Motivation

There were very few systematic studies based on nationally representative data that gave insight into the extent of provider absence in education and its causes.

Objectives

-Document the extent of teacher absence.

-Understand the patterns and characteristics of teacher absence (including individual characteristics, facility, and community characteristics; institutional settings and practices).

Main findings

The average teacher absence rate in primary school is 15.5%. The absence rate in primary schools is highest among headmasters - one out of every five headmaster was absent during the time of the survey. Cross-sectional averages mask the extent of this problem -we find that 23.5% of primary school teachers were absent during at least one of the two visits. The predominant reason given for why the teacher was not in school during the day of the visit was that the teacher was away performing official duties.

Sample

99 primary schools and 100 secondary schools

Sample design

Bangladesh is divided into six divisions, 64 districts (*Zilas*), and 507 sub-districts (*Upazila*s). Probability proportion to population size (pps) sampling was used to select 100 public primary and 100 government-aided private secondary schools for the study. First, all of the Upazilas in the country were divided into three groups: rural, municipality, and metropolitan. Fifty Upazilas were picked based upon pps. In each selected Upazila, a complete list of primary and secondary schools were prepared by visiting both district and Upazila Education Offices. Then ultimately two primary and two secondary schools were randomly selected from each Upazila All the selected primary schools were revisited; secondary schools were visited only once.

Resources monitored

Teacher and school specific information

Levels:

-Education ministries

-District education offices

-School

Recommendations

-Increase the frequency of inspections might help to lower teacher absence in secondary schools.

-Policymakers should re-evaluate tools which are commonly touted as enhancing accountability.

Contact

Nazmul Chaudhury : nchaudhury@worldbank.org

Main report

Chaudhury, Nazmul, Hammer, Jeffrey S et al. (2004) "Roll Call Teacher Absence in Bangladesh," June.