



An Assessment of the Implementation of Pre-Primary Education

Background

From 2010 Government initiated pre-primary education through government primary schools and in PEDP 3, Pre-primary education became an important component and then DPE has initiated the PPE in a comprehensive manner with a very good preparation in terms of curriculum development, teaching learning materials, development of PPE quality standards, PPE Expansion plan for scaling up for universal coverage, recruiting new teachers, development of teacher training package and development of GO-NGO cooperation guidelines for PPE. The challenge is how the real implementation is happening in the field, in schools and classrooms. DPE and the Development partners have planned to check the reality by an assessment with an objective with assess the progress of implementation including identifying both key challenges that might be impeding implementation and looking at successful cases as well. Based on the foregoing, provide a set of recommendations on how to improve the implementation of the minimum quality standards.

Study Areas

The PPE Assessment study covered 461 GPS and 59 NNPS of 50 upazilas in Seven categories (Rural Low, Rural others, Urban, Coastal, Ethnic, Tea garden and Haor). Most of the information collected through Survey questionnaire, In-depth interviews (IDI), Focus group discussion (FGD), Classroom observation and a national workshop. The study focused on ten areas of PPE (Access and coverage of Pre-primary, Physical environment, Learning Environment, Staffing, Quality teaching learning, Monitoring & Supervision, Community Involvement, Training, Management and Administrative issues).

Limitations to the Study

The scope of the study was limited to GPS only and partially NNPS. So PPE implemented by others e.g NGOs, KG schools, Madrashes and at the same time, the time allocation for this study was very tight compare to the volume of work of the study.

Main Strengths of PPE

The Main Strengths of PPE are Strong Commitment of the government for PPE, well Planned PPE initiative, timely distribution of TL materials, new PPE teacher's recruitment, well planned teacher training and training package, funding support to schools for PPE and clearly defined Quality Standards for PPE implementation.



Key challenges of PPE

The key challenges that are impeding the Quality PPE implementation are:

- *PP classrooms are not well designed and maintained in many cases;*
- *Many schools do not have facilities for the physically challenged children;*
- *Class routine is not followed properly in general;*
- *Classroom materials are not enough.*
- *Many times children are not allowed to use;*
- *In some cases teacher's behavior is undesirable.*
- *In most cases total school environment and classroom environment is not child friendly yet;*
- *Classrooms are not properly decorated with charts, pictures and children's work/drawings.*
- *The quality of PPE books is poor in terms of paper, color and binding;*
- *DPE provide Tk. 5000 but many times this money is not always used for direct benefit of PPE*
- *Most of the Head Teachers did not have any training on PPE for supportive supervision;*
- *In 2015, PP classrooms were visited by UEO (1.7%), by AUEO (11.9%) and by URC instructor (1.7%).*
- *81.4% PP was not visited by the UEO, 44.1% by the AUEO and 86.4% by the URC instructor in 2015.*
- *No mechanism has been developed yet for monitoring and supervision of PPE*
- *There is no system of monitoring to see the classroom practices according to curriculum.*

Recommendations

Some recommendations from the study:

- *Dedicated classroom*
- *Teachers with appropriate training*
- *Availability of materials*
- *Monitoring and Supervision mechanism*
- *Coordinating role of DPEO and UEO*
- *The positive mind-set*
- *A very well planned communication strategy*
- *A coordination mechanism*