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Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District

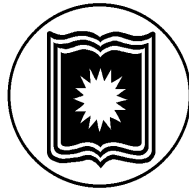
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**Role of NGOs for Primary Educaiton in
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Rajshahi District**



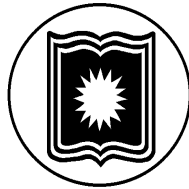
PhD Dissertation

**By
Md. Azizul Alam**

**Institute of Education and Research
University of Rajshahi
Rajshahi-6205, Bangladesh**

2014

Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District



*A dissertation submitted to the institute of Education and Research
(IER) University of Rajshahi in Partial Fulfillment of the Requirement
for the Degree of Doctor of Philosophy*

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2014



**Dedicated
To
My Beloved Parents**

DECLARATION

I do hereby declare that the thesis entitled “**Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District**” submitted to the Institute of Education and Research (IER), University of Rajshahi, Rajshahi, Bangladesh has been made by me. It is an original work done by me taking advice and suggestion from my learned supervisor. No part of this thesis, in any form, has been submitted to any other university or institution for any other degree or diploma. I myself take all responsibility for all comments, statements and opinions articulated in the dissertation.

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CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled “*Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District*” submitted by Md. Azizul Alam, PhD fellow, of the session: 2010-2011, Institute of Education and Research, University of Rajshahi, Bangladesh. The findings and views expressed in this dissertation are originated from empirical data and entirely his contribution. He has prepared this dissertation under my supervision and guidance. As far I know, the dissertation has not been submitted anywhere else for any purpose e.g. any degree or diploma or publication.

I also certify that I have gone through the draft dissertation thoroughly and found it satisfactory for submission. The dissertation is therefore recommended and forwarded to the University of Rajshahi through Institute of Education and Research for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of philosophy.

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MD. AZIZUL ALAM

ACRONYMS

ABC	: Assessment of Basic Competency
ADB	: Asian Development Bank
ADP	: Annual Development Program
AE	: Adult Education
ANOVA	: Analysis of Variance
AUEO	: Assistant Upazila Education Officer
B.Ed	: Bachelor in Education
BANBEIS	: Bangladesh Bureau Of Educational Information and Statistics
BBS	: Bangladesh Bureau of Statistics
BCAS	: Bangladesh Center For Advanced Studies
BCCE	: Early Childhood Care and Education
BNFE	: Bureau of Non-Formal Education
BRAC	: Bangladesh Rural Advanced Committee
BSS	: Basic School System
CAMPE	: Campaign for Popular Education
CELS	: Child Education and Literacy Survey
CIDA	: Canadian International Development Agency
C-in-Ed	: Certificate in Education
CLA	: Continuous Learning Assessment
CPE	: Compulsory Primary Education
DA	: Discriminant Analysis
DAM	: Dhaka Ahsania Mission
DFID	: Department of International Development
DG	: Director General
DP	: Development Partner
DPEO	: District Primary Education Officer
DPP	: Development of Project Proposals
EC	: European Commission
EDI	: Education Development Index
EFA	: Education for All
ELC	: Essential Learning Continuum
EM	: Ebtidayec Madrashes
ESTEEM	: Effective Schools Through Enhanced Education Management
EW	: Education Watch

FFE	: Food For Education
FGD	: Focus Group Discussion
FMU	: Financial Management Unit
GDP	: Gross Domestic Product
GER	: Gross Enrolment Rate
GIR	: Gross Intake Rate
GOB	: Government of Bangladesh
GOVT	: Government
GPS	: Government Primary School
GUP	: Gono Unnayan Progeta
HDR	: Human Development Report
HIV	: Human Immune Deficiency Virus
HQ	: Headquarters
IDEAL	: Intensive District Approach for Education for All
IER	: Institute of Education and Research
IISC	: Higher Secondary Certificate
IPO	: Input Process Output
KG	: Kindergarten
KR	: Kunder- Richardson.
LC	: Learning Center
LGED	: Local Govt Engineering Department
LL	: Log likelihood
M.Ed	: Master in Education
M.Phil	: Master of Philosophy
MAWTS	: Mirpur Agriculture Workshop and Training
MCC	: Mennonite Central
MDA	: Multiple Discriminant Analysis
MDG	: Millennium Development Goals
MEB	: Madrasha Education Board
MEP	: Mass Education Program
MIS	: Management Information System
MOE	: Ministry of Education
MOPME	: Ministry of Primary and Mass Education
NAEM	: National Academy for Education and Management
NAPE	: National Academy for Primary Education
NCTB	: National Curriculum and Text Book Board
NEC	: National Economic Council
NEP	: National Education Policy
NER	: Net Enrolment Rate

NFPE	: Non-Formal Primary Education
NGO	: Non -Government Organization
NIR	: Net Intake Rate
NPA	: National Plan of Action
NS	: Nijera Shikhi
PARD	: Pakistani Academy for Rural Development
PEC	: Project Evaluation Committee
PEDP	: Primary Education Development Program
PhD	: Doctor of Philosophy
PLCK	: Post Literacy and Continuing Education
PMED	: Primary and Mass Education Department.
PO	: Program Organizer
PPS	: Probability Proportional to Size
PROSIHKA	: Proshika Manbik Unnayan Kendro
PRSP	: Poverty Reduction Strategy Paper
PSQL	: Primary School Quality Level
PTA	: Parent Teachers Association
PTI	: Primary Training Institute
RC	: Rights of Child
RNGPS	: Registered Non- Government Primary School
RTCBS	: Rural Technology Centre for Basic School
SD	: Standard Deviation
SMC	: School Managing Committee
SPESP	: Secondary Primary Education Sector Project
SPSS	: Statistical Package for Social Scientists
SSC	: Secondary School Certificate
TLM	: Total Literacy Movement
TOR	: Terms of Reference
TQI	: Teacher Quality Improvement Project
TSR	: Teacher Student Ratio
TTC	: Teachers Training College
UCEP	: Unprivileged Children's Educational Programmes
UGC	: University Grants Commission
UN	: United Nations
UNESCO	: United Nation Education Scientific and Cultural Organization
UNICEF	: United Nations Children's Fund
UP	: Union Parishad
UPE	: Universal Primary Education

UPEO	:	Upazila Primary Education Officer
URC	:	Upazila Resources Center
VIF	:	Variance Inflation Factor
WB	:	World Bank
WCEFA	:	World Conference on Education for all
WFP	:	World Food Programme
YALTP	:	Young Adults Literacy and Training Programme

GLOSSARY

Bangladesh Shishu Academy	: A government institution working for the children.
Bangladesh Shishu Adhikar Forum	: A non-government organization working for the children
Bera	: Straw and bamboo made wall
Chakla	: An area based on tax collection
Dawatul Islam	: An Islamic organization for the propagation of Islamic ideology
Pucca	: Concrete
Qawmi Madrasah	: A typical type of Islamic learning center
Mosque	: Prayer house
Madrasah	: Islamic religious institution (Education institution in where religious education being taught)
Maktab	: Elementary educational institutes of religion
Schoolmaster	: Teacher
Thana	: A Sub-district, renamed as Upazila
Ulema	: Head of the Mosques, Maktabas and Madrasahs
Upazila	: A sub-district, previously called thana (Administrative Unite)
Zila	: District
Union Parishad	: The lowest unit of local government organization in Bangladesh
Zaminder	: Land-based aristocrat, big land owner
Khas	: Indisposed government (Land)
Proja	: Tenants
Kumudini	: As name welfare trust
Bikash	: Developing
Agrosor	: Advanced
Ankur	: Guminating
Mahallas	: In urban area
Tarapum	: As a deep set tubewell
Purdah	: Women remaining under the veil
Chulas	: Source of fire

LIST OF SIGNS AND SYMBOLS

- = : Mathematical sign to denote equals
- % : Methodical sign to denote percent
- χ^2 : Chi-square used to denote a statically test
- ☞ : Fingers indicating individual item
- : Paper fold indicating individual item
- ◻ : Rhomboid bullet indicating individuals item

ABSTRACT

Education is a basic human right while literacy is the first step to education in the life-long learning process of all human beings. Education is the foundation of all skills and a prerequisite for economic development, promoting human values and quality of human resources. In the context of Bangladesh, the lack of basic education amongst a vast number of the population, especially the rural poor and slum dwellers, is a major hindrance to the progress of human development. NGOs believe that in order to mount a literacy movement successfully at all levels, it is crucial to have cooperation among different stakeholders, particularly the government, NGOs, Civil Society like learners, teachers, teachers associations, researchers think tanks, community, development partners etc. and other institutions that are dynamic and democratic.

Bangladesh government introduced universal primary education for all after the independence. The constitution of 1972 realizing the importance of education in national development. In article 17 of Bangladesh constitution it is stated that was said that “The state shall adopt effective measures for the purpose of establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law”. The education that facilitates the children of 6-11 years age group to amplify their mental behaviour and attitude is called Primary Education. This primary education is the foundation of all education. Since the mid-1980s, particularly since the Jomtien conference, a number of new initiatives have been undertaken by the public, private, and non-governmental organisation (NGO) sectors to promote primary education in the country. Among these policies and programmes are:

- a. Free and compulsory primary education for all children;
- b. Free education for girls up to grade eight; free books for all children at primary level;
- c. Scholarship for girls reading in rural secondary schools including financial incentives to the schools themselves;

- d. A food-for-education programme that provides a food ration to about 20 percent of poor primary school children in rural areas;
- e. A proliferation of non-formal education programme by NGOs, and
- f. Creation of a separate Primary and Mass Education Division (PMED) headed by a secretary to the government.

Primary education in Bangladesh has expanded in recent years, but quality did not pace with quantity. There are eleven types of primary schools that run in the country. These ranges from formal to non-formal, and secular to religious oriented. Duration of primary education is five years and children aged 6-10 years are suppose to enroll in the primary education institutions.

The importance of primary education in our practical life or in every sphere of life can hardly be over-emphasized. A nation cannot make progress if a large section of her people remains illiterate because illiteracy is a curse. Those who are deprived of primary education lag behind in life. Primary education assists to prosper in life. It presents a good nation as well as a prosperous country. Moreover, in a democratic country like ours, it is impossible to neglect the need for primary education. This kind of illiteracy frustrates all section of a country. The primary education can play a vital role as- importance for improving human resources, mitigating global challenges, ensuring humans right for building democratic society, for establishing social equality and social justice. Primary education is the basic right for human being. It is obligatory for all. From the beginning the rate of drop out of our children in increasing day by day. In Bangladesh most of the upazila cannot fulfil enroll child in primary education and some child cannot go to school for their parents proverty. Many child enroll in class one or two but they leave their school without finishing primary education. Some upazila of Bangladesh are cut out from urban area and communication of these upazila are not so good. In this cutout position-NGOs primary schools plays a supplementary role for primary education and their achievement is remarkable. Due to these reality researcher thinks that present research is very essential for educational uplifting of the nation. So role of NGOs for primary education in Bangladesh is important field of research.

Non-governmental organization (NGOs) in Bangladesh constitutes the country's non-profit private sector in development. Their activating embraces various fields of

development and largely geared to alleviating poverty and promoting sustainable development. Generally, the term 'NGO' is Non-Governmental aid providing organization.

There is no scarcity of studies in the field of education. However so far, none of these studies have looked into the matter, i.e.. which part is better for the education in primary level. This is particularly important in Bangladesh, as our resources are extremely limited. We cannot go for trial and error method. So, in this study, for the first time, I indebted to answer the questions with the objectives to identify the needs of the education in primary school in Bangladesh to identify the service offered by the children for them and to asses the effectiveness of child and institutional setting in meeting the needs of the children in primary education. Data were collected for the Mohanpur upazila through face to face interviewed. Data have been analyzed and presented on comparative basis. The research work "*Role of NGOs for Primary Education in Bangladesh: A Study on Mohanpur Upazila in Rajshahi District*" has been divided into 7 chapter. The objectives of the study is to identify the role of NGOs for primary education, to know the involvement of NGOs primary education activities in Bangladesh, to investigate teaching method of NGOs in spreading of primary education.

First chapter discuss that introduction, statement of the problem, research question, justification of the research, objectives of the study, key concepts, limitation of the research, In *second* chapter discuss that review of literature, *third* chapter methodology of the study, data are basically collected from primary sources for the field level (NGOs school), students, guardians, teachers, (Data collected for the totally 123 students, 123 guardians and teachers 26 = total 272). Questionnaire, interviews, class room observation checklist and documents are used as data collection instrument, data present in the qualitative and quantitative, percentage, mean, medium, standard deviation, chi-square.

The title of chapter *four* is development of the NGOs in Bangladesh. In this chapter the major aspectes of NGOs emergency, mission and goals of NGOs, genesis, legal framework, typology of NGOs categorization by role, sectoral contribution and success of NGOs. In chapter *five*, NGOs involvement on primary education in

Bangladesh has been noted. In this chapter discusses, education historical background of primary education, composition of education commission, education planning, vision of basic and primary education by 2015, NGOs involvement of primary education in Bangladesh, basic education programs, area coverage, over view of education system, list of primary education institutions, educational institutions of Rajshahi district, problem and issues in primary education in Bangladesh, non formal education in non-government organization, (a) model of non-formal primary education (the BRAC model, the GSS model, CMES, NIJERA Shikhi model, UCEF model, DUSHTHA SHASTHYA Kinder) (b) international NGOs as, (action AID, CARE, Concern International, Save the Children UK etc), teaching method.

In chapter *six*, NGOs role on primary education in Bangladesh. In this chapter the collected data has been presented in various tables, charts or graph. This tables, charts or graphs may clarify the overall role of NGOs for primary in Bangladesh. The study shows that among the respondents classroom observation checklist of NGOs students 97.6% good (development of education), 92.7% good (teaching of method) guardian 97.6% good role of NGOs school in Bangladesh perspective, 84.6% guardians good NGOs contribution school program in study area, positive role (opinions of guardians) 85.4% NGOs school programs should be increased, 84.6% NGOs schools role to develop in education and 92.3% NGOs school teachers complete course their due time. Chapter *seven*, title is chapter findings and recommendation present situation of primary education in Bangladesh, NGOs involvement in school Programme, educational qualification of primary teachers, salary structure of the teachers, spending on education, school facilities, access to education, curriculum, teacher training and supervision, flexible hours, Incentives, classroom management, teaching method, the NGOs school goals have been to- improve enrollment rates, reduce dropout rates of students, increase daily attendance rates for teachers and students and ensures community participation.

I hope this study will increase are knowledge in this field and will help researchers interested in this area. The study will also help the researcher government, NGOs policy makers, schooling program and non-government policy makers interested in this field.

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CHAPTER ONE

Background of the Study

Chapter One

Background of the Study

1.1 Introduction

Bangladesh government introduced universal primary education for all just after the independence. The constitution of 1972 realizing the importance of education in national development. In article 17 of Bangladesh constitution it is stated that was said that “The state shall adopt effective measures for the purpose of establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law” (GOB, 1996).

The education that facilities the children of 6-11 years age group to amplify their mental behaviour and attitude is called Primary Education. This primary education is the foundation of all education.

Since the mid-1980s, particularly since the Jomtien conference, a number of new initiatives have been undertaken by the public, private, and non-governmental organisation (NGO) sectors to promote primary education in the country. Among these policies and programmes are:

- a. Free and compulsory primary education for all children;
- b. Free education for girls up to grade eight; free books for all children at primary level;
- c. Scholarship for girls reading in rural secondary schools including financial incentives to the schools themselves;
- d. A food-for-education programme that provides a food ration to about 20 percent of poor primary school children in rural areas;
- e. A proliferation of non-formal education programme by NGOs, and
- f. Creation of a separate Primary and Mass Education Division (PMED) headed by a secretary to the government (Chowdhury et al., 2001).

Primary education in Bangladesh has expanded in recent years, but quality did not pace with quantity. There are eleven types of primary schools that run in the country. These ranges from formal to non-formal, and secular to religious oriented. Duration of primary education is five years and children aged 6-10 years are suppose to enrol in the primary education institutions. Available data indicate that gross enrolment in primary education reached over 96% (Bangladesh Education Sector Overview, 2002). But net enrollment rate of primary education is still only 80% (Chowdhury et al., 2002). Besides, a large number of over-aged children are also enrolled in the primary schools. Access to primary education significantly increased during last 10-15 years. There are over 400 NGOs in Bangladesh today involved with providing basic education (Sarafuddin, 1998). The number of NGO schools has increased four times since the early 1990s and now comprised 8.5% of the educational system in Bangladesh; most of these NGO schools are widely considered to be more effective than government schools. The Bangladesh Rural Advancement Committee (BRAC) is one of the largest NGOs in the country working on primary education. BRAC schools make up 76% of all NGO primary schools (Kabeer et al., 2003). BRAC was started in 1972 to help relocate refugees in the Sylhet district after Bangladesh's independence in 1971. Their focus was, and still is, poverty elimination. The Non-Formal Primary Education Program started in 1984 after adults in a literacy class asked about their children, wondering why their children should have to wait until they were adults before they would be able to learn how to read. The education program started with just 22 pilot schools.

1.2 Statement of the problem

Bangladesh is beset with many problems. So it is very difficult to educate all the people within a short time. Recent statistics show that 80% of the eligible children are enrolled in primary schools, of which a quarter completes the full cycle (Chowdhury et al., 2002). They engage their children in different work to earn money to support their family considering all these problems primary education should be made true and compulsory. Despite of functioning a substantial number of educational institutions, students are lag behind to get proper educational facilities as most of the schools are providing education with a minimum quality such as lack of teachers and their quality is too much poor of them, poor infrastructure, weak administration,

insufficient furniture, long distance from house to school, poor monitoring from the top hierarchy, lack of consciousness of guardians, unskilled teachers, drop out, lack of supervision and monitoring, etc. Besides the above mentioned challenges political instability, cultural conflicts, fatalism, overpopulation, lack of commitment of the national leaders and inadequate, scatters education policy, planning and programme of non-governmental organizations and government education projects sometime the situation become bad to worse and worse to worsen. Bangladesh has large number of NGOs that runs different primary education programme. Some implement the government programme but other especially the larger NGOs, design and develop their own material and training programmes independently. After independence of Bangladesh many government primary nongovernmental school has been established. But quality of education could not be ensured at primary level. It was observed that many problems remained at primary level education. It is essential for quality. Uniforms and common education system. It was found that some problems are prevailing are primary level such as that rate of student school drop-out from formal schools is also high, due in part to poverty as the expenses involved in accessing education are high, poor attendance, a shortage of trained teachers and student-teacher relation as high cases, poor teaching techniques, poor examination procedures, population high etc. The wide scope of basic learning needs has long been recognised. There are emerging aspirations and expectations of individuals and communities to implement programme interventions in the education sector that systematically and continuously upgrades knowledge, skills, capabilities to address problems etc. Individuals and communities also expect that these programme interventions will also promote development. In the light of these expectations and aspirations, the challenge in the future for economists, analysts, specialists working in the education sector will be to increase allocation of resources to the education sector, strengthen the process of policy analysis and choice, enhance institutional capabilities of service providers to offer access to quality education. The EFA goals and targets reflected the growing recognition that non-formal education is no longer the peripheral domain of the education for the marginalised group. Rather it provides alternative learning opportunities for the vast majority of children, youth and adults who do not have access to formal schooling. In Bangladesh 52.5% adults (15+) are illiterate and approximately 2.2 million children (6-10 Yrs) are out of school. A large portion of those who enrolled dropped out before acquiring adequate literacy skills. Many of

them completed the primary education cycle without adequate competency; they need basic skills in reading, writing, numeracy and life-skills. Well planned actions needed to reach these marginalised groups and build up human capital towards development.

1.3 Research Questions

A few research questions have been raised critically from the above said statement and through research objectives. Such questions are-

- What are the NGOs role of primary education?
- What are the teaching method of NGOs in primary education?

1.4 Justification of the Research

The importance of primary education in our practical life or in every sphere of life can hardly be over-emphasized. A nation cannot make progress if a large section of her people remains illiterate because illiteracy is a curse. Those who are deprived of primary education lag behind in life. Primary education assists to prosper in life. It presents a good nation as well as a prosperous country. Moreover, in a democratic country like ours, it is impossible to neglect the need for primary education. This kind of illiteracy frustrates all section of a country. The primary education can play a vital role as- importance for improving human resources, mitigating global challenges, ensuring humans right for building democratic society, for establishing social equality and social justice. Primary education is the basic right for human being. It is obligatory for all. From the beginning the rate of drop out of our children in increasing day by day. In Bangladesh most of the upazila cannot fulfil enrole child in primary education and some child cannot go to school for their parents proverty. Many child enrole in class one or two but they leave their school without finishing primary education. Some upazila of Bangladesh are cut out from urban area and communication of these upazila are not so good. In this cutout position-NGOs primary schools plays a supplementary role for primary education and their achievement is remarkable. Due to these reality researcher thinks that present research is very essential for educational uplifting of the nation. So role of NGOs for primary education in Bangladesh is important field of research.

1.5 Objectives of the study

- To identify the role of NGOs for primary education.
- To know the involvement of NGOs primary education activities in Bangladesh.
- To investigate teaching method of NGOs in spreading of primary education.

1.6 Operation definitions of the key concepts

Primary education: Education is the life long process of human being. People learn from the very beginning of their birth to the end of their life among various facts and happenings as well as various activities about their lives and society. It is noteworthy that primary education is the base of other educational activities intact higher education and other educational activities of the mainly depend on primary education. Primary education means a lesson for primary level school children. It indicates certain level of knowledge, skill, attitude, habit and capacity, which bring positive value and behavioral change among the primary school-going children who belong to certain age group.

Primary education should be universal free and compulsory. “Every one has the right to education. Education shall be free, at least in elementary and fundamental stages. Elementary education shall be compulsory” (GoB, 1972).

Non-formal Education (NFE): Non-formal Education (NFE) has been defined as any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (taking roll, enforcing discipline, writing reports, supervising study hall, etc.) NFE focuses on practical skills and knowledge. The main characteristic of NFE is its vast diversity of educational/learning content, scope, target group of organizational modalities.

NGO: Non-governmental organization (NGOs) in Bangladesh constitutes the country’s non-profit private sector in development. Their activating embraces various fields of development and largely geared to alleviating poverty and promoting sustainable development.

Generally, the term 'NGO' is Non-Governmental aid providing organization. According to social science dictionary, " Non Government Organization is a non-profit agency that serves some public interest. Non Government Organization is established to fulfil some social purposes other than monetary rewards to financial backers. Technically the term includes Government or Tax supported agencies, but it is usually reserved for private, voluntary social agencies and excludes for profit proprietary social agencies" (Barker, 3rd edition). In other words it is stated "NGO's are usually defined as an association of persons organized on voluntary basis through the initiative of one or more dedicated persons committed to the planning and implementation of development projects at the grass root level. NGO's although work outside the government structure but they are within the legal framework of the country" (Rahman, 1993).

1.7 Limitation of the research

There are many NGO's in Bangladesh that offers role of NGO's for primary education. In this research only mohanpur upazila in Rajshahi district has been study area. Since the respondents are not conscious enough and may not be available at times of need and since they are busy with their own responsibilities, the researcher have to under go many troubles. Moreover the time and expenditure to be incurred many hinder the process of data collection. There have also some limitations of this study as three types respondents (students, guardians & teacher), institutional staff not included, they come from NGOs and GO officer not included, the study is limited NGOs school.



CHAPTER TWO

Review of Literature

Chapter Two

Review of Literature

A literature review is a written summary of journal articles, books and other documents that describe the past and current state of information; organize the literature into topics and documents a need for a proposed study. In the most rigorous form of research education base this review mainly on research reported in journal, articles. A good review, however might also contain other information drawn from conference papers, books and government documents. Regardless of the sources of information, all researchers conduct a literature review as a step in the research process (Creswell, 2008, p. 89).

Ali and Hossain (2010) in the article entitled this paper attempt to draw the picture of the problems and prospects of Primary Education in Bangladesh. During the 5 years cycle of primary education (Age 6 to 10), students acquire the basic skill of reading and writing with comprehension and computation, which equip them for the world of work and for attaining further and higher level of education. Universal Primary education is necessary to fulfill the constitutional obligation. Bangladesh it a signatory to the UN convention on "Education for all by the year 2000" and to fulfill it is pledge to the international community universalization of primary education is necessary. In this article we have to find out the historical background, problems and prospects of primary education in Bangladesh.

Nunn (1994) In this book entitled "Principles of Education" The book consists of seven chapters. In the chapter titled "Aim of Education", she states that education is the key to all types of developments and only real education can show the original way to human being, society, state as well as the world. He also clarifies the types of education on the basis of different stages as well as its necessity. But "education for all" has not yet been mentioned anywhere.

Ramachandran (2004) in his book entitled contains several research experiences of some villages in India. The book consists of two section. In the section two titled as "Second-Generation Issue in Equity and Education: Learning from Kolar District,

Karnataka” he discuss the educational status of district primary education program (DPED) of Karnataka in India. He discuss the discrimination in primary education between girls and boys is an alarming position at study area. He also discuss the research outcome and states that education is the key to all types of development and only education can remove the social barriers and obstacles of educating girls and women empowerment.

Ahmed (1996) in his book “primary Education of Bangladesh: Finance and Quality Issues” has demonstrated the relationship between the quality of education and the budget. He has opined that the developing countries are not able to allocate the amount to the education sector properly. On the other hand, despite low budgeting, the countries do not use this amount properly. As a result, it has not been possible to come out from the web of illiteracy. Indeed here the poor people are not able to invest in educational sector.

The World Bank (2000) education sector review in Bangladesh-2000 comments though Bangladesh has recorded outstanding progress in education, it has a long way to go in terms of human development in the 21st century. Empowerment as the expansion of freedom of choice and action is identify the World Bank as one of the key elements of poverty reduction and primary development.

Khatun (1992) in his book Development of Primary Education Policy in Bangladesh has elaborately discussed about the problems and needs of primary schools, evolution of state responsibility for education, legislations, religious instruction, latest move of the Government for primary education etc. But the writer was very reluctant about problems and prospects of primary education.

Hossain, Nath & Choudhury (2002) in his titled “Socio-economic impact of BRAC schools” BRAC is the pioneer of non-formal primary education (NFPE) in are country. BRAC developed NFPE program for those children who had no access to schooling or for those who dropped out. It was expected that NFPE would help them participate effectively in their own socio-economic development by increasing their literacy, numeracy and required life skills.

Kabeer et al (2003) in a study found that in Bangladesh enrollment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socioeconomic groups, and the gender gap has literally been removed at the primary level. Girls have actually crossed boys in rates of enrollment, completion, and attendance in primary schools.

Faisal Bari et al (2005). “The Role of NGOs in Basic and Primary Education in Pakistan” in their study stated that many NGOs provide primary education directly in areas neglected by both the public and for-profit private sectors. They also provide support to the public and private sectors in various areas such as teacher training, curriculum development and informal education. Some of these interventions have the potential to alter the landscape of primary education provision in the country.

Alam and Rab Abdur M. (1991) in “Basic education and life skills at non-formal primary level in Bangladesh” have tried to analyse how students in this system are performing in terms of cognitive skills in comparison with the students of formal schools ii) what are the factors that affect the learning achievement of the students in this system. Non-formal students mostly have edge over formal school students, female students performed better compared to their male counter parts. Parents’ occupation and level of income were not found to be significantly correlated with the learning achievement of the Basic School System (BBS) students but these variables affect learning achievement level of formal school students. Parent’s occupation, level of income and motivation of the teachers and incentives given to teachers were found to be important determinants in the learning achievement of the students.

Chowdhury et al (1999) their study “Hope not complacency” state of primary education in Bangladesh 1999” have tried to give an assessment of the primary education system in Bangladesh, giving emphasis on enrolment rate, drop out rate and quality of primary education among other factors. A multistage sampling procedure design was adopted to collect the data. Later on systematic random sampling with probability proportional to size was applied. Various statistical techniques like correlation and regression analysis were applied to analyse data. The study shows a meagre 29.6% satisfied the minimum level of basic education. Boys did better than girls did, the percentage being 31.3 and 27.9 respectively. Statistically significant

difference was also found in the performance level of rural and urban children. The children of urban areas did much better than the children of rural areas. The study showed that learning achievement of the children was highly correlated with the level of education of the parents, food security status of the family, having private tutor or extra coaching. Media played a significant role in the achievement or learning achievement of the primary level students, the more access to media the better was the learning achievement of the students.

Banu (1991) in her (Competence of Students of Primary Schools under new curriculum a survey of selected districts) tried to assess the competency wise learning achievement of students of grade 5 under the newly introduced competency based curriculum. The author tried to discuss the following cases 1) competency wise learning achievement level of grade 5 2) competency differentials among children. Regression analysis and correlation analysis were utilized to identify learning achievement differentials. The study reveals that most of the students were found to be particularly weak in writing English. Learning achievement in terms of mastery of learning is seemingly better in Mathematics. Children's learning achievement and monthly income of the households, father's level of education, ownership of non-land assets showed a significant correlation. Urban students showed better learning achievement than rural students did. The percentage of students attaining mastery learning is a mere 2.7%.

Murshid K.A. and Ali Z (1994) in their study "Assessment of basic competencies of children in Bangladesh, a survey of some selected districts" tried to institute a system of monitoring and evaluating learning achievement of the students. In order to assess basic competencies of children and to find out basic correlates of learning achievement in Bangladesh, a total of 2100 children and their parents/ guardians were interviewed from different regions of Bangladesh. Correlation and regression analysis were used along with other statistical tools. The results show really a very dismal picture, only 38.6% children reached basic competency level. A large proportion of children had achieved basic partial competency. The urban children's learning achievement was much better compared to rural counterpart. Learning achievement of

the students has been found to be correlated with education level of the parents, assets ownership and availability of electricity etc.

Ahmed (1991) a well-versed writer, in his book “Basic Education and National Development” terms basic education as the reliable root of all developments. His whole book is divided into eight chapters; each chapter is pregnant with valuable information. He has some clear directions on basic education. He finds out the weakness of basic education without including the problems of poor and ultra poor children’s education. He has stated somewhere else that, the Third World developing countries is not developed industrially. So, education is inevitable for the national development of those countries.

James (1965) in his book *"A Middle Class Parents Guide to Education"* has highlighted that the direct participation of parents in education is inevitable. Family is the oldest and unique organisation for the human beings. Once, family was the only source of achieving education. The education was earned by adopting the conversation of the family members; their behavior, strategy to do. The present states a welfare state. So, in different countries, different types of educational institutions are established like schools, colleges as well as child care centers. Though these organizations have taken the responsibility of rearing and educating, yet the importance of family is still magnificent. The above-mentioned book consists of different chapters where the duties and responsibilities of the guardians towards education have been stated.

Rasson (1979) in the book of *"The Child's Right to Education"* the child rights have been prioritized. He thinks that all the babies are not born with equal dignity. Some of them are privileged and some are under privileged children. He mentions that whatever the identity of a baby is at its birth, the children have particular fundamental needs and education is one of them. He thinks that if the rights for education are implemented properly, the children can enjoy the other rights in full. There are seven chapters in the book. He has described the underprivileged group of children briefly.

Steir (1986) in his book *"Planning for the Needs of Children in Developing Countries"* has focused on the basis of child rights. For the first time, in 1986, SAARC arranges a conference on child rights. In that conference, different scholars

from different countries have pictured the overall condition of the children while delivering their speech. As a result, we come to know about childhood development, education, health and other benefits of the children in different countries. We also get a picture on the child rights on what they are enjoying and what they are deprived of.

Ardt *et al.*, (2005) in their report “Report on Primary Education in Bangladesh: Challenges and Successes” A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge. Primary education must receive a great amount of attention in developing nations for this reason.

In Bangladesh the expansion of primary education is crucial, just as it is in other developing nations within South Asia and beyond. Bangladesh’s low literacy rate of 39% (Chowdhury *et al.*, 47) is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development. Primary education has been a priority in Bangladeshi politics since independence from Pakistan in 1971: basic measures to implement universal primary education were taken from the outset. However up until recent times, enrollment, as well as government spending on the education sector, has remained very low; little progress was seen in the primary education sector throughout the 1970s and 80s.

Additionally there have been problems of inequity and access. The 70s and the 80s saw a marked gender disparity in enrollment levels as well as attendance, completion, literacy rates and achievement levels. Marginalized and disadvantaged groups in general—particularly the rural and urban poor—have had significantly less access to education than other groups. The Bangladesh government is proud that its education programs dramatically improved in the 1990s, especially during the latter half of the decade. The 90s saw a rekindled dedication to the expansion of primary education, and as a consequence the Bangladeshi primary education system experienced significant enhancement during this period. A large part of this renewed commitment was a direct result of the 1990 World Conference on Education for All (WCEFA), which encouraged all participating nations to expand their vision to meet goals in the

education sector, especially the goal of making primary education universal. Following this conference, donors in Bangladesh invested in the education sector much more heavily and NGOs increased their involvement in assisting the Bangladeshi government in meeting its primary education goals.

The Government of Bangladesh itself took many initiatives in the years following the WCEFA, including: the 1993 Compulsory Primary Education Act, which made the five-year primary education program free in all government schools and declared education for girls in rural areas free through grade eight; the establishment of the ministry for Primary and Mass Education in 1992, which set as its objective the universalization of primary education as well as the elimination of the gender- and poverty-gaps; demand-side interventions such as the Female Stipend program, the Food for Education (FFE) program; and most recently the Primary Education Development Program (PEDP II), a six-year program beginning in the year 2000 which aims to increase access, quality and efficiency across the board in the primary education sector .

These measures have resulted in impressive gains in the achievement of Bangladesh's primary education goals. Nationwide enrollment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socioeconomic groups, and the gender gap has literally been removed at the primary level. Girls have actually *overtaken* boys in rates of enrollment, completion, and attendance in primary schools (Kabeer et al, 292).

However, Bangladesh still faces obstacles towards the long-term success of its education system. For example:

- Government expenditure on education in Bangladesh is currently the lowest in South Asia (2.3 of GNP, compared to 3.5 regional average ["MGD Issues"]).
- Net enrollment rate is still only 80% (Chowdhury et al 16). This means that about three million children 6-10 years old are currently not enrolled in school (Dhar).
- At least 15% of primary school age children never enter the educational system. Most of these children are poor. When this figure is combined with

the 25% primary school dropout rate, it is seen that 40% of Bangladeshi children never receive a full primary education (USAID).

- Bangladesh is over-reliant on NGOs to reach the disadvantaged groups.

We have reduce these problems to two main concerns:

Equity and access issues: this includes male/female success rates, enrollment rates in rural vs. urban areas, and poverty-related access restrictions. Large indigenous populations living largely in the Chittagong region as well as Sylhet and remote parts in the north of the country have not yet been reach by primary school expansion.

Quality issues: disparities in the quality of education is by far the biggest problem Bangladesh faces in the primary education sector. Most important is the stark contrast in the quality of education received in a government school as opposed to a NGO-run school.

By addressing these problems Bangladesh will be much more likely to succeed in providing its population with high-quality, universal primary education. This will provide the basis for sustainable economic and social development in the nation. In this report we will outline these problems in-depth, then discuss potential reforms and how we believe SAARC can help.

Problems of Equity and Access

Much has been written recently regarding the successes Bangladesh has experienced in increasing access to primary education among disadvantaged groups such as girls, those who live in rural areas, and the urban poor. While these achievements should not be underestimated, it is imperative to recognize that there are still many challenges that must be met in enhancing equity and access in the primary education sector. The national net enrollment rate is 80%, which means that 20% of all primary school age children in Bangladesh are for one reason or another inhibited from attending school. The majority of these children are either living in isolated rural communities, homeless, or from marginalized tribal minorities. The Asian Development Bank's Summary Poverty Reduction and Social Strategy states that there is a large indigenous population living in the Chittagong and Sylhet regions as well as remote northern parts that have yet to be supplied with access to primary

education (Asian Development Bank). Additionally, gender inequities in primary education have not been totally eradicated, even though primary enrollment levels now have achieved gender parity. Bangladesh has set the goal of reaching 95% enrollment rate by the year 2015, and through its PEDP II program has expressed the desire to drastically increase the equality of access to primary education among all populations. Much work is still to be done if these goals are to be achieved.

Gender Inequity

The gains in enrollment for girls have been seen to the greatest degree at the primary level. The rate of female enrollment at the secondary level is still significantly lower than that of male enrollment. This is due to low achievement rates for girls at the primary level which put them at a disadvantage when entering secondary school. Girls are more likely than boys to drop out of secondary school, and their achievement scores tend to be significantly lower, especially in rural areas and among the urban poor (UNICEF). The principle reasons for this are the following:

- **Gender discrimination:** The perceived inferiority of women and girls is deeply embedded in Bangladeshi society. Discrimination starts from birth—female infanticide is widely practiced—and persists throughout life. Many families still keep their girls from school simply because they don't believe a girl needs or should have an education. Many girls are married at very young ages, eliminating any chance they had to receive an education beyond the primary level. Especially in rural areas, girls are also frequently kept in the home to work, further exacerbating the problems of access they already face. There are currently 1.5 million primary school age girls un-enrolled in primary education (UNICEF); it will take concerted effort on the part of the Government of Bangladesh as well as its partnering NGOs through mass media, community outreach, construction of community-based schools, and incentive programs to reach out to these children.
- **Access for girls:** Gender parity has been achieved in primary school enrollments, and in many cases girls have higher enrollment levels than boys. This does not mean, however, that access to education is equal for girls. Studies have shown that although girls have been targeted for primary school enrollments in rural areas, their attendance rates are considerably lower than the rates for boys since girls are often kept at home

to work and take care of younger siblings. This puts them at an immediate disadvantage in the learning process. The same holds true, although to a lesser degree, in urban areas. In both urban and rural areas, the problem is worst for girls of poor families.

- **Quality of primary education:** The biggest problem Bangladesh seems to face in the pursuit of its educational goals is the lingering poor quality of primary education. Achievement and competency levels of most children are very low. This doubly disadvantages girls since they already face overwhelming gender discrimination in other arenas. Thus when girls enter the secondary school system many of them drop out before completion because, when the inadequacy of their preparation for secondary school is combined with all the other societal forces already stacked up against them, they are set up for failure.

Urban Poverty and Child Labor

Urban poverty deserves special treatment in this section because it has traditionally been almost entirely ignored by the government and has received considerably less attention from NGOs than rural poverty has. This is because the rural population in Bangladesh has always been so much greater than the urban population, and consequently the majority of educationally deprived children have historically lived in rural areas. In recent times urban poverty has been exponentially increasing; urbanization is currently growing in Bangladesh at well over double the annual rate of population growth (UNICEF). This is largely due to Bangladesh's increasing exposure to the forces of globalization, decreases in the agricultural sector, a lack of adequate rural infrastructure to support population growth, and the widespread rural poverty and unemployment. Bangladesh's cities have not been able to support the massive influx of people and as a result slum communities have sharply risen in number and size.

Though primary school enrollment is higher in urban areas than it is in rural areas, this is largely because the majority of wealthy and middle-class Bangladeshis live in cities. The enrollment rate is very low for the urban poor, in some cases even lower than that of rural populations. It is estimated that only 9.4 percent of slums have

primary schools within their reach (Sharafuddin); the problem therefore is one of both financial and geographical access.

Many children are also prohibited from enrolling in government schools because they do not have an official address.

Even among those children that do have geographic access to primary schools and whose housing status allows them to enroll in formal schools, incentives to attend are low due to the reliance of families on their children's labor. Forty-five percent of the population in Bangladesh lives below the poverty line (CIA World Factbook); this means that they don't make enough money to meet their basic needs. Children are thus needed to help make ends meet. This problem is one of the biggest hindrances in the growth of primary school enrollment. The same is true in rural areas. Urban child labor has received comparatively little attention, and it is growing at a much higher rate. According to a recent report by the NGO Arise, "three out of 10 urban children live in difficult circumstances and are involved in dangerous jobs (Lawson)." Even though primary education is free and even if a school is nearby, many poor children cannot attend school because of the vital income their family would lose if they did.

Homeless children comprise a substantial population of children who are also restricted from public education. Not only are these children forced to work, many in hazardous jobs such as garbage dump scavenging, but they face the additional burden of living on the street, often with their families. Going to school is the last priority for children such as these. Additionally these children could not enter the government schools even if they wanted to, as they lack an address.

The estimated number of street children in Bangladesh is almost 450,000 (Consortium for Street Children). As these issues are relatively recent phenomena, at least to the degree that they are currently being experienced, the government and the NGO community are only beginning to really focus on increasing access to the urban poor. An NGO known as Gano Shahajyo Sangstha, or GSS, has begun to implement informal education programs in slums (Sharafuddin). This program has been very successful, with an over 90 percent attendance rate, less than a 5 percent dropout rate, and very high achievement levels (ibid). Another NGO focusing on urban children is ASD, or Assistance for Slum Dwellers. The government also has expressed a renewed

commitment to the integration of these children into the primary education sector through its PEDP II program which aims to vastly improve quality of education and equity of access. The PEDP II has recently initiated a new project called Basic Education for Urban Working Children in conjunction with several local NGOs which aims to “provide nonformal education and life skills for 200,000 children (60 percent girls), impart livelihood skills training...and undertake social mobilization activities to raise awareness of child labor issues and to advocate for the elimination of the worse forms of child labor” (UNICEF). These are positive steps but many more drastic measures need to be taken to combat the exponentially increasing problems urban children are facing.

Problems of Quality: *Government Schools versus NGO Schools*

The education system in Bangladesh is comprised of four separate systems: governmentrun schools, private schools, Madrassas (Islamic religious schools), and schools run by Non-Governmental Organizations (NGOs). Government schools support the vast majority of Bangladesh’s students. According to the Education Watch Survey 2001, access to and quality of education has been increasing steadily since the early 90s. For example:

- Enrollment rates and gender equity has increased, especially since 1999.
- Dropout rates have declined and more students are completing the entire five year primary education program.
- Management committees have been implemented in most schools.
- The Bangladesh government has not been fully responsible for this improvement and there are still areas of the country with little or no access to public schooling (Chowdhury, 53). While the government has focused on building and maintaining schools, it has not been focusing other important aspects of education, such as teacher quality, location of schools, relevance of material taught, class size and management/supervision of schools (Kabeer, 292). The improvements that are taking place are thus not across the board. To name a few ongoing problems:

- Many villages and rural areas continue to lack formal education institutions. 4.5% of villages have only a 50% education rate.
- Children from low socioeconomic families and children with uneducated parents are 24% less likely to receive education than other children from wealthier families and who have educated parents. This number grew between the 1998 and 2001 surveys.
- Education opportunities for children in urban slums and children from ethnic minorities who do not speak Bengali as a first language have decreased (Chowdhury, 54).

What we notice most is that there is a major disparity between the quality of education received by students in NGO-operated schools compared to government institutions. We feel that it is important to get an understanding of why this is, in order to see what lessons we may have to learn from these organizations. What follows is a comparison between the current government system of education and the system used by BRAC, or Bangladesh Rural Advancement Committee.

Khan (2006) in his unpublished Ph.D thesis on *Abuse Children and Their Survival Patterns in Bangladesh: A Study of Rajshahi City* has stated that children are the future of a nation. Acknowledging this, different planning's are approved and implemented nationally and internationally. Abused children refer to those children who are lagging behind. They are deprived of both nationally and socially. From the point of view of economy, they hardly live from hand to mouth. But the writer very optimistically has said that abused children are our infants also. If they don't get any chance in the childhood to utilize the potential, one day they will be a burden to the nation. He says, Government has approved National Child Policy 1994) and Child Rights Convention (1995) but in reality, it is incapable of gaining satisfaction. This thesis consists of six chapters where different matters on abused children have been stated, such as, their types, activities, social status and so on.

Roy (1990) in the book entitled, *"Education for Street and Working Children in India"* has pointed out that India is a .country in the first line of developed world. But

millions of children are passing their days without food as well as basic rights. There is no education and no consciousness about their lives. These types of children are engaged in risky jobs. It is a matter of sorrow but the truth is that our development planners are thinking about ideal city without including them. He has mentioned two types of disadvantaged children i.e. street and working children. But this research work has failed to identify the root-causes of the problems in receiving the disadvantaged children's education. The discussed book is confined in 10 chapters. Every chapter has printed in order. In this book, he has identified the main weakness of Indian basic education. In fact, still there is a clear disparity in education system; that is why the children-of poor families do not get opportunity of basic education. Here, the writer. failure is to give consolidated report on Indian disadvantaged children as well as their education.

Directorate of Primary Education (2009)

In recent years, the Government of Bangladesh has implemented a number of projects to increase access of primary education for all school-age children and to improve the quality of education. The Second Primary Education Development Program (PEDP-II) is one of several projects. One of the major objectives Of PEDP-II is to increase enrolment, attendance and the rate of completion of primary education cycle. The school census information reveals that the primary education dropout rate in Government Primary Schools (GPS) and Registered Non-Government Primary Schools (RNGPS) has increased from 47.2% in 2005 to 50.5% in 2007 which also needs further investigation. Although quantitative data from various sources are available a qualitative study in this respect was felt necessary. RTM International was assigned the responsibility of conducting the Study by UNICEF and DPE. This study therefore was undertaken with the following objectives:

- To provide basic determinants of dropout behavior in primary school.
- To capture the root causes of primary school drop out.
- To capture school community's views of remedial measures to address drop out.

The main purpose of the study was to investigate the primary school dropout behaviors through participatory methods and qualitative techniques like FGD with parents and SMC, in-depth interview of parents, key informant interview of teachers and case studies of drop out children. Interviews of local government representatives were done in high and low drop out children. Interviews of local government representatives were done in 25 high and low drop out school catchment areas of urban and rural locations all over the country with divisional coverage as well as coverage of geographical diversity such as 'char', 'haor', riverine and coastal areas and off Shore Island, A total of 25 FGDs with parents, 25 with SMC, interviews of 50 teachers and 50 parents and 12 case studies of drop out children were conducted.

This study being qualitative has several limitations. The sample size and areas are not representative of the country because the emphasis was more on geographical diversity rather than regional representation. The study purposefully selected higher drop out areas to understand the nature of the problem intensively. The knowledge and results produced should, therefore, be used to draw insights and not be generalized. Proportion or percentages used are likely to be unique to the relatively few people and specific geographical locations.

Poverty has been cited as the number one cause of school drop out for various reasons. First, the study selected more remote and poverty prone areas. Most study participants especially parents and dropped out boys and girls are from the poor families. Even in urban areas people who lived in the catchment were mostly poor. Poor people tend to instantly cite poverty at the root of everything. Because whatever cause that results from poverty is generically also perceived as poverty. So, poverty is the overarching reason and should not be read in isolation.

Drop out behavior is determined by various socio-economic and management factors that include economic condition of people, local Availability of child employment, accessibility, school infrastructure and availability of teachers, their attendance, qualification and skill, teaching materials and teaching learning environment, school stipend program, family demography role of SMC, and monitoring and supervision.

Drop out of school children are higher in rural areas where most people are poor and landless. In the distant reported *chars* , offshore islands, low-lying 'haor' areas, and

hard to access hill tract villages poverty is widespread and drop out is relatively high. In the reported high dropout of several urban schools, it was evidenced by study participants that people in catchment area are mostly from the poorest section of the community.

Drop out is again lower in rural areas where local environment is better in terms of high literacy, availability other educational institutions, economic opportunity and market access with better road communication. In such situations poverty may not be the prime determinant. However in some urban locations the local conditions are unlikely to influence the family behavior because conditions of slums are not education friendly and some of the catchment residents are seasonal migrants.

Easy availability of child employment such as in north east for extraction of sand and stone by boys, in the south west for catching shrimp fries and working in bidi factories by both boys and girls tempt them to earning. In urban areas boys easily get employment in factories, shops and tea stalls and as transport workers while girls are preferred to work as domestic help and as garment workers.

Shortage of teachers as well as teacher vacancy was reported mostly in inaccessible areas. The same geographical locations also suffer from irregular attendance, late arrival and early departure of teachers. No such problem was however reported in urban or better accessible rural areas.

These affect the learning environment and reduce the contact hours causing students to become irregular and less interested in the study. Parents and local government representative also showed concern about the skill and qualification of the teachers. The community also spoke about the teacher's lack of commitment as effective home visits to reduce dropout were rarely authenticated.

The study participants everywhere acknowledged the benefit of the school stipend program that has positively influenced enrollment, attendance and retention. Many parents even with low level of awareness send their children to school with the expectation of receiving the stipend money. As urban poor were not getting stipend, introduction of stipend in urban schools could have reduced drop out. Teachers in many rural schools believe that retention of girls is more influenced by stipend than

that of the boys as girls are motivated to continue school to get the benefit of secondary school stipend. Parents in 15 out of 25 locations believed that not getting stipend was a reason for drop out of children. Many deserving families that enrolled their children with the expectation of receiving stipend were frustrated for not receiving it and at some point lost interest in sending their children to school. Stipend recipients who become repeaters for poor academic performance are deprived of stipend and are reported to drop out for the same reason.

Accessibility in terms of road or boat communication especially in char and haor areas and seasonal affecting regular or seasonal attendance of children. Teachers residing away from the catchments in those locations also fail to attend regularly and timely causing the loss of school days and hours. Teachers who are not locals dislike to be posted in inaccessible areas and posts of teachers in some cases remain vacant for years a Heeling classroom teaching with high teacher student ratio. In urban or rural accessible areas this was not reported to be a problem. Accessibility affected the girls more than the boys as girls avoided long distance travel and felt shy to wade across the flood water.

School infrastructure seems to be another influencing factor to determine drop out or attract children to school. There are at least three schools which have only one room. Even with double shift more than one class in a single room can neither attract students for long nor there healthy teaching learning environment. Out of the 25 schools visited 11 school had no tube well and two schools, in char and haor areas, had no latrine. There was common latrine in 7 schools used by boys, girls and teachers. Where there was only one or two latrines girls rarely used the latrine. Without latrine facilities boys of upper grades and particularly girl students feel shy and would avoid coming to school. As the study was not an impact assessment study, it was not possible to ascertain whether PEDP II interventions had any positive or negative impact on school drop out.

Family demography such as high fertility among poor families, death, disability or prolonged illness, polygamy, divorce, and separation also may determine the drop out behavior. The study has evidenced in many areas that girls are taken away from

school to take care of the younger siblings. Boys are also compelled to stop going to school after the sudden death or disability of father or other earning members.

It was evidenced that in most places SMC's were not performing up to the desired level. Although parents in their FGD's in 19 out of 25 locations and 60% local government representatives said that SMC's were not doing anything to prevent drop out, teachers in contrast to the parents in 18 local ions, however, reported that SMC's were doing their job properly. Most of the SMC members in their FGD claimed that they had been playing their role to increase enrollment and drop out. But no evidence in this regard was found from any other group. The study also evidenced in a few places from FGD's with SMC's that some of it's their members wore not aware of their roles and responsibilities. In many places they also acknowledged that they needed training to understand their role better. Effective role of SMC could have minimized drop out of school children. In the low drop out schools visited both in rural and urban areas, parents and teachers both reported the SMC's to he active.

A vast majority of local government representatives perceived that they had little role to play as they were not in the SMC. Almost 90 percent of the female local government representatives interviewed were not aware of the role of SMC while this level of awareness was just reverse among their male counterparts most having reasonable level of such awareness. Although the role of local government representatives is not a determinant for school drop out, the assumption was that the proportion of drop out could have been less with their effective oversight role.

Other issues that indirectly affected school performance included various types of corruption and miss-governance related to attendance of teachers, dependence on Para teacher, distribution of stipend money, monitoring and supervision, recording and repotting, misappropriation of development fund and private tuition. There is a governance issue related to the record Keeping and reporting system as more than 50% of the schools did not maintain, proper record of drop out children. In some schools discrepancies in record keeping was clearly visible as the data provided did not match with what was detected during field visits in the catchments villages. Other

determinants included lack of school tiffin, inactive PTA, child beating and eve teasing in a few urban locations.

While interpreting the various causes of drop out question might arise why poverty has been rated on top of all other causes. It is not surprising in a country where more than 40% people live below the poverty line. One main reason could be that the selected sample areas were not regionally representative as more remote, inaccessible and poverty prone areas were selected. It is, however, important to observe that although poverty has been rated as the number one reason, all other causes of drop out including child labor, cost of education, migration etc. are the results of poverty. So, poverty is the overarching or underlying cause and should not be read in isolation of those other causes that result from poverty.

More than 80 percent of study participants acknowledged that poverty of the family was the number one reason for drop out of primary school children. Poor families have low level of awareness and they also need the support of their children for earning.

Child labor has been reported by three-fifths of the study participants as the second most dominant reason for drop out of primary school children. Mostly children from grades three and four are sent to work by many poor families. It has been reported by teachers in both urban and rural areas that easy opportunity to earn sometimes lead the families to decide to send children to work rather than to school.

Parents' lack of awareness and education was perceived as the third most important problem responsible for drop out of primary school children. Many, however, believed that the level of awareness was much better than what it was few years back. But parents mostly of first generation learners failed to perceive the value of education.

Chowdhury et al) (2001) in their “A question of quality state of primary education in Bangladesh” tried to analyze the followings.

(i) Assess the learning achievements of the students at the end of class V in different school systems based on a nationally representative sample test.

(ii) Examine the relationship between learning achievement and selected background characteristics of the students such as socio-economic status, school-related variables and receipt of extra educational inputs. Multi-stage sampling was employed to collect the data. A total of 60 union wards were selected for the study. A total of 2509 students of class V from 186 schools were examined for the purpose. Statistical tools like frequency distribution, correlation and multiple regression analysis were used in order to understand the explanatory power of the socio-economic and educational variables in the prediction of the competencies achieved by the students. The findings regarding student achievement are broadly consistent with other recent survey results. The study shows that of the 11-12 year age children about 30 percent obtained basic competencies in literacy, numeracy and life skills. The study showed that rural children lagged behind their urban counterparts roughly by one academic year in respect of basic competencies. Boys were better performers than girls were. Favorable family circumstances of children represented by a combination of factors including education of parents, parent's ability to spend on private tutoring, parents' keeping in contact with teachers about their children's education and the economic status of the family have a positive impact on the children's learning achievement. It has been observed that urban students do better than rural students because of some school-related factors such as parent's involvement in school affairs, a reasonable class size, teachers' qualification level and professional training, the school's proximity to local educational office and an active and cooperating managing committee etc.

Khanna (1980) studied the relationship between students' socio-economic background and their academic achievement. The study applied statistical tools like correction analysis, step-wise multiple regression analysis, chi-square test were applied to analyze the data. 1000 students of VI, VII, VIII, were examined from thirty rural and urban schools of India. Examination results were considered as the indicator of academic achievement. The major findings were

(i) Socio-economic status was positively and significantly correlated with academic achievement.

(ii) Socio-economic condition of their family is highly correlated with academic achievement of the students in all types of school.

Khondker (1996) in his “Education Achievements and school efficiency in Rural Bangladesh, World Bank Discussion Series” has presented a descriptive analysis for learning achievements, school efficiency in rural Bangladesh and what are the factors behind learning achievement of the students. Data were collected from 17 villages using Simple Random Sampling technique. Statistical techniques like Cox regression and multiple regression analysis were applied to analyse the data. The regression results show that both father's and mother's education have a positive effect on the learning achievement of the students. It has been observed that some other variables such as irrigation facilities in the area negatively affects boys' (engaged in irrigation) learning achievement level as they are not capable of giving the needed time to their study. The greater the distance of a school from upazila headquarters the less effective (and less frequent) is the school authorities supervision leading to poorer learning achievement of the concerned schoolchildren. A school's accessibility to electricity (which reflects also the surrounding area's infra-structural development status) and presence of female teachers in a school also affect learning achievement of the students. Toilet facilities affect learning achievement of the students, especially girl students.

So far literature reviewed, the researcher has not found any researcher work directly in the field of role of NGOs for primary education in Bangladesh. So this field would be an important topic of a research work. This is totally a new field of study. As far as the researcher has gone through no research has been done in this field in Bangladesh. The research works mentioned above have been mostly done in the context of other countries but have some relevance to our content.



CHAPTER THREE

Methodology of the Study

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Methodology of the Study

Methodology is an important factor for conducting any research, particularly in social and behavioral sciences. Several methods and techniques were applied to conduct this research work. For getting accurate data social survey method will be adopted in this study.

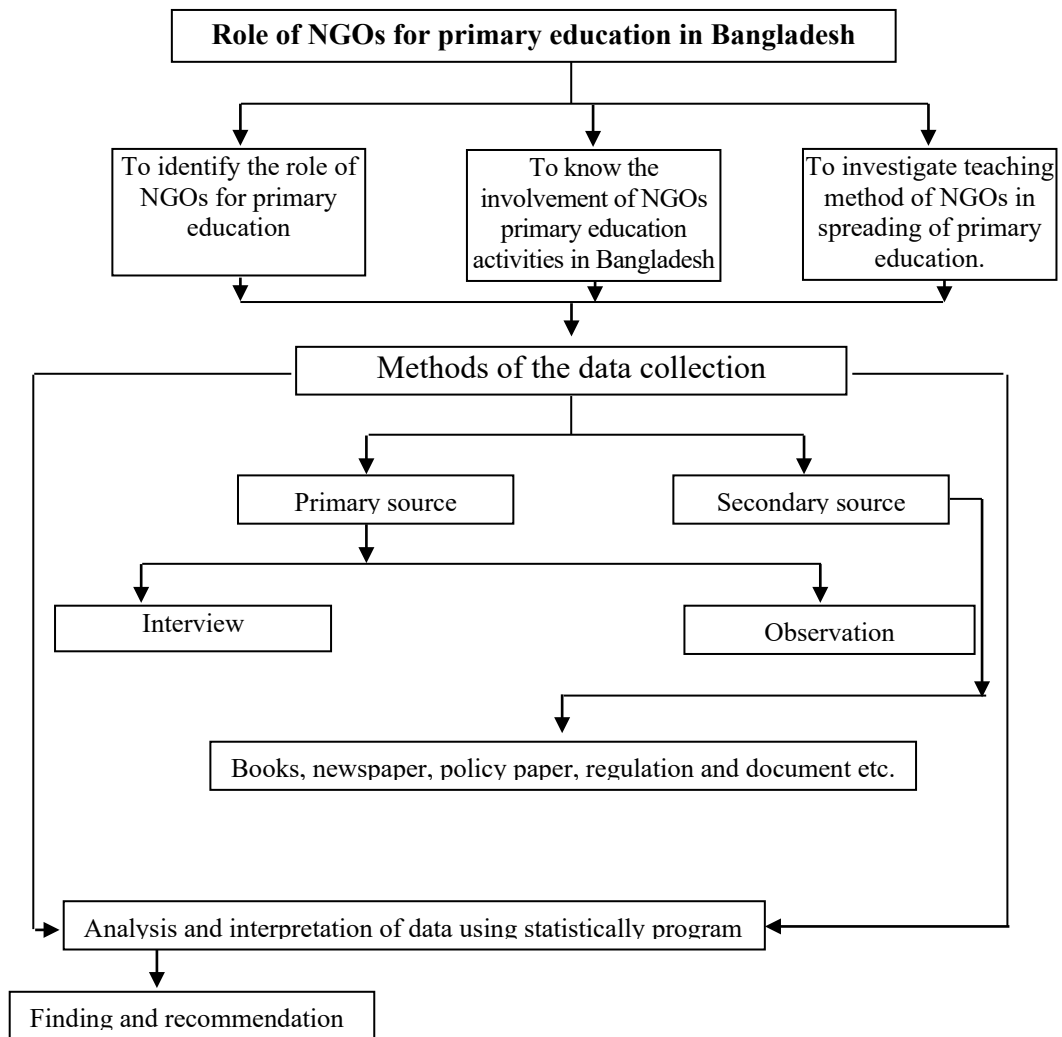
3.1 Nature of study

The study is both qualitative and quantitative by nature. A qualitative method is used to explore the objectives and some quantitative procedures were followed to support the qualitative data. It is also descriptive in its literature reviewing strategies. For gathering data and information properly a multiple instrument approach was adopted.

3.2 Framework of the research work

The realized the study objectives both descriptive and comparative techniques were used. Empirical data were collected through face to face interviewed from the field survey. This frame work of the research work of the study has been designed considering the pathway through which role of NGOs for primary education in Bangladesh. In the frame work the researcher has tried to find out, the objectives to identify the role of NGOs for primary education, to know the involvement of NGOs primary education activities in Bangladesh, to investigate teaching method of NGOs in spreading of primary education.

Fig. 3.1: Framework of the research work

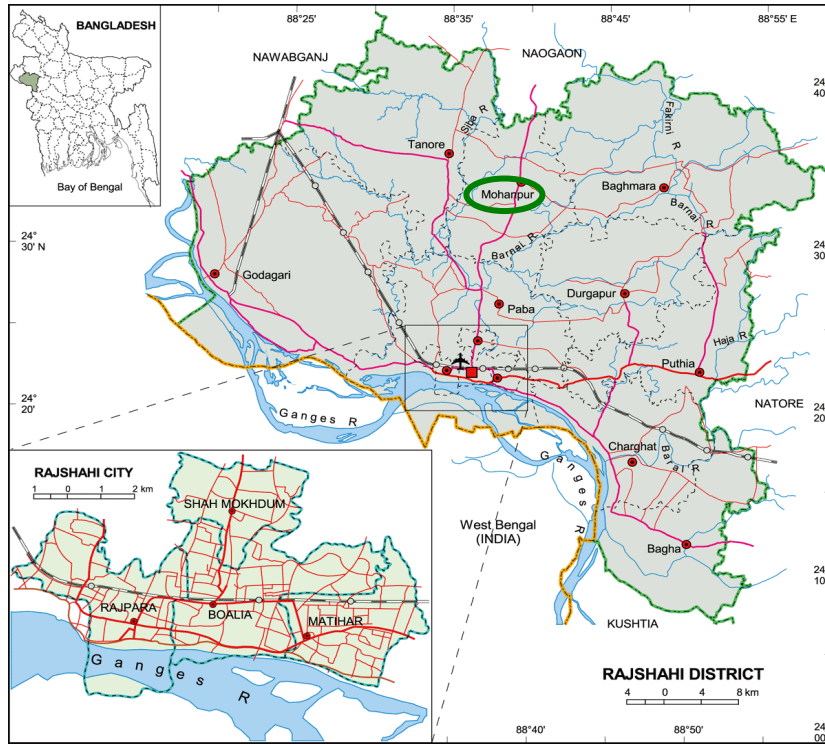


3.3 Selection of the study area

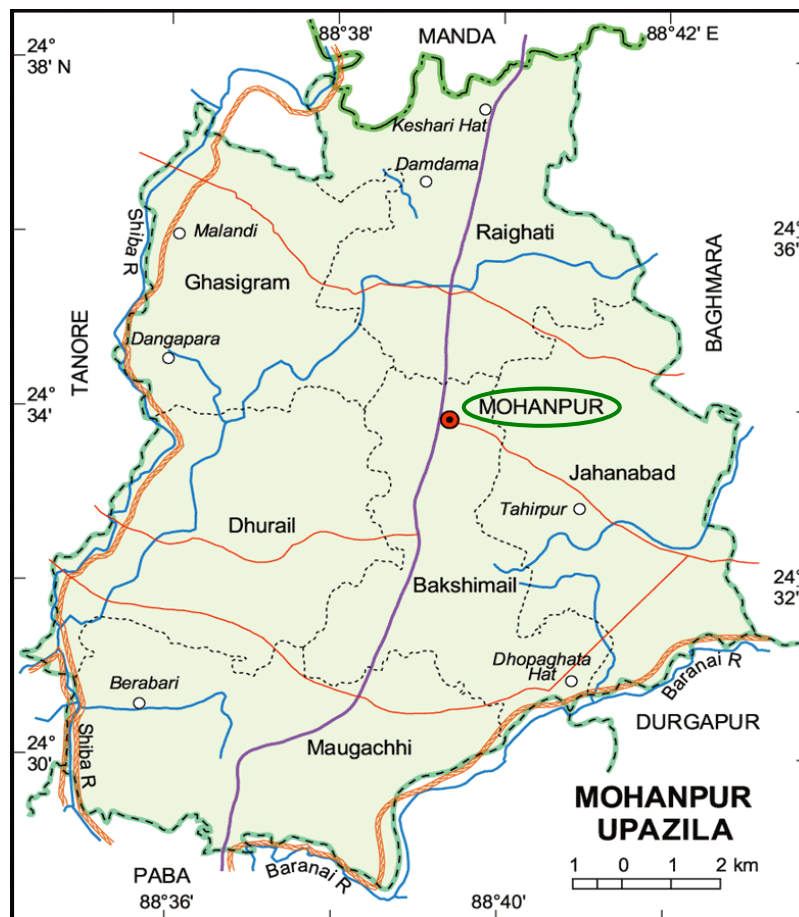
A study on Mohanpur upazila under the district of Rajshahi has been selected area of the research. There have number of government primary schools and NGOs primary schools but the enrolment rate of primary schools are poor. Results of primary schools of Mohanpur upazila were not so good comparatively on other upazila of Rajshahi District. Besides Mohanpur upazila has an easy access and well communicated by bus and other vehicles. So the researcher selected the upazila for study.



Map 1: Map of Bangladesh



Map 2: Map of Rajshahi District



Map 3: Map of Mohanpur upazila of Rajshahi District

3.4 Sample size

Purposive sampling method has been used for primary data collection. The sample size has been shown in the following table 3.1.

Table 3.1: Sampling design

Union/ Prosova	School	Student	Respondent Categories			Total
			Student	Guardian	Teacher	
Dhurail	7	215	33 (15%)	33 (15%)	7	272
Mogasi	2	63	10 (15%)	10 (15%)	2	
Baksimol	1	29	5 (15%)	5 (15%)	1	
Gasigram	5	149	23 (15%)	23 (15%)	5	
Jahanabad	2	56	9 (15%)	9 (15%)	2	
Raigati	3	90	14 (15%)	14 (15%)	3	
Kesorhat prosova	6	189	29 (15%)	29 (15%)	6	

From the table 3.1 it has been depicted the clear picture of 3 categories of respondents (a) student (b) guardian (c) teachers. The total numbers of respondents from the 3 categories are 272. Sample has been taken randomly and data have been collected from the respondents through the interview. Beside, students of the school have been taken by dividing them into slot like 1,3,5,7 or 33, 31, 29 and so on. The first one of from every slot has been taken as a respondent. In absence of first one of any slot 2nd or in some cases the 3rd one has been taken as sample for this study.

3.5 Methods of data collection

The required data for this study have been collected from both the sources: primary and secondary.

i) Primary sources of data

In order to collect substantial and reliable information from the primary sources, multiple methods have been applied.

a) Use of questionnaire

The questionnaire method, interview schedule has been used in this study as the method of data collection. In order to collect accurate information interview schedule has been prepared for collecting data.

b) Observation

Observation methods have been applied to get reliable and authentic information. Usually, non-participant observation method has been used at the time of data collection through questionnaire. The real age, behaviour, habits, intelligence, sincerity about learning, awareness of health care, physical or mental disorder, life style and other matters relevant to the research objectives have been observed carefully at the time of interviewing.

ii) Secondary sources of data

All kinds of material documents like books, articles, newspapers, relevant research papers, government and non-government reports, magazines, official documents of NGOs school is the secondary sources of data.

3.6 Plan for data analysis

a) Data generating process

The data are generated in the following:

(i) Qualitative approach and (ii) Quantities approach. Both types of data collect from research tools or instrument, such as Questionnaires (Open ended and close ended), interview schedule, selected NGOs schools and observation.

b) Data analysis procedures

During the field study a lot of data and information has been collected. All the data collected obviously are not directly useful for the study as some of them are indirectly related to the research problem. So, collected data and information needs to be scrutinized well before analysis. This scrutinization refers to the process of selecting; focusing, simplifying, abstracting are transforming the data came into view in written up field notes, and transcriptions.

Data have been analyzed in the following ways: (i) Descriptive approach, (ii) Tabular approach, and (iii) Statistical approach.

In the statistical approach, use the different types of statistical technique and software like statistical package for social scientists (SPSS), MS Excel, MS Word also used to analyze the qualitative and quantitative data.

3.7 Potential Ethical Issues/Considerations

The researcher went to collect data in the schools with request letter signed from his supervisors. Before starting data collection procedure, he took the oral and written permission of the headmasters. However the researcher assures that the names of the schools and identities of the person from whom data would be collected would not be disclosed: Researcher informed about the permission to the teachers whose class and interview he did observe. In the classroom, while observing researcher tried not to interrupt the classrooms activity anyway. In the beginning of each new class, researcher introduced himself and the purpose of observing. He also did this before interviewing the teachers. The researcher was always respectful while dealing with teachers and students in the schools. In the time of interviewing teachers, they were told the topic and purpose of the study and asked their assistance cordially. The interviews were asked that the data obtained from them would not be disclosed in any way. Those data were used for this specific researcher purpose only. To achieve this goal, different factors like teaching-learning practices, teachers and students' behavior, their motivation, classroom interactions, physical facilities, expectations of teachers and students, attitude of mathematics teachers towards have been studied. To collect data for ethical considerations the researcher took the following steps:

(i) Permission

Permission to conduct the research on NGOs school. Permission for learners to take part in the study was obtained from the school teachers, students and parents. The aims and objectives of the study were positive role of NGOs primary school.

(ii) Appointments

The researcher posted or distributed letters personally to the principals of each selected school, followed by visits and appointments to conduct interviews or submit questionnaires. Group meetings were held with the teachers and learners to explain

the research project and the process. The researcher personally distributed the questionnaires to all schools with the help of the teachers.

(iii) Confidentiality

All respondents were assured of confidentiality by means of a written notice. Participants were given a pseudonym to protect their identities and to ensure confidentiality. At all times the learners were informed that they were free to withdraw from the study or not to answer any question if they so wished. Learners were assured of the confidentiality and anonymity of their answers and in particular, that the information they provided for the research would not be divulged to their school and teachers at any time. Care was taken to ensure total confidentiality.

(iv) Consent

Written informed consent was obtained voluntarily without duress and coercion or bribery from the mathematics teachers and students of class nine and ten of the participating schools. The aims objectives, method and duration of the research were described to the participants.

(v) Data Anonymity

The researcher assured all participants that data collected would be destroyed after the data have been analyzed and the research report compiled and finalized. No person, except the researcher, supervisors and the data

3.8 Validity and reliability of the questionnaires

In order to ensure the content validity of the questionnaires after the pre-testing of the questionnaire. Valuable points have been added and questions that seemed to be unuseful have been excluded. Clear instructions have been provided to avoid ambiguity. Leading questions have been consciously avoided. Learned supervisors and senior researchers suggestions have been sincerely considered.

Primary education is one of the important basic rights for all. But in our country it is not same and equal for all. Data are basically collected from primary sources for the

field level (NGOs school), students, guardians, teachers, (Data collected for the totally 123 students, 123 guardians and teachers 26 = total 272). Questionnaire, interviews, class room observation checklist and documents are used as data collection instrument, Data present in the qualitative and quantitative, percentage, mean, medium, standard deviation, chi-square.

A scroll with a title page. The scroll is unrolled, showing a light brown, textured surface. The text is centered and written in a bold, black, serif font. A thin red horizontal line is positioned below the chapter title.

CHAPTER FOUR

Development of the NGOs in Bangladesh

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Development of the NGOs in Bangladesh

4.1 Introduction

Non-governmental organizations (NGO) can play an important role in the development effort of any country. The recent world has witnessed the emergence of the NGOs as an increasingly visible and forceful presence on the international development scenario. The changing global environment realized the important role of the NGOs and eagerly recognized the NGOs as development partner (Begum, 2003). NGOs involved in economic and social development have prospered with the associational evolution sweeping the globe in the late twentieth century (Hulme and Michael, 1996). The rise of the NGOs in the global contest is identified as an important phenomenon, which has implication far the development prospects of the poor. The non-governmental, not for profit organizations are believed to have fewer overhead costs, to rely less on bureaucratic procedures, and to be less subject to political constraints. Further more it is believed that the NGOs led projects are innovative, participatory, flexible better directed and more reflective of the needs of the poor in the third world societies (Hossain, 2001). Besides, the role of the NGOs is well accepted because it is believed that the difficulties faced by the government in providing its services can be relieved by, closer collaborations with the NGOs. Thus the NGOs have proliferated as an effective complement to government agencies in providing social services (Begum, 2003).

4.2 NGO: Emergency

It is seen that in the development of to-day the term “NGOs” is much used and abused and, perhaps, little understood. But nonetheless, the presence of NGOs in the development scenario in the rural areas has provoked much interest among the development planners, development administrators and development workers who are keen to see the improvement in the quality of life of poor men, women and children of the rural poor communities. It is a fact that NGOs are working at the back and front,

and sometimes at the breast, of government agencies. But in the operational sense in some cases the NGOs are supplementing the work of government agencies and in some case they are working in isolation with obscure target groups in the rural areas. Over the past several decades, NGOs have become major players in the field of social development. The recent trend that characterizes many NGOs is not only to carry out humanitarian and emergency relief help, but also to organize local initiatives like self help projects, awareness raising, consentization, group formation, leadership, training in management skills (Hulmc and Michael, 1992). This strategy seeks the “empowerment” of people which means “the process of assisting disadvantage individuals and groups to gain grater control than they presently have over local and national decision –making and resources, and of their ability and right to define to define collective goals, make and learn from experience” (Hulmc and Michael, 1992). Since the mid-1970s, the NGO sector in both developed and developing countries has experienced exponential growth. In 1992 International NGOs channeled over\$7.6 billion of aid to developing countries. (World Bank,2004). Like many other developing countries, Bangladesh has witnessed a substantial increase in the range and intensity of activities undertaken by NGOs.

4.3 Missions and Goals of NGOs

Non Governmental Organizations (NGOs) are launched with various purposes. Based on the region or local demand and problems, divergence in each NGO targets and objectives can be observed. But everywhere the main purpose of NGOs is the much-desired development of poverty stricken deprived people. The missions and goals with which the NGOs are established and conducting their operations in Bangladesh are:

- Assisting the poor and suffering people as well as exercising self-control through utilization of own resources.
- Identifying native assets, local leadership and ensuring effective utilization of these for welfare and development.
- Coordinating the poor and deprived ones through formation of co-operatives and thus facilitate the socio-economic progress.
- Health and Nutrition development.
- Acting as the associate of the government and no as competitor.

- Generating alternatives to overcome special social problems and hurdles besides taking necessary steps to aware the general population.
- Creating positive attitude of the society, annihilation of superstition and belief against development and bringing in the deprived ones in the main stream of development.
- Giving priority to women in loan scheme by involving them directly in production process and thus creating scope of additional income in the family, which gradually leads to self-sufficiency.
- Continuing the assistance towards poor so that they can create own investment by saving at a growing rate from upward income.
- Creating awareness and developing leadership for the landless and relatively less facilitated ones.
- Helping out people in coping with the changing societal environment.

4.4 Genesis

i) An evolution of NGOs in Bangladesh

At the very outset the NGOs were not claimed themselves as development agencies. The NGOs in Bangladesh followed some stages of growth. Though NGOs are engaged in diversified types of activities, the stages could be summarized on the basis of distinctive orientations in programming strategies. The specific stages are:

In colonial period

Voluntarism was almost synonymous with charity work during the colonial period. Groups of volunteers, mostly members of *Zaminder*¹ families and other land based elites, had emerged spontaneously in emergency situation to help the victims of flood, famine and epidemics, but ceased to exist when the situation improved. Youthful altruism coupled with the contemporary ethical value of looking after *Proja* (tenants) when in distress was the main inspiration behind such act invites (BFF, 2002)

The first efforts to institutionalize charity work and social welfare activities in Bangladesh were made by the Christian missionaries. They often selected remote and

¹ A land-based aristocracy created under the Act of permanent Settlement of 1793. The Act was abolished in 1950.

poverty-stricken areas, where they set up hospitals, schools, orphanages and so forth (Rahman, 1993). Many such centers have been operating for well over 100 years and mark the origin of modern day NGOs in Bangladesh. In the public's perception, NGO generally stands for all NPOs working for the common good of the people or a segment thereof. Among the NGOs still functioning in Bangladesh, the Baptist Missionary Society is reportedly the oldest of British origin and has been working since 1794. Of the local NGOs still functioning, the Christian Mission Hospital founded in Rajshahi in 1880 is the oldest. Among local NGOs operating with foreign funds and possessing a secular character, the *Kumudini* Welfare Trust is perhaps the oldest in the country, founded in 1944 (Sanyal,1980).

During British rule,² NGOs were regulated as „literary, scientific and charitable societies through the Societies Registration Act (SRA) of 1861. This Act was promulgated for „improving the legal condition of societies established for the promotion of literature, science, or the fine arts, or for the diffusion of useful knowledge, the diffusion of political education or charitable purposes. Seven or more persons associated to any literary, scientific or charitable purpose may be by subscribing their names to a Memorandum of Association and filling it with the Register of Joint Stock Companies under the Ministry of Commerce, from the mselves into a society under this Act (Haider, 2009).

The traditional NGO movement of Bangladesh did not have any history of grassroots development, such as the *Gandhian*³ ideals which have influenced the goals of NGOs in other parts of colonial India. Accordingly, the dominant sections of contemporary NGOs in Bangladesh do not trace their origin to pre-existing NGOs.

East Pakistan period

The community development strategy entered Bangladesh as early as 1956 in the Pakistan Academy for Rural Development (PARD), at present in the Bangladesh Academy for Rural Development (BRAD), as the Camilla Approach to integrated rural development with its cooperatives and a two-tier organizational structure.

² Present Bangladesh, as part of India, was under British rule until mid-August 1947.

³ Indian nationalist leader Mohandas Karamchand Gandhi, more commonly known as Mahatma Gandhi, he became one of the major political and spirtiral leader of his time, his idea and philosophies known as Gandian thought.

The main drawback of the government approach, impediments created by bureaucratic structure and *red tapism*⁴ and the major problem of expecting from government agencies with their limited and often underpaid field staff, working with the vested interest groups in the villages, to isolate the cooperatives from the unequal rural power structure is unrealistic.

Thus, the board institutionalized structure established by well-intentioned government planners lacks detailed planning at a micro-level or in their direct dealings with the grassroots beneficiaries.

It is these sectors that the non-government organizations step into the shoes of government. In spite of wealth and natural resources, East Pakistan also faced the share of suffering. Floods and natural calamity were common in that period. McInley (1979) reports ten tidal waves in the coastal area of *Noahkali* between 1960 and 1970. The non-government organization Co-operative for American Relief in Everywhere (CARE) and CARITAS, Christian Organization for Relief and Rehabilitation) Pakistan branch had become heavily involved in sheltering vulnerable displaced peoples. They are also indicative of the way NGOs adapted to the changing environment in which they found themselves (Davis, 2006).

The Voluntary Social Welfare Agencies (Regulation and Control) Ordinance was promulgated in 1961 to expedite the registration and control of voluntary social welfare agencies and for matters ancillary thereto. A voluntary social welfare agency is defined in this law as follows:

“... Organization, association or undertaking established by persons of their own free will for the purpose of rendering welfare service in any one or more of the fields mentioned in the schedule and depending for its resources on public subscriptions donations or government aid.”

The Ordinance required that every organization that sought to render voluntary welfare service under 15 specified areas must be registered with the Pakistan Social Welfare Department. Although the constitution of Pakistan was abrogated

⁴ The practice of requiring excessive paperwork and tedious procedures before official action can be considered or completed. Also called red-tapery-red tapist.

afterwards, this Ordinance remains valid in its entirety in present-day Bangladesh. It is applicable to all NGOs, including those which receive foreign funds. A large number of NGOs are registered under this Ordinance. The registration procedures are simple. However, the power given to the Government raises concern for arbitrary exercise of excessive control. The 1961 ordinance allows the government to interfere with the governance structure of the NGO in the following two ways: The Department of Social Welfare (DSW) as the registering body is authorized to suspend the governing body of an NGO cannot dissolve the NGO without the approval of the DSW. Organizations involved in the following activities were identified as voluntary social welfare agencies: 1) Child welfare; 2) Youth welfare; 3) Women's welfare; 4) Welfare of the physically and mentally disabled; 5) Family planning; 6) Recreational programs intended to encourage people away from anti-social activities; 7) Social education that is, education aimed at developing a sense of civic responsibility; 8) Welfare and rehabilitation of released destitute; 9) Welfare of the handicapped; 10) Patient welfare and rehabilitation; 12) Welfare of the aged and infirm; 13) Social work training; 14) Co-ordination of social welfare agencies.

The 1961 Ordinance gives the government power to intervene in a NGOs management structure. The DOSS (Department of Social Services), as the registration authority is empowered to suspend the governing body of an NGO without giving any right to appeal, but the governing body of an NGO cannot dissolve the NGO without the approval of the DOSS. The relevance of the Ordinance is questionable on three grounds; firstly, the political circumstances behind its introduction no longer appertain. Bangladesh is not under a military rule and has its own Constitution; secondly, the scope of NGO activities has expanded far beyond the fifteen areas specified in 1961. A glaring example is the absence of the important microcredit activities in the 1961 list; thirdly, the pertinence of the Ordinance is not clear since it does not provide any legal identity to the NGOs, although widely believed to do so.

Tradition of voluntary activities

Voluntary works and undertakings of social works in respect of extending benefit to the less fortunate people had been here in Bangladesh. These beneficial tasks were mainly undertaken having been inspired by the religious spirits and also by the on-

going, social and cultural values. Even the landlords and well to-do persons though usurping poor people's rights, undertook several works inspired by the concepts and spirit of voluntarism. These activities include establishment of schools, hospitals, mosques, markets. All the works were done for the benefit of the community. These traditional philanthropic activities have changed a lot in view of the gradual changes in the political and socio-economic spheres. With the changing social structures and consequent changes in beliefs, practices and social relations, the concept of voluntarism has marked a radical swing along a direction that involves professionalism, invites specialization and invokes formal management structures, which can be seen in contemporary NGOs operating in Bangladesh (Huda, 1990)

War of independence

Both national and international NGOs started their operation in Bangladesh as relief organizations after the 1970 cyclone. The war of liberation of 1971 followed immediately after the cyclone and a section of those who participated in relief activities joined the war. Following independence many of these individuals or groups go back to their previous professions, but formed NGOs. A large number of international voluntary organization as the reconstruction of the war devastated economy attracted major inflow of resources from overseas. During this period, they were primarily in providing food and essential commodities to the war afflicted people. Initially, they were involved in the distribution of clothing, medical and food items, and even extended their work to construction of house for war victims. They also took part in developing physical infrastructure such as roads and bridges. These are now established as the leading and pioneering NGOs in Bangladesh (Lovell 1992). They are BRAC (Bangladesh Rural Advancement Committee, GK, CARITAS (Christian Organization for Relief and Rehabilitation), CCDB (The Christian Commission for Development in Bangladesh), Proshika, but a few years after liberation the purposes that they were serving (rehabilitation of war affected people) had more or less lost their rationale. The major challenge that the NGOs faced at this phase was how to survive by transforming themselves. By 1973, through performing relief work, NGOs could mobilize large groups of workers who had experienced interaction with national and international agencies. They had already been able to

create an effective organizational mechanism for performing work at the grass-roots level. Leaders of NGOs state that it was during this period they realized that relief efforts do not solve the problem of the poor. They felt that if relief works, the resources they commanded could be channeled in a productive way by involving the recipients themselves then the NGOs role would more positive.

ii) The Growth of NGOs in Bangladesh:

There are some autonomous and non-formal groups, communities, societies, agencies organizations engaged in reducing the sufferings of the masses and they are known as NGOs. Thus we see, NGOs are not only non-governmental but voluntary also. Now Bangladesh is also known as a country of NGOs. Some of the organizations have been successful in organizing the rural poor and my to eradicating poverty.

Bangladesh is one of the poorer countries in the world. Because of the multitude of problems, both natural and man-made that Bangladesh has had to face ever sight of the positive aspects of the fact that by putting our heads together we have also achieve 'miracles'. The 75 million people at independence that turned into 120 million in 1997 have managed to survive on a land mass and with resources that would have been depleted overnight almost by any other people. Despite its growth in population, the country has in 30-years, become nearly self-sufficient in food grains and the other side development. Seventy percent of the newborn children are now immunized, and fertility rates have greatly fallen. Infrastructure has been set in place, and the country has reaffirmed its commitment to democracy. Bangladesh was determined to confound the doomsayers and these who had carelessly and unkindly called it a "basket case". The need for development and the willingness of outsiders to help Bangladesh is to generate a community of development organizations that is the NGOs (Ahmed and Rafi, 1999).

The NGOs is Bangladesh followed some stages of growth. However, massive destruction of the economy wrought by the war of libertarian in 1971 called for immediate relief and rehabilitation interventions. In this crucial time immediate responses were received from satisfactory number of foreign organizations which came forward to rescue the war ravaged people. At this critical juncture some positive

responses were made by a good number of committed people who established a few national organizations. There are now established as leading and pioneering NGOs in Bangladesh. They are BRAC, GK, CARITAS, CCDB, Proshika etc. (Shailo, 1994).

4.5 NGOs initiatives in education (formal and non- formal)

Bangladesh ranks among the bottom 20 countries in the literacy league table. Between 1980 and 1998, the adult literacy rate rose marginally from 32 to 38 percent with the rate for females at only half of males. Recent statistics provided by the government indicate that the literacy rate reached 65 percent in 2001 (Daily Star, 2001). Since the mid-1980s, particularly since the *Jomtien* conference, a number of new initiatives have been undertaken by the public, private, and non-governmental organization (NGO) sectors to promote primary education in the country.

According to government statistics, over 37,000 primary schools owned and managed by the government form the mainstream of primary education in the country. In addition, approximately 23,000 other primary schools, established privately, are managed with limited government subvention. Over 7,000 Islamic schools, the *Ebtedayee madrassas*, provide education with Islamic focus. Several NGOs have initiated primary education for those who are left out of the formal systems; in total, the number of students served by them in non-formal system is estimated to be 1.4 million, which includes 1.2 million of BRAC-2 alone (Alam and Hussain, 1999). In terms of public spending on education, Bangladesh (in 1993-94) spent 2.3 percent of its gross national product (GNP) on education, which is considerably lower than the average 3.5 percent investment in education for the South Asian region (Haq & Haq, 1998). More importantly, 96 percent of the revenue expenditure on primary education in the country is allocated to teachers' salaries leaving very little for monitoring, supervision, training and other quality enhancing activities (Ahmad, 1996).

In Bangladesh, primary education has never been equally accessible for all groups in the population. Studies carried out earlier on had indicated that girls,

children living in rural areas and urban slums, children from socio-economically disadvantaged families and ethnic minorities were particularly disadvantaged in access to education (Broke and Cammish, 1991; Chowdhury et al., 1992; Nath et al., 1993; UNICEF, 1992; Alam et al., 1997). This, however, is not peculiar in Bangladesh; in developed societies like the United States, social stratification is also found to be increasingly linked to the system of education (Hurn, 1993).

Table 4.1: Stages of change in the Activities of NGOs

Period	Political system	Activities
1971-1990	Military, quasi-military rule	Relief, social mobilizations, anti-autocracy movement
1991	Democracy	Relief only after natural hazards, business, micro-credit, limited social movements by same (against fundamentals, for sex workers, women).

Source: [Ahmed, Donar NGOs the states and their clients in Bangladesh, 2001]

In Bangladesh, during the 1970s, there had been mushroom growth in the number of NGOs and as upsurge of interest in offering realistic as sewers to several issues of human wellbeing that have so long remained neglected. Among the must neglected session, the traditional development planners always by passed the poor and vulnerable. They had no access to resources of the state and nobody cared about them. Different issues like education, health and nutrition, mother and child-care, right of people over common community resources, gender disparity in the society etc. are also out of the rice of the common people (Saifullah, 2001). So the NGOs that are firstly know as church based voluntary organization devoted those selves to developing the living standard of the rural poor in Bangladesh.

The charity and wall fare activities of the NGOs Continued till 1973. The national NGOs then felt that in stead of making people dependent on aid they have to decide certain strategies for taking up program for sustainable development, they went to involving themselves in sector programs such as agriculture. Fisheries, livestock health and family planning etc. The NGOs realized that development process can be kept ongoing through supplying productive inputs and by providing technical assistance. They identified target groups can consisting of disadvantaged poor people.

The arranged to train-up people to enhance their social consciousness and to from their own institutions. The people were helped to undertake collaborative social actions such as bargaining far higher wages, better terms in share cropping, land lease, protection against abuse of rape, dowry, divorce without compensations, etc. Thus the NGOs initiated a proven process of development at the grassroots (Shailo, 1994).

Actually, NGOs in Bangladesh have shifted their focus from social mobilization in the 1970s and 1980s to economics changes father clients in the 1990s. This change in focus has happened far several main reasons, *Firstly*; NGOs struggles on issue like access to Khan (State) land put them in conflict with both the state and the local elite. NGOs role in the anti autocracy movement was fostered by major political parties (1990). In 1996, NGOs took part in a successful full movement for elections which antagonized the government in power at the same time. *Secondly*, NGOs are trying to become self-reliant through involvement in business are micro credit operation. Now a day, very few NGOs engaged in social a movement which marks a division in the NGOs community (Ahmed, 2000).

About the emergence of NGOs in Bangladesh, Aminuzzaman Said, although the NGOs had been working in traditional form since the British colonial period, they got a radical trans formation only after the liberation in 1971 and turned into agents of development. Government of Bangladesh (GOB) had to face a atterculean task of renewal and reconstruction of the war turn economy after the war of independence. But the GOB neither had the capacity nor had the appropriate institutional maintains to address to the volume and diversity of such enormous problems single-landed. At that time a large member of international NGO sand voluntary organizations extended their helping hands to assist Bangladesh (Aminuzzaman, 1993). Besides, a few national organizations developed at that period as spontaneous responses from a number of committed people, which are at present well known leading NGOs is Bangladesh.

4.6 Legal framework

In Bangladesh, the legal framework of the NGOs has two parts:

- i) Laws under which the NGOs are incorporated and given a legal identity and
- ii) Laws regulating the relationship of the NGOs with GOB (Mosshed, 2000).

The voluntary social welfare Agencies (Registration and control) (VSW) ordinances, 1961.

The voluntary social welfare Agencies (Registration and control) ordinance was promulgated in 1961 “to expedite the registration and control of voluntary social welfare agencies and far matters ancillary there to A voluntary social welfare agency was defined as..... Organization, association of under taking established by persons of their own free will for the purpose of rendering welfare services in any one or more of the fields mentioned in the schedule and depending for its resources on public subscriptions, durations an government aid (Mosshed, 2000). A large number of NGOs are registered under this ordinance. The registration procedures under this ordinance are simple. The 1961 ordinance allows the government to interfere with the governance structure of the NGOs. As the registration body, the department of social welfare (DSW) is authorized to suspend the governing body of a NGOs without any right of appeal. But without the approval of DSW the governing body of a NGO cannot dissolve the NGO (Begum, 2003).

The Voluntary Social Welfare Agencies (Regulation and Control) Ordinance, 1961

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‘... Organization, association or undertaking established by persons of their own free will for the purpose of rendering welfare service in any one or more of the fields mentioned in the schedule and depending for its resources on public subscriptions donations or government aid’. (Bangladesh Freedom Foundation, 2002)

The Ordinance required that every organization that sought to render voluntary welfare service under 15 specified areas must be registered with the Pakistan Social Welfare Department. Although the constitution of Pakistan was abrogated afterwards,

this Ordinance remains valid in its entirety in present-day Bangladesh. It is applicable to all NGOs, including those which receive foreign funds. A large number of NGOs are registered under this Ordinance. The registration procedures are simple. However, the power given to the Government raises concern for arbitrary exercise of excessive control.

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- ☞ Child welfare;
- ☞ Youth welfare;
- ☞ Women's welfare;
- ☞ Welfare of the physically and mentally disabled;
- ☞ Family planning;
- ☞ Recreational programs intended to encourage people away from anti-social activities;
- ☞ Social education, i.e. education aimed at developing a sense of civic responsibility;
- ☞ Welfare and rehabilitation of released destitute;
- ☞ Welfare of the handicapped;
- ☞ Patient welfare and rehabilitation;
- ☞ Welfare of the aged and infirm;
- ☞ Social work training;
- ☞ Co-ordination of social welfare agencies

The 1961 Ordinance allows the government power to intervene in a NGOs management structure. The DOSS (Department of Social Services), as the registration authority is empowered to suspend the governing body of an NGO without giving any right to appeal, but the governing body of an NGO cannot dissolve the NGO without the approval of the DOSS (NGOAB,2008).

The relevance of the Ordinance is questionable on three grounds, *Firstly*, the political circumstances behind its introduction no longer appertain. Bangladesh is not under a military rule and has its own Constitution. *Secondly*, the scope of NGO activities has expanded far beyond the fifteen areas specified in 1961. A glaring example is the absence of the important micro-credit activities in the 1961 list. *Thirdly*, the pertinence of the Ordinance is not clear since it does not provide any legal identity to the NGOs, although widely believed to do so.

The foreign donations (voluntary activities) regulation Ordinance, 1978

This ordinance was promulgated in 1978 to regulate the receipt and expenditure of foreign donation means a donation, contribution or grant of any kind made for any voluntary activity in Bangladesh by any foreign government or organization or a citizen of a foreign state includes, any donation made for any voluntary activities in Bangladesh by a Bangladesh citizen living or working abroad. After the war of liberation, a large number of NGOs were emerged with a view of offering relief and reconstruction assistance in Bangladesh. Many local NGOs have received foreign donation for undertaking their activities. Besides a number of foreign NGOs have been working in Bangladesh (Begum, 2003). These NGOs were required to submit certain information to obtain approval for undertaking projects with donations received from outside the country and from aid giving agencies of foreign origin working inside the country prior approval was also needed by a NGO if it wishes to have the services of a volunteer from outside the country (Mosshed, 2000).

The foreign contribution (Regulation) ordinances, 1982:

On 24 March, 1982, the then chief martial law administrator promulgated this ordinance to regulate receipt of foreign contributions. Foreign contribution according to the ordinance meant any donation, grant or assistance, whether in cash or kind. The rules pertaining to this ordinance required NGOs to seek prior government approval each time they received a foreign contribution.

The NGO affairs Bureau, 1990:

Until June 1990 NGOs were used to be regulated and controlled by different ministries and divisions through their steering committees and by the standing

committees headed by the cabinet secretary. This arrangement did not suit NGO requirement. It appeared that the cabinet secretary, so important a functionary in the bureaucracy pre-occupied with so many and so much of often momentous governmental work, had very little time he could spare to sit in meetings just to clear NGO project proposals. Needless to say, this caused unnecessary delay in processing cases and created bottleneck in different ministries, forcing the government to think for alternative mechanism which would be able to deliver at one point what the NGOs has been demanding for quite a long time. Thus the NGO Affairs bureau came into being with a clear mandate to provide one step service to the NGOs (Haque, 2002). Government set up the Bureau in 1990 within the ministry of Establishment to coordinate and regulate the activities of the NGOs operating with foreign donation.

NGOs of foreign origin also come under the purview of the bureau. The necessary approval, known as the FD registration is obtained from the NGO bureau by the concerned NGOs. Separate approvals for all projects are required from the bureau. The aim of NGO AB is to ensure quality performance of the NGO sector and its accountability to the state. The functions of the NGO affairs bureau are as follows:

- ❑ Register NGOs process and approve NGO project proposals and disburse project funds
- ❑ Approve appointment and tenure of services of expatriate officials and consultants review and comment of the reports and statements submitted NGOs.
- ❑ Co-ordinate monitor, inspect and evaluate NGO programs, identify and approve chartered accountants for auditing NGO accounts.
- ❑ Realize fees/ service charges from NGOs
- ❑ Carry out field level inspections of NGO income and expenditure
- ❑ Maintain liaison with NGOs and donor agencies (The World Mark, 1996)

Foreign donations (voluntary activity) regulation act, 2014 (proposed)

On 12 June 2014, through a joint statement, civil society organizations in Bangladesh, including the two main NGO associations, have raised serious concerns about some of the provisions of the draft 'Foreign Donations (Voluntary Activities) Regulation Act, 2014', which was approved at a regular meeting of the Cabinet on 2 June 2014.

The draft may be placed before the Parliament, at any time. The Act will repeal the previous 'Foreign Donations Voluntary Activities Regulation Ordinance, 1978', and the 'Foreign Contributions Regulation Ordinance, 1982'.

The government had committed to share the latest draft of the Act with civil society organizations before cabinet approval, however this did not occur. While some of the concerns previously expressed by NGOs were taken into account, civil society organizations reiterated their opinion that the current draft will impose severe restrictions on their freedom of association.

Section 2(5) of the Act defines a 'foreign donation' as any donation or contribution coming from outside Bangladesh, including from Bangladeshi citizens living abroad, along with foreign governments, organizations or individuals.

Section 4 of the Act makes it mandatory for all NGOs receiving foreign funding to be registered (on a 10 year renewal basis) with the NGO Affairs Bureau (NGO-AB). The Act does not provide any specific criteria or time frame for the NGO-AB to decide on the registration and renewal application, which may widen the scope of bureaucratic malpractice.

Section 10 grants the Director General (DG) of the NGO-AB and the executive administrative officers (the Divisional Commissioners, the Deputy Commissioners and the Upazilla Nirbahi Officers) authority to inspect, monitor and assess the activities of NGOs that receive foreign funding, allowing direct control and surveillance over the activities of the NGOs. The power to 'assess' is of particular concern as it would allow the authorities to decide whether an NGO project or activity is needed or useful.

According to section 15, any violation of the Act will be considered as an offence which, at the NGO-AB's discretion, may result in the de-registration by the NGO-AB (thus impairing the organization's ability to receive foreign funding in the future), or the appointment of an administrator (section 14) in order to close down the organization. Moreover, the law does not provide for the right to challenge the decisions of the executive officers before the judiciary.

Front Line Defenders is concerned that the proposed Act in its current form falls short of international standards relating to the right to freedom of association and will further restrict the space for human rights NGOs in Bangladesh. We urge the

government of Bangladesh to amend the current draft and hold further consultation with civil society to bring the Act in compliance with the international human rights standards.

4.7 Typology of NGOs

There are many typologies of NGOs found in the literature on the basis of ideology and approach, their coverage. Source of funds, role and function etc. but the NGOs as development organizations should be seen on the basis of their functions. on the basis of the functions the NGOs can be divided into five major categories.

4.7.1 Categorization by functions:

a) Donor NGOs:

These comprise international organizations dispensing funds they raise or receive from their governments or charities or from church organizations to various NGOs in poor countries. Among such NGOs, operating in Bangladesh are OXFAM Canadian International Development Agency (CIDA). Swiss corporation (SDC). South Asia partnership (SAP). The age khan foundation etc.

b) International action NGOs:

International action NGOs are those who are operating different geographical location having their headquarters outside the country and operate mostly by expertise. They are also receiving funds from different donors and from respective governments.

c) National actions:

The number of national action NGOs is numerous. They are working in different fields from income generation to health and playing various roles in the society. These NGO receive funds mostly from the foreign donors.

d) Local action NGOs:

The NGOs are working in local areas covering small areas such as a single village as a cluster of villages. They are usually engaged in some specialized activities in the locality. They receives fund from local or national an international sources.

e) Service NGOs:

Service NGOs operate their activities to deliver services to the target groups. These NGOs usually provide specialized services to individuals, groups private and voluntary agencies and other NGOs. These services include information dissemination, counseling. Coordination, training, market promotion, scientific research etc (Saifullah, 2001).

4.7.2 Categorization by role

On the basis of their role NGOs are categorized as follows:

a) Relief and welfare NGOs

These NGOs provide relief support as and when necessary, particularly after national or man made disasters. These assistances are given on temporary basis.

b) Funding NGOs:

They act as the local representatives of the foreign donors engaged in extending grants. They help the local NGOs to get foreign assistance.

c) Networking/ coordinating NGOs:

This type of NGOs promotes combined actions of the NGOs and co-ordinate with the Govt. of Bangladesh, national and foreign NGOs to promote inter institutional co-operation. They also promote mutual support and cooperation among the NGO community.

d) Development NGOs:

These NGOs operate to mobilize the poor through education and conscious rising to develop their own organizations. They help poor in developing their own organization and they enable them to develop sustainable system (Shailo, 1994).

e) Consulting NGOs

They provide consulting services to the government, donor agencies and other actors in the field of development. Although some fees are charged for their service, these NGOs are non-profit organizations usually concerning issues related to the social and economical development (Begum, 2003).

4.7.3 Categorization by orientation

A further classification of the NGOs is made on the basis of orientation

a) Charity oriented NGOs

The activities of these NGOs are based on the philosophy of charity.

b) Development service oriented NGOs

The activities of these NGOs include provisions of health care, family planning on education services. These programs are designed by the NGOs and the people are encouraged by them to participate in the implementation and in receiving the services.

c) Participatory NGOs

These NGOs are characterized by self-help projects where local people are involved particularly in the implementation of a project by contributing cash, land, materials, labor etc. In the classical community development project participation begins with the need identification and continues into the planning and implementation stages.

d) Empowerment oriented NGOs

In order to empower the disadvantaged, the aim of these NGOs is to help them by developing a clearer understanding to the social, political and economic factors affecting their levels. These NGOs work to strengthen the awareness of the target group and their potential to control their lives. Sometimes these groups spontaneously identify a problem an issue whereas in other instances the NGOs workers play an important role in this respect in Bangladesh (Begum, 2003).

Based on the above discussion it can be said that the different types NGO are working in Bangladesh. The varieties of NGOs can help to understand the dynamics of development in Bangladesh.

Table 4.2: Typology of NGOs

Classification	Basis	Forms	
Structural size	Class and Character of Themembers	gender	Grassroots Intermediate Empire-building
		ethnic	
	Life span	religious	Institutionalized Ad-hoc
		Linguistic	
	Location	urban	Non-institutional Local regional national
		Rural	
	Status of Personnel	paid-stuff	Instrumental Expressive Social service Multi functional
		volunteer	
	Beneficiary	Membership service	Membership Instrumental Support services
		Socio-economic	
Functional Functions	Specific	Production oriented welfare oriented Relief and welfare Self-reliance Sustainable system	
	Educational Health and Family planning Environmental		
Support	Programming Strategy	1 st generation 2 nd generation 3 rd generation	
	Method of formation	Allied with state purely voluntary govt, sponsored non-govt.	
	Source of Resources	Spon sared Foreign mixed indigenous	
	Legal status	formal Legally registered informal	

Source: Hasan, *et al.*, 1992, p. 199.

4.8 Number of NGOs in Bangladesh

About 20,000 NGOs are working in various development fields in Bangladesh. They have extended their activities that cover about 15.2 percent of the total target group households in the country, NGOs are implementing their activities according to their planned activities and the needs and demands of their target people (Begum, 2000).

It is almost a Herculean task to describe fully the whole scenario of development activities undertaken by NGOs. But according to a database profile prepared by ADAB in 1990 about 613 member organizations have been implementing their activities in 397 Thana of 63 districts. Their activities include. Group formation, credit, formal education. Adult and child Education, Training, Health and Nutrition MCH and family planning, Womens Development, Agriculture, Pisciculture, poultry and livestock, water and sanitation, small Trading, Research Training, Human Rights, Advocacy, Legal Aid, and Environment and social forestry.

More than hundred thousand people have been reported to be serving in the NGOs sector. They have been playing increasingly significant role in the development of the national economy. According to ADAB one lakh and ten thousand paid staff and one lakh volunteers have been working in various development programs of NGOs. In addition, a considerable number of poor landless people are being benefited under other programs like social forestry, poultry and livestock village based small cottage industry food far work etc. It should also be specially mentioned that during disaster like drought, floods and epidemics, the NGOs demonstrate considerable promptness and efficiency in reaching the distressed people and in contributing to relief and rehabilitation program (Shailo, 1994).

4.9 Sectoral contribution and successes of the NGOs

4.9.1 NGOs in Human Resource development:

Notable contributions have been made by NGO in developing institutions of the poor. The process of institutions building has been through development of human resources with the help of a continuous process of education concretization following

the popular affecting their life and with a collective force generated through their sense of belonging to their own institution the poor are able not only to mobilize and manage their own resources, but are also motivated to have their voices in shaping policies and plans that affect their lives. Most development NGOs have operationized this paradigms by initiative peoples organizations at the grass root levels. For instance, the organized landless grapes collectively took possession of khas lands illegally occupied by large land owners or took lease of dried out riverbed and excavated it to convert it into a charge starch of water body for fish cultivation, an even fought ageist minimum wages arbitrarily determined by the Government.

On the basis of the data received by ADAB till 1990, a total of 248 organizations are involved in Human development and management though multilateral training programs. These trainings are impearted among those beneficiaries and workers who are executing different programs of the NGOs, of these trainings the followings merit mentioning social development, management literacy campaign health, agriculture, Employment and Income Generating Activates, village based small cottage Industries, Aquaculture poultry and rearing. Social forestry and technical training etc. on an average five hundred thousand people come under this program as beneficiaries.

4.9.2 NGOs in health and family planning

High rated of infant, child and maternal mortality triggered by poverty and absence of adequate health facilities and services have prompted NGOs to concentrate on addressing the health needs of the population. To ensure aeffective delivery of services to people. NGOs have strengthened the existing health care system and developed appropriate institutional structures and mechanisms. Some NGOs have directed their efforts forwards providing health and family planning services to the poor through static centers which are mostly urban-based. Some have, on the other hand developed system of providing health and family planning services at the household level of the poor communities through out reach centers. There are also other NGOs which are providing services to the poor through both static and outreach centers. The primary attention of all these NGOs is focused on reading the incidence

of infant, child and maternal mortality and on abating population growth through various programs ranging from health education with specific focus on ORT promotion in the management of diarrhoea, nutrition care, immunizations and curative health care to effective contraceptive delivery services.

4.9.3 NGOs in credit and income-generation

Perhaps one of the most significant contributions of NGOs lies in enhancing the income of the poor beneficiaries through providing credit support and facilitating their involvement in collective economic activities in various sectors that are within their means and management capabilities. The poor are generally considered high credit risks owing to their inability to show necessary collateral and therefore are denied access to existing institutional credit. In the absence of such support, the poor are forced to borrow from money lenders or mahajans who generally impose exorbitant interest rates on the poor, ultimately enmeshing them in the exploitation trap. Through provision of credit, NGOs have freed the poor beneficiaries from the clutches of money lenders and have enabled them to generate income on their own through collective economic activities planned, implemented and managed by the poor themselves. However, prior to credit support, the beneficiaries have to mobilize on their own and show the capabilities of establishing and operation tailing financial norms and disciplines.

4.9.4 NGOs in appropriate technology

NGOs have also made significant contributions to the development of appropriate technologies through research and experimentations. The treadle pump and the bamboo tube well developed by RDRS, the rower pump developed by MCC and MAWTS, and the solar dryer by MCC have earned a good name both at home and abroad. IDE and RDRS have in fact, extended and spread these technologies throughout the country. The treadle pump and the rower pump represent a significant improvement in water-delivery near the No. 6 hand pumps. The relatively low cost of

these pumps has enabled the marginal farmers to use them and earn greater economic return at a cost which otherwise would be prohibitive.

The Tara pump which is known as deep set tube well has offered hope far areas where the level of water is very deep rendering No. 6 and other tube wells inoperative. The World bank, in recent years has started promoting the expansion of the deep pump in various parts of the country. The NGOs have also devised such agricultural implements as insecticides, sprayers, winnowers, threshers, oil crushers etc. MAWTS and Camilla cooperative *karkhana* have made notable contributions to the production of such implements. To reduce the consumption of fuel which is often prohibitive for the poor, NGOs have developed improved *chulas* (oven) that need minimum fuel consumption. The contribution of BRAC and CMES in the development of such fuel-efficient *chulas* are worth mentioning.

4.9.5 NGOs in agriculture

In the field of agriculture, NGOs have made significant contribution in introducing new and sustainable crops and cropping patterns. The contributions of MCC and GUP in the cultivation and extension of soybean, maize and vegetable are important.

4.9.6 NGOs in Environment and forestry, poultry, livestock and sericulture

Rapid deforestation has caused a serious ecological imbalance in the country. Fuel wood crisis has become a constant problem, particularly for the rural poor. The cow dung, which is popularly used as an organic fertilizer, is now being increasingly used as fuel. The NGOs have undertaken massive afforestation programs with the help of their beneficiaries. The contributions of RDRS and Proshika in afforestation have been particularly remarkable. To supplement the supply of seedlings by the government forestry Department, NGOs are increasingly promoting the development of nurseries by their beneficiaries at the community level such nurseries not only ensure supply of seedlings to other NGOs, but also serve as a source of income for the beneficiaries who raise such seedlings.

4.9.7 NGOs in women and Gender development

In a male-dominated society like Bangladesh, the world of majority of women lies within the four walls of their homes, and they are treated symbolically as birds in a cage. Under the cultural sanctions of purdah women's mobility remains limited. Their primary functions centre around bearing and rearing children and managing a variety of household chores ranging from cooking, cleaning, poultry-keeping, animal-caring to kitchen gardening and post harvest activities. Since their services are unpaid the economic value of their work cannot be quantified in monetary terms, and hence, their contribution to household economy remains unaccounted for and invisible. Their economic dependence makes them socially inferior to men. Moreover, women are often subjected to psychological, social, economic and sexual tortures. NGOs in Bangladesh, through their persistence efforts, have tried to break the symbolic cage of women through education and concretization and through helping them develop their own institutions. Through education they are made aware of the cause of their plight and through organizations, they are encouraged to undertake collective socio-economic actions which not only provide them with income, but also add to their social status.

4.9.8 NGOs in housing

About 50 NGOs have been engaged directly in the implementation of housing programs. National and international NGOs like BRAC, PROSHIKA, Caritas, World Vision, Nigera Kori, ASA have been working on some specific models of sustainable housing along with house making logistic services at a low cost. It may be mentioned that six major NGOs have been assisting to build 24 thousand and 500 hundred houses yearly. Grameen Bank along with other NGOs, have been contributing significantly in this regard. About 2 lakh people are already benefited from such services. Besides a major portion of having, including the construction of multipurpose cyclone shelters after the 1991 cyclone are being implemented by the NGOs.

4.9.9 NGOs in Education

The NGOs are highly active in the sector of informal and non-formal education. The best way to develop human resource is through appropriate education. Illiterates created due to lack of education is one major obstacle for socio economic development hence also for poverty eradication. The Bangladesh Government and UNICEF are trying at their utmost level to eradicate illiteracy. The low rate of admission in the primary schools, failure to attract the children to schools, unlikable education method and syllabus for etc. reason the rate of primary education in the rural area are not at all hopeful. The largest NGO in our country and also world wide, BRAC have started satellite school system based on informal education policy. As a result the poor children at the rural area are now being given special importance. More emphasis is given on the participation of parents as well as community in this regard. This program has turned into a vital accompaniment for the primary education system by the government. In 1998, World Vision spent taka 13,06,87,996.58 which amounted to 40.10% of their total expenditure. So far the NGOs have been successful in providing education to 23 lakh people in the last five years through establishment of 30 thousands primary schools and 44 thousands adult-education centers. At present almost 9 lakh men and women are studying in these schools.

4.9.10 NGOs in water and sanitation:

About 350 NGOs in the country are engaged in ensuring supply of safe drinking water and basic sanitation facilities along with raising health consciousness and measures for preventing diseases. In the last decade about hundred and thirty thousand tubewalls were sunk and more than two hundred thousand health related latrines have been built through 186 village sanitation centers of 21 greater districts of the country under these programs nearly 11 million people have been provided with facilities for safe drinking water and latrine facilities. Besides, 10 thousand to be wells have been repaired and another 6 thousands have been resunk in 1991 other the April Cyclone (Shailo, 1994).

4.6.11 Political role of NGOs

In recent year NGOs are increasingly participating in the broader national political area. Indeed, some people feel that they have failed to keep themselves out of partisan politics. This has wider ramifications with regard to the legitimacy of NGO work. The conservative forces have been reasonably successful in highlighting this issue and have tried to influence moderate elements. In the following section I will pursue this argument through analyzing some recent actions of a section of NGOs. NGOs have participated in various programs which are geared towards democratization of the state: this includes voter education program elections monitoring program, participations in political movements, and movement in support of the recent court judgment of fatwa. The first two programs were designed by donors and encouraged NGO participation in implementing such programs as members of civil society. The last two represent NGOs own political preferences.

Conclusion

By the above discussion, it is found that Bangladesh was always a strong platform for the growth and development of the NGOs in the country. Though the NGOs started their activities as voluntary, nonprofit organization but they make themselves essential in the necessary for the poor, backward and in need women of Bangladesh.

A scroll with a light brown, aged paper texture. The scroll is unrolled, showing a central area with text. The text is in a bold, black, serif font. A thin red horizontal line is positioned below the chapter title. The scroll has a dark brown outline and a slight shadow effect.

CHAPTER FIVE

NGOs Involvement on Primary Education in Bangladesh

Chapter Five

NGOs Involvement on Primary Education in Bangladesh

5.1 Introduction

It is well known that, education is the backbone of a nation. Primary education is the base of future education and its development. To measure the educational development of a nation must consider the progression rate and quality. Our constitutions also mention the responsibility the government to give the opportunity of education of every child and to continue this opportunity.

5.2 Definition of Education

The word 'education' derives from the Latin 'educate' mean 'to nourish' or to 'rise'. It means the actor process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing one self or others intellectually for mature life. Education is the development of the abilities of the mind (learning to know). Education encompasses teaching and learning specific skills and also something, less tangible but more profound the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Education means to draw out facilitating realization of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuro science, sociology and anthropology. The education of an individual human begins at birth and continues throughout life (some believe that education begins even before birth, as evidenced by some parents playing music or reading to the baby in the womb in the hope it will influence the child's development (Coddis, 1998).

5.3 Historical Background of Primary Education

The educational backgrounds of Bangladesh have been selected from the separation of Indian subcontinent i.e., 1947, particularly the primary education system of independent Pakistan. Which appearance in modern time of primary education is reflected to us, It was imported at the linkage time of British civilization. At various level of education, it is divided, it is divided part by part. The British rule is responsible being established such a structure of education, the British got the idea of their primary education from the noted revolution of Europe "Ecole Unique". A portion of that they imported to establish and administrative structure here. Not to fulfill the expectation of the people (Chiph from a German Workshop; p.i-434). After the British, there was continuing a conventional education in our country, though several attempts were made to restructure the education system of Bangladesh in general and primary education in particular.

5.3.1 Pakistan Period

India and Pakistan, two states had been reformed in 1947 as a result of long revolution. As the Bangladesh was long far of 1200 miles was included with Pakistan for so called religious nationalism. The Pakistan reign the one-fourth time of one century the primary education was polluted of all colonial affaires. In the reign of Pakistan the reformation work, which was undertaken for primary education that was built structure and the quality, was the target only?

The first national conference was held in Karachi for reformation of primary education system and re-construction of Pakistan before its inspection. In this conference the provisional East Pakistan¹ government formed East Pakistan Education Committee and the committee passed a recommendation, which in 1931 established a new ordinance. According to that law the free and compulsory primary education had been launched and the ordinance was effective only for two years. The primary education had been promoted for five years than four years according to the law and in class five "Primary scholarship" had been adopted (Keay, 1959).

¹ Present Bangladesh as part of Pakistan

In 1957 by the recommendation of "Aaur Rahman Khan Education Commission." The responsibility of conducting primary education had come from the district board to the control of Thana *Parishad* and the responsibility of government school on the district magistrate. To some selected primary schools the previous education system was cancelled before launching compulsory primary education and few model primary schools had been adopted. As a result, all over East Pakistan the conflict of model and non-model has been started. The Managed Primary School had been launched abolishing model and non-model provision in 1965. The five years plan of three sessions (1955-60, 1960-65, and 1965-70) was implemented. The Primary education was universal and compulsory and several times the time was fixed for five years. But lacking of initiative and necessary finance no single benefit had come to this sector At that time the allocation was lesser". A few of the allotment were expensed (18%-20%) to the primary education.

It has been recognized for the five years planning (1973-1978) that in 1947-48 the primary school were 29633 in Bangladesh by reducing which has stood 26665. It was found the around 10% schools had been stopped. The education planning of Pakistan government had not been fruitful to the primary education in Bangladesh rather the primary education was widely ruined. So, it had been found that the literacy rate in Bangladesh was 78%-82% since 1951-1961 but the learners had been increased since 26 lac to 60 lac of primary school in 1947-1973. After getting freedom in 1947 the people did not accept so discriminated education plan of Pakistan. From the table below the discriminated education plan of Pakistan government is easily imagined.

Table 5.1: Discriminated education

Timing	Total expense	East Pakistan	Percentage	West Pakistan	Percentage
1947-48	34.70	12.40	35.73	22.37	64.27
1952-53	104.30	43.60	41.60	60.70	58.20
1956-57	139.30	43.20	32.02	96.10	68.99
1967-68	713.90	348.60	48.83	365.30	51.17

Source: Education statistics of Pakistan in 1947-48 (Rawalpindi: Religious Book Society, 1969) and table 198 and 199 of Pakistan statistics yearbook.

The number of primary school was 24786 in East Pakistan in 1948-49 and the number of learners was 2309058. After eight years the number had been increased in 1966-67 as 28225 and 4268590 gradually. The early increase average in school 191 and for learner's more than one lac. In 1960 for the revolution of people the investment was increased somehow in 1967-68. The per head expense was 4.60 paisa in Pakistan and 1947-48 and in West Pakistan it was 20.72 only. It was Tk. 12.38 and 42.22. The national primary education committee of 1967 has mentioned in a statement that half of eligible learners of the time did not attend schools and was beyond the schools. The severe problem was dropped out. Fifty percent of the children were dropped out within two years of the admission. A small portion (10%-15%) completed fifth class. The fourth-fifth of the population was illiterate. Most of the adult illiterates were included from the dropped out students of then population (Education statistics of Pakistan in 1947-48 (1969)).

5.3.2 Bangladesh Period

The human resource of our country should be properly used for the economic development of the country and side by to enjoy the impact of economic development. Through the education, this human resource can be developed properly which is tested in Bangladesh. Being felt the truth the government of liberated Bangladesh had emphasized to reform the education system at the very beginning of liberation. With this view, primary education was recognized for the constitution of Bangladesh as the fundamental right. Mujib govt. first had taken a few remarkable initiatives towards primary education, which helped to make the base later on. The whole primary educational institutions were nationalized and education commission was formed which helped primary education to come forward in various sorts of revolution and changes,

5.3.2.1 Nationalization of Primary Schools

The government of Bangladesh nationalized 36165 primary schools and incorporated 157742 teachers of those schools as government staff according to the first step of

government of Bangladesh in 1973 of *Primary Education Ordinance* and in 1978 under Primary School Requisition Act.

5.3.2.2 Composition of Education Commission

An education commission was formed in 1972 headed by Dr. Kudrat-E-Khuda to reform the primary education system and to transform primary education to a modern knowledge; science and technology, which helped to build a strong nation, and the education commission published its report in 1974. The commission suggested extending the duration of primary education from five years to eight years and freeing of cost and compulsory. But for the convenience of implementation up to fifth class within 1980 to 8th class within 1983 to be conceptualized (Open University, 2000). A commission was organized in 1998 headed by Dr. Mofiz Uddin and it made some recommendation to reform and to amend the primary education. In 1997 "The National Education Policy" conceptualized but it was not possible to implement the recommendation of them and in 2002 further another National Education Commission was constituted. Besides, Bangladesh government has taken various steps to develop primary education (like food for education, stipend for poor students and extending Infrastructural facilities and teaching aids.

Primary education is offered through two types of educational institutions in our country. Government directly manages one and people supported by the government manage another one. In order to make universal literacy program a success, government of Bangladesh has encouraged people to come forward to help government's program by establishing primary school at the private level. People accepted the government's view and started establishing primary school at the private level since 1990s.

At present there are 78685 government primary schools having 16957894 students and 395281 teachers while there are 41013 non-government primary schools having 7053640 students and 182628 teachers in Bangladesh (BANBEIS, 2011).

In order to maintain a modern, scientific and effective education system, Bangladesh Government attaches highest priority to the improvement of education sector. With this objective, the Government of Bangladesh had established several Education Commissions and Committees since the independence of the country.

- a. Qudrat-e-Khuda Education Commission-1972
- b. Mofiz Uddin Education Commission-1998
- c. Shamsul Haque Education Committee-1997
- d. Dr. M.A. Ban Commission-2002
- e. Mohammad Moniruzzaman Mia Commission-2003

a) Qudrat-e-Khuda Education Commission-1972

Qudrat-e-Khuda Education Commission was formed in 1972, headed by the leading educationist and scientist Dr. Qudrat-e-Khuda. The commission submitted its report to the Government in May 1974. The report was formulated and is based on the socio-economic and political state and cultural heritage of the country. The perspectives and this scenario of the educative system of the contemporary world were also taken into consideration. In fact, Qudrat-e-Khuda Commission report reflected the fundamentals of the newly framed constitution of Bangladesh. The concerned authority examined the report carefully and the preparator/steps were taken to implement the report were delayed. In the light of the recommendations of this commission, a committee for developing National Curricula & Syllabi was formed in 1976. The National Committee consisted of 47 eminent educationists of the country headed by Prof. Shamsul Haque. The National Committee developed a detailed procedure and mechanism for developing national curricula & Syllabi. In order to achieve its target, these NCSC (National Curriculum Syllabus Committee) constituted 10 sub-committees and 27 subject committees. The NCSC submitted its report to the Government in 07 volumes in 1976, 1977 and 1987.

Qudrat-e-Khuda commission suggested some major changes in the Primary, Secondary and Higher Secondary stage of education. According to the Commission report primary education will be of 8-years (Class 1 to Class VIII) and secondary

education will be of 4-years duration (Class IX to Class XII) in the field of Higher education a combined degree course of four years and a one year Master's course will be offered in the Universities. Regarding curriculum, syllabus and textbooks, the commission suggested a uniform curriculum for primary level based on competence. The Commission gave special emphasis on improved assessment system and suggested letter grading in the assessment of student performance in all stages of education.

b) Mófiz Uddin Education Commission-1988

After the publication of the Qudrat-e-Khuda Education Commission report, some of the recommendations were implemented in 1979 the Government felt the necessity of reviewing the report. Advisory Council for National Education styled Interim Education Policy Recommendations was published and the reports of the Mofiz uddin Commission were brought to light in February, 1988.

c) Shamsul Haque Education Committee-1997

Qudrat-e-Khuda Education Commission submitted their report in 1974, Due to some unavoidable circumstances the recommendations of the Committee were not implemented properly it was felt that for meeting the national needs and for keeping pace with the unprecedented advancement in the field of knowledge in the contemporary world, original and qualitative change in our education system were needed. With this end view, the Government of Bangladesh constituted a 56-member committee headed by Prof. Shamsul Haque. The committee has made all out efforts for developing an education policy in order to introduce a pragmatic education system suitable for the country. The report of this commission was placed in the cabinet and to review this report a cabinet committee was formed. The report of this committee was sent to National Assembly.

d) Dr. M.A. Bari Commission-2002

An Expert Committee headed by Dr. M.A Bari was formed in 2002 to identify immediate implemental reforms of education sector. The Committee suggested several interventions in the sector which were considered later by the Education Commission 2003.

e) Mohammad Moniruzzaman Mia Commission-2003

In order to improve the quality of Education and initiate a set of reforms to develop the sector government undertook several actions of which the formation of Education Commission in January 2003 was one of the major initiatives. The Commission submitted its report to the Government in March 2004. The Commission Report consists of the parts and suggests 880 recommendations on all the education sub-sectors.

- Evaluation of last year's program and drawing up of the program for the coming year;
- TV and Media coverage;
- Circulation of posters;
- Meeting and rallies at school thana district and national levels.

These programs also include cultural events, award-giving ceremony, distribution of free books and many other events. This program helps the community to realize that school is a social institution and everybody has a responsibility for achieving better performance of the schools. These coordinated efforts create a suitable environment for teaching and learning.

5.4 Education planning

Educational planning in Pakistan Period

Systematic work on educational planning relating to former East Pakistan started with the first five year plan of Pakistan (1955-60). Between 1955 and 1970 three Five Year Plans had been prepared and launched in which education formed an important component. A fourth Five year Plan which was prepared for (GOP, 1970-75) hardly

got off the ground when the country was plunged in civil strife culminating in the independence of Bangladesh towards the end of 1971.

Although the importance of education for overall development was often reiterated by national leaders and top planners education was a neglected sector in Pakistan. Over the three Plans, the share of education in the public sector development expenditure for Pakistan as a whole remained only 5 per cent or so (GOP, 1970-75). The priorities accorded to education in drafting of plans were not usually reflected in the implementation of plans. Required funds were denied to the education and training sector because of pressure for resources in other economic sectors. The Fourth Plans document of Pakistan points out that as a result “the country found itself faced with a serious imbalance between manpower needs and education output”. The Plans document expressed the view that not with standing large-scale unemployment, there were shortages of skilled manpower in fields that were critical for development (Islam, 1977).

Nevertheless, experience of educational, planning in Pakistan was useful. It enabled planners and educational administrators to gain deeper insight into problems of educational development and highlight areas of concern. Through successive plan periods machinery of planning and educational administration were improved. It also led to better collection and compilation of educational data and some research on educational problems although at the time of independence of Bangladesh the quality and coverage of educational data left much to be desired.

5.4.1 The First Five Year Plan of Bangladesh

A comprehensive exercise in educational planning in Bangladesh was made by the Planning Commission of the Government of Bangladesh in the First Five Year Plan (1973-78) published in 1973. It was mainly the work of professionals in consultation with the relevant Ministries of Government under the direction of the Deputy Chairman and Members of the Planning Commission. Although the Government set up a Commission on Education in 1972 which was expected to examine the education system in detail and make recommendations for the future structure ‘and development

of the system and the preparation of a comprehensive educational plan, the report of the Commission was available well after the plan had been actually prepared. A serious lacuna of the plan was that there had been no popular participation in its preparation. Although the Plan was approved by the Cabinet with some modifications, it was never debated in the Parliament. The rank and file politicians as well as the ministers had probably no deep commitment towards the (GOB, Planning Commission, 1973). This seems to be a pity as in few fields the recommendations of the planner has so significant political implications as in the field of educational planning.

The objectives of educational development stated in the First Five Year Plan, more or less the Constitutional principles to which we have referred, although these could have been further elaborated. The strategies to achieve the objectives include improving the quality of education by making an optimum use of the available facilities and increasing the number of trained teachers; strengthening science education in schools and colleges; putting greater emphasis on vocational and technical training at different levels; provision of central laboratories and community workshops, spreading effective adult literacy; encouraging sports and cultural activities, giving special attention to female education.

The methodology followed in the preparation of the education sector plan in the First Five Year Plan is one of trend analysis. Past trends were examined end targets of expansion were set on the basis of desirability in the light of overall objectives which themselves were somewhat vague e.g., feasibility and the so-called “social demand for education”. Thus over the Five Year period (1973-78) the Plan envisaged an expansion of enrolment at the primary stage (Classes I-V) by 43 per cent, at the secondary stage (Classes V to X) by 57 per cent, at the college level (Classes XI to XIV) by 52 per cent and at the university level (Classes XIII to XVI) by 63 per cent. Teacher education was to be expanded by 150 per cent and technical education by 172 percent over the plan period (Islam, 1977) a major expansion was envisaged in the enrolment of girls at all levels, particularly the primary and secondary stages viz, by 59 per cent and 105 per cent respectively.

The plan envisaged a substantial diversification of courses at the general secondary stage and put substantially greater emphasis on science and vocationally oriented courses. Growth of enrolment in the “humanities” was to be kept modest while promoting a very large expansion of enrolment in science agriculture commerce industrial arts, home management and nursing. At the university stage also enrolment in ‘science’ was to increase at a substantially higher rate than in humanities. No clear justification of the targets of expansion is provided, particularly of the relatively moderate expansion at the primary stage as compared with that at the higher levels. It is clear from that observations of the former Deputy Chairman of the Bangladesh Planning Commission that political pressures and political commitment played an important part in the determination of the various targets of educational expansion which were not necessarily aimed at providing support to the overall development effort (Islam, 1977).

The First Plan document contains recommendations for a number, of innovative measures. These are intensive use of physical facilities, in particular the introduction of double shifts in primary and secondary schools and teacher training institutions; provision of central laboratories and community workshops in schools and vocational training institutions which would be accessible to various non-formal training programmes also, large scale recruitment of female teachers for primary schools and the induction of educated housewives as part-time teachers. Programmes of non-formal education which were meant to be part of a major strategy for achieving mass education are discussed only in general terms. The Planning Commission, however, did highlight the importance of non-formal education by setting up an expert committee on the subject which would suggest guidelines for developing the necessary programmes.

Investment in education as in the other social sectors in the First Five Year Plan of Bangladesh was decided “exogenously” largely on socio-political considerations (GOP, 1970-75). As it turned out, education in the Bangladesh Plan received somewhat higher priority than in the Pakistan plans in spite of the manifold demands placed on the resources of the country by the “directly productive” sectors. While in the third Five year Plan of Pakistan (1965-70) the actual public sector development

expenditure on education in former East Pakistan is estimated to be about 6.58 per cent of its total development expenditure, in the First Five Year Plan of Bangladesh, Education accounted for 8 per cent of the total allocations.

The allocations for different levels and types of education within the sector reflect the targets of expansion proposed. Thus development: expenditure for primary education proposed in the Plan was 18.78' percent of the total as against 19.49 per cent for secondary education, 5.21 per cent for teacher education. It is somewhat strange that college and university level education taken together was allocated significantly more than the development expenditure on primary education in the Plan in spite of the fact that in the Bangladesh Plan document educational plans in the Pakistan period have been criticized for emphasizing higher education at the expense of primary education. One mitigating factor was the large allocation amounting to 11.4 per cent of the total proposed for non-formal education which was expected to support literacy efforts outside the school system and provide vocational education for out-of-school youth. However, it was obvious that there were serious limitations in developing mass Education Programmes on a considerable scale over the course of the Plan, when verities of actual experience in the field existed.

Due to unsatisfactory economic progress and unexpected increase in current expenditure¹ short fall in resources developed quite early in the plan which was aggravated by a sharp deterioration of the country's international terms of trade and a reduction in the flow of external assistance below projected levels. As a result sharp cutbacks were made all rounds in the development expenditure, which were particularly severe for the social sectors. Actual development expenditures on education in the First Plan was 73 per cent of the original allocation in current prices and formed 5.39 per cent of the reduced total development expenditure (Second Five-year plan).

The actual achievement of enrolment in the First Plan period fell far short of the targets at all levels. The mass education programme hardly got off the ground. Although there was an increase in the rate of growth of female enrolment at the primary and secondary stages, little progress was made in increasing the ratio of

female teachers in primary schools. Providing a scientific and vocational bias to college level of education and stepping up enrolment in science subjects in the general universities while slowing down enrolment in the humanities, were largely unrealized and the ratio of enrolment actually increased in favour of humanities.

On the termination of the First Five Year Plan in 1978 a Two Year Plan was prepared which aimed at meeting the short falls in the First Plan and providing the time for carrying out necessary studies for the preparation of a five year Plan. It might be useful to consider the First Five year Plan and the Two Year Plan together and compare the allocations with the actual expenditures. It appears that the education with the actual expenditures. It appears that the education sector did not do too well in the Two Year Plan accounting for only 3.54 per cent of the total development expenditure. Thus the estimated expenditure in the education sector over the First Five Year and Two Year Plans together amounted to about 4.49 per cent of the total.

Table 5.2 indicates that in the First and Two Year Plans while the plan allocation on primary education was 17.63 per cent of total; actual expenditure on primary education was only 13.18 per cent. Similarly, actual expenditure on secondary education was 11.63 per cent of the total as against the plan allocation of 19.53 per cent. The expenditure on teacher education was only 3.06 per cent of the total which was less than half of what had been the allocation. There was a slight reduction in the proportion of realized expenditure on technical education as against the 19.52 per cent of the total allocated for this type of education. The lion's share of the actual development expenditure went to the universities which received 26.39 per cent of the total as against a planned allocation of only 12.59 per cent. The gross distortion in educational expenditure in favour of the universities can be explained only in terms of social and political factors. It appears that irrespective of what the plans recommended the power elite succeeds in pre-empting resources for higher level education at the expense of lower level education which is essential for satisfactory economic progress.

Table 5.2 Allocations and Expenditure during the First Five Year Plan and Two Year Plan (1973-80)

Levels of education	FFYP	Plan Allocation and percentage				%	Actual allocation	Actual expenditure	%	Col. as % of col. 8	Col. 9 as % of Col. 8
		%	TYP	%	Total						
1	2	3	4	5	6	7	8	9	10	11	12
Primary Education	577.22	18.78	223.18	25.28	800.38	13.180	386.05	341.14	13.180	42.62	93.96
Secondary Education	598.80	19.49	287.69	19.61	888.49	19.53	350.53	301.11	11.63	33.97	85.90
College Education	247.00	8.04	138.49	9.44	385.49	8.49	171.79	147.54	5.70	38.27	85.88
Teacher Education	160.00	5.21	122.35	8.34	22.35	6.22	101.81	79.21	3.06	28.05	77.80
Other Educational activities (DPI).	146.00	4.75	39.46	2.69	185.46	4.08	493.84	47994	18.54	258.78	97.19
Technical Education	5.00	16.27	388.33	26.33	868.33	49.52	595.06	470.73	18.18	53.11	79.11
University Education	350.00	11.39	221.57	15.10	571.57	12.59	691.09	683.04	26.39	119.50	98.84
Ministry of Educations own schemes	494.00	16.07	47.96	3.28	541.96	11.94	123.08	65.85	3.32	15.84	
Total	3073.02	100.00	1467.01	100.00	4540.05	100.0	2895.25	2588.53	100.00	57.20	89.41

Source: Planning Commission, Draft second Five Year Plan, Ch, XVI

5.4.2 The Second Five Year Plan

A draft Second Five Year Plan was issued in 1980. The objectives of educational development in the Second Plan are more or less similar to those stated in the First Plan and in the report of the Education Commission of 1974. However, there are several distinguishing features in the Second Plan, e.g. introduction of universal primary education, launching of a national mass education programme, introduction of vocational course in secondary schools and decentralization and reorganization of educational administration. Among other objectives which have been reiterated may be mentioned accelerated expansion of facilities for women's education, removal of the existing imbalance in various levels of education and introduction of selectivity in, higher education.

In consequence with these objectives ambitious targets have been set for educational expansion at different levels. Enrolment at the primary stages is to increase by 86 per cent by 1985 over the 1980 level so as to cover 91.47 per cent of the age-group population.' Enrolment in secondary schools (Class V to X) ' is to increase by 25 per cent by 1985, in the colleges (Class XI to XIV) by nearly 32 per cent, in the general universities including university colleges by 38.51 per cent, in the technical universities by 16 'per cent, in the technical colleges by over 61 per cent and in the polytechnics by more than 300 percent (GOB, 1974).

The suggested public sector allocation for education in the Second Plan is Tk. 10,150 million which amount to only per cent of the proposed total development outlay of Tk. 255,950 million. The detailed allocations proposed reflect the priorities between differentiae's and types of education. Thus primary education will receive an allocation of 41 per cent of the total and mass literacy 9.44 per cent of the total. The proposed allocations for secondary education and college education are f 8.53 per cent and 5.31 per cent of the total respectively. While university education will account for a modest allocation of 5.90 per cent of the total, technical and teacher education will receive allocations amounting to 7.37 per cent and 2.83 per cent respectively of the total.

Table 5.3 Second Five-Year (1980-85) Plan Allocation (Education Sector)

SL No.	Sub-Sector	Total Allocation (in Million Taka)	% of allocation
1.	Primary Education	4150.00	41.00
2.	Mass Literacy	960.00	9.44
3.	Secondary Education	1885.00	18.53
4.	Teacher Education	290.00	2.85
5.	Madrasha Education	150.00	1.47
6.	College Education	540.00	5.31
7.	Technical Education	750.00	7.37
8.	University Education	600.00	5.90
9.	Scholarship	465.00	4.57
10.	Educational Technology	30.00	0.30
11.	Curricular Development	10.00	0.10
12.	Text Books	20.00	0.20
13.	Educational Planning and administration	30.00	0.30
14.	Educational Statistics, Evaluation and Research	20.00	0.20
15.	National Cadet Corps and Cadet Colleges	250.00	2.46
	Total	10,150.00	100.00

Source: Draft Second Five-Year Plan, 1980

After carefully considering the history of educational development in a number of currently developed countries, in particular Japan, the Bangladesh Education Commission (1974) recommended that public educational expenditure in Bangladesh (developmental as well as non-developmental should be so allocated that primary

education (including adult and non-formal education) receives 60 percent of the total, secondary, vocational and teacher training receives 25 per cent and university education receives 15 percent (Husain, 1980). These figures are not comparable with those proposed by the Planning Commission for the Second Five-Year Plan'. Primary stage is defined by the Education Commission to cover class I to VIII, Secondary stage to cover class IX-XII and university stage to cover classes XIII-XVI. Further, the Planning Commission figures for the Second Five-Year Plan refer to development expenditures. In an unpublished study it has been estimated that considering total public expenditure by levels of education (developmental and recurring and leaving out non-a locatable primary education (Classes I-V) received an allocation in the 1976-77 budget of 48.6 per cent of the total, adult and non- formal education received 0.3 per cent, while secondary education (classes VI-X) including vocational education received an allocation of 24.4 per cent of the total, Collage education (classes XI-XIV) including general as well as technical accounted for 8.6 per cent of the budget, while university education (classes XIII-XVI) general as well as technical, accounted for 18 per cent of the budget.

The development allocations proposed in the Second Five Year Plan for the different levels of education as compared with the actual expenditures in the First Five year and Two Year Plans do mark a significant improvement and certainly a move in the right direction' except for the reduced proportional allocation for teacher education when the quality of education is being so much emphasized at present. What is' disjointing, however, is the reduced proportional allocation to the education sector as a whole in the Second Plan, (4 per cent) as compared with the estimated expenditure in the First Five year Plans (4.49 percent). In view of the ambitious targets of educational expansion envisaged in the Plan one could 'seriously doubt the adequacy of the financial allocations proposed even if the educational administrators are able to introduce such desirable measures as maximum utilization of capacity in the various institutions and mobilization of educated youth for such programmes as mass literary and non-formal education as have been proposed. It may be of interest to mention that in the light of the recommendations of the Tokyo Conference of Educational Ministers, the Bangladesh Education Commission (1974) suggested that the total expenditure for

education in Bangladesh should be immediately raised to 5 per cent of the GDP and a goal of raising it to 7 per cent of the GDP in the shortest possible time should be set. It has been estimated that the proportion of GDP devoted to education in the 1977-78 budget of Bangladesh was 1.72 percent, as against 1.19 per cent in 1968-69 and 1.57 per cent in 1972-73.

5.4.3 Review of Fourth Five Year Plan

During the Fourth Plan, steps were taken for the improvement of primary education and the thrust was on introduction of Compulsory Primary Education (CPE). The major objectives were to ensure (a) optimum use of existing physical facilities and maintaining regional balance in respect of creating new educational facilities (b) enhanced participation of women at primary level as teachers, (c) establishment of an effective system of in service training of primary school teachers, (d) development of primary school curricula, and (e) introduction of academic supervision and administrative inspection.

The original Plan allocation for primary education was Tk. 14,281.68 million. The allocation, however, was increased to Tk. 24,216.48 million through ADPs and the actual expenditure was Tk. 20,307.40 million. The allocation for primary education was in the range of '50-52 per cent of total allocation made for the education sector in the ADPs. The year-wise position of allocation and expenditure is shown in Table. 5.4.

Table. 5.4 Allocations and Expenditure for Primary Education 1990-95

Year	Allocation*	Expenditure*	Allocation**	Expenditure**
1990-91	1,939.16	888.78 -	1,804.34	826.99
1991-92	3,445.73	1,885.49	3,059.07	1,673.91
1992-93	3,957.76	3,401.96	3,394.01	2,917.38
1993-94	6,285.87	5,817.59	5,315.14	4,919.18
1994-95	8,587.96	8,313.58	7,316.88	7,083.12
Total	24,216.48	20,307.40	20,889.44	17,420.58

* Current Prices

** Constant Prices (1989-90)

By 1995, a total of 59,894 primary schools were functioning. During the Fourth Plan, 9398 Ebtedayee Madrasha, 394 NGO primary schools, 53 primary schools attached to PTIs, 1566 primary schools attached to secondary schools and 1628 kindergarten/primary schools were set up. Year- wise number of Government and non-government primary schools is shown in Table 5.5.

**Table 5.5: Tablets-Number of Government and Non Government
Primary Schools 1990-95**

Year	Total	Government	Non-Government	
			Registered	Non-Registered
1990	47,241	37,655	6,266	3,320
1991	49,539	37,694	8,684	3,161
1992	50280	37,708	8,885	3,689
1993	52,886	37,706	8,994	6,186
1994	56,165	37,710	14,807	3,648
1995	59,894	37,710-	17,151	5,033

Enrolment in primary education increased from 12.1 million (5.4 million girl students) in 1990 to 17.3 million (8.18 million girl students) in 1995 along with the rise in completion rate from 41 percent in 1990 to 60 percent in 1995. Food for education programme was introduced for increasing enrolment and reducing drop-out rates among the poor children. Year-wise enrolment is shown in Table 5.6.

Table 5.6: Enrolment of Students in Primary Schools 1990-95

Year	Total	Boys	Girls	Percentage of Girl Students (%)
1990	1,20,51,172	66,62,427	53,88,745	44.71
1991	1,26,35,418	69,10,092	57,25,327	45.31
1992	1,30,17,270	70,48,542	59,68,728	45.85
1993	1,40,67,332	75,25,862	65,41,470	46.50
1994	1,52,80,680	80,48,117	71,32,563	46.98
1995	1,72,84,113	90,94,489	81,59,624	47.38

5.4.4 Fifth Five Year Plan

The programmes for primary education will be continued in the Fifth Plan with the ultimate aim of rate and the quality of education at all levels. The government was committed to raise the literacy rate to 100 percent within about ten years beginning from 1995 with a midterm target of achieving about 70 percent by the year 2002. To this end, compulsory primary education programme made more effective through local government and community support. The organization and management of schools at local level meant creation of a participatory, role forging working links between home, school and community along with developing community services with commitment of resources.

Objectives of Fifth Plan

The objectives of the Fifth Plan pertaining to education were to:

- a. attain about 70 percent literacy rate by the year 2002 in order to achieve 100 per cent within 10 years;
- b. bring all children of age group 6-10 under the formal primary educational stream within shortest possible time;
- c. make institutional arrangement for imparting technical and vocational education at the thana level;
- d. ensure optimum use of existing educational facilities at all levels;

- e. utilize the multi-sectoral potentials of 'education with respect to other objectives: social awareness, entrepreneurship and community feeling;
- f. maintain regional balance in respect of development of educational facilities with particular attention to the northern region and the hilly areas;
- g. enhance participation of women in every sphere of education as well as to reduce the gap between facilities provided for male and female education;
- h. encourage private sector and community participation in setting up educational institutions;
- i. improve management of educational institutions through involvement of local bodies;
- j. modernise and improve religious/madrasha education with science and technology bias;
- k. improve physical and health education at primary and secondary levels;

Strategies for fifth five year plan

For attaining the above objectives, the following were the main strategies:

- a. the highest emphasis was on primary education, to bring all villages and Mahallas (in urban areas) under the cover of compulsory, uniform and free primary education; simultaneously, with building of permanent schools, the black-board/satellite school approach based on provision of teachers and community support was followed so that a village or a Mahalla did not have to await construction of school buildings before its children receive primary education,
- b. a national movement for total literacy was undertaken, government resources were supplemented in this process by efforts of NGOs, communities and beneficiaries;
- c. Massive and continuous training of teachers at primary and secondary levels within the country had been undertaken;

- d. local government bodies will be increasingly involved in management of primary and secondary schools and institutions
- e. education extension and management training for teachers and educational administrators organised on a strong footing
- f. performance of institutions and teachers evaluated and linked to government's financial support;
- g. appropriate steps had been taken to reduce drop-out rate and minimise its incidence at the primary and secondary levels;

Primary Education

The government has adopted a national plan of action for 'Education for All' in Bangladesh. Primary education has been made compulsory with the target of (a) increasing gross enrolment to around 110 percent and (b) Strategies for Fifth Five Year Plan strategies: ensuring the completion rate up to at least .75 per cent by the end of 2002. Adequate physical facilities will have to be created to make the programme successful. Efforts will be made to set up facilities at the village level involving the community and NGOs along with the government programmes at local level. In order to bring every child in the educational steam to achieve the national objective by the year 2002, it will be; necessary to establish a primary school in each and every village as per requirement.

Objectives

For achieving the goal of Education for All (EFA), the steps were to

- a. Increase gross enrolment to around 110 percent (net 95 percent) by the year 2002 with particular emphasis on girl enrolment;
- b. Increase completion rate of primary education to at least 75 percent by the year2002;
- c. Improve the quality of teacher's training, supervision, management and monitoring system;
- d. Revise and update curricula with a view to making them relevant to the needs;
- e. Set up an effective information base at the thana level and develop appropriate linkage with district, division and central authorities;
- f. Undertake innovative programmes and conduct research and evaluation;
- g. Enhance capability of National Academy for Primary Education (NAPE), Directorate of Primary Education (DPE) and Primary and Mass Education Division (PMED);
- h. Reduce gender gap and regional imbalances.

Strategies

In order to achieve the objectives of primary education in the Fifth Plan period, the following were the elements of an appropriate strategy:

- a. Every village will have a primary school. Till such time construction of primary school is completed by the government, the “Black- Board/Satellite School Approach” of teaching will be followed.
- b. Community had been encouraged/sensitised to establish satellite/feeder schools and new primary schools in the still unsaved villages/areas. Community provided land while the government constructed the school building and provide subvention. The community appointed teachers and exercise the power of hiring and firing as and when necessary.
- c. Double shifts introduced in every school where the number of students was more than 500 and at least .150 more students remain to be enrolled.
- d. Schools established by the community on their land and having minimum enrolment of 150 students well receive provisional registration as a matter of course.
- e. Textbooks supplied free of cost to all children at primary level
- f. Food for Education or its effective alternative continued arid extended after careful review of the disadvantaged areas in a phased manner.
- g. Learning materials, e.g., exercise Look, pencils, etc., distributed to the children in a phased manner
- h. Resource Centers at thana level established to make the teacher’s training and other training programmes cost-effective and sustainable.
- i. The National Academy for Primary Education (NAPE) will be professionally strengthened for undertaking policy research as well on primary education.
- j. Mass media used extensively for social mobilisation for the cause of primary and mass education.
- k. Nutritional and health care programmes introduced and expanded.

Programs

The following programs have been identified to achieve the objectives set for primary education:

- a. A primary school established in each village as may be required.
- b. A total of 47,000 additional classrooms in the existing government primary schools were expected to be built. Additional classrooms provided depending on the number of students. The ultimate aim was to have at least five classrooms in each school.
- c. A total of about 20,000 satellite schools were expected to be established for teaching in classes I and II with community female teachers within the catchments area of each catchments primary school. Some of the satellite schools developed later: into primary schools in consideration of local needs.
- d. About 5,000 community-based non-government primary schools were expected to be established in areas without school with direct participation of the community; the government subvention to the teachers' salary had been given for these schools.
- e. Nearly fifteen thousand government primary schools were expected to be reconstructed/renovated/repared:
- f. For obtaining reliable and dependable data on various activities on primary education, an effective system of information base had been established in each thana, district and division.

Financial outlay

The above programs carried out through a number of projects. There was one umbrella project, named, Primary Education Development Program (PEDP) which was supported major schemes. In the Fifth Plan period, the estimated outlay for the primary education was Tk. 68,594.20 million including a spill-over requirement of Tk. 1,714.00 million. Under the revenue budget, it was estimated that an amount of Tk. 66,800.00 million was required to meet the cost of subvention to teachers of non-government primary schools during the Plan period.

5.5 Vision of Basic and Primary Education by 2015

The basic goal of NPA (National plan of Action 2003-2015) It is to establish a knowledge-based and technologically-oriented competent society to ensure that every school-age child has access to primary level institutions that provide all necessary facilities, continue in school to receive and achieve quality education, and provide opportunities to pre-school children, young persons and adults to meet their learning needs in a competitive world, both in the formal and non-formal sub-sectors of basic education without any discrimination.

It is envisaged that through successful execution of NPA II, the educational scenario by 2015 will encompass the following.

- (i) An informed, knowledge-based and learning society for all has taken firm roots-facilities are available of enhancing learning and gaining appropriate employable and life skills through formal, non-formal and informal education mechanisms;
- (ii) All pre-school children, 3-5 years of age, are attending ECCE programs of some kind and have access to programmes of health, nutrition, social, physical and intellectual development, and being initiated into formal education;
- (iii) All primary school-age children (6-10years), boys and girls, including all ethnic groups, disadvantaged and disabled, are enrolled and successfully completing the primary cycle and achieving quality education,
- (iv) Adequate scope exists for primary level graduates to go on to secondary education and beyond; children can plan and pursue their career path and switch from one stream of education to another of their choice at any level;
- (v) All primary level institutions, formal and non-formal, offer standardized and quality basic education, providing a strong foundation, which prepares children and others to face challenges in higher education, training and broader life with confidence and success; equivalence between formal and non-formal basic education and between different streams within each firmly established at all levels;
- (vi) All residual illiterate and semi-literate young persons and adults have access to learning opportunities-basic education, adult literacy, post- literacy, continuing

education and life-long learning, including skills development for gainful wage or self-employment;

(vii) Gender equality in basic and primary education, for teachers as well as learners, is a normal phenomenon, birth in the institutions and homes of children as well as the broader society;

(viii) All children enrolled in basic and primary 'education level institutions have access to health, nutrition, water and sanitation, cultural, social development and similar other services and activities, which ensure a healthy learning and living environment for better life; are involved in school management and decision-making processes; and they are all aware of the dangers of and ways of dealing with HIV/AIDS, arsenic contamination and such others;

(ix) Poverty is substantially reduced in line with PRSP and MDG targets through and as a result of quality basic education and selective skills development training, in conjunction with and measures taken for eradication of poverty in other sectors of development, both public and private, particularly NGOs; and

(x) There is transparency and accountability in program development, organization and management, financial transactions, and in activities of managers, supervisors and teachers as well as the SMC members and all others involved, both in the government and non-government education sectors.

5.5.1 Issues and Challenges in Achieving the Vision

- ⇒ The pursuit of NPA II towards achieving the above vision requires careful consideration and effective engagement on the following priority issues:
- ⇒ The manifold efforts through NPA II have propelled Bangladesh into the medium human development age of countries as per UNDP's ranking. Though access challenges remain, the priority task for the NPA II period is to bring the multiple issues of quality at the centre of the policy vision;
- ⇒ While the quality agenda will be an evolving one, immediate priorities are a threefold one: (i) significantly reducing the drop-out rates of both boys

and girls so that enrolment achievements translate into comparable completion rates, (ii) introducing an effective and scaled-up programme of Early Childhood Care and Education (ECCE) using community approaches where meaningful, and (iii) improving teaching quality through better recruitment, incentives and training on the one hand and effective performance monitoring on the other;

- ⇒ Notwithstanding access gains, specific sub-groups remain at a disadvantage. An inclusive policy has to be pursued to take care of the physically and/or mentally challenged, ethnically disadvantaged, geographically, socially or economically, hard to reach children in cooperation with the NGOs and GOBs where relevant;
- ⇒ Appropriate school infrastructure with availability of school within the reach of each and every child throughout the country while school environment and contact hours would have to be sufficiently improved and standardized;
- ⇒ Child-friendly pedagogic approaches with emphasis on life-skills, awareness of social environments and appreciation of global knowledge resources have to be prioritized in the development of curriculum and textbooks;
- ⇒ A key challenge will be to identify and implement incremental and realistic steps to improve school governance on a sustainable basis with more effective community participation and meaningful oversight by sector administration;
- ⇒ A comprehensive strategy has to be developed to address the teaching of English as a second language more seriously, including the challenge of preparing teachers for English teaching;
- ⇒ A school meal program for primary schools carry potential benefits for both educational and nutritional aspects of MDGs. Developing an effective program based on nutritionally-relevant meal content, cost-effectiveness, decentralized supply chains and a management strategy, which avoids

vesting responsibilities on teachers will be a key PRSP-relevant challenge for the sector'; 'and

- ⇒ Ensuring sustainability of learning skills of both non-continuing primary school leavers and graduates of various non-formal streams is a key EFA priority. Given the overarching challenge of poverty reduction, the necessary focus here has to be on developing and implementing a comprehensive policy vision on skill education utilizing public sector, private sector and NGO expertise to enable a significantly scaled-up exploitation of global and local livelihood opportunities.

5.5.2 Guiding Principles

Following are the guiding principles for programme formulation under NPA II

- ⇒ Formulation and implementation of all policies relating to basic education-covering primary and non-formal education-will be guided by the Constitutional provision of ensuring free and compulsory education to all children and removal of adult illiteracy, and UDHR, UNCRC, UNCEDAW, WDEFA, DFA, MDG, UN Decade of Literacy and other international instruments to which Bangladesh is a signatory. National Education Policy will be reviewed and updated as necessary;
- ⇒ Ensuring equal opportunity for all school age children (6-10) years) to have free access to an agreed minimum quality of education, regardless of the stream followed (mainstream primary schools, Madrasha, others) or by management (government, non-government, private, local government of the institution attended;
- ⇒ Bangladesh has already made substantial progress on gender parity goals in education. NPA 1.1 will continue relevant affirmative actions in this regard not only with regard to girl students but also other disadvantaged children and female teachers;
- ⇒ Making available textbooks and other relevant education materials and aids free of cost to all children enrolled in primary school, whether government or

non-government as it is the responsibility of the State/Government to ensure free and compulsory primary education to all children, without discrimination;

- ⇒ NPA II will emphasize a convergence of services and community through bringing together relevant services at the primary schools/community learning centers and transforming these as outreach points for community awareness on health, nutrition, water and sanitation, and environmental sustainability;
- ⇒ Introducing a public examination at the end of Grade V of primary school to ensure a basic minimum level of competence for the children graduating and entering secondary school and also to give them certificate of accomplishment (the examinations can be set nationally, conducted locally and assessed regionally to avoid any underhand interference). Wherever possible half-yearly and annual school examination will also be introduced.
- ⇒ Institute an agreed core of equivalence between formal and non-formal basic education sub-sectors and between/among different streams of formal sub-sector and between public and NGO and private programmes to ensure comparable standard of quality to education across the board and transferability from non-formal to formal and between streams to enable those who want to join the mainstream and continue further education or switch from one stream to another to pursue a chosen career path;
- ⇒ Ensuring adequate budget allocation for basic education to cover the cost of required physical facilities, secure environment, books and educational accessories to guarantee minimum agreed quality in light of vision and goals;
- ⇒ Aligning NPA II to other key national strategies in particular the PRSP;
- ⇒ Ensure that no corporal punishment, abuses, maltreatment or offensive language is used in dealing with children in schools or learners under NFE;
- ⇒ Emphasize meaningful community participation including that of parents/guardians, local communities, local governments, civil society, NGOs, in all aspects of planning, implementation, monitoring and assessment of basic education program and projects. Appropriate opportunities need to be

developed for children to be active participants in all relevant aspects of school activities and management;

- ⇒ Emphasize transparency and accountability in all matters relating to financial management, personnel policy, supervision program development, and procurement of goods and services pertaining to formal and non-formal basic education; and
- ⇒ Make use of relevant lessons from earlier initiatives, including NPA I towards achievement of NPA II goals.

MOPME has formed a committee comprising representatives of all relevant Ministries and NGOs to develop a policy Framework for pre-primary education. This committee has already drafted a Policy Framework.

Targets

A summary of NPA II targets to achieve EFA is given in Table 5.7 below:

Table-5.7 Summary of Targets of EFA NPA II, 2001-2015

(In Percent)

Indicators	Benchmark 2000	Targets for the Selected Years		
		2005	2010	2015
ECCE (both formal & non-formal):				
Formal ECCE (Primary School Attached)	22	(#1.0ml)	(#1.0ml)	(#1.0m)
Non-Formal ECCE (Family and Community-based)	-	15	20	15
Primary Education				
Gross Enrolment Rate (Total)	96.5	103	108	110
Gross Enrolment Rate (Boys)	97.0	104	107	110
Net Enrolment Rate (Total)	80	83	92	95
Net Enrolment Rate (Boys)	82	87	91	95
Net Enrolment Rate Girls)	85	89	93	95
Dropout Rate	33	25	14	05
Completion Rate	67	75	86	95
Quality Achievement in Pry-Education	05	30	65	90
Non-Formal Education				
NFBE-Access/Coverage	11	19	48	33
Adult Literacy Rate (15-24 Age Group)	66	73	82	95
Aduli Literacy Rate (25-45 Age Group)	56	70	78	90

Source: Gob, Ministry of primary and Mass Education, NAP-II, Page-33.

5.6 NGOs involvement of primary Education in Bangladesh

Table 5.8: BRAC's primary school (Major NGOs)

Student	The limited class size of 30 to 33 students helps to forge a special bond between the teachers and students. The students of BRAC school are mostly the children of the poor and landless.
Teacher	Around 97% of the teacher in BRAC school are women and they are married. Local residents of the village, the teacher must have at least nine years of schooling. All teachers are provided with a 15 day initial intensive training.
Curriculum	The NFPE curriculum consists of lesson in Bangla. Mathematics and social studies in grades iv and v the program follows the government textbooks in all subjects. English is taught form class II. All the educational materials are provided by BRAC and for material support children contribute a sum of Tk. 5 a month.

(Sultana, 2005)

NGOs in Bangladesh are involved in many areas of public services, and are documented as being one of the most active in the world (Sukontamarn, 2003). In the area of primary education, NGOs in Bangladesh have been heavily involved in the provision of primary education, particularly to children from economically disadvantaged families. At present, about 1.4 million children, or 8% of the children enrolled in primary schools attend non-formal primary schools provided by NGOs. Non-formal primary education was initiated in the middle of 1980s because it was perceived that primary education provided by the government could not reach the poorest children in remote areas. Currently, more than 400 NGOs are involved in non-formal primary education. The largest NGO working in the field of education in Bangladesh is the Bangladesh Rural Advancement Committee (BRAC), which provides non-formal primary education to 1.2 million children out of 1.4 million children currently receiving non-formal education (Sharafudin, 1998). Though BRAC and other NGOs have been operating non-formal education since 1980s, but they have least notable efforts in the formal education system. They did not invest enough money for permanent schools, school infrastructures, and classroom development. In 2005 there were only 289 formal primary schools, where 37690 pupils were taught by 1175 teachers, i.e. only 0.23 % primary school students were enrolled in the NGO

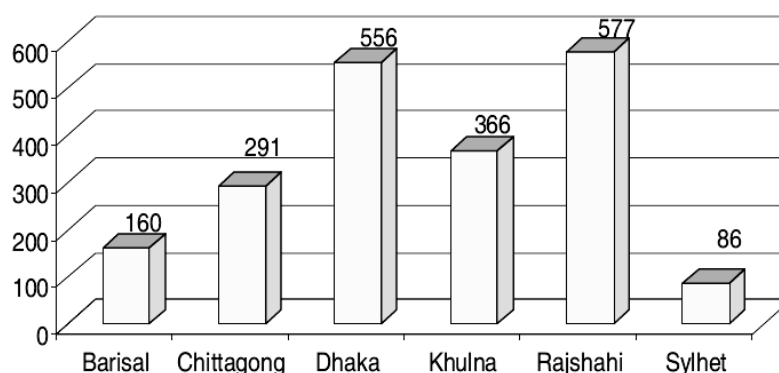
schools (Baseline Survey, 2005). This shows trivial participation of NGOs in the formal primary education in Bangladesh. On April 23, 2008, the government decided to give BRAC the responsibility of monitoring all the primary schools, including government, private and community schools in 30 Upazilas across the country. Experience suggests that BRAC had launched its experimental Education Program with 22 one-room primary schools in 1985. The BRAC Education Program is now providing nonformal primary education to underprivileged children out of the formal education system. BRAC schools work to build the skills and confidence level of the children and motivate them to continue their education through the formal system. BRAC Education Program currently operates several types of primary schools such as BRAC Primary schools, BRAC Adolescent Primary Schools, Educational Support Programs Schools and Urban Cluster Schools and Education for Indigenous Children Schools. BRAC arranges monthly refreshers, year ending and subject –based training for its primary teachers. But all these programs are related to the non-formal education. Nevertheless, a strong protest was enthused among the teachers of the primary schools and the leaders of the primary schools. They apprehended that country's primary educational system supervised by 'such inexperienced institution like BRAC' would bring about further mismanagement in the rural areas. To pacify the situation Khondaker M Asaduzzaman, director general of the directorate of primary education said that the pilot program of BRAC will assist government's second phase of Primary Education Development Program (PEDP II) and monitoring of the government program on primary has not been given to BRAC or any other NGO (The New Nation, June 4, 2008). It is irrefutable that BRAC has least experience in the management of formal education management rather they have a vast experience in the training matters. Therefore, it would be better if the partnership in this regard continue only for training of the teachers, rather than in academic supervision or monitoring of the teacher's activities.

A. Education Program

Area Coverage

The education programmes offered by the NGOs covered all over the country. Division wise analysis shows that 43.9% of the NGOs had education programme in Rajshahi division, 42.3% in Dhaka division, 27.8% in Khulna, 22.1% in Chittagong, 12.2% in Barisal and 6.5% in Sylhet division. Graph 5.1 presents number of NGOs providing education services by division. District wise highest number of NGOs was concentrated in Dhaka district – 80 NGOs operated education programme there. The second place went to Chittagong (62 NGOs) and third place went to Jessore (61 NGOs). The lowest number of NGOs operated education programmes in Feni (14 NGOs), Jhalokathi (14 NGOs) and Munshiganj (10 NGOs).

**Graph 5.1: No. of NGOs implementing Education Programmes by Division
(Coverage Wise)**

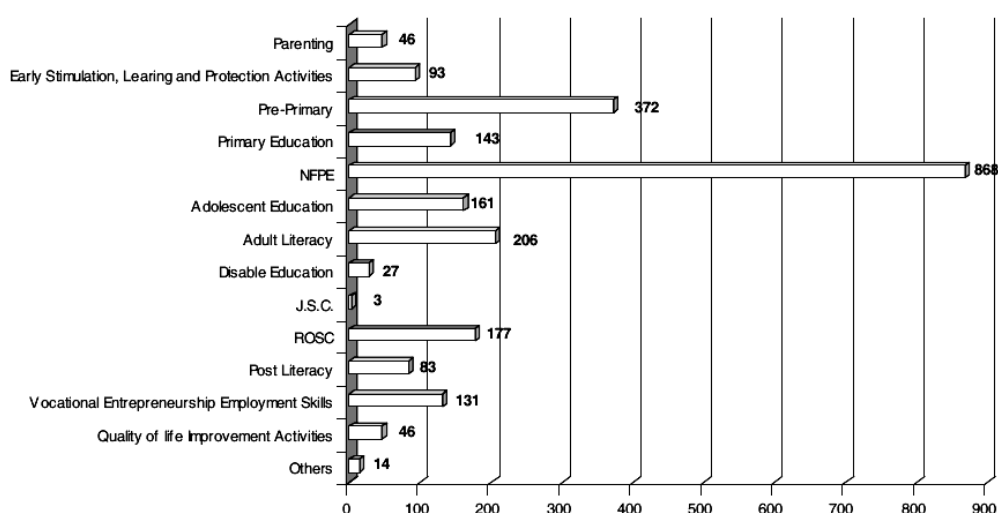


B. Basic Education Program (Number of NGOs involved)

The NGOs operate various types of education programmes. It can be divided into three major categories. They are Early Childhood Development & Education, Basic

Education and Continuing Education. Under Early Childhood Development & Education, there are Parenting, Early Stimulation, Learning & Protection Activities and Pre-Primary programmes. Under Basic Education, there are Primary Education, NFPE, Adolescent Education, Adult Literacy, Disable Education, J.S.C. and ROSC programmes. And under Continuing Education, there are Post Literacy, Vocational Entrepreneurship Employment Skills and Quality of life Improvement Activities. Not all NGOs worked in all the areas. About 77% of the NGOs had Primary Education programme (NFPE and Primary Education combinedly), 28.3% of the NGOs had Pre-Primary, 15.7% had Adult Literacy programme, 13.5% NGOs were implementing ROSC programme, 12.2% had Adolescent Education Programme and 10% NGOs had Vocational Entrepreneurship Employment Skills programme. Graph 5.2 presents number of NGOs involved in various types of education programmes.

Graph 5.2: Number of NGOs involved in various education programmes



5.7 Overview of educational system

Bangladesh education system has a distinct structure. This system is composed of both formal sub-system and non-formal sub-system. The Ministry of Primary and Mass Education (MOPME) is entrusted with the responsibility for looking after basic education inclusive of formal free and compulsory primary and literacy and non-formal education. A large number of NGOs are also engaged in the field of non-

formal education. The Ministry of Education (MOE) is responsible for secondary and higher education.

5.7.1 Formal education -sub-system and non -formal education sub-system

According to UNESCO formal education is defined as "education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ladder of full time education for children and young people generally beginning at age six and continuing up to 20 or 25 years of age" (MOPME, Learning for change, 2007) .

5.7.2 Non -formal Education (NFE) sub-system

NPA defined NFE as that form of education which consists of mostly assortment of organized and semi-organized educational activities operating outside the regular structure and routines of formal system, aimed at serving a great variety of learning needs of different sub-groups of population, both young and old".

NFE enables dropout children and un-en rolled children and adults (who could not get formal education due to some reasons) to obtain basic literacy and life skills necessary to improve their socio-economic condition .The government and a number of NGOs are engaged in organizing and managing a large number of non-formal schools across the country. NFPE Policy Framework was formulated and published in a gazette publication in 2006 to guide, co-ordinate and monitor NFPE program in Bangladesh.

5.7.3 Education Planning and Finance

Concerned directorates of the MOE and MOPME have the responsibility to draw up their sectoral plans. The departments prepare and submit Development Project Proposals (DPP) to their concerned ministries. The concerned ministries after necessary evaluation and examination forward these DPPs to the Planning Commission for its approval. The concerned minister is empowered to approve a

proposal of up to 250 million and above that amount; approval is given by the Executive Committee for National Economic Council (NEC) .The concerned directorate under the supervision of the concerned ministry implements the approved projects.

A recent study shows that contrary to govt. declaration that primary education is free the guardians of the primary students are required to spend money for purchasing exercise books and some other items (Ahmed QK et al, 2006). Apart from the guardians, the GOB bears the main responsibility of financing education in Bangladesh. But in recent years some NGOs and private educational entrepreneurs are bearing a large portion of the total cost for education like salaries of teachers and other employees, land for schools and materials for maintaining non- government schools and colleges.

The government bears recurrent and development expenditures in the education field through revenue and development allocations earmarked in the national budget. Since 1991 the primary and mass education sub -sector has been receiving the highest share of revenue and development budget followed by allocation in the secondary sector (Ministry of Primary and Mass Education, 2007).

It is agreed by experts that investment in education provides high return. Education is considered one of the most vital catalysts for human development for achieving social and economic goals as described in national five-year plans. The government is aware that investment in education gives high return but due to financial constraints, the government cannot spend adequately in the education field.

Education sector's share in total government expenditure is very low (2.3% of GDP) in comparison with other countries (3.7% in India, 3.4% in Sri Lanka) but according to experts, it should be at least 5.7% of the GDP (WB, 2000). However, it is to be ensured that the money allocated for the education sector is properly utilized, not misused due to corruption and mismanagement.

Another disappointing feature of the education sector in Bangladesh is that nearly all the allocated money is spent on emolument (salary and allowances of teachers and staff) leaving little scope for taking any programs relating to improvement of learning achievement of students. In primary education sector, nearly 97% (WB 2000) is spent in paying emolument, leaving meager portion for teaching aids and extra curricular activities in school and other necessary activities. At the same time, the Government used to pay 90% of the basic salaries of government registered primary institutions but the government now provides full basic salary: expenditure of these schools (Ahmed QK et al, 2006). It is also to be noted that primary education also has the lowest per student cost and that the difference in rural and urban expenditure is high.

5.7.4 Overview of the present status of primary education

There were 78685 primary level institutions in all 11 categories in 2010, having 16957894 students and 395281 teachers. The percentages of boys and girls are respectively 49.22% and 50.50% respectively (BANBEIS, 2011).

The Ministry of Primary and Mass Education conducted the fourth round of Child Education and Literacy Survey (CELS) in 2002 to assess the progress of Compulsory Primary Education (CPE) in the country. The findings of the survey provide some insight to assess the progress of implementation of Compulsory Primary Education (CPE) since 1992 and would be of immense help in planning and taking proper steps to overcome problems encountered in maintaining quality of primary education.

The survey result shows that only 10.33 % of the children of age group of 3-5 had participated in any kind of Early Childhood-Development Program and only 22.7% of the children enrolled in grade 1 had received pre-primary education (MOPME, Learning for change, 2007). Gross enrolment rate of the students has enhanced manifold, parental involvement in their children's education has also enhanced. However, it is disappointing to note that teacher's quality is lacking, only a meager

58.9% teachers have the necessary competence to teach according to national standards (MOPME, Learning for change, 2007).

It was observed that some teachers even having Bachelors and Masters Degree could not acquire the necessary quality of teaching. In case of rural schools, more especially, in non-government schools, the quality of teachers is discouraging (MOPME, Learning for change, 2007).

The PEDP II program was undertaken having its primary focus on improving quality of primary education in all areas. The PEDP has the following objectives a) to improve quality of primary education by establishing quality primary schools b) to enhance enrolment at the primary school level, attendance and completion of primary school cycle c) to bring about organizational reform in school management d) to supply textbooks and educational materials free of cost. The PEDP II adopted a number of steps like construction of additional rooms, reducing teacher -student ratio and modification of curriculum. PEDP has already constructed 20644 class rooms (out of the targeted 40,000 rooms) and appointed 19,760 (out of the targeted 45,000 teachers), the total construction cost will be 2064.69 core taka (Source; official handouts of Ministry Primary and Mass Education).

Alongside with improvements in literacy, the Government is concerned with providing an education system that would ensure better life skills, positive behavioral changes and greater productivity.

Chart 5.1
List of Primary Education Institutions (as ASC 2011)

Type of school	Numbers of Schools	Teachers Total	Teachers, Female	Students, Total	Students, Female	Share Female (%)
Formal Schools - managed by DPE						
1. Government primary schools	37,672	201,900	124,625	10,687,349	5,450,638	51.00
2. Registered non-government primary schools	20,168	73,211	26,580	3,838,932	1,936,115	50.43
3. Experimental schools	55	216	176	10,072	4,934	48.99
4. Community schools	3,133	9,972	7,550	508,862	259,926	51.08
5. Non-registered non-government primary schools	1,485	6,045	4,110	223,295	111,479	49.92
Formal school & Madrasahs- managed by MoE						
6. Primary sections of secondary schools	1,494	21,292	10,460	506,183	255,536	50.48
7. Ebtedyee Madrasah	2,062	10,059	1,572	309,479	152,557	49.29
8. Primary sections of high madrasahs (Dakhil, Alim, Fazil, Kamil)	4,366	26,055	3,349	747,321	365,856	48.96
Non-formal Schools - managed by NGO Bureau						
9. Olhcr NGO schools	1,936	5,022	3,512	142,618	75,440	52.90
10. Kindergarten (privately managed)	10,537	98,119	58,419	1,227,239	545,977	44.49
11. BRAC Centres	4,390	4,096	4,027	149,852	93,339	62.29
12. ROSC	2,344	2,191	1,777	73,566	37,276	50.67
Non-formal Schools –managed by Social welfare						
13. Shishu Kailyan	70	211	149	7,731	4,246	54.92
Total		89,712	458,389	246,306	18,432,499	9,293,319

Source: Ministry of Education (2011, Bangladesh)

Chart 5.2
Educational institutions of Rajshahi District

Type	Total No.	No. of Teachers	No. of Students
Kindergarten	41	264	4095
Primary School	911	3789	380891
Junior High School	30	175	6214
Secondary High School	215	2367	169765
College	63	1505	37652
University	2	767	14422
Teachers training	1	17	330
Physical Training	1	11	225
Bangladesh Polytechnic Ins.	1	30	600
Polytechnical Inst	1	25	557
Vocational Institute			
Rajshahi Locknath High School		25	1000
Blind/Disable School	1	7	56
Mass Education Center	36	82	1402
Ibtedaye Madrasa	197	646	1818442
Dakhil Madrasa	42	652	15273
Alia Madrasa	14	198	4456
Fazil Madrasa	57	204	4718
Kamil Madrasa	8	51	911
Forquania Madrasa	139	359	9636
Hafizia Madrasa	29	44	1017
Qaumi Madrasa	3	11	107
Tol College	3	90	2054
Pali College	-	-	-
Girls School/College	36	563	20651

Source: www.en.wikipedia.org/wiki/Rajshahi-District

5.7.5 Articles of Bangladesh Constitution relevant to education

Bangladesh having secured its independence after a bloody struggle was committed to developing an exploitation free prosperous society. She inherited a poor and underdeveloped economy, a large but generally unskilled labor force, a large number of illiterate people. Special emphasis was given to the education sector in Bangladesh Constitution in this regard. Some of the Articles of Bangladesh Constitution relevant to education are described below The state shall adopt effective measures for the purpose of

- i) Establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law.

ii) Relating education to the needs of society and producing properly trained and motivated citizens to serve these needs.

iii) Removing literacy within such time as may be determined by law.

2 (i) The state shall endeavor to ensure equality of opportunity to all citizens,

(ii) The state shall adopt effective measures to remove social and economic inequality between man and woman and to ensure equitable distribution of wealth among citizens and of opportunities in order to attain a uniform level of economic development through the Republic.

3. All citizens are equal before law and are entitled to equal protection of law.

i) The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth.

ii) Women shall have equal rights with men in all spheres of the state and of public life.

iii) No citizen shall on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort or admission to any education institution.

iv) Nothing in this article shall prevent the state from making special provisions in favor of women or children or for the advancement of any backward section of citizens.

5 (i) There shall be equality of opportunity for all citizens in respect of employment or office in the service of the Republic.

ii) No citizen shall on the ground only of religion, race, caste, sex or place of birth, be ineligible for or discriminated against in respect of any employment of officer in the service of the Republic (Constitution of Bangladesh)

Article 17 of the constitution enjoins upon the state to take effective measures to

- Establish a common system of universal and people oriented education and offer free and compulsory education to all boys and girls up to a stage prescribed by laws.
- Develop education that is consistent with the needs of the societies, to create a citizenry, educated, and motivated to fulfill these needs and
- Eliminate illiteracy within a timetable determined by law.
-

5.7.6 A vision for education and training in 2020

The National Education Commission Report 2004 postulated some long-term visions. However, we do not have any comprehensive vision for future. The Bangladesh Center for Advanced Studies (BCAS) aided by the World Bank prepared the document "A Vision for Education and Training in 2020". This document was published in the World Bank's Education Sector Review. It is based on an overall vision for Bangladesh in the coming twenty years. It is accepted that reduced population growth will have positive effects on the education sector; reduced population will lead to a reduction in school age projections. By 2020, we expect that there will be five million fewer children in the primary and lower secondary schools (6-13), However, an increase in higher education is expected. It is expected that Bangladesh will achieve universal primary enrolment by 2020 for primary education with virtually all-eligible children attending primary school. This vision stipulates that by 2020 basic education in Bangladesh will be extended to include classes 6-8 within its food (World Bank, 2000 Vol 1).

5.7.7 Salient features of this vision

It is expected that by 2020 the country should have a strong system of non- formal basic education for those who could not get formal education. The emphasis for non-formal education will shift to continuing education, equivalence programs, life skills and skills for income generation.

There will be more emphasis on mass secondary education with practical application. It is expected that enrolments at each level of secondary education will be doubled, a total of 6-7 million more students will be enrolled and an addition of 1,20,000 teachers will be needed. (World Bank Education Sector Review, Vol 1,2000,). The content of secondary system will focus more on relevancy and practical application for majority of the students who are not expected to go for further study (their terminal education) to prepare them effectively for earning a livelihood.

The government will have a limited role in delivering vocational skill training. The direction, financing and delivery of skills training linked to employment opportunities should be taken over by, managed and controlled by the private sector. The government will concentrate on such activities as development of policies, standards and curricula, teaching materials, instructor training and information system leaving aside the job of providing direct training to the private sector. Public financing of training for the non-formal sector will be expanded substantially, the private sector employers will be expected to share costs with the government.

It is expected that the government will promote and encourage private sector education system with the target that at least one third of university education provided by institutions.

The government will allocate resources in areas like science and technology education graduate studies and research. Beneficiaries are expected to share costs of higher education, so that dependence on the public resources will be a bit reduced. Higher education will be more market and practical oriented, information technology education will be prioritized.

To realize the long-term vision for education, the review recommended that Bangladesh should (World Bank Education Sector Review, Vol I, 2000)

- Build a stronger, wider and deeper foundation of basic education.
- Record and establish secondary education on a more equitable footing.
- Vocational and skill training to non-government providers.

- Realize reform and revitalize higher education.
- Vastly increase public financing of education and manage the system better.

5.7.8 Educational management and educational structure

We have inherited our present educational structure from the British. There are three systems under this namely General (Bengali Medium secular) Education system (mainstream) Madarsha (religion), English medium education system.

There are some common elements in this system; these three systems follow NCTB approved curricula. At some stage, it is possible for students within this system to interchange, for example, *madrashn* student can switch over to Bengali medium system, English medium to Bengali medium and vice versa.

There are three categories in the present education system such as primary, secondary (including higher secondary) and tertiary education. There are nearly 11 types of different school systems imparting primary education in this country, secondary by junior secondary, secondary and higher secondary institutions, higher education is provided by degree colleges, universities and other higher level institutions- both by public and private universities/institutions. Pre-primary education is imparted by most primary level educational institutions and kindergarten schools.

A brief view of education structure of Bangladesh is given by the following

Figure 5.1: Education Structure of Bangladesh

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH																
Age	Grade															
26+																
25+	XX				Ph. D(Engr)	Ph.D(Medical)										
24+	XIX			Ph. D	PostMBBS Dipl				Ph. D (Education)							
23+	XVIII		M.Phil		M.Phil(Medical)											
22+	XVII	MA/MSc/MCom/MSS/MBA	LLM	M B B S BDS	MSc(Engr)	MSc.(Agr)		MBA	M.Ed & M A(Edn)	MFA	MA(LSc)					
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)	BSc.Eng BSc.Agr BSc.Text BSc.Leath	BSc.Eng	BSc (Tech.Edn)	BBA	B.Ed Dip.Ed & BP ED	BFA	Dip.(LSc)	Kami				
20+	XV		Bachelor (Pass)				Diploma (Engineering)									
19+	XIV															
18+	XIII															
17+	XII	Secondary	Examination		HSC			HSC Voc, C in Ag	C in Edu.	Pre-Degree	Diploma in Comm					
16+	XI		HIGHER SECONDARY EDUCATION										Alim			
e15+	X		Examination		SSC	TRADE Certificate/ SSC Vocational	ARTISAN COURSE e.g. CERAMICS					Dakhil				
14+	IX	SECONDARY EDUCATION														
13+	VIII	JUNIOR SECONDARY EDUCATION														
12+	VII															
11+	VI															
10+	V	PRIMARY EDUCATION														
9+	IV															
8+	III															
7+	II															
6+	I															
5+		PRE-PRIMARY EDUCATION														
4+																
3+																

Source: www.banbeis.gov.bd/les-bd-htm

5.7.9 Management of primary education sector

The management structure of education sector in this country consists of the Ministry of Primary and Moss Education (MOPMK), Ministry of Education, Directorate of Primary Education, Directorate of Secondary and Higher Education, District Education Office and upazila education office and the officials of these organizations. At micro-level school managing committee, the parent teachers association, college governing body, the syndicate of concerned university and chairman of the concerned department and organization chiefs are responsible for overall management of their organizations.

5.7.10 Primary educational institutions

Before independence during Pakistani period local bodies like District School Board and Union Parishad established, managed and financed local schools. After independence since 1973, the government took over responsibility of running these schools. Now nearly 50% schools are managed directly by the government (the rest are managed by private communities and NGOs (PEDP II, 2002). Ministry of Mass and Primary Education headed by the Prime Minister is the apex body to look after policies, plans and programs undertaken by the directorate. Directorate of Primary Education was established in 1981 to execute plans and policies of the MOPME. At the field level (upazila level) Upazila Education Officer (UEO) and Assistant Upazila Education Officer (AUEO) manage and supervise primary education related activities. A brief description of the organizations related to primary education is given below

i) Compulsory Primary Education Implementation and Monitoring Unit (CPEIMU)

The unit was established in 1991 to look after implementation and monitoring of primary education programs. This organization is also responsible for disbursement of salary and other allowances of registered non-government primary schools.

ii) National Academy for Primary Education (NAPE)

The academy is responsible for training the PTTIs and in addition to conducting PTI examinations and research for developing training other officers related to primary education.

iii) Primary Teacher Training Institutes (PTTI)

There are at present 54 PTTIs. These institutes offer one year certificate courses (C in Ed) for the primary school teachers,

iv) Directorate of Non-formal Education

Directorate of Non-Formal education was established in 1996 to execute non-formal education related activities in consonance with the government's stated commitment to Education for All (EFA). Although at the formative stage, the Directorate of Non-Formal Education could perform properly but subsequently due to a number of

factors, it gradually became ineffective Therefore, the Government decided to abolish the organization, replacing it by BNFE (Durum of Non-formal Education) in 2005. This new organization headed by a Director -General was given responsibility for oversight and management of NFPE in Bangladesh, The bureau has been entrusted with the job of executing projects funded by development partners and it is involved to integrate literacy, post literacy and continuing education.

5.7.11 Millennium Development Goals

The vision of education as a powerful intervention for desired qualitative change on the structure of labor force has been duly recognized in our development strategy since independence. The country followed the constitutional directive principles about education enshrined in our constitution.

Bangladesh is committed to a number of world conventions and declarations like Education for All (EFA). The Convention on the Rights of Child (CRC) where much emphasis has been given on ensuring quality universal primary education to all. Millennium Development Goals (MDG) was launched in September 2000. This UNMDG has become the most widely accepted yardstick of development efforts by governments, donors and KGO (World Bank 2005). There are 8 development goals and 18 targets in the MDG. Bangladesh being one of the signatories to the UNMDG is committed to achieving the targets set in the declaration. Education related goals and targets are provided in the following table 5.9.

Table 5.9: Education related goals and targets of EFA and UNMDG

EFA goals	UNMDG goals and targets
<p>1. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.</p> <p>2. Achieving a 50 % improvement in levels of adult literacy by 2015, especially for women, equitable access to basic, and continuing education for all adults.</p> <p>3. Eliminating gender disparities in primary and secondary education by 2005 and in education by 2015, with a focus on ensuring girls' full and equal access to basic education of good quality.</p> <p>4. Improving all the aspects of the quality of education, to ensure excellence so that all may achieve recognized and measurable learning outcomes, especially in literacy, numeric and essential life skills.</p>	<p>Goal 2: Achieve Universal Primary Education.</p> <p>Target 3 : Ensure that, by 2015, children everywhere, boys and girls alike, will be; able to complete a full course of primary schooling.</p> <p>Target 6: NER 100 percent in 2015.</p> <p>Target 7: Survival rate 100% in 2015.</p> <p>Target 8: Achieving improvement in literacy rate of 15-24 years old.</p> <p>Goal 3: Promote gender equality and empower women.</p> <p>Target 4: Eliminate gender disparities in primary, secondary and tertiary education by 2015.</p> <p>Target 9: Ratio of girls to boys in primary, secondary and tertiary education.</p> <p>Target 3.10: Ratio of literate female to literate male of 15-24 years old.</p> <p>Target 11: Share of women in wage employment in non- agriculture sector.</p> <p>Target 12: Proportion of seats held by women in national parliament.</p>
<p>Source: UNESCO 2004; 28, MDC 2005</p>	

All development plans have rightly emphasized poverty reduction through promoting human development. Poverty Reduction Strategy Paper (PRSP) has been formulated in consonance with the objectives of MDG. This PRSP has given due emphasis in Universal Primary Education Complete literacy and attaining gender equity at all levels of education.

It may be possible to achieve 100% net enrolment by 2015 from its present level of 82.7% as per PRSP. It may be difficult to enhance the survival rate to 100% in 2015 from its present rate of around 67% (UNDP, 2006). There are different figures about the literacy rate but experts agree that literacy rate has no doubt improved over the last few years although very slowly.

After relentless efforts by concerned stakeholders, we have been able to achieve gender equality in primary and secondary education. However, the; completion rate of primary schooling (five-year period study) 50 % and cohort dropout about 50% are not at all satisfactory (UNDP, 2006). Viewed in this context it may be presumed that

achievement of Universal Primary Education would be difficult, despite best efforts, a large number of boys and girls would not get basic education.

Empowerment of women has been one of the goals of MDG. Providing quality education to women may be considered a tool for empowering women. Many women irrespective of their socio-economic status face some type of violence and discrimination in Bangladesh; Educated women are less likely to face violence and discrimination.

To recapitulate briefly, it may be said that although Bangladesh has acquired gender parity in primary education, we are still facing tough problems to ensure quality primary education. Students coming out from primary schools are not learning basic skills necessary for enhancement of productivity. Consequently, primary education sector in this country is not contributing much towards achieving MDG of fighting poverty and improving people's livelihood.

5.8 Problems and issues in primary education of Bangladesh

The government and donor agencies have been giving appropriate emphasis for development of primary education in Bangladesh. Despite best efforts the country has not been able to achieve a minimum level of standard in primary education. There are various factors for this poor state of affairs such as:

Dropout and repetition

Primary education in Bangladesh is beset with perennial problems of drop -out and repetition. Children belonging to poor and illiterate families in most cases cannot cope with school work because of lack of parental support. Poor and illiterate parents cannot support their children in their study. Both drop out rate and repetition are big concerns to all.

Lack of motivation of the parents

Lack of motivation is one of the prime reasons of poor enrolment, attendance and study at home. Parents from poor families consider it much more profitable to employ their children in work to financially support the family. To most opportunity cost is very high if they send their children to education.

Lack of motivation of the teachers

One of the most important problems facing primary education in general and quality in particular is lack of motivation of the teachers. The teachers are poorly paid, in many cases they have to work elsewhere to earn money for survival and are engaged mostly in private tuition. As a result, they do not teach properly resulting in poor quality of their students.

Poor health of the students

Because of poverty, most students do not get needed nutrition and consequently they are not in a position to learn properly. Being hungry, the poorest children find no interest in coming to school or attending classes.

Unfavorable-teacher-student ratio

Unfavorable teacher student -ratio is another impediment in imparting quality education in Bangladesh. A crowded classroom is not a learning friendly environment; teachers cannot give attention to students who need special care.

Inadequate contact hours

One of the main problems of primary education in general and quality in particular, is inadequate contact hour- Compared to the standard 900 yearly contact hours in average international standards, we get only 768 contact hours (PEDP II-Final report, p 43) which severely affects the quality of primary education. In reality, the effective contact hours are not more than 600 hours.

Lack of qualified and dedicated teachers

Generally, qualified persons do not opt for a career in primary education in Bangladesh.

Majority teachers are not dedicated. Lack of qualified and dedicated teachers adversely affect the quality in primary education in Bangladesh.

Inefficient head teachers

In many primary schools, head teachers are found not to be efficient and properly trained and do not possess necessary leadership quality resulting in poor quality of their students.

Lack of responsibility / accountability in the system

There is lack of accountability in the system; there is no award and punishment system for good and bad performance of the teachers. Teachers are not held responsible for poor result of their students in annual and primary scholarship examinations.

Weakness in the curriculum, syllabus and insufficient teaching aids material

Weakness in the curriculum, syllabus and insufficient teaching aid material are partly responsible for poor quality learning of students.

Less attractive school environment

Most primary school students do not find their school environment attractive. Lack of furniture and poor quality toilet and other facilities such as playground etc make schools less attractive. Students do not find it interesting to go to school .In addition, students are afraid of harsh treatment of some teachers. Therefore, they do not get much interest in their study.

Weak management system

Primary education system suffers from weak management. Schools have SMC but they do not function properly. SMCs are ineffective in making teachers and guardians accountable to SMC. Upa/ila Education Officers and other concerned officers are equally ineffective, they do not have any authority to take action against irresponsible teachers. They (Upazila Education Officers) cannot do anything against these errant teachers even if they want because of political pressure.

Weak MIS of DPE and MOMPE

To implement any programs, availability of reliable statistics is necessary. However, unfortunately MIS of DPE and MOMPE is very weak and not up to date .The system needs total overhauling. It is necessary to make the system capable of producing reliable and up to date data. In addition, the managers rarely use the indicators for monitoring purposes.

5.9 Quality issue

The government is giving primary education much importance in allocating a huge amount of money and other logistic facilities for its improvement. This has resulted in remarkable progress in enrolment and some other internal efficiency parameters such as gender parity. However, what is lacking is the quality primary education; the main objective of all these educational related efforts is to provide the students quality education to equip themselves in basic skills and analytic reasoning power. A study conducted by (Chowdhury *et al.*, 2001) found that among students who complete primary education, only 1.6% acquire competency in all the 27 competencies a primary school graduate is expected to acquire. In case of English and Mathematics, the learning achievement is more disappointing. It has been observed that many students come out without obtaining literacy. A study (Chowdhury *et al.*, 2001) suggests that only a very low portion of children completing primary education attain the nationally determined competencies. The government has decided that 33% students who complete primary education should appear at Primary Scholarship Examination. It has been observed that out of the, students, who appear at the examination, only 4.2 percent achieve overall competency, exposing a dismal picture of primary education in Bangladesh. Not only poor quality of the students, wastage of resources is also precarious. Students on average spend 8.2 years to complete the five-year education course (in case of boys 8.6 years and for girls 7.9 years - Ahmed KS, 2007). Rural students lag far behind their counterparts.

5.10 Need for improvement of quality

Despite best efforts on the part of the government, our education standard is very poor. Few students achieve a minimum level of competency after completing primary level education, indicating a dismal picture of our primary education and its disastrous consequences in national development. Quality education is a sine qua non for improving the productivity of the people through human resources development. Quality primary education is necessary because of the following causes:

1. To develop necessary practical skills, attitudes and values and logical power - such as analysis and problem solving.

2. To contribute to economic and social development of a country, in addition to enhancing basic human qualities.
3. To develop cognitive abilities of the workers that is augmented by appropriate schooling. Experts quoting from several countries point out those cognitive abilities led to productivity, cognitive abilities in turn depend upon literacy and numeric analysis power given by four to six years of schooling. The better the schooling the better is the development of cognitive powers.
4. To face an interdependent and knowledge and skills -driven global economy.
5. To fulfill the government's commitment (in Dakar conference) to implementing EFA (Education For All) .The goal of EFA assumes a minimum level of quality in education.

5.11 Non-formal education in Non-government organizations

Poverty is a cause of a lack of education as well as an effect. It is beyond doubt that education contributes to socials economic development in society. Moreover, in the search for strategies to reduce poverty, it has been established that education and literacy are crucial for improving the lives of people living in poverty. Education helps to alleviated poverty by affecting labor productivity and via other paths of social benefit. It is therefore a vital development goal. The lack of basic education amonest the majority of the population, especially the rural poor, is a major hindrance to the progress of human development. At this back drop the NGOs started programs of non-formal education in addition to poverty alleviation and other development activities.

Lots of NGOs in Bangladesh such as BRAC, CAMPE, Dhaka Ahsania mission (DAM), CARITAS, CCDB, Gonoshahajjo Sangsta (GSS), Dustha Shasthya Kendera (DSK), Saptagramnari, Swanirvar Parishad (SNSP), PROSHIKA, Jagarani Chakra, CMES, DANIDA, Corrcern, Gonoswasthya Kendera (GK), Gono Unnayan Prochesta (GUP), Swanirvan Bangladesh (SB), Rangpur Dinajpur Rural Services (RDRS), and Village Education Resource Center (Verc) etc are playing the pioneering role in introducing NFE for the disadvantaged people of the country. Initially the emphasis was on adult literary programs and eventually, the introduced Pre-

primary, Primary, adolescent, adult and continuing education. Over the last three decades, NGOs acquired considerable experience in NFE sector by working at the grassroots level. They also initiated some innovative programs in this area.

i) Models of Non-formal Primary Education (NPFE)

The Bangladesh Rural Advanced Committee (BRAC) is the most important actor in the NFPE delivery. In the recent years, Gonoshahajjo Sangsta (GSS) has surfaced as one of the important players offering quality primary educations to the poor. Though it is a formal Education program, it has influenced the NGOs and the Government on delivery of quality educations to the under-privileged children. Amongst the NGOs, Nigera Shikhi follows a different approach to literacy. The approach is much in line with the TLM approach of the DNFE. CMES and UCEP are yet-different models as these models have innovative components of linking basic education with vocational training. From this perspective these five NFIE models are briefly described in the following:

(A) THE BRAC MODEL: NATION-WIDE NFPE COVERAGE

BRAC was one of the first NGOs to have started large-scale programmes of non-formal primary education in Bangladesh. While BRAC started as a relief and development agency for the rural poor in 1973, its education programme began with only 22 experimental schools in 1985. Today its NFPE programme is by far the largest single non-government primary education programme in Bangladesh, currently with more than 30,000 schools and about a million pupils. More than 90 per cent of the children who start in BRAC schools graduate, and a large proportion of the NFPE programme graduates are admitted into grade 4 or higher of the government school system.

BRAC organises two types of schools: three-year NFPE schools for 8-10-year-olds who have never attended school; and two-year Kishor-Kishori (KK) schools for 11-16-year-olds who have dropped out of primary school and are unlikely to return. The major components of the NFPE programme are the following:

Pupils: A school consists of 33 children, 72 per cent of whom are girls living in rural areas, within about a two-kilometre radius of the school. For the most part, pupils come from relatively disadvantaged homes, their families being landless or owning only their homesteads.

Teachers: Teachers are generally married adults, 95 per cent women, who have completed nine or more years of education and live within easy walking distance of the school. The teachers are hired on a temporary, part-time basis and are paid modest wages. There is one teacher for every 33 pupils. Teacher training includes 12 days of initial training at a residential BRAC training centre and one-day or two-day refresher training sessions each month conducted by BRAC staff at a BRAC office near the teacher's school. Weekly visits from BRAC field workers provide regular feedback.

Parents: The parents of most BRAC school pupils are illiterate and are usually the most socio-economically disadvantaged in their villages. Parents pay no fees for the schooling, apart from replacing broken slate boards and worn mats; BRAC provides all pupil and teacher supplies — pencils, notebooks, textbooks, teacher manuals, slate boards, chalk, etc. Prior to the opening of a new school, parents and BRAC staff meet several times. Parents must pledge to attend monthly meetings and to send their children to school each day.

Schedule: The NFPE instructional programme is presented in three-year cycles. The school is in session for 2½ to 3 hours a day, six days per week, 268 days per year, at a time of day selected by the parents. The group of 33 pupils is enrolled at the beginning of the programme and advances together through the programme. At the end of the programme, the school begins another three-year cycle if there are enough eligible children in the community.

Instructional site: Instruction is provided in one-room premises rented for just three hours per day. These rooms generally have bamboo and mud walls, an earthen floor, a tin roof, and a blackboard. The children sit on the floor on bamboo mats, holding their slate boards on their knees. The teacher has a stool and a metal trunk that serves as a desk as well as a supply cabinet.

Curriculum: The curriculum for both NFPE and KK schools, consisting of Bangla, social science and mathematics, has developed over a period of years and has been revised several times. The material covered is roughly equivalent to grades 1-3 in the formal school system. Since the formal school system requires English, the NFPE schools include English in their curriculum during the third year so that children who want to join formal schools later are well prepared.

BRAC's ability to implement all the necessary elements of a targeted basic education programme derives largely from its expertise in development management. In terms of development, since its creation 20 years ago BRAC has designed surveys that help it develop and target its programmes for the most disadvantaged rural families. BRAC also has developed ways to encourage these families to participate in the decisions that most affect programme implementation.

Cost efficiency: Independent cost studies have confirmed BRAC costs for schooling (about Tk.800 or US \$20 per annum) as roughly equal to the government's formal schooling, without considering the extra private costs that make the formal schools more expensive and lead to high drop-out and low enrolment rates in the formal schools. In addition, unlike the formal school system, which allocates most of its resources to teachers' salaries and school facilities, BRAC allocates almost 30 per cent of the NFPE programme budget to management and supervision. Only 29 per cent is allocated to salaries and 6 per cent to rent school space.

BRAC pupils achieve as much as or more than formal school pupils. BRAC pupils complete the NFPE programme and enter the formal grade 4 at a higher rate than do formal school pupils. BRAC pupils score as much as or better than formal school pupils in basic education assessment and basic literacy tests.

Even when annual costs per enrolled pupil in BRAC and the formal school system are approximately equal, the relatively higher attendance rates, lower repetition rates, higher grade 3 completion rates, and higher grade 4 continuation rates for BRAC pupils mean that BRAC schools are substantially more cost efficient per graduate than the government's formal schools.

Instructional schedule: BRAC schools meet for 2½ hours per day for 268 days in a year. School is held six days a week and the school hours are flexible, depending on the convenience of the parents. The school schedule allows for a short vacation, which is determined jointly by parents and teachers. Teacher absences are quite low. Because of the relatively low pupil-teacher ratio, teachers require little time to take roll and no time is wasted moving from one grade to another. In addition, BRAC teachers assign little homework and consequently spend a minimum of class time on it.

By contrast, government schools operate 220 days a year for one or two hours, two or three hours shifts per day. In addition, teachers may have as many as 100 pupils in a classroom, at least tripling the amount of time allocated to simply taking roll. Because most of BRAC's classroom time is allocated to instruction, the estimated annual range of actual instruction is between 670 and 804 hours.

Instructional site: BRAC schools operate in rented one-room premises at least 240 square feet in size. BRAC rents these buildings for less than US\$5 per month. Pupils sit on woven mats on a mud floor in a 'U' shape, with a blackboard and teaching aids at the front of the classroom. Neither the teacher nor the pupils have desks. All books and stationery are supplied by BRAC.

The distance from home to school for BRAC pupils ranges from less than 1 km to 2.5 km. In comparison, the average catchment area for government schools is about 3.2 km, with distances somewhat greater in remote rural areas. Because of this proximity children lose less time in travel to and from school. Especially for girls, this is considered relatively safe. Also, parents are able to monitor what happens inside the schoolroom, how their children are treated, and whether they are happy and busy.

Classroom environment: The 33 pupils that comprise a BRAC school move through three years of course-work as a group. One teacher leads the group. This pupil-teacher ratio is very low in comparison to the government primary schools, where the average pupil-teacher ratio is 65:1. Pupils are often divided into small working groups in which the quicker pupils help the slower ones and all pupils move together through the lessons at the same pace. BRAC materials stress a basically child-centred

approach to learning. Instruction in the core subjects is broken up with co-curricular activities, sometimes for as little as five minutes between subjects.

Curriculum and materials: The NFPE's instructional materials have gone through several phases of revision, sometimes with assistance from the Institute for Education and Research of the University of Dhaka and several outside consultants. The curriculum originally covered three subjects: Bangla, maths and social science. By 1987 it was clear that many of the NFPE programme graduates planned to continue in government schools, and the BRAC curriculum was modified to incorporate English and religious instruction, required subjects in government schools.

The current BRAC curriculum spans grades 1-3 and includes Bangla, mathematics, social studies and English with an emphasis on the practical health and social issues that are likely to be encountered by a typical BRAC pupil. Class time is allocated in the following segments: Bangla (25 minutes reading and 25 minutes writing); mathematics (35 minutes); social studies (25 minutes); and two 20-minute co-curricular activities, which include physical exercise, field trips, singing and dancing. English is added to the schedule in grade 2.

The BRAC curriculum addresses significantly fewer objectives than does the government's primary curriculum, particularly in languages and mathematics. Such a lean curriculum may be a contributing factor to the programme's success. A curriculum that addresses fewer topics allows teachers to cover them at a deeper level than if the teacher is responsible for covering many topics. BRAC's simplified curriculum is effectively implemented, whereas the more comprehensive government curriculum is not fully implemented in most formal primary schools.

The materials are carefully sequenced, segmented into short, discrete lessons, and attractively printed in small, non-threatening booklets (as opposed to larger books that can overwhelm young learners). There is one reading primer for the eight-week preparatory phase (this phase is only two weeks for older pupils), one reading booklet and one maths booklet for each of the three primary grades, and one social studies booklet for each of grades 2 and 3. Concrete examples from everyday life are used throughout the booklets, especially in the social studies materials.

B. THE GSS MODEL: INDEPENDENT READERS AND WRITERS

GSS, a leading NGO of the country, was set up in 1983, aiming at the empowerment of the rural and urban poor. It started its activities by organising and mobilising agricultural labourers of fourteen villages of Khulna district in south-western Bangladesh. Over time it has grown into a national-level NGO which has development intervention in 16 out of the 64 districts of Bangladesh, covering over 450,000 households. GSS joined the private sector effort for promoting basic education in mid-1987 with the first education centre in a village. Since then its educational programme has been expanded to about 250 centres for both rural and urban children.

A major emphasis of the GSS is on the education of slum children. The urban population is expanding fast. It is estimated that in the capital city, Dhaka, as much as 40 per cent of the 8 million population are slum dwellers. The slums lack in such basic facilities as sewerage, drinking water, education and health care. They also have very high housing density (6-8 members in a room of 42 sq ft). According to a study by the Centre for Urban Studies of the University of Dhaka, only 9.4 per cent of the households in the slums have primary schools within their reach. Also, the existing educational system is not suitable for slum children because they have to work for their livelihood. The curriculum content has little to prepare them for life. The teaching method is also not designed to unlock the potential of these children. No wonder the rate of school attendance is low in the slum areas. Against this backdrop, GSS came forward to provide basic education to slum children.

In response to a request from groups in urban slums, GSS opened six experimental schools: four in the capital city and two in Khulna port city. These original urban schools became the testing and training ground for teaching methods and curricula. The five-year curriculum was designed to provide basic education to slum children who work in the informal sector in the urban centres. In designing the curriculum and teaching method, GSS adapted Western methods for the slum environment. The objectives of the primary education programme are:

- Preparing learners as independent readers while they are in grade 1
- Preparing learners as creative writers by achieving independence of thought and the ability to present their own ideas in writing
- Enabling children to become numerate
- Creating a real and lasting interest in books and other printed matter
- Taking pupils to the standard of grade 5 of the formal system

It also set the following quantitative targets:

- More than 90 per cent attendance rate
- Less than 5 per cent drop-out rate for grades 1-3
- More than 50 per cent of the children going on to grade 4
- 100 per cent children should learn to use the four maths rules to 100 by the end of grade 3
- 100 per cent children should be able to do creative writing (six lines) by the end of grade 3

The learners: The children of GSS schools come from very poor families with varied occupational backgrounds, i.e., factory workers, carpenters' helpers, builders, masons, hawkers, etc. The children fall in the 4-14 year age group. Often their mothers and sisters work as maidservants and their fathers as rickshaw pullers and day labourers. The parents' income is not enough to afford food for the whole family in order to maintain a 2000 cal/day diet and to pay rent for 42 sq ft of damp space for the family. Their diet is highly deficient in protein, fat and vitamins.

Land for the school: Finding a piece of land in the city is a difficult task. GSS usually begins with a survey to identify out-of-school children of a slum and holds talks with their parents. Eventually, parents admit the necessity of education for their children and express their willingness to send their children to school if available. The GSS then holds talks with the illegitimate owner of a slum for setting up a school.

The Teacher: GSS invites applications from suitable candidates through local newspapers. The prospective candidate should have a minimum of 12 years of schooling along with a certificate from a primary education training institute. GSS prefers candidates with bachelor's degrees. For the post of Head Teacher, the

minimum qualification is a master's degree in education with 2 years' experience or a bachelor's degree in education with 5 years' experience.

Local female candidates are preferred. Most of the teachers of GSS schools are from middle-class families who live near the school. Teachers are recruited on a contractual basis, initially for one year. Upon good performance the job is renewed every year. For five schools one stand-by teacher is recruited who works during the leave of absence of a regular teacher. In special cases, a part-time teacher is also engaged.

Teacher training: Upon recruitment, teachers undergo a 3-day basic training course which is followed by 12-day initial teacher training. Besides that, monthly one-day refresher courses are conducted and a 5-day annual refresher course is held. In the training courses, teachers become acquainted with Western teaching methods and their adaptation in the circumstances of Bangladesh, especially in the slum setting. Once they start work, teachers are given constant support by the supervisor, who visits each school at least three times a week.

Curriculum and course duration: The course duration is three years for rural children (this is now being extended to five years) and five years for urban slum children. The urban schools are experimental ones where curricula and teaching methods are tested. In the rural schools, classes are held in two shifts and each school has three teachers. In designing the curriculum, GSS has tried to make the content meaningful, easy and attractive to the learners. As such, it has made provision for multiple choice of materials developed by different organisations. Notably, the GSS curriculum is largely based on the public-sector primary school curriculum. In addition to the main books, children also go through supplementary materials designed to accelerate the learning process.

Teaching method: GSS adapted some Western teaching-learning methods to the local setting. This method is substantially different compared to those practised by many other organisations in the following ways:

Table 5.10: Comparison of Traditional and GSS Teaching Methodology

Traditional Method	GSS Method
1. Rote learning	Child-centred approach

2. Passive learning	Active learning; group teaching
3. Use of insufficient reading materials	Large quantity of meaningful, relevant and interesting reading materials
4. Absence of supporting materials	Use of adequate support materials
5. Inefficient use of lesson time	Efficient use of lesson time

The child-centred teaching practice followed by the GSS appears to be quite innovative in the context of Bangladesh, where formal primary schools follow a rigid curriculum and the teaching method basically remains teacher-centred. The GSS curriculum aims to provide the following skills to the learners:

- (a) participating in a discussion
- (b) drawing pictures
- (c) writing and expressing creativity through writing
- (d) reading of any materials

During the five-year course, learners at GSS schools are given a wide range of books published by the government, BRAC (the biggest provider of non-formal primary education), individual writers, and the GSS itself. As a result, children become independent readers within 8 months of joining a GSS school and independent writers in the following 8 to 12 months.

The additional materials are prepared with the context of the working children in mind, whereas government textbooks and materials tend to refer exclusively to the background and life-style of the middle class. Besides reading, writing and numeracy, the children of all the five class are involved in a wide range of co-curricular activities. The co-curricular activities include rhyme, dance, making paper flowers, playing, gardening, singing, and story-telling, etc.

Teaching method: Unlike the traditional system in which there is a different teacher for each class, in the GSS system the teacher is responsible for all the different areas of curriculum in her or his class. This facilitates a close teacher-pupil relationship. GSS has adopted group teaching methods in its classrooms which allow the teacher to pay equal attention to each child and allows the children to develop according to their own ability and speed.

Classroom management: There are 30 children in each grade, with one teacher. In a classroom there are three tables: one for vernacular, one for creative writing and the third for arithmetic. Besides, there are three corners and in the middle a mat for playing with materials. At the beginning of the class all learners assemble and sit on the mat. Thereafter, eight work on the creative table, six on the vernacular table and six on the arithmetic table, two in each corner and the remaining four sit on the mat. Everyday each learner performs all the activities in turn.

The teacher moves from group to group, giving attention to individual children or to a group as a whole. Each child receives 4 minutes of individual attention daily from the teacher and spends the remaining time engaged in direct learning or such activities as doing maths exercises or purposeful activity such as reading story books or playing an educational game.

Classroom activities in grades 1-2: Classes for these two grades are held from 8 a.m. to 10:30 a.m. This period can be split into three sessions. The time allocation for the three sessions is as follows: 1st session, 8:00 a.m. to 8:35 a.m.; 2nd session, 8:35 a.m. to 9:50 a.m.; 3rd session, 9:50 a.m. to 10:30 a.m.

1st Session (35 minutes)

Table 5.11: Classroom activity (1st Session, 35 minutes)

Activity	Time
Exchange of pleasantries	5 mins. (4-5 learners involved)
Story-telling	10 mins. (often continues next day)
Arithmetic	5 mins. (practical problem-solving)
Exercises in language	5 mins. (oral, using book and board)
Roll-call	5 mins.
Distribution of materials	5 mins.

Second Session (75 minutes)

On completion of the first session, teachers give tasks to learners. We have already seen how they are split up.

Third Session (40 minutes)

Arithmetic in small groups — 20 minutes. Each day the teacher arranges the learners on the mat for arithmetic. Learners are organised in three groups and each consists of four.

Schoolhouse: Unlike many other NGOs, GSS constructs semi-pucca buildings for the school which will eventually be retained by the community. Land is donated by the community and the construction cost is borne by GSS.

Classroom management: The classroom has a range of furniture and this is placed in a corner of the classroom. There is a mat on the floor of the classroom. The learners assemble on the mat at the beginning of a class. On entering the classroom the teacher asks the children to spread it on the floor. Learners use the mat during roll-call and story-telling.

The teacher sits on a stool in a corner where learners can have a clear view of her. This seating arrangement is believed to strengthen the teacher-learner relationship. A board is hung in a suitable corner. There are three tables in a classroom, which are used to carry out group activities. The tables are placed in such a way that the teacher can go around them to see the learners' group work. There is a bookshelf which contains books, exercise books, pencils, etc.

Wall charts are hung in the classroom. The teacher decides the topics for them. Usually they are prepared on animals, birds, flowers, fruits, vegetables, names of the months, names of the days, names of the seasons; and maps of the district, country, and the world are also made. Commonly used words are also written on them. A wall chart is usually hung at the height of the children's heads and written or drawn in coloured ink. The wall chart changes every month.

There are also wall paintings as a part of the weekly projects. Learners draw pictures and put down their own ideas and observations on paper. The grade 1 learners describe to the teacher what the drawing represents. The teacher then writes down the child's words. Children draw pictures for the wall paintings every week. At the beginning of the following week, the teacher hangs the painting so that upon arrival at school, children can see their work on the wall.

Classroom activities: GSS runs urban schools in three shifts. The first and third shifts are usually for the learners of the play groups, grades 1 and 2. The second shift is for all grades together. Here is a description of the activities of the different grades.

Grades 1 and 2: Classes of these two grades are usually held from 8:00 a.m. to 10:30 a.m. The total instruction period is 2½ hours. This time is divided into three parts as follows: first part, 8:00 a.m. to 8:35 a.m.; second part, 8:35 a.m. to 9:50 a.m.; third part, 9:50 a.m. to 10:30 a.m. The first 35 minutes are devoted to activities in which the whole class participates. The following structured tasks are conducted by the teacher:

Table 5.12 Class room activities (grade 1 and 2)

(a) Story-telling	10 mins. (if not finished, will continue next day)
(b) News	5 mins. (4 or 5 pupils give news to the class)
(c) Arithmetic	5 mins. (practice on board and using learning aids such as sticks)
(d) Language	5 mins. (oral, board and book)
(e) Roll-call	5 mins.
(f) Materials distribution and group singing	5 mins.

Once the learners are involved in their respective tasks, the teacher goes to table 1 along with the reading record book, the reader, and a pencil. She asks a learner to read with her. She first pronounces a word from a sentence and then the learner follows her. In this way, every learner reads a sentence, in which 1½ minutes of time is spent. The reading exercise of 30 learners takes 45 minutes.

For arithmetic, creative activity and games, the teacher spends one minute on each child. For each task a total of 30 minutes are spent. Thus all the activities are completed within 75 minutes.

This arrangement creates an intense learning environment. Seated in small groups in the classroom, pupils attend to their assignments with concentration. One group solves maths problems, with each child at his or her own speed and level, another group practises writing skills in the Bangla copy-books, while a third group works with varied individual assignments. The fourth group plays with learning materials.

The time allocated for the third part is 45 minutes. Two group tasks are also done in the third part:

- a. *Reading game (20 minutes)*: Four to five groups are formed, based on the attendance of learners, each group consisting of a maximum of seven learners. Each group practises reading seated on a mat for 5 minutes.
- b. *Mathematics (20 minutes)*: Three groups are formed and each group consists of 5 learners. These groups also sit on the mat and practise mathematics for 6 minutes.

Grades 3, 4 and 5: Learning activities for the 3rd, 4th and 5th grades usually start at 11:00 a.m. and continue until 2:00 p.m., a total of three hours. Activities are divided into four parts as follows:

First Part: This lasts from 11:00 a.m. to 11:55 a.m., viz. 55 mins. The activities are: (a) assembly, 15 mins. (in the yard); (b) story-telling, 10 mins. (on the mat); (c) Bangla (vernacular), 10 mins. (on the mat); (d) mathematics, 10 mins. (on the mat); (e) news/roll-call, 10 mins. (on the mat).

Second Part: The second part is from 11:55 a.m. to 12:55 p.m., viz. 60 mins. The following activities are performed : (a) Bangla reading, 2 mins.; (b) mathematics, 20 mins.; (c) assignment on language, 18 mins., (d) creative work, 20 mins.

Third Part: Duration 12:55 p.m. to 1:20 p.m., or 25 mins. Activities are (a) English, 10 mins. (board); (b) social studies, 10 mins. (on mat); (c) religion, 5 mins. (on mat).

Fourth Part: Duration 1:20 p.m. to 2:00 p.m., or 40 mins. Activities: (a) English reading, 5 mins.; (b) project on science, 15 mins.; (c) English, 10 mins.; (d) mathematics, 10 mins.

Weekly project

Learners of grades 4-5 do project work on a certain topic every week. Activities of the project can be divided into three types:

1. *Class book*: Learners prepare a class book on a particular topic or issue every week. This book contains a picture on the selected topic along with a few sentences beneath it to explain what the drawing represents. The learners draw a picture and then describe the guiding idea behind it.

2. *Personal book:* Besides preparing the class book, learners have to prepare individual books for themselves. They draw pictures for their own books. The learners who are independent writers put down their ideas beneath the pictures, while the teacher helps or writes on behalf of those who have not yet attained the skill of creative writing.
3. *Wall chart:* These are always hung at head level of the learners. In addition to the class book and the personal books, learners draw pictures on some object or topic on the wall. In a month thirty pictures are drawn by the learners.

Learning materials

In GSS schools, children read between 12 and 24 books within the first two years. The teacher uses a variety of visual materials and games. Emphasis is placed on creative thinking and writing. For Bangla, children of GSS schools read a lot of books in comparison with their counterparts in government primary schools. In the GSS schools, the children in grade 1 read 8 books, in the grade 2, 14 books, and in grade 3, 14 books, while children in the government schools read only one book in each grade.

Special features of the GSS model

In the traditional system of primary education in government primary schools, rote learning is the normal practice and the children feel bored in the classroom. On the other hand, some of the special features of the GSS system are as follows:

- a. Well-being of learners is enquired after in the classroom.
- b. Learners give news about the events that happened around their houses.
- c. Group work is carried out.
- d. In roll-call, only the number of a pupil is mentioned, not the name.
- e. Children learn in groups.
- f. The teacher listens to every learner's reading.
- g. In creative writing each learner has to draw a picture and write a description of it.
- h. Reading record of learners is maintained.
- i. Learners practice arithmetic individually.

- j. Reading games are organised.
- k. There is a weekly project.
- l. Children draw pictures on the wall chart and in their books.
- m. Learners do co-curricular activities twice a week.
- n. The teacher gives concrete examples.
- o. In order to increase vocabulary, the learner uses a dictionary.
- p. Spelling is prohibited while a learner reads.
- q. One teacher teaches all subjects.
- r. The teacher goes around to the learners.
- s. Most of the time the teacher remains standing in the classroom.
- t.

Developing a creative writer

Achieving independence of thought among children and the ability to produce their own ideas in writing is one of the objectives of the GSS programme. Children attain the skill by putting their ideas and observations beneath pictures drawn by them. Thus GSS produces a large number of independent creative writers from among the children.

In this method, instead of being treated as part of the classroom the child is treated as an individual. The teacher pays attention to each child and individual learning takes place; each child proceeds according to her or his own ability and pace.

Community plays a vital role

As part of its involvement the community has to donate land. The community is also involved in the house-to-house survey of children. They take the programme staff around and explain why the survey is being conducted, and generally ensure willing compliance. Once a school is established, monthly parent-teacher meetings are the basis of the interaction between the school and the community. Discussions are held concerning any problems that may have arisen over the past month, especially with regard to children's attendance or teacher absenteeism. A nominal fee of Tk.1:00 (US 2.5 cents) for admission and Tk.1 per month for education is paid by all parents.

Cost effectiveness of the GSS model

Lack of resources is the main constraint in providing universal primary education in Bangladesh. As such, attention needs to be given to ensure cost effectiveness. The unit cost of the GSS primary education programme is about Tk.800 per annum. This is comparable to the unit cost of BRAC schools.

C. CMES: A TECHNOLOGY-BASED BASIC EDUCATION PROGRAMME

The CMES (Centre for Mass Education in Science) was founded by Dr M. Ibrahim and originated from the publication and distribution of a science periodical by him.

The first step towards the goal of CMES was establishing basic schools which were designed to provide non-formal primary education to disadvantaged children and youth along with integration of technology training and marketing. The basic school is a grass-roots school within the home environment of the target group. Its inner campus consists of a small bamboo-and-mud house or shed provided by the beneficiary families right within their homesteads.

Twenty basic schools are served by a Rural Technology Centre for Basic Schools (RTCBS), covering an area equivalent to a union (the smallest administrative unit of Bangladesh). There are four levels of education in the system: *ankur* (germinating), *bikash* (developing), *Agrosor I* (Advanced I) and *Agrosor II* (Advanced II), roughly equivalent to grades 1, 2, 3 and 4 respectively, of the formal system, and each takes about one year. The first two levels are available in the basic schools and the last two only in the RTCBS.

The *ankur* and *bikash* levels mainly deal with the attainment of literacy, numeracy and some life skills, while the *Agrosor I* and *II* in addition to basic education provide opportunities to learn one or more technological skills directly relevant to income generation.

The learner: The learners of the system are from those children who never went to school or dropped out. There is no age bar for enrolment. Thus this can be an option for children who are too old to enter or go back to primary school. Pupils may be enrolled in either *ankur* or *bikash* level as appropriate. In each of these levels there may be 20-30 pupils at a time. Care is taken to enroll at least 50 per cent girl children.

The teacher: Each basic school has one teacher. The teacher is a young man or woman from the locality who has finished or is about to finish high school. In some cases very successful pupils who have passed from RTCBS within the system itself are trained as teachers.

The RTCBS has two teachers and five assistant teachers. The teachers are diploma holders in technical education while assistant teachers are skilled artisans who in most cases have had a reasonable schooling and have been practising their trades in the locality. Currently, there are 20 RTCBS centres with 400 basic schools enrolling 23,000 learners.

In addition to the basic education programs, there is an adolescent girls' program. The aim is to free the girls from social constraints and free their creative energies. CMES conceived the necessity of undertaking this program in 1992 with the objectives of undoing the injustice done to the girls, helping them have a chance to exercise their basic rights as human beings, and develop properly towards an empowered womanhood.

Participants: The participants are distributed in basic schools and the RTCBS of the unit. There are 5-10 girls in a basic school and the number is 25-30 in the RTCBS. All the participants are organised into groups of 5, usually one group in a basic school, and 5-6 groups in the RTCBS. Participants' homes are in the vicinity of the basic schools.

Credit to participants: There is a credit scheme for the girls. For this scheme CMES entered into an agreement with the Grameen Bank, who provided funds to extend credit to the participants with the same rules and interest rates followed by the GB itself. The loans are managed by the programme teacher in consultation with the

headmaster/assistant headmaster. The teachers undergo intensive training on credit management, organised and conducted by GB.

Skill training: Adolescents, both from RTCBS and basic schools, receive skill training in trades which have immediate job opportunities. The skill training chosen by the girls is mostly garment making, tie-and-dye, batik, poultry farming, sericulture, soap-making, candle-making and pottery. But the RTCBS also offers other trades such as carpentry, metalwork, welding, machine repairing, etc., which are traditionally considered the domain of the boys. Most of the training is on the job, while real-life services and production are actually marketed to the community.

Marketing of products: Products of the girls like candles, soap and poultry have market demand both in the school area and in distant urban and commercial centres. For the marketing of the products, a salesman is usually hired for a unit. The salesman maintains contact with local traders and shop owners and delivers the goods. To give an incentive to participants in various trades and the artisan teacher, the profit generated from the sale of products is distributed among them every two months.

Conducting the sessions: During these contact sessions further education and skill training for the participants are conducted and feedback is taken to assess the progress of each individual participant.

The special teacher and the assistant teacher conduct the contact sessions in the RTCBS and in the 20 basic schools in rotation. The routine is so arranged that there is such a session every week in a particular school. The assistant teachers, who are skilled artisans in most cases, have had a reasonable schooling and have practised their trades in the locality. They have expertise in various technologies relevant to the programme of the BS system. But from time to time they have to learn new techniques from various sources.

One of the major objectives of the programme is to put its participants in a leadership position in the community. Towards this end, participants are assigned to take the lead in installing a sanitary latrine, mobilising children to be vaccinated against six deadly childhood diseases, making provision for safe water, motivating villagers to make

compost, providing nutrition advice to mothers, and so on and so forth. In carrying out the above activities, a participant pays house-to-house visits.

- a. ***Determination of health and nutrition status:*** The task is usually carried out by simple observation, taking body weight and body measurements to identify the state of nutrition. The measurement is followed by a discussion which focuses on preventive measures for some common diseases. In some cases patients are referred to nearby health centres. Distribution of simple remedies such as riboflavin tablets, iron tablets and oral saline, etc., takes place.
- b. ***Installation of improved cookers:*** Earthen cookers traditionally used by the Bangladeshi women are not energy-efficient and safe. They produce smoke and turn the kitchens into gas chambers, causing a health hazard to women. Moreover, 40-50 per cent of the fuel is wasted. To solve the problem, an improved cooker has been evolved by a state-run scientific research organisation. The adolescent girls carry out extension work to introduce the cooker to rural women by making the cooker themselves and also ensure its use.
- c. ***Keeping the environment clean:*** In Bangladesh refuse from kitchen, cowshed and poultry stocks is carelessly dumped near the household. This causes serious environmental problems. The girls persuade the housewives to dig a compost pit and put all waste inside it. Thus the environment is kept clean and the compost is used as fertiliser in the vegetable garden.

Service centre of CMES

The service centre, which is located in the capital city, functions as the headquarters of CMES. The basic school system is planned, developed, managed, monitored and evaluated from the service centre. It carries out research on appropriate technology for the basic school system. By organising training and preparing relevant materials and prototypes it transfers the findings of experimentation to the school system. It also innovates technology suitable for the villages. It designs and develops curricula, teaching methods, instructional materials, teaching aids and training courses for teachers and monitors their effectiveness.

Programme outcomes

Access to credit, literacy and exposure to technology have enabled many girls to become assets to their families instead of liabilities. Most of the girls have attained a considerable degree of skill in different programmes, which has helped them to start businesses with financial assistance from CMES. In many cases, the girls have assumed the responsibility for the whole family, even their elder brothers. Girls are also joining the formal system of education. Many adolescent girls on completion of the *bikash* stage have been admitted to the formal system in the third grade. Others are in the fifth grade on completion of *Agrosor* stages *I* and *II*.

Cultural development of the poor

Extreme poverty as well as conservatism often make life devoid of decency as well as aesthetic sense. The conservatives usually discourage children from reading novels, poetry, rhymes, etc. Children were also prevented from enjoying music, sports, dance, and so on and so forth. The adolescent girls' programme provided its participants with the opportunity to recite, sing, dance, read classic novels, etc., which were previously the monopoly of the middle and the rich classes.

Women's mobility has increased

The programme threw a challenge to the seclusion of women imposed by the conservatives. Now a growing girl sits in a tea stall serving the customers and doing book-keeping. Similarly, girls are found to move with the household merchandise across the villages, sitting in a market corner on the weekly market day, and doing similar other activities previously done only by boys.

Marriage delayed

Their association with the programme has changed the attitude of girls towards life and work. Now the girls plan their lives. The choice of a husband is no more the sole business of the parents. Almost all of them express the desire to be self-reliant before marriage, and delay marriage until 20 years of age.

From acquaintance to solidarity

RTCBS organises assemblies of adolescent girls every two months. On an average, over a hundred participants assemble at each. Before joining basic school they would not know each other, and it provides them with the opportunity to develop solidarity among themselves.

Thus, through the CMES, elementary education with life orientation has been made available at the doorstep of the learners. Instead of rote learning the participants reflect on themselves as human beings. As girls, they examine their relationship with boys and other male members of the society at family, household and community levels. What they learn, they try to apply in practical life.

In its basic school system, CMES found that in the first grade, enrolment and attendance of the girls were equal to those of the boys. Their performance was also better in the system's education and skills training programmes. But when they grow a little older everything changes with their sudden dropping out.

The programme has produced some visible results, which are reflected in the positive change of perception about women's life, greater mobility of the girls beyond the village, participation of girls in production and sale of market commodities, organising cultural functions, etc. Some of the activities have a direct bearing on the community. For example, the cheap sanitary latrines and the cheap washing soap produced by the girls and sold in the locality have a direct effect on the health and sanitation of the target group.

CMES organises workshops for adolescent girls and mothers both at the premises of Rural Technology Centres and basic schools. The purpose of these workshops is to begin and continue a dialogue with the families on all aspects of the programme. It provides an opportunity for the older generation to understand the problems through their own life experience and lend their support to the new generation's effort towards emancipation.

D. THE GOVERNMENT SATELLITE SCHOOL PROJECT

The Government of Bangladesh has undertaken several projects such as Food for Education, Compulsory Primary Education Programme, stipend for girl students, etc.

to combat the problem of low coverage, low attendance and high drop-outs. The satellite school project is one such project designed to increase coverage and attendance and reduce drop-outs. The project was undertaken on an experimental basis in 1992 with the opening of 62 schools.

In a sense, a Satellite School (SS) is a feeder school for the normal primary school. The planners were convinced that bringing schools to the doorsteps of learners would increase enrolment. In the second year another 138 schools were opened, bringing the total to 200. Of these, 144 were set up in four administrative divisions, namely, Dhaka, Rajshahi, Khulna and Barisal, and the remaining 56 schools are in Chittagong division.

Programme description

Usually a locality with very low literacy rate, high population density and difficult access to school (particularly for girls) owing to natural barriers (canal, bush, field) is chosen for the satellite school. Children of the 6-7 years age group are enrolled in grades 1 and 2. In the second year, a low-cost two-room school is constructed. It is usually established one kilometre away from a primary school, which is called the mother school.

Teacher selection

Teachers must be female and employed as volunteers. They receive a modest monthly allowance of Tk.500. The induction of women in the project is expected to contribute towards the participation of women in development.

Mobilising community support

In the first year no expenditure is made on the construction of the schoolhouse. The house or space is provided by the local people to be used as a classroom temporarily. The classroom can be housed in a mosque, *maktab* (religious learning centre), veranda or in the drawing room of a private house.

If the requisite number of learners, cooperation from local people, space for a classroom, land for constructing a building, etc., are available in the first year, only

then is a two-room building constructed in the second year. The establishment of a satellite school demands the following:

- Class of 1st year to be housed and conducted in a mosque, *madrasah*, veranda or drawing room.
- If the government decides to construct a two-room schoolhouse, the community must provide 15-25 decimals of land.
- The community and guardians must send all their children to the satellite school and ensure regular attendance.
- Participation of local people in managing satellite schools is essential.

In order to obtain community support and motivate the local people, a committee is formed with the following composition:

- a. Thana Executive Officer (TNO) — Chairman
- b. Thana Education Officer (TEO) — Member-Secretary
- c. Two teachers from local high school (preferably women) and H/M of a primary school, nominated by the TEO — Members
- d. One UP Chairman nominated by the TNO — Member
- e. One villager interested in education nominated by the TNO — Member

One female teacher is inducted in the first year, and on the fulfilment of conditions another is recruited in the second year. The teacher must have passed the SSC (Secondary School Certificate). A committee chaired by the Thana Executive Officer (TNO) usually selects the teacher through advertisement. The committee invites applications, scrutinises them and finally selects a volunteer teacher purely on a temporary basis. The committee makes its selection using the following criteria: (a) the candidate must be resident within one kilometre of the school; (b) she must have passed the SSC; (c) candidates with certificates in education will get preference; and (d) she must be 18 years old or above.

The selected teacher has to perform the following functions:

- She must conduct classes for 3 hours a day.
- She has to organise and conduct mothers'/guardians' meetings to motivate them twice a month. Proceedings of the meetings are to be sent to the Deputy Director, Satellite School Project, Director of Primary Education, Dhaka, through the Thana Education Officer on a regular basis.

- She has to arrange the enrolment of 6-7-year-old children within one kilometre radius of the school, the number of learners being at least 50.
- She must retain the enrolled children for two years and take the initiative to get the learners enrolled in the mother school in the 3rd grade.
- She has to conduct a survey in the school catchment area and display a list of school-age children on the wall of the school.
- Monthly monitoring report is to be prepared and passed on to the Deputy Director, Satellite School Project, through the TEO/ATEO.
- Total working days should be like in government primary schools.
- For no reason is the school to be kept closed. If the teacher is unable to attend class, the ATEO will take necessary steps to keep classes running.
- The teacher must attend the training courses organised by the Directorate of Primary Education.
- If the teacher is not found satisfactory, her services would be terminated.

Supervision of satellite schools: Teachers of the mother school provide overall assistance to the volunteer teacher of the satellite school (SS), while the ATEO inspects the school and supervises the teacher locally. Furthermore, TEO and DEO visit the school and send a report to the Deputy Director, Satellite School Project. An instructor nominated by the superintendent of the District PTI (Primary Training Institute) visits each SS once a month and send a report to the DD.

Training for the satellite school teachers: The Satellite School section of the Directorate of Primary Education has designed a training module for teachers which contains such topics as community participation, teaching-learning methods, child psychology, evaluation process, teaching aids, management, etc. The training course is expected to be attended by the District Primary Education Officer, TEO, ATEO, teacher of the mother school, PTI instructor and the volunteer teacher.

Management: The Deputy Director, Satellite Schools, under the Directorate of Primary Education based at Dhaka, is in overall charge of the project. He is assisted

by an Assistant Director and a Research Officer. There is also a Satellite School Managing Committee headed by the local Union Parishad chairman.

The project aims to achieve some crucial objectives like drawing community support by way of securing space for classrooms and donation of land for schools, organising guardians' meeting by the volunteer teachers, total coverage, etc. Moreover, there are three committees: for the selection of a location for the school, to involve the community in teacher selection, and for school management.

The voluntary teacher bears a work load heavier than her counterparts in government primary schools. The pilot project is being implemented centrally. Its outcome would help small NGOs to design or redesign their own NFPE programmes.

There are some similarities between the non-formal primary education programmes of the NGOs and the Satellite School Project such as hiring female teachers from the community, providing them with short training, recruiting the teachers as volunteers for which they receive an allowance, block teaching, etc. The objective of solving children's access problem to school due to geographical barriers has largely been achieved. The other objective of drawing community support seems to have been achieved to some extent. It also has succeeded in recruiting village women for the teaching jobs.

E. NIJERA SHIKHI MODEL

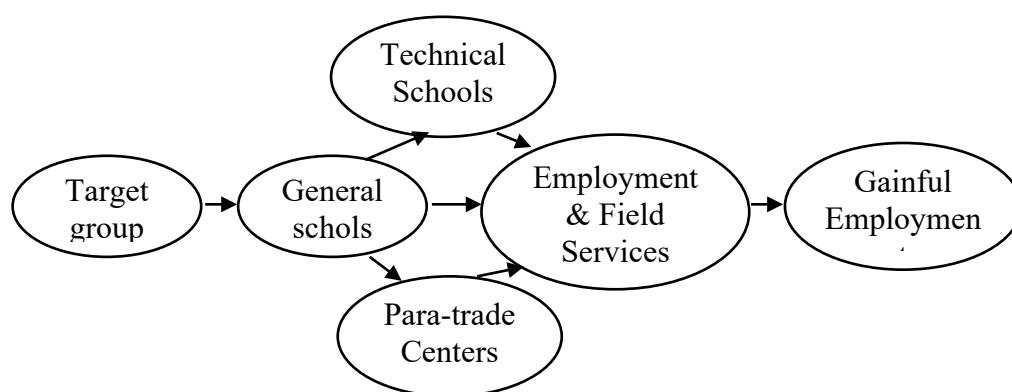
The self-education method is the model followed by Nijera Shikhi (NS) to literate the illiterate. It's a literacy model. It is based on mass Education principles. NS offers a curriculum, learning material and training to any volunteer wanting to organize literacy for the illiterate. Most of the literacy training is carried out by the Union parshads and NS provides materials and training free of cost. NS trains organizers, Class-Helpers and Child Education promoters. Though training is offered, it is suited to the self-learning principles. NS establishes libraries for every 80-100 new learners to sustain literacy. Program is planned and implemented locally. The various Cornell often monitors the program. The self-learning is organized in three stages of learning. There is one literacy program for by the

NGOs that can go hand in hand with TLM approach as the operational principles and the approach to literacy are very much like.

F. UCEP MODEL

The origin of Underprivileged Children's Educational programmes (UCEP)-Bangladesh can be traced back to a study on child labor in Dhaka city conducted in 1970 and published in 1972 under the title 'Our Unfortunate Children as Laborers' by Dhaka University. Based on that study Mr. Lindsay Alan Cheney, a philanthropic New Zealander founded UCEP-Bangladesh in 1972 for the socio-economic upliftment of working children. Since then, UCEP emerged as an NGO and has been providing cost effective non-formal basic education, marketable skills training and employment support service to the urban poor working and distressed children, (Annexure: 1). The main objectives of the organization are to raise the socio-economic condition of the urban poor, to enable them to participate effectively in the national development, to enhance their dignity through acquisition of knowledge and skills, and to help them in the fulfillment of their basic rights. UCEP has developed an innovative model of interventions with a view to provide life oriented sustainable quality education to ensure the upward mobility of its target group. The model has interlinked components: Basic Education, Vocational Education and Employment Support. The graph below shows the interlinked components:

Fig. 5.2: The components of UCEP models



At present, 26,000 working children are receiving basic education and skills training through 32 general schools, 09 technical schools and 08 para-trade centers in four

metropolitan cities of Dhaka, Chittagong, Khulna and Rajshahi. Besides, UCEP has been playing a vital role to sensitize the community on child rights.

To raise the socio-economic condition of the urban poor to a level which will enable them to effectively participate in national development with enhanced capacity and dignity and fulfillment of their basic rights.

- ⇒ General Education (Primary & Lower Secondary)
- ⇒ Technical Education
- ⇒ Para-trade Training (PT)
- ⇒ Employment & Field Services
- ⇒ Small & Medium Enterprise (SME) credit programme
- ⇒ Overseas Employment Scheme
- ⇒ UCEP Multipurpose Cooperative Society

Innovative Features

The education programmes for the underprivileged children introduced in post-independent Bangladesh are a deviation from conventional educational programs. UCEP pioneered non-formal education in Bangladesh in conformity with the lifestyles of urban working children. In the general education system, UCEP students study up to class VIII in four and a half years. After completing this level, the students can join the technical schools or para-trade skills training centers. This is a comprehensive program combining work and education in a very special and effective way. Finally, UCEP graduates are provided support to get gainful jobs.

Target group

Urban Working and Distressed Children

Children with Disabilities (mild & moderate)

Age: Girls 10+ Boys 11+

Those with no opportunity for formal education and/or dropouts
from formal education

UCEP's Non formal Basic Education

UCEP provides general education through its 32 schools out of which 14 are located in the slum areas of Dhaka, 08 in Chittagong, 06 in Khulna & 04 in Rajshahi. A total of 22,750 children, out of which 51% are girls, attend the UCEP non-formal education. This consists of i) a three year course of basic education equivalent to Grade V in the public school system and ii) a one and half year course of lower secondary education equivalent to grade VIII in the public school system aiming at preparing the students for vocational education or further mainstream education.

The schools operate three shifts a day, each of three hours duration, giving only four lessons. This allows a working child to choose a shift of his or her convenience, with very little disruption of their income earning work, so that the economic losses for the children attending school are not regarded by their family as prohibitive.

Enrolment process

UCEP introduced a system of pre-admission survey and a unified and effective admission form to recruit the target group as per UCEP admission criteria for the general schools. The teachers identify the working children and meet their families to motivate them to send the children to UCEP schools. According to this system, the teachers are required to conduct a number of pre-admission contacts at home and workplaces. Final admission is given after assessment for placement and with the involvement of the children, parents/guardians, employers, and/or community leaders.

Key Elements of UCEP General Education

Access & Equity

Every child (girls above the age of 10 and boys above 11) with diverse abilities and backgrounds have access to UCEP schools. Priority is given to the girl children since the rate of literacy and women's participation at the work places show that the women are lagging far behind men.

Learning Environment

- ⇒ Child-friendly learning environment
- ⇒ Learner-teacher ratio is 30:01

- ⇒ Availability of teaching learning mats-jals
- ⇒ Provided congenial learning environment (sufficient lights, ventilation, fans)
- ⇒ Protects all children from harm, violence and other abuses
- ⇒ Girls have the same rights and opportunities as boys
- ⇒ No physical punishment

School Environment

UCEP Schools are safe with spacious well-built classrooms with not more than 30 students in a class. Separate toilet facilities are available for girls. Each school has a welcoming, healthy and clean environment with adequate supply of clean, safe drinking water,

Curriculum & Materials

UCEP follows the national curriculum and textbooks as prescribed by the National Curriculum and Text Book Board. The curriculum has been abridged in a careful manner so that it remains comparable with that of the national curriculum and manageable with the shorter school year of UCEP.

Subjects taught at the primary level (Classes 1-V) are Bangla. English, Maths, Religion and Arts & Crafts; at the lower secondary level, (Class VI-Vili) Bangla, English, Maths, General Science, Social Science and

Religion. In consideration of the socio-economic conditions of the learners at the primary

level, UCEP has prepared its own reading materials on 'Health Society & Science' for grade I -V and 'Pre-vocational Course' for grade VI-VIII.

Teaching-learning process

- ⇒ School based teaching approach
- ⇒ Providing classroom teaching as per lesson plan
- ⇒ Using appropriate teaching aids
- ⇒ Effective use of time both for teachers and students
- ⇒ Ensuring learners participation in every lesson
- ⇒ Children are grouped on the basis of abilities
- ⇒ All children have equal opportunities to participate in all school activities.

⇒ Children with learning difficulties opportunities to review lessons.

Assessment system

Continuous assessments are made to identify what a child knows, what she understands, and what s/he can do as well as allowing each learner to proceed according to her/his ability and pace. Two semester examinations are conducted in a session setting 25% questions outside the textbooks to judge the students' terminal competencies.

Social work support

- ⇒ Home visits are conducted to keep students' attendance rate high (95%) and dropout low (below 5%)
- ⇒ Organizing meetings with different stakeholders to create awareness and forming a favorable attitude in fulfillment of basic child rights.
- ⇒ Providing guidance to bright students to further study in public/private schools
- ⇒ Providing assistance to get health support from other NGOs and the Government.
- ⇒ Counseling the parents about health & hygiene

Teacher Training

The minimum educational qualification for a teachers/ instructor's recruitment is a Bachelor Degree/ Diploma in Engineering. However in view of the tremendous social, psychological, and economic deprivations of the target group, UCEP felt the need of a specially designed educational approach and well trained teachers to make education more acceptable and effective. Thus to improve the professional skills of UCEP teachers, the management gives top priority to teacher training. UCEP conducts training need analysis for its general school teachers as well as for the technical school instructors and takes appropriate measures to provide them with training according to their training-needs. The training mainly focuses on the

- ❖ Unique features and challenging nature of UCEP teaching (Orientation training)
- ❖ Appropriate teaching methodology
- ❖ Multiple ways of Teaching and Learning
- ❖ Development of teaching aids and its applications
- ❖ Motivational techniques and strategies

- ❖ Social work and follow-up approaches in UCEP
- ❖ Integrated Approach of teaching
- ❖ Child Rights
- ❖ Humane Behavior
- ❖ Management information System

SSC Programme

An SSC programme started in 2005 under Bangladesh Open University added a new dimension to UCEP programmes enabling its students to continue further education.

Vocational

Upon completion of general education grade VIII, UCEP students enter technical schools or para-trade training centers to receive marketable technical education. UCEP provides hands on technical training on 17 trades. The technical schools and para-trade training centers are situated in Dhaka, Chittagong, Khulna and Rajshahi technical

Schools

UCEP has five technical schools in four cities operated under its mainstream programs to provide appropriate skills and thereby make the general school graduates fit for the job market Other than mainstream technical education programmes, UCEP runs two other technical schools in Dhaka with the financial assistance of Plan Bangladesh.

The main objective of technical schools is to provide high quality technical education so that students can compete and enter into job market at home and abroad.

Advisory Councils and Employers Committees consisting of members from different sectors like employers, educationists, curriculum specialists and technical experts of the society have been formed to advise the technical schools to make the technical education program more effective and job oriented. The member are local volunteers who meet on a regular basis to provide advice, suggestions or inputs and other support service to the training programs for their continued development and relevance to its stakeholders. They visits the schools and their advise is taken seriously by UCEP.

Table 5.13: Trades of Technical Schools

SI	Names of Trades	Course Duration
01	Veiding & Fabrication	1s months
02	Machinist	18 months
03	Plumbing & Pipe Fitting	06 months
04	Electronic Technology	18 months
05	Industrial Electrical & Electronic Control	18 months
06	Refrigeration & Air Conditioning	18 months
07	Auto Mechanics	24 months
08	Offset Printing Technology	18 months
09	Industrial Woodworking	18 months
10	Industrial Sewing Operation	06 months
11	Garments Finishing & Quality Control	06 months
12	Industrial Garments Machine Mechanics	12 months
13	Industrial Wool Knitting Operation	06 months
	Textile Weaving Mechanics	18 months
15	Textile Spinning Mechanics	18 months
16	Textile Knitting Mechanics	06 months
17	Tailoring & Dress Making	12 months

Para-trade training Centers:

The Para-trade training of UCEP is an innovative cost effective vocational intervention that allows working children to acquire basic skills in non-conventional trades within six months. UCEP has a total of 08 para-trade training centers.

Salient features of the Technical Education Programme

- ⇒ Learning while working
- ⇒ Flexible school timing in two shifts
- ⇒ Instructor learner ratio is 1:10
- ⇒ Work compensation of Tk. 200 per month provided to students.
- ⇒ Curriculum prepared in consultation with employers and ex-students
- ⇒ Handouts and job sheets provided to the students
- ⇒ Emphasis on practical or hands on training (80% of total course)
- ⇒ Linkage with other technical schools
- ⇒ Social work support services given to students
- ⇒ Employment support services given to graduates

Table 5.14: Trades in Para-trade Training Centers

Sl. No.	Name of Trades	Course Duration
01	Electrical House Wiring & Decoration	06 months
02	Embroidery & Jari Chumki Fitting	06 months
03	Block, Boutique & Screen Printing	06 months
04	Signboard & Banner Writing	06 months
05	Wood Carving	06 months
06	Leather Craft	06 months
07	Motor Mechanics	06 months
08	Block & Embroidery	05 months
09	Tailoring & Dress Making	06 months
10	Wool Knitting	06 months
11	Welding & Fabrication	06 months
12	Plumbing & Pipe Fitting	06 months
13	Audio & Video System	06 months
14	Refrigeration & Air Conditioning	06 months

SSC Vocational programme:

UCEP started SSC Vocational programme in its three technical schools under Bangladesh Technical Education Board (BTEB). UCEP SSC Vocational programme will lead the target group to make a change in their lives.

Employment and Field Service Section

UCEP provides services to the graduates passing out from and para-trade training centers for apprenticeship/on the job training and appropriate employment through its Employment and Field Service Section (EPS). The EPS Section has evolved from the feeling that UGEP's responsibility did not end just after imparting education and training to the disadvantaged children; rather, it was necessary to support the graduates to seek gainful and long-term employment by exploiting their knowledge and skills in line with the demand of the labor market. Keeping this in mind, the EPS Section has been providing employment support services to UCEP graduates to assist them in getting employment in various industries and enterprises at home and abroad. The EPS Section is currently operating its services in Dhaka, Chittagong and Khulna divisions and has planned to expand its activities in Rajshahi division from July 2005,

The modus operandi of EPS Section includes:

- Establishing and maintaining dynamic linkage with employers
- Formation of employers committees and holding meetings
- Formation of advisory councils and holding meetings
- Observance of employers day/week
- Sensitizing employers to extend equal job opportunity irrespective of gender
- Follow-up of employed graduates
- Tracer study and impact evaluation of employed graduates

Till the session January-June 2005 a total of 22,329 graduates were placed in jobs since the inception of the EPS Section in the year 1991. The gender ratio of the graduates (Girls: Boys) provided employment support was 48:52. During the year July 2004-June 2005 a total of 2,654 graduates were provided with jobs in different industries, workshops and production units in 3 divisions.

Cooperative Vocational Education through "Dynamic Linkage"

UCEP has been working in a Cooperative Vocational Education system where training schools and industries participate in the total training program. The participation of the local Employers and industrialists is ensured through establishing and maintaining a dynamic linkage with present and potential employers. "Advisory Councils" and "Employers Committees" are Termed in different regions with the participation of the local employers and industrialists, in order to strengthen the linkage with the employers and industrialists, meetings, seminars, workshops, employers days etc are organized time to time and the feedback through such meetings are properly considered in order that the training program is truly a demand-driven. Interventions are continuously taken by adjusting the training modules/contents to the specific employment needs of the local industry.

Overseas Employment Scheme:

UCEP-Bangladesh has open supporting its graduates April 2003. The scheme has been undertaken with the generous" financial assistance of Dutch Bangla Bank Limited. The Bank has provided a one-time grant of Taka 20 lacs to UCEP to support former UCEP school graduates for overseas jobs. UCEP Employment and Field Services Section, search for suitable jobs abroad for the trained graduates arrange final placement in overseas countries in suitable trades through renowned recruiting agencies in Bangladesh.

50 UCEP graduates were successfully employed in Kingdom of Saudi Arabia, Singapore, United Arab Emirates, Egypt, Jordan and so on since inception of the scheme. The graduates placed in overseas jobs normally earn about- BDT 15000-20000 per month in the initial stages of their employment.

SME Credit Programme

UCEP has introduced SME Credit Programme in June 2005 for self-employment of UCEP graduates. About 300 UCEP graduates are enjoying loan facilities under this program. The progress of this program is highly satisfactory and the recovery rate is 100%.

UCEP Associates' Multipurpose Cooperative Society

UCEP introduced a Multipurpose Cooperative Society for the stakeholders in March 2006. The main objective of the cooperative society was to foster bonding and responsiveness to UCEP programme while it will also be a potential source of personal and business loans for the students and others concerned.

Community Participation

The role of the community is very important in UCEP. The parents, social workers, people interested in education have their say in the programs of UCEP. The community provides the land on which UCEP builds schools, and participates in the survey carried out by UCEP to identify potential learners. Parents attend the parent-guardians & community meetings and receive information from the school about their children's attendance and achievements-Parents visit the schools to know her/his child's progress. The opinion of the target group and the families concerned are given adequate importance. Their opinions as well as those of the employers are carefully reviewed and necessary modifications; revisions and improvements are made in the programs.

Implementation, Supervision and Management

General education system is branched out in five divisions; one coordinator is in charge of one division. One school administrator and one assistant school administrator run a school. Similarly technical, education system is branched out in five divisions. One coordinator is in charge of one division. One unit administrator runs a unit of technical school.

Systematic supervision of the teaching learning process at the classroom level is ensured for the acquisition of terminal competencies by a learner. Monitoring of individual learner performance is undertaken continuously for appropriate interventions to ensure learning achievement targets.

Possibilities of collaboration with others

The target group of UCEP cannot be covered by one single organization. There should be an arrangement for networking. The experience of UCEP says that more

positive results may be achieved through collaborative programs. UCEP establishes collaborative linkages with education providers & the organizations working for child rights. UCEP is an active member of CAMPE, BSAF, IE Core Group. UCEP established partnership with the SCSD Child Labor theme for advocating on child rights and with Plan-Bangladesh for skills development.

Mainstreaming

The curriculum of UCEP general schools is similar to the national curriculum. So UCEP graduates (of Class V and VIII) can easily be accommodated in the mainstream education programme of the country. On the other hand, the graduates of technical schools can easily enter into the government vocational training schools.

UCEP's Contribution to National Goals

UCEP model of education is widely acknowledged nationally and internationally. The model creates opportunities for the underprivileged segments of the society to improve their standard of living. UCEP contributes towards the achievement of the Millennium Development Goals particularly poverty alleviation education for all, gender equality & women empowerment.

G. DUSHTHA SHASTHYA KENDER (DSK)

DSK is a development Non-governmental organizational registered with the social welfare ministry and NGO affairs Bureau in Bangladesh. DSK started act by initiating a health program, under taken after the devastating Bangladeshi floods of 1988. Later DSK was selected as one of the twenty-six NGO organizations as implementer of the pilot continuing Education Project by NFE. DSK has 15 schools and 450 she dents.

In order to achieve its goal, DSK is committed to-

Objectives

- i) Render primary health care including family planning services to the urban and rural poor. Women and children are particularly focused on, as they are more disadvantaged in Bangladesh society.

- ii) Undertaken an illiteracy eradication program among children and adults.
- iii) Exploit all potential options prevailing at the local level to generate gainful employment for the rural and urban poor, special emphasis is made on expanding women's participation in income-generating ventures.
- iv) Linking various production inputs, particularly disbursement of credit to the rural and urban poor so that they can realize the available income generation opportunities.
- v) Contribute to improve the living conditions of urban slum dwellers. Campaign for their basic human rights and provide legal assistance and shelter, if necessary.
- vi) Sensitize the corporate sector, local governments and the community at large about their role in the development process facilitate and encouraged collaborative arrangements.
- vii) Launch relief and revalidations programs among victims of natural calamities and disasters.

ii) International NGOs

A number of international voluntary organizations such as ACTION AID, CARE, CONCERN international, Save the Children-UK, Save the Children-Sweden, Save The children-USA, World View and World Vision international under took specific progress on child education in addition to programs on nutrition, and maternal and child health. Some NGOs developed innovative models of children education and adult literacy.

5.12 Teaching method

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

In order to teach at a government school in Bangladesh, teachers have to attend a yearlong training at a Primary Teachers Institute (PTI). The duration of raining period

of BRAC is only 15 days, and it is meant to assure a high standard of teacher competency.

Some of the important methods of teaching NGOs primary school are-

Display method

Display method is that where some materials are display or show in the classroom.

For this method some roles are followed. These are-

- To justify what have to displayed
- Pre discussion about what materials are displayed
- Displayed material are setup in that play where all of the students find easily in the classroom
- To give the necessary guideline for all of all the students

There have many types of display method

- Chart display
- Card display
- Materials display etc.

Reciting method

Reciting method is the method which method uses in the classroom with reciting.

NGOs school Bangladesh followed the reciting method like western country.

Techniques of reciting method

1. To identify of reciting matter
2. Teacher reciting own and the students are lessening
3. When teacher reciting then students are reciting also
4. Students are reciting own continuously and they follow each other
5. All students reciting their own ways
6. Teachers were justify their performance.

Lecture based method

Teacher delivered lecture and students are lessening in lecture base teaching method. As part of the traditional method of teaching students, a classroom lecture has always been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher uses to convey information effectively often accompany a typical lecture.

Acting teaching method

Acting teaching means to teach the students using acting. If you want to become an actor you will find acting techniques from many teachers on your way. These are simply disciplines that help train you to be an actor. Usually they are named for the acting instructor that made it famous. You do not necessarily have to use one of these techniques to be successful, but any class you take is bound to have taken something from the techniques listed below.

Field trip method

Field trips are educational trips to sites where students have the opportunity to observe their chosen subject outside of a classroom setting, collect samples and to conduct research.

Field trips can provide educational opportunities to students within many disciplines including geography, geology, archaeology and others who study the natural or human world. There have been various studies designed to enable the organization of more inclusive field work.

Harbart's five steps

The 5 steps of the popular Philosopher Jhon Fredric Harbart are followed as the teaching method in Government primary schools.

1. Preparation

The teacher should interact with the students before teaching.

2. Presentation

The teacher should present new topics in different techniques.

3. Association

It is an important step. The teacher's duty is to show the similarities and dissimilarities between old and new information to the students with their participation.

4. Generalization

In this step the teacher will help the students to enrich their knowledge by applying the information gathered by the students in general sector.

5. Application

In this step it is evaluated that how much the students have taken in from the presentation in the classroom.

Different of teaching method (BRAC, GSS, NGOs)

BRAC teaching method

The language of instruction is Bengali. However, in the case of ethnic schools, a local language is used during the initial grades and is slowly replaced by Bengali using a bridging method. All of the methods and pedagogical approaches used by BEP facilitators tend to be learner centred, interactive, gender sensitive, pro-poor, and child and teacher friendly. The pedagogical approach and methodology used naturally depends on the subject being taught and on the learner' level of knowledge. BEP's teaching method are committed to the following principles:

Small group activities, such as one-to-one discussions with peers;
role-play activities, story telling and recitation methods;
question-and-answer sessions and discussions; and
field trips.

The techniques named above can be modified according to the learners' prior knowledge and organized from "easy to difficult", "known to unknown" and "part to whole".

GSS Teaching method

Unlike the traditional system in which there is a different teacher for each class, in the GSS system the teacher is responsible for all the different areas of curriculum in her or his class. This facilitates a close teacher-pupil relationship. GSS has adopted group teaching methods in its classrooms which allow the teacher to pay equal attention to each child and allows the children to develop according to their own ability and speed.

A scroll with a title page. The scroll is unrolled, showing a title page with a red horizontal line. The text is centered and reads "CHAPTER SIX" and "NGOs Role on Primary Education in Bangladesh".

CHAPTER SIX

NGOs Role on Primary Education in Bangladesh

Chapter Six

NGOs Role on Primary Education in Bangladesh

6.1 Introduction

Mainly, the contribution of the NGOs on primary education in Bangladesh is discussed in this chapter. From collected data total sample size of my study were 272, where 123 students, 123 guardians, 26 teachers were respondent. Data have been tabulated statically and those data have proved that the necessity of doing research on this field cannot be defined. The data were classified and tabulated according to the objectives of the study. The numbers of respondent were different for presenting.

1. Students those are enrolled in NGOs schools in the study area
2. Guardian those whose children are admitted in NGOs schools
3. Teacher whose are involved in teaching in NGOs schools

In this chapter various aspects of the respondents has been discussed.

- (a) Age distribution of enrolling students, sex distribution of enrolling students, regularity of the students in class, influenced to increase school learning, families' limitation in getting education NGOs school, feeling of reading in the school, read in coaching center in the school etc.
- (b) Educational status of family head of NGOs school students, household head occupation and monthly income of the household head, ownership of house of the guardian, leisure time of student, why NGOs school programs increasing day by day, opinion of the guardian about NGOs schools etc.
- (c) Sex distribution of NGOs school teacher, facilities of co-education in the school, Facilities of NGOs school, completing course in due time, understanding of teaching method in the school etc. Here is a discussion regarding to respondent's profile.

Socio-economic characteristics of the respondent's students

In this study students are the main respondents for analysing the data, 123 students from 26 schools have been selected for collecting of data. There have the result of student's interviews which I got from the field.

6.2 Age structure of the student

Age is one of the most important factors of the respondents since it can help to assess whether the respondents were physically and mentally mature or not. For a mature thinking age is so much important. That's why respondent's age distribution comes at the first consideration (table 6.1).

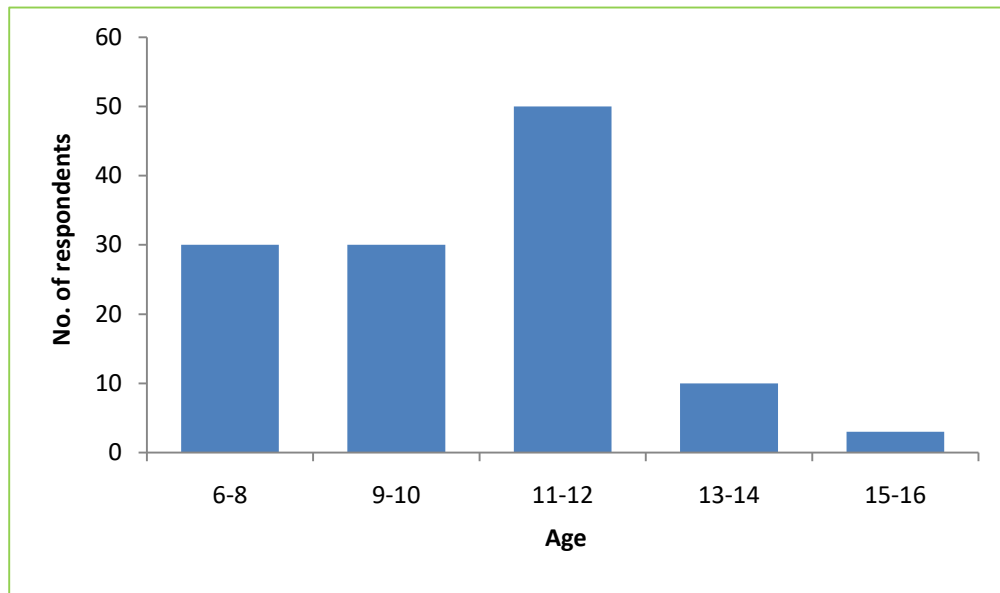
Table 6.1: Age distribution

Range of age	No. of respondents	Percentage (%)
6-8	30	24.39
9-10	30	24.39
11-12	50	40.65
13-14	10	8.13
15-16	3	2.44
Total	123	100

Sources: Field survey

Classification of population by age and sex has considerable importance from socio-economic and demographic point of view. Unexpectedly, an unrealistic perceptions regarding the age of the children is observed in Bengali culture. The table (6.1) shows that the highest age level of the enrolling students have been found 40.65% i.e. the highest age range was found within 11-12 years. Age range limited to Govt. primary school. On the contrary, NGOs school to high range enrolled to students. As a result NGOs students, good result, good performance future good position to others school. So those students are admitted in NGOs school are older age than government primary school.

Graph 6.1: Age structure of the student in graphical presentation



6.3 Gender the NGOs school of the student

The gains in enrollment for girls have been seen to the greatest degree at the primary level. The rate of female enrollment at the secondary level is still significantly lower than that of male enrollment. This is due to low achievement rates for girls at the primary level which put them at a disadvantage when entering secondary school. Girls are more likely than boys to drop out of secondary school, and their achievement scores tend to be significantly lower, especially in rural areas and among the urban poor.

Table 6.2: Descriptive statistics of the gender and setting

Type of respondents	No. of respondents	Percentage (%)
Male	37	30.1
Female	86	69.9
Total	123	100
Mean	1.6992	
STD	0.46049	

The above (6.2) data has been collected from the very root level and practical field. The table describes that the total percentage of male students in 30.1% and female is 69.9% in the NGOs students. Most of the students of NGOs school are female.

6.4 Family status of the students

Family is the initial and primary important unit. It is very significant social institution. The type of family depends upon the compositions of its member's pattern, which also varies from one society of another or even within the different segments of the same society (Sarker, 1998).

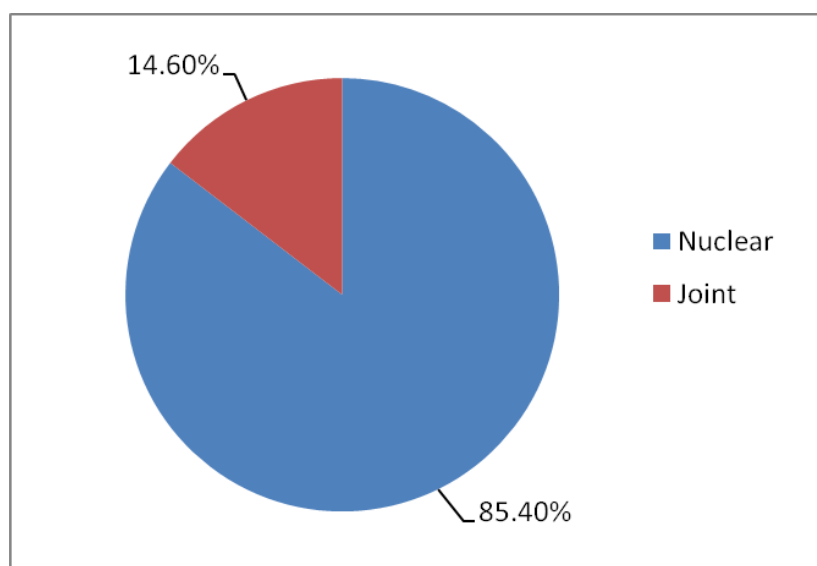
Table 6.3: Family status of the student by setting

Family types	No. of respondents	Percentage (%)
Nuclear	105	85.4
Joint	18	14.6
Total	123	100

Sources: Field survey

The table (6.3) shows that out of 123 families about 85.4% families are nuclear and rests 14.6% are joint families in nature. Formation of nuclear family is one of the outcomes of urbanization. A nuclear family refers to parents and their unmarried children in one household. According to sociologist-Merton (1957), a common residence, common property, common worship, a common kitchen and a system of mature obligation among the different members are the main characteristics of the joint family.

Graph 6.2: Family status of the students



6.5 Presences in school of the students

Government schools do not prioritize small classes; often student to teacher ratios are as high as 60 to 1. Classrooms are unable to properly accommodate or seat all students. Overcrowded classrooms and lack of facilities are contributing factors to the 60% attendance rate of children able to attend school. On the contrary, NGOs school infrastructure well decorated.

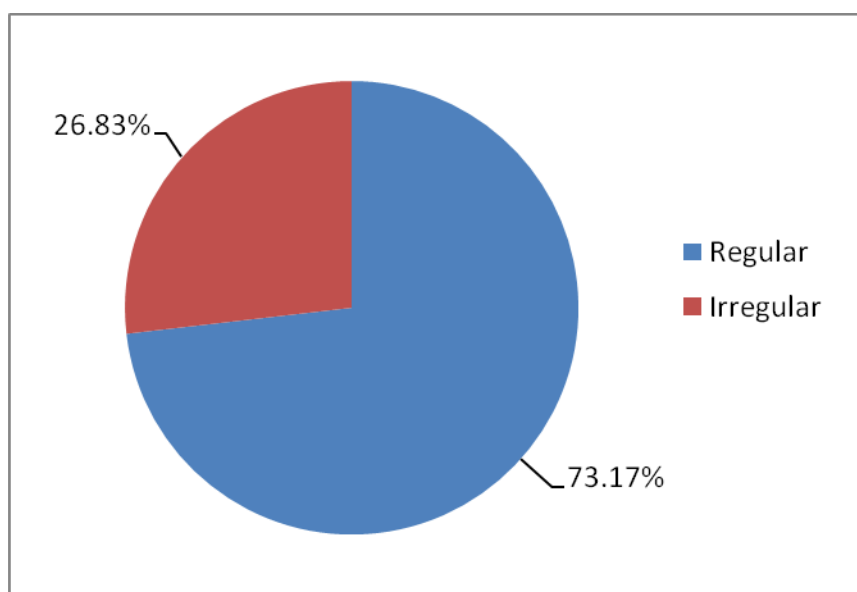
Table.6.4: Presences in school of the students

Statement	No. of respondents	Percentage (%)
Regular	90	73.17
Irregular	33	26.83
Total	123	100

Sources: Field survey

The data represent has been collected from the very root level and practical field. The table (6.4) shows that 73.17% NGOs students regular, 26.83% student not regular in the school.

Graph 6.3: Presences in school of students



6.6 Increasing school learning in NGOs school

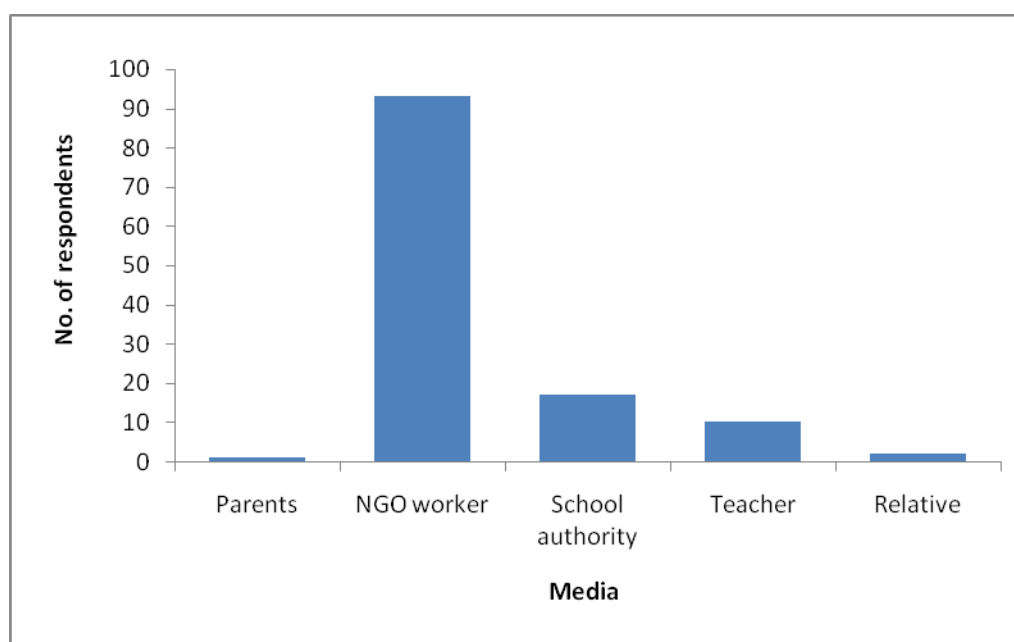
In order to create awareness among the people regarding primary education and removal of illiteracy, mass communication and publicity media like radio, TV, poster, billboards, TV sports, short films, dramas and musical sessions can play the vital role. Celebratory events, such as, the primary education week and international literacy day are also observed every year when numerous awareness activities receive special emphasis. In order to encourage awareness the whole nation has to be aroused.

Table 6.5: Increasing school learning in the NGOs school

Media	No. of respondents	Percentage (%)
Parents	1	0.8
NGO worker	93	75.6
School authority	17	13.8
Teacher	10	8.1
Relative	2	1.6
Total	123	100
Mean	1.5935	
STD	1.10020	

Table 6.5 shows that influenced to increase school learning of the students are 0.8% parents, 75.6% NGOs worker, 13.8% school authority, 8.1% teacher and 1.6% relative in the study area.

Graph 6.4: Increasing school learning in the NGOs school



6.7 Obstacle in education from the family

Nationwide enrollment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socio-economic groups, and the gender gap has literally been removed at the primary level. Girls have actually *overtaken* boys in rates of enrollment, completion, and attendance in primary schools.

Table.6.6: Students faced problems from family side

Statement	No. of respondents	Percentage (%)
Yes	110	89.4
No	13	10.6
Total	123	100

Sources: Field survey

The table (6.6) shows that the hindrance from family in getting NGOs school yes 89.4%, no 10.6%. The research title ‘Role of NGOs for primary education in Bangladesh’ we said that NGOs school family member very awareness, as a result, student not any problem.

6.8 Vehicles for the students

Primary education is the essential part of our total education system. There is no transport system for the students of government schools and NGOs school in the study area.

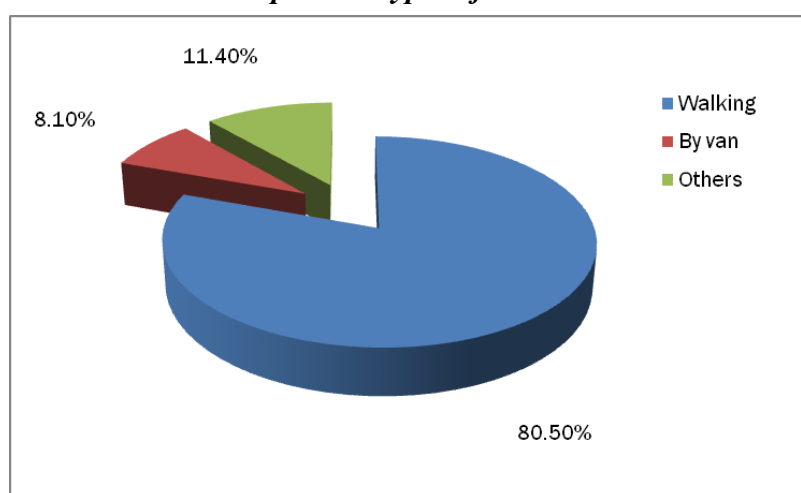
Table 6.7: Types of Vehicles

Types	No. of respondents	Percentage (%)
Walking	99	80.5
By van	10	8.1
Others	14	11.4
Total	123	100
Mean	1.3089	
STD	0.66690	

Sources: Field survey

The NGOs children usually do not get transport facility due to their guardian's acute financial difficulties; usually they go to school on foot. However, the table shows that only 8.1% students manage to a van for going to their schools and the rests 80.5% students go to school on foot. There is no transport facility from school authority for carrying NGOs children. The table (6.7) shows that 80.5% students go the school on foots and 8.1% by van for going to school.

Graph 6.5: Types of Vehicles



6.9 Students opinion of reading school

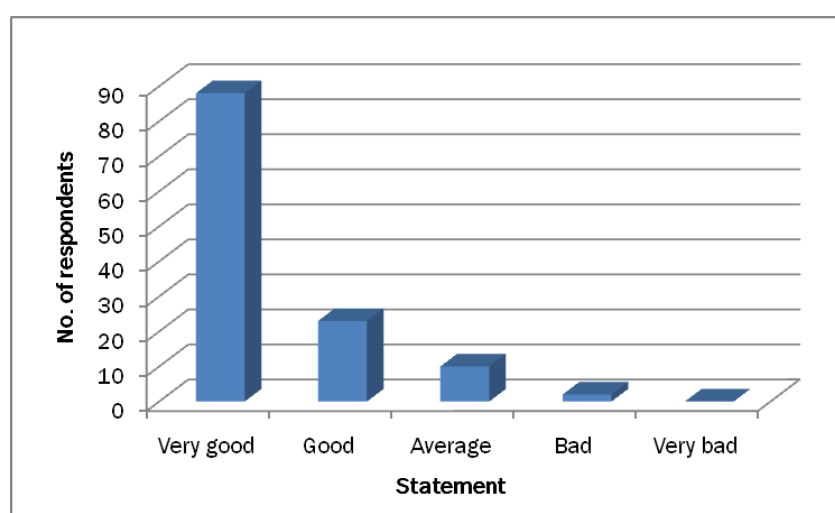
Government-run schools remain less accessible, more costly, less flexible to the needs and schedules of its students, and sometimes less useful to their everyday lives. The NGOs model makes the deficiencies in the state education system quite obvious. On the contrary NGOs school systems is good teaching method.

Table.6.8: Students opinion of reading school

Statement	No. of respondents	Percentage (%)
Very good	88	71.54
Good	23	18.70
Average	10	8.1
Bad	2	1.67
Very bad	0	0
Total	123	100
Mean	1.3984	
STD	0.70988	

Sources: Field survey

Graph 6.6: Students opinion of reading school



Most of 88 (71.54%) students very good. 18.70% good, 18.13% students average and 1.67% student bad feel of read NGOs school under that the study area.

6.10 Student teacher relationship

Teacher student relationship is a vital factor in enhancing student learning. We said that NGOs student not go to coaching center. So NGOs believe that education shall be free, at least in the elementary and fundamental stages. Every citizen of Bangladesh has enjoyed the constitutional right of free educational since in 1991, but the poor have to spend in significant proportion of their income to secure that right. Scattered

home work or no home work as most of their parents are not capable to assist student in the study. This kind of facilities is built up close teacher pupil relationship. NGOs school has adopted group teaching methods in its classrooms which allow the teacher to pay equal attention to each and allows the children develop according to their own ability and speed.

Table 6.9: Student teacher relationship (summary table)

Statement	Categories	No. of Case	Percentage	Mean	Median	SD																																																																
Do you read in any coaching center	Yes	8	6.5	0.0650	0.0000	0.24761																																																																
	No	115	93.5				Have you any house tutor	Yes	37	27.6	0.2764	0.0000	0.44906	No	89	72.4	How does your teacher teach you	Single	4	3.3	1.9675	2.0000	0.17810	Joint	119	96.7	How do you call your teacher in the class room	By name	85	69.10	1.4146	1.0000	0.67662	By good name	25	20.33	By good behaviour	13	10.57	Beaten them	0	0	Others	0	0	If you remain absent in class for some days, do your teachers call you	By present student	104	84.6	2.72	3.000	0.684	Room visiting	16	13				Parent to talk	3	2.4				Have their any problem of curriculum in this school	Yes	9	7.3	0.0732	0.0000
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Sources: Field survey

The table (6.9) shows that 93.5% NGOs school students think that they have no study in any coaching center. 72.4% NGOs school students said that they have house tutor no. 96.7% NGOs school students said that teacher taught class joint way. 69.10% NGOs school students said that they have teacher called byname. 84.6% NGOs school students think that they have absent student home visit by present student. 92.7% NGOs school student said that there have problem of curriculum no.

6.11 Class room observation of NGOs primary school (Checklist)

Education is a very important factor related to human life. It is important not only in personal life but also is social and national life. Development of a nation is to a great extent determined by the level of standard of education. So role of education in national development is very vital. Classroom observation check list is important method to data collect.

Table: 6.10 Class room observation of NGOs primary school (Checklist)

Opinion	Good (%)	Average (%)	Bad (%)	Total (%)
Development of Education	120 97.6	1 0.8	2 1.6	123 100
Teaching method	114 92.7	5 4.1	4 3.3	123 100
Development of presenting in class	103 83.7	7 5.7	13 10.6	123 100
Opportunity for girls	96 78	18 14.6	9 7.3	123 100
Time maintain secdule	91 74	21 17.1	11 8.9	123 100
Educational environment	91 74	23 18.7	9 7.3	123 100
Conductive of behavior	105 85.4	8 6.5	10 8.1	123 100
Maintaince of discipline	107 87	10 8.1	6 4.9	123 100
Proper care of students	105 85.4	11 8.9	7 5.7	123 100
Result of the school	92 74.8	16 13	15 12.2	123 100

Sources: Field survey

The table (6.10) shows that (1) classroom observation of NGOs primary school 97.6% good (development of education) and 1.6% bad (2) classroom observation of NGOs primary school 92.7% good (teaching method) and 3.3 bad (3) classroom observation of NGOs primary school 83.7 good (development of presenting in class) and 10.6% bad (4) classroom observation of NGOs primary school 78% good (opportunity for girls) and 7.3% bad (5) classroom observation of NGOs primary school 74% good (time maintain schedule) and 8.9% bad (6) classroom observation of NGOs primary school 74% good (educational environment) and 7.3% bad (7) classroom observation of NGOs primary school 85.4% good (conductive of behaviour) and 8.1% bad (8) classroom observation of NGOs primary school 87% good (maintaince of discipline) and 4.9% bad (9) classroom observation of NGOs primary school 85.4 good (proper

care of students) and 5.7% (10) classroom observation of NGOs primary school 74.8% good (result of the school) and 12.2%.

Results of student's interviews are analyzed statistically. It was observed that those students are admitted in NGOs school are older age than government primary school, most of the NGOs students are females, maximum of the students of NGOs schools are come from nuclear family most of the NGOs worker influenced to increase school learning of the students. From the classroom observation it was observed that most of the NGOs schools environment are positive for teaching and learning and the result of NGOs schools are good.

Guardians opinion whose children taking education in the NGOs school

Guardians of students are important person for learning. Those guardians are taken proper care of their child; they earn good result in the schools. Here some results of guardian's interviews which get from the field. Guardian comments positive to NGOs education. Their are education system in NGOs school good than other school

6.12 Educational status of family head of NGOs school students

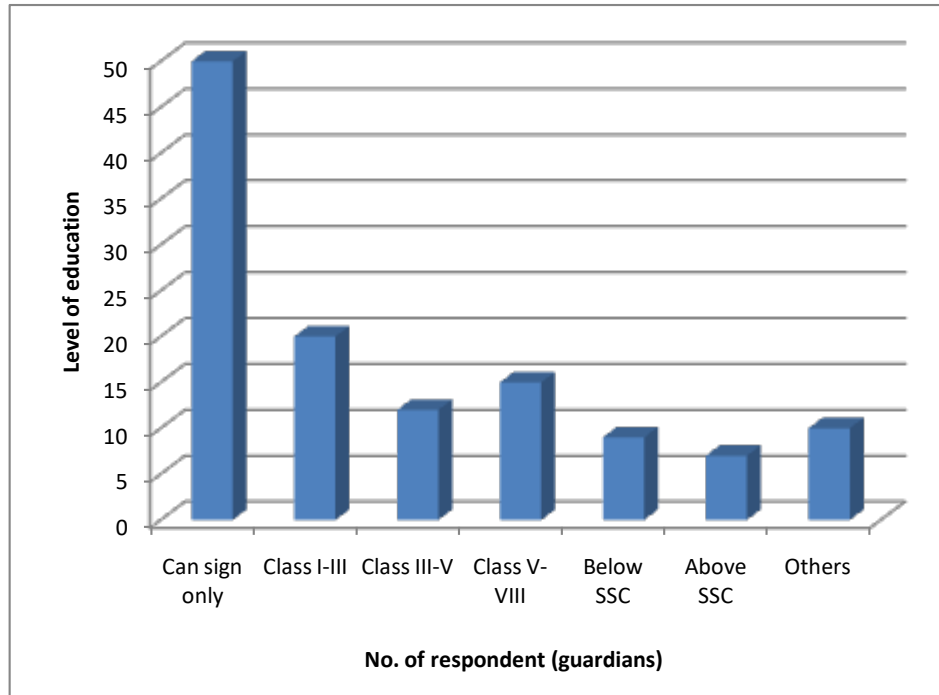
Education of the parents of NGOs student is one of the most affecting factors that significantly play a vital role on the issue of primary education. However, the findings of the study reveal that very poor education status of the parents of the NGOs school students.

Table 6.11 Literacy level of the family heads

Level of education	No. of respondent (guardians)	Percentage (%)
Can sign only	50	40.65
Class I-III	20	16.26
Class III-V	12	9.76
Class V-VIII	15	12.20
Below SSC	9	7.32
Above SSC	7	5.69
Others	10	8.12
Total	123	100

Sources: Field survey

Graph 6.7: Educational status of family head of NGOs school students



In this research table 6.11 shows that most 50 (40.56%) guardians are illiterate and rest are nominally literate. The guardians of NGOs school children are almost illiterate.

6.13 Household head

Bengali culture refers to patriarchal family structure in nature, where the authority is rested upon the father or any responsible elder male member (Nicolas, p. 21). Mother or female is only given this authority while the responsible elder male person is absent. The table (6.12) shows that household head 69.10% father, 20.33% mothers and 10.57% others. So, we said that highly household head fathers.

Table 6.12: Household head

Opinion	No. of respondent (guardians)	Percentage (%)
Fathers	85	69.10
Mothers	25	20.33
Others	13	10.57
Total	123	100

Sources: Field survey

6.14 Income of the household head

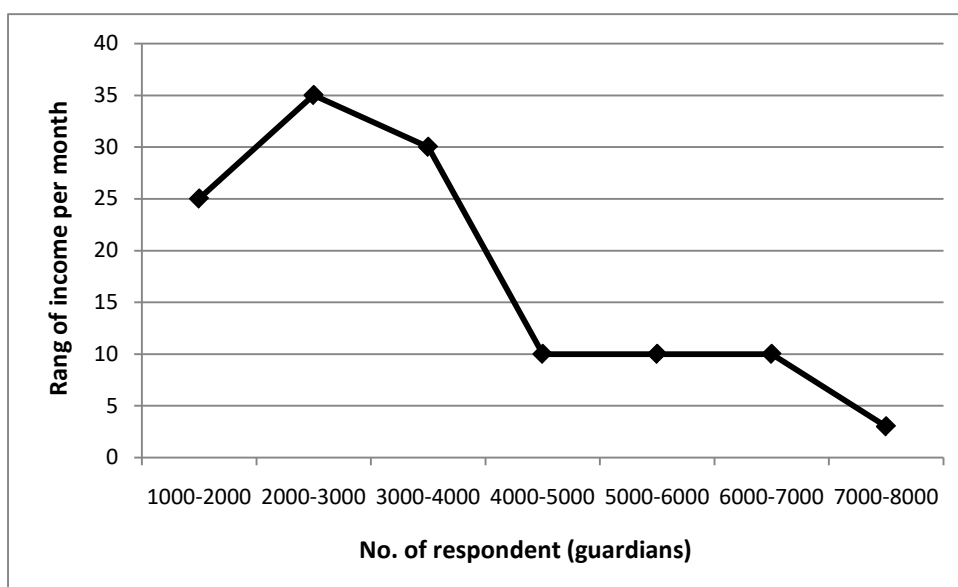
The income of the household heads clearly shows the poverty level of the people belong to this group (Sen, 2001). People have to survive, so income is the most important means of it. The table (6.13) that total average income per month Tk. 3394.31 and STD 1617.04.

Table 6.13 Monthly incomes

Rang of income per month	No. of respondent (guardians)	Percentage (%)
1000-2000	25	20.35
2000-3000	35	28.45
3000-4000	30	24.39
4000-5000	10	8.13
5000-6000	10	8.13
6000-7000	10	8.13
7000-8000	3	2.44
Total	123	100
Mean	3394.31	
STD	1617.04	

Sources: Field survey

Graph 6.8: Income of the household head



6.15 Ownership of house of the guardian

Dwelling is one of the basic needs of the human being and they make dwelling far their safe shelter. House ownership is the sign of security and solvency and ownership carries great prestige. The table (6.14) shows that own house is 96.7% and rented house 0.8%, others house is 2.4%.

Table 6.14 Ownership of house

Type of house	No. of respondent (guardians)	Percentage (%)
Own house	119	96.7
Rented house	1	0.8
Other house	3	2.4
Total	123	100
Mean	1.0569	
STD	0.32139	

Sources: Field survey

6.16 Health condition of the children

According to WHO (Khan, 2001) health is a state of physical mental as well as social well-being and not merely the absence of disease of infirmity. Khan stated that in Bangladesh, 55 percent people have no access to healthcare and there is only one consultant doctor for 12500 people. Though the poor have equal access to all the public health facilities, yet the availability is very little. The table (6.15) shows that 93.49% are good and 4.07% are bad, disabled child 2.44%. Physical health of child is good, the go to regularly school for this reason, physical health of child is good.

Table 6.15: Health condition of the children

Opinion	No. of respondent (guardians)	Percentage (%)
Good	115	93.49
Bad	5	4.07
Disabled	3	2.44
Others	0	0
Total	123	100
Mean	0.9919	
STD	0.09017	

Sources: Field survey

6.17 Leisure time

This table (6.16) describes that 8.94% sitting home, 12.20% with neighbors and 78.86% playing. Leisure time of NGOs schools student recreational activities of NGOs school children are found as playing, watching, TV, Cinema, Sitting home with neighbors, playing etc.

Table 6.16 Leisure time

Statement	No. of respondents	Percentage (%)
Sitting home	11	8.94
With neighbors	15	12.20
Wondering body	0	0
Playing	97	78.86
Total	123	100
Mean	2.6992	
STD	0.62640	

Sources: Field survey

6.18 NGOs school programs increasing day by day

The table (6.17) shows that NGOs school programs are increasing day by day 97.6% yes and 2.4% no. However, large majority of guardians say that yes. NGOs school programs increasing day by day. The positive features which distinguish NF from

formal schools include flexible school hour, relevant curriculum and materials, supportive supervision and practical and frequent teacher training.

Table 6.17 NGOs school programs increasing day by day.

Opinion	No. of respondent (guardians)	Percentage (%)
Yes	120	97.6
No	3	2.4
Don't know	0	0
Total	123	100

Sources: Field survey

6.19 Who carries educational expenses?

The table shows that costs learning of NGOs school are 92% NGOs authority 0.8% Government. It costs about \$20 US for a year of schooling in BRAC School. The cost is paid for by the school rather than the family. This is considerably less expensive when compared to government schools which also require private costs.

Table 6.18: Who carries educational expenses?

Opinion	No. of respondent (guardians)	Percentage (%)
NGOs authority	122	92
Govt.	1	0.8
Family	0	0
Total	123	100

Sources: Field survey

6.20 Your opinion about NGOs schooling

The table (6.19) shows that send to child to the NGOs school are nice lesson plant 27.6% good reading 68.3%, and 4.1% school in near home NGOs school is flexible and accommodating to make it possible for as many children as possible to have the opportunity to attend school.

Table 6.19: Your opinion about NGOs schooling

Opinion	No. of respondent (guardians)	Percentage (%)
Nice lesson plan	34	27.6
Good reading	84	68.3
School in near home	5	4.1
Total	123	100
Mean	1.7642	
STD	0.51345	

Multiple responses

6.21 Opinion of the guardian about NGOs schools

Opinion of the guardian about NGOs school has been discussed. Say for example NGOs school programs should be increased, NGOs education program in Bangladesh operated willingly, needs to control the NGOs school program, reading process of NGOs school are good, NGOs schools role to develop in education, NGOs schools increase the rate of education etc.

Table 6.20: Opinion of the guardian about NGOs schools

Opinion	Yes (%)		No (%)		Do not know (%)		Total (%)	
NGOs school progrmas should be increased	105	85.4	2	1.6	16	13	123	100
NGOs education program in Bangladesh operated willingly	79	64.2	32	26	12	9.8	123	100
Needs to control the NGOs school program	104	84.6	11	8.9	8	6.5	123	100
Reading process of NGOs school are good	104	84.6	13	10.6	6	4.9	123	100
NGOs schools role to develop in education	104	84.6	13	10.6	6	4.9	123	100
NGOs schools increase the rate of education	109	88.6	11	8.9	3	2.4	123	100

Sources: Field survey

The table (6.20) shows that (i) 85.4% opinion of guardian about NGOs schools program should be increased and 1.6% guardian opinion is decreased. (ii) 64.2% opinion of guardian about NGOs schools are operated willingly and 26% not willingly. (iii) 84.6% opinion of guardian about NGOs schools program should be

controlled and 8.9% said not controlled. (iv) 84.6% opinion of guardian about NGOs schools program schools are good and 10.6% said not good. (v) 84.6% opinion of guardian about NGOs schools is role of development in education and 10.6% said not developed. (vi) 88.6% opinion of guardian about NGOs schools are educated rate is increasing and 8.9% said not increasing.

Guardian wants to good result for their child and for this they find good schools. From the study it was seem that NGOs schools environment are good for learning their child. From the opinion of the guardian about NGOs school it was observed that was school role to develop in education NGOs school program should be increased.

Teacher's involved in teaching on the NGOs school

Good teacher needed for good teachings. Teachers of NGOs schools are good for teaching 100% teacher of NGOs schools are female of study area. Here some result of teacher interviews which come from the study field.

6.22 Gender distribution of NGOs school teacher

Teacher quality has a powerful influence on student achievement. The quality teaching depends on teacher status, recruitment, in-service and continuing training, incentives for teachers, teacher's role and teacher quality, effective curriculum, education governance, management and school organization. Besides healthy, well nourished and motivated students, adequate facilities and learning materials, school environment, clear perception and assessment of learning outcomes, participatory governance and management, engaging local communities can improve leaning environment. NGOs school is a recruitment of female teachers.

Table 6.21 Gender distribution of NGOs school teacher

Types of respondent	No. of respondent (guardians)	Percentage (%)
Male	0	0
Female	26	100
Total	26	100
Mean	1.0000	
STD	0.0000	

Sources: Field survey

The statistics (table 6.21) shows that 0% teacher male, 100% teachers female. 97% teachers in NGOs schools are women who married. Most of teachers in NGOs school come from the village that the school is in.

6.23 Educational qualification of the school teacher

The above data has seen collected from the very root level and practical field. The table (6.22) shows that educational qualification of school teachers are 19.23% nine, 50.0% ten, 7.69% SSC, HSC 11.54%, BA 11.54%. Maximum school teacher qualification is ten.

Table 6.22: Educational qualification

Name of degree	No. of respondent (teacher)	Percentage (%)
Below SSC	5	19.23
Ten	13	50.0
SSC	2	7.69
HSC	3	11.54
BA	3	11.54
Total	26	100

Sources: Field survey

6.24 Facilities of co-education in this school

The table (6.23) indicate that 100% student of NGOs school are co-education. Because of discrimination and unequal educational opportunities for girls, NGOs favors girls in their schools and pushes for female attendance 70% of children attending BRAC schools are female. It parents were measured to enroll their daughters in schools many of the parents would only enroll boys.

Table 6.23: Facility of co-education

Statement	No. of respondent (teacher)	Percentage (%)
Yes	26	100
No	0	0
Total	26	100

Sources: Field survey

6.25 Facilities of NGOs school

The table (6.24) shows that 100% NGOs school facilities of free book. The children should be provided free books, papers, slate and pencil to encourage them in the school.

Table: 6.24 Facilities of NGOs school

Opinion	No. of respondent (teacher)	Percentage (%)
Book	26	100
Pen	0	0
Dress	0	0
Food	0	0
Others	0	0
Total	26	100

6.26 Statements of the school teachers in summary

The table (6.25) shows that 96.2% NGOs school teacher think that they have training on teaching. 96.2% NGOs school teachers said that presenting regularly in the class room. 92.3% NGOs school teachers said that complete their course in due time. 100% NGOs schools teachers said that students understand their teaching method. 88.5% NGOs school teachers think that made their school syllabus Govt.

Table 6.25: Statements of the school teachers in summary

Statement	Categories	No. of Case	Percentage	Mean	SD
Have you any training on teaching	Yes	25	96.2	.9615	0.19612
	No	1	3.8		
Do you present it regularly in the classroom	Yes	25	96.2	.9615	0.19612
	No	1	3.8		
Can you complete your course in due time	Yes	24	92.3	0.8846	0.32581
	No	2	7.7		
Are the students understand your teaching method	Yes	26	100	1.0000	0.00000
	No	0	0		
How are made this school syllabus	Govt.	23	88.5	1.8846	0.32581
	NGOs authority	3	11.5		
	Somitte authority	0	0		

Sources: Field survey

6.27: Lesson plan in the class

A lesson plan is a teacher's plan for teaching a lesson. Its purpose is to outline the "programmed" for a single lesson. That's why it's called a lesson plan. It helps the

teacher in both planning and executing the lesson and it helps the students, to them, ensuring that they receive an actual lesson with a beginning, middle and an end that aims to help them learn some specific thing that they did not know at the beginning of the lesson. Making lesson plan and its implementation are compulsory for every teacher of NGOs school but it was found that most of the teacher did not made lesson plan for the. A good lesson plan plays an important role for the completion of the syllabus. Without using a good lesson plan, it would not be possible for any teacher to complete their syllabus in time. The table (6.26) shows that 84.6% yes and 15.4% No. All NGOs school followed to lesson plan, lesson plan to followed good results.

Table: 6.26: Lesson plan in the class

Statement	No. of respondent (teacher)	Percentage (%)
Yes	22	84.6
No	4	15.4
Total	26	100

Sources: Field survey

6.28 Observation of class

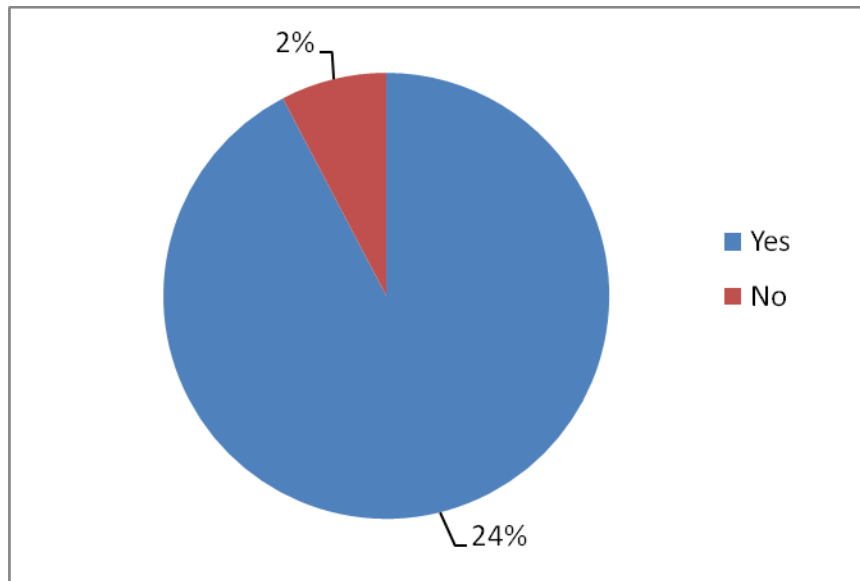
The above data has been collected from the very root level and practical field. The table (6.27) shows that teachers' opinions are observation of class 92.3% yes and 7.7% no. So, we said that NGOs school has observed to come.

Table: 6.27 Observation of class

Statement	No. of respondent (teacher)	Percentage (%)
Yes	24	92.3
No	2	7.7
Total	26	100

Sources: Field survey

Graph 6.9: Observation of class



6.29 Reason of absent student in the school

The table (6.28) shows that 96.2% yes, 3.8% no, do you find the reason of absent student, this question answer, almost NGOs teachers yes, NGOs schools mentally positive.

Table: 6.28 Reason of absent student in the school

Statement	No. of respondent (teacher)	Percentage (%)
Yes	25	96.2
No	1	3.8
Total	26	100

Sources: Field survey

6.30 Opinions of teacher about problem teaching

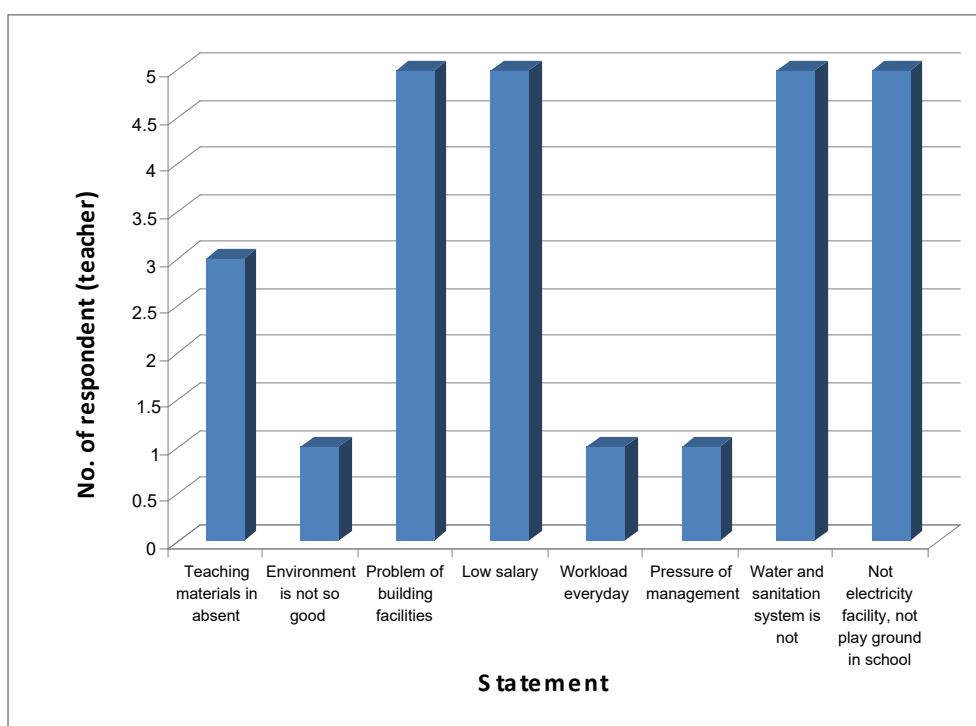
It was very clear and distinct from the table (6.29), major problem of NGOs school teaching were 11.53% teaching materials in absent, 3.85% environment is not so good, 19.23% problem building facilities, 19.23% low salary, 3.85% workload everyday, 3.85 pressure of management, 19.23 water and sanitation system is not, 19.23% Not electricity facility, not play ground in school. This are the major problems of NGOs school in Bangladesh.

Table 6.29: Opinions of teacher about problem teaching

Statement	No. of respondent (teacher)	Percentage (%)
Teaching materials in absent	3	11.53
Environment is not so good	1	3.85
Problem of building facilities	5	19.23
Low salary	5	19.23
Workload everyday	1	3.85
Pressure of management	1	3.85
Water and sanitation system is not	5	19.23
Not electricity facility, not play ground in school	5	19.23
Total	26	100

Multiple responses

Graph 6.10: Opinions of teacher about problem teaching



6.31 Suggestion of teacher to solve the problems

The table (6.30) shows that suggestion of teacher to solve the problem are 3.86% to ensure available teacher materials, 11.53% to create proper environment facility, 19.23% to develop honorable salary, 3.85% decrease work in everyday, 19.23% management system should be developed, 3.85% stipend, 19.23% water and

sanitation facilities, 19.23% Teachers need to be better prepared for class in school. So, the suggestions, of teachers may be solved those problems

Table 6.30: Suggestion of teacher to solve the problems

Statement	No. of respondent (teacher)	Percentage (%)
To ensure available teacher materials	1	3.85
To create proper environment facility	3	11.53
To develop honorable salary	5	19.23
Decrease work in everyday	1	3.85
Management system should be developed	5	19.23
Stipend	1	3.85
Water and sanitation facilities	5	19.23
Teachers need to be better prepared for class	5	19.23
Total	26	100

Multiple responses

6.32 Opinions of teacher about NGOs school

The table (6.31) shows that (i) 92.31% opinions of teacher about NGOs school are interested of teaching and 7.69% is not interested (ii) 100% opinions of teacher about NGOs school are developed of teaching (iii) 100% opinions of teacher about NGOs school are good lesson (iv) 92.31% opinions of teacher about NGOs school are relation of teacher and student good and 7.69% is not good relation (iv) 100% opinions of teacher about NGOs school should be keep program in future

Table 6.31: Opinions of teacher about NGOs school

Opinion	Yes (%)		No (%)		Do not know (%)		Total (%)	
Interested of teaching in the school	24	92.31	2	7.69	0	0	26	0
Developed of teaching	26	100	0	0	0	0	26	0
Good lesson	26	100	0	0	0	0	26	0
Relation of teacher and student of this school good	24	92.31	2	7.69	0	0	26	0
Program should be kept in future	26	100	0	0	0	0	26	0

Teacher teaches the student in NGOs schools better than the primary school of government in Bangladesh. 100% of teacher of NGOs school are women who are married most teacher NGOs school come from that the school is in.

Comparison analysis

In this comparison analysis, various aspects of the respondents are found. NGOs school vs. government primary school has been discussed here. Just for say, teaching of the school student, role of NGOs school, satisfaction of student and guardian, results of last examination in the school of the students, role of NGOs school, (opinions of guardian about NGOs school vs Govt. primary school), result of last examination in the school, primary education contribute for the society, infrastructure of the school, the result of the students of both schools in higher education, role of primary education (NGOs and Govt. primary school situation).

Table: 6.32 Teaching of the school student

Respondent	Statement	Number of case	Percentage (%)
Student	Very good	13	10.56
	Good	90	73.17
	Average	10	8.13
	Bad	5	4.7
	Vary bad	5	4.7
	Total	123	100
Guardian	Very good	11	8.95
	Good	99	80.49
	Average	4	3.25
	Bad	7	5.69
	Vary bad	2	1.62
	Total	123	100
Chi-Square	Value = 2.702	df = 16	Significance= .000

Sources: Field survey

The table (6.32) shows that 10.56% students are very good, 73.17% students are good, 8.13% students are average, and 4.7% students are bad and 4.7% student describe very bad teaching of the NGOs school. On the other hand, condition of teaching at the

NGOs schools are very good 8.95%, good 80.49%, average 3.25%, bad 5.69% and very bad 1.62% in the study area which we get from guardian interviews. Here the Chi-square results ($\chi^2=2.702$; df. = 16; level of significance $p = 0.000$). Show that the difference between the two types in this regard was statistically highly significant.

Table: 6.33 Role of NGOs school in Bangladesh perspective

Respondent	Statement	Number of case	Percentage (%)
Student	Good	115	93.50
	Bad	8	6.50
	Total	123	100
Guardian	Good	120	97.56
	Bad	3	2.44
	Total	123	100
Chi-Square	Value = 44.203	df = 1	Significance = .000

Sources: Field survey

The table (6.33) shows that 93.50% students are good and 6.50% students are bad the role of NGOs school in Bangladesh perspective. On the other hand 97.56% guardians are good and 2.44% bad in the role of NGOs school in Bangladesh perspective. In this case, the difference between two types respondents was highly significant ($\chi^2 = 44.203$; df = 1; level of significance $p = 0.000$).

Table 6.34 Satisfaction of student and guardian

Respondent	Statement	Number of case	Percentage (%)
Student	Yes	94	76.42
	No	29	23.58
	Total	123	100
Guardian	Yes	99	80.49
	No	24	19.51
	Total	123	100
Chi-Square	Value = 96.652	df = 1	Significance = .000

Sources: Field survey

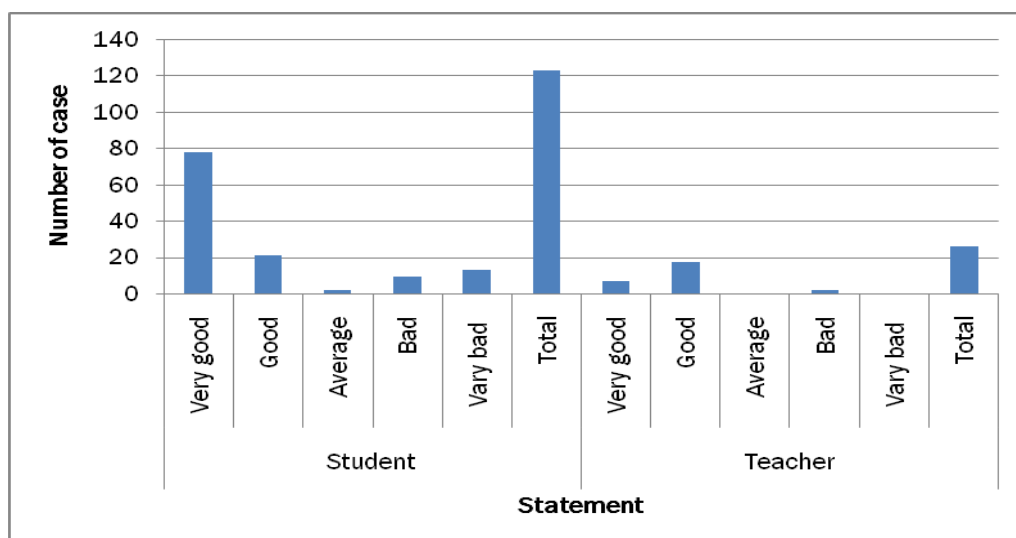
The table (6.34) shows that 76.42% students are yes and 23.58% no satisfied to the teachers lesson. On the contrary, satisfaction of the guardians 80.49% are yes and 19.51% no in the study area which we get from guardian interviews. Here also the difference between two types respondents was highly significant ($\chi^2 = 96.652$; $df = 1$; level of significance $p = 0.000$).

Table 6.35 Result of last examination in the school of the student in the study area

Respondent	Statement	Number of case	Percentage (%)
Student	Very good	78	63.4
	Good	21	17.1
	Average	2	1.6
	Bad	9	7.3
	Vary bad	13	10.6
	Total	123	100
Teacher	Very good	7	26.9
	Good	17	65.4
	Average	0	0
	Bad	2	7.7
	Vary bad	0	0
	Total	26	100

Sources: Field survey

Graph 6.11: Result of last examination in the school of the student in the study area



The table (6.35) shows that NGOs school results are 63.4% very good, 17.1% good, 1.6% average, 3% bad and 10.6% very bad in the opinion of students. On the other hand, the teachers opinions 26.9%are very good, 65.4% good, 7.7% bad in the opinion of teachers. From the finding as shown in the table above it is assumed that larger majority of the students and teachers agreed NGOs school results is good.

Table 6.36 Role of NGOs school

Statement	Title	Number of case	Percentage (%)
NGOs contribution school program in study area	Very good	8	6.5
	Good	104	84.5
	Average	9	7.3
	Bad	0	0
	Vary bad	2	1.6
	Total	123	100
Role of NGOs school in Bangladesh perspective	Good	120	97.6
	Bad	3	2.4
	Total	123	100

Sources: Field survey

The table (6.36) shows that NGOs role play (to primary education) 84.5% good, guardian opinion in study area (mohanpur). On the other hand the table shows that NGOs role of Bangladesh perspective 97.56%are good, 2.4% bad opinion to primary education. So it is found that 84.6% in study area (mohanpur) to NGOs role play and 97.56%, Bangladesh perspective NGOs role play.

☐ Opinion of guardian about NGOs school vs Govt. Primary School

Table 6.37: Result of last examination in the school

Types of school	Statement	Number of case	Percentage (%)
NGOs school	Good	80	65.04
	Average	28	22.76
	Bad	15	12.20
	Total	123	100
Govt. primary school	Good	49	39.84
	Average	25	20.32
	Bad	49	39.84
	Total	123	100
Chi-Square	Value = 99.843	df = 4	Significance = .000

Sources: Field survey

The table (6.37) shows that 65.04% are good, 22.76% average, 12.20% bad guardians opinions of result of last examination in the NGOs school, one the other hand 38.84% good, 20.32% average, 39.84% bad guardians opinions of result of last examination in the Govt. primary school. Here, chi-square results ($\chi^2 = 99.843$: $df = 4$; level of significance $p = 0.000$), show that the different between the two types respondents in this regard was statistically highly significant.

Table 6.38: Primary education contributes for the society

Types of school	Statement	Number of case	Percentage (%)
NGOs school	Yes	101	82.11
	No	22	17.89
	Total	123	100
Govt. primary school	Yes	85	69.11
	No	38	30.89
	Total	123	100
Chi-Square	Value = 59.930	df = 1	Significance = .000

Sources: Field survey

The table (6.38) shows that 82.11% is yes, 17.89% no guardian's opinions of NGOs school primary education contribute for the society. On the contrary, 69.11% is yes, 30.89 no guardians opinions of Govt. school in primary education contribute for the society. The difference ($\chi^2 = 59.930$: $df = 1$; level of significance $p = 0.000$) between the two types respondents were statistically highly significant.

Table 6.39: Infrastructure of the school

Types of school	Statement	Number of case	Percentage (%)
NGOs school	Good	93	75.66
	Average	15	12.20
	Bad	15	12.20
	Total	123	100
Govt. primary school	Good	46	37.40
	Average	35	28.46
	Bad	42	34.14
	Total	123	100
Chi-Square	Value = 76.521	df = 4	Significance = .000

Sources: Field survey

The table (6.39) shows that 75.66% is good, 12.20% average, 12.20% bad, guardians opinions of infrastructure of the NGOs school. On the other hand, 37.40% is good, 28.46% average, 34.14% bad guardians opinions of infrastructure of Govt. primary school. Here, ($\chi^2 = 76.521$: $df = 4$; level of significance $p = 0.000$) between the two types respondent were statistically highly significant.

Table 6.40: The result of the students of both schools in higher education

Types of school	Statement	Number of case	Percentage (%)
NGOs school	Good	93	75.61
	Average	17	13.82
	Bad	13	10.57
	Total	123	100
Govt. primary school	Good	22	17.89
	Average	32	26.02
	Bad	69	56.09
	Total	123	100
Chi-Square	Value = 31.052	df = 4	Significance = .000

Sources: Field survey

The table (6.40) shows that 75.6% is good, 13.82% average, 10.57% bad, guardians opinions result of the student of the letter in higher education. On the other hand ,17.89% good, 26.02% average, 56.09% bad, guardians opinion in higher education. The difference ($\chi^2 = 31.052$: $df = 4$; level of significance $p = 0.000$) between the two types respondents were statistically highly significant.

Table 6.41: Role of primary education (NGOs and Govt. primary school situation)

Types of school	Statement	Number of case	Percentage (%)
NGOs school	Good	88	71.54
	Average	20	16.26
	Bad	15	12.20
	Total	123	100
Govt. primary school	Good	51	41.46
	Average	32	26.02
	Bad	40	32.52
	Total	123	100
Chi-Square	Value = 1.015	df = 4	Significance = .000

Sources: Field survey

The table (6.41) shows that 71.54% is good, 16.26% average, 12.20% bad, opinion of guardians NGOs role of primary education. On the other hand, 41.46% is good, 26.02% average, 32.52% bad, opinion of guardian the role of about government primary education. Here, ($\chi^2 = 1.015$: df =4; level of significance $p = 0.000$) between the two types respondent were statistically highly significant.

Education is a life long process for human development. It can be divided into formal, non-formal, natural segmentations. The formal education is related with institutions. Nonformula education is related to parent, family, friends, society and nation. In this study, it is compare that teaching of the school student, role of NGOs school, satisfaction of student and guardian, result of last examination in the school, opinion of guardian NGOs school vs Govt. primary school.



CHAPTER SEVEN

Findings and Recommendation

Chapter Seven

Findings and Recommendation

Introduction

This is the final chapter of the PhD thesis on Role of NGOs for primary education in Bangladesh: A study on Mohanpur upazila in Rajshahi district. In this chapter, the researchers has summed up the whole thesis, started the findings of the study, recommend some measures to be taken by the concerned authority as well as by NGOs schools programming. There are some hints for future researchers who may work is this field.

Major Findings

Present situation of primary education in Bangladesh

Primary education is the process by which people acquire basic knowledge, skills, habits, values or attitudes. All sorts of affirmative expectations depend on the quality or standard of primary education. But in our country basic primary education is divided in three stage like- General, Madrasah and English Medium which is divided our people mentally and socially from the beginning of life. The majority of the students enroll in the state owned schools and the non-formal schools are mostly run by the non-governmental organizations (NGO). BRAC operates the largest share of such non-formal primary schools in Bangladesh.

NGOs involvement in School Program

NGOs in Bangladesh are involved in many areas of public services, and are documented as being one of the most active in the world (Sukontamarn, 2003). In the area of primary education, NGOs in Bangladesh have been heavily involved in the provision of primary education, particularly to children from economically disadvantaged families. At present, about 1.4 million children, or 8% of the children enrolled in primary schools attend non-formal primary schools provided by NGOs.

Non-formal primary education was initiated in the middle of 1980s because it was perceived that primary education provided by the government could not reach the poorest children in remote areas. Currently, more than 400 NGOs are involved in non-formal primary education. The largest NGO working in the field of education in Bangladesh is the Bangladesh Rural Advancement Committee (BRAC), which provides non-formal primary education to 1.2 million children out of 1.4 million children currently receiving non-formal education (Sharafudin, 1998). Though BRAC and other NGOs have been operating non-formal education since 1980s, but they have least notable efforts in the formal education system. They did not invest enough money for permanent schools, school infrastructures, and classroom development. In 2005 there were only 289 formal primary schools, where 37690 pupils were taught by 1175 teachers, i.e. only 0.23 % primary school students were enrolled in the NGO schools (Baseline Survey, 2005). Non-formal NGOs school, attendance is high, dropout is low, enrolment of girls is 20 percent higher than for boys (positive discrimination).

Educational qualification of primary Teachers

Quality education depends on the qualified teachers. But the real picture is much difference collected data show that the education qualification of NGOs school teachers. Among the 26 NGOs school teachers 69.23% are SSC below level, 7.69% are SSC pass, 11.54% are HSC pass, and 11.54% are BA pass.

Salary structure of the teachers

To develop educational status salary structure is important equipment. Though different aspects of salary structure have been stated in present education policy situation. The salary and other advantages for NGOs school teachers are not satisfactory.

Spending on Education

It costs about \$20 US for a year of schooling in a BRAC school. This cost is paid for by the school rather than the family. This is considerably less expensive when compared to government schools which also require private costs. Everything is paid for by BRAC except for the maintenance of the classroom, which is the responsibility of the community. BRAC schools are much more cost efficient than government programs.

School Facilities

NGOs schools are usually one room mud or bamboo buildings with tin roofs that are rented for a small fee. The school building is a minimal expense (education). Communities are involved in deciding locations and schedules of schools as well as providing labor and materials to build schools.

Access to Education

NGOs is flexible and accommodating to make it possible for as many children as possible to have the opportunity to attend school. Children in rural villages are needed to plant and harvest crops during certain parts of the year. By making the school schedule work around the schedule of the community, more students are able to attend school. Classes might start at 6 in the morning or 10 at night. Some schools have two shifts of classes to accommodate for more students. Schools are often located in the center of villages so they are easily accessible.

Curriculum

The Curriculum for NGOs schools has been adjusted to meet the needs of children from rural lifestyles. More recently schools have been built in urban slums and curriculum is adjusted there to meet the needs of the slum children. It takes five years for a child to complete the NGOs primary education schooling. 90% of students who complete their primary schooling through NGOs continue into secondary education.

Teacher Training and Supervision

97% of teachers in NGOs schools are women who are married, but 100% teachers female in study area. Most teachers in NGOs schools come from the village that the school is in. They are required to have completed nine years of schooling and attend a 15 day teacher training before they are allowed to teach in a NGOs school. There is also an annual training and day long refresher training sessions are offered monthly. More extensive training sessions are required for teachers teaching higher grade levels. Teachers frequently meet with local managers and supervisors who are able to help and guide them.

Flexible hours

Government-run schools have fixed hours of operation. However, children in rural areas are often needed by their parents for labor purposes, especially during peak harvesting seasons. This is a major factor in low enrollment rates as well as dropout rates in rural areas.

Incentives

Most NGOs offer some sort of incentive for children to come to school every day. Often cultural, sporting, entertainment, and other extracurricular activities are organized. Additionally food is often used as an incentive—some NGOs distribute food to students daily; others use it as a surprise or a treat. Other strategies used by NGOs to attract students are awarding pupils for good scores and attendance, providing basic necessities such as clothing and shoes, and offering health care services (Kabeer 2003). Government schools have also offered incentives in the form of demand-side interventions such as the Food for Education program and the Female Stipend program, but these have not been nearly as far-reaching or effective as the NGO programs.

Classroom management

The classroom has a range of furniture and this is placed in a corner of the classroom. There is a mat on the floor of the classroom. The learners assemble on the mat at the beginning of a class. On entering the classroom the teacher asks the children to spread it on the floor. Learners use the mat during roll-call and story-telling.

Teaching method

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

In order to teach at a government school in Bangladesh, teachers have to attend a year long training at a Primary Teachers Institute (PTI). The duration of training period of BRAC is only 15 days, and it is meant to assure a high standard of teacher competency. NGOs adapted some western teaching learning methods to the local setting.

Some of the important methods of teaching NGOs primary school are-

- Display method
- Reciting method
- Lecture based method
- Acting teaching method
- Field trip method

Harbart's five steps

1. Preparation
2. Presentation
3. Association
4. Generalization
5. Application

Others findings

To day NGOs play a significant role in education in Bangladesh. Those who are deprived of primary education lag behind in life primary education assists to prosper in life. It presents a good nation as well as a prosperous country. The number of people who are conscious educationally can play vital role in this field. They should make the people understand the sweet fruit educations. Their whole hearted endeavours can make the programme efficacious. The research has identified some findings, which role of NGOs for primary education in Bangladesh. The following were the main findings of the study which covered all other minor findings.

1. The NGOs school goals have been to-
 - Improve enrollment rates;
 - Reduce dropout rates of students;
 - Increase daily attendance rates for teachers and students; and
 - Ensures community participation.
2. The teacher and usually women from the same village same whole community is involved with the school
3. There are no electric fans in the classroom of NGOs school
4. There are no sanitary latrine and arrangement of drinking water in almost all the NGOs school.
5. The main quality of a student is to be attentive and interested to the lesson
6. The salary and other advantages for NGOs school teachers are not satisfactory.
7. The managing committee also plays an important role to inspire the guardians of the village to send their children to school regularly.
8. The teachers should visits the house of the irregular students and in from the parents of their absence from the school.
9. The children should be provided free books, papers, slate and pencil to encourage them in the school.

10. Inspection system should be up to data to identify the problems of the schools take necessary action to solve them
11. Children do not have to pay any fees and there are no long holidays.
12. Little home work or no homework, as most of their parents are not capable to assist them in study.
13. Class are held six days a week for an average of 268 days a year (compared to the government schools, which are scheduled for only 220 days a year), vocation and holidays schedules are decided by the parents.
14. The result of the last examination of the students of NGOs school is 636.4% very good and 17.1% good.
15. Observation checklist of NGOs students are 97.6% good, (Development of Education), 92.7% good (Teaching method).
16. Guardian interviews results are 84.6% good (NGOs contribution school program in study area).
17. Role of NGOs school in Bangladesh perspective 97.5% guardians good
18. Opinion of the guardian about NGOs schools (To positive role)
 - NGOs school programs should be increased 85.4% yes
 - Reading process of NGOs school are good 84.6% yes
 - NGOs schools role to develop in education 84.6% yes
 - NGOs schools increase the rate of education 88.6% yes
19. 96.2% yes participation in classroom of the teachers
20. 92.3% NGOs school teachers complete course their due time
21. 15.4% teachers do not regularly prepare their lessons plans and 84.6% yes teachers of NGOs schools.

Recommendation and policy implication

The researcher recommends the following points to be taken immediately.

- It is recommended that sufficient space and seating arrangements should be increased students in every school.
- There is a discrimination of salary between government primary school teacher and NGOs school teachers. We have recommended that the salary and other advantages of the teachers would be satisfactory which is helpful to develop the standard of education.
- Student teacher ratio has to be immediately improved.
- Quality of primary education should be improved.
- Though free and compulsory education is a fundamental right in the constitution of the people's republic of Bangladesh, yet it is not properly implemented. So it is suggested that urgent effective efforts to be taken to strengthen free and compulsory education programs all over the country, parents of the working children are to be motivated and convinced to send their children to school.
- Education is the free but additional costs of schooling, like dress, tiffin, bags etc. should also be free-otherwise the poor children will not be able to go to school punctually.
- Revise and update curricula with a view to making them relevant to the needs.
- Improving the quality of teacher training, supervision, management and monitoring system.
- To increase coordination between different NGOs schooling program and government interfere.
- To formulate an educational policy.
- To increase NGOs coverage for all spare of people.
- To establish sufficient institutions specially and to take programme for promoting the positive role of the NGOs beside GO.

Conclusion

This is the concluding chapter of the research on “Role of NGOs for primary education in Bangladesh: A study on Mohanpur upazila in Rajshahi District”. The researcher has collected necessary information and data from the both primary and secondary sources. The method of classroom observation checklist, questionnaires and interview has been followed for this study. After describing all the factor we may conclude that economical problem, personal problem, social problem, problem at school, illiteracy of parents are the main factors for dropout of children from school with the combined effort of parents, teachers, elite of the society and government can stop the drop out from the primary school. At present, large number of students leaves School at primary level and gradually became illiterate. There are some parents who can continue their children’s education if they get some financial assistances. Some parents have narrow view about education as a result they are not interested to continue their children education. Their view need to change, some students do not want to go because of health problem, social problem, school problem, teacher problem. So we need to take necessary steps that mention in recommendation to solve the problem immediately for the improvement of primary education enrolment, improve the quality of education and development of the country wholly.

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APPENDICES-1

Questionnaire for Students

Questionnaire for Data Collection Questionnaire for PhD Thesis

Research Title

Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District

Identification and Opinion of the Student:

1. Students Name:.....	2. Age.....
3. Name of the School:.....	4. Class.....
5. Permanent Address:.....	
6. Student <input type="checkbox"/> Male <input type="checkbox"/> Female	7. Roll No.....
8. Family Size: Single <input type="checkbox"/> Joint <input type="checkbox"/>	

9. Do you go to school regularly? Yes No
10. If your answer is yes, who influenced you to go to School?
Parents NGO worker School authority Teacher Relative
11. Do you face any bar from the family in getting education? Yes No
12. Which transport do you use to go to school?
Walking By van Others
13. What do you feel reading in this school? Good Very good Average Bad
Very bad
14. What is your result in the last examination? Good Very good Average Bad
 Very bad
15. Do you read in any coaching center? Yes No
16. What did you think about the teaching of the school? Good Very good
Average Bad Very bad
17. What do you think about the role NGOs school in the perspective of Bangladesh?
Good Bad
18. Are you satisfied to the teachers lesson? Yes No
19. Have you any house tutor? Yes No

20. How does your teacher teach you? Single Joint Others
21. How do you call your teacher in the class room? By name By good name
 By good behaviour Beaten them
22. Does the teacher punish if you do not perform well in School?
 Yes No
 a) If yes, define punishment Physical Mental
23. If you remain absent in class for some days, do your teachers call you?
 Room visiting Parent to talk By present student
24. Where do you sit in the class?
 Mats Bench Standing Under tree
25. Describe the materials, which you have got from school. Please tick
 Pen Pencil Dress Paper Art pencil box Book School bag
 Others
26. Have their any problem of curriculum in this school? Yes No
 If yes, what are the problem (i) Huge syllabus (ii) Hard syllabus (iii) No interesting syllabus
27. Role of NGOs for primary Education

Classroom observation checklist

Development of Education	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Teaching method	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Development of presenting in class	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Opportunity for girls	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Time maintain schedule	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Educational environment	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Conductive of behaviour	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Maintained of discipline	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Proper care of students	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad
Result of the school	Good <input type="checkbox"/> Average <input type="checkbox"/> Bad

Signature and Date

APPENDICES-2
Questionnaire for Parents
Questionnaire for Data Collection
Questionnaire for PhD Thesis

Research Title

Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur
Upazila in Rajshahi District

Category Familial Information Parents

Information of the family Socio-Economic Aspect

Name.....

Number of Family Members: Relation Parents

1. Name of the members	Age	Relation with the student	Education Qualification	Occupation	Weekly Income	Time Distribution of labour

2. How does your family go on with the amount of your family income/earn?
 - i) Have surplus- what do you with the surplus?.....
 - ii) Any deficit- How do you meet that.....
 - iii) Goes normally
3. Type of our house: Floor.....Wall.....Roof.....
4. At house: a) Number of room.....b) Separate kitchen i) Yes ii) No
c) Latrine i) Separate ii) Common iii) No
5. Ownership of your house: i) Own ii) Rant iii) Others
6. How old of your child on school going? 5-6 years 7-8 years 9-10 years 10.....
7. Physical health of child? Good Bad Disabled Others
8. Did you child take vaccination on time (six disease)? Ans: Yes No Don't know
9. Does any disease attack your child? Ans yes No
 - a) If yes long term Short term
 - b) If yes long term disease Polio Jondis Others disease
10. How NGO's school programme does your child pass his/her leisure time?
Sitting home with neighbors Wondering body Playing

11. How NGOs play contribution school program in your area? Good very good
 Average bad very bad
- a) If good, why? Good reading Finish reading day by day
 Home reading Teaching system of teacher are good
12. What did you think about the teaching of school? ? Good very good
Average bad very bad
13. What do you think the role of NGOs school in the perspective of Bangladesh?
 good Bad
- a) Admitted of your child in future for good environment? Yes No
14. The operations of NGOs school programs of Bangladesh are increasing day by day.
 Yes No Do not know
15. Are your child satisfied to the teacher's lesson? Yes No
- a) If yes, how.....
16. Who carries the cost of reading in this school? NGOs authority Govt.
Family
17. Why do you send your child to the NGOs school, your opinion?
Ans.....
18. Opinion of guardian about NGOs schools?
- i) Do you think NGOs school progrmas should be increased?
 Yes No Do not know
- ii) Do you think the NGOs education program in Bangladesh should be operated willingly.
 Yes No Do not know
- iii) Do you think it needs to control the NGOs school program? Yes No
Do not know
- iv) Do you think the reading process of NGOs school are good?
 Yes No Do not know
- v) Do you think that the NGOs schools role to develop in education?
 Yes No Do not know
- vi) Do you think that the NGOs schools increase the rate of education?
 Yes No Do not know
19. Opinion of guardians about NGOs schools vs Govt. primary school?

NGOs school

- i) What is the result of last examination of your child?
 Good average bad
- ii) Do you think that this primary education will contribute for the society (NGOs school situation).
 Yes No
- iii) What are the infrastructure of NGOs school?
 Good average bad
- iv) Do you think the student of this school is better than other schools later?
 Good average bad
- v) What are the NGOs role of primary education?
 Good average bad

Government school

- i) What is the result of last examination of your child?
 Good average bad
- ii) Do you think that this primary education will contribute for the society (Govt. school situation).
 Yes No
- iii) What are the infrastructure of Govt. primary school?
 Good average bad
- iv) Do you think the student of this school is better than other school letter?
 Good average bad
- v) What are the Govt. role of primary education?
 Good average bad

Signature and Date

APPENDICES-3

Questionnaire for Teachers

Questionnaire for Data Collection Questionnaire for PhD Thesis

Research Title

Role of NGOs for Primary Educaiton in Bangladesh: A study on Mohanpur Upazila in Rajshahi District

Identification of the Teacher

1. Name of the School:	2. Name of the Teacher:
3. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	
4. Present Address:	5. Educational Qualification:
6. Location:	

7. Is there any facility of co-education student in this School? Yes No
8. If there are following facilities in the center, put like make or mention numbers?
 Book Pen Dress Food Others
9. Who is the proprietor of land and room?
 Ownership Tenant Occupied land NGOs authority
10. How many teachers are qualified as following?
 Nine Ten S.S.C H.S.C B.A Others
11. Have you any training on teaching? Yes No
12. Do you present it regularly in the classroom? Yes No
13. Can you complete your course in due time? Yes No
14. Are the students understand your teaching method? Yes No
15. How are made this school syllabus? Govt. NGOs authority Somitte authority
16. Do you have any lesson plan for takings class?
 Yes No
17. Has any student got prize for wining any competition of your school? Yes No
a) If yes, how activity got prize: i) Play ii) Culture iii) Music iv) Reciting poem
v) Class presentation
18. Does any person observe your class? Yes No

19. Do you find the reason of absent student? Yes No
 a) If yes, then- house visiting civil society meeting parents to meeting
 leadership meeting
20. What is the result of your student in the last examination? Good Very good
 Average Bad Very bad
21. Do you threat your students for bad reading? Yes No
22. What are the problems existing in your school in teaching?
 Ans.....
23. Please give some recommendations removing these problems
 Ans.....
24. Opinions of teacher about NGOs school
- i) Do you interested of teaching in this school? Yes No Do not know
- ii) Do the students develop of teaching on the school? Yes No Do not know
- iii) Have good lesson to your school? Yes No Do not know
- iv) Is the relation of teacher and student of this school good. Yes No Do not know
- v) Is this program should be kept in future?
 Yes No Do not know

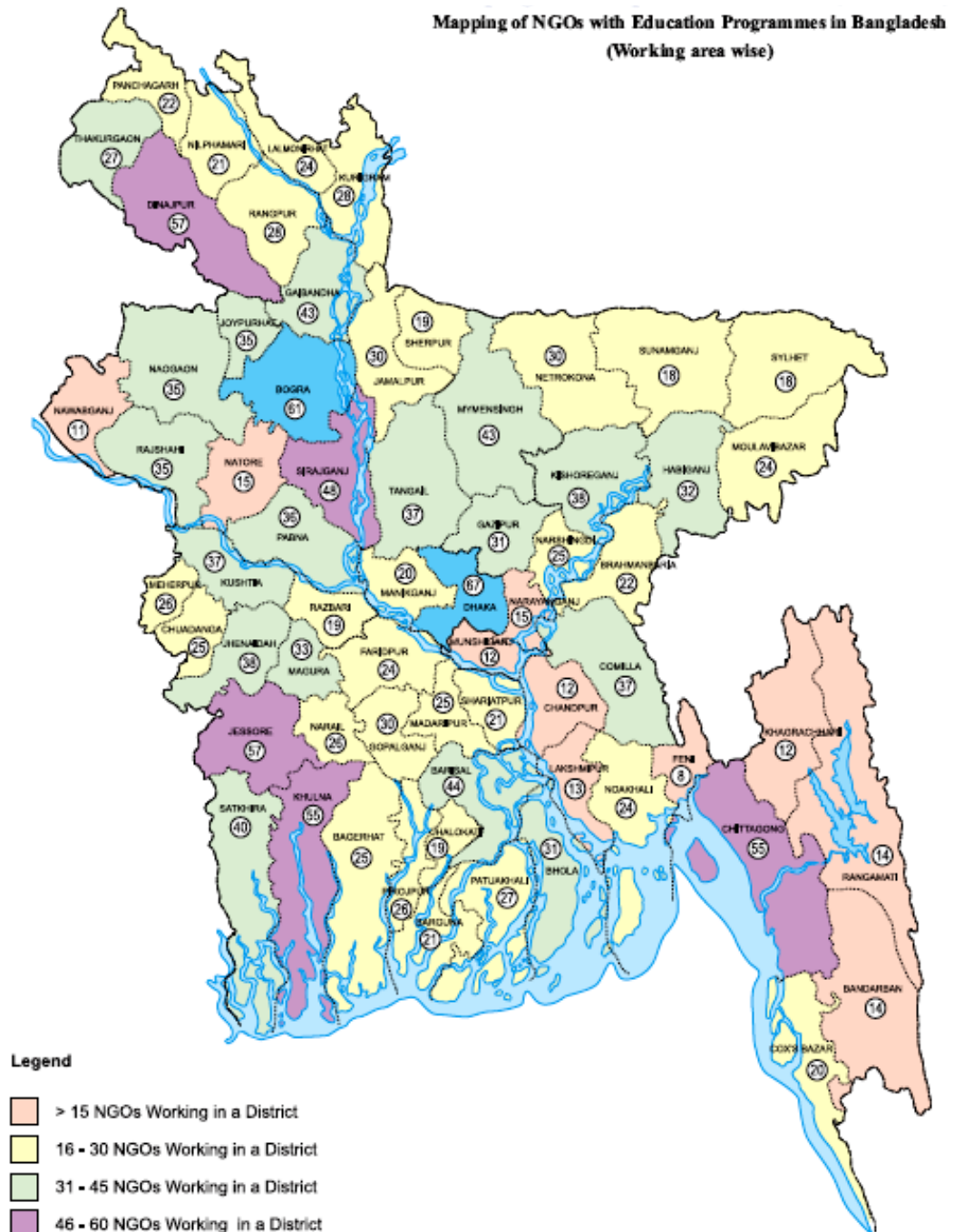
Signature and Date

APPENDICES-4

Mapping (working area) of NGOs with education program in Rajshahi District, (Bangladesh, 2009)

District	Upazilla	No. of NGOs		Total	
		(Head Office)	(Worknig)	(HO)	(Worknig)
Rajshahi	Bagha	4	9	22	35
	Bagmara	1	5		
	Boalia/Rajshahi(s)	3	12		
	Charghat	0	5		
	Durgapur	0	3		
	Godagari	3	12		
	Mohanpur	2	7		
	Paba	7	13		
	Puthia	1	5		
	Rajpara	1	4		
	Tanore	0	7		

APPENDICES -5



Source: CAMPE, 2009