerably (Nisbett, 2009; Gladwell, 2008; Patrinos et al, 2009). According to the Cameron (2009), education facilities were better in NGO slum schools despite expenditure was low. He also acknowledged that, NGO schools are functioning better than the government schools. Studies on learning achievement have suggested that the quality of NGO schools is often higher than government schools and that the percentage of children attending school is 33% for NGO schools and 42% for the Government schools. Whereas Lewin (2007) argued that non-government schooling cannot serve the poor on a substantial scale and their market-based solution of out-sourcing service delivery cannot meet the educational needs of vulnerable, marginalized and excluded groups.

If the knowledge or skills taught in schools could not improve the quality of life for children and their livelihoods, getting them into classroom will be insufficient and difficult (Richards, 2008). Almost 3.5 million people's education is depends on the Government (GO) and various types of education providers including the NGOs ("3.5 million", 2013). Half of the

population's educational quality depends upon how the providers understand the quality of education.

There have been a few quantitative research studies done in slum areas by NGO's some organizations. Those studies were focused on the statistical data. In contrast, comparative and detailed studies have so far paid little attention to slum areas and especially lack of reliable data on education providers have seen (Cameron, 2010). There is a tendency for research to examine education and poverty when it is regards to in slum. However, it is also very important to understand how people working in the implementation level perceive quality to ensure the quality in primary education.

Slums and the socio-cultural impact that come along with them are a fact of life in urban Bangladesh. To improve education standards across the nation, multi-dimensional research at the micro level must be performed. This study is focused on both government and NGO personnel. A comparative understanding from both sides can explore comprehensive research on the issues of quality more thoroughly.

## **1.2 Purpose of the Study**

The main purpose of the study is to investigate the understandings of the concept of quality in primary education and the incorporation of practices- in slum schools by two education professionals'. The study further aims to explore the challenges and mitigations in order to maintain quality in education. Outlining the whole scenario of primary education a key question is how various and different professionals' of primary education can contribute to a universal primary education that includes high completion rates and acceptable learning achievements under the same umbrella. Therefore this study wants to understand the views of two educational professionals' and their contributions in the slum areas that are mass populated and behind in urban social and civil rights.

This study is focused on different providers and stakeholders such as teachers, school managing committee (SMC) members and education officials who are directly working to ensure quality in education. The findings can be shared and exchanged with other educators and researchers in various cultures and contexts for the employment of further initiatives and to generally better provide understanding of their various positions. In order to achieve quality

education in primary schools more detailed understandings in these particular slum areas need to be explored.

## **1.3 Research Questions**

To meet the purpose, the study is guided by specific research questions.

1. How is quality understood by the two schools in the slum areas?

This research question represents the backdrop of the quality and will receive the main focus. It will act as a basis of understanding the quality concepts by two education providers (GO and NGO) and their benefactors (teachers, managing committee members, education officers) and how these policies are perceived.

2. What are the schools doing in order to achieve quality education?

The investigation of this question will be the follow-up question after the first one. This question will be interpreted under the perceptions in comparison with the classroom situation and embedded initiatives.

3. What are the challenges faced by the providers considering quality?

Considering the comparative nature of the study, Government and NGO, both professionals' have similarities and differences in their systems. This will be a very good possibility to compare their characteristics and functions under a common scope. By asking this question, it's possible to further speculate major constraints and possibility draw an outline to know what is occurring and opportunities to solve the situation of inequities in perceptions of quality. Results of this question can possibly be complied to draw a common path or standard definition of quality for both professionals'.

## **1.4 Significance**

This study presents an understanding for implementation level. The Study investigates perceptions of the same policies across different educational providers in the same locality. It is an investigation into a system where education quality is ensuring after their

understandings. Nevertheless, this study conducts is regards how two schools interpret quality in education and to what extent their approaches will help later to overcome the challenges on the primary education system. An investigation on both professionals with a comparative stance will help to reveal a clearer picture of the current status of the education provided and its effectiveness, while producing outcomes that will contribute to further explore the present situation about perceptions of quality in education by different professionals.

## **1.5 Study Scope and Limitations**

This present work will focus on the understanding of what it means to provide quality understandings and the challenges endured to provide quality in education in two slum area schools. Therefore, it will not include other slum schools such as private kindergartens, primary registered or non-registered and community schools. Also, considering that the study primarily addresses quality in only two groups, it cannot claim to holistic and thorough description of educational status, learning outcomes-access, as well as educational relevance. As for the literature, the study is restricted to only the understandings not the quality assessment and achievements. The scope of the study is limited to quality in slum primary schools, and where necessary it will include some relevant socioeconomic issues.

## **1.6 Organization of the Study**

This study is organized into seven chapters. The main contents of each chapter are briefly described below.

Chapter 1 presents a brief explanation of the study background in line with significance of the study and purpose of the work. This is followed by the research purpose. Furthermore, the chapter will characterized by research questions in order to conduct the study.

Chapter 2 provides an overview of primary education with focus on slum areas. The chapter begins with brief picture about primary education including policies, various acts, manifold programs and projects by the government to improve the quality of education. A brief discussion of the status of primary education and slum education initiatives are also contextualized.



Chapter 3 defines the detailed research design and methods of the study. This chapter involves justification of the research paradigms which are employed in this study followed by a qualitative approach. The chapter also contains data collection methods, sampling, and analysis techniques. The issues of validity and reliability, ethical considerations and constraints of the study are included here.

Chapter 4 consists of literature reviews and theoretical perspectives of the study. Accordingly, the chapter is analyzed through different scholarly views on quality in education, ideologies and theories.

Chapter 5 presents the study findings of the study based on the research questions. The beginning of the chapter provides a brief discussion about government and NGO school perceptions on the quality and a thematic presentation of findings are to follow.

Chapter 6 summarizes the analysis and discussion of the findings. The chapter presents the comprehensive analysis and discussion around the findings in line with the theoretical framework and the literature.

Chapter 7 presents the concluding remarks of the study. Conclusions will be drawn upon on the data presentation and discussion. Tentative recommendations will also be made for further research and policy making on quality.

## **2 The context**

This chapter attempts to provide some background information and related literature about the present primary education system. This chapter begins with a brief description of the country's primary education status and access of primary education, quality initiatives. The chapter will contextualize this information on education within comprehensive picture of Bangladesh.

### **2.1 Present Status of Primary Education**

The duration of compulsory education in Bangladesh is 5 years. Students attend from age 6 to age 10, mainly in government and non-government primary schools. The government also created a Compulsory Primary Education Implementation Monitoring Unit in 1990 and therefore decentralized the management of primary education each local area was granted power and thus introduced a new step in educational management for local authorities. Important initiatives have been taken this decade to expand and improve primary education: for example, introduction of a law on free and compulsory primary education, free textbooks for all children in primary schools and food for education that provides 20% food ration of the poor primary school in rural areas (Rabbi, n.d. & Akter, 2008; Hossain, 2012 & Jalauddin and Choudhury, 1997).

Bangladesh has made profound advancement in the primary education and enrollment is increasing significantly to fulfill the EFA target. It has one of the largest primary education systems with approximately 19.3 million children. The government of Bangladesh recognizes education as a resource that will contribute to the decline of poverty and improve the quality of life for children (Cameron, 2010). In urban areas, particularly in metropolitan cities, children from the middle and lower strata of income groups are usually study in government and non-government primary schools. On the other hand, rich and highly solvent families and groups usually send their kids to English languages middle schools and highly rated private/missionary schools which indicate class distinction in the school system (Ministry of Primary and Mass Education [MOPME], 2008 & Hossain, 2012).

### **2.1.1 Access and Equity**

Despite prevailing gender disparity in society, Bangladesh has achieved gender parity in primary school enrollment and girls have actually overtaken rate of boys enrollment, attendance and completion in primary schools (Kabeer, 2003 as cited in Ardt et al., 2005). For effective and monitoring interventions of data, the net enrollment rate of primary education is 97.3%, with girls' enrollment at 98.4% and boy's at 96.2% (Third Primary Education Development Program [PEDP3], 2014)

Although several reports indicate that the ratio of girls and boys at primary level has crossed the gender parity access is not equal for girls and especially in rural areas where attendance rates are considerably lower than rate of boys (Ardt et al, 2005; Rabbi, n.d.; Bangladesh Bureau of Educational Information and Statistics [BANBEIS], 2012). In primary education the cycle of grade-based promotion, dropout and completion are important indicators of the system. In the Primary School Quality Indicators (PQSI) of 2011, the Grade V examination pass rate was 97.08% in 2011; total dropout rate was 27% and 32.4% in girls' and completion rate was 73% and 67.6% for girls' (BANBEIS, 2012).

Currently huge number students are supported by the primary education program, although many are out of school because poverty forced them drop out or miss standard age requirements ("Second chance", 2014). As a result, these children are in need of education which increases their chances to rise from poverty. The financially deprived students have less opportunity to complete the education cycle and children of the primary age typically needed to work on family farms, often at the same time as they are required to attend school (Rabbi, n.d.). Despite the effort to increase enrollment, over 5 million children, much consisting of the urban poor, are still do not have access in education (Egan, 2014). Even the enrollment ratio for urban poor is lower than the total urban rates (Arlt et al, 2005).

### **2.1.2 Quality Initiatives**

To make 'a uniform, mass oriented, free and compulsory' primary education system, like all other countries question of quality in education is often raised (PEDP3, 2014). For achieving the EFA goals, quality of education is recognized as an important component to accomplish. Quality education can build an economic and socially healthy nation. Primary education is the

foundation needed to make a knowledge-based, capable and efficient human resource (Nath & Chowdhury, 2009).

Several initiatives and projects have been taken in order to improve the quality education with the association of government - national and international NGOs since 1990. In the National Plan of Actions (NPA), General Education Project (GEP) proposed both qualitative and quantitative dimensions and took up the feasible supportive programs. These plans launched a national and social mobilization program for basic education with targets of quality measurement in access and completion rates through improvement of educational planning and management (Begum, 2006; Akter, 2008; DPE, 2011; Nath & Chowdhury, 2009). Along this plan some stipend programs; such as food for education and cash assistance for poor families had been introduced. These programs supported the enrollment and completion rates with abolition of child labor and improve the quality of education (Ahmed et al, 2005; Ahmed et al 2007 & Akter, 2008).

It has been visualized in the Primary Education Development Program (PEDP I) that project based approaches did not necessarily lead to long term institutionalization of achievements. Government and donor agencies soon adopted a Sector Wide Approach (SWaP) to achieve high quality in primary education. In continuation, this approach has been seen in PEDP II and now ongoing PEDP III. These programs coordinated and integrated with subsectors under focus on quality improvement, institutional capacity building and systemic reform; also providing all inputs as per the Primary School Quality Levels (PQSLs) and Key Performance Indicators (KPIs) in monitoring and evaluation (Directorate of Primary Education [DPE], 2011).

These initiatives made some strategic changes in quality through learning outcomes and the creation of a knowledge based society with skill development and poverty reduction. Improvement of the quality and content of textbooks was in line with the new curricula that would stimulate the urge to learn and reason, to be analytical and creative, to develop thinking skills, questioning and solutions, introducing new topics of social life (MOPME, 2008).

From 2008, new regulations were implemented requiring teacher qualifications be raised to a minimum of a Bachelor's degree and also B. Ed for primary education. Teachers need to complete a one year certificate in education (C-in- Ed), training from a primary teacher training institute (PTI) which is commonly called in service training (Akter, 2008). Teachers

without training would not be placed in the classroom before having two weeks orientation courses (in cases where new teachers are desperately needed) and which includes pedagogy, classroom norms, class facilitation and child-friendly participatory formats (MOPME, 2008). The activity of a management system is maintained by Ministry of Primary and Mass Education (MOPME) in the cooperation with Directorate of Primary Education (DPE) (see appendix 5). The DPE is working through divisions, districts and upazilla (sub-district) offices beside different tiers of administration, supervision and management in multiple providers. A wide range of management is going in 104,017 schools with over 19 million students in Bangladesh (Directorate of Primary Education [DPE], 2011).

Despite the rapid progress in enrollments and gender parities that have been achieved, Bangladesh is facing challenges to overcome the high dropout levels. A few numbers of students continue progress into secondary education. Besides, learning outcomes are very low and many students fail to attain basic competencies in literacy and numeracy, even after several years of schooling.

The quality of education is a source of serious concern to the government, NGOs, and, above all, parents. Furthermore, learning achievement levels are very low. The education system is far more effective at getting children into school than it is at ensuring that children leave school equipped with the skills and competencies they need to realize their potential, succeed in labor markets, and participate in society (Asadullah & Choudhury, 2013).

Moreover, inequity of opportunity is a vital concern in regards to access and learning. The vast majority of urban poor are less likely to complete education. Children from urban slums are suffering from both demand and supply side opportunities (Ministry of Primary and Mass Education [MOPME], 2013). The challenges for improving the quality of the education system are multifaceted.

### **2.1.3 Association with NGOs**

A good number of NGO operated non-formal schools provide education for the children who have dropped out of primary schools. Drop-out students or lateral-entry students in NGO run schools can re-enter the government/non-government primary schools at higher level classes after completion of their primary education in 2/3 years' time. In those areas where government/ non-government primary schools are not available, NGO schools specially run

programs there. The basic objectives of the NGO run schools are essentially to meet the educational needs of vulnerable groups in the society. They usually follow the informal approach to suit the special needs of children (MOPME, 2008). Especially NGOs have played a role in promoting non-formal education. In fact, NGOs are under constant pressure to fill in the gaps left by declining state provision in the formal education system (Archer, 1994 cited in Nikolic, 2006).

The NGO sector has secured importance within the primary education system of Bangladesh, and its primary education programs are independent of government management and involvement, as the programs do not receive government fiscal support. NGOs have different shapes and structure when it comes to the school structure. Ngo management depends on their working area and target groups. They have various target groups and catchment<sup>1</sup> areas for the students. More than 500 NGOs run short or full primary education programs and focus on getting children from disadvantaged areas or groups into school and eventually into formal schools from Grade 3 or above (BANBEIS, 2012).

## **2.2 Education for slum children**

In the city, slums are the most unprivileged and poorest part. Large numbers of migrated peoples from the rural parts of the country are living here without having proper most civic facilities including education. Nath (2010) asserted that slum is an obvious phenomenon in all city incorporated areas in Bangladesh. This study area was focused on the capital city, where 3.5 million people are living in 4,000 slums in Dhaka metropolitan area (“3.5 Million People,” 2013).

These slums are located on government and semi-government land, and a few are found on the land of NGOs. People from these slums are suffering with low-quality housing, overcrowding, poverty, poor environmental conditions and limited access of services. Study showed that only 26% of slums have a government school and 27% have a NGO operated school (Baker, 2007). It is estimated that only 9.4% urban slums have primary schools (Arlt et al., 2005)

---

<sup>1</sup> Catchment area was introduced for school mapping while local level planning was promoted to district, upazilla (sub district) and school levels.

According to Cameron (2009), just one-quarter of slums have a government school and one third of school children are not attending (PEDP3, 2014). A large provision that takes place follows either through low-fee private providers or NGOs. According to a survey carried out by the Centre for Urban Studies, 59 percent of slums have service area from more than one NGO (Asadullah & Choudhury, 2013). Besides, children living in slums are affected by inadequate provision of health, water, and sanitation services and fixed location those have impact on school admission.

Slums in semi-urban areas are often particularly neglected in terms of service delivery as they positioned into neither the rural nor urban programs of government, agencies, or NGOs. The blend of household poverty and limited public provision of schooling drive them to labor market (Asadullah & Choudhury, 2013). The average household income per month was about \$90 and average expenditure for school going children was \$80 per year. In the slums only 58 percent of people over 12 are literate and slum children are 2.5 times less likely to exclude from the school (Egan, 2014). The net enrollment rate in slums were around 70% if any type of school that was included, but the government statistics tend to ignore enrollment in unrecognized NGOs and kindergartens which would leave the figure at 40% (Cameron, 2010).

### **2.2.1 Hard to reach program and urban slum children education program**

The Hard-to-Reach Urban Working Children program supported Basic Education. It provides informal education to working children (targeting 10-14 age groups) living in urban slums. The curriculum of this program is designed with a shortened (two and a half hours) school day to allow children to combine work with school. The course runs for 40 months, targeting competencies in Bengali, mathematics, and English along with life skills and the rights of children in respect of hazardous work. These centers are subcontracted to NGOs selected by a committee that includes staff of the Ministry of Primary and Mass Education (Asadullah & Choudhury, 2013; Ahmed et al, 2007; UNICEF, 2008).

## **Summary**

This chapter gives an overall scenario of primary education in Bangladesh. Several initiatives and compulsory education gives a standard enrollment however quality issues are yet to be noticed. Therefore, access for excluded groups and their professionals are initiatives discussed here. The study attempts to explore quality issue from the perspective of stakeholders from two different professionals' of primary education so that the underneath challenges might be revealed. The next chapter will show the methodology of the study.



# 3 Methodology

## 3.1 Introduction

“The goal of a methodology chapter is to provide a clear and complete description of the specific steps to be followed. It is necessary to describe these steps in sufficient detail to permit a naive reader to replicate your study”.

(Rudestam & Newton, 1992)

This chapter deals with the research methodology providing a brief overview of quantitative and qualitative research strategies, the choice and reasons for choosing the research strategy, data collection methods and procedures used in conducting the study and sampling techniques. Also covered other issues, accessibility of the informants and how they were selected, interviewed, observed and administered. Subsequently, the issues of validity and reliability were also considered in relation to the data collection.

## 3.2 Research Approaches

In social science, an outlined philosophical assumption depends on the nature of research, how it should be conducted and what is entailed (Bryman, 2008; Rosenberg, 2008; Creswell, 2014). Furthermore, the practice of social research asserts that the social world can and should be studied according to the same principles, procedures, and ethos as the natural sciences in order to produce legitimate knowledge instead of, the nature of social entities, considered objective entities that have a reality external to social actors, built up from the perceptions and actions (Bryman, 2008; Gall, Gall & Borg, 2007; Rosenberg, 2008). These are the two major social research strategies- quantitative and qualitative strategies congruently. They address the how to look the social world and which designs and methods are applicable to use (Bryman, 2008 & Creswell, 2014).

The quantitative strategies hold the traditional form of research with positivist assumptions by searching for regularities and casual relationships between the constituent elements. It develops the knowledge which is based on careful observation and measurement of the objective reality that exists “out there” in the world (Burrell & Morgan, 1979, pp. 4-5; Creswell, 2014, p.7). It embodies objectivism, which ‘implies that social phenomena confront us as external facts that are beyond our reach and influence’ (Bryman, 2008.p.18).

In this extent, quantitative research transmits with a theory, collects the data that either supports or refutes the theory, and then makes necessary revisions and conducts additional tests (Creswell, 2014, p.7). This research develops the idea of generalizations which underwrites the ‘theory’ and helps one to predict, explain and understand the social world. Although it relies on numerical values, however possesses concern with more objectivity and value-free as possible (Creswell, 2014 & Bryman, 2008).

In contrast, qualitative strategy rejects the practices and norms of natural scientific model and entails with the subjective meaning of social action (Bryman, 2008). Some social researchers stated that ‘social world is essentially realistic and can only be understood from the view of individuals who are directly involved in the activities’ (Burrell & Morgan, 1979). In other words, individual develops subjective meanings and understandings according to their experiences- directs toward certain objects or things and these meanings are diverse and diffusive (Creswell, 2014). Therefore, it has an embodied view of social reality ‘as a constantly shifting emergent property of individuals creation’ with constructionism (Bryman, 2008. p. 22).

In general, qualitative researchers tend to construct meanings as participants engagement with the world and how they are interpreting their lives, experiences and works. Thus, qualitative researchers make effort to understand the context or setting of the participants through visiting the historical and social perspectives which bestowed upon by culture. The more open ended questioning, the better, so that the participants can share their views and how their interpretation flows from their personal, cultural, and historical experiences.

Therefore, researcher’s intention is to make sense the meanings from the participants or others about the context rather than starting with a theory. This process is largely inductive-generates meaning from the data collected in the field The detailed analysis of the insights generated by ‘getting inside’ situations and letting one’s subject unfold during the investigation. Data is reconciled by the researcher’s own experiences and background, rather than through questionnaires, machines or measurements (Creswell, 2014; Patton, 1983; Burrell & Morgan, 1979).

### 3.3 Research Design

A research design is ‘a framework for the collection and analysis of data’ (Bryman, 2008). In other words, a specific direction of procedures or ‘strategies of inquiry’ that is based on the nature of problems or issues being addressed (Creswell, 2014). Looking at the nature and purpose of the study, a qualitative design is followed because it ‘facilitates to analyze any issue depth and detail’ (Patton, 1983, p. 22) and ‘exhibits a concern with subjectivity and gaining access to inside experience’ (Bryman, 2008, p. 367). This method can explore the quality understandings with an account of detailed, in-depth, and holistic descriptions that can represent the participants own experiences, meanings and understandings.

In contrast, quantitative researchers fail to distinguish people and social institutions from the world of nature (Bryman, 2008, p. 159) and frequently used quantification for numerical analysis in natural world, which perhaps insufficient for understanding the quality in primary education in slum areas. That means qualitative researcher can see and interpret the phenomena in terms of people’s perspective. Through this approach I had the opportunity to go inside the slum areas and classrooms, attempted to provide a detailed explanations about the classroom situations and how individual experiences were interpreted by both government and non-government schools personnel in their own words.

This study attempts to provide a contextual understanding about the quality. Therefore, quantitative approach cannot fit this situation because of its statistical analysis rather than descriptive thoughts. In addition, Geertz (1973) recommended the provision thick descriptions of social settings, events and often individuals (as cited in Bryman, 2008. p. 387). As a result of this emphasis, qualitative study can best serve the purpose of exploring the views and the comprehensive analyses about the idea of quality concerning the different education providers where the same education policy is exemplified. Moreover, to seek a deep understanding of the purpose in this study, the best way to answers the research questions through perceptions, views and interpretations of those being learned (Creswell, 2012). In this connection, it is necessary for the researcher to interact with them in their social settings that they are inhabits or overwhelms.

This study is a case study where two education providers were exemplified in comparative cases represented by two primary schools in one particular slum area. A qualitative case study will use to portrait the social settings and full description with detailed access of social

behavior and values in individuals' environment in where they operate. The case study fits well with the main focus because it permits investigation of the both government and non-government school providers understandings about quality in primary education with in-depth and details about 'why' and 'how' the questions being illustrated within the real life context, such as the phenomenon of slum area (Bryman, 2008, Yin, 2009). Thus the study is undertaken as an attempt to acquire a detailed and elaborate understanding about the quality in primary schools. I carried out the study in two schools as two cases in one specific area under the one policy because a case study can provide a holistic understanding of the phenomena to explore and interacts study participants in their own settings (Bryman, 2008; Yin, 2009; Gall et al, 2007).

### **3.4 Sampling**

A sample is about 'the segment of population that is selected for investigation' (Bryman, 2008, p. 168). Sampling therefore refers to how the units or objects (documents, people, institutions etc.) have been selected for a study that represents the large number of groups. In the qualitative study, researcher wants to get the deepest understanding possible from the single situation, whereas quantitative researcher tries to generalize to a large population. To conduct research purpose and questions, a deep and information rich insight is needed for to understand the study phenomena, and for this reason purposive sampling is the dominant strategy for qualitative research because it seeks the information rich cases which can be studied in depth (Creswell, 2014; Patton, 2002).

In study, I have selected purposive sampling because I want to ensure that there is a good deal of variety in the resulting sample. In purposive sampling, researcher selects unit of analysis within their sites because of their relevance to understand a social phenomenon. It is also to decide that what criteria are relevant to the inclusion or exclusion of sites (Bryman, 2008). Since this study focuses on slum area, I have selected two primary schools based on location, one is a government primary school and another one is a non-government primary school. These two schools are located in a slum area called Badda in Dhaka city (see appendix 2) and same local administration with student catchment area. Another reason for selection is, this is the biggest slum area in the whole city where both government and non-government primary schools are situated, more detailed and various aspects can rise up.

From these primary schools, I have selected the teachers, school managing committee members (SMC), and local education officers. I started with headmaster and then the teachers who were teaching science in the primary level.

In the non-government primary school, I selected them all as participants and a few school committee members because compare to government school, their school structure was smaller and personnel were few in number. As regards, I took every one of them and because of school structure there is no head teacher position in the school in practical. In contrast, in the government school I managed a group of teachers (See Table 3.1) and school managing committee members those were stakeholders of quality in education.

The principles for sampling of the teachers were that they were accountable for providing and maintaining the quality in the classrooms which depends on their understandings about the term. They also know detail about the students' biography, abilities and remedies. I also tried to get headmasters from the both schools because they are the main leaders of the schools and everyone follows his/her instructions. In addition, he organize the meetings with the teachers, communicate with the community and SMC members, consulting with parents, monitoring the students activities as well as teachers and maintains the liaison with all of them.

| Informants                | Govt. School | NGO School |
|---------------------------|--------------|------------|
| Educational Official      | 2            | 2          |
| Class teacher/ Headmaster | 6            | 2          |
| SMC Members               | 3            | 2          |
| Total                     | 11           | 6          |

Table 3.1 Sample association by personnel of schools

Similarly, the local school administration officers from both school professionals are supervising and maintaining the quality of education through teachers' training, implicating policies and decisions from the organizations. The reason behind is, primary education is monitored and controlled by them that would unfold the process of implementation and achievement. On the other hand, school managing committee (SMC) is considered as the governing body of a school. The reason why I chose to study them as sample is they act as a media between parents and teachers, and take attempt to improve the school situation. Their opinions are important because they monitor the school regularly and assist to make social awareness with the community. In order to get more insight into the phenomenon I included

them in my sample because they are directly involved with the schools. I also took their views and I believe this would make the variations in the study.

In total 17 people were selected from both schools and I interviewed all of them. I also did some observations for cross checking their opinions. It would be relevant if I could collect some parents' ideas also, however I want to keep my study purpose into the school's surroundings and that also will take a long time to collect their views. That is why I chose only two schools and their personnel for in-depth and detail information in here for this study.

### **3.5 Data Collection Methods**

Qualitative method stresses within the naturalistic paradigm, is inclined towards the human activities. Researchers collect information by using a protocol- an instrument for collecting data to observing, interviewing, mining available documents and records, taking account of nonverbal cues and behavior, and interpreting inadvertent unobtrusive measures (Lincoln & Guba, 1985; Creswell, 2014). In order to answers the research questions, I adopted two methods for collecting the data.

To answer the questions regarding the perceptions of quality and practices of the school personnel and officers, semi structured interviews were used (see appendix 3). The reason for using this method was to understand the concept of quality from stakeholders' own views, as well as how do they interpret the concepts. In the meantime, there might be issues that are concealed in the perceptions and practices, it was necessary to ask different professionals about the understandings and achievements.

On the other hand, interviewing is defined as conversation with a purpose and purpose referred to gather information (Berg, 1989; Bryman, 2008). This serves greater interest in the interviewee's point of view with more flexible ways of detailed and intense answers. In other words, qualitative interviewing follows an assumption on the interviewee's perspective with meaningful, knowledgeable and explicit through to find out what is in and on their minds and gather stories (Patton, 2002).

The purpose of interviewing is to enter into another person's sense of understandings. In other words, qualitative interviewing begins with the assumption that the perspective of the

informant is meaningful, knowable, and able to explicit through to find out what is in and on someone else's mind and to gather their stories (Patton, 2002. p. 341).

I employed individual interview with an open ended semi structured form of questions in order to get experiences and opinions from teachers, school committee members and education officers about the thinking of quality in primary education. A semi structured interview schedule emphasizes on how the interviewee frames and understands issues and events, more flexible with the questions and allows in-depth description. Besides, questions may not follow in exact sequence outlined in the interview schedule (Bryman, 2008).

Therefore I prepared open ended semi structured interview schedules under the subject areas and used these to explore the thoughts concerning the issues. I prepared three different interview schedules; one was for the teachers; second was for the SMC members and third was for the education officers. The questions in these schedules focused on the views about the quality in primary education and reasons behind the views.

Before conducting the interviews, I had to select two schools and get the permission according to my sample plan. I prepared my work plan very carefully; involving the secure access and permission to enter the schools. I accessed the Directorate of Primary Education (DPE) in Dhaka and particular NGO head office with the reference letter from the Department of Educational Research at the University of Oslo. I represented myself as a student and took the permission from the authority before I go for the interviews. From both GO and NGO representatives helped me and gave me the information for school entrance. I went NGO school at prior because the permission for GO school took a little long.

I started my work with help of the two representatives from that NGO schools and both of them were the local administration officers known as program officers. They introduced me to the school teachers and students. All the program officers and teachers showed their interest and said perhaps my study could help them with information and understandings of the issues. I started my interview with the teachers and told the program officers that I would like to take interview from the SMC members also, after I described my plan of sample. By the help of the teachers and the program officers I managed two SMC members.

Since the NGO school structure was different from the govt. school, I made my interview in the classroom after school hour. In this condition, both teachers and SMC members were nice

and helped me much as possible, besides I took all the interviews individually. At the same time, I took two NGO school program officers opinion simultaneously. The discussions were guided by a certain topic in different point of views.

For the GO school, I got the initial information about the school at the regional education office from the local administration officers known as education officers and decided to talk with the head teacher. After explaining my sample plan, head teacher received me nicely and gave her interview first. She told her teachers to support me as much they can. On that time, school was preparing for the annual examination and some teachers were out of station because of training and others official activities. The head teacher managed rest of the teachers to get the interviews.

With head teacher's help, I managed three SMC members to take the interview. They preferred to give the interview in the school office, thus I took the interview in the school office. I had to explain what the study was all about and convinced them what I was wanted from them. This referred to both school stakeholders' who were the sample and selected for the interviews. They showed the willingness and expressed their opinions freely. I decided to take GO education officers opinions in their suitable time thus it took a little time to settle down. They received me warmly and I managed in-depth opinions from them very smoothly. They asked me about other countries school system and what are the differences and challenges, how they solve. They expect me to inform them more about my experience in abroad.

I prepared a recorder to record the interview. I used digital audio-recording devices such as a mobile phone recorder, which I can be played back on my computer with appropriate software. It had advantages for sound filtering afterwards and superior sound quality for transcribe later. For fear that device might out of enough memory for the record device; I had another memory card and also notebook and pencils to write down.

I started my conversation with introductory questions to make the conversation smoother, I told them I would like to use the recorder so that I would not have to take notes while talking and listening. Since I organized enough cards for this purpose, the recorder never broke or run out of memory and I was satisfied with it. I managed to record the whole process of each interview from the start to end. The interviews took on average two hours and conducted in Bangla, in local dialect and I was so careful on the whole time.



As I know the language I taped the interviews and sometimes used notebooks for other key information and facts, such as the non-verbal communications including body language, facial expressions, and gestures. However I spent some extra time to make sure the situation was quite friendly and informants were wish to give their opinions. I spend some steps before starting the interviews for creating the appropriate atmosphere and situation. I informed them what I want to know, like as, for the SMC members I cleared them about my content and why they were important for this interview.

I always tried to make a good relation with my respondents and involved them in the conversation. In the process of interviewing, sometimes I used probes. Like Bryman (2008) said in two obvious cases probing can be happen- where it is evident that participants do not understand the questions or struggling to understand and to provide adequate answer. Another case is interviewer faces when respondent does not give sufficiently complete answer.

On the interview period I tried to get answers by using probes. For example, when a teacher said, 'students living environment effects on their results' and at once I asked them 'how can the environment affect? Could you say a little more about that?' Here I used probe to get more information. Another time when a SMC member said 'teachers are very good in teaching, they support students' then I asked at instance 'what is support? What kind of support do you mean? Could you please tell? In such cases probing guided me to get close to the informants and obtained more information closely relevant to my research.

I also conducted observation to mapping out the behavior and what took place in the actual situation when it comes to the practice. Observation usually consists of detailed notion of behaviors, events, and the contexts surroundings the events and behaviors. Besides, observation collects data regarding the number of occurrences for a specific period of time with the aim of developing a narrative account of the behavior (Best & Kahn, 2004; Bryman, 2008). In this study, nonparticipant observation was conducted in two primary school classes (see appendix 4). The purpose was to observe the participants' behaviors in classes, such as how do students perform in class, how do slum children are acting, and how teachers do interaction with slum students and how do their behaviors are pursued with the perceptions.

As participant observation is much closer contact in the classroom and an overt role of participant observer can display implicit features of social settings and what is said (Bryman, 2008). I choose observation as a tool for understanding what takes place in the classroom

according to the perceptions under the slum contextual settings. As Bryman (2008) pointed that, extensive contact allows people's behavior to be mapped out fully and participant observer interacts with the people in different situations and possible roles, so that links between behavior and context can be forged. The observation was flexible and intense for that the settings could show very closely.

I took notes during the whole process of observation. The notes recorded events, conversations and behaviors and initial reflections. In the observation, getting close to the people through reflection and introspection would be very detailed and chance to learn things that people might be unwilling to talk about in interview. Moreover, during the observation the researcher needs to view the whole action through the situation (Patton, 2002; Denscombe, 2007). Therefore, I took a seat with the students in the back of the classroom like a student, used an observation checklist for some ground issues for all the classes.

### **3.6 Data Analysis Techniques**

Qualitative data analysis transforms data into findings though no fixed formula exists for that transformation. Direction and guidance can be offered and the purpose remains unique for each inquirer known only when or if arrived (Patton, 2002. p. 438). He also stated, data process and analysis is a challenge to catalyst on raw data, generating an interaction and synthesizes new substance. However, qualitative analysis lies in making sense of massive amounts of data, reducing the volume of raw materials, sifting trivia from implication, identify substantial patterns and assembling a framework for data reveal (Patton, 2002).

In this study data analysis is guided by the research questions aimed to explore the perceptions and understandings from the two school professional' how they ensuring the quality achievements and enduring the progress. For the study, the data were analyzed into four stages: first of all, the data were transcribed from interviews and observation, then, were gone through a deep and intense process like word by word or line by line repeatedly into meaningful segments under the research questions relation with literature before developing more general ideas.

As new unit of meaning was identified, it was compared or matched with other meanings and segments with similar meanings. Coding was done here by meaningful segments under participant concepts. Then the raw data were categorized into different ways based on the

participants' responses and each category represented a discrete linking with the responses of participants' interpretation. Subsequently, the data was augmented under some themes of the study and considered the research questions to meet the purpose. This study proposes a comparative overview into the two education providers under the same circumstances and I designed my interpretation with comparison of the findings with information gleaned from the literature or extant theories.

## **3.7 Reliability and Validity of the Data**

According to Bryman (2008), though there are three prominent criteria to evaluate the social research: reliability, replication and validity, qualitative researchers are also concerning for relevance (Bryman, 2002.p.376). Qualitative researcher should be concerned about reliability and validity when the study is designed (Patton, 2002 & Bryman, 2008).

### **3.7.1 Reliability**

*Reliability* is concerned with the matter of whether the results of a study can be repeated, in a single term 'consistency of measurement'. This exhibits that measurement is stable over time and indicators are related to each other (Bryman, 2008). I used to crosscheck in the development of measures and enhancing the dependability in data analysis. For example, I often checked my observations with interview questions to verify whether I had correctly understood what I observed. I interviewed the teachers as well as education officials and school committee members to crosscheck the consistency between their opinions and activities. Besides, in the process of and after the interview, I often checked my understanding with the interviewees' to ensure that I understood them correctly.

### **3.7.2 Validity**

*Validity*, the most important criterion of research in many ways, is concerned with 'integrity of the conclusions that are generated from piece of research' (Bryman, 2008. p. 32). Especially, in qualitative research two types of validity is concerned: Internal validity and external validity.

*Internal validity* refers to 'whether there is a good match between researchers' observations and the theoretical ideas they develop' and external validity is about 'which findings can be

generalized across social settings' (Bryman, 2008. p. 376). To ensure the validity of the data, I paid close attention to the design of the interview questions and to the general selection of participants. It was important that interview questions responded to my research questions and that the interview data provided answers to my research questions. It is the feasibility or credibility of the account that researchers understood and giving acceptable settings to others. The establishment of credibility which parallels with internal validity entails both ensuring and submitting research findings to the members for confirmation that investigator has correctly understood the social world (Bryman, 2008. p. 377).

In order to avoid to loss or distortion of data, all the interviews were recorded and transcribed after the data collection had begun. According to Patton (2002), if the interviewee is concerned it is appropriate to tape interviews and make immediate and intense note after the interviews, otherwise it must be lost. I used quotations from some portions of the interviews to represent the informants' views.

The *external validity* is concerned with the generalization of the qualitative findings. The 'case study' study design raises the issue of how the findings can be generalized to other settings. This study showed the detailed and rich findings about quality of slum education situation in primary level that were transcribed inductively. As Lincoln and Guba (1985) argued that, a thick description can provide as a 'database for making judgments about the possible transferability of findings to other milieux' therefore, policy makers, educators, teachers, researchers and others may found necessary information from the findings and make decisions about what was transferable. Moreover, as the sample of qualitative research entails the intensive study of small groups or individual sharing, an issue can be applicable to similar setting involving the same group.

To end, *ecological validity* considers the question of the applicability of social scientific findings in natural life. As qualitative research is more connected with the natural world, this often scores higher than quantitative research. Interviews and observations are more natural method than the questionnaires or experiments and for ecological validity I did not limit my questions under a questionnaire (Bryman, 2008). I tried to get information in their natural settings and interviewed participants on their feasible places like schools, office rooms and classrooms. When doing observations, I tried to keep the settings as spontaneous as possible though it was little difficult to maintain, especially in the beginning I was not able to avoid to drawing some attention because for the students it was a new experience for them.

## **3.8 Ethical Consideration**

As Bryman (2008) stated, ethical issues cannot be ignored as of direct integrity and disciplines of research. Ethical issues are crucial elements in social research. Social research deals with human behavior, human activities as well as social world. Hence, social researchers take ethical considerations about the participants' security, confidentiality, lack of informed consent and deception (Bryman, 2008. p. 118). The reference letter from University of Oslo helped me access the Directorate of Primary Education in Dhaka office and local education offices, and NGO offices and have used in the NGO officials also. The official permission from the Directorate meant that two headmasters accepted my fieldwork and I got help from the teachers. All participants were clearly informed about the purpose of the research and their own role. The anonymity of all participants helped to protect their privacy. After finishing the research, all interview recordings will be destroyed.

### **Summary**

To undertake this research I studied carefully to use the perfect method. I began this chapter with a challenge of justification for qualitative research with a comparative calculation of quantitative paradigm. I wanted a detailed description rather than numerical measurements; thus I chose qualitative methods to explore the school stakeholders' understandings about the quality in education and how do they practice in the slum primary schools. I presented an overview of how the sample was organized, how the data were collected and analyzed. I observed the phenomenon and interviewed the school professionals' in different angles to increase the reliability and validity of my work. For next, literatures and theoretical perspectives will show the different understandings and views about the quality in education.

## **4 Literature reviews and theoretical perspectives**

Theories are important for social research as they build as a framework within which social phenomena can be understood and findings can be interpreted (Bryman, 2008. p. 6). This chapter affords a review of the related literatures and theoretical concepts used in the study. This chapter is divided into two sections. The first section will draw upon the central concepts related to quality in education. It will define the notions of quality regarding teaching learning, equity and other indicators with quality. In the second section, some related literature on quality perspectives.

### **4.1 Perspectives on Quality in Education**

There are multiple views and concepts to identify the quality in an education system. Even though the expressions of quality were less explicit however there was an overt use of the term quality in the policy discourse from industrialized countries to developing countries, also in international comparative tracts (Kubow and Fossum, 2007. p.146). The concept of quality in education is different and depends on various aspects and views by the organizations and people involved. Thus, the meanings and implications of the term are rarely clarified (Kubow and Fossum, 2007). A school develops connections between economic and political structures and they are not only responsible for student development but are also expected to meet students various needs according to social perspectives on education. The state also depends on schools to cultivate and shape national identity and advance its economic progress (Kubow and Fossum, 2007. p. 73).

Beeby (1966) made the first attempt to generate a model for understanding the educational theory and he conceptualized quality in three levels in relation with quantitative techniques of economic benefits and investments of education. His view, 'classroom quality' is concerned with the acquisition of measurable knowledge and learning skills as well as harder to measure behaviors and attitudes, including 'habits of industry... attitudes of respect for authority and love of country' which must serve the economic goals of the community and is judged by broader social criteria (as cited in Barrett et al, 2006). However, Beeby's ideas of classroom teaching and learning were motivated by economic benefits. Later Psacharopoulos (1994) and

Becker (2002) also show in studies the returns of education in economic growth. Hanushek and Wößmann (2007) conclude that there are statistically and economically positive effects on economic growth about quality in education which is far larger than the association between the quantity of education and growth. They also suggest that student achievements on standardized tests are correlated more strongly with economic growth than years spent in school. However, it is also argued that for quality in education to increase wages, a strong macroeconomic environment and labor market seems to be necessary as well as this perspective having the highest level of inequalities in the education sector (of any kind) while also having the slowest national growth rates (Wils, Carol & Barrow, 2007 cited in Tikly & Barrett, 2009).

The World Bank has adopted school effectiveness approaches which are used to understanding of quality of education (Lockheed & Verspoor, 1991; Heneveld & Craig, 1996). They state the importance of ‘cognitive competencies’, emphasizing literacy and numeracy as the most important pathway between education and development. A model cost-effective improvement of learning achievements was set. It implies the notion of quality in education, summarized as cost-efficient in producing academic achievement with having high probability of completing the primary cycle without repetition (Lockheed & Verspoor, 1991. p. 40-41). This is called the ‘process model’ where the financial and material resources are discussed as inputs; teachers and pupils characteristics are actors in acted educational process that produce outcomes (Tikly & Barrett, 2009; Barrett et al., 2006).

The terms ‘effectiveness’ and ‘efficiency’ are used to find evidence for which inputs are most likely to produce the best outcomes at the lowest price. In other words, ‘effectiveness’ is related to whether the goals of education are reached and ‘efficiency’ relates best use of available resources (Johannessen, 2006). More details also came out from Hanushek and Lockheed (1987) in the cost-effectiveness of several educational interventions, under the monetary and nonmonetary terms. He argued that internal effectiveness refers to technical efficiency and encompasses with textbook, classroom organization was nonmonetary term of school achievement whereas external efficiency discusses the monetary outputs of personal and social rates of return. Besides, internal efficiency describes the ratio of learning to the costs of educational inputs (cost of textbooks) and the relationship between how nonmonetary inputs and monetary outputs lead external effectiveness, for example, in cost benefit analyses (Barrett et al., 2006; Hanushek & Lockheed, 1987).

Outside of this, Solman (1986) argued on considerations of outputs and inputs, which brings in the notion of quality more explicit. This brings the question of per pupil expenditures in relation to outcomes. That is, the definition of efficiency cannot be same for every student since the supporting inputs such as teacher time for every individual, family background or equal resource for every child is present. At the end of the 20<sup>th</sup> century the World Bank was criticized programs for measuring quality in terms of inputs (infrastructure, textbooks etc.) and outputs (number of teachers trained) and not giving emphasis on learners cognitive outcomes (Barrett et al, 2006) . Heneveld (1994) mentioned two weaknesses about the effort of quality and effectiveness of primary education in Sub-Saharan Africa under the process framework: relationship with each other in the given system and applicability of the approach.

At the same time, Harvey (1995) commented on a view from South Africa and Brazil, describing discrete conceptions of quality as *consistency* that provides equivalent educational experiences for all students and generalized intolerance for inequality in any form (e.g. of attainment). He argues that quality *exceptionality* upholds a ‘gold standard’ and promotes the pursuit excellence in terms of the strengths of school or system relative to others. In addition, studies found that less palatable implications and deeper issues of parity in terms of inputs are generally untangled from issues of output such as student attainment. In consequence, short term inequalities can result in confusion of educational policies regarding equity or in societal confusion regarding the fairness and priority of those policies (as cited in Kubow & Fossum, 2007. p. 154).

Relatively, quality as *transformative potential* propels student’s mobility as a means for addressing societal inequalities. A transformative position in quality of education is a catalyst for positive changes in individual and societal conditions however, social mobility tends to function as an indicator at the student level of social structures with real world individuals, where transformation is viewed as ultimately sensitive (Kubow and Fossum, 2007). Sayed (1997) critiques the idea of ‘fitness for purpose’ which Harvey (1995) states as quality that molds existing circumstances to suit specific and certain aims, providing a suitable rationale for instructional specialization. This idea of quality bears considerable ideological harmony with economic growth and schooling which Sayed (1997) described as producer oriented approach of quality, whereas, quality as *value for money* reflects reasonable correspondence entailed between the educational experience and societal investment; in terms of efficiency,



meeting the demands of ‘educational consumers’ (Harvey, 1995 as cited in Kubow & Fossum, 2007; Sayed, 1997 as cited in Barrett et al., 2006).

Although, Harvey’s (1995) framework of quality in education presents different societies with multiple and contradictory purposes it raised fundamental questions about the purposes and aims of schooling through what quality they need (as cited in Kubow & Fossum, 2007). However, Sayed (1997) argues that ‘quality movement’ encompasses a political and ideological nature of the application that cannot remove the tension between the equality and quality which can constantly rely on societal judgment. This shows quality needs to be combined with essential moral, political and ethical aspect nature with greater transparency in public life which exposes educational decision making through critical and informed dialogue (as cited in Barrett et al, 2007).

Subsequently, Hawes and Stephens (1990) took humanist stance on education and development in low income countries. He mentioned ‘efficiency’ as mostly making inputs, relevance which indicates the human and environmental needs and conditions (Beeby, 1996 mentioned as social criteria); notion of social as well as personal benefits for individual (Hawes and Stephens, 1990 as cited in Stephens, 1991; 2003 & Beeby, 1966 as cited in Barrett et al., 2006). Although he does not limit national economic benefits however, ‘something more’ is considered to be extra quality incentives or stimulations which are rarely found. Later, Stephens (2003) mentioned the value basis as a measure for assessing quality between and with schools. He discusses quality in relation to societal and school culture which stress upon classroom and learning environments as units of analysis in an attempt to understand quality in terms of an educational process area. He also aims to shift the general focus from school effectiveness to a more institutional focus of school improvement in a holistic nature (Stephens, 2003).

More comprehensive holistic form of quality improvements are identified by UNICEF (2000) for ‘rights based child friendly’ schools in which ‘five dimensions of quality’: learners, contents, processes, environments and outcomes are developed. This definition allows an understanding of education as a complex system with a political, cultural and economic context (UNICEF, 2000) where learners are viewed in relation to their home, broader social and cultural contexts as well as environments, context and processes are related to school experiences and education systems (Barrett, 2009).

In the same way, UNESCO (2004) introduced a framework of action to understand quality in humanistic nature (as cited in Tikly & Barrett, 2009). UNESCO (2004) defines two principles for quality in education: education should have the explicit objective in initiating the learner's cognitive development; and promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development through the education system (UNESCO, 2004. p. 17).

This framework extends the Delor's (1996) four pillars of education where social change as eradication of inequality and establishment of an equitable democracy in the sense of 'lifelong learning' and 'relevance' are identified (Delor's et al, 1996). This report constitutes 'quality' in learning with an integrated and comprehensive view where learning is perceived in two levels: the learner and the learning system, later Pigozzi (2008) developed a framework. The learner level is acknowledges the prior knowledge of learners, recognize formal and informal modes, practice non-discrimination, provide safe and supportive learning environment; these indicate equal access, participation in and achievement from the education system (UNESCO, 2004; Pigozzi, 2008). Pigozzi (2008) suggests a set of indicators and measures for assessing quality at both the level of learner and the system and turn her framework into a workable scheme of measuring quality.

A more detailed understanding for monitoring and improving quality in education identified in Dakar framework and brings up the five dimensions associated with quality input-process-output framework by UNESCO. The quality framework has been framed as an imperative to improve learning outcomes, to meet social and affective along with cognitive needs of learners and create conditions at the classroom, school and systematic levels in the context of learning (Barrett, 2009).

However, Robeynes (2006) has criticized this right based framework for overlooking the moral rights which is formulated and implemented in a high level international and state-led manner. He argues that those material underpinnings such as availability and accessibility of schools, well-trained and well-paid teachers, sufficient teaching materials, a good curriculum and developed pedagogy cannot guarantee that all children will go to school and learn. It will be necessary that the state goes beyond its duties to ensure that every child can fully and equally enjoy her right to education (p.77).

It is however, exactly the task for national governments where school inspectors and other supervision services perform, how teaching and learning processes are evaluated and monitored. This includes the development of quality indicators which insured basic education (Barrett, 2009). However, under the consideration of MDGs on EFA at the international level supported by international NGOs as well as UN agencies, statistics show that many countries are managing to raise their retention rates and reduce repetition rates simultaneous to enrolment expansion (Barrett, 2009).

The UN MDGs emphasize the need for sustainability in all development options, but even what this might look like in broad terms remains an area of debate. Its conversion into educational systems and practice remains even more in its infancy. UNICEF (2000) and UNESCO (2004) stated life skills and adaptability under this aspect. However, some possibilities are outlined by Lawrence and Tate (1997), building on capability and livelihood approaches to development (Chambers, 1993; 1997 as cited in Barrett et al, 2006). From these viewpoints, quality in education appears in the context of ‘the obligation to establish and sustain the conditions for each and every individual, irrespective of gender, ethnicity, race, or regional location, to achieve valued outcomes’ (Barrett et al, 2006).

Fraser (2008) refers some countries, especially in regards to institutionalized obstacles of economic structures that deny access to resources in order to interact with others as peers; traditional hierarchies of cultural value may deny them the requisite standing and exclude people from the community (as cited in Tikly & Barrett, 2009). It is often, for instance, historically marginalized groups in the African context, including women, rural dwellers, victims of HIV/AIDs orphans and vulnerable refugees, sexual minorities and indigenous groups. Therefore, suggestion comes out that a wider capability set related to the elected leaders, governments officials and bureaucrats are needed for not only just to access the means of development, resources, skills; but, also the freedom to function as initiators and leaders of change (Tikly & Barrett, 2009).

In that sense, compulsory education for children makes high quality and aims at the development of the full human being, instead of stunting children during their emotional, personal and intellectual development (Nussbaum, 2003 as cited in Robeynes, 2006). A recommended aim to quality in education is given as construction ‘human capacity not only for employability, but for broader lifelong learning as well as for adaptive and ‘coping’ livelihood strategies in a fast moving and complicated world’ (Barrett et al, 2006). For

instance, Pigozzi (2007) stated that, ‘quality education and education for sustainable development seek to achieve similar learning outcomes—those that enable learners to make decisions and choices that foster sustainable development—and are thus complementary’ (p.27).

In summary there is a tendency in the literature to define quality in education in terms of input-process-output, emphasizing the perspectives of institutions involved. Although quality can be measured by different indicators under the perception of the states or institutions it is necessary to understand what considerations are going on under the processes and how these may affect practice. Since there is not a specific definition for ‘quality in education’ in the policy, Bangladesh uses indicators to measure the quality which is influenced by the EFA goals. Therefore, this study is analyzed by the concepts of quality from the literatures and the quality perceptions from the participants of two schools. Initially, it can show the differences and similarities between the two schools in the same circumstances in the slum area. This study is examined by the effectiveness and efficiency level of understandings in the quality.

## **4.2 Other Related Literature**

In a particular education system education quality is refereed by its objectives which it wants to meet. Literatures show different concepts for identifying quality. Most research is conducted in education system or parts of the education system for input and output analysis for assessing quality. For example, in Guatemala, education quality has been defined by material inputs and non-material characteristics of schools which have been shown to improve student learning. School effectiveness is exposed by student’s performances which are affected by the poor teaching process and teaching environment (Adams, 1993 & UNICEF, 2000). For a certain time, policy maker’s measure cognitive skills, entrance ratios to next level of education, income and occupational status for quality measurement (Adams, 1993). As learning outcomes have relation with the economic growth, enrollment and cognitive skills are good predictors of a student’s future earnings (Lee and Barro, 2001 & Pigozzi, 2008).

Schubert remarked on education quality in Ghana by pointing out that in 1980s the education quality was low, no inputs for basic education and literacy skills were down and school dropouts were undeveloped. An important issue also coming up from the literatures, after 1990s schools were getting resources, developed curriculum and the whole system was settled

(Adams, 1993). It is necessary to monitor how these qualitative and quantitative facts can be balanced and meaningfully compared. In contrast, two different studies show school attainment and rate of returns. In Honduras and other developing countries of Latin America, dropout and repetition rates in primary school are high and in reverse educational attainment are low. This seems at odds with high private returns to primary education, and indicates that merely constructing new primary schools will not increase educational attainment (McEwen, 1999). A study from Sub-Saharan Africa shows that the rate of return in education is particularly high when the supply of educated labor is rather limited. Even though enrollment has greatly improved in sub-Saharan Africa over the last periods, the region has not yet been able to catch up in terms of average years of schooling. This could clarify why the rate of return to education is noticeably higher in this region than in any other region of the world (Michaelowa, 2000).

Similarly, Adams (1993) states quality is dependent how the input entrance into the system and the nature of the interaction with the students, teachers and other educators is valued. Literature supports the process is itself as an objective, how the teachers, planners and administrators use inputs and resources to drag in the desired outputs (UNICEF, 2000; UNICEF, n.d.; Adams, 1993). Many countries also have curriculum competencies to measure the outcomes and some are using standardized achievement tests for measuring the student assessment with cross national studies. At the same time, studies from Guinea, India, Mexico, Nigeria and Bangladesh show that not only the cognitive factors led the outcomes also the social, parental and community facts have the relation in student outcomes (UNICEF, 2000). Thus the recent educational reform has focused on a teaching environment where effectiveness of inputs, process and outputs as quality are mentioned (Heneveld, 1994). They are having the learner's environment, quality education and have started to gain the efficiency. A study conducted by Nath & Chowdhury (2009) in Bangladesh found internal that internal efficiency is moving forward. They stated that positive correlation between net enrollment and parental education was observed. The promotion rates, completion rates and survival rates are not perceived as they were estimated. Overall, the efficiency of primary education provision was reduced from 76.3% in 2000 to 57.2% in 2008.

As the efficiency is observable on wages or agricultural yields, country labor force is conditional on economic growth. On the other hand, wage employment involves only a small proportion of the labor force in countries where most primary school graduates still work in

agriculture or the informal sector. A growing number of studies (in Thailand, Pakistan, Mexico, Uganda, and elsewhere) suggest that primary education can develop the efficiency of farmers in developing countries. In specific high social rates of return to primary education, there is an economic rationale for addressing the problem of low access to credit for poor families. An incapability to borrow to cover educational costs creates a financial blockade to educational attainment, which governments typically choose to overcome by reducing or eliminating fees for primary education (Boissiere, 2004).

Quality as content reflects the particular bias of a country, community or institution toward of knowledge, skills or information. Despite the differences in countries and communities, one common curriculum at the earlier levels of schooling consisting of the 3Rs<sup>2</sup>, national languages and history (Adams, 1993). Curriculum content depends on educational ideology, philosophy and socio-cultural status of the country. UNICEF emphasizes on child centered curriculum which focuses on learning by applying gender sensitivity, inclusion with diverse abilities and a reflection of the local response. In Mali, community schools successfully incorporated local knowledge into traditional subject areas (Muskin, 1999 as cited in UNICEF, 2000). Literacy, the ability with read and write, and numeracy, basic arithmetic and logical reasoning are also the significant initial content for quality. Life skills and peace education are significant through cognitive, affective and behavioral learning processes that are being used in many countries curriculum as well (UNICEF, 2000 & UNICEF, n.d.). In Rwanda, life skills courses are a part of conflict resolution, self-awareness, cooperation and communication. For example, in Zimbabwe a life skill course includes HIV/AIDS education (UNICEF, 2000).

The humanistic approach considers an individual learner's needs, construction of personal meanings, and self and peer assessment are emphasized for quality education. A teacher's role in this aspect is more as facilitator rather than instructor. This approach defines social constructivism which supports a generally accepted social practice rather than the result of individual intervention. Bangladesh has introduced education policy with the learner oriented approach (UNESCO, 2004). Denmark has started a primary school system that enhances cross-curricular skills, but somehow fails to provide the necessary basic skills. On the other hand, Japan does an excellent job securing basic child reading, calculating and scientific skills, but has a problem with overworked and stressed children and students, who do not

---

<sup>2</sup> 3Rs refer as reading, writing and arithmetic.

enjoy going to school. But Finland is the closest nation-to find a reasonable compromise that can combine the best of both worlds (Andersen, 2005).

In Ontario, Canada, all grade 3 pupils (8-9 year olds) are assessed on various literacy and numeracy tasks in a comprehensive testing program to set benchmarks for achievement at this level. In Australia, some states such as Victoria and New South Wales test all students of a similar age and the information on performance of pupils is made available only to the pupils and schools but not to the public. New South Wales carried out statewide tests in literacy and numeracy at years 3 and 5 for many years. The common section of all these tests has been to help teachers improve their program. Aggarwal (n.d.) stated a study, *From Target to Action*, published by the Department of education (UK), examples how schools have used the assessment results to monitor the efficiency of their teaching learning strategies and to set targets for refining their students attainment (Aggarwal, n.d.).

Studies found that teachers' performance has influence to improve quality in education. Teachers are possibly the most influential variable to develop a quality learning environment in the classroom (UNICEF, n.d.). A study conducted how quality is defined by the teachers and found that, most of the teachers responded that quality teaching involves environment in the classroom that include student involvement (Barrow & Leu, 2006 as cited in Akter, 2008). The direct interaction is with the pupils in the classrooms is exceedingly important for quality education (Nath & Chowdhury, 2009). Teaching methods that facilitate active student learning rather that promote passivity and rote memorization represent skillful outcomes (UNICEF, 2000)

Teaching styles, professional development, working conditions, supervision and support insure teaching and learning process is occurring. Apparently, all of these depend on how the school is being benefited by the policy. In Ethiopia, for example, schools that began and ended at day earlier than normal and that planned breakdowns during the harvest times found that educational quality improved (UNICEF, 2000). It seems when teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with minimal levels of formal education and training are capable of dramatically changing their teaching behavior, the classroom environment, and improving the achievement of their students. Conversely, when teachers are disregarded or are not connected to the daily realities of the classroom and local environment, even the most expensive and well-designed interventions are almost guaranteed to fail. In Mexico and Guinea, schools give

little concern about the pupil-teacher role in pupil failure or dropout rather tended to blame in student and family environment. Many developing countries set a standpoint that half of the students will be dropped out or failed, rather than setting high standards (Craig, Kraft & du Plessis, 1998).

Correspondingly, ongoing professional development and recurrent teacher training is an essential part for building the teacher's capabilities and appropriate instructional styles. In fact, investing in teacher training is a certain way to have direct impact on the quality of education. Case studies from Guatemala, Namibia, Bangladesh, Botswana and Pakistan showed that ongoing professional development, after initial preparation and then continuing throughout a career; make significant change to students learning and retention (UNICEF, *n.d.*). Another study shows that even if teachers have better trainings and basic pedagogic techniques in classroom practice teachers are mechanical and failed to inject enthusiasm and energy what they are doing because of their insufficient content of pedagogy in trainings (Ahmed et al., 2005). Studies from Cape Verde, Togo, Uganda, Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal show lack of trained teachers though it is found out that teachers and it is found that teachers initial education, training and experience had a significant impact on results (UNICEF, 2000; UNICEF, *n.d.* & Tikly and Barrett, 2009).

It is very difficult to measure quality in the light of the dimensions above. After EFA, Bangladesh education used this input-process-output quality framework in so many studies to find out about the quality that it is being used as a wide spread framework in the whole world as well. In here, how education inputs or resources are working with process to drag a desire output or outcome is the focus of the framework. This framework will incorporate with efficiency and content relevance as well as owing to not only the classroom how far the quality is being perceived. In this frame contextual factors are international, cultural political and economic conditions.

#### **4.2.1 The Slum Situation**

In the slum areas, big differences have been seen by many previous studies. Cameron (2008) found that, in comparison to govt. schools, NGO schools outcomes and school participations are better and parents prefer to send their children to NGO schools. One of the main reasons according to their view was they valued the good schools which including security, the learning system and strong discipline even though struggled to answer the abstract question of



what is good education (Cameron, 2011). On the other hand, the govt. schools are average in teaching. Such as, the completion rate; which is lower in the slum areas and among the slum schools, NGO schools whereas, NGO schools are good in completion rates (Cameron, 2009).

One of the major studies in slums of Kenya showed some different figures. Study found that, children living in slums are especially vulnerable in most regards, exhibiting poorer health and nutrition, and lower levels of access to quality primary education, compared to children from non-slum and even rural areas. In slums, Non-state schools exist in a multiplicity of forms such as: faith based organizations; community based organizations; self-help groups; even, as business enterprises. These institutions have sought legitimacy from a variety of government Ministries, with only a few registered under the Ministry of Education. Consequently, the ministry cannot effectively monitor the activities of these schools. Inevitably, children in these schools encounter serious problems in securing opportunities to sit the Kenya Certificate of Primary Education KCPE, and are frequently excluded from formal ranking which is mandatory for progression to secondary school (Concern Worldwide, 2009).

In India, slums are affected by the lower castes situations. Lower castes migrants live in the slums and they are continuously out of facilities. Among 61.7% students attend the government schools. Although the quality of learning environment in government schools, including school facilities, teachers, teacher-student relationships etc... which is widely perceived to be worse than that of private schools. The cost of schooling is the most important reason for having never-attended and dropout children in slums. It is widely acknowledged that government education is not free. Slum children dropped out for “Children have to supplement household income”, followed by “Education is not considered necessary” and “Has to attend to domestic chores”. Certain non-governmental organizations (NGOs) provide basic education for urban disadvantaged children, including children living in slums, and child labourers in various and innovative ways (Chakravarty, 2002 cited in Tsujita, 2010). A variety of basic learning opportunities are at least theoretically available for urban deprived children in slum areas (Tsujita, 2010).

In Turkey, there are many insufficiencies at the schools in the slums of Ankara and the parents cannot get adequate support from the school. Moreover, the quality of education is low and the students cannot make use of quality of education. In addition, the staff of the school cannot always make all the parents understand the value of an education, so it is very

difficult for these children to continue their education. Slums are affected by the equality in systems, and classes and races on the society. Teacher recruits so often in the slum areas those are in development thus making the situation unstable for the students and parents (Gokce, 2009).

In the above mentioned studies, it is showed that slum situation is apparently common in all countries. In the slum areas, the major concern is poverty and lack of focus initiatives. Every study is focused by the accessibility of the education providers and their access to education. In this circumstance, perspectives on quality from the professionals' point of view will provide good insight into slum education.

### **Summary**

This chapter discusses the central concepts of the study and has tried to make a connection with these concepts and existing literature. It appears from the above discussion that quality has different views in different perspectives and different country context. From the literature review it is clear that quality is not a constant factor to define. Moreover, it provides a vast idea to understand the quality in education. To focus on the school professionals' perspectives of quality in education literature has given an idea which will lead the study to interpret and explain the data. The next chapter will focus on finding of the study and chapter six will focus on analysis of the findings and discussion according to above mentioned literatures.

# 5 Findings

This chapter presents the findings from the data which is collected during the two months of fieldwork. These findings are based on interviews and observations made by the researcher. The chapter covers seventeen informants including education officers, teachers and school managing committee (SMC) members from one government and one non-government school. The chapter describes the understandings of quality in the primary schools in order to education professionals'. It also examines the practices and challenges in order to achieve according to their opinions. The chapter draws the findings based on the research questions and data have been presented by themes with the use of relevant quotations from the interviewees.

In the data presentation codes are used to refer the different informants. According to the organization designation local administration officers from the government refers to Upazilla education officer or UEO, the Assistant Upazilla education officer or AUEO, and the head teacher or HT. For the NGO, local administration officers refer to the Senior Program Organizer or SPO and the Program organizer or PO. School managing committee members are referring as SMC members (see appendix 7).

## 5.1 Perceptions of Quality Understandings

This section describes the first research question: how quality in education is understood by the schools in the slum areas? This question will be answered by the all informants from government and non-governmental local administration officers, teachers and SMC members. Therefore, the nature of the quality in primary schools came out in diverse ways over the interviews and presented by themes.

### 5.1.1 Accessibility

There are growing numbers of primary education opportunities for the vast amount of children attending school in the country. According to the SPO from NGO pointed out that, primary education now supports a large number of children in various types of schools. These schools are situated all over the country including the remote and underprivileged areas. He mentioned that:

Now people have options according to their capability. Day by day, more and more children are coming into the schools. There are GO schools, NGO schools and community schools are available for these areas. People are getting more conscious about their education (source: local administration officer interview, 16/09/2012).

It appears that more access has been made in recent years. He mentioned that not only GO schools are established however more private and NGO schools also established. This gives opportunities for remote and underprivileged area children and families chance to join in education. He added that schools are given a chance to enroll every student regardless the gender, race or economic status. This makes easier access for all the children. He also added that schools are working with communities and motivates them to enroll their child in the school. It gives them a fair idea about the initiatives of the school; parents can understand and realize importance of education.

One of the prominent tendencies in the findings suggested that free primary education brings more students in the school. One of the NGO schools' SMC member mentioned that people are vulnerable for their livelihood in the slums and parents do not have ability to spend money on education. In the school students receive free education and free food during the school hours which bring a chance for every child to access school. Appreciating the importance of free education, one NGO teacher mentioned the reason is that in slum locations huge number of school children are living under the poverty line without proper food and care. Even parents are engaging their children for the household works to support their families for family economic condition. In that case, access of education and free food encourage parents to send their children to the school.

The SPO mentioned that a majority of NGO school students are very poor and received second chance to enroll in the school. He argues that in the slum areas more than five different types of schools are providing education which gives an option for enrollment under their choice. These perceptions can be related to Cameron's study about urban slums in Dhaka (Cameron, 2010). This means, pupils and parents have more options and chance to go to their affordable schools, as well as more integrated formal and informal ways of teaching system. Although the NGO schools have limited space for enrollment, their flexible school structure on the basis of student needs gives them more access. The NGO school SPO also mentioned that NGO schools are built in the pocket areas where no other schools are located, so that students from that area can have chance to enroll.

However, in the GO school does not have the same idea as NGO school. They differs their ideas about quality in education when it comes in accessibility. This can give an argument about the quality understandings for different professionals' views.

These findings show that not everybody sees accessibility as a standard of quality. NGO schools professionals view accessibility as a standard of quality. In the slum, free food and education motivates families to send their children to school. Although, they are varying degrees of participation in these schools and varying degree of answers from respondents, it is clear that NGO school informants have ideas about quality in access than the GO school.

### **5.1.2 Students Result**

In the interviews, NGO school teachers and one UEO of Go school mentioned student results as the quality measurement. Furthermore, they added student results are a significant factor for student progress, this means that, if a student gets good result in examinations they have achieved quality in the education. In the NGO school, teachers revealed that student results are a measure to identify students' achievements. Results give an idea of how each student is excelling or lagging. With this in mind, considering that students take many exams, quality can be judged over various subjects taught in school. One NGO school teacher reported that students' pass rates are almost 100%. She also added that good exam scores mean that quality in education has been achieved.

Following the opinion, PO from NGO school stressed that students are assessed before the Primary School Certificate (PSC) examination which is a pivotal examination that occurs end of the fifth grade. The reason behind this is that they mentioned that student' results give ideas how they are doing in the classroom and it is the primary factor to measure the achievement of a school at the end of the period. One of the SMC members from NGO school also mentioned about quality in students result. He explains that students are passed all the examinations. Monitoring student results constantly level is used to measure the quality of education over time.

When asked about the GO school, UEO explains that every school uses examination results to determine the quality of learning, teaching and overall education being delivered. She mentioned that as the local administrator, she is also informed of the quality valuations coming from the exam pass rates. The similar opinion came from the head teacher and reason

is that students result is an important factor for measuring quality because it shows how they are learning in the classroom. In other words, student performance on exams is likely to reflect the overall picture of students learning outcomes. Considering to students results, the GO school head teacher mentioned that students in the school have two quarterly and one annual examination for assessment. These examinations give students and teachers an idea about the teaching learning situation and students can get help where needed.

In the NGO school, teachers, one of the local administration officers and one SMC member have reasons for mentioning student results as a quality measurement. The former view is related to inputs in the education system, this stance is related to student achievement and performance levels. Particularly, teachers mentioned students result for each subjects in the grade however SMC member mentioned student performance as a whole. They can measure student achievements from the student results in the examinations. Thus, the student results are a measurement for quality in education according to the teachers and one SMC member however, not everyone from NGO schools have the same view for quality measurement. In contrast, in the GO school only the head teacher and one UEO mentioned about the student results. Though they did not mention for particular subjects, still they derive perceptions for quality from student results. Students' result gives HT and UEO overall view of the students and teachers performance. Findings show that not everybody has same opinion in the school which gives an argument for their views about quality in education understandings. Also, as it appears both schools have similar views about students result as quality in education.

### **5.1.3 Achieving Competencies**

In this section, informants stated achieving competencies after completing the primary school are the basis for their understandings of quality. It was also revealed that, achievement of the terminal competencies<sup>3</sup> are the measurement of the quality of primary education and in the process of five years students gradually receive the competencies in the classroom. during these 5 years, AUEO and teachers from GO school agree that, learning competencies and students maturity level in combination with the classroom learning process, quality education is achieved. They also added that, terminal competencies from the curriculum are the basic

---

<sup>3</sup> In Bangladesh, primary school curriculum is competency based and students are supposed to learn these competencies during their school period. The National Curriculum and Textbook Board (NCTB) mentioned these as terminal competencies and divided them in learning continuum by grades.

indicators for the students which they intend to achieve after years of learning. These competencies emphasize creativity and practical experiences which ensures the holistic development of a child. In addition, teachers from the government school also said:

... Education should help to solve problems. Our textbook provides life centric education. After completing the basic primary education level, students can lead their everyday life in a better way with respect to health and economy (Source: Teacher GO school, 02/10/2012).

The response of GO teachers' showed curriculum competencies to determine overall achievement after finishing a grade level. According to GO teachers', competencies are well organized and achievable in this stage; if students can achieve properly in the classroom then they can compete in the future by themselves which is the goal of the education. This indicates primary education is students' literacy<sup>4</sup> skills in order to utilize it in daily life and enter the next stage education. More specifically, education official and teachers from the GO school stressed that practical problem solving and fundamental skill learning through the competencies is the quality for the primary education.

When asked about relations with the quality and competencies, head teacher of the GO expressed that learning competencies of each subject ensures learning achievement of the students. If a student achieves subject based competencies it ensures student performance levels which indicates the quality of education. After finishing that grade students overall performance gives a picture of students' achievement in competencies which can lead them into the future education. She also mentioned that time to time performance rates such as assessment in the classroom or examinations, show overall understandings of competencies. The reason she addressed that achieving competencies are the measurement of quality which are the basic indicators of measuring student achievement on that particular level. She added that now students passed with 75% whereas before it was 45%, even if a student passes with 33% or 40% marks in the overall assessment, students have achieved some competencies and others will learn from the daily life.

Even though the NGO school SPO have not mentioned competencies directly however he mentioned on the interview that, quality means overall development such as, physical and mental growth of a student; attitude and behavior change in the society, and adapting the social and environmental changes detailed in the national policy goals and curriculum

---

<sup>4</sup> Literacy refers the ability to read, write and basic arithmetic (numeracy) skills related to one's daily life.

competencies. In addition, he also stated that they (NGO) used more revised and reviewed strategies and possible aids for the teachers and students to make easier for the slum school teachers and students. The reason behind is that most of the students are dropouts of various ages and excluded from the formal system, they mentioned that to make easier and achievable for everyone according from the slum. In my observation, teachers made lesson plans that mention competencies and the SPO also mention competencies on his visit to the classroom session. This means, NGO school focuses competencies however they did not mentioned them as the indicator for quality measurement.

As the findings indicate, quality is shown by competency achievements through the students' performances on the national examination. They argued that student performance can give an overview of the quality in education. In the GO school, teachers and one officer mentioned about quality as achieving competencies, this can argues that within the organization stakeholders views are different like previous terms. Nonetheless, teachers and the officials agreed on the point that not only those completing the competencies after particular level have the achievements which lead them to go further education; but, as a basic education for the nation; compulsory competencies are the entry point for development. However, head teacher and school teachers also assume that, not all students are having the achievement of all the competencies which can make a gap among the students. Also the revised strategies and possible aids can lead to insufficiency in the outcomes of the student performance. In contrast, NGO school teachers and administration officer also agreed that achieving competencies will lead students for better future life however, NGO school professionals' arguably also draw influence in their activities for quality through achieving competencies but this did not come out in their interviews.

#### **5.1.4 Management System**

It has been acknowledged by GO school teachers and SMC members that quality will be ensured if the whole system functions properly. In addition, teachers stressed that quality in education is linked with the how the teachers and learner functions in the classroom under the supervision of the education governance and management. They also added that all the facilities for teaching learning and support from the administration confirm the quality in education. The reason they addressed that management ensures teaching learning process works properly.



In the conversation, one of the GO school teachers gave importance to quality as a whole,

Total system should function properly then quality of education can happen. This includes the support from the administration to the teachers, providing all the materials and monitoring the system closely which means, good governance from the education system (source: teacher GO school, 02/10/2012).

She indicates from planning to implementation everything is a quality indication which is also stated by the head teacher from the GO school. When asked the reason behind, they pointed that a very good curriculum or competencies can only be possible to achieve if everything works smoothly. To work smoothly means that sufficient resources with sufficient teachers and proper support from management and local communities should have to perform simultaneously, if one side collapses others get affected. Teachers need support from the administration and students need support from the teachers, if every part works perfectly the system works well.

Statement expressed from the SMC member for GO school was that:

As a SMC member, I follow the school work and activities in the classroom. I have a responsibility and try to pay heed to see what is going on and how I can improve school's function. Teachers are active and responsible about their work and I do not get any complain about them from guardians (source: SMC member Go school, 03/10/2012).

This means, if every personnel from a school work perfectly the quality of education can achieve. The SMC member from GO school explains that schools are monitoring and supervised by the local administration officers every time and gives support time to time. As a SMC member they also received information and support from the school. He says school management represents at quality in education because facilities and functions has to be appear in the quality measurement, the reason is that in the circumstances of the environment and slum areas is it difficult to find an empty place to build a school. Moreover, in this school; teachers and officials are maintaining and monitoring the activities, engaging local people to improve learning and maintaining student results in the examinations.

However, in the NGO school is not mentioned directly about the management system though they stressed the importance of the supervision and monitoring from the administration. One

of the SMC members mentioned that, supervisors monitor school activities regularly and support often. In the observation, teachers use different strategies for different groups and the PO monitors those activities. This means, NGO school also focuses on supervision and management although they did not mention as a quality measurement. School management influences student results that leads to having a 100% pass rate on the examinations is a quality measurement mentioned before.

These findings show that SMC members in both GO and NGO schools have some common perceptions about quality as system, although not all the SMC members are agree on the same point. In their opinions, both school members mentioned the accountability of a monitoring system, especially the NGOs they claim importance about regular supervision. However, they did not mention about governance and management skills. Therefore, the difference between their skills did not come up as a whole system. Among all participants, only GO teachers considered the about the whole system. They tried to point out some factors such as the resources and processes first and then coming up with the outcomes. It means, the quality indicates not only the inputs but whole the process where every subsector has to function as a system.

### **5.1.5 Economic Development**

Among all the participants, PO from NGO mentioned economic development is the meaning of quality. It means, education is now focused not only achieving competencies but also after finishing graduation students can develop their livelihood. He mentioned that primary education can make people self-dependent. On his interview he said:

Primary education is now a social movement and students will get better future after education. Families from remote and underdeveloped areas now realized that it is better to send their children to the schools because it is the way to upgrade their situation and will help to carry out families to a better future (source: local administration officer NGO school, 17/09/2012).

This statement indicates the schools provide skillful and educated working people who can demolish income inequality. Providing equal access to education and facilities students are able to compete in the job market and expand practical life experiences for the development of economic benefits in the future. In recent years, more and more students are getting into the schools in the slum areas. He pointed that parents have also realized the benefits of education

because after education, more opportunities are open for the children. In regards to the question of quality understandings, above statement is related with the return of education which indicates the cost and benefit. If knowledge is pledged to mitigate the poverty; families are intended to send their children in the schools. In these excluded and deprived areas, social and economic background impacts the opportunities to rise up the situation. The reason behind that is; family cannot afford the cost, which is a burden for them to provide and education gives chances to break the poverty cycle for them.

In contrast with the GO school, no direct view for measuring quality as economic development; however, achieving competencies assure students development for future life. This can give arguments that GO school stakeholders' accumulate into the achieving competencies because more access is giving in the slum areas to enroll students for overcoming the economic and social obstacles.

In conclusion, the categories identified for quality understandings from both NGO and GO schools show there is a great belief to improve the primary education which is the priority of the whole education system, and both school personnel have diverse thoughts according to their perspectives. There is evidence that no particular views are expressed but also different thoughts are coming out, even in the same institution; perceptions are different from each other. Precisely, NGO school local administration officers are more interested to promote accessibility and economic development as a quality measurement however; teachers are more into students' results and the SMC members are agreed in both accessibility and students results for quality in education. Although they did not mentioned clearly about the system however NGO school has activities to ensure proper school's monitoring and supervision. Furthermore, most of the GO teachers' perception is about the competencies and the management system which ensures the whole process towards students' achievement whereas SMC members of the GO school agreed about the management system for quality in education.

## **5.2 School Efforts for Achieving Quality**

The second research question is about the relationship between the quality understandings and activities in the classroom. Here, the focus is the activities of the institutions. What are the schools doing in order to achieve quality education? Results from interviews with teachers,

SMC members, and EOs and observation notes will be presented. Key questions asked were about the implementations ensuring the quality which were mentioned by them in the previous question.

### **5.2.1 Teaching Learning Process**

In the data gathered from the Go school professionals' there was a clear tendency towards active participation of the teachers and students in the classroom. Teachers and local administration officers expressed that a comfortable classroom environment and welcoming condition is important to acquire desired outcomes. Besides, providing positive behaviors prior to delivery of lessons and continuation of the previous lesson makes student free and comfortable about the teaching learning session. Supporting this statement, the head teacher also pointed that attractive classroom environment is essential for quality education that confirms students' competencies and students' attendance as well. Moreover, an attractive classroom indicates the teaching instructions and methods, using supplementary materials in the lessons because these make the lesson more practical in the classroom. For example, a teacher mentioned about the use of teaching instructions and methods in the lesson:

Teaching instructions have been changed now. We use active learning which emphasizes on building creativity and application (source: teacher Go school, 03/10/2012)

Considering the active learning situation, teachers from GO agreed the issue of teaching predominates. One teacher interviewed, expressed that a teacher should plan his students overall lesson procedure which can give a clear lesson plan. Supporting this statement, UEO and AUEO both emphasized on preparing lesson plans before taking classes and complete classes according those plans, which is regularly checked by the HT and the respective education officials. Not only had the lesson plan, for effective teaching UEO also mentioned about the teaching instructions and aids. Teachers of GO agreed that, for better understandings, teaching instructions and supporting materials are needed and they use these in the lessons. They receive support from the GO and school authority to make or buy materials; however, sometimes for financial reasons school authority cannot provide all the teaching aids.

One further question asked about the teachers trainings. Most of the teachers are well qualified and trained moreover; in some cases they received both subject-based and in-service

trainings. Mentioning a teacher's roles in the classroom by HT, a well-trained teacher can make classroom more interactive, effective communication and feedback, and more confident. Related opinions from the SMC member of GO that:

School teachers are well trained and experienced. They are concerned about their duty and very sincere about their work. They give feedback and care not only about education but also the social behavior and attitudes (source: SMC member Go school, 04/10/2012).

This means, learning conditions are reliant with the teaching learning conditions through the communication process of the teachers, learners and supports teaching environment. Most of the teachers agreed in one point that trained teachers can maintain quality in the classroom, give students feedback and make a good assessment to the students. For instance, teacher from GO said that lesson based class test and three formal summative examinations are used, provided home works and classroom assessment are also practiced. In brief, students' outcomes indicate the overall learning process, environment and the circumstance of the school's quality performance.

In the classroom observation, one teacher used the question answer method for revising the lesson. She asked questions to some students for reviewing previous lesson and also gave them feedbacks. She also used a chart as support material in the lesson. However, for time being she cannot check class notebooks but she gave homework for next day. The classroom has not sufficient space for over 60 students however she had some pictures and charts to make it attractive. In the classroom initial information about the grade was written in the black board such as the total amount of students, present students, time and subject name etc... This gave a primary idea of that classroom. It seems that teachers are trying to have a learning environment in the classroom by having these supporting activities.

Acknowledging the importance about the learning environment, the NGO school personnel strongly argued that quality in education is achievable when student participate in the discussion and engaging in dialogue with the teacher. For example, teacher and PO expressed that they use a very interactive instruction method in the classroom with teacher-student relationships are more relaxed that traditional conservative perceptions of the relationship. In the school, teachers follow lesson plan and instruction materials for delivering the classroom. Mentioning the instruction books, teacher expressed that these materials help to conduct classes and students can follow the process easily. Like the teachers, SPO and PO both

pointed these materials have activities and directions for every students including the slow learners and teachers receive supports from PO and SPO if needed.

Although teachers from the NGO receive trainings, these are not detailed subject based trainings and they are more for teaching learning processes and techniques. These trainings are based on pedagogical theory and applicable all subjects in the primary level. As a result, trained teachers can describe and present the lesson to the students according to their intelligence level. A teacher from the NGO mentioned:

Every month we have refreshers training. In this training, we received guidelines for the next month how to prepare and take the classes. This training is focused on teaching techniques and methods, evaluation process and instruction materials. We received every support and instruction from the office (source: Teacher NGO school, 17/09/2012).

Teacher from NGO said that, they made three groups in the classroom according to the intelligence level those are good, moderate and weaker. These groups help the teachers to give proper support and manage her time properly. In addition, sometimes PO provides support during the class.

Although both of the schools have positive attitude for the teaching learning situation both school teachers are struggling to maintain it. In my observation, GO school has better infrastructure; and more students and teachers are involved in the school activities; on the other hand, the NGO school functions in limited space through moderate number of students and teachers within an interactive attitude where GO school seems less active or proactive in reality. In the classroom most of the GO teachers use the typical lecture and students are following them. Teachers sometimes ask a random student to come and write on the board, sometimes on the notebooks but in reality they do not have time to check all the notebooks. NGO school teachers use group discussion, question answer and role play methods. Compared to the GO classroom, the NGO classroom is more active in the learning process; although teachers are not satisfied with their classroom environment because of improper school structure.

In my observation of both schools, I have come across that teachers from NGO school always took their lesson plans on the class and they tried to stick to the plan. They mentioned the reason that lesson plan has time frame for the lesson and all the students' activities, it helps her to see every child individually and observe their progress. In contrast, GO school teachers

did not make lesson plan all the time and the reason they mentioned that is because in the classroom there are comparatively much more students and much less time, which does not make it possible to follow the lesson plan properly. If she tries she cannot finish the lesson on time. However, in the interview teachers mentioned how proper lesson plan helps them for teaching and students for learning the lesson. This seems they have different views when it comes to the implementation and this goes same for using teaching aids in the classroom. Most of the time they do not use any teaching aids for teaching except maybe chalk board, duster, paper, pencil, textbooks and sometimes old calendar sheets which is same for the NGO school as well. In addition, comparing with NGO teachers; GO teachers are well qualified and have vast subject knowledge however; NGO teachers have less qualification and with only a short period of trainings.

Comparing the findings, both school stakeholders' expressed about the effective teaching-learning process however, for the NGO school teachers they use more interaction with the students compared to GO school teachers. In the NGO schools group learning method is used for children for more interaction within the peer groups whereas, GO school has less focus for every student. There can be an argument that although they have some activities but they are not involving the all students. For the teaching-learning process, the NGO school administration officer also mentioning the importance for group learning whereas GO school officers mentioned about teachers overall skills for teaching learning. From the findings, there is a positive view from both schools for good teaching learning process for achieving the quality in education.

### **5.2.2 Community Involvement**

In the interviews, local administration officers from GO confirm about the community involvement in school functions, such as the 'monitoring and supervision' and 'providing supports' in the school. Since the SMC members consist of local influential people, teachers and parents they have a significant role in the school functions. For instance, SMC members have both interaction with the parents and schools, it helps UEO and AUEO to manage the association with the school and society. UEO mentioned in the interview that SMC members are helping to run school properly. They help the school and local administration by giving financial and logistic support which helps the school to run without any trouble. This means,

the school involves community for better support which makes school management easier and more effective.

One of the teachers also mentioned about the help of the SMC members for repairing the sanitation problem of the schools. She added that SMC members and the local community to help to improve financial difficulties which gives a better environment for ensuring the quality. HT explained that, to confirm students' attendance SMC helps providing supports; the school has the necessary contacts of all the students and parents which give contribution to the local community. Since SMC is participating in the school meetings and workshops; they also tried to motivate parents and guardians to ensure the attendance and build awareness. They also encourage parents to follow their child's progress and give feedback to the teachers. One SMC member added, as a SMC member, he checks his son's notebooks regularly and follows his progress. Besides, he also tries to inspire other parents. However, HT from Go school complains that not every member of SMC is supportive and conscious about the school activities. School tries to involve SMC more and more in their activities, such as classroom observation, teachers meetings, parents meetings etc.

Similar views mentioned by the NGO school personnel, regarding to the slum area most of the parents are not conscious about the importance of education. For instance, PO and teachers motivate parents and involve them to the school functions. PO and teachers have contacts with the SMC members and together they always focus on the attendance and the students' performance. SMC follows teachers' activities and students' achievements through the meetings and workshops. Mentioning the community involvement, school room is rented from local community and cared by the local people; local community helps to give proper place and manage support from the community, for example in students absenteeism community helps and motivate parents to ensure students presence.

In comparison, both schools have SMC members who supports in specific ways and providing help to ensure students attendance. SMC members are influential people in the community and they have better communication with the parents which helps schools find awareness. In the GO school, SMC members are providing financial support thus displaying that they have positive attitude for the school. On the other hand, the NGO school involves SMC members for ensuring their students attendance and community is helpful with the school's work. Thus, the community has involvement in the meetings and therefore-these workshops give the community a clear idea about the school and the school also can receive



help from the community. Every stakeholder agreed that community involvement has influence in the quality of education.

### **5.2.3 Monitoring and Supervision**

In the data collected, UEO and AUEO both have similar views about monitoring and supervision. They expressed that to ensure a well-organized and well-functioning learning institution, a good monitoring and supervision system is needed. In the interviews with the GO school stakeholders', one point was mentioned several times and that was 'strong supervision and monitoring can ensure quality in the schools. In different levels and subsectors of education, UEO and AUEO are responsible for field level management in all the primary schools under their areas. As a local administration officer, AUEO is responsible for teacher trainings, skill development, implementation of program, supervision and monitoring the schools and overall development for quality in education in the school. Along with the AUEO, UEO is monitoring all the clusters and AUEO activities and giving instructions from the central administration.

Mentioning the duties and responsibilities, UEO stressed that she visits schools regularly and follow schools teaching learning process including SMC activities. She monitored discussions with the teachers, and gives suggestions and follow-up SMC activities. As a UEO, she is concerned about various types of schools in her area including the NGOs; suggestion and support are also provided when is needed. She explains that following a guide and writing comments helps teachers and SMC management to improve their flaws so that next time, UEO can recheck those flaws. This gives a positive attitude to the teachers and administration, while giving accountability in the system. Two teachers did mention about the supervision; meaning that regular meeting with the teachers, SMC members and sometimes parents give a positive attitude and liability among all. Similar opinion from SMC member reveals monitoring from AUEO and UEO helps the school to improve the quality. Moreover, teachers from the GO also pointed about the supervision of the HT, monitor school functions and ensure that the school is running without any inconveniences. They also expressed that local administration officers also provides supports to the schools for teachers and SMC members in order to maintain the teaching learning process. In addition, she stated that it is her duty to maintain liaison with the community. In the interview, she mentioned about the

synchronization and cooperation with all the sections of the system to provide a quality education.

In contrast, SPO from NGO has mentioned about the strong supervision and monitoring. He relates his work as 'supporting person' for the teachers who upholds a learning environment for the students. His school visit contains regular classroom observation and providing support to the teachers and students and helps teacher if needed in teaching. As a SPO, he conducts regular meetings with parents and SMC members, follow and motivate them in school activities, and maintain a pleasant environment with them. In fact, the NGO has guidelines to keep an eye on their duties and responsibilities which has to be used by the SPO and PO on their visit. The two teachers who were interviewed on the school say that the PO and SPO visited school almost every day. They follow up delivering lessons and students' interaction with the teachers, proving supports including teaching techniques, books, instruction and supplementary materials. SMC members also monitor the school activities. One of the SMC members from NGO stressed about the strong supervision and monitoring that:

I tried to be focused on school's discipline and activities. I tried to monitor teachers and supervisors works time to time and follow students' results. My major concern is schools discipline and students reaction after that (source: SMC member NGO school, 18/09/2012).

It means that the school has supervision from the SMC that represents the local community people. In my observation, I saw one SMC member and PO had a small meeting concerning students' performance in previous assessment and students attendance. Association with SMC and school monitoring keeps a mutual environment to ensure quality education.

These findings show that in both GO and NGO school there is tendency to have common answers from the teachers, SMC members and local administration officers for monitoring and supervision at the schools. Still, the NGO school stressed about regular supervision from the local administration officers which indicates a detailed monitoring for the classroom teaching and learning process. In the NGO school teachers and SMC members mentioned regular monitoring however GO school responses indicates overall monitoring. Both GO and NGO school local administration officers stressed about school environment for teaching and learning. At the same time, teachers from both schools have positive answers for supervision and monitoring. Further, since the SMC members are involved in the supervision process they

are helpful when it comes to school activities in that area. Both school local administrations involve local community for better monitoring and supervision.

## **5.3 Challenges to Achieve Quality**

The final research question, and at the same time the challenges of quality education, is about the relationship between understandings and achievement where there will be comparison between the two school personnel. Results from interviews with local administration officers, teachers and SMC members, and observation notes will be presented in this section. Key questions asked about the difficulties and barriers of the process and its effect on the accomplishment of quality education.

### **5.3.1 The Socio Economic Status of Students**

The respondents of the both schools confirm the socioeconomic status varies the teaching and learning roles in the process. In spite of the multiple options, fewer slum parents are likely to send their children to school. The reason mentioned by the HT from GO school, were poor economic status and lack of awareness of the parents, inappropriate timing and a unsettle life style. She also stated that most of the slum households include daily workers or low-income families, for whom, education expenses are less prioritized in order to manage food first. In the interviews, stakeholders' from the GO school, pointed about the poor slum economy conditions. One of the GO school teachers described about the poor and malnourished students:

It is very hard to concentrate in the classroom without having any breakfast. Maximum students are very poor and even do not have breakfast before leaving home for school. They are very unmindful in the class (source: teacher Go school, 03/10/2012).

Although families have a good desire for education, cannot really meet the expense of living and schooling. Moreover, HT revealed, students from the poor families help their parents in earning livelihood such as working in the field with father and girls for domestic housework or taking care of other siblings which has an effect on students attendance. Since overload of works make students tired and less focused for study, it is possible increases the chance of slow achievement and dropouts. Besides, teachers also mentioned that in most of the students in the slum are first generation learners which means, no learning environment in the families.

Families less participation on the student academic activities, reflect that of student academic performances in the classroom.

One of the GO teachers said:

Parents are not conscious about students' schools. They think sending children school is all, but they do not take care in home. I have these children in school for some hours but after that children need more care in home. Parents do not even check notebooks (source: teacher Go school, 03/10/2012).

Interviews focused on students' social and economic background. In general, families from slum areas have less education even no education; thus students from these families are struggling to practice education in this unstable condition. HT also mentioned that the worse situation is for single mother or single parents with more than two children since the parent is working, no one is taken care of the children. Furthermore, teacher from the GO school mentioned about short-term competencies on her interview because of less family support. She mentioned:

Even if students receive competencies in the school, without practice in home and society these do not last long. Families are not concerned about schooling that's why students cannot get any help in home (source: teacher Go school, 02/09/2012).

Therefore, student background reflects in the learning achievement and parental consciousness can bring up the achievement status. HT mentioned on her interview that families who are relatively aware about their children have better performances and sound achievements which have moderate incomes.

On the other hand, NGO school personnel have also the same views about the social status of the students. In the interview, SPO mentioned that the slum area is out of the urban facilities and families are struggling to provide food for children. Also, slum is over populated and most of the families have no education background, therefore families prefer free education and relatively less costly schools to send their children. In addition, slum environment provides reverse stimulation for the children and parents to have a learning atmosphere. Teachers also expressed that:

Parents are not aware of their children schooling. They do not follow students' progress. After school, they must have to practice in home otherwise competencies are less permanent (source: field notes, 03/09/2012).

This means, slum families are not well informed about the family awareness to achieve quality education and its benefits after that. The place, itself is not healthy for living though it is hard to ensure quality with these surrounding issues. A reverse statement came from the SMC member of the NGO, he said parents are concerned about the education and they follow students' performances.

These findings show that both GO and NGO school stakeholders' mentioned about the impact of students socioeconomic status to ensuring the quality education. It shows that most of the families are living in an economically underprivileged state and this hampers student attendances and schooling. Although the schooling fee is free, the supporting costs such as the note books, pencils are pushing back the process. Also, seasonal dropouts and parental lack of consciousness make the situation at risk. Teachers from GO school agreed that slum economic conditions hamper to achieve quality in education. Similarly, the NGO school seems to have the same opinion about the student backgrounds and they stressed about parents and families who have 'no care' feelings [*teacher: Ngo*]. That is, sending children to school is enough and they will learn from the lesson which gives negative impressions about school. Even though the NGO school SMC member said that positive attitudes of the families indicates families participation-involvement in students learning activities cannot be monitored in each family.

### **5.3.2 Monitoring and Supervision**

In the data gathered, teachers from the GO schools mentioned about the two ways of supervision and monitoring for primary school: the immediate supervision from HT and the field office system. To achieve to quality education different perceptions and practices have been seen regarding their different levels and subsectors of the education system. It has been revealed from the interview with stakeholders' that monitoring and supervision can make a positive change if it is practiced in proper way. In the data gathered, UEO and AUEO from the GO school stressed in regular meetings however, teachers and HT mentioned weak supervision and monitoring. They mentioned also that field level of monitoring and supervision from the AUEO and UEO to supervise the school system cannot give the proper support. An AUEO is supposed to visit every school in the region at least once in a month, providing administrative support, supervision of the school and also to locate the teachers which are not sufficient enough for quality maintenance. They also mentioned that sometimes

local administration officers cannot visit for two three months, the reason they mentioned was work overloads and accountability. Supporting above, AUEO also pointed that huge work but less working force makes the situation worse, do not provide equal support to every school and most of the time statistical and quantitative data has been monitored rather than detailed one such as, teaching learning process, teachers performance etc. When asking about providing support, teachers mentioned that they do not receive books and instructions on time; it has been seen that in the school they do not have teachers' manuals. Teachers also complain that they do not get proper time for lesson preparation. They mentioned about involving teachers in outside school activities.

One teacher expressed:

We, primary school teachers are working not only in the school but also in outside. We have to follow the official and other duties such as GO surveys, vaccination, reliefs' activities, and election and so on. We do not have much time in the school. How we can manage time? We are a human being (source: teacher GO school, 04/10/2012).

This means teachers are involved in lots of outside works which hampers their daily school routine. They also mentioned that sometimes this work lasts for over months and in that time teachers have in trouble to maintain school and outside work simultaneously. Another important issue addressed by the teachers is that less recognition and low salary structure demotivates the working system. Teachers who joined with an enthusiasm of offering a quality service after some years lose their interest and job satisfaction. An experienced school teacher mentioned:

I have been working for 14 years. The salary I received cannot give my family a satisfactory life. Primary school teachers' build nations foundation and we receive very little remuneration. Teachers are not motivated because of weak structure of payment (source: teacher GO school, 04/10/2012).

One of the teachers from GO also said that primary school has a lot of projects and programs. They received trainings according to the projects which include the teaching method and techniques process. He mentioned that continuation and changes happen so quickly, this hampers the teaching and learning process. The reason behind this, he stressed was about the teacher's qualification, different structure of the schools, weak monitoring and governance. Moreover, one teacher explains about the lack of materials on time, such as training materials, support materials and aids after the trainings. This means, teachers do not get time or support

from the management when it is needed. It has been observed that teachers are not receiving feedback regularly on their classroom teaching and learning. One teacher, who mentioned about the Head teachers activities in the school, explained that in Go school, HT maintains the effective management through helping teachers in useful and effective methods, while also following the teachers attendance and ensuring expected lessons are being taught. However, he has limited administrative control in the school and teachers cannot have immediate action. Most of the teachers from GO school said that position of HT either is weak or ineffective in the practical ground. The reason they mentioned, HT is like guide, he does not have decision-making power to take action any action and negligence of teachers hampers school as an institution. If some teaching struggles continue in the classroom then HT visits the classroom and provides necessary guidelines.

Teachers and HT of the GO school also explained that SMC members are not cooperative enough. In my observation, participation was limited on their meetings, besides one or two members are regular in their visiting and monitoring. Teacher from GO also stated that most of the SMC members participation remains limited to attending the meetings only, they are not involved all the time which is not effective for school quality. They can visit classroom, monitor and participate in the administrative matters and if the SMC members are well educated they can change the school quality mentioned by the HT. Discussing the community development, HT and UEO mentioned about the lack of financial support for the community development from the organization; schools of these area need more budget about this. Supporting this statement, one of the SMC members suggested the involvement of the SMC members such as financial involvement, stipend or donation.

Teachers from the GO school mentioned about the diverse school system of the primary education. Two of them said, in the slum they have more than five types of school system. HT mentioned about inconsistency and inefficiency in the system as the reason, though this organizations follow the same books and policy however, the function is different such as supervision, monitoring, teachers' qualification etc... Continuing from the above point, UEO and AUEO also pointed the difference structure of primary schools in the same area which reflects the quality of education. They expressed a balanced and cooperative environment from every school for ensuring quality in education.

On the other hand, NGO school teachers mentioned about the strong supervision and management; they have regular monitoring, follow up trainings and a notebook for

maintenance. One of the NGO officials said that they follow teachers work regularly, check their activities over the guidelines and remedy them instantly. Mentioning the supervision, the SPO stressed that the NGO has fixed areas and limited activities which helps to maintain strong supervision. As a SPO, he visited at least one school every day and he has 67 schools on his area. Also providing supports in the classroom, arranging trainings and keeping the environment positive are among his duties. He also mentioned that community involvement and SMC need more active role in the teaching learning. However, in the interview, PO pointed that NGO function is limited; they cannot provide help in large scale and administration is only in the pocket areas of where limited access for schools. Besides, he also mentioned about the various school types in the same areas which needs more cooperation with each other, more support and idea generation from various schools and give support when it is needed. However, Teachers from NGO mentioned about monitoring about the support from SMC members. She complains about less activity from the SMC members because of less education in her background. She stressed on more participation for students regular attendance and parental motivation which can be possible from SMC members because they have good communication with the society. Teachers from the NGO school have similar opinion about their remuneration and recognition. They mentioned that they receive less remuneration after their service, even they have no benefits like in the GO school. This makes them disheartened and unsatisfied about their work.

To sum up the situation, in the GO schools have less cooperation and weak monitoring system; this is due to the long bureaucratic and central controlling system that makes process extensive and weak. I find out from the observation and from the interviews that the work load makes supervision and monitoring a hazardous system, involving teachers' nonacademic work that makes teaching unlike what was observed in the NGO school. Involvement with the community and SMC needs more support from the school where they can build awareness to the parents and the society. Teachers from GO school agreed to increase the Head teachers involvement in the decision making process which creates positive attitude for quality in education.

Although there are various perceptions and understandings for quality education, one thing is common two professionals' mentioned strong and effective monitoring and supervision for ensuring the quality in schools which can be possible with the active performance of all. In the NGO school, stakeholders' agreed in strong and hard supervision however; in the GO



school there was no strong supervision from the officials. Although UEO and AUEO mentioned about regular supervision along with the teachers and SMC members, there seems a shortage of hard monitoring in the school. Nevertheless, in common, both schools have insufficient educational materials and teaching aids for the students. In contrast, the NGO school SMC is smaller in size and members are not available all the time. This is due to fact that in slum areas most of the parents are household workers including SMC members; they are not financially balanced. In this case, other SMC members help and maintain a liaison with all the members. Although, this NGO school's SMC are not large still they have a proactive role and are willing to play a positive and effective role to improve quality in primary education. However, both GO and NGO school teachers have same view about recognition for their motivation in the profession.

### **5.3.3 Lack in Teaching Learning Process**

The interviewees from the GO school mentioned about the teaching learning processes, which are accessible to students and monotonous teaching methods, insufficient supporting materials, or inadequate space in the classrooms. Teachers explained that every classroom is over loaded with 60 to 70 students whereas the regular one is 40 students. They cannot give everybody same time and attention. Most of the time teachers prefer the lecture method in the classes where students have less chance to participate; teachers cannot use different teaching methods regarding the learners' achievement levels. The reason mentioned by one of them was:

We have limited 40/45 minutes for whole process and I have 60 students. I cannot even give one minute for one child. It is too difficult to manage the class because the size of the class is very big and I have limited times to finish my lessons. In this case, our training does not help us to make a good teaching learning environment (source: teacher GO school, 03/10/2012).

Most of the classrooms are overcrowded and disorganized, insufficient seating arrangements and lack of teaching materials make noisy and unproductive teaching conditions and many times they only noticed the students in the front of the classroom. Teachers tried to make eye contacts with all the students however they couldn't make it. Teachers also expressed about the shortage of teaching and learning materials and instructions, those are very important for giving practical experiences in the classroom. They also mentioned inadequate facilities for the students.

One teacher from the GO school mentioned:

Textbooks have contents about environment such as rivers, hills, landscape etc. How can I portrait them in the classroom without having any teaching aids? If I want to take them in a museum for study, school budget do not have that budget. Lack of practical learning competencies do not last long (source: teacher GO school, 03/10/2012).

One of the SMC members and HT also mentioned the insufficient support from the GO. They stressed that in the slum areas most of the households are living below the poverty line. They need incentives from the GO to ensure students attendance and achievement. However, they never received any kind of incentives from the GO which was given in some other economically secured schools, proper management needs to be done. This means, GO school in this area are in need of proper management for ensuring the quality of education.

Although teachers are well qualified and have trainings however in practice they cannot perform well. In the classroom practice, teachers did not use lesson plan and the reasons they mentioned were huge class sizes and insufficient time. The reason they mentioned was continuous classes from start to end of the shift and not enough time to prepare for next class. That indicates a continuous work load makes them demotivated in classroom practice. In the classroom, teachers had a limited number of classroom assessments. On the observation, I haven't seen any classwork notebooks for the students and they only have one notebook for all purposes. When I asked teachers why this is the case, they said that most of the time textbooks are used for the exercises and in some cases guidebooks have also been used. The reason mentioned by one teacher was:

Students cannot afford several notebooks for different subjects. I give notes on the blackboard and they note down it. Sometimes I use guidebooks because of limited time for lesson (source: teacher Go school, 04/10/2012).

That means teachers have limited way of assessments where students cannot show their creativity as it should be. In this sense, AUEO mentioned in the interview that teachers are not sincere and motivated every time in the classroom. She mentioned that teachers do not follow the trainings in the classroom; if they follow it will be easier.

On the other hand, NGO school works for limited number of students which help them to focus on every student. They have one room classroom for 30 students and shift times for each grades. Most of the teachers have minimum education qualification and regular trainings from the origination. Local administration officers mentioned that inadequate subject

knowledge and minimum qualification sometimes creates problems for teaching. It was found in an observation that one teacher had some conceptual backdrops and she needed help from the PO on the spot. The reason he mentioned is that it is hard to find well qualified teachers all the time because most of the teachers are from the same area where school are situated. They also mentioned that one teacher is taking all the subjects in a grade and she needs more support, such as materials, teaching aids, books and subject-based trainings. I observed that the NGO school had their assessment guidelines along with the textbooks. They follow those books and instruction guides. To ensure quality in education the NGO school stressed on the students learning environment mentioned by the local administration officer. It is also revealed by the PO that slum environment hampers the teaching learning process. Even though the school authority tried to improve the environment the slum environment itself needs to improve.

To sum up the facts, GO school has huge workload for the teachers and local administration officers. These workloads make their activities slow and ineffective. Teachers from GO school agreed about insufficient time for each lesson for huge amount of students. Along with this, school does not have proper materials for helping the teachers however NGO school has teachers supporting materials. Although teachers from NGO school are not well qualified as GO school teachers, they receive frequent help from the administration which is absent for GO teachers. Besides, in the Go facilities for vast amount of students cannot ensure proper quality education for all. However limited number of students in the NGO school gave proper care for all the students, they can assess and give remedies to all the students in the classroom.

### **5.3.4 Curriculum and Assessment**

Among the GO school informants there was identified one inconsistency in the curriculum and assessment process. Teachers from the GO school mentioned that curriculum is very well prepared and well contented however, in the assessment process, competencies cannot fully be achieved because of proper arrangements. For example, schools do not have science equipment's for practical use however students have to learn that. They memorize and pass the examination without proper understandings which affects their following levels. They finished their primary circle with a gap of competencies.

Another issue identified from the HT was that, although policy and curriculum was emphasized on learners competencies and knowledge, there was always pressure on

completion rates which can effect on quality of learning competencies. She also pointed that a student can pass level with maximum numbers or minimum numbers. This cannot say that student achieved all the competencies and she received a better quality of education. Similar views received from the UEO mentioned that in theory they focus on learners; in practical evaluation of completion or pass rates; this has to be minimized. In addition, teachers and local administration officers also believe that this can be minimized in future life.

In contrast, NGO school local administration officers also have similar views, regarding students' achievement. They mentioned that the NGO schools main focus is completion rates. In the interview, PO from NGO school mentioned that NGO schools have better completion rates than other primary schools and in some cases 100%, however, one cannot say those are well qualified results; this opinion is mentioned by the teachers as well. Although, SMC members and SPM believe that to ensure skillful and well-educated citizen there is a needs for better understandings of the competencies'.

To summarize participants from the GO school mentioned about the irrelevances in the system, they mentioned more qualitative understandings rather than quantitative however, for the NGO it is the main focus in the learning process. Teachers from NGO and GO schools have a doubt about students' results concerning the quality education. This can be argued that students result for quality in education and students' actual competency achievement has influence on quality understandings for school professionals'. In the GO school, the local administration officer stressed in the relation of the education system which reflects inconsistency in the planning and implementation level, this can bring an argument about quality in education.

## **Summary**

The teachers, SMC members and the local administration officers in both GO and NGO schools were asked about understandings of the quality in primary education. There is no single tendency to differentiate their opinions; they have different views which lead some natures. However, the majority of the GO school stakeholders' said that achieving learning competencies is the quality for education. Besides, NGO school has both views of students results and accessibility. Still on the basis of the answers it is difficult to draw any conclusions regarding the understandings of quality in primary education.

This study was also concerned about the activities and challenges. There is a tendency for both schools to achieve quality education. In order to obtain answers about the activities teachers, local administration officers and SMC members from both schools mentioned from their role and responsibilities however, in practice a lack of activities has been seen. Some of them are challenges to meet up quality in education. In the GO school there is a trend for excess students and huge workload for the teachers however, in the NGO schools their limited number students help on that situation. Still, comparing the educational qualification and experience the GO school is standing the suitable position mentioned by the teachers. In the meantime, GO schools are suffering from lack of supervision and weak monitoring where NGO school is thriving. However, criticisms of the facilities and lack of support is something that is mentioned in the GO school and also in NGO school.

## **6 Discussion**

The aim of this chapter is summarize the study as well as to discuss some issues around a number of themes that have emerged on the basis of relevant sources. In addition, this chapter is based on the literatures of quality perspectives of different aspects. In the beginning, key issues have been discussed from the findings of the study under the tendency of the quality perspectives. Later on, those issues are interpreted and discussed in line with literatures in order to acquire in-depth realization of quality in education and its challenges in primary schools of the slum area in Dhaka. As a whole this chapter is formulated into two sections, the idea of quality education and challenges and measures against are discussed together in the light of school personnel.

### **6.1 Quality Perceptions**

Education personnel such as teachers, students, supervisors, SMC members, parents and education experts have different opinions of quality in education. The general arguments about quality can demonstrate the broader perspectives from various debates. This section presents analytically constituted various perceptions from different literatures.

#### **6.1.1 Quality as Accessibility**

Since the free education gives opportunities to enroll in schools, respondents from the NGO school inform that economically and disadvantaged families who are suffering from their livelihood can also afford education considering their ability. Therefore, every child can have the access of education informed by the NGO school. As was elaborated in the context chapter the enrollment rate is increasing day by day, schools can give an opportunity by giving the access of education. In the NGO school stakeholders opinion quality in education can be measured when all the children have chance to go to schools. As the consequences, education is the right of every child and EFA is the undermined quality measure for policy makers. Human rights based quality measures the access of every children; a significant indicator for quality measurement (UNESCO, 2004). Likewise, good quality in education requires all school age children to have access to learning opportunities and that all students have good quality schooling (UNESCO, 2004. p. 126).

As mentioned in the literature, UNESCO (2004), equal access defines the idea for education as an equal right that indicates the access for every child and achievement in educational systems (Adams, 1993). Among the NGO school stakeholders' good relationship with access and education brings the uniformity of learning outcomes and retention. As mentioned in the literature chapter, Lockheed and Verspoor (1991) explains development opportunities will be lost if a large number of school age population exists without access. This access is possible when state emphasizes on access and as a result, in recent years the enrollment ratio is accumulative in number. While in terms of access and initial enrollments, more school professionals' makes the inequity and exclusion low in rates (Sabur & Ahmed, 2010). As mentioned in the policy, equal opportunities for all sections of children to primary education irrespective of ethnicity, socio-economic conditions, physical or mental challenges and geographical differences are needed to be ensured (National Policy 2010). The NGO school official and SMC member agreed in having equitable access and distribution of educational services and outputs. In some cases incentives are used to make the access frequent such as in Kenya, free breakfast makes school participation 30 percent greater (Kremer, 2003). Study from Khan et al. (2014) decelerates declining trend of dropout rates in primary education also blurred the prospect of achieving 100 percent completion of primary education by 2015 for Bangladesh.

Thus, quality in education is coming from proper access and availability which benefits every child from all over the country. The better chance to increase of students to enter the school and NGO school stakeholder are providing advantages for underprivileged students. This will lead the EFA goals which are the priority for the country and will be possible when more students will have chance and enroll in the school.

### **6.1.2 Quality as Students Result**

Student's achievement in examination is one of the traditional approaches to define the quality education. It provides students overall performance after a certain period of time and gives the understandings about the students learning. Accordingly, SMC members from the GO school also informed about the static picture of the school's performance regarding student results. As mentioned in the literatures, quality in education reflects the in the students performances (UNESCO, 2004; UNICEF, 2000; Lockheed & Verspoor, 1991; Barrett et al, 2006). They mentioned students' performances in the cognitive skills can show their possible

growth of the rates of achievements. Similarly, exam seems to be as a significant indicator for quality education which can also show schools overall performances to the teachers, students, parents and officials (Carnoy, 1999). The ideas acknowledged with a head teacher views that students are evaluated by annually or more often by their teachers and national examination after completing the five years grade. Student percentage rates provide a better picture for quality understandings.

As the idea realized from the SMC member and teacher from NGO student evaluation can serve the student performance on the prescribed curriculum. There are for instance differences between the learning processes; and learning achievement shows the ultimate educational improvement. However, findings show that the NGO school has the ultimate concern about student results which can shows their standards for the purpose of sorting the students. These examinations measure certain goals and competencies with the minimum standard of achievements. Therefore, student results show the school's resources and its utilization for achieving. Also students result give an overview of schooling progress and what is needed to achieve quality in education. This also brings the inputs along with teacher performance in for achieving student results in the view of effective school.

As mentioned in the literature (Lockheed & Verspoor, 1991), students' results give the school show effectiveness of resource inputs with physical quantities along with teacher-student interaction brings the school's reflects the learning outcomes. Student results give the teachers, administrators and parents much more aware for students' performance and raise the performance (Carnoy, 1999). It is also coming up from the NGO school is about students' performance in the examinations whereas GO school also have the ideas for students achievements. This brings the same understandings for students result for maintaining the quality in education from the NGO school stakeholders. As a quality understanding this indicator brings the behavioristic approach where students' assessment is the objective measurement for learners' behavior however, in the humanistic approach learner meaning making is overruled in the school result. This gives an argument both school stakeholders according to their child centric learning process. Although not every stakeholder belief the same views within the organization.



### 6.1.3 Quality as Achieving Competencies

Competency based curriculum has standardized requirements and a grade centered learning continuum for individuals which are created and initialized under the policy and context (Nath & Chowdhury, 2001 as cited in Nath et al. 2007; Sheesh & Tamim, 2009). These competencies are inclined by the primary education goals and objectives of the country which reflects the state's vision for its future generations. It is been acknowledged by the teachers and education officers for students behavioral change and skill development.

As mentioned in the literature, basic cognitive skills such as literacy and numeracy is key to individual and societal development, elementary education must have include these skills to universalizing the quality education (UNESCO, 2004). These competencies build students elementary ideas which they can use in future and continue in the further education. As per the constitutional declaration a uniformed and mass-oriented curriculum is provided with essential learning competencies including patriotism, humanism and the urge to perform in a competitive world without losing compassion and caring virtues (NCTB, 2012; DPE, 2011). In the findings teachers from GO schools have knowledge about the curriculum competencies what they mentioned about the quality understandings; however, NGO teachers do not mentioned curriculum competencies whereas they use competencies in their lessons. Therefore, ideas competencies do not appear in the NGO school whereas the GO school have views for students outcomes as competencies.

It is also coming out from the literature that good quality in education also effects on some quality of individual behavior which brings the social benefits such as good health for example, with more conscious about the HIV/AIDS in Uganda (UNESCO, 2004). It may be argued that primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system, whereas education officers from GO and NGO have the same views of quality measurement. The competencies that students achieve in the school can be used in their future life to build a skillful citizen. As mentioned in the literature UNICEF (2000), curriculum emphasizes deep and broad concept, problem solving that stresses skills as well as knowledge acquisition. Thus, at the GO school in terms of competencies students would achieve quality when knowledge skills and attitudes are confirmed (UNESCO, 2004 & UNICEF, 2000). Literature argues that competencies are based on the context what is reflected in the curriculum. When use that for students' outcome measurements of quality, insight is given about curriculum reflected and the students'

achievement. Rather, the findings show that achieving competencies influences students' preparation for the next level of education which brings students proper achievement for grade level competencies. Thus, this could imply that teachers of the GO school have idea for students' competencies for future education but still no clear evidence that everyone in same school has this idea. However, in the NGO school teaching and learning is followed by the curriculum and competencies are used in the teaching and learning; however, there is no clear evidence for mentioning quality in education measured with competencies. This may put teachers from the GO school in an advantage position for addressing competencies in the learning process for achieving students' outcomes.

#### **6.1.4 Quality as Management System**

This view is mostly concerned with the management of the education which came after the effectiveness of school system. It has been initialized from the GO school personnel to maintain the quality. As described in the previous chapter, most focus has been paid to educational processes and how the teachers and administrators use inputs to frame the meaningful experiences for the students (UNICEF, 2000; Heneveld & Craig, 1996). Thus, the SMC member from GO school admitted the performance of the whole system needs to work. Initially, findings show that relationship in the resources and processes bring out the idea of quality in primary education for this slum schools. Thus, the GO school mentioned the ideas about the system as it came out the idea of quality considering the contexts such as learner participation in relation with social, political and environmental contexts.

Therefore, there is also concern with the investments in teachers, community participation, learning facilities, strong monitoring and supervision system. The system supports school staff by providing advice, trainings and resources, school heads are supervised and students' academic performance monitored. Important aspects of school effectiveness and efficiency can also be identified by ensuring the quality in process and use of resources (Carnoy, 1999). Quality in education has considered the learners and relationships between the school and surrounding communities which gives a better support and shape for learners' achieving the outcomes (UNICEF, 2000; Leu & Rom, 2005). Thus, the whole process needs to work as the learner inputs along with the learning process also considering learners context such as physical, mental health and at the end, student outcomes (UNICEF, 2000). It is been considered from the GO school stakeholders' effective school system ensures the quality in

education. It shows the overall assessment in the system for quality measurement for instance, the PEDP-3 program in Bangladesh uses planning process for assessing the resources and their activities in the outputs with short, mid and long term results (MOPME, 2013).

Since the GO school emphasizes more on decentralized a management system from the bureaucratic central control to ensure more school efficiency and improve quality (Carnoy, 1999). The Go school stressed for increased productivity of education in the local management and using resources more efficiently. The appropriate method for this is to initiate development and decentralize planning for capacity building and accountability on every level. In the GO school emphasis there is emphasis on a more effective management system whereas NGO school also have the idea of sufficient and proper synchronization of all the indicators of the education. Although in the NGO school agrees the strong supervision is necessary for maintaining the teaching and learning there is no clear evidence as quality in education as management system. Therefore, school management is helpful to find out the whole scenario of the school, how the resources linked with learners activities in the classroom and external contexts. It is also has to maintain the connection with all the components as the mentioned in the literature. It is not only the measures of numeracy or quantitative value of learner achievement, but also the learner environment and contexts which can give a view of efficiency and effectiveness.

### **6.1.5 Quality as Economic Development**

Quality understandings are different in different levels of education personnel and their understandings; however, there is a common perception of building capabilities and building up opportunities. As mentioned in the literature chapter, education has impacts on economic development (Becker, 2002; Hanushek & Wößmann, 2007; Psacharopoulos, 1994). Similarly, the ideas from the NGO school official mentioned as an economic benefit of the education which is the measurement indicator of quality. The role of human capital in explaining factor productivity in various ways and rate of output growth in the economy is now significantly discussed in development discourse (Khan et al., 2014). It has been seen that investment in education through schooling brings the productivity and higher wages of labor market, for instance value added from school is possible to measure in labor market by labor market performances such as extra earnings or employment of educated workers (UNESCO, 2004).

From an economic standpoint, to invest in education brings up the productivity and various cycle can be established where high quality basic education stimulates more growth, reduced inequality and allowing for more education. Investing in education creates more schooling which can bring the higher individual earnings, a review of education and agricultural productivity in both developed and developing countries. Huffman (2001) confirms that in developing countries returns to education increase, as countries proceed from traditional to modern agriculture which brings more productivity (as cited in Boissiere, 2004). It is also recognized by the NGO school officer that quality in education for economic development can bring down poverty in rapid way.

As mentioned in the literature, Hanushek and Wößmann (2007) and Lockheed & Verspoor (1991) explain about how the students' achievements have economic outcomes. In the perception of the NGO school PO, those results of higher cognitive achievement for students also strongly correlated with the probability of staying in school longer and longer, which lead to higher achievement. It is also important for households that more economic benefits will improve the productivity, health and nutrition. Behrman (1990) also found in a review of human resources and poverty, a strong evidence for the impact of maternal years of schooling on child health. Since 1990 this literature has continued to confirm in more detailed ways the progressive influence of primary education on the health of households across the generations (as cited in Boissiere, 2004). To take a concrete example in regards to human development, 46% of its education budget was used for basic and mass education. Besides, it has been revealed from the findings that primary education facilitates students to be self-dependent and apply the acquired knowledge in professional life.

## **6.2 Challenges and Efforts**

Although multiple initiatives and programs are taken to alleviate the challenges however quality of education are impediments with them. This section analyses with arguments with various documents in order to strengthen participant perceptions about challenges and ways to improve the situation.

### **6.2.1 The Socio Economic Status**

The findings of the study revealed that there is a direct link between poverty and quality education. Student economic conditions and social status play a vibrant role for achieving quality. Studies (Perry & Francis, 2010 & Shimada, 2010) demonstrate that students living environment, where a child is brought plays a critical role for his achievement levels. Support from family, parents income level, peer group and social network all factor into achievement levels although the education budget is increasing and more and more students are getting into to the education system. Extreme poverty and hunger cannot give them the chance to go for education while the national per capita income is rising. Findings show that most of the families are coming from very low income without proper care in home and outside. Studies show that (Schultz, 2002) parents schooling has an impact on a child's health, schooling and adult productivity. There are clear relationships between non-enrolment, dropout and socio-economic status, represented by the food-security status of families, household income, and parent's education (Hossain and Zeitlyn, 2010). At the same time, the GO school mentioned that those parents have comparatively fixed incomes students from these are regular in the school. Teachers have ideas about seasonal dropouts for low income families which gives late and repeated school grades.

Studies from Hara & Burke (1998) said that parental involvement in students learning at home is important for achievement. It is also the parental involvement and assistance that can successfully help children to complete their home assignments. Studies find that parents are not cooperative because of their insufficient knowledge, education level and varying degrees of poverty. This indicates the school management needs to have more workshops and techniques that can give in-depth discussion about their children and methods that they can use and help their child. Thus, the GO school teachers agreed the importance to maintain the children's attendance in school. Parental education levels correlate with student's participation, and marginalized families are less willing and/or able to prioritize and provide financial and academic support towards their child's education (Sabates et al., 2010). Students home background influence their performance more than the quality of school does (Johannessen, 2006; Sabates et al., 2010).

In these slum schools, most of the times parents do not care about student achievement rates thus school enrollment rates in slum areas are very poor (Cameron 2010; MOPME, 2013). Teachers expressed that of families of first time learners; they do not have any learning

assistance at home. The teacher cannot give so much attention to them as the contact hours are short and no study assistance at home makes students inattentive in class. As a result, a few among them are achieving quality education and the rest of this number drops out. Alongside this without proper nutrition quality education cannot be achieved. As mentioned in the literature physically and psychosocially healthy children learn well (UNICEF, 2000) whereas students from slums are suffering from malnutrition and proper health care. Teachers from GO school explained ill health or episodes of sickness are combined with other disadvantages of children prone to be in exclusion zones. Their quality of educational experience ultimately suffers as children with health problems lower cognitive development and increased risk of dropout (Hossain and Zeitlyn, 2010; Ahmed and Hossain, 2010). In the GO school teachers are focused on health issues, which seems that students from slum area without economic and physical competence struggling to adjust the national level of students learning. This might further explain why between GO and NGO schools in this study, the NGO schools receive free food which gives incentives for students learning. In this sense, parents from NGO school do not have concern for students' health during the school hours, which gives teachers in NGO school relaxation and comfort in the classroom.

Moreover, it is also appear that GO school parents needs students help for household income. This can also reduce the school attendance and retention rates to achieving quality. For having the school efficiency this reduces student performances and attainment which reflects students' quality of education. In relation students' involvement in household activities, NGO school students also suffering from the low attendance and retention rates. The NGO school offered less school hours than the GO schools which can give the chance to work for family in their preferable time. The NGO schools however, have better attendance rates than the GO schools which gives school efficiency rates higher than the GO schools.

## **6.2.2 Teaching and Learning Process**

A quality education needs a quality teaching and learning process which includes teacher student activities in the classroom with a proper learning environment, sufficient facilities, proper support and supervision. Although slum areas are overpopulated in terms of urban population however schools of slum areas are also have less space for education institutions. There are various aspects that involved having quality teaching and learning process in those schools. In the GO schools teachers are facing problems with the class size and overcrowded

classroom environment. As mentioned in the literature, classroom environment and teachers communication with all the students are important for having a proper teaching and learning process (UNICERF, 2000; Lockheed & Verspoor, 1991; Hanushek & Lockheed, 1987; Pigozzi, 2008).

However, GO schools have better physical structure compare to NGO school though teachers have less time for individual teaching and learning. The signs of less time for every student can therefore decrease the student efficiency level in particular. Teachers' teaching is related to students' relaxation in the classroom in a teaching period. That is, teachers efficiency for student achievement and performance is needed to ensure a proper arrangement for the students. This is however not in the case of the NGO school, structurally a learner centered classroom has the moderate number of students and teachers who can give their full time to the students. They can use and change strategies in order to the classroom situation. Although NGO school does not have strong physical structure for more students they have a well-arranged classroom environment for the students.

At the same time, teaching instructions for students and also with proper supporting materials are needed for teaching and learning. As mentioned in the previous chapter, a lack of proper learning materials hampers to give equal learning experience for achieving quality education. Therefore, the teaching and learning process as quality indicator shows the insufficient opportunities for all students' in the GO school. Thus, teaching learning can be affect student motivation and efficiency levels of learning. Also slum environment has the impact on students' performances however, without proper learning instruction and materials can also make the situation worse.

When teachers have the proper teaching environment and students have sufficient materials to learn, quality in education can happen. Thus, this can also negative impact for NGO school teaching and learning as well. They also have a shortage for supporting materials for the students, which can influence students learning achievements. Although every student have their own books and notebooks at times, lack of note books and insufficient support such as notebooks, pencils, pen etc... have appeared. Therefore they miss the opportunity to provide every student with sufficient support in the teaching and learning process.

Also for the teachers, proper training materials are needed to maintain the quality in education. Teachers' using their training and methods also give the proper learning

experiment for the students. As mentioned in the literature, a teacher with proper training and techniques influence student achievement (Levin, 1980 as cited in Carnoy, 1999). However, findings show that teachers from the GO school cannot properly use the trainings to the students because of proper student size and classroom environment. This indicates that the student performance is related to the teachers training, lack of proper classroom situation students' performance level is influenced by the teachers and in practice, teachers' traditional method for teaching learning influences student's motivation to learn. In the practice teaching aids are not available all the time for making lessons attractive as acknowledged by the GO school. As mentioned in the literature, teachers play an important role for student achievement and performance (UNICEF, 2000; UNESCO, 2004; Fuller 1986 as cited in Heneveld and Craig, 1996; Carnoy, 1999). In this sense, teacher performance influences student achievement levels which have the impact on quality education measurement. That is, teacher performance impacts student learning achievements which is measured by student results and competency achievement.

At the same time the learning environment in the NGO school has impact on students learning achievement. The NGO school classroom has less students which helps the teacher to go to every student and see the learning progress. This helps teacher and students to see their activities at the same time however it is absent in GO school. Thus, it is promoting students active learning and students needs in the learning process. In the meantime, teacher also can provide support to all students according to their needs. This ensures every student's active participation and remedies if needed. However, compared to the GO school NGO teachers are lacking in subject knowledge which shows in the previous chapter. A study shows that teachers cognitive skills have stronger impact low-socioeconomic background students (Hanushek et al., 2014). In slum areas teachers have influence for students learning because of parent less support and will for education, teachers are the only person says about education. This reflects on students learning achievements and competencies which reflect the quality understandings.

When it comes to the teaching and learning process assessment a lot of argument came upon about high achievement scores as an indication of quality (Johannessen, 2006). The students achievement can be assessed in different ways such as classroom assessment, final grade examination, oral examination etc... In the GO school students cognitive measurement with the classroom assessment and final exam provides students' progress to the teachers, parents,



SMC members and the whole education system. This evaluation shows the future of the learners' academic career. A student can therefore spend years trying to pass the national examination and going for next step. Heneveld & Craig (1996) mentioned child as a 'black box' depends on teachers to know what to learn and acquire. In this part, teachers use formative and summative assessment for measuring learning achievement (Black & Wiliam, 1998). These assessments are designed in periodic cycle which can show student performance in these five years of basic schooling.

Therefore, this design can help to grow student ability in the years of schooling. This can also adjust teaching and schooling according to the students' understandings. Classroom assessments such as oral assessment, classwork and homework are important for student participation and development. However, GO school teachers cannot perform properly because of student size and insufficient time. There can be an argument about teachers' inadequate classroom assessment, then alternative methods can be use however, students are going through some periodic and yearly exams. These examinations can show the performance and the teacher can remedies regarding this. However, findings show that GO school and NGO school both have competency assessment through their classroom and annual grade examinations. In this sense the findings indicate an issue of assessment of student learning. The GO school use the textbook and curriculum to assess student performance which reflects student basic numeracy and literacy skills. After going through the teaching and learning process students finally achieve competencies, while learning basic cognitive skills.

Findings show that alternative methods need to be done if competencies are the measurement for achievement because national tests and examinations measure are limited only cognitive skills and miss out other dimensions which reflect the competency absence from the students. On the other hand, HT acknowledges that learning is lifelong and students some of these skill through life experience (UNESCO, 2004). As described in UNESCO (2004), basic literacy and numeracy for every child is important, after that education will be lifelong. Thus the children benefit from the assessment of the national test. Teachers from GO school have the idea of assessment for competency measurement, they stressed the assessment process of measuring students competencies with realistic assessments and not only memorization or pass out which indicates the cognitive assessment for students learning outcomes.

On the other hand, assessment is performing one time under the assessment frame in the NGO school to see students' performance and teachers' remedies. Therefore, the learner centric teaching process through this assessment gives the whole sense of the students' achievement. Although the NGO school has assessment guidelines for the teachers for classroom assessment, the GO school appears to be lacking in materials. Thus, the NGO school has regular classroom and periodic assessments those help students to see their performance and measure their achievements.

### **6.2.3 Monitoring and Supervision**

As findings shows in the GO school, almost every stakeholder is stressed about good supervision and monitoring. It seems the GO school does not have effective support administration and teachers are having negative views about this. Thus, for the system can run a proper way, they need proper support from the supervisor otherwise this impacts students learning negatively. In the GO school relationship between management processes, the local community and the school all related to school's effective performance, which makes liability and sincere governance in the school process. As mentioned in the literature, proper education monitoring and supervision system impacts the school's achievements (Hanushek & Lockheed, 1987; Heneveld & Craig, 1996; UNICEF, 2000; UNESCO, 2004).

Support from the organization makes better conditions and professional development. This makes the teaching and learning process more effective and easier for the teachers, and students get more active support from the institution. In the GO school supervision helps teachers, students and parents to perform inclusive decision making. However, in the long run, teachers and students have less supervision from the organization which brings a weaker mood to the institution. Insufficient support and ineffective supervision such as less visits, no feedback from the administration...etc., brings inefficient school performance which has negative impact for the teachers. Teachers also noticed that bureaucratic control has impact on quality of education such as lack of clear rules and mechanisms to track funds and therefore makes it impossible to hold policy aimed at addressing inequality (Al Samaraai, 2009).

However, it is not same in the NGO school. They have a very active supervision process which is very strong and efficient. They monitor their teacher and classroom activities regularly and students' performance has impact on it. Thus, the community activation is higher than in the GO school although parents and the local community are not concerned

about education. As it is acknowledged by the teachers from GO, more local community involvement and SMC performance is needed to make schools effective (UNECESO, 2004; Heneveld & Craig, 1996). In the school they come only for a meeting when it is needed to use their activities to help students' progress and achievement (Rabbi, n.d.).

Strengthening teacher supervision and providing necessary materials has been impacted on student achievements. For example, in GO school teachers have insufficient materials for teaching which gives negative motivation in the classroom and students take a direct impact from that which has effects on learners level (Pigozzi, 2008; UNESCO, 2004). Stephens (2003) 'something more' is related with teachers satisfaction level which has a reflection on students learning. Teachers' motivation and recognition is needed for maintaining an effective school process. As mentioned in the literature teachers incentive mechanism which influence quality and productivity (UNESCO, 2004). Teachers' incentive level impacts on whole system of education process in school to student achievement level which is same as NGO schools. The NGO school also has influence on teacher incentive levels however, NGO schools provide more material support in comparison to GO. In connection with the monitoring of the NGO school, it is strong and gives all information on time; however, GO school cannot provide sufficient supports on time.

It is needed to have reliable and efficient supervision process to monitor primary education. When it comes to the proper governance teachers in the GO primary school have to adhere to government requirements such as surveys, election duties, vaccination ...etc., which gives them inadequate time for prepare for classes and lessons. In some aspects leadership skills is needed to maintain a diverse system. In the GO school perspectives of a weak bureaucratic system brings the school function down. Teachers activities are suffered for a less strong and powerful system. Involving teachers in other activities and frequent initiatives makes teachers disorganized and less motivated for the entitled job. Relations among different parts of the government system to ensure quality is possible to make sectors functional and strong (UNESCO, 2004). This impact on how an education process achieves quality shows that if one does not work whole system will collapse. On the other hand, the NGO school gives strong supervision which provides strength on the process and school functions properly. They give the whole time to the teachers where it impacts on students learning. This brings a continuation on the student performance and achievement process which is absent in the GO school.

## **Concluding Remarks**

In this study, the perceptions of quality in education by professionals' in two different types of schools in the slum area of Dhaka region, Bangladesh have been compared. In addition, the challenges they face as well as their efforts and initiatives to cope with these challenges have been compared.

The findings of this study show that school personnel have different views concerning quality in the way of practice; however, it has a thin resemblance to their views. Ensuring quality in primary education is important as it is a foundation of the total education system; it has different views according to the providers. As the quality understandings are coming through the time to time quality perception is also changed through it. Student accessibility and participation has seen as the quality measurement for NGO school personnel however, it has the impact on the country's education retention. The NGO school gives the accessibility for more children to enroll in the schools and have the opportunity to learn. Quality is in the student's achievement which can be reflected by student results; both school personnel have their opinions about the students result. It is also shown that, quality after having the education process in the classroom, which can ensure students achievement by receiving competencies. Learning competencies makes student achievement a targeted of the state and education personnel from both schools, as I also have mentioned. Moreover, in regards education as a system more effective and efficient process can provide quality for NGO and GO schools; however, economic development is mentioned by the NGO school.

Furthermore, there is strong plea for achieving this quality through education. In this achievement process the slum situation makes obstacles to ensure that there will be quality in education. Quality perspectives from different school personnel view their opinions and activities. Education professionals' have a resemblance to achieve quality in practice. In the schools, quality is initialized in inputs or resources with the help of teaching learning and student achievements are the output. From their views, an understanding comes to light that they are addressing quality as indicators; this can give an argument about quality as indicators. Both schools are acting under their perspectives to achieve the quality in education. Furthermore, these two schools have been suffering from some challenges to maintain the quality and achieve better results. Quality education is being affected by the

socioeconomic background of the slum area students. In both schools students are affected for low income and extreme poverty. As mentioned, students from this area need incentives to enroll in the national surface.

When it comes to teaching and learning, a lack of sufficient materials and proper learning environment are mentioned from both of the schools. In the GO schools teachers have to do other work, which gives them a very workload and this has a negative impact on motivations. In the process cooperation with all the education subsectors is needed to deliver quality in education. As it is mentioned by both of the schools, a collaboration of primary education providers is needed to achieve the quality in education for all the school aged children. In the school system all the wings of the system must run together to ensure the education system in having quality primary education, especially in the socioeconomic disadvantaged areas where more incentives for school going children and community involvement can help to ensure quality education.

In future studies, it would be interesting to explore to a greater extent including all types of schools with the comparison of academic achievements. That is, it would be relevant to investigate and compare along with gender perspective in primary education. This could be further linked to the extent of parents' involvement and policy maker's views in the primary education.

# List of references

- Adams, D. (1993). *Defining educational Quality*. Arlington, VA: institute for international research and university of Pittsburgh, USAID, Improving Educational Quality Project.
- Aggarwal, Y. (n. d.). *Quality Concerns in Primary Education in India Where is the Problem?*  
Retrieved from  
<http://www.dise.in/Downloads/Reports&Studies/Quality%20Concerns%20in%20Primary%20Education.pdf>
- Ahmed, M., Nath, S. R., Hossain, A., Kabir, M. M., Kalam, M. A., Shahjamal, M. M., Yasmin, R. N., Zafar, T. (2005). *Quality in Equity: The Primary Education Agenda*. (Education Watch Report 2003/4). Retrieved from Campaign for Popular Education (CAMPE), Bangladesh website:  
<http://www.campebd.org/page/Generic/0/6/18>
- Ahmed, M., Ahmed, K. S., Khan, N. I., Ahmed, R. (Eds.). (2007). *Access to Education in Bangladesh, Country Analytic Review of Primary and Secondary Education*. BRAC University-Institute of Educational Development (BU-IED). Retrieved on 01.03.2012 from [http://www.create-rpc.org/pdf\\_documents/Bangladesh\\_CAR.pdf](http://www.create-rpc.org/pdf_documents/Bangladesh_CAR.pdf)
- Ahmed, M., & Hossain, A. (2010). Educational Access in Bangladesh: Country Research Summary. *Consortium for Research on Educational Access, Transitions and Equity*. Retrieved from [http://www.create-rpc.org/pdf\\_documents/Bangladesh\\_Country\\_Research\\_Summary.pdf](http://www.create-rpc.org/pdf_documents/Bangladesh_Country_Research_Summary.pdf)
- Akter, S. (2008). *A Journey through the Classroom: Exploring Teaching and Learning Situations in Bangladesh Government Primary and NGO Schools* (MPhil Thesis), Oslo University College, Oslo.
- Al-Samarrai, S. (2009), The Impact of Governance on Education Inequality: *Evidence from Bangladesh*. *Public Admin. Dev.*, 29: 167–179. doi: 10.1002/pad.529
- Andersen, F. Ø. (2005). *International trends in primary school education An overview based on case studies in Finland, Denmark & Japan*. Lego Learning Institute & Danish University of Education. Retrieved on 17/06/2013 from <http://www.education.rec.ri.cmu.edu/roboticscurriculum/research/International%20Trends.pdf>
- Artd, K., Hastings, C., Hopkins, K., Knebel, R., Loh, J., & Woods, R. (2005). Report on primary education in Bangladesh: Challenges and Successes. *Bangladesh Bureau of Education Information and Statistics (BANBEIS)/Bangladesh Ministry of Women and Children Affairs*

- (MWCA). Retrieved from  
<http://rih.stanford.edu/rosenfield/resources/Primary%20Education%20in%20Bangladesh.pdf>
- Asadullah, M. N., & Choudhury, N. (2013, December) *Primary schooling, Student Learning, and School Quality in Rural Bangladesh* (Working Paper no. 349) retrieved from Center for Global Development website: <http://www.cgdev.org/sites/default/files/primary-schooling-student-learning-school-quality-rural-bangladesh.pdf>
- Bangladesh. Directorate of Primary Education, Third Primary Education Development Program [PEDP3]. (2014) *Bangladesh Primary Education Annual Sector Performance Report (ASPR-2014)*. Retrieved from  
[http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e65\\_d871\\_446e\\_a5f5\\_3ab69fee590b/Final%20ASPR%202014.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/e59c1e65_d871_446e_a5f5_3ab69fee590b/Final%20ASPR%202014.pdf)
- Bangladesh. Directorate of Primary Education, Monitoring and Evaluation Division, Ministry of Primary and Mass Education [MOPME]. (2013). *Annual Primary School Census 2013* Retrieved from  
[http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/a3f8291e\\_2383\\_4686\\_8c3b\\_40a05804899a/APSC\\_2013\\_FINAL.pdf](http://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/a3f8291e_2383_4686_8c3b_40a05804899a/APSC_2013_FINAL.pdf)
- Bangladesh. Ministry of Primary and Mass Education [MOPME]. (2008). *Bangladesh EFA MDA National Report 2001- 2005*. Dhaka: Ministry of Primary and Mass Education.
- Bangladesh Bureau of Educational information and statistics, [BANBEIS]. (2012), *Basic Education Statistics 2012*. Retrieved from  
[http://banbeis.gov.bd/webnew/index.php?option=com\\_content&view=article&id=847:table-21-number-of-primary-education-institution-teacher-and-student-2012&catid=130:primary-education-2012&Itemid=222](http://banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=847:table-21-number-of-primary-education-institution-teacher-and-student-2012&catid=130:primary-education-2012&Itemid=222)
- Bangladesh. Ministry of Primary and Mass Education, Directorate of Primary Education [DPE]. (2011). *Third Primary Education Development Programme (PEDP3)*. Retrieved from  
[http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh\\_PEDP3.pdf](http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh_PEDP3.pdf)
- Bangladesh. Ministry of Education. *National Education Policy* (2010). Retrieved from  
[http://www.moedu.gov.bd/index.php/index.php?option=com\\_docman&task=doc\\_download&gid=2046&Itemid=](http://www.moedu.gov.bd/index.php/index.php?option=com_docman&task=doc_download&gid=2046&Itemid=)
- Baker, J. L. (2007). *Dhaka Improving Living Conditions for the Urban Poor* (Bangladesh Development Series Paper no. 17). Retrieved from World Bank website

<http://siteresources.worldbank.org/BANGLADESHEXTN/Resources/295759-1182963268987/dhakaurbanreport.pdf>

- Barrett, A. M. (2009). The education Millennium Development Goal beyond 2015: Prospects for quality and learners. *Bristol, UK: EdQual. Working paper, 13*. Retrieved from [http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality\\_RPC/workingpaper16.pdf](http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality_RPC/workingpaper16.pdf)
- Barrett, A. M., Chawla-Duggen, R., Lowe, J., Nickel, J. & Ukpo, E. (2006). *The Concept of Quality in Education; Review of 'international' literature on the concept of quality in education*. EdQual Working Paper no (2). Retrieved from <http://tct-test-reference-materials.yolasite.com/resources/Educational%20Quality%20Assurance.pdf>
- Becker, G. S. (2002). The age of human capital. In H. Lauder, P. Brown, J. Dillabough & A. Halsey (Eds.), *Education, Globalization & Social Change* (pp. 292-294). New York: Oxford University Press Inc.
- Begum, S.A., (2006). *A comparative study between trained and Non trained primary school teachers in Bangladesh* (MPhil Thesis), Oslo University College, Oslo.
- Berg, B. L. (1989). *Qualitative Research Methods for the Social Sciences* (4<sup>th</sup> ed.). Boston: Pearson.
- Best, J. W., Kahn, J. V. (2004). *Research in Education* (7<sup>th</sup> ed.). New Delhi: India. Prentice-hall of India Private limited.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Practice. *Assessment in Education: Principles, Policy & Practice. 5 (1)*, 7-68.
- Boissiere, M. (2004). *Rationale for Public Investments in Primary Education in Developing Countries*. World Bank, IEG: Washington, DC, USA.
- Bryman, A. (2008). *Social Research Methods* (3<sup>rd</sup> Eds.). Oxford: Oxford University Press.
- Burrell, Gibson & Morgan, Gareth (1979). *Sociological Paradigms and Organisational Analysis: Elements of the Sociology of Corporate Life*. Aldershot: Gower.
- Cameron, S. (2011). Whether and where to enrol? Choosing a primary school in the slums of urban Dhaka, Bangladesh. *International Journal of Educational Development*, 31(4), 357-366. doi:10.1016/j.ijedudev.2011.01.004



- Cameron, S. (2010). Access to and Exclusion from Primary Education in Slums of Dhaka, Bangladesh. [Monograph]. *Create Pathways to Access*, (45). Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA45.pdf](http://www.create-rpc.org/pdf_documents/PTA45.pdf)
- Cameron, S., (2009). Education in Slums of Dhaka, Bangladesh. Retrieved from [http://www.create-rpc.org/pdf\\_documents/UKFIETstuartcameronpaper.pdf](http://www.create-rpc.org/pdf_documents/UKFIETstuartcameronpaper.pdf)
- Cameron, S. (2008, August). *Education decisions in slums of Dhaka*. Paper presented for the BAICE Conference. Retrieved from [http://www.create-rpc.org/pdf\\_documents/Cameron\\_Baice\\_2008.pdf](http://www.create-rpc.org/pdf_documents/Cameron_Baice_2008.pdf)
- Carnoy, M., (1999). *Globalization and educational reform: what planners need to know*. International Institute for Educational Planning. UNESCO, Paris. Retrieved from <http://www.unesco.amu.edu.pl/pdf/Carnoy.pdf>
- Concern Worldwide. (2009). Report of the *Falling short: the right to free primary education*. Retrieved from Concern Worldwide website: <https://www.concern.net/sites/default/files/resource/2009/04/3584-kenya-fallingshort-therighttofreeprimaryeducation.pdf>
- Craig, H. J., Kraft, R. J. & Plessis, J. (1998). *Teacher development: making an impact*. Washington, D.C.: The World Bank. Retrieved from World Bank website: <http://documents.worldbank.org/curated/en/1998/11/442402/teacher-development-making-impact>
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. 4<sup>th</sup> ed. Los Angeles: SAGE Publications.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, And Evaluating quantitative And Qualitative Research*. 4<sup>th</sup> ed. Boston: Pearson Education.
- Delors, J. et al. (1996). *Learning the Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. France: UNESCO Retrieved from UNESCO website: <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>
- DPE. (2014). Directorate of Primary Education [DPE]. Retrieved from <http://www.dpe.gov.bd/site/page/63085e0b-2991-4730-9434-5f982116bc22>

- Egan, K. (2014, July) Education in Bangladesh Slums. *Borgen Magazine*. Retrieved from <http://www.borgenmagazine.com/education-bangladesh-slums/>
- Gall, M. D., Gall, J. P., Borg, W. R. (8<sup>th</sup> eds) (2007). *Educational Research an Introduction*. Boston: Pearson.
- Gladwell, M. (2008), *Outliers: The Story of Success*. New York: Little, Brown, and Company  
retrieved on 02/07/2014 from <http://cs.ecust.edu.cn/snwei/studypc/jsjdl/data/OutliersTheStoryOfSuccess.pdf>
- Gokce, E. (2009). *Discrimination in Primary Education in the Slums of Turkey: Problems about Equity of Education*. International Journal of Human and Social Sciences 4:2 2009 retrieved on 12/06/2013 from <https://www.waset.org/journals/ijhss/v4/v4-2-13.pdf>
- Hanushek, E. A., Piopiunik, M., & Wiederhold, S. (2014). *The Value of Smarter Teachers: International Evidence on Teacher Cognitive Skills and Student Performance*. (No. w20727). National Bureau of Economic Research. Chicago.
- Hanushek, E. A., & Wößmann, L. (2007). *The Role of Education Quality in Economic Growth*. World Bank policy research working paper 4122. Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/7154/wps4122.pdf>
- Hanushek, E., & Lockheed, M. E. (1987). *Improving the efficiency of education in developing countries: review of the evidence*. Education and training series (discussion paper. no. EDT 77). Washington, D.C.: The World Bank. Retrieved from <http://documents.worldbank.org/curated/en/1987/05/700738/improving-efficiency-education-developing-countries-review-evidence>
- Hanushek, E.A. (1995). Interpreting Recent Research on Schooling in Developing Countries, World Bank Res Obs 10 (2): 227-246. doi: 10.1093/wbro/10.2.227
- Hara, S. R., & Burke, D. J. (1998). Parent involvement: The key to improved student achievement. *School Community Journal*, 8(2), 9-19.
- Heneveld, W. (1994). *Planning and monitoring the quality of Primary education in Sub-Saharan Africa*. AFTHR Technical Note No. 14. Retrieved from <http://files.eric.ed.gov/fulltext/ED383631.pdf>
- Heneveld, W. & Craig, H. (1996). *Schools Count: World Bank Projects Design and Quality of Primary Education in Sub-Saharan Africa*. Washington dc: The World Bank.

- Hossain, A. (2012 ). *The Challenges in Achieving Quality in Primary Education of Bangladesh: The Stakeholders' Perspective* (MPhil Thesis), Oslo and Akershus University College for applied Sciences, Oslo.
- Hossain A., & Zeitlyn, B., (2010), *Poverty and Equity: Access to Education in Bangladesh*, CREATE Pathways to Access Research Monograph No. 51, Brighton: University of Sussex Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA51.pdf](http://www.create-rpc.org/pdf_documents/PTA51.pdf)
- Jalaluddin, A.K., Chowdhury, A. M. R. (Eds) (1997). *Getting Started: Universalizing Quality Primary Education in Bangladesh*. Dhaka. Bangladesh: The University Press limited.
- Johannessen, E. M. (2006). *Basic Education- Also a Question of Quality*. Save the children Report 05/06. Norway.
- Khan, M. N. U., Rana, E. A., & Haque, M. R. (2014). Reforming the education system in Bangladesh: reckoning a knowledge-based society. *World Journal of Education*, 4(4), p1.
- Kremer, M. (2003). Randomized evaluations of educational programs in developing countries: Some lessons. *The American Economic Review*, 93(2), 102-106.
- Kubow, P. K. & Fossum, P. R. (2007). *Comparative Education exploring Issues in International Context* (2<sup>nd</sup> eds). Pearson Publication Inc. New Jersey.
- Lee, J. W., & Barro, R. J. (2001). Schooling quality in a cross-section of countries. *Economica*, 68(272), 465-488. doi: 10.1111/1468-0335.d01-12
- Leu, E., & Price-Rom, A. (2006). *Quality of education and teacher learning: A review of the literature*. Washington, DC: USAID educational quality improvement project. Retrieved from <http://www.equip123.net/docs/E1-QualityEdLitReview.pdf>
- Lewin, K. M. (2007). *Improving Access, Equity and Transitions in Education: Creating a Research Agenda*. Create Pathways to Access.[Monograph] ( 1). Online Submission. Retrieved from <http://files.eric.ed.gov/fulltext/ED508613.pdf>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications Inc.: California.
- Lockheed, M. E. & Verspoor A. M., (1991). *Improving Primary Education in Developing Countries*. Oxford University Press: Oxford.

- McEwen, P. J. (1999). Private Costs and the Rate of Return to Primary Education. *Applied Economics Letters*, 6(11), 759-760. Retrieved on 16/6/2013 from <http://academics.wellesley.edu/Economics/mcewan/PDF/privatecosts.pdf>
- Michaelowa, K. (2000, September). Returns to education in low income countries: evidence for Africa. Paper presented at the annual meeting of the Committee on Developing Countries of the German Economic Association, Hamburg Institute for International Economics. Retrieved on 16/06/2013 from <http://www1.aucegypt.edu/src/skillsdevelopment/pdfs/returns%20to%20education%20low%20income%20countries.pdf>
- Nath, S. R. (2010). Educational Marginalization in Bangladesh. Paper commissioned for the EFA Global Monitoring Report 2010, Reaching the Marginalized. Retrieved from <http://datatopics.worldbank.org/hnp/files/edstats/BGDgmrpap09.pdf>
- Nath, S. R., & Chowdhury, A. M. R. (2009). *State of Primary Education in Bangladesh Progress Made, Challenges Remained* (Education Watch Report 2008). Retrieved from Campaign for Popular Education (CAMPE), Bangladesh website: <http://www.campebd.org/page/Generic/0/6/18>
- Nath, S. R., Roy, G., Dutta, N. C., & Hossain, A. (2007). *Achievement of Primary Competencies: a Comparison between Government and BRAC Schools*. BRAC Research Report. Retrieving from [http://research.brac.net/reports/Primary\\_Competencies\\_BRAC\\_School.pdf](http://research.brac.net/reports/Primary_Competencies_BRAC_School.pdf)
- National Curriculum and Textbook Board. [NCTB]. (2012). *National Curriculum for Primary Level-2012*. Retrieved from [http://www.nctb.gov.bd/primary\\_curriculum\\_2012.php](http://www.nctb.gov.bd/primary_curriculum_2012.php)
- Nikolic, S. (2006). *Educating the future: raising the quality of primary schooling in Bangladesh* (Ms Thesis), Simon Fraser University, Canada. Retrieved on 10.02.2013 from [summit.sfu.ca/system/files/iritems1/2346/etd2160.pdf](http://summit.sfu.ca/system/files/iritems1/2346/etd2160.pdf)
- Nisbett, R (2009). *Intelligence and How to Get it: Why Schools and Cultures Count*. Norton.
- Patton, M. Q. (2002) *Qualitative Research & Evaluation Methods* (3<sup>rd</sup> eds.). California: Sage Publications
- Patton, M. Q. (1983). *Qualitative evaluation Methods*. California: Sage Publications
- Patrinos, H. A., Barrera-Osorio, F. & Guaqueta, J. (2009). *The Role and Impact of Public-Private Partnerships in Education*. Working Paper, The World Bank. Washington, D.C. p. 32

- Perry, E., & Francis, B. (2010). The social class gap for educational achievement: a review of the literature. RSA publication. Retrieved from <https://www.thersa.org/globalassets/pdfs/blogs/rsa-social-justice-paper.pdf>
- Pigozzi, M. J. (2007). *Quality in education defines ESD*. Journal of Education for Sustainable Development 1 (1), 27–35. doi: 10.1177/097340820700100108
- Pigozzi, M. J. (2008). *Towards the index of Quality Education*. Quality Education and the Global Learning Group. Retrieved on 06/06/2013 from [http://www.iiep.unesco.org/fileadmin/user\\_upload/CapDev\\_Networking/pdf/2008/pigozzi\\_IWGE\\_GlenCoveJune2008.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/CapDev_Networking/pdf/2008/pigozzi_IWGE_GlenCoveJune2008.pdf)
- Psacharopoulos, G. (1994). Returns of investment in education: a global Update. *World development*, 22(9), 1325-1343. doi: 10.1016/0305-750X(94)90007-8
- Rabbi, A.F.M.F. (n.d.). *Primary Education in Bangladesh: Viability of Achieving Millennium Development Goals*. Retrieved from [http://www.igs-bracu.ac.bd/UserFiles/File/archive\\_file/Working%20paper.pdf](http://www.igs-bracu.ac.bd/UserFiles/File/archive_file/Working%20paper.pdf)
- Rahman, R. I. & Otobe, N. (2005). The dynamics of the labour market and employment in Bangladesh: A focus on gender dimensions. *Employment Strategy Papers*. International Labour Organization
- Richards, J. (2008). *Improving the Quality of Education in Bangladesh*. La Follrte School of Public Affairs: Madison. Retrieved from <http://www.lafollette.wisc.edu/publications/workshops/2008/bangladesh.pdf>
- Robeynes, I. (2006). Three models of education: Rights capabilities and human capitals. *Theory and Research in Education*, 4(1), 69-84. doi: 10.1177/1477878506060683
- Rose, P. M. (2007) NGO Provision of Basic Education: Alternative or Complementary Service Delivery to Support Access to the Excluded? Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, Uk. Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA3.pdf](http://www.create-rpc.org/pdf_documents/PTA3.pdf).
- Rosenberg, A. (2008). *Philosophy of Social Science*. 3<sup>rd</sup> Edition. Boulder, CO: Westview Press.
- Rudestam, K. E. & Newton, R. R. (1992). *Surviving Your Dissertation: a Comprehensive Guide to Content and Process*. Michigan: Sage Publications

- Sabur, Z. U., & Ahmed, M. (2010). Debating Diversity in Provision of Universal Primary Education in Bangladesh. [Monograph]. *CREATE Pathways to Access* (4). Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA34.pdf](http://www.create-rpc.org/pdf_documents/PTA34.pdf)
- Sabates, R., Hossain, A., & Lewin, K. M. (2010). School Drop Out in Bangladesh: New Insights from Longitudinal Evidence. *CREATE Pathways to Access*. Monograph No. 49. Retrieved from <http://files.eric.ed.gov/fulltext/ED519556.pdf>
- Schultz, T. P. (2002). Why governments should invest more to educate girls. *World Development*, 30(2), 207-225. doi:10.1016/S0305-750X(01)00107-3
- ‘Second Chance’ Education for Children in Bangladesh. (2014, January). The World Bank News. Retrieved from <http://www.worldbank.org/en/news/feature/2014/01/27/second-chance-education-for-children-in-bangladesh>
- Sheesh, S., & Tamim, R. (2009). Competency Based Primary Education Curriculum for Qualitative Outcomes. In *Bangladesh Education Articles*. Retrieved from [http://bdeuarticle.com/index.php?option=com\\_content&view=article&id=45:competency-based-primary-education-curriculum-for-qualitative-outcomes&catid=17&Itemid=107](http://bdeuarticle.com/index.php?option=com_content&view=article&id=45:competency-based-primary-education-curriculum-for-qualitative-outcomes&catid=17&Itemid=107)
- Shimada, K. (2010). Student achievement and social stratification: A case of primary education in Kenya. *Africa Educational Research Journal* (1). Retrieved from <http://aerf.web.fc2.com/AERFJournal1/8shimada.pdf>
- Solman L. C. (1986). The quality of education and economic development: A review of the Literature. In Heyneman, S. P. & D. S. White (Eds.). *The Quality of Education and Economic Development*. Symposium conducted at the meeting of the World Bank, Washington D.C. <http://www.vanderbilt.edu/peabody/heyne/man/PUBLICATIONS/198601.pdf>
- Stephens, D. (1991). The quality of primary education in developing countries: Who defines and who decides? *Comparative Education*, 27(2), 223-233. doi: 10.1080/0305006910270208
- Stephens, D. (2003). Quality of Basic Education. “Paper commissioned for the EFA Global Monitoring Report 2003/4, The Leap to Equality”. Retrieved from <http://unesdoc.unesco.org/images/0014/001469/146968e.pdf>
- Study: Half the urban population in Bangladesh slum dwellers. (2014, November). *Dhakatribune*. Retrieved from <http://www.dhakatribune.com/bangladesh/2014/nov/18/study-half-urban-population-bangladesh-slum-dwellers>

- Tikly, L. & Barrett, A. M. (2009). *Social justice, capabilities and the quality of education in low income countries*. International Journal of Educational Development, Vol. 31, No. 1. (3-14)
- Tsujita, Y. (2010). *Deprivation of Education: A study of slum children in Delhi, India*. Paper commissioned for the EFA Global Monitoring Report, 2010, (4). Retrieved from <http://unesdoc.unesco.org/images/0018/001865/186592e.pdf>
- 3.5 million People live in 4000 slums. (2013). *Bdnews24.Com*. Retrieved from <http://bangla.bdnews24.com/bangladesh/article594839.bdnews> (accessed February 24, 2013)
- UNICEF. (n.d.). *Quality Education*. Retrieved on 25.05.2013 from [http://www.unicef.org/bangladesh/children\\_4862.htm](http://www.unicef.org/bangladesh/children_4862.htm)
- UNICEF. (2000, June). *Defining Quality in Education*. Paper presented at the meeting of the International Working Group on Education Florence, Italy. New York: United Nations Children's Fund. Retrieved from <http://www.unicef.org/education/files/QualityEducation.PDF>
- UNESCO. (2004). *Education for All The Quality Imperative*. EFA Global Monitoring Report 2005. UNESCO: Paris.
- UNICEF. (2008, September). *Basic education for Urban Working Children*. (Fact sheet) retrieved from [http://www.unicef.org/bangladesh/Education\\_for\\_Working\\_Children\\_%28BEHTRUWC%29.pdf](http://www.unicef.org/bangladesh/Education_for_Working_Children_%28BEHTRUWC%29.pdf)
- Yin, R. K. (2009). *Case Study Research: Design and Methods*. California: Sage Publication

# Appendices

## Appendix 1: List of Different Types of Primary Schools

| Number | Category   |
|--------|--|
| 1      | Government Primary School (GPS)                  |
| 2      | Registered Non-Government Primary School (RNGPS) |
| 3      | Non Registered Non-Government Primary School     |
| 4      | Primary Classes attached to High School          |
| 5      | Experimental School                              |
| 6      | Community School                                 |
| 7      | NGO School                                       |
| 8      | Ebtedayee Madrassa                               |
| 9      | Primary Classes attach to High Madrassa          |
| 10     | Kindergarten                                     |

Source: Bangladesh Bureau of Educational Information and Statistics (2010)



## Appendix 2: Maps



Source: <http://www.indexmundi.com/bangladesh/location.html>



Source: <http://www.in2bangla.com/upazilaMap.php?id=23>

## Appendix 3: Interview Guides

### Initial information

Date and time of interview .....

Name of institution..... Sex: ..... Educational level.....

Age..... Work experience..... Professional qualification.....

How many teachers do you have in this school? Male..... Female..... Total.....

How many are trained? Trained.....Untrained..... Total.....

How many pupils do you have in your school? Boys.....Girls.....Total.....

### Interview guide for Teachers

1. How do you understand quality of education for primary schools?
2. What do you think about the curriculum practice? (Pedagogy, teaching learning etc...)
3. What do you do in class to achieve quality?

Follow up questions:

- What do you think about using teaching methods and aids in the classroom?
- Do you use any kind? If yes, why and how?
- What do you think about the response of teaching and learning process which you are using in the classroom? Please Explain.....

4. What are the obstacles do you think are the barriers to achieve the quality in primary education? Or what do you see as the (greatest) challenges for achieving quality of education in your school? What challenges do you face in your daily work?

Please explain.

Teaching learning.....

Curriculum.....

Resources.....

Pupils.....

Etc.....

5. What do you think of the govt. and NGO schools education system?
6. What do you think are the similarities / differences?
7. What do you think about two providers quality in education?
8. What steps to be taken to ensure quality education in future?
9. Anything to add .....

## **Interview Guide for Education Officers**

Date and time of interview:

Designation..... Type of institution.....

1. How do you perceive the issue “quality” in relation with primary education? Why?
2. What do you think about govt. and NGO schools education system?
3. In what ways these are similar / different? Why?
4. What do you think of their quality in education? Why?
5. What are the similarities and dissimilarities?
6. How many schools do you visit per academic year?
7. What is the most important task to do when you visit the schools? Why?
8. What kind of support do you offer to the teachers to improve the technique of teaching and learning? Why?
9. What challenges do you face in visit? Why?
10. In which ways do you think your work can be more effective and efficient? How and Why?
11. Do you think at present the primary education in Bangladesh is in good quality? Please explain.....
12. What are the obstacles to achieve quality in primary education? Why?
13. What is your opinion for improvement of quality education in future?
14. Would you like to add your suggestion that we have not discussed?

## **Interview Guide for School Committee Members**

Date and time of interview:

Name of area.....

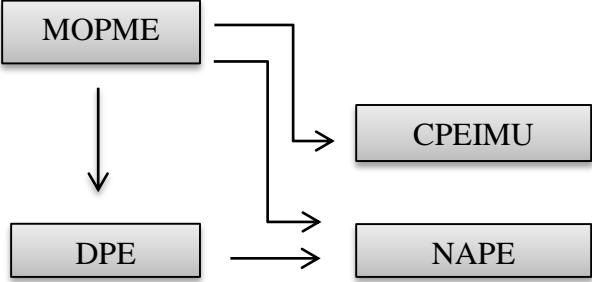
1. What is quality of education in your opinion?
2. What do you think about your children’s schooling (the quality of your child’s schooling? Why? .....
3. What do you think of govt. and NGO schools? Please explain.....
4. What do you think of their teaching and learning? Please explain....
5. What kind of support do you offer to improve students learning?
6. How often you go to Schools to see the progress? What you do afterwards?
7. In which ways do you think you can better support child’s schooling?
8. What are the obstacles to achieve the quality in primary education?
9. What do you think should be done by parents, teachers, schools and the government for better quality in education in the future?
10. Would you like to add that we have not discussed yet?

#### **Appendix 4: Observation Schedule**

- When the teacher enters into the classroom?
- How the teacher starts his lesson?
- Which teaching styles follow for deliberating the lesson?
- What kinds of teaching aids use in class?
- Classroom management style
- Teacher's clear concept on subject matter
- Teacher student conversation about the subject
- Questioning and answering session
- Teacher delivery process of lesson (teacher instruction guide/based on curriculum/ students participation etc.)
- Assessment: which way of assessing follow in class?
- Physical facilities and environment
- Students participation
- Teacher student ratio or class size

**Appendix 5: Organizational structure of Primary Education (GO)**

National Level



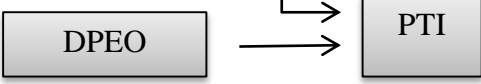
.....

Division Level



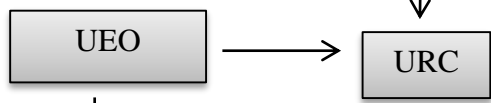
.....

District Level



.....

Upazilla Level



.....



Source: Directorate of Primary Education in Bangladesh

## **Appendix 6: Codes for recognizing the informants**

For interviews: the first two/three letters considers the informants according to the respective organizations.

Informants:

LDO = Local Administration Officer

GO = Government

UEO = Upazilla Education officer

AUEO = Assistant Upazilla Education Officer

EO = Education officer

HT = Head Teacher

SMC member = School Managing Committee members

NGO = Non-Government organization

SPO = Senior Program Organizer

PO = Program Organizer

## Appendix 7: letter from the university

UiO : **Department of Education**  
University of Oslo

### To whom it may concern

Date: 08.08.2012  
Your ref.:  
Our ref.: ka.jensen@ped.uio.no

### Assistance in the conduct of fieldwork

This is to confirm that the Bangladeshi student **Tanima Ferdous**, born 31.12.1984, is a second year student in the Master programme in Comparative and International Education at the Department of Education at the University of Oslo, Norway.

In the second year our students are required to write a Master Thesis of 50 to 80 pages. This thesis should preferably be based on field studies conducted in countries outside of Norway. The fieldwork may incorporate interviews with educational practitioners and decision-makers, classroom observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit her in her academic career but also be of use in the future.

Tanima Ferdous will be conducting her fieldwork in Dhaka Bangladesh, between the months of September and November 2012.

We kindly ask you to give her all possible assistance during her fieldwork in Bangladesh.

Best regards

  
Kjerstin Eek Jensen  
CIE Administrative Coordinator  
Senior Executive Officer  
Department of Educational Research  
University of Oslo  
tel.: +47 22 85 82 77



Department of Educational Research  
Postal address: PO Box 1092, Blindern, 0317  
Oslo  
Visiting address: Sern-Selands vei 7, Helga  
Rags bus. 5. etasje

Phone: (+47) 22 84 44 00  
Telefax: (+47) 22 85 09 50  
post.mish@uv.uio.no  
www.uio.no  
Org. no.: 971 035 834