

**ASSESSMENT OF CONTRIBUTIONS OF NGO AFFAIRS BUREAU TO THE  
UTILIZATION OF FOREIGN DONATION IN PRIMARY EDUCATION:  
AN OVERVIEW**

**A Dissertation Submitted in partial fulfillment of the requirement for the degree of  
Master of Arts in Governance and Development (MAGD)**

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*Inspiring Excellence*

**BRAC INSTITUTE OF GOVERNANCE & DEVELOPMENT**

**BRAC University, Dhaka, Bangladesh**

**January, 2019**

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## **Declaration**

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## **Abstract**

The level of financial development that Bangladesh has achieved in recent years is considered to be exemplary for many nations across the world. With ample obstructions to deal with, ranging from natural disasters to political turbulence, the path for the recognition of developing nation would have been tougher without the pragmatic Government policies and participation from non-governmental organizations and the foreign aid, which have been playing a key role in the significant portion of the financial efforts.

The education sector of every least developed as well as developing country is extremely vital for the overall development of the nation, hence the foreign funded NGOs participation in this sector is something that is highly anticipated. This paper takes foreign funded NGOs as a core subject matter and analyses its different angles before making a conclusion. This paper also explains the background and development of the NGOs in Bangladesh. The basic intention of this study is to investigate into the core nature of the foreign funded NGOs and suggest the possible explanation of the key obstacles.

It is worth mentioning that the share of aid to the NGOs has not been equal over the years and it has increased sharply in recent years. In a bright side, that increase in financial aid has helped shape and flourish the improvement of the life standard of the dwellers from both urban and rural areas. But at the same time, the flow of finance attracts a massive number of NGOs founded almost overnight and these lead to the rise of several concerns and questions. These questions and queries are very crucial ones in order to retain the pace of development.

Allegations often contain questions regarding the actual fund received by the target group, blaming the handling parties and NGOs themselves for consuming the major share of the donor's money. It is an understandable concern, since foreign funded NGOs are blessed with significant flow of foreign currency which with inadequate management, can easily drop into the wrong hands. Besides, the locations of the NGOs are quite scattered in this river delta, which makes it difficult for the NGO affairs bureau to maintain close monitoring. Yet the problems associated with this sector can be simply categorized into couple of sections like inadequate fund management, poor maintaining of donor's conditions, delay in fund release,

too many rules and regulation that slow down the process. In addition, there are problems with governance in NGOs, lack of transparency, accountability in management and miscommunication among concerned bodies.

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## Acronyms

AID	: Agency for International Development
ASA	: Africa and South America
ADB	: Asia Development Bank
BRAC	: Bangladesh Rural Advancement Committee
BSS	: Bangladesh Sangbad Sangstha
CARITAS	: Christian Organization for Relief and Rehabilitation
CBO	: Community Based Organizations
CDL	: Community Development Library
CBK	: Chetona Bikash Kendra
DPEO	: District Primary Education Office
ECCE	: Early Childhood Care and Education
EFA	: Education for All
EU	: European Union
FD	: Foreign Donation
FFYP	: First Five-Year plan
GNI	: Gross National Income
HDI	: Human Development Index
HDR	: Human Development Report
LOI	: Letter of Intent
MDGs	: Millennium Development Goals
NGOs	: Non-Government Organizations
NGOAB	: Non-Government Organizations Affairs Bureau
NFPE	: Non-Formal Primary Education
ODA	: Official Development Assistance
PEDP-II	: Primary Education Development Program-II
PTI	: Primary Training Institute
PL	: Public Law
RNGSP	: Registered Non-Government Primary Schools
QLIP	: Quality of Life Improvement Program
SDGs	: Sustainable Development Goals
SMC	: School Management Committee
UNESCO	: The United Nations Educational, Scientific and Cultural Organization
UNICEF	: The United Nations International Children's Emergency Fund
UPE	: Universal Primary Education
WB	: World Bank
WHO	: World Health Organization



## Chapter One: Introduction

When every humanitarian government devotes its resources for the improvement of the life standard of the citizens, it is quite unlikely to expect that the authority alone can bring the best outcome in shortest possible time. Therefore, the assistance from the non-governmental efforts is often proven vital. The proper synchronization between the governmental and non-governmental is not something that can be expected to be an easy-gain, since the finance involved in this sector is quite lucrative, hence, capable enough of attracting the corruption and lawbreaking. Therefore, although it is obviously encouraged, the financial transaction and handling should be closely monitored by the authority. In the context of Bangladesh, Article 17 of our Constitution stipulates free and compulsory education. It articulates that the “State shall adopt effective measures for the purpose of (a) establishing an 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 and (b) relating education to the needs of society and developing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law.”

The phrase ‘Non-Governmental Organizations’ was coined during the establishment of United Nations Organization in 1945. Its definition, however, is quite an extensive one- ‘Any non-profit, voluntary citizen’s group which is organized on a local, national or international level. The function of NGOs varies from place to place, encapsulating nearly every basic necessity, ranging from education, food, medicine to infrastructure and transportation. Many donor organizations and individuals find the NGOs as suitable mediums to channel their financial aids to the disadvantaged people. NGOs involvement in the education sector of Bangladesh has been noticeable since its birth as a South Asian nation. The country earned its well-deserved independence in 1971, and since then, the expansion of the non-governmental organizations has been continuous. Today, nearly 400 NGOs are involved in delivering the rudimentary level education. Although the country nationalized all primary schools as early as 1973, the government wasted no time in realizing the gravity of the task.

This realization led to some cautious measures, which included letting the NGOs to participate in education sectors during mid ‘80s and NGOs, since then, have been collaborating with the

Governmental initiatives regarding the primary and secondary education in the country. At present NGOs including BRAC are working in Non-formal Primary Education (NFPE) programs in both rural as well as urban settings. These education programs focus on individuals of various age groups such as Early Childhood Care and Education (ECCE) and Pre-Primary Education along with Adolescent Education Program. Government also has Adult Literacy Programs (Night Schools) and Vocational Training Centers, where NGOs collaborate time to time. There are also some slightly non-conventional educational institutions like Equivalency Program and Quality of Life Improvement Programs (QLIP), these are also the sectors where NGOs contribute with the government. As the nation enters 21<sup>st</sup> century, the population boom continues and the necessity of the general people changes.

### **1.1 Setting of the Study**

As significant numbers of NGOs are involved with the allocation and utilization of donated fund in the elementary level education, it was the focus point of this study. A school in the Slam Schools of Dhaka and Chetona Bikash Kendra region of Bangladesh was selected for the research because it was financially supported by an NGO in collaboration with a Donor. Interviewees were categorized into 7 groups. Apart from the NGO's and the school's officials, students along with their parents participated in the questionnaire. The study includes representative of the Donor, local administration officials and 5 officials from NGO Affairs Bureau.

Prior to the field study, proper authority was informed about the purpose as well as the extent of the interviews and they were requested for their cooperation. Time was carefully selected as well so that the general procedure of the school would not be affected. The area where this school is located has some significance of its own too. Manda, Gendaria and Dhanmondi, a densely populated area with a noticeable portion of people yet to overcome poverty, is in many ways representative to nation as a whole. People even try to engage their children to paid work, with the expectation of becoming financially solvent.



## **1.2 Necessity of the Study**

The significance of education in country like Bangladesh is something that no one can possibly deny. The social reform and journey towards enlightening begins as soon as the government put education in priority. The basis of education, which is formed during the elementary level, usually defines the life the individual will go on living. Therefore, good education in elementary level has profound impact on the nation as a whole. Bangladesh's improvement in terms of living standard has been remarkable in many ways. According to Human Development Report (HDR) 2016 (launched in 2017), Bangladesh stands 139<sup>th</sup> place out of 188 countries in the Human Development Index (HDI). Bangladesh's overall HDI value is 0.579, which ranks the country fifth in South Asia. The HDI value was 0.386 in 1990, 0.468 in 2000 and 0.579 in 2015. The information is a clear indication of upward trend in human development in the country. The report also shows that life expectancy at birth in Bangladesh stands at 72 years, expected years of schooling at 10.2 years, mean years of schooling 5.2 years, (GNI) per capita \$ 3,341.

Such expansion in the education sector has been strongly reinforced by the donor community. It is fortunate that donors often gave a high priority to primary education. Donors have emphasized girl children's education in a higher position of priority. Moreover, EU countries, multilateral institutions like ADB, WB and UNICEF have actively participated in financing and reshaping the stature of child education in Bangladesh. Although Japan has been involved with infrastructural development work in Bangladesh for quite a while, they are yet to join the educational development work. Such cooperation with developed nations and altruistic bodies will surely remain as one of important forces in the educational progress in Bangladesh.

Therefore, it is evident that there still remains a great necessity for substantial improvement which will provide adequate economic benefits over the long term by improving labor productivity and accelerating the adoption of improved technologies. Achieving these objectives, however, require a long-term commitment to allocate more funds to human resource development programs to make them sustainable.

According to the Ministry of Planning's new vision - Perspective Plan (2010 – 2021), a nation that lacks a vision is a nation which will not be able to prosper. This is not the case for Bangladesh whose independence in 1971 was the culmination of the people's struggle, as much

for political freedom as it was for their economic emancipation. In keeping with those aspirations, the Government's Vision 2021 is an articulation of where this nation needs to be in 2021— the year which marks the 50th anniversary of Bangladesh's independence. That milestone, three years away from 2018, will be a high point in Bangladesh's war against chronic poverty and the struggle to attain middle income country status, from its beginning as a low-income country. This "Perspective Plan of Bangladesh (2010-2021): Making Vision 2021 a Reality" is a strategic articulation of the development vision, mission, and goals of the Government in achieving a prosperous Bangladesh grounded in political and economic freedom a reality in 2021. Bangladesh needs to steer human resource development programs. For lack of sufficient domestic resource, Bangladesh has become dependent on foreign aid. The primary education sub-sector has been funded with foreign aid to a great extent. In spite of inflow of foreign assistance to augment r domestic resources, the planned effort for development has not been able to completely free the economy from illiteracy.

There have been many excellent studies of foreign aid. But there are three important reasons to revisit this previously charted territory. First, recent shifts in the global economic and political environment- notably the end of the cold War and the surge in private flows to the developing world- have affected the landscape for development assistance in a way that has left many questioning the very existence of aid. Second, there has been a shift in a development strategy that requires a new approach to aid as a tactic within the evolving agenda. Third, there is new empirical evidence that provides insights into the puzzle of what is effective aid what is ineffective aid (Dollar and Pritchett, 1998). Negligible amount of output/ outcome in relation to large amount of aid flow has emphasized the need for effective use of foreign aid. Again, the importance of effective use of foreign aid has been reiterated. Therefore, this study proposes to examine the effectiveness of foreign aid in the primary education of Bangladesh.

### **1.3 Purpose and Process of the Study**

The objectives of the Study are:

- (i) ascertaining the role of NGO Affairs Bureau in allocation of fund for primary education;
- (ii) looking into utilization of foreign donation in primary education by NGOs; and
- (iii) gathering feedback from the stakeholder.

### **1.4 Intended Procedure of the Study**

Like any other qualitative studies, this study also requires combination of both indoor and outdoor activities. The process must start with finding a suitable NGO for the study. That will be followed by obtaining formal approval from the authorities for conducting a survey of this kind. The interview session with parents and students from the school run by that NGO is an important part of the study. Interview with donors, NGOAB officials and NGO representative have to be done in a different day. The prepared questionnaire for the different group should be similar, except a test designed for the pupils. The test has been designed specifically for the quality level of the school's education and hundred pupils volunteered for the session.

### **1.5 Constraint of the Study**

The study would not have been completed without the proper cooperation from the NGO. Time is also a challenge here. Within a limited period of time, the targeted interviews were completed with proper procedure. Another type of shortcoming to the study was the limitation of subject matter. With two hundred and sixty four of data like this one would provide a clearer picture of the situation. But that is a suggestion for future study. How the foreign donation creates impact on the beneficiary's life, needs to be examined in a future study too. Some facts like the quality of the NGOs performance and the rate of foreign donation it receives has not been highlighted in this study. Moreover, the study has not tried to scrutinize the project design with a view to weighing the precision of the project planning. These are the issues that have not been examined in this study due to time constraint, manpower and to some extent financial support.

## **1.6 Structure of the Study**

The structure of the study is organized as follows: the first chapter deals with background of the study, significance, objectives, methodology and its constraint. In chapter two literature are reviewed with a view to consider the background theory to evolution of foreign fund paradigm, the emergence of the donor, the role of foreign fund in human resource development and traces the need for effective use of foreign fund. This review has drawn on a range of sources of information from Government papers, books and a wide variety of journals. Chapter three identifies the information that must be gathered to meet the requirements of the objectives of this study and elaborates the methodology to be used. The data captured by this questionnaire through interview are analyzed and evaluated in Chapter Four. The main issues raised are discussed at some length and the empirical findings from the analysis have also been observed in this Chapter. Besides the comments and recommendation on objectives has been conversed too. Finally, the findings and conclusions are highlighted together to prescribe a number of recommendations which are included in Chapter Five.

## **Chapter Two: Background-Primary Education and NGOs in Bangladesh**

### **2.0 Understanding the Situation from Cultural Perspective**

The current educational system in Bangladesh is the result of age old transformation and development in knowledge transferring trend among the inhabitants. In this system of teaching, the influence of local heritage as well as foreign culture has been prominent. Obviously the very original purpose of teaching was to make the children capable of earning living livelihood, conveying the skills possessed by parents to the next generation. However, soon the intention was shifted to a broader aspect, where morality, generosity and altruism were included. In this river delta, it is asserted that the teaching, predominantly, was maintained by matures and was often theological and philosophical. Religious and political changes have always been the key influence on education. Here, the Bengali teaching was initiated with caste based Hinduism, from which it was nurtured by pragmatic Buddhism. In the middle age, this influence was overtaken by orthodox Hinduism again and finally was accompanied by egalitarian Islamic values. These changes are also indicators of the changes of the rulers in this area. It is easy to understand that the invaders always wanted to establish their very own religion and values in the captured area in order to increase their local support. Teaching the young-adults has always been the easiest way to serve this purpose. The sequential description of the historical shifting of primary education in Bangladesh is presented in this chapter. Pre-colonial, colonial and Pakistani eras have been thoroughly explored in order to find the correlations among them.

#### **2.1.1 Education in the age of Kings and Emperors**

As early as 8th century, in the time of Gopala, the first ruler of Pala dynasty, the evidence of a proper organized elementary teaching was unearthed. Obviously the teaching was centered in the Buddhist monasteries, operated by the Buddhist monks spreading their religious values among the younger apprentices. These teachers were mainly followers of the ‘Mahayan’ and Vajrayana schools of Buddhism; therefore, they established the same approach here too. They created many outstanding temples and works of art, including the Somapura Mahavihara, a UNESCO World Heritage Site. The renowned universities of Nalanda and Vikramashila flourished under their patronage. Somapura Mahavihara was the most famous teaching institution established in this area at that time.

The following centuries were the formatting period of caste based Sanskrit education under the Hindu rulers. During the 12th century, under the Sena rulers, Sanskrit education places, commonly known as Pathshalas or Tols were scattered all over the areas comprising today's Bangladesh. This type of school was operated by a single teacher, known as pandit. School ground could be under a large banyan tree or in front of the house of the main teacher.

The influence of Mughol Empire caused the rise of a certain schooling called the Madrasas and Moktobs. Like the pathshalas of the Hindu pundits or the Vihara of the Buddhist Bodhisattva, the Madrasas were solely intended to spread religious values and norms. Muslim teachers here taught the young pupils about Arabic literature and values of the religious script 'Al Quran'. As languages of the rulers were Persian, Arabic and Urdu, the three important languages were used as the medium of instruction (Sanaullah. 1995:191).

### **2.1.2 Education in the age of Company and British Colonization**

In 1757, colonial age at Bengal started when East India Company of Britain defeated the emperor Siraj-Ud-Daulah at the battle of Palasey. In 1872, a study of A. Howell mentioned that education in Indian subcontinent under the British government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on pre-independent footing (Cited in Basu. 1941:xiii). During the second half of the 18th century, a group of missionaries introduced some form of western education. Eventually the employment culture was forming in this region; hence the importance of learning English language rose. People, mostly males, were experiencing education of some form, though still flavored with Christianity.

The earliest attempt of state education by the company government was documented in the Charter Act of 1813 where article 43 reads as follows: it should be lawful for the governor general in council to direct that, 'A sum not less than one lakh rupees in every year shall be set apart and applied to the revival and improvement of the learnt native of India, and for the introduction and promotion of knowledge of the sciences among the inhabitants of India' (Cited in Laird, 1972:68). As the allocation of the sum of one lakh rupees for education was not obligatory, the end result was that nothing substantial had happened for the improvement of primary education (Khatun, 1992/28)

Regarding the state of education in Bengal, British observer William Adams placed three important reports to the colonial government during 1835-38. The first report dealt with the necessity of education in Bengal, the second one explored the nature of education in Rajshahi district and the third one provided a complete statistics on education in several district of Bengal and Bihar (basu, 1941). Some historic advices were made in this report. Adam suggested the governor to investigate and gather district wise data on education, to introduce text book local tongue, to encourage local schooling system, to offer scholarships through competitive examinations, and motivating the teaching profession by allocation of lands as incentive. These visionary suggestions, unfortunately, were entirely ignored by the company rulers. Despite the reluctance from the state, private attempt towards educational progression was slowing approaching.

By 1823, several Bengali and Persian elementary schools were actively running in Dhaka, Chittagong, Jessore and Dinajpur. All of these schools were maintained by missionaries and funded by local committees (laird 1972:70-71). Eventually colonial government perceived that they would need a group of indigenous English educated people who would help them in administrative and clerical tasks. In 1854, Wood's Education Dispatch formed the basis of education policy of the colonial government in India. This dispatch designed the spreading of middle and elementary schools and teachers' training institutions. One of the most important features of this dispatch was selecting English as the language for middle schools while the vernacular language for elementary level.

From 1858, British ruling started in Indian subcontinent, yet the fate of education in Bengal was unchanged. In 1910, Gopal Krishna Gokhle, a member of the imperial legislative council, proposed a structure for primary education in India. The proposal was defeated by 38 to 13 votes in the council. Later on the government decided to execute a very complicated educational structure in India, including Bengal. The design involved different academic institution and structure for different religion, ethnic groups and races to ensure the vicious divide and rule process of the British government.

In 1930, the government enacted Bengal (rural) primary education act. Under this act, district school boards were set up to control direct and manage dissemination of education, to reach ultimately the goal of universal, compulsory and free education. However, a separate education department was established under the central government and its responsibility was entrusted to a member of Central Executive in 1945. After the Second World War, the Sergeant Commission

Report for the first time recognized the need for pre-primary education, but as the British rule ended in 1947, the report remained unimplemented.

### **2.1.3 Education during Pakistani Oppression**

When Pakistan and India were separated as independent countries, Bangladesh was attached to Pakistan as eastern wing. As Pakistan was created upon religious philosophy, the initial attempts for academic development taken by newly formed government here were flavored with religion and initially the language was chosen as Urdu. It is evident that this attempts could not meet the demand of the time hence the students of primary level were unable to achieve modern education or secular way of thinking. Lot of controversies was revolving in the new born country, creating political unrest. The situation was not clearly suitable for education of any level. Therefore, with other students the primary school's pupils suffered a lot. In 1947 the primary education was made compulsory in the East Bengal but the scheme was suspended in 1953 and more unfortunately, was totally abolished in 1957. That year was very important due to the fact that administration of primary education was handed over to the District Primary Education Office. Chief Executive of the office was appointed under the Deputy Commissioner to inspect the primary education facilities in the district. Such initiatives failed to meet their expectation. Still the government continued to experiment with primary level education.

Meanwhile Bengal (Rural) Primary Education Act in 1951, 5000 primary education institutions in rural area were selected as compulsory primary schools. This separation caused this discontent among the teachers. In 1957, these 5000 compulsory primary schools were named as model primary school and rest non-model primary school. The Headmaster of the model primary schools could inspect the non-model primary school and make further suggestion to turn it into a model primary school. In 1965 the government again changed the name of these schools to Manage Free Primary Schools' were teacher received payment and allowance according to their qualification. The government simultaneously formed four Education Commissions namely Maulana Akram Khan (1949), S M Sharif (1958), Justice Hamidur Rahman (1964) and Air Marshal Noor Khan (1969) .



#### **2.1.4 Rise of hope in a newly born Nation**

The backbone of education system of newly born country was brutally damaged by occupying army of Pakistan before their surrender. However, Primary education has been set as priority agenda in Bangladesh since her independence in 1971. The political thrust behind the functional relevance of primary schooling has been towards creation of access to basic education for the masses, with an emphasis on better opportunities for the rural poor and females. This philosophy and thought has been reflected in the first Constitution, adopted by the Government of Bangabandhu Sheikh Mujibur Rahman in 1972, wherein Article 17 pronounced providing primary education as a Constitutional obligation of the Government (Article 17, 1998:9-10). Subsequent Governments tried to relate primary education to the needs of the society and emphasized producing properly trained and motivated citizens, and to remove illiteracy within reasonable time. Thereby basic measures to implement universal primary education were taken by numerous regimes from the outset of the post-independent Constitution as well as under recent international obligations.

#### **2.1.5 Efforts from the First Government (1972-1975)**

On 26 October, 1973, an Ordinance was passed to nationalize a large number of primary schools. Later the Jatiya Sangsad passed the Primary Schools Bill, 1974. It instructed to bring the primary school system under a centralized administration. The previous system was district based administration. Moreover, the newly formed government took a plan called First Five Year plan (1973-1978). This plan had the total development strategy for every sector of the country. This plan illustrated the proposal to reconstruct the schools (damaged during the war), establishment of 5000 schools, development of PTI (Primary Training Institute), increasing the enrollment in primary schools from 58% to 73%, reduction of dropout rate from 63% to 52%, revision of curriculum, introduction of staggered system of existing schools (First Five Year Plan, FFYP).

The Government of Bangabandhu Sheikh Mujibur Rahman in 1972 formed Kudrat-e-Khuda Mission to recommend objectives. The mission was supposed to find out strategies, action plans and methods to establish a modern, effective education system. In 1974, the Mission published their findings. Its objectives were as follows: to develop and nurture the child's moral, mental

and social personality. Bringing up the child as a patriotic, responsible and law abiding citizen. It also recommended developing the child's love for justice's dignity of labour proper conduct and uprightness. It put emphasis on the skills of the child on mother tongue and the ability to count and calculate. In the view of the above objectives the commission placed before the government a number of recommendations. The most important one is as follows: introduction of Universal Primary Education up to class eight, appointing more female teachers in order to attract more accurate curriculum. The report stress on a common platform of education for children from on all walk of life.

### **2.1.6 Plans for increasing Primary Enrollment (1976-1981)**

As previous the massive political shifting of the country affected the fate of Primary Education Development. The assassination of the President Bangabandhu Sheikh Mujibur Rahman and his family on 1975 created a situation of political unrest that virtually stopped all types of development works. After that the then government took 2 Year Plan (1978-1980). This plan established NAPE and contracted 52 PTI. The government took universal primary education as a goal of education. 'The child who enters the class-1 should pass every classes and complete class-V'- was the basic motto of primary education plan. The Second Five Year Plan (1980-1983) pictured 75% of the primary school age population enrollment by 1990, and subsequently increasing it to 91% by 2000. The primary education act was passed in 1981 and establishment of local education authorities in the sub-division. A separate directorate of primary education was established in Thana level. The act provided the idea of school management committee. However, the objectives of the above plan were not achieved fully.

### **2.1.7 Compulsory Primary Education for all (1982-1990)**

In 1982, Hosain Mohammad Ershad came to power in Bangladesh as Chief Marshal Law Administrator. The strategy of Ershad Government for achieving UPE remained same, but emphasize was given on institutional capacities. This policy focused on low cost solution to provide education opportunities. In 1984, UNESOCO prepared a report for achieving equity of educational opportunities. The target was to increase female participation in primary education. The Ershad Government promised to achieve this target.

The Third Five Year Plan (1985-1990) was taken afterward. Ershed Government aimed to raise student enrollment from 60% to 70%, reconstruction of 9285 schools, repair of 16257 schools and ensure other promises that previous plans could not meet. The goals of this plan were partially achieved before. Ershad Government passed the compulsory Primary Education Act, 1990.

The Fourth Five Year Plan (1990-1995) can be marked for making primary education compulsory for all and relaxation of the required qualification of female teachers. Under Fourth Five Years Plan, 1134 low cost schools were constructed, 7675 Government primary schools were reconstructed, 9335 schools were repaired (Primary Education in Bangladesh, 2003:12).

### **2.1.8 Focusing on Satellite Schools (1996-2000)**

A number of development works were adopted during 1996-2001 and the Fifth Five Year Plan (1997-2002) was launched. The period may be regarded as the milestone for primary education under the Government of Sheikh Hasina. Construction, reconstruction, repair of schools and offices were the achievement of this period. The Fifth Five Year Plan ensured 1046 satellite schools (primary education in Bangladesh, 2003:16). The objective of this period was to increase gross enrollment rate at 110%, and raise the primary school completion rate at least 75%. Disabled children were given special priority during this phase. Moreover, decentralization of primary schools were basic target of this time, along with social mobilization was encouraged to train the members of SMC (School Management Committee) and PTI. Following these activities, the five years' program was extended to eight years, by 2010 (national education policy, 2000).

### **2.1.9 A Global Effort**

Bangladesh has made outstanding progress in MDGs (8 Goals, 21 Targets and 60 Indicators) achievement. She has already met several targets of the MDGs like reducing headcount poverty and poverty gap ratio, reducing the prevalence of underweight children, attaining gender parity at primary and secondary education, under five mortality rate reduction, containing HIV infection with access to antiretroviral drugs, children under five sleeping under insecticide treated bed nets, cure rate of TB under DOTS and others. In addition, Bangladesh has made remarkable progress in, increasing enrolment at primary school, lowering the infant mortality rate and

maternal mortality ratio, improving immunization coverage and reducing the incidence of communicable diseases.

The improvement in social sector is much more ostensible than economic one. The poverty has fallen to 23.5 percent in 2016. In addition, the rate of extreme poverty decline to 12.1 percent. The GDP per person employed registered a considerable high growth of 3.9 percent well above the South Asia (3.5 percent) during 2011-2014. The country has been able to reduce the population growth rate to 1.37 percent. Also, life expectancy went up to 71.6 years from 42 years in 1971. Bangladesh has been accorded awards for achievements in MDG-1, MDG-3, MDG-4 and MDG-5 from different UN organizations.

The General Assembly approved Sustainable Development Goals (SDGs) on 25 September 2016. This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in large freedom. It has been recognized that eradication poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

The 17 Sustainable Development Goals and 169 targets which are announced demonstrate the scale and ambition of this new universal agenda. These targets will be measured through a set of 232 indicators. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental. Bangladesh is committed to achieving SDGs in the spirit of SDGs.

#### **2.1.10 The Contemporary Situation**

In 2003, Bangladesh prepared a national action plan for 'Education for All' (EFA) with a specific set of goals to be achieved by 2015 and took the Dakar Framework of Action, 2000 as the basis of that work. The plan embraces all the goals of EFA for making education accessible to all and provided for all. The country has prepared 'Primary Education Development Program-II' (PEDP-II) on the basis of Dakar framework and national Plan of Action. The main objectives of PEDP-II are to increase primary school access, participation and completion in accordance with government policy related to EFA and other commitments and to improve the quality of student learning and performance outcomes. In view of the situation, discuss the present state of

affairs of primary education in Bangladesh. It focuses on the issues related to achieving the Millennium Development Goals (MDGs); with special reference to equitable access, quality education in the country.

**Table 01: Primary Education in Bangladesh: Gross and Net Enrollment Rates in 2010**

	Population (6-10) yrs.	Enrollment (All ages)	Enrollment of primary school age (6-10 yrs)	Gross Enrollment Rate	Net Enrollment Rate
Total	15,751,788	16,904,546	14,947,002	103.48%	93.52%
Female	7,620,131	8,536,586	7,612,203	107.08%	98.23%

Source: BANBEIS (2010)

The Table 1 is the presentation of the overall primary school enrollment situation in Bangladesh. The rate of enrollment covers under and over aged children, entering a class outside of their own age/grade level, which is how the number can cross 100%. Gross and net enrollment rates cannot appropriately assess children's participation and access to schooling because of a high number of drop outs. Official education statistics include neither non-formal education institutions, which serve 1.5 million children or roughly 9 percent of the primary age-group, nor Quomi Madrassas, for which no reliable figures are available, but which serve between hundreds of thousands and a million children by some estimations, primarily boys. Currently there are several types of primary education institutions.

Such as:

- (i) Secular government funded schools
- (ii) Government schools
- (iii) Registered non-government primary schools (RNGSP)
- (iv) Community schools
- (v) Non formal / BRAC schools
- (vi) Private tuition-charging schools
- (vii) Madrassas ( Aliya and Quami)

## **2.2 NGOs in Bangladesh: Basic Understanding**

Bangladesh has transformed her image from a poverty-stricken country to a developing country. In October 2014, World Bank and International Monetary Fund praised Bangladesh for the success in handling poverty for the last decade (according to BSS, October 13). Although still a long way to go, this is a significant feat considering the history of natural disasters, political turbulence and foreign invasion in this region. In this transformation of the nation, NGOs have played vital role.

The term NGO refers to the organizations who work for the development of needy section of the society. According to the ngo.org, A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution.

### **2.2.1 NGOs in Bangladesh: Historical Picture**

Immediate after the liberation, the newly independent Bangladesh encounter an array of threats from both social and natural issues. Since then, nongovernmental organizations have been working side by side with the government to deal with these problems. The activity of NGOs can be divided into four time phases.

**First generation (1971-1972):** a mobile medical unit Gono Shasthya provided support to the freedom fighters during 1971 liberation war. After liberation, they kept on providing health services to the needy portion of the society. During 1972, another local organization RDRS was formed to provide post war rehabilitation services and supporting infrastructures in the north-west region (Johir, 2010). Another organization BRAC commenced its assistance to the community of fishermen in the north-east. Moreover, foreign donation played important role for

the formation of many other small scale NGOs throughout the country during that time. Thus the first generation of NGOs in Bangladesh was mostly involved with relief works and depended on foreign donation.

**Second generation (1973-1974):** after 1972, focus of the NGOs started to shift from relief work to financial development of the rural population. During that time some organization played vital role in the formation of credit union and development of the general facilities such as primary schools, health centers, roads, culverts and shelters (Lovell, 1992). Some of these organizations are BRAC (Bangladesh Rural Advancement Committee), CARITAS (Christian Organization for Relief and Rehabilitation), PROSHIKA and so on. However, the NGOs and the Government continued to struggle in ensuring the development works due to the continuous natural disasters and social unrests. By the 1975, the leaders of these institutions realized that relief works, without broader economic development plans, cannot be the solution of this problem (Jahir, 2010).

**Third generation (1975-1990):** in 1974, a fatal famine broke out in the region, creating necessity for relief work more than ever. The 1975 was marked for the political turbulence; the first president of the country was assassinated. However, despite all the problems, the development of different NGOs kept going on. In 1975, an effort of bringing change to the rural life was initiated in few villages of Dhaka and Cumilla district. Later, this organization adopted the name 'PROSHA'. However, in 1975, another organization namely BRAC was also analyzing and evaluating its future direction and activities. Today, both of these organization stand as two of the main NGOs in Bangladesh.

During the second half of 1970's, PROSHIKA emphasized on the agricultural development at the rural portion of Bangladesh. This organization and many others believed that agricultural development will ensure empowerment of the poor. According to the book 'A praxis in participatory rural development : Proshika with the prisoners of poverty' by Reza Shamsur Rahaman , empowerment is - poor are united and organized, become aware of the real causes of their impoverishment, develop leadership among themselves, mobilize their material resources, increase income and employment, develop capacities to cope with natural disasters, become functionally literate, take better care of their health, become engaged in environmental protection and regeneration, get elected in local government bodies and community institutions, and have better access to public and common property resources. Meanwhile, BRAC found its

focus on educational development of the children and adults from poor and underdeveloped section of the rural society. They spread their non-governmental primary schools throughout the country.

In 1978, another organization was formed with the name of ASA. These were run by volunteers who advocated that a consciousness for solidarity amongst the village poor would lead to collective social action. (Meyer, R. Fernando, N. June 2002). Another organization, led by D. Muhammad Yunus started its work in Zobra village of Chittagong in 1976. Later in 1979, it extended its work in Tangail. Finally in 1983, this organization was registered as Grameen Bank. According to Fernando, Nimal A. (May 2006), Grameen Bank is founded on the principle that loans are better than charity to interrupt poverty: they offer people the opportunity to take initiatives in business or agriculture, which provide earnings and enable them to pay off the debt.

The bank is founded on the belief that people have endless potential, and unleashing their creativity and initiative helps they end poverty. Grameen has offered credit to classes of people formerly underserved: the poor, women, illiterate, and unemployed people. Access to credit is based on reasonable terms, such as the group lending system and weekly-installment payments, with reasonably long terms of loans, enabling the poor to build on their existing skills to earn better income in each cycle of loans.

In 1986 BRAC started its Rural Development Programme that incorporated four major activities – institution building including functional education and training, credit operation, income and employment generation and support service. Because of the success they have achieved in this programs, the founder of the organization Sir Fazle Hasan Abed won The Alan Shawn Feinstein World Hunger Award in 1990 and The Maurice Pate Award by UNICEF in 1992.

**Fourth generation** (1991- present): From the beginning of 1990's , the NGOs in Bangladesh started to emphasize on micro credit lending. Many NGOs was formed since, with the intention of removing poverty from the rural area by not donating money but providing loans believing that loans are better motivation for self-development than that of donation.

In 1991, ASA shifted its focus solely to microcredit lending. This was because they wanted to stop “donor dependence” and become specialized and financially self-sufficient. Since then, it has become a fully self-sufficient microfinance institution – operating mainly in Bangladesh, but



with presence in Africa and South America (ASA) offers financial services to including micro-credit, small business credit, regular weekly savings, voluntary savings and life insurance – and aims to follow a simple, standardized, low-cost system of organization, management, savings and credit operations.

From 2000, PROSHIKA has successfully completed one more year of its extended period of Phase VI. A constant analysis of the magnitude of poverty and its trends, the strategies effective for its reduction and eventual elimination, and their meticulous implementation has brought PROSHIKA where it is today. The central ethos, however, all the while remained the same human development and empowerment of the poor who gradually stand tall to achieve freedom from poverty by themselves. Empowerment means that the poor are united and organized, become aware of the real causes of their impoverishment, develop leadership among themselves, mobilize their material resources, increase income and employment, develop capacities to cope with natural disasters, become functionally literate, take better care of their health, become engaged in environmental protection and regeneration, get elected in local government bodies and community institutions, and have better access to public and common property resources. (Reza Shamsur Rahaman, 2014) From 1990s, Grameen Bank continues to expand across the nation. By 2006, Grameen Bank branches numbered over 2,100.[14] Its success has inspired similar projects in more than 40 countries around the world, including a World Bank initiative to finance Grameen-type schemes.

Today, BRAC is present in all 64 districts of Bangladesh as well as other countries in Asia, Africa, and the Americas. BRAC employs over 100,000 people, roughly 70 percent of whom are women, reaching more than 126 million people [citation needed]. The organization is 70-80% self-funded through a number of commercial enterprises that include a dairy and food project and a chain of retail handicraft stores called Aarong. BRAC maintains offices in 14 countries throughout the world, including BRAC USA and BRACUK.[citation needed]

BRAC considers itself to have a unique philosophy towards eradicating poverty. As one author has said, “BRAC’s idea was simple yet radical: bring together the poorest people in the poorest countries and teach them to read, think for themselves, pool their resources, and start their own businesses” (Barber). BRAC has mobilized to organize what it calls "the isolated poor" or the "Ultra Poor". Women and girls have also been a strong focus of BRAC’s anti-poverty approach.

In April 2009, *Freedom from Want*, a book that traces the evolution of BRAC by author Ian Smillie, was published by Kumarian Press.

Overall, the sifting of the targets by the NGOs are quite apparent now, realizing that poorer portion of the society needs motivation for their self-development and lending instead of donating can provide the motivation they need.

### **2.3 Development Aid in Bangladesh: The beginning**

Development aid (includes development assistance, technical assistance, international aid, overseas aid, official development assistance (ODA), or foreign aid) is financial aid given by governments and other agencies to support the economic, environmental, social, and political development of developing countries. It is distinguished from humanitarian aid by focusing on alleviating poverty in the long term, rather than a short term response (Kanbur, Ravi.2006).

The term development co-operation, which is used, for example, by the World Health Organization (WHO) is used to express the idea that a partnership should exist between donor and recipient, rather than the traditional situation in which the relationship was dominated by the wealth and specialized knowledge of one side.[1] Most development aid comes from the Western industrialized countries but some poorer countries also contribute aid.

#### **2.3.1 Development Aid in Bangladesh: A balanced Foreign Relationship**

Since independence in 1971, the country has stressed its principle of friendship towards all, malice towards none in dictating its diplomacy. As a member of the Non-Aligned Movement, Bangladesh has tended to not take sides with major powers. Inspired by Bangabandhu Sheikh Mujibur Rahman's vision for a Switzerland of the East, the Bangladesh Government has begun to translate the ideal into a foreign policy that pursues regional economic integration in South Asia and aims to establish Bangladesh as a regional hub of transit trade in Asia.

Bangladesh has received donation from both pole of the cold war. Economic assistance has come to Bangladesh through the Soviet Union and East European countries and through oil-producing members of the Organization of the Islamic Conference. Much of the aid from these donors has taken the form of construction, equipment, and training. Moscow committed US\$132 million for aid to Bangladesh immediately after independence, but disbursement proved to be

very slow. In subsequent years, the Soviets figured prominently in power generation, and as of the end of 1987 the Soviet Union appeared to have agreed to extend more aid for power generation, transmission, and distribution and also for oil exploration.

### **2.3.2 Development Aid in Bangladesh: The Assistance from the USA**

The United States aid program to independent Bangladesh began even before the United States formally established diplomatic relations with the new nation in April 1972. Large quantities of emergency food aid were sent to help cope with the postwar famine situation. Project assistance through the United States Agency for International Development (AID) began in 1973 with a major program of reconstruction and infrastructure rehabilitation. In the course of time, that emphasis evolved into economic development focused primarily on three broad sectors: improved soil fertility, food security, and increased off-farm employment. By September 1987, United States assistance totaled US\$2.8 billion. The United States was the most important donor until the early 1980s when Japanese aid reached similar levels.

### **2.3.3 Development Aid in Bangladesh: Human Resource Improvement**

The Public Law 480 (PL-480) program of food and other agricultural commodity assistance has accounted for half of the dollar value of United States government aid over the years. In the mid-1980s, the PL-480 program ranged from US\$85 million to US\$110 million per year. The PL-480 program fit into an overall development strategy to increase agricultural production and provide rural employment. Thus the wheat provided under Title II in the late 1980s was part of food-for-work programs, providing payment to workers who upgraded local footpaths and seasonal roads. The sales proceeds of supplemental PL-480 shipments financed a program of bridge and culvert construction on these foods for work roads.

### **2.3.4 Development Aid in Bangladesh: Economic and Social Aspects**

In the mid-1980s, a number of these donor countries--calling them "the like-minded donors"--jointly studied the trend of development assistance in Bangladesh. They concluded that the quality of life in Bangladesh was declining for the vast rural majority, and they faulted the way the Bangladesh government determined and administered its development priorities and the way the aid donors organized and carried out their own assistance programs. They presented a report to the Bangladesh Aid Group in 1986 suggesting changes in emphasis in favor of greater concentration on programs responsive to the deepest needs of the poor: better health care, better nutrition, greater literacy, a more effective approach to family planning, and greater economic opportunities for poor and landless farmers and for women. Although the analysis and conclusions engendered some controversy, the report influenced the direction of aid efforts by the entire Bangladesh Aid Group, including the most important donor and the group's founder, the World Bank.

### **2.3.5 Development Aid in Bangladesh: Implications**

The commodities shipped under the larger PL-480 Title III program in the mid-1980s provided support to domestic food production and ensured that food was available to the most nutritionally disadvantaged population. Local currency generated from sales financed agricultural research, irrigation, and employment--projects essential to the Bangladesh government's goal of national food self-sufficiency-and increased personal incomes, thereby effectively increasing demand for food.

### **2.3.6 Development Aid in Bangladesh: Agricultural assistance**

Food aid has been a mainstay of the AID program. Through 1987 the United States provided more than 6.5 million tons of wheat, more than 1 million tons of rice, and some 350,000 tons of edible oil. Since 1979 all such aid has been on a grant basis. The Public Law 480 (PL-480) program of food and other agricultural commodity assistance has accounted for half of the dollar value of United States government aid over the years. In the mid-1980s, the PL-480 program ranged from US\$85 million to US\$110 million per year. In FY 1986, a high year, the United States provided 586,000 tons of wheat, 63,000 tons of rice, almost 25,000 tons of edible

oil, and 58,000 bales of cotton. Commercially procured quantities of those commodities by Bangladesh in that period included 1.12 million tons of wheat, 34,000 tons of rice, 146,000 tons of edible oil, and 179,000 bales of raw cotton.

Other than food aid, the dollar value of United States development assistance stabilized between US\$75 million and US\$85 million annually in the mid-1980s and declined to US\$58.5 million for FY 1988, largely because of general pressures on the United States budget for foreign development programs. The long-term trend remained intact, with the cash value of United States assistance about evenly divided between food aid and project assistance. Bangladesh has been chosen by several of the so-called richer smaller countries as a country of concentration for their own efforts. Thus, in addition to the programs of Britain, Japan, and West Germany, significant aid programs were initiated by Canada, Sweden, Finland, the Netherlands, Switzerland, Australia, and others, in which each country concentrated on areas where it possessed special expertise.

Although relatively modest in monetary terms, the assistance of private voluntary organizations from the United States and elsewhere has also been important. They have offered assistance on a grant basis in fields where return-on-investment criteria cannot be applied, such as emergency relief, medical services, and basic education. In addition, because of their modest scale and insulation from international politics, these organizations can sometimes venture into activities with a high degree of social experimentation, sometimes producing models to be replicated on a larger scale by official development assistance. Aside from such well-known secular organizations as the International Red Cross and CARE, most of the private voluntary organizations had religious affiliations.

### **2.3.7 Development Aid in Bangladesh: Recent Situation**

Finance Minister AMA Muhit placed Tk 340, 605 crore budget for fiscal 2016-17 as his 8th and 45th of Bangladesh on June 02, 2016. Foreign investment friendly and business oriented budget 2016-2017 will help to get this high achievement as the government will take initiatives to develop physical infrastructure in the power, energy and communication sectors.

**Total budget of Bangladesh 2016-17 is around Tk 3.41 trillion**

**Revenue Amount in Taka**

Tax Revenue: 203152 crore taka

Non-NBR Tax: 7250 crore taka

Non Tax Revenue: 32350 crore taka

### Non Development and Development Budget for Bangladesh 2016-17

Foreign Grants: 1.6%

Foreign Loan: 9%

Domestic Financing 18.1%

Non-tax Revenue 9.5%

Tax Revenue : (non nbr) 2.1%

#### Tax Revenue (NBR)

Taka 2031.52 Billion (59.7%)

VAT : 35.8%

Import Duty: 11.1%

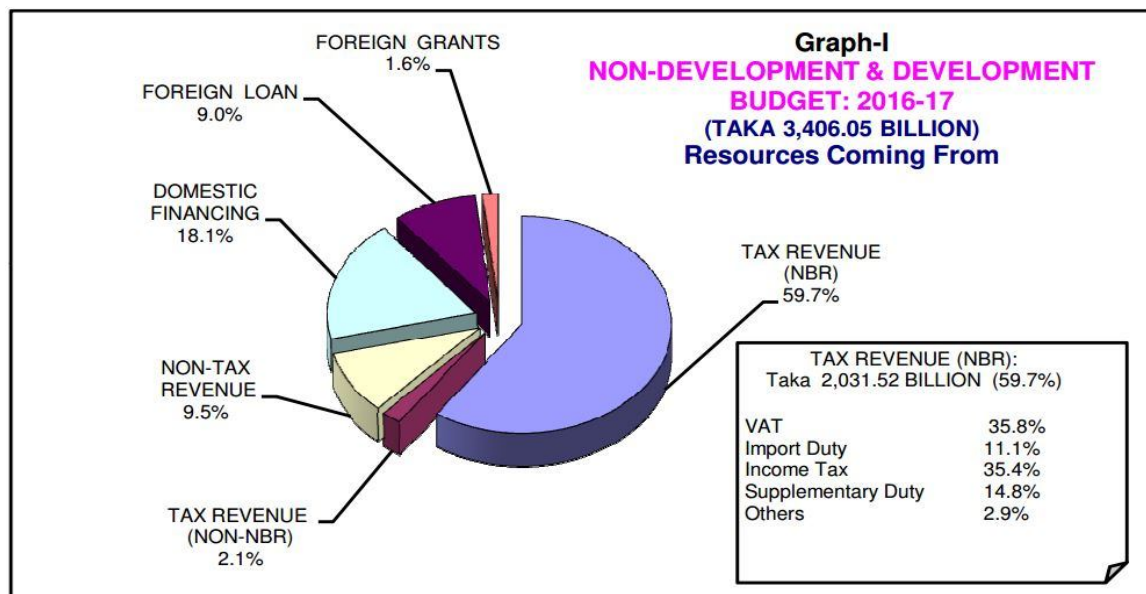
Incom Tax: 35.4%

Supplementary Duty: 14.8%

Others: 2.9%

**Non-Development & Development Expenditure Budget 2016-17 of Bangladesh( BD budget 2016-17 )** excluding loans & advances, food account operation, domestic & foreign debt and structural adjustment expenditure.

**Figure 01:Non-Development and Development budget (2016-2017)**



Source: Internet

## **2.4 Monitoring the NGOs: Formation of NGO Affairs Bureau**

NGO Affairs Bureau was established in 1990 through an administrative order of the Government of Bangladesh. Initially, it was located in the public Division of the President's Secretariat, and later on, in the Cabinet Division. In 1991, with the re-introduction of parliamentary form of Government, the NGO AB was placed under the prime minister office as a regulatory body of the NGOs with the status of a government department. Activities of the NGO Affairs Bureau as well as NGOs were governed by two ordinances namely, the Foreign Donations (Voluntary Activities) Regulation Ordinance, 1978 and the Foreign Contribution (Regulation) Ordinance, 1982. The prime objective of the bureau is provide one stop services to NGOs, registered under the Foreign Donations (Voluntary Activities) Regulation Ordinance, 1978 to operate in Bangladesh with the assistance of foreign donations. Mentionable, these two ordinances have been replaced by the new Act titled, the Foreign Donations (Voluntary Activities) Regulation Act, 2016.

### **2.4.1 Monitoring the NGOs: Summary of Present Rules and Regulations**

There are two distinct sets of laws in Bangladesh pertaining to non-profit organizations in which one set of laws lays down parameters whereby organizations may acquire legal status to the extent that they can sue and be sued in their own names while another set of laws spells out regulatory measures under which the organizations must operate. As such, the legal regime governing non-profit organizations should logically involve, on the one hand, laws for the formation, and on the other hand, laws for regulating the activities.

Certain laws have been enacted to regulate and control the functions of the organizations irrespective of their legal status. These laws have a direct bearing upon the relationship between the non-profits organization and the government as well as the formation and regulation of their activities. They include:

- (i) The Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961
- (ii) The Foreign Donations (Voluntary Activities) Regulation Rules, 1978
- (iii) The Microfinance Regulatory Law, 2006
- (iv) The Foreign Contributions (Regulation) Ordinance 1982
- (v) The Society Registration Act, 1860

- (vi) The Trust Act 1882
- (vii) The Companies Act 1994
- (viii) The Waqf Ordinance 1962 and
- (ix) The Mussalman Waqf Validating Act 1913.

Other Acts governing the Non-profit or Voluntary Social Welfare and Charitable organizations are the Charitable Endowments Act 1890, Charitable and Religious Trust Act 1920, Co-operative Societies Ordinance 1984, Income Tax Ordinance 1984, and Value Added Tax 1996.

## **2.4.2 Monitoring the NGOs: Laws developed in Colonial Time**

### **2.4.2.1 The Societies Registration Act 1860**

The most commonly used legal enactment governing philanthropic activities in Bangladesh is the Societies Registration Act 1860 adopted during the British colonial period. The Act lays down the parameters for the formation, management and control of societies. Section 20 of the Societies Registration Act 1860 provides that societies that may be formed and registered include a wide range of organizations, such as, charitable societies and societies established for the promotion of science, literature and fine arts; societies for the foundation and the maintenance of libraries, public museums and collections of natural history, mechanical inventions and philosophical enlightenment. A great majority of non-profit organizations in Bangladesh are formed and registered under this act because of its wide scope and flexibility to permit a broad range of activities. Seven or more persons associated in any literary, scientific, charitable purpose or any other similar purposes may apply to the Registrar of Joint Stock Companies to form a society by subscribing to its memorandum of association, accompanied by the society's rules and regulations.

There must be a formal governing body, constituted under the law, which is responsible for the management of the affairs of the society, in accordance with the rules and regulations attached therewith. Societies must hold annual general meetings except where their rules allow otherwise. Special meeting may be convened to consider a change in a society's purpose. These changes require a three-fifths vote. Societies established under the Societies Registration Act automatically acquire legal status and can enforce their rules against the members to hold bank accounts under the society's name, and can sue and be sued in legal proceedings. Since it is a



non-profit organization, a society's members are barred from gaining a pecuniary benefit from the society. If a member misappropriates the society's money he shall be subjected to a criminal prosecution. From the above discussion it is seen that the Societies Act states the requirement of an annual meeting of the executive members of the society only but the Act is silent on the annual accounts. Besides, there are no provisions for fines, penalties, or involuntary dissolution should the commission of any misdeed in the society is encountered to redress the issue (Mohammad Mohabbat Khan, (2003). "Accountability of NGOs in Bangladesh." Public Management Review 5 (2): 268–77.)

#### **2.4.2.2 The Trust Act 1882**

The Trust Act provides legitimacy to charities by setting up a trust for the benefit of children, for public good, or for religious purpose. Many non-profit organizations prefer to establish the trust under the Trust Act 1882 because it affords relatively greater flexibility in terms of status, registration and management. Usually an organization creates a trust through a trust deed specifying the intention of the author of the trust. Certainty of words in unambiguous terms indicating intention, subject matter and specific objective are required for the creation of a valid trust. By registration of the trust deed the concerned organization can start functioning.

#### **2.4.3 Monitoring the NGOs: Rules during Pakistani Oppression**

##### **2.4.3.1 The Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961 (Ordinance XLVI, 1961)**

An organization, association or undertaking established for the purpose of rendering welfare services and depending on public subscriptions or government aids is regarded as a voluntary social welfare agency. Such agencies are required to be registered under the Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961. All formal as well as informal organizations established to provide welfare services for children, youth, women, family, physically or mentally handicapped, family planning, recreation, civic responsibility, released prisoners, juvenile delinquents, socially handicapped, beggars and the destitute, patients, the aged or infirm, social work, or co-ordination of social welfare agencies must be registered according to the provisions of this ordinance. However, registration is not applicable for, art,

science, culture, environment and other non-profit organizations of similar disciplines under this ordinance. All non-profit organizations which have been registered under this ordinance will be administered by the Social Welfare Department of the Ministry of Social Welfare and this department has the right to suspend or dissolve an organization which is involved in unlawful activities and without any exception, no judicial appeal will be permitted against the decision of the Social Welfare Department under this Ordinance. Where a non-profit agency is dissolved by the authority, the government may order a bank or person who holds money, securities or other assets on behalf of the agency not to part with it without the permission of the government; to appoint a competent person to institute and defend suits on behalf of the agency and to take such action as and when necessary. The government may also order the transfer of any money, securities and assets of the affected agency to another agency with similar objectives after discharging all debts and liabilities of the agency concerned. Such decisions may be appealed, but the decision on appeal is final as it may be reviewed in court. It is noted that most non-profit organizations are registered under this Ordinance.

#### **2.4.3.2 The Waqf Ordinance 1962**

Like the English concept of trust, an institution of waqf is noticed in the Muslim Law which is enforced in Bangladesh. An owner of a property, both movable and immovable, can settle his property for the use of beneficiaries in perpetuity. The owner by a declaration in an instrument can create a waqf. The property so settled is known as the waqf property and the person who creates the waqf is known as a waqif. The waqf is administered by a trustee who is known as a mutawalli in accordance with the conditions of the waqf instrument. The Waqfs Ordinance 1962 requires all waqfs to be registered at the office of the Administrator of Waqf through an application filed by the Mutawallis of the waqf property. On receipt of the application, the Administrator shall proceed to register the waqf property after which, the Administrator maintains its detailed information in his register, including the deeds, the name of the mutawalli, and the rules of succession to the office of mutawalli. The 1962 Ordinance does not have any provision for dissolution of the waqf since it involves a permanent dedication of a property. But the ordinance empowers the Waqf Administrator to take over and assume the administration, control and management of any waqf property when it is noticed that the objectives of the waqf are not being carried out properly in the spirit of its intended purposes and in the occurrence of this event, the Administrator or the waqif can access the court and seek its directives in this

regard. Every mutawalli is required to prepare and furnish to the Administrator a full statement of accounts of income and expenditure occasioned by the waqf. The statement submitted shall be audited by an auditor appointed by the Administrator.

If the mutawalli fails to comply with the directives of the Administrator, the Administrator may seek assistance from the higher authority which will evict the mutawalli and turn over the possession of the waqf property to Administrator, who upon taking possession of the waqf property, will be responsible for maintaining all of its documents and accounts of expenditure. An Administrator may be removed by the government at any time if he is found guilty of misconduct or he manifestly makes himself unsuitable for the office. Members of the committee may also be removed by the government for the same causes without any discrimination. Any removal of the Administrator or the members of the committee shall be notified in the official Gazette. A mutawalli will be punished by fine or imprisonment if he adopts any dishonest means in performing his duties. If he commits a breach of trust or causes loss by negligence he may be required to repay the damage incurred by the waqf and may also be subsequently removed by the Administrator. (European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org)))

#### **2.4.4 Monitoring the NGOs: Legislation Development after Independence**

##### **2.4.4.1 The Foreign Donations (Voluntary Activities) Agencies Ordinance 1978 (amended in 1982)**

This ordinance covers any formal or informal organization formed to carry out any voluntary activity in Bangladesh. Voluntary activity has been defined in the ordinance as: voluntary activity” means an activity undertaken or carried on [partially or entirely with external assistance] by any person or organization of his or its own free will to render agricultural, relief, missionary, educational, cultural, vocational, social welfare and developmental services and shall include any such activity as the Government may, from time to time, specify to be a voluntary activity. Prior permission from the government is mandatory to carry on a voluntary activity by a nonprofit organization formed under this Ordinance. In the case of receiving foreign funds to carry on voluntary activities, prior permission from the government is also mandatory.

Besides, the organization must be registered with the competent authority of the government, which, however, has not mentioned the name of the competent authority. Normally, a nonprofit organization formed under this Ordinance is registered with the NGO Affairs Bureau (NGOAB), which is formed in the Prime Minister's Office. Every foreign grant must be approved and monitored by the NGOAB. The government has the right to inspect all the relevant papers of non-profit organizations at any time.<sup>9</sup> If any unlawful activities by the organization are proven, the government may cancel the registration of the organization as well as a fine may be imposed. The government reserves the right to inspect the yearly audit report of the organization.<sup>10</sup> If foreign funds which should be used for charitable purposes are misused, the responsible officers of the organization may be imprisoned if found guilty of the offence. The Foreign Contributions (Regulation) Ordinance 1982 (Ordinance XXXI of 1982). Although this ordinance is very small in size but the scope is vast. This Ordinance is promulgated to extend the scope of all foreign funds.<sup>11</sup> This Ordinance has imposed big restrictions on non-profit organizations for receiving foreign contributions. A foreign contribution has been defined in this Ordinance as: foreign contribution means any donation, grant or assistance, whether in cash or in kind, including a ticket for a journey abroad, made by any Government, organization or citizen of foreign state. No organization or individual can receive any foreign contribution without prior approval from the government. Similarly, any government, organization or citizen of a foreign state will not make any donation, grants or assistance in cash or in kind, to any citizen or organization in Bangladesh without prior permission from the Bangladeshi government. If any non-profit organization violates the provision of the Ordinance, it may be fined up to double the amount of received or the responsible officer of the organization may be imprisoned up to six months.<sup>15</sup> In fact, the purpose of this ordinance was to regulate and control funds channeled through specific political groups for political purposes to destabilize the political integrity and sovereignty of the host country.

#### **2.4.4.2 The Companies Act 1994**

Companies are primarily concerned with the business and the Companies Act regulates their activities. But the companies Act 1994 contains provisions that permit registration of nonprofit companies provided that they conform to the rules and regulations of a company with limited liability. An association will be incorporated as a non-profit company when it obtains a license from the government under Section 28 of the Companies Act. The government will grant license when it appears that the association will promote commerce, art, science, religion, charity or any other useful objectives and it will apply its profits or income to promote its objectives without paying any dividend to its members. These types of welfare oriented companies may be incorporated as companies limited by guarantee.

#### **2.4.4.3 The Microfinance Regulatory, Law 2006**

This Act has been enacted in 2006 by the Government of Bangladesh to promote and foster the sustainable development of the microfinance sector through creating an enabling environment for the NGOs in Bangladesh. The Microcredit Regulatory Authority (MRA) has been established by the Government of Bangladesh under the "Microcredit Regulatory Authority Act 2006" (MRA) which is the central body to monitor and supervise microfinance operations of the NGOs in Bangladesh. A license from the Authority is mandatory to operate microfinance operations in Bangladesh as an NGO.

#### **2.4.5 Monitoring the NGOs: Role of NGO Affairs Bureau**

The NGO Affairs Bureau (NGOAB) was set up in 1990 in Bangladesh. The main objectives of the NGOAB are to give one stop service to the NGOs. Besides, it helps the activities of the NGOs in the country and ensures their transparency and accountability to the state. The NGOAB is a regulatory body of the NGOs and it monitors the activities and functions of both the national and the international NGOs. The functions of the NGOAB include the following:

- (i) Giving one stop service to NGOs including registration and project proposal processing;
- (ii) Approval of project proposals and releasing funds;
- (iii) Appointment of foreign expatriate consultants and fixation of their tenure;
- (iv) Examination of reports;
- (v) Monitoring and regulating the activities of NGOs;

- (vi) Collection of fees and service charges;
- (vii) Receiving information on foreign travel by NGO personnel;
- (viii) Auditing of accounts of the NGOs;
- (ix) Approval of proposals for one time grants; and
- (x) All other matters relating to NGO affairs.

#### **2.4.6 Monitoring the NGOs: Problems to deal with**

To get a registration with the NGOAB, an NGO needs a prior approval from the Home Ministry and at least one other Ministry in line and the NGO is required to submit a 5-year plan with the application. For every grant, an NGO is required to submit a complete proposal and a letter of intent from the donor. A NGO cannot receive any amount of donation from a donor directly. All overseas funds must be deposited in a specific bank account and the bank will give a report to the central bank. Annual audits done by auditors approved by the NGOAB are mandatory for every NGO. However, the NGOAB also commits a considerable delay in discharging all of its activities owing to lack of capacity to work though there are strict deadlines being stated in the laws. There are some staffs in the NGOAB but they are not adequate to handle all the activities properly and timely. The NGOAB had drafted a new law titled the Foreign Donations (Voluntary Activities) Regulation Ordinance, 2011, but it has not been enacted yet.<sup>19</sup> The proposed law focuses on monitoring NGO activities and ensuring transparency and accountability of the NGOs. According to the drafted law the Director General (DG) of the NGOAB can penalize foreign funded NGO if it is proven that the NGO is engaged in illegal activities. If any illegal activities done by an NGO are proven, the registration of the NGO may be cancelled or it may be suspended for a period or a fine may be imposed by the DG of the NGOAB. However, the NGO has the right to appeal against the decision of the DG of the NGOAB to the Secretary of the Prime Minister's Office. The DG can also take the necessary action against any NGOs for misuse of foreign funds. The most remarkable aspect of the NGOAB is that it reserves the right to reject applications for registration of an NGO if it is not satisfied with the organization's papers or plans and the aggrieved NGO has no right of appeal against the refusal.<sup>21</sup> Although the NGOAB is the principal regulatory body to facilitate the NGO operation, however, it often fails to regulate the activities of NGOs due to lack of

competent personnel. The framework of the NGOAB is outdated and the officers of the NGOAB are not directly responsible for their failure to perform the duties assigned to them. Sometimes, corruption of the officers of the NGOAB is the main obstacle of accountability and transparency of the NGOs while at the same time the NGOAB often unnecessarily delays in discharging its obligation as well as time consuming in its performance. Therefore, the legal frame-work that regulates the non-profit sector should be modernized to harmonize and synchronize all the regulatory authorities of non-profit organizations to ensure accountability and transparency.

## **Chapter Three: Basic understanding of the Process of the Research**

### **3.1 The Survey: Purpose**

The sole purpose of the study was to analyze the extent of utilization of the foreign fund in a project that is maintained by an NGO and the effectiveness of NGOAB in monitoring that effort. Basically qualitative method had been adopted with some quantitative analysis. Some secondary data had been collected from different sources including the NGO Affairs Bureau, Primary & Mass Education Division, Economic Relations Division and Implementation Monitoring and Evaluation Division of Bangladesh Government. Also some relevant evaluation papers had been reviewed. These had been studied, used and analyzed.

The research adopted survey strategy through face to face interviews. Seven sets of questionnaire containing both structured and open ended questions were developed for seven different groups of respondents. The total sample size was 264. During the data collection, separate opinions made by several groups from own points of views, sometimes contradict with each other. This chapter covers the tabular and graphical presentation and analysis of these data.

### **3.2 The Survey: Procedure and Relevant Factors**

Various information-gathering techniques were considered for the purpose of this research. In this research, primary data had been collected through face to face interview from different groups of respondents. It created the opportunity to feel the view of the interviewees, their taste and real meaning of questions asked and interaction with respondents. The preferred face to face interview option had a number of advantages, which enabled me to collect easily after making appointment, increased sample size, flexibility and sufficient interaction for better information. People may be willing to talk longer face-to-face than to someone on the phone and the ability to find the target population.



### 3.3 The Survey: Details of the Respondents

The focus of the study is on the Assessment of Contributions of NGO Affairs Bureau to Utilization of Foreign Donation in Primary Education. It was felt necessary that the sample interviewed should provide the views and experiences as representative as possible. Considering this, the respondents were grouped into seven. One NGO was selected who constructed four primary schools by foreign donation and one donor organization was selected who donated to this NGO. Four schools were selected that deals with poor communities.

The numbers of total respondents were as follows:

**Table 02: Details of the People who Responded to the Study**

Group	Description	Total Numbers of Respondent
Group-1	The Officials of the NGO Affairs Bureau	5
Group-2	The Officials of the Local Organization	5
Group-3	The Officials of the Donor	1
Group-4	The Officials of the NGO	1
Group-5	Teachers of Primary School	20
Group-6	Parents of Students of Primary School	32
Group-7	Students of Primary School	100
	Students of quality test	100
Total		264

(Source: Self compiled from data collected)

Seven types of respondents of the study are officials from foreign fund NGOs, officials from donor organizations, local administration officials of the deputy commissioner's office Dhaka, foreign funded school and officials of the NGO Affairs Bureau. 264 respondents were selected on a random basis from capital city Dhaka.

### **3.4 The Survey: Details of the Questionnaires**

The Questionnaire was designed in such a way where information gathered could be narrated and easily compared with a view to meeting the needs of the identified objectives. Three basic types of questions were used- multiple choice, numeric open end and text open end. Interviews were conducted among seven groups representing mainly two types of category. Respondents of first types (Group-1-4) are involved with monitoring and implementation process and the second types of respondents are included the beneficiaries (Group-5-7). Total 264 respondents from both the categories were targeted to interview, of which 12 fall in the first category and remaining 252 respondents fall in the second category. Among first category, 12 were selected from government officials, NGO and donor office who are involved mainly in policy making as well as policy implementation. Among second category, all 252 respondents were selected as representative of the beneficiary group from four primary schools.

#### **Group-1: The Officials of the NGO Affairs Bureau**

The Questionnaire is enclosed in Appendix 7.

- a) Question 1(a - c) determine general information of the respondent.
- b) Question 2(a-j) addresses the objective (i), (ii), (iii).

#### **Group-2: The Officials of the Local Administration**

The Questionnaire is enclosed in Appendix 6.

- a) Question 1(a-c) determine the personal status of the respondent.(i)
- b) Question 2(a-i) addresses the objective (ii), (iii)

#### **Group-3: The Officials of the Donor**

The Questionnaire is enclosed in Appendix 5.

- a) Question 1(a-i) determine the personal status of the respondent.(i)
- b) Question 2(a-n) addresses the objective.(ii), (iii)

#### **Group-4: The Officials of the NGO**

The Questionnaire is enclosed in Appendix 4.

- a) Question 1(a-g) determine the personal status of the respondent.(i)
- b) Question 2(a-f) addresses the objective (ii).
- c) Question 3 (a-d) captures the necessary data to deal with objective (ii).
- d) Question 4(a, b) addresses the objective (ii).
- e) Question 5(a-f) addresses the objective (iii).

### **Group-5: Teachers of Primary School**

The Questionnaire is enclosed in Appendix -3.

- a) Question 1(a-d) determine the personal status of the respondent.(i)
- b) Question 2(a-f) 3(a-d) 4(a,b) addresses the objective (ii).
- c) Question 5(a-c,d-f) capture the necessary data to deal with objective(iii).

### **Group-6: Parents of Students of Primary School**

The Questionnaire is enclosed in Appendix -2.

- a) Question 1(a-f) determine the personal status of the respondent.(i)
- b) Question 2(a-e),3(a-d),4(a,b) addresses the objective (ii).
- c) Question 5(a-f) capture the necessary data to deal with objective (ii), (iii).

### **Group-7: Students of Primary School, Students of quality test**

The Questionnaire is enclosed in Appendix -1.

- a) Question 1(a-e) determine the personal status of the respondent.(i)
- b) Question 2(a-f), 3(a-d) addresses the objective (ii).
- c) Question of quality test capture the necessary data to deal with objective (iii).

## **3.5 The Survey: Approaches' Variation Considering the Respondents**

The interview approaches of different categories of respondents were not similar. As the status of the respondents is different, the approaches had been adopted in view of their suitability.

These are stated below:

In the case of Group-1 (The Officials of the NGO Affairs Bureau), Group-2 (The Officials of the Local Organization), Group-3 (The Officials of the Donor) and Group-4 (The Officials of the NGO), total 12 persons were interviewed through pre-designed semi-structured questionnaire.

The status of the 12 respondents is given below:

**Table 03: Respondents and their Status**

SL. No	Designation	Address	Grade and Status	Number of Respondents
1.	Director (Joint Secretary)	NGO Affairs Bureau	3 Head of the registration section	2
2.	Deputy Director (Deputy Secretary)	NGO Affairs Bureau	5 Mid Level Officer	1
3.	Assignment Officer (Senior Assistant Secretary)	NGO Affairs Bureau	5 Mid Level Officer	2
4.	Deputy Commissioner (Joint Secretary)	Office of Deputy Commissioner, Dhaka	3 Head of the District	1
5.	Additional Deputy Commissioner (Deputy Secretary)	Office of Deputy Commissioner, Dhaka	3 Head of the general/Education section)	2
6.	Senior Assistant Commissioner (Senior Assistant Secretary)	Office of Deputy Commissioner, Dhaka	5 Mid-Level Officer	2
7.	Secretary General	Caritas Macau	3 Executive Head of the donor organization	1
8.	Executive Director	Community Development Library	3 Executive Head of the NGO	1

(Source: Self compiled from data collected)

The respondent of group-1 (The Officials of the NGO Affairs Bureau), were selected on random basis. The officials relating to this group were mostly associated with the policy making as well as implementation. They were interviewed face to face with the help of semi-structured questionnaires.

In interviewing Group-2 (The Officials of the Local Organization), were selected relating to my study work area. They are also involved with policy making and implementation. They were interviewed face to face with the assistance of semi- structured questionnaires.

In order to capture information from Group-3 (The Officials of the Donor), 1 person was selected from Caritas Macau for face to face interview through semi-structured questionnaire. The person selected for interview is involved in the financial affairs of the donor. He is a Disbursement officer and very much related to the work of the study.

In interviewing Group-4 (The Officials of the NGO), 1 person was selected for face to face interview through semi-structured questionnaire. The person selected for interview is directly used foreign donation from the donor. He is an executive head and very much related to the work of the study.

In the case of Group-5 (Teachers of Primary School), 4 primary schools from capital city in the slum area were selected. From every school, 5 teachers were randomly selected and total 20 face to face interviews with a view to learning the views about the results of the foreign fund.

Regarding the Group-6 (Parents of Primary School), total 32 parents were interviewed from these four schools. As face to face interview technique was applied, there was no need for Bangla version questionnaire. Verbally the questions were explained in Bangla and made understandable to them. During the interviews, they were well briefed of the subject matter and the questionnaire by the researcher, as they were not sufficiently educated in English. They were asked questions in order to know about the extent of benefits derived from the foreign fund on primary education.

For the purpose of interviewing Group-7 (Students of Primary School), 5 students from each class, 25 students from each school and respectively total 100 students from 4 schools were randomly selected for interview to have an idea about the results from the foreign fund. As they were primary school students, at the beginning they were well briefed about the questions to be asked. Then their views and ideas were noted down in the questionnaire by the researcher. Similarly selected 100 students from these 4 schools attended quality test.

### **3.6 The Survey: Challenges Regarding Data Collection**

The interviews conducted among seven Groups did not have serious problems. There was problem to contact officials of the Government of Bangladesh as well as the donor agency as they were heavily preoccupied with their own job. Nevertheless, they were managed to contact and eventually appointments were made. Some of them were very passionate and welcoming while some were reluctant to some extent to give interview. Ultimately they were interviewed in a convincing way. As a researcher, I was a bit fortunate that the beneficiary groups are felt honor to get participated in the interviews and they were very co-operative and extended all sorts of assistance, which is worth acknowledging. In brief, it was difficult to analyze qualitative data because the researcher did not have enough knowledge about this technique before.

## **Chapter Four: Analysis of the Procedure and Outcome**

This chapter makes analysis on the data gathered and consolidates the key findings from the interview. These are presented in the same sequence and fashion as the design of the questionnaire to address set objectives. It commences with the need assessment of the project followed by the allocation and utilization of fund including the need for more foreign fund and local fund. Then impartial excess to primary schooling has been outlined. After that, quality of primary education has been highlighted. Again, management capacity of primary education has been discussed. Finally prospects of effective use of aid have been explored.

### **4.1 Analysis: Categorization of Respondents**

Second category, Group 5 to Group 7 (Teachers of Primary School, Parents of Primary School and Students of Primary School) is related to beneficiary categories. There are total 252 respondents randomly selected for face to face interviews and interviewed detail briefing about the questions.

The study area was only one NGO; named Community Development Library (CDL) is a non-profitable voluntary development organization. CDL has started its journey since 1980. The aim of the Community Development Library is to develop an epistemologies society where every citizen get access to knowledge, education and information that will ensure for them to get diversifying occupations and capability for living standard development. To achieve this goal, this organization provides quality education for disadvantaged slum children by conducting multi-lateral activities. Because illiteracy and lack of education are the root causes for creation of genetically vulnerability and powerless situation in the disadvantaged community and they don't achieve essential skill to participate in socio-economic activities.

For such thinking, CDL established three schools in Manda area, in Gendaria area and in Dhanmondi. CDL conducts these schools through two projects funded by foreign donation. In Manda and Gendaria's three schools implement by the partner NGO (Glory Bondhu-pratim Somaj Kollyan Songestha). This organization not only ensures primary education for disadvantaged slum children but also ensure environment to improve ethical, humanitarian creativity, cultural and creative knowledge in the children. A huge numbers of low income generated peoples (Riksha puller, Hand-barrow, Van puller, house maid, Vegetable seller, Bus

driver, Tempu driver, Tailor, Hawker, Motion painter, Cook, Construction workers' children) live with vulnerable situation specially slum area around in Manda, Gendaria and Dhanmondi Thana. Most of the school aged slum children were detached from school due to the lack of guardians' awareness and then they were involved with various types of unsocial works. Sometimes they were denied of their human dignity for bagger. And even they drug, allicts.

On the other side, there was no adequate financial condition of guardians for bearing their children education cost. There were 6 to 7 persons are having in each family due to lack of usage of family planning methods. In general, all family members are depened on one earning member. As they lack most of the life skills that could enable them to work efficiently, these people live by hand to mouth, providing extreme physical labour with low wedges. So the growth of the children of this family is hampered due to lack of nutritious food, health care and unhygienic environment. To engage these children into the development stream through breaking the poverty circle of poor slum family, there is no alternative option except providing education. Otherwise, these children will be compelled to fall into the bad situation as like their guardians. Thus, this project's key objective is to protect children of poor slum families in the working areas from poverty and hunger and to build them as educated and skilled manpower.

#### **4.2 Analysis: The First Objective**

The first objective of the study is to examine whether actual needs for analysis exists or not. The ambiguities, inconsistencies and definitions of the types of activities allowed under the existing acts, laws and ordinances, create problems particularly in terms of the scope of NGO operations. In addition, the rigidity of the Ordinances and Rules limits NGO capacity to respond to needs in a flexible and fully participatory way. The laws and ordinances, as their titles indicate, have in general, less of a facilitating role and more of a controlling and regulatory function.

Moreover, very often multiple acts for NGO registration create variance. As per law of foreign funded NGO registration (The Foreign Donations Regulation Ordinance, 1978) it is a precondition for getting registration of any NGO from NGO Affairs Bureau that, the NGO must complete registration from other government department. These are include: (i) The Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961 (ii) The Microfinance Regulatory Law, 2006. (iii) The Foreign Contributions (Regulation) Ordinance 1982. (iv) The Society Registration Act, 1860. (v) The Trust Act 1882 (vi) The Companies Act 1994 (vii) The



WAQF Ordinance 1962 and (viii) The Mussalman WAQF Validating Act 1913. Other Acts governing the Non-profit or Voluntary Social Welfare and Charitable organizations are the Charitable Endowments Act 1890, Charitable and Religious Trust Act 1920, Co-operative Societies Ordinance 1984 etc earlier. It causes a double burden of rules and regulations and unnecessary paper works, sometimes resulting in unexpected delay in fund release.

In order to better facilitate the NGO activities with Foreign Donation (FD) in Bangladesh, it is important to ensure quality performance and to monitor and evaluate the performance of the NGOs to ensure accountability and transparency to the state. NGOAB functions include providing a one-stop service for registering NGOs that work with FD, processing and approving project proposals submitted by NGOs, releasing project funds, approving appointment and tenure of services of expatriate officials and consultants, coordinating, monitoring, inspecting and evaluating NGO programs, reviewing reports and statements, releasing fees/ service charges from the NGOs, and maintaining liaison with the NGOs and donor agencies. Its mandate also includes enlisting chartered accountants to audit NGO accounts; to approve receipt of one-off contribution to NGOs and to approve relief works and rehabilitation projects of NGOs on emergency basis in case of natural disaster. The creation of NGOAB significantly cuts down bureaucratic red tape and time taken for receiving project approval.

For Project Approval and fund release of NGOs, NGOAB requires 45 days to take decision with effects from the day on which all necessary papers are submitted properly. NGOAB, after being satisfied with the quires made on, send the proposals to related ministries seeking opinion especially whether the project will create any duplication or ambiguity with government or not. In most cases such opinions are not found. Despite Bureau is to wait at least for 21 days as per law.

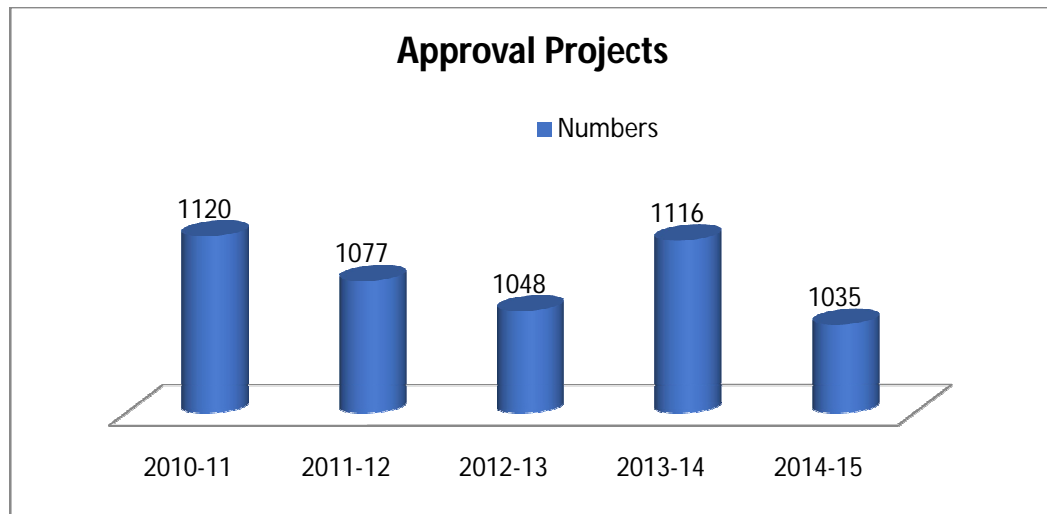
NGO affairs Bureau actually doesn't allocate the foreign funds for project implementation, but regularly approve the project proposals which are submitted by NGOs. NGOs take projects in different aspect of social needs i.e. education, health, sanitation, legal aid etc. with other social needs. NGOs collect foreign funds from different local/ international donors as their planning of project activities. Donor agencies donate grants as NGOs requirements. Before taking any project activity, NGOs generally do the feasibility test on their future project. Then they apply their project proposals to the donor agency and if donor agrees/ likes the project then they issue

Letter of Intent (LOI) for donation to the NGOs. Then NGOs prepare their project proposal with activity, project location, budget etc. following the Project Performa (FD6) prepared by NGOAB. NGOs submit their project proposals with LOI to NGOAB. Then NGOAB analysis the project proposals and start the approval process through the existing rules & regulation. After following all prescribe rules & regulation NGOAB approve the project proposals and release the fund.

Actually NGOAB is the facilitating & monitoring authority of government for supervises the NGOs project activity and auditing their project expenditures. NGOAB doesn't directly allocate the foreign funds for doing project activity. NGOs prepare project proposals with budget themselves. So, in a sense, NGOAB doesn't allocate the funds directly.

#### 4.2.1 The First Objective: Approval of Projects from NGOAB

**Figure 02: Approved Projects from NGOAB: in Numbers**



(Source- NGO affairs bureau website, Date: 1/12/2016 Time 12.05)

Throughout 2010 to 2015 a significant number of projects have been approved, according to the NGO affairs bureau website. These approved projects include both local and foreign ones. The above presented graph is the illustration of this approval. According to the graph, the time period of 2010-11 experienced the highest number of approval rate, with 1120 approved projects. This figure indicates the flourishing enthusiasm toward project establishment among the NGOs in the beginning of the second decade of the millennium. The following fiscal year observed a slight drop in the number. The number of approved projects declined slightly by 43

in the 2011-12. However, the decreasing trend seems to continue in the next year too. By 2012-13, the amount of approved projects downed to the second lowest of all, with 1048. The blame may go to the political turmoil during the period. However, the next year experienced the upward trend again, when the approval rate increased to 1116. This year was the time when project approval rate rose to the second highest position. Meanwhile, the next year was the time of rapid political unrest. During this year the project approval rate dropped to the minimal position. Throughout 2014-15, only 1035 projects gained approval from the authority. Overall, the scenario exposes the inter relation between project approving rate and the political stability of the country.

#### 4.2.2 The First Objective: Released Project's Fund from NGOAB

**Table 04: Extent of Released Project's Fund from NGOAB: (2010-15)**

PERIOD (July - June)	2010-11	2011-12	2012-13	2013-14	2014-15
COMMITMENT [TAKA]	5079,11,87,989	7044,70,29,441	4798,69,52,535	6303,38,78,312	4097,38,07,011
RELEASED [TAKA]	4612,56,31,311	4347,33,17,648	5081,35,64,722	5536,39,38,095	773,93,63,685

(Source- NGO affairs bureau website, Date: 1/12/2016 Time 12.30)

The charts explain information about the differences between committed and released money from NGOAB for the period of half a decade. Throughout the time, the released fund usually was less than that of the committed one, except for two fiscal years. The specified months for the period are July-June.

If we breakdown the illustration into numbers, a clearer description can be presented from it. First of all, the commitment money during 2010 and 2011 was 50791187989 taka while actual released money was 46125631311 taka. So the deficiency stood at 4665556678 taka. During the next fiscal year, overall trend did not see any improvement. In 2011-2012 period, 70447029441 taka was committed where as low as 43473317648 taka was released, making an amount of 26973711793 taka deficiency. However, a positive improvement in this area was depicted during the next fiscal year. Although 47986952535 taka was committed in this session, in inspiring 2826612187 taka more than that was released. This positive trend could not be maintained during the following year, when 55363938095 taka was released as opposed to promised 63033878312 taka, which ensured a 7669940217 taka deficiency. However, the next

fiscal year painted a rosy picture, when 57739363685 taka was granted as opposed to 40973807011 taka promised. The figure exhibited 16765556674 taka more than that of the committed.

Overall, the chart depicts a thorough outline of the fund released from NGOAB during these years. The difference between promised and actual released money can be related to the fluctuation in US dollar's price. However, the final figure exhibited a positive trend, which triggers optimism among us.

**Table 05: Fund Released in 2014-2015 (July-June): Sector-wise**

Sl. No	Sector	Amount Released(Taka)
1.	Education	950,76,20,019.00
2.	Health	1589,86,80,536.00
3.	Local Government	240,55,30,196.00
4.	Agriculture, Fisheries Livestock	266,91,45,342.00
5.	Relief, Housing and Disaster	95,75,78,896.00
6.	Information and Technology	1731,11,385.00
7.	Environment Protection and Development	3149,90,988.00
8.	Other Sectors	2581,27,06,323.00
	Total :	5773,93,63,685.00

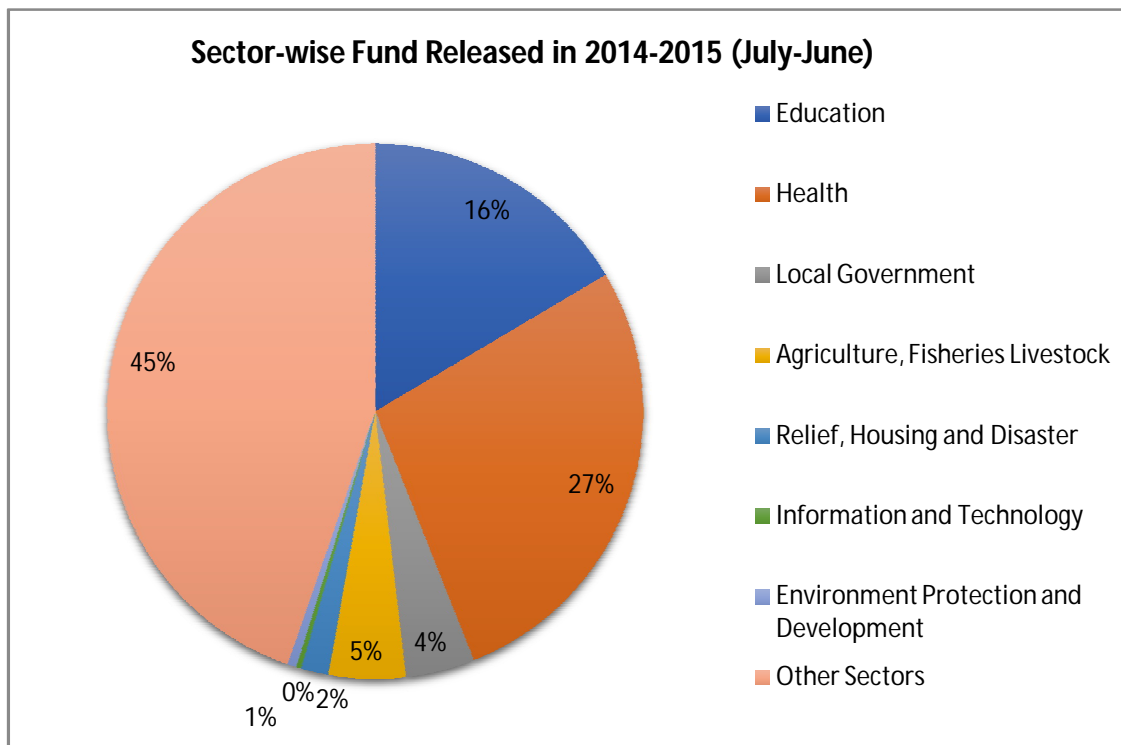
Source- NGO affairs bureau website, (Date: 2/12/2016 Time 22.00)

According to the table-5, fund release varied based on the sectors. The highest amount, 1589,86,80,536.00 takas, was released for Health sector. The second highest fund taker was the Education sector, accounting for 950,76,20,019.00 takas. It is clearly understandable that these two sectors were prioritized due to extreme demand as well as grave necessity. These sectors were followed by local government and agriculture, fisheries and livestock sectors, where 240,55,30,196.00 takas and 266,91,45,342.00 takas were allocated. Local government has been the foundation of administration of the nation and agriculture is the pillar of our economy, hence the significance of these fund-areas is quite understandable.

The country is located by the Bay of Bengal and is prone to natural disasters every now and then. Therefore, relief, housing and disaster sector received 95,75,78,896.00 takas. The fund allocated for information and technology along with environment protection and development was offered with 1731,11,385.00 takas and 3149,90,988.00 takas.

The rest of the trivial sectors got 2581,27,06,323.00 takas all together. In total, the released fund was 5773,93,63,685.00 takas.

**Figure 03: Fund Released in 2014-2015 (July-June): Sector-wise Description**



Source- NGO affairs bureau website, (Date: 3/12/2016 Time 20.00)

From a different angle, we can try and assess the proportion of the released fund. 45% of the total fund was dedicated for other sectors but only 1% and 2% was allocated for environment protection and housing disaster, which are surprising considering the necessity of them. While health sector enjoyed 27% of the fund, local government only received 4% of the fund. Finally, the Education sector received 16% of the fund and 5% was for fisheries and agricultural sector.

**Table 06: Total NGOs (Up to June'2015)**

Local	Foreign	Total
2143	245	2388

(Source- NGO affairs bureau website)

Till June 2015, the number of NGOs working in Bangladesh was quite significant. But there was a vivid difference between the figure for local and foreign ones. Out of 2388 organizations, 2143 were local. Only 245, on the other hand, were labeled as foreign NGOs.

## **Comments and Recommendation on 1<sup>st</sup> Objective**

An organization like NGOAB is needed to ensure the accountability and transparency of foreign fund. It is also needed for monitoring and evaluating the activities of the NGOs. But the role of the NGOAB should be facilitator. For this we need to take some reform activities like-

1. Ambiguities and inconsistencies of existing acts, laws and ordinances should be removed.
2. Ordinances and Rules should make flexible considering the present needs.
3. Overlapping in the registration should be removed.

### **4.3 Analysis: The Second Objective**

The second objective of the study is to analyse whether the utilization of fund provided both by the donor and the local fund are adequate and timely. With a view to judging the issue of utilization of fund some related questions were put for answers. These are utilization rate of fund; timely use of fund and adequacy of both the foreign fund and local fund.

The study area's NGO provide two Projects:

- i. Slum Schools of Dhaka and
- ii. Chetona Bikash Kendra (CBK)

These are schools for the children growing up in slums. Total students of these NGO's schools were 2200 (1500+700). These schools have classes from Nursery to 8<sup>th</sup> grade, though the study covered between class one and five. The total number of my subject students is 1500 and the total number of teachers is 34. Duration of the first project was 3 years and second project was 1 year. The time for the second project has been expanded; now it is in second phase. Previously, two years of work has been done on this project.

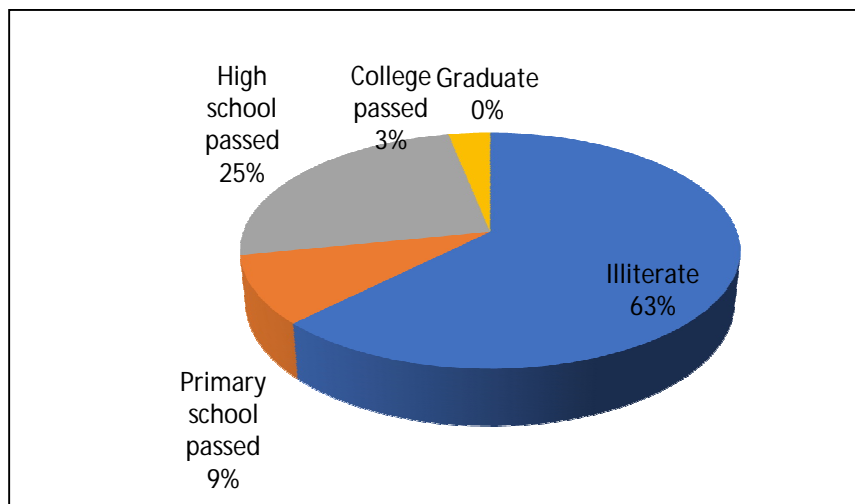
These two projects are formulated with 3 major specific objectives. These are given below:

1. To create education opportunity up to Class Eight for the children of slum dwellers in the proposed areas under project that will encourage them for continuing further education.
2. To ensure access to primary health care services for the children and their guardians in the proposed slum areas and to create awareness of guardians about social environment and human rights.
3. To increase student's life skills that will help them to attain sustainable development through involving multipurpose occupations.

To find out more about the subjects, the project focused on the parents, specially the mothers. As the schools are located in sub-urban area, beneficiaries of the donation were from the lower income group. Fathers were mostly out of the family during the day time, earning their living. Therefore, the idea of parent-child interaction was truly mother-child interaction. The project therefore emphasized and discussed with the mothers. These data were generated based on the interviews, which were taken place during the project to find out the utilization and prospects of foreign donation in these families.

### 4.3.1 The Second Objective: Respondent Educational Level

**Figure 04: Academic Level: Parents**

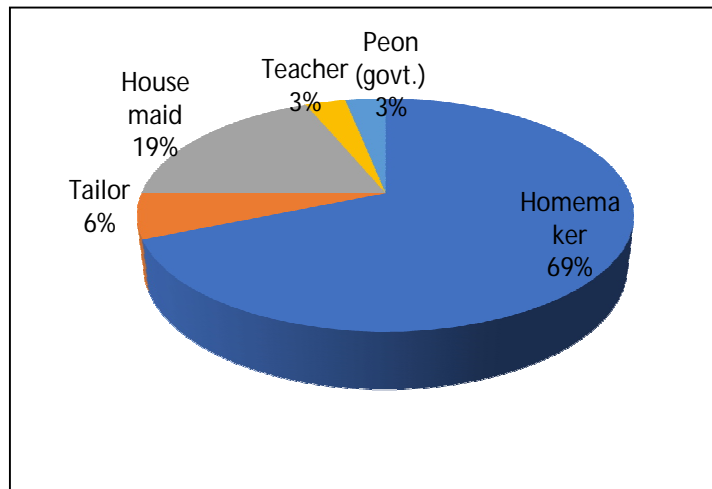


(Source: Self compiled from data collected)

The project found out several features about mothers' qualification of the subject students. Out of 32 mothers, 63% (20 mothers) were illiterate while high school passed was as much as 25%. Only 9%, which was 3 in number, were primary school passed. The figure for college passed mother was as low as 3%. Finally, it was observed that no mother of these students was graduated. It was observed from the data that since most of the mothers were illiterate, it makes the subject students more eligible for donation. The graduation rate among these female parents was zero, indicating poor level of ambition among them, which is an important observation since it is parents who usually encourage their children for higher study or better career. As these parents mostly lacked ambition for themselves, it was unlike that they would motivate their children for any better future.

### 4.3.2 The Second Objective: Respondents' Profession

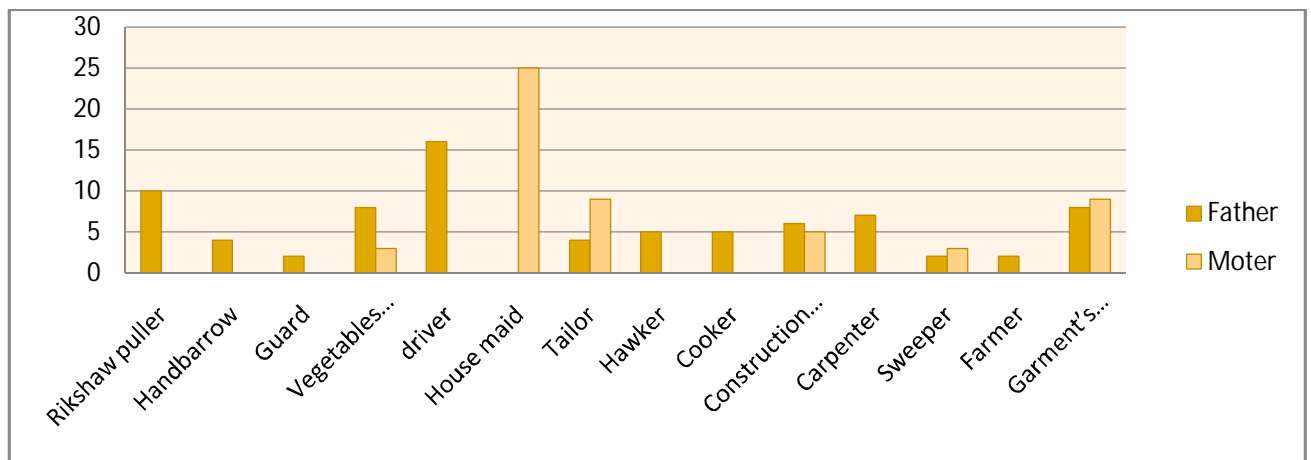
**Figure 05: Mother's Occupation**



(Source: Self compiled from data collected)

When primary data was collected, only mothers were present in the school as the guardian of the students. Therefore this pie chart reflects the profession of the mothers. Practically it was observed that among these professions only 5 categorized respondents are found (homemaker, tailor, house maid, teacher and peon). 69% of the total respondents are homemaker, 6% of the total respondents are tailor, 19% are house maid, 3% of total respondent are teacher and peon. Figure says that the highest number of respondent is house maker which is 69% and rest of mother is working outside.

**Figure 06: Parents Profession**



(Source: self-compiled from data collection)

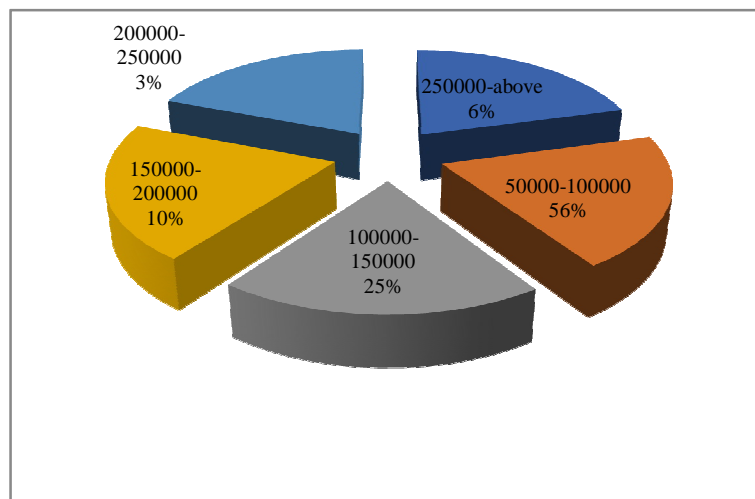


On the other hand, when the students were asked about the profession of their guardians, they responded for both their mother and father. Therefore, this chart exhibits data about both fathers and mothers. The profession of them are categorized into 23 groups (ricksaw puller, hand-barrow, van puller, house maid, vegetables seller, bus/ tempu/car driver, tailor, hawkker, motion painter, cook, construction workers', homemaker, teacher, peon, guard, sweeper, farmer, garment's worker, carpenter, shopkeeper, fish seller, mechanic, unemployed and dead etc) to find out their family profession. Among the respondents, highest numbers of fathers are driver (16) as opposed the highest number of mothers (38) who are home maker.

The second highest profession for the fathers is ricksaw pulling (10) while for mothers the second highest profession was house maid (25). For the rest of the fathers, the professional diversity was at the pick, provided that for both vegetable selling and garment's working the number was 8 while 7 were car painter, 6 were construction worker, 5 was hawkker and cooker, 4 was hand barrower and tailor and shop keeper. Rests of them were Guard, sweeper, farmer, land broker, peon, mechanic motion painter and fish seller. 6 of them were dead. The diversity in profession was less significant for the mothers. The number of mothers who worked as garment worker and tailor was same (9). Six (6) of the mothers were peon and 5 of them were construction worker. The number of selling vegetables was same as sweeper mother (3). 2 mothers were shopkeeper.

### 4.3.3 The Second Objective: Respondents yearly Income

**Figure 07: Yearly Income: Parents**



Source: Self compiled graph from data collected)

Frequency distribution of yearly income for the respondent is presented in the above mentioned pie chart. Yearly income of respondent are categorized into five groups (BDT 50,000-100,000 BDT 100,000-150,000 BDT 150,000-200,000 BDT 200,000 – 250,000 and above BDT 250,000) to easily interpret the income information. Analyzed data disclosed that 56% of total respondent are getting BDT 50,000-100,000 per year as income. Highest numbers of respondent are of this group. The second highest income numbers of respondent are earning BDT 100,000-150,000 which is 25%. Only 10% respondent belongs to BDT 150,000-200,000 group. Though, the fourth group is getting 3% of BDT 200,000 – 250,000 as wages but 6% of total respondent are earning above BDT 250,000 more than the fourth group.

#### 4.3.4 The Second Objective: Availability of Facilities

**Table 07: School Facilities: General Opinion**

Name of Respondents	Library	Play ground	Sport kids	Medical facility	Sufficient bench	Annual picnic	Public holidays/ National days	Govt. immunization program	Total
NGO	1	1	1	1	1	1	1	1	1
Teacher	12	17	17	20	20	8	20	20	20
Mothers	26	25	24	28	32	5	30	31	32
Students	84	80	75	89	100	3	60	65	100

Source: Self compiled from data collected

According to their Foreign Donation (FD)-6 Form, the NGOs claimed different facilities to provide in the school. During the field visit the researcher investigated their claims. The result is depicted in the table. The solo NGO, obviously, remained indifferent in their claim and said they have provided all of the facilities of FD-6 Form, including – library, playground, sport kids, medical facility sufficient benches, annual picnic, national days and government immunization program. 20 teachers were surveyed too; all of them supported the facilities like Govt. immunization program, national days, medical facilities and sufficient benches. 3 of them didn't agree about playground and sports facilities. 8 of them remained suspicious about library. 12 of

them were not satisfied at all about the annual picnic facilities. 32 mothers were investigated, while 31 agreed about immunization program, 30 agreed about holidays, 28 about medical facility and 26 about the library. Playground was appreciated by 25 and 24 knew about sports kids. Only 5 of them were informed about the annual picnic.

Out of 100 students reported that day, 84 were informed about library, 80 about playground, 89 about medical facilities and 75 about sports kits. While 60 agreed about immunization program, 65 agreed about holidays. All of them agreed about sufficient bench facility but only 3 were informed about annual picnic.

#### **4.3.5 The Second Objective: Availability of Equipment**

Under this table 10 explains about the student's access to equipment. While the number of respondents were same, the actual response varied a little. The NGO claimed the availability and access of these facilities- papers, pen, pencil, books, uniforms, school bag, vocational training, scholarship and nutritional meal. All of the teachers agreed about papers, pen, pencil, books and uniform but one disagreed about nutritional meal. 3 disagreed about vocational training and scholarship facilities while only 5 were satisfied with school bag. None of the mothers knew about vocational training and scholarship and one of them was unaware about nutritional meal. 2 of them didnot know about papers and pen and uniform.5 of them couldnot say anything about pencil. Only 4 of them reported to know about school bag and all of them knew about books. All of the students responded about books. 8 of them did not know about papers and pen while 88 of them could not respond about the facilities such as pencil and uniform. 88 of them knew about nutritional meal. Only 12 responded about school bag. The students who knew about vocational training and scholarship were 5 and 6 respectively.

**Table 08: Equipment's Accessibility**

Name of Respondents	Papers, pen	Pencil	Books	Uniform	School bag	Vocational training	Scholarship	Nutritional meal	Total
NGO	1	1	1	1	1	1	1	1	01
Teacher	20	20	20	20	5	17	17	19	20
Mothers	28	25	32	28	4	0	0	29	32
Students	92	88	100	88	12	05	06	68	100

Source: Self compiled from data collected

#### 4.3.6 The Second Objective: Parents -Teachers Interaction

**Table 09: Collaboration between Parents and Teachers**

	Importance of education	Family planning	First aid	Drawbacksof dowry & early marriage	Personal hygiene	Environment	Women rights	Child rights	Total
NGO	1	1	1	1	1	1	1	1	1
Teacher	20	18	16	20	18	15	20	20	20
Mothers	31	28	27	31	28	26	28	31	32

Source: Self compiled from data collected

The NGO was asked about the level of parents-teachers interaction available in their school. They claimed there are 8 different areas about which teachers talk with the parents – importance of education, family planning, first aid, drawbacks of dowry and early marriage, personal hygiene, environment, women rights and child right. All of the teachers agreed about the topics of importance of education, women right and child rights. 18 of them claimed to have interaction about personal hygiene and family planning. 16 said they have interaction with the parents about first aid and 15 claimed the same thing about environment. However, the mothers

were only available during the survey as parent and they are the ones who care about their children's education while the fathers remained busy on day jobs. 31 of the mothers said to have interaction with the teachers about importance of education and drawbacks of dowry and early marriage and child's right. 28 of them had conversation about family planning and personal hygiene. While 27 had talked about first aid, 26 talked about environment.

## **Comments and Recommendation on 2<sup>nd</sup> Objective**

From the above analysis about availability of facilities and equipment, it is evident that there are mixture views of the respondents. Though there is variation in views, it is seen that most of the fund are utilized. It was observed that comprehensive monitoring is necessary in order to ensure the fund use.

### **4.4 Analysis: The Third Objective**

#### **4.4.1 The Third Objective: Quality of Primary Education**

Project Proforma (PP) has laid down the facts that different strategies will be undertaken throughout the program period to improve the quality of primary education. At school level, investment will improve result by instruction, academic supervision and school management.

**Table 10: Examinees: Gender Ratio**

Class	One	Two	Three	Four	Five
Boys	8	11	7	8	10
Girls	12	9	13	12	10

Source: Self compiled from data collected

20 students were taken from each class for evaluation. Among the students, the ratio for boys and girls was 2:3 in class one, 11:9 in class two, 7:13 in class three, 2:3 in class four and 1:1 in class five.

#### 4.4.2 The Third Objective: Results of the Evaluation

**Table 11: Examinees: Gender Ratio**

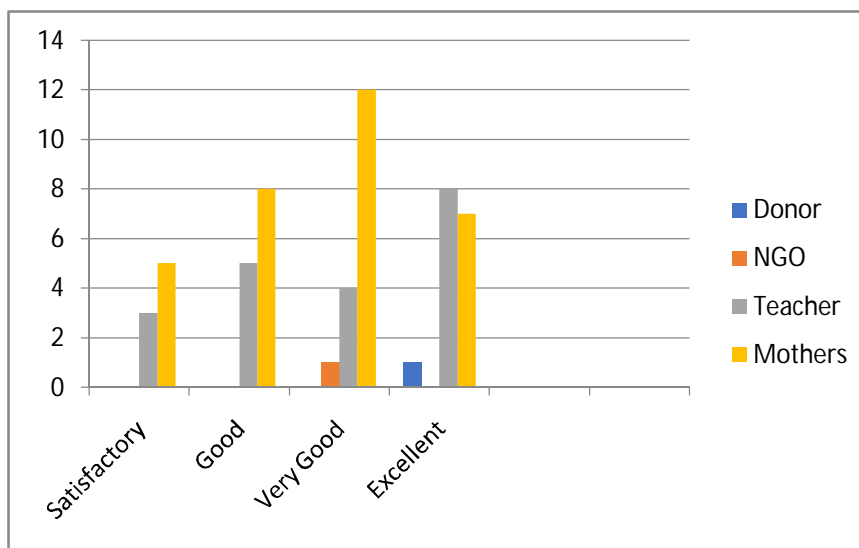
Class	Marks				Total
	0-24	25-49	50-74	75-100	
One			6	14	20
Two	2	8	8	2	20
Three	2	2	10	6	20
Four	-	6	8	6	20
Five	-	10	6	4	20

Source: Self compiled from data collected

The test was taken of 100 marks. Among the classes, class one performed better as a whole than the rest, 14 students scored 75+ and the rest scored in between 50 to 74. 10 students from class five scored 25-49, while 4 of them got 75+. Rest of them scored in between 50 to 74 marks. In class three only 10 students got 50-74 marks while the highest mark was attained by 6 students. 30% students from class four were evaluated to the range of 25-49 and 40% of them achieved 50-74 score. Rest of them got the highest mark. Class two exhibited variation in results. 2 of them got 75+ while 8 students got not less than 50. 2 of them achieved 25-49 score and rest got 0-24.

#### 4.4.3 The Third Objective: Feedback about the NGO activities in Bangladesh.

**Figure 08: NGOs Activities: Primary School of Bangladesh**



Source: Self compiled from data collected

The illustration above exhibits the feedback delivered by different stake holders about the activities of NGOs in Bangladesh. The stakeholders represented here were NGOBD, Local Administration, Donor, NGO, teachers and parents. Out of 5 representatives from NGOAB, 2 of them rated the function of NGOs as good and very good while the other one marked it as satisfactory. For 3 representatives from local administration, the function is satisfactory and for the rest it is good. 1 donor and 1 NGO were interviewed. The donor marked the activity as excellent and the NGO rated their activity as very good. 20 teachers were there and their feed varies about the function. 8 of them rated it excellent and 6 said it as satisfactory. For 4 of them, it was very good and for 2 it was good. The parents' number was 32 and 10 of them found it very good. 8 think it excellent but 7 think it just good. Rest of them thinks it is satisfactory.

#### 4.4.4 The Third Objective: Total Donations Reaching the Beneficiaries

The realization of different groups regarding the donation reaching the beneficiaries varied widely. The highest number of participation was from the mothers, 100. Out of this, as much as 38 number of people felt that 51-75% of the donation actually reaches the beneficiary, while only 2% less than that voted for 26-50%. 26 mothers carried the most optimistic view of 76-100% beneficiaries having the donation.

**Table 12: The Percentage of Donation that Reaches the Beneficiaries**

	5-25%	26-50%	51-75%	76-100%	Total
<b>NGOAB</b>		05			05
<b>Local Administration</b>	03	02			05
<b>Donor</b>				01	01
<b>NGO</b>				01	01
<b>Teacher</b>			02	18	20
<b>Mothers</b>		11	12	9	32

Source: Self compiled from data collected

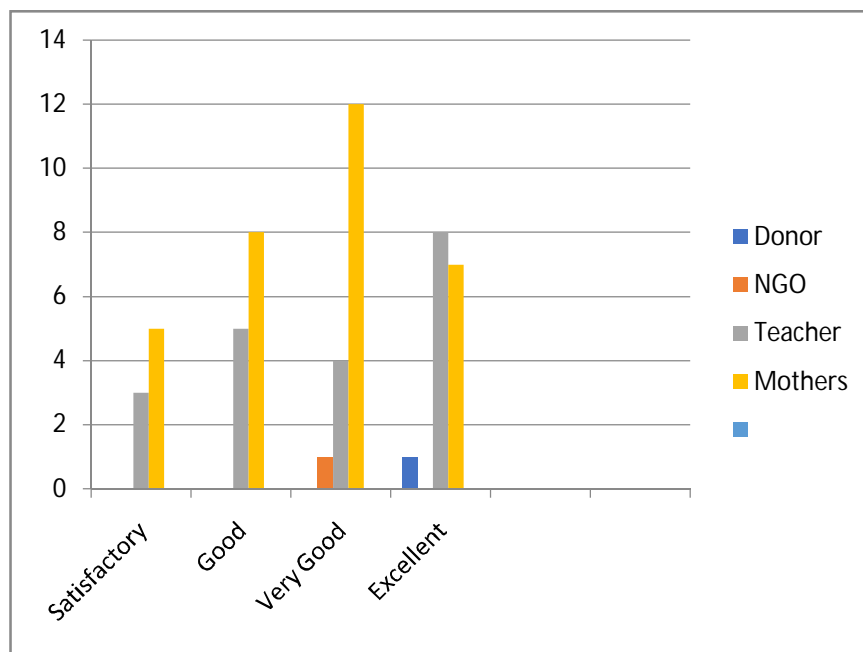
Second highest number of participant here were the teachers. 20 teachers answered the survey and 18 of them believed that 76-100% beneficiaries can actually access to the donation. Only 2 people hold a bit restricted view of 51-75%.

5 personnel from local administration and 5 NGOAB officers were interviewed. Both these groups exhibited the most pessimistic view about donation and beneficiaries' scenario. 3 representatives of the first group believed 0- 5% is the best outcome the donation can expect in terms of finding the beneficiaries, while rest 2 placed their bet for only 26-50%. Every representative from the NGOAB opined that not more that 50% donation can reach the actual beneficiary.

As would be expected, both representative from the NGO and the Donor hold the most optimistic view of 75-100% donation reaching the beneficiaries. Overall, it can be seen from the survey results that the people connected directly with the donation (Donor and the NGO) had more expectation, while those who monitor the situation were not much confident about it.

#### 4.4.5 The Third Objective: Service Provided by NGO Affairs Bureau

**Figure 09: NGO Affairs Bureau: Services**



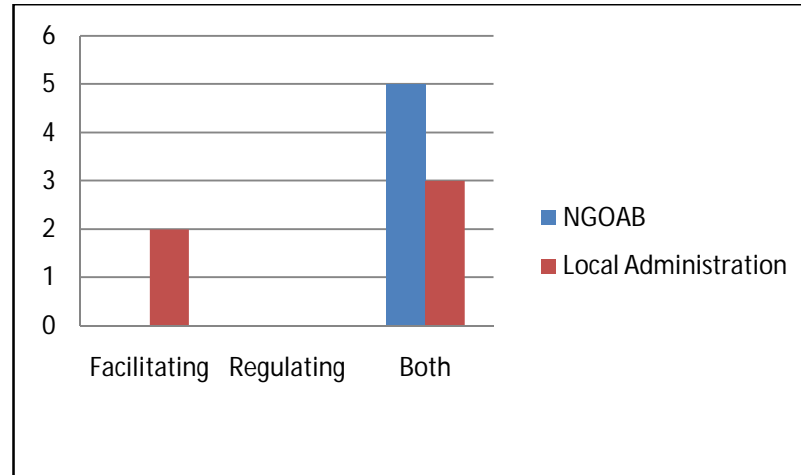
Source: Self compiled from data collected

The same number of stakeholders was asked about the service provided by NGOs. The service was regarded satisfactory by 5 mothers and 3 teachers. It was appreciated as good by 5 teachers and 8 mothers. The NGO considered it very good; the same feeling was shared by 4 teachers and 12 mothers. Besides 1 donor, 8 teachers and 7 mothers thought the service was excellent.



#### 4.4.6 The Third Objective: The Involvement of Government Organization in NGO's activity

Figure 10: Government Organization: Involvement in NGO's activity



Source: Self compiled from data collected

The questionnaire made for Local Administration and NGO Affairs Bureau officials respondents contained a specific question regarding the role of these two government institutions in foreign funded NGO operations in the country. According to the above figure, among the respondents of both groups, maximum number 60% (3 out of 5). Local Administration and 100% (5 out of 5) NGO Affairs Bureau officials answered that the role of their organization in this affairs is both facilitating and controlling. 80% (2 out of 5) Local Administration officers told the role as to be facilitating only, on the other hand, two government institutions no comments that their role is controlling.

#### 4.4.7 The Third Objective: Foreign Aided NGOs in Bangladesh

The stakeholders expressed their ideas and suggestions regarding the overall function of NGOs in Bangladesh. The NGOAB expressed that NGOs in general need to have thematic changes. They must improve their efforts in ensuring the better life for underprivileged people. It is very important to develop the healthier lifestyle for those who are disadvantaged. The local administration's feeling about NGOs in general is good. The donor was also satisfied about NGOs' performance, stating that they are, in fact, doing a good job for the under privileged people in the country. The NGO expressed their feeling as, once Bangladesh was undeveloped, and then the situation of education, health, agriculture was not in a satisfactory condition. That

time foreign aid played important role to improve the situation. Now we developed the above mentioned sectors by increasing rate of education, agricultural production per capita income and reduced the unemployment. Now government takes a good numbers of initiatives by its own capacity. Beside the personal and institutional initiatives, efforts are increasing day by day in the development field. The teachers expressed that they are getting foreign aided NGO's help.

**Table 13: The Monitoring Mechanism: Adequate Or Not**

	Yes	No
NGOAB		5
Donor	1	

Source: Self compiled from data collected

One of the most significant questions answered by the relevant bodies was whether the monitoring mechanism of NGO activities in own organization was adequate or not. Only one donor had to face this question, who responded positively. However, the NGOAB did not share the same optimism, as 5 of them found the mechanism inadequate.

**Table 14: Donor: Monitoring System**

<b>Donor</b>		
The annual report and audit report is submitted by donor aided NGO fracticious checked	Yes	No
		1
The objectives of the project has been accomplished	1	
There is any matter of NGO Affairs Bureau that encumber your funding to NGOs		1

Source: Self compiled from data collected

In the later part of the survey, the donor was asked about different aspects of his activity too. The first question was about the cross checking of the annual report, which was submitted by the donor with the aid of NGO. Unfortunately, the response was negative. Similar response was received about the existence of any issue that can impede the funding of the donor. However, the donor was positive about the objectives of the project.

**Table 15: NGOs Operations: Main Obstacles**

Problems to overcome	NGOAB					Local Administration					Donor					NGO				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Delay in approving the project			5				2	3					1					1		
Complication in existing guidelines			5				3	2						1				1		
Lack of coordination (GO-NGO & NGO-NGO)	2		1	2					3	2				1					1	
Insufficient monitoring from Govt. and Donors				5			2		2	1				1					1	
Others	2	3																		
<b>Total</b>	05					05					01					01				

Source: Self compiled from data collected

Another question was asked by the survey was about the obstacles. The main responsible bodies shared their view about the main obstacles in utilizing foreign donation more effectively in NGOs operation. All 5 representatives of NGOAB considered bureaucratic hassle in project approval to be the 3<sup>rd</sup> greatest obstacle where 3 of the local administrative and 1 donor and 1 NGO representative seemed to agree with such positioning. 2 of the local administrative found it to be the 2<sup>nd</sup> greatest reason. Identical response was apparent with complexity of existing rules and regulation. All the representative of NGOAB found it 3<sup>rd</sup> most problematic while 2 of the local administrative agreed with it and 3 found it to be the second greatest. The donor and the NGO representative found it to be 4<sup>th</sup> and 3<sup>rd</sup> in the list, respectively of the local administrative and NGOAB, along with the donor and NGO representative shared the idea that weak coordination is to be the blamed one. 2 representatives of NGOAB found it the main reason.

Lack of monitoring was also a concern for the relevant bodies. All of the NGOAB placed it at 4<sup>th</sup>, 2 of the local administration placed it in the first, 2 of them placed it in 4<sup>th</sup>, which was identical to the opinion of the donor and the NGO and one local administrative placed it at 5<sup>th</sup> on the list. Only 2 of the NGOAB blamed other reason (a reason shared by 3 other NGOAB too) as the obstacle for the project completion.

**Table 16: NGOs Operations: Main Obstacles with Foreign Donation**

Problems to overcome	Teacher					Mothers				
	1	2	3	4	5	1	2	3	4	5
Delay in approving the project	-	-	7	3	10	5	25	32	14	14
Complication in existing guidelines	5	6	7	2	-	4	3	36	14	-
Lack of coordination (GO-NGO & NGO-NGO)	7	3	1	9	-	2	22	28	14	14
Insufficient monitoring from Govt. and Donors	2	7	7	4	-	17	25	27	17	-
Others	8	2	2	2	-	16	9	36	5	14
Total	20					100				

Source: Self compiled from data collected

While considering the hassles creating obstacle regarding a fund being utilized, a couple of points has appeared. 10 teachers and 100 mothers were the subjects of this study and it presented a number of points to be cautious about. Out of 20, 50% teachers found Bureaucratic hassle in project approval to be a serious obstacle but not like the rest of the four reasons for not utilizing the donation. 7 of the teachers found it to be the 3<sup>rd</sup> most important problem and rest of them thought it should be placed 4<sup>th</sup> in the priority list. The mothers, however, placed different opinion than the teachers. One fourth of them found bureaucratic hassle to be the 2<sup>nd</sup> most important factors, while 32 of them saw 3<sup>rd</sup> to be the more appropriate placement. 5 found it to be the most important factor and 28 of them were distributed equally as a believer of 4<sup>th</sup> and 5<sup>th</sup> places.

However, Complexity in existing rules and regulation is another crucial factor and 5 and 6 teachers thought that it should be placed in 1<sup>st</sup> and 2<sup>nd</sup> places respectively. While highest number of teachers thought it should be placed in 3<sup>rd</sup>, most of the mothers, 36, agreed with them.

People found weak coordination among respective bodies to be annoying too. While 7 teachers saw it to be the most crucial factor, only 2 mothers shared the same view. Exactly 28 of them saw it as a threat to be placed in 3<sup>rd</sup> position, a concern shared by only 1 teacher. Never the less, highest number of teachers 9, were to put this factor in 4<sup>th</sup> places. Some of them also thought lack of monitoring from Govt. and Donors to be a problem. 7 teachers thought to be the second most important factor while 7 other placed it at 3<sup>rd</sup>. For the mothers, 27 of them placed it to be the 3<sup>rd</sup>

one and 25 placed it in second. Moreover, 8 teachers considered other reasons to be the most important obstacle and this idea were shared by 16 mothers too.

**Table 17: Administration Response: In Case of Allegation**

NGOAB	If proved NGOs registration could be banned. Penalty like show cause, notification of warning, fund withheld and finally registration cancellation. Some cases, it may reach criminal cases also.
Local Administration	They report it to NGOAB No comments
Donor	To find out a way to correct it, the guilty person will be punished but not beneficiary will be suffered.

Source: Self compiled from data collected

Another interview explains the processing difference that happens when an allegation is received by different bodies. For NGOAB, they bore the strictest mentality. Upon receiving an accusation, they show no hesitation in informing that such act, if proved, can cause the NGO their registration. They also placed array of other punishments ranging from simple warning to suiting criminal cases. Local administration shows reluctance in placing any punishment, they usually are happy to report it to NGOAB. The donor, on the other hand, still cares for the beneficiaries and reminds everyone that they cannot be suffered in the process.

**Table 18: General Recommendation: Primary Education in Bangladesh**

NGOAB	-strong monitoring system should be adopted to identify beneficiary, project area, proper implementation of project and avoid overlapping and duplication.  -NGOs play very constructive and significant role with transference and accountability. As well as NGOAB is to facilitate NGO initiatives for the socio-economic development through proper utilization of foreign aid as regulatory authority.
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Local Administration	-co-ordination with NGOAB and local administration should be more effective. -there should be proper monitoring system. -there should be a close coordination between govt. and NGO for the socio-economic betterment of Bangladesh.
Donor	-NGO's are doing well but NGO Bureau's monitoring will make it more effective.
NGO	-many NGOs are working in the education field. I think NGOs are working successfully in this field to ensure quality education and school going children enrolment in the school in the rural and urban area. Beside this govt. is also doing tremendous job to ensure education for all.
Teacher	-by make easiest way of transference of foreign donation and right co-ordination.

Source: Self compiled from data collected

While asked about their opinion about the effective use of foreign donation by NGOs on elementary education, the subjects had slightly different point of view. The official from NGOAB emphasized on the importance of active monitoring mechanism. He also acknowledged the importance of NGO and NGOAB in general. The representative of local administration mentioned about the significance of coordination between them and the NGOAB. In general, he pointed out the importance of coordination between every section of the government and proper monitoring. Donor's representative also emphasized about the necessity of NGOAB's monitoring. But among the beneficiaries, teachers urged for bringing simplicity and reducing bureaucratic hassles.

### **Comments and Recommendation on 3<sup>rd</sup> Objective**

Through the feedback of stakeholder, it is tried to find the performance of the NGOs their need, role of Government organization, the reform to be needed. From study it is found that the performance of NGOs in providing education is satisfactory, average 50% to 70% donation reached to the beneficiaries. But for the proper utilization of the fund strong monitoring system should be adopted to identify beneficiary, project area, proper implementation of project and avoid overlapping and duplication. NGOAB needs to play facilitator role for the socio-economic development through proper utilization of foreign aid as regulatory authority. Co-ordination with NGOAB and local administration should be more effective. There should be a close coordination between Government and NGO for the socio-economic betterment of Bangladesh.

## **Chapter Five: Recommendation**

### **5.1 Overview: Summarization of the Finding**

#### **5.1.1 Relevance to the 1<sup>st</sup> Objective:**

From the study it is found that NGOAB has no role to collect foreign donation. It just provides fund release permission to the NGOs. To get the permission from the NGOAB, NGOs have to face too many formalities due to existence of different laws and regulations. Though NGOAB takes time for permission, an organization like NGOAB is needed to ensure the accountability and transparency of foreign fund used by the NGOs. Its existence is also needed for monitoring and evaluating the activities of the NGOs. But the role of the NGOAB should be a facilitator instead of a controller. For this we need to take some initiatives to reform the regulatory process like-

1. Ambiguities and inconsistencies of existing acts, laws and ordinances should be reformed.
2. Ordinances and Rules should make flexible considering the present needs.
3. Overlapping in the registration in different authorities should be reformed.

#### **5.2.2 Relevance to the 2<sup>nd</sup> Objective**

Based on the second objective of the study the researcher sought to find the status of material and physical resources provided by the NGOs under foreign donation. Firstly, the study had sought to find out the availability of facilities provided under Foreign Donation (FD)-6 Form by the NGOs. The solo NGO, obviously, remained indifferent in their claim and said they have provided all of the facilities of FD-6 form, including – library, playground, sport kids, medical facility sufficient benches, annual picnic, national days and government immunization program. The survey result shows that they didn't provide all facilities as mentioned. In regard to providing papers, pen, pencil, books, uniforms, school bag, Library facility, benches, sports equipment NGOs kept their commitment. Even most of them observed national days and government immunization program. Though there is controversy about the quality. But they are lack behind about providing medical facilities and vocational training though vocational training is very much important element. From the above analysis about availability of facilities and



equipment, it is evident that there are mixture views of the respondents. In spite of having variation in views, it is seen that significant amount of fund are utilized. But to ensure the 100% utilization of fund a comprehensive monitoring and evaluation mechanism to be developed and NGOAB should be strengthen. Existing Forms used for collecting data in regard to use of foreign donation needs to be revisited. Comprehensive Information Technology (IT) System can be introduced.

### **5.2.3 Relevance to the 3<sup>rd</sup> Objective**

Under the objective three of the study, the researcher tried to evaluate the performance of the NGOs in utilization of foreign donation, their quality of services, and the strength of the monitoring agencies. From the study it is found that the performance of NGOs in providing education is satisfactory, average 50% to 70% donation reached to the beneficiaries. But for the proper utilization of the fund, strong monitoring system should be adopted to identify beneficiary, project area, proper implementation of project and avoid overlapping and duplication. NGOAB needs to play facilitator role for the socio-economic development through proper utilization of foreign aid as regulatory authority. Co-ordination with NGOAB and local administration should be more effective. There should be a close coordination between govt. and NGO for the socio-economic betterment of Bangladesh

## **5.2 Overview: Recommendation**

Based on the findings, the researcher made the following recommendations;

- i) Ambiguities and inconsistencies of existing acts, laws and ordinances  
Should be reformed;
- ii) Ordinances and Rules should make flexible considering the present needs.
- iii) Overlapping in the registration in different authorities should be reformed.
- iv) A comprehensive monitoring and evaluation mechanism to be developed
- v) NGOAB should be strengthen.
- vi) Existing Forms used for collecting data in regard to the use of foreign  
Donation needs to be revisited.
- vii) Comprehensive Information Technology (IT) System can be introduced.

- viii) Co-ordination with NGOAB and local administration should be more effective. There should be a close coordination between govt. and NGO for the socio-economic betterment of Bangladesh

### **5.3 Overview: Possible Further Research**

The researcher recommended the following for further research;

- i) Another study should be conducted to explore other factors that could be contributing to analysis the performance of NGOs in the use of foreign donation.
- ii) Another study should be carried out in another locale for the sake of comparison of the results.
- iii) Another study should be carried out on how NGOAB can effectively monitor the use of foreign donation.

From the study the researcher found that the NGOs don't provide all facilities as committed in FD-6 Form. Even there is controversy about the quality of the service and equipment. In spite of having variation in views, it is seen that significant amount of fund are utilized. But to ensure the 100% utilization of fund a comprehensive monitoring and evaluation mechanism need to be developed and NGOAB should be reinforced. Current Forms used for collecting data in regard to use of foreign donation needs to be revisited. Comprehensive Information Technology (IT) System can be introduced. NGOAB needs to play facilitator role for the socio-economic development through proper utilization of foreign aid as regulatory authority. Co-ordination with NGOAB and local administration should be more effective. There should be a close coordination between government and NGO for the socio-economic betterment of Bangladesh. Ambiguities and inconsistencies of existing acts, laws and ordinances should be reformed; ordinances and Rules should make flexible considering the present needs. Overlapping in the registration in different authorities should be reformed.

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**ENGLISH: 10**

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a) b) c)

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a) a tell Don't lie. b) a student I am. C) my house is This . d) uncle is He my.

e) is your name What?

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**CLASS: THREE**

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### ENGLISH: 10

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a) How old are you    b) Karim Rahim and Raju are going to the school

c) Alas I am undone    d) Our teacher teaches us nicely

২। সঠিকি বানান লখি:

a) Scoolh    b) Headmacter    c) Enhglis    d) Debelopment    e) Pofulation

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২। যোগ কর: ক)  $২৩৪+৩৬=$     খ)  $৩৫০+২৫=$     ০৫

৩। বয়িোগ কর:    ক)  $৯৬৩-৪৬=$     খ)  $৯৯৯-৯২৫=$   
০৫

৪। গুন কর:    ক)  $১৫\times ১২=$     খ)  $১২৯\times ৯৯=$     ০৫

৫। ভাগ কর:    ক)  $১২০\div ২=$     খ)  $২০০\div ৪=$     ০৫

৬। সংখ্যা লখি:

০৫

ক) দশ লক্ষ সাত=      খ) এক কোটি চার শত=      গ) নয় শত ছয়=ঘ) সাত হাজার দশ=      ঙ) ছয় হাজার সাত শত নয়

**CLASS: FOUR**

**MARKS: 50**

**ENGLISH: 10**

১। \_\_\_\_\_ :

a) Physical exercise is important for health.      b) Bangladesh is a beautiful country with many rivers. c) Bangladesh is a beautiful country

২। \_\_\_\_\_ :

a) Computer      b) Bicycle      c) Education

৩। \_\_\_\_\_ :

০৪

a) I \_\_\_ happy (am/is)      b) He----- a boy (am/is)      c) We \_\_\_ rice (eat/ sing)  
d) he -----going to school(is/are).

**বাংলা:১০**

১। \_\_\_\_\_ :

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ক) \_\_\_\_\_ )

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b. NAME OF THE STUDENT:

c. CLASS:  d. GENDER: i) MALE:  ii) FEMALE:

e. PARENT'S OCCUPATION: i) FATHER:

ii) MOTHER:

## 2. EDUCATIONAL ACCESSIBILITY:

a. ACADEMIC ACCESSORIES: DOES THIS SCHOOL HAVE ADEQUATE SUPPLIES

FOR THE STUDENTS? i) YES  ii) NO

b. IF YES, TICK THE ACCESSORIES MENTIONED BELOW THAT IS PROVIDED BY THE SCHOOL?

i) PAPERS  ii) PEN  iii) PENCIL  iv) BOOKS

v) UNIFORM  vi) SCHOOL BAG

c. DOES THE SCHOOL PROVIDE NUTRITIOUS MEAL TO THE STUDENTS?

i) YES  ii) NO

d. VOCATIONAL TRAINING OPPORTUNITY: DOES THE SCHOOL CONTAIN SUCH FACILITY?

i) YES  ii) NO

e. IF YES, TICK THE TYPE OF VOCATIONAL PROGRAMS AVAILABLE IN THE SCHOOL:

i) COMPUTER SERVICING  ii) CELL PHONE SERVICING

iii) TAILORING  iv) EMBROIDERY

v) HAIR CUTTING  vi) BEAUTY SALOON

f. SCHOLARSHIP: DOES THE SCHOOL PROVIDE ONE?

i) YES  ii) NO

## 3. PHYSICAL INFRASTRUCTURE:

a. ARE THESE FACILITIES AVAILABLE IN YOUR SCHOOL?

i. LIBRARY

ii. PLAY GROUND

iii. SPORTS KIT

iv. MEDICAL FACILITIES

v. SUFFICIENT BENCH

b. ANNUAL PICNIC PROGRAMS: DOES YOUR SCHOOL ARRANGE SUCH MIND-REFRESHING ACTIVITY?

i) YES  ii) NO

c. NATIONAL HOLIDAYS AND PROGRAMS: DOES THE SCHOOL CELEBRATE THEM ?

i) YES  ii) NO

d. GOVT. IMMUNIZATION PROGRAM : DOES THE SCHOOL ARRANGE THEM?

i) YES:  ii) NO

**THANK YOU**

**Appendix-2**

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU**

**FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNAIRE FOR PARENTS**

**1. GENERAL INFORMATION:**

a. NAME OF THE PARENTS:

b. NAME OF THE STUDENT:

c. RELATIONSHIP WITH THE STUDENT: i) FATHER  ii) MOTHER

d. OCCUPATION OF THE PARENT:

e. LITERACY LEVEL OF THE PARENT (TICK THE CORRECT OPTION):

i) ILLITERATE  ii) PRIMARY SCHOOL PASSED

iii) HIGH SCHOOL PASSED  iv) COLLEGE PASSED

v) GRADUATE  vi) POST- RADUATE

f. ADDRESS OF THE PARENT:

## 2. EDUCATIONAL ACCESSIBILITY:

a. ACADEMIC ACCESSORIES: DOES THIS SCHOOL HAVE ADEQUATE SUPPLIES

FOR THE STUDENTS?

i) YES  ii) NO

b. IF YES, TICK THE ACCESSORIES MENTIONED BELOW THAT IS PROVIDED BY

THE SCHOOL?

i) PAPERS  ii) PEN  iii) PENCIL  iv) BOOKS

v) UNIFORM  vi) SCHOOL BAG

c. DOES THE SCHOOL PROVIDE NUTRITIOUS MEAL TO THE STUDENTS?

i) YES  ii) NO

d. VOCATIONAL TRAINING OPPORTUNITY: DOES THE SCHOOL CONTAIN SUCH FACILITY?

i) YES  ii) NO

e. IF YES, TICK THE TYPE OF VOCATIONAL PROGRAMS AVAILABLE IN THE SCHOOL:

i) COMPUTER SERVICING  ii) CELL PHONE SERVICING

iii) TAILORING  iv) EMBROIDERY  vi) HAIR CUTTING

vii) BEAUTY SALOON

f. SCHOLARSHIP: DOES THE SCHOOL PROVIDE ONE?

i) YES  ii) NO

## 3. PHYSICAL INFRASTRUCTURE:

a. ARE THESE FACILITIES AVAILABLE IN YOUR SCHOOL?

i. LIBRARY

ii. PLAY GROUND

iii. SPORTS KIT

iv. MEDICAL FACILITIES

v. SUFFICIENT BENCH

b. ANNUAL PICNIC PROGRAMS: DOES YOUR SCHOOL ARRANGE SUCH MIND-REFRESHING ACTIVITY?

i) YES  ii) NO

c. NATIONAL HOLIDAYS AND PROGRAMS: DOES THE SCHOOL CELEBRATE THEM ?

i) YES  ii) NO

d. GOVT. IMMUNIZATION PROGRAM : DOES THE SCHOOL ARRANGE THEM?

i) YES:  ii) NO

**4. PARENTS - TEACHERS INTERACTION:**

a. PARENTS - TEACHERS MEETING: DOES THE SCHOOL WILLING TO ARRANGE REGULARLY?

i) YES  ii) NO

b. TICK THE TOPICS FROM FOLLOWING BOX WHICH ARE BEING DISCUSSED IN THESE MEETING?

i) SIGNIFICANCE OF STUDYING  ii) FAMILY PLANNING

iii) FIRST AID  iv) DRAWBACKS OF DOWRY AND EARLY MARRIAGE

v) PERSONAL HYGIENE  vi) ENVIRONMENT  vii) WOMEN RIGHTS

viii) CHILD RIGHTS

**5. OTHERS:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN FUNDED NGOs IN BANGLADESH. (IN ONE SENTENCE).

b. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOs' SUCCESS. (TICK YOUR RESPONSE)

- (i) SATISFACTORY                       (ii) GOOD                       (iii) VERY GOOD   
 (iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL:

- (i) 5-25%                       (ii) 26-50%                       (iii) 51-75%                       (iv) 76-100%

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

- (i) SATISFACTORY                       (ii) GOOD                       (iii) VERY GOOD   
 (iv) EXCELLENT

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

Serial No.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOs IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

**THANK YOU**

**Appendix-3**

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU  
FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNAIRE FOR TEACHER**

**1. GENERAL INFORMATION:**

a. NAME OF THE TEACHER:

b. NAME OF THE SCHOOL:

c. YEAR OF THE SCHOOL'S ESTABLISHMENT:

d. ADDRESS OF THE SCHOOL:

**2. EDUCATIONAL ACCESSIBILITY:**

a. ACADEMIC ACCESSORIES: DOES THIS SCHOOL HAVE ADEQUATE SUPPLIES FOR THE STUDENTS?

i) YES  ii) NO

b. IF YES, TICK THE ACCESSORIES MENTIONED BELOW THAT IS PROVIDED BY THE SCHOOL?

i) PAPERS  ii) PEN  iii) PENCIL  iv) BOOKS

v) UNIFORM  vi) SCHOOL BAG

c. DOES THE SCHOOL PROVIDE NUTRITIOUS MEAL TO THE STUDENTS?

i) YES  ii) NO

d. VOCATIONAL TRAINING OPPORTUNITY: DOES THE SCHOOL CONTAIN SUCH FACILITY?

i) YES  ii) NO

e. IF YES, TICK THE TYPE OF VOCATIONAL PROGRAMS AVAILABLE IN THE SCHOOL:

i) COMPUTER SERVICING  ii) CELL PHONE SERVICING  iii) TAILORING

v) EMBROIDERY  vi) HAIR CUTTING  vii) BEAUTY SALOON

f. SCHOLARSHIP: DOES THE SCHOOL PROVIDE ONE?

i) YES  ii) NO

**3. PHYSICAL INFRASTRUCTURE:**

a. ARE THESE FACILITIES AVAILABLE IN YOUR SCHOOL?

i. LIBRARY

ii. PLAY GROUND

iii. SPORTS KIT

iv. MEDICAL FACILITIES

v. SUFFICIENT BENCH



b. ANNUAL PICNIC PROGRAMS: DOES YOUR SCHOOL ARRANGE SUCH MIND-REFRESHING ACTIVITY?

i) YES  ii) NO

c. NATIONAL HOLIDAYS AND PROGRAMS: DOES THE SCHOOL CELEBRATE IT ?

i) YES  ii) NO

d. GOVT. IMMUNIZATION PROGRAM : DOES THE SCHOOL ARRANGE IT?

i) YES:  ii) NO

**4. PARENTS – TEACHERS INTERACTION:**

a. PARENTS - TEACHERS MEETING: DOES THE SCHOOL WILLING TO ARRANGE REGULARLY?

i) YES  ii) NO

b. TICK THE TOPICS FROM FOLLOWING BOX WHICH ARE BEING DISCUSSED IN THESE MEETING?

i) SIGNIFICANCE OF STUDYING  ii) FAMILY PLANNING

iii) FIRST AID  iv) DRAWBACKS OF DOWRY AND EARLY MARRIAGE

v) PERSONAL HYGIENE  vi) ENVIRONMENT  vii) WOMEN RIGHTS

viii) CHILD RIGHTS

**5. OTHERS:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN FUNDED NGOs IN BANGLADESH. (IN ONE SENTENCE).

UR

ASSESSMENT ABOUT NGOs' SUCCESS. (TICK YOUR RESPONSE)

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD

(iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL:

(i) 5-25%  (ii) 26-50%  (iii) 51-75%  (iv) 76-100%

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD

(iv) EXCELLENT

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

Serial No.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOs IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

THANK YOU

Appendix-4

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU**

**FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNAIRE FOR NGOs**

**1. GENERAL INFORMATION**

a. NAME OF THE ORGANIZATION:

b. OFFICE ADDRESS:

c. YEAR OF REGISTRATION:

d. REGISTRATION NUMBER:

e. CONTACT NUMBER:

f. EMAIL ADDRESS:

g. WEBSITE:

h. TYPE OF THE ORGANIZATION:

i) NATIONAL  ii) INTERNATIONAL

i. AREA WHERE THIS ORGANIZATION WANTS TO WORK:

i) RURAL  ii) URBAN  iii) SLUM

## 2. EDUCATIONAL ACCESSIBILITY:

a. ACADEMIC ACCESSORIES: DOES THIS SCHOOL HAVE ADEQUATE SUPPLIES FOR THE STUDENTS?

i) YES  ii) NO

b. IF YES, TICK THE ACCESSORIES MENTIONED BELOW THAT IS PROVIDED BY THE SCHOOL?

i) PAPERS  ii) PEN  iii) PENCIL  iv) BOOKS   
v) UNIFORM  vi) SCHOOL BAG

c. DOES THE SCHOOL PROVIDE NUTRITIOUS MEAL TO THE STUDENTS?

i) YES  ii) NO

d. VOCATIONAL TRAINING OPPORTUNITY: DOES THE SCHOOL CONTAIN SUCH FACILITY?

i) YES  ii) NO

e. IF YES, TICK THE TYPE OF VOCATIONAL PROGRAMS AVAILABLE IN THE SCHOOL:

i) COMPUTER SERVICING  ii) CELL PHONE SERVICING  iii) TAILORING   
iv) EMBROIDERY  v) HAIR CUTTING  vi) BEAUTY SALOON

f. SCHOLARSHIP: DOES THE SCHOOL PROVIDE ONE?

i) YES  ii) NO

## 3. PHYSICAL INFRASTRUCTURE:

a. ARE THESE FACILITIES AVAILABLE IN YOUR SCHOOL?

i. LIBRARY   
ii. PLAY GROUND   
iii. SPORTS KIT   
iv. MEDICAL FACILITIES

v. SUFFICIENT BENCH

b. ANNUAL PICNIC PROGRAMS: DOES YOUR SCHOOL ARRANGE SUCH MIND-REFRESHING ACTIVITY?

i) YES  ii) NO

c. NATIONAL HOLIDAYS AND PROGRAMS: DOES THE SCHOOL CELEBRATE IT ? i) YES  NO

d. GOVT. IMMUNIZATION PROGRAM : DOES THE SCHOOL ARRANGE IT?

i) YES  ii) NO

**4. PARENTS – TEACHERS INTERACTION:**

a. PARENTS - TEACHERS MEETING: DOES THE SCHOOL WILLING TO ARRANGE REGULARLY?

i) YES  ii) NO

b. TICK THE TOPICS FROM FOLLOWING BOX WHICH ARE BEING DISCUSSED IN THESE MEETING?

i) SIGNIFICANCE OF STUDYING  ii) FAMILY PLANNING  iii) FIRST AID

iv) DRAWBACKS OF DOWRY AND EARLY MARRIAGE  v) PERSONAL HYGIENE

vi) ENVIRONMENT  vii) WOMEN RIGHTS  viii) CHILD RIGHTS

**5. OTHERS:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN FUNDED NGOs IN BANGLADESH. (IN ONE SENTENCE).

b. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOs' SUCCESS. (TICK YOUR RESPONSE)

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD

(iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL:

(i) 5-25%                      (ii) 26-50%                      (iii) 51-75%                      (iv) 76-100%

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY        (ii) GOOD        (iii) VERY GOOD      
(iv) EXCELLENT   

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

S. NO.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOs IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

**THANK YOU**

**Appendix-5**

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU  
FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNAIRE FOR DONOR**

**1. GENERAL INFORMATION:**

a. NAME OF THE ORGANIZATION:

b. OFFICE ADDRESS:

c. YEAR OF REGISTRATION:

d. REGISTRATION NUMBER:

e. CONTACT NUMBER:

f. EMAIL:

g. WEBSITE:

h. TYPE OF THE ORGANIZATION:

i) NATIONAL  ii) INTERNATIONAL

i. AREA WHERE THIS ORGANIZATION WANTS TO WORK:

i) RURAL  ii) URBAN  iii) SLUMS

j. THE TIME SINCE THIS DONOR HAS BEEN FUNDING THE NGOs (SPECIFY A YEAR):

k. WHAT TYPE OF NGOs DO YOU FUND FOR?

i) LOCAL  ii) NATIONAL  iii) INTERNATIONAL

l. MAIN ACTIVITY OF THIS ORGANIZATION:

**2. SURVEY QUESTIONNAIRE:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN NGOs IN BANGLADESH (IN ONE SENTENCE).

b. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOs' SUCCESS (TICK YOUR RESPONSE).

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL.

(i) 5-25%  (ii) 26-50%  (iii) 51-75%  (iv) 76-100%

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

e. MAKE AN EVALUATION ON THE MONITORING SYSTEM OF THE NGO: DO YOU THINK THEY ARE SUFFICIENT?

i) YES  ii) NO

f. WRITE THE ULTIMATE STEP YOU TAKE IN CASE OF AN ALLIGATION AGAINST AN NGO:

g. THE CROSS CHECKED: DO YOU DO THAT WITH THE ANNUAL REPORT AND AUDIT REPORT SUBMITTED BY THE NGO?

i) YES  ii) NO

h. IF YES, CAN YOU BRIEFLY STATE THE PROCESS OF CROSS CHECKING?

i. THE OBJECTIVES OF THE PROJECT: DO YOU THINK IT HAS BEEN ATTAINED?

i) YES  ii) NO

j. IF NO, CAN YOU SPECIFY THE PROBLEM?

**5. OTHERS:**

a. HAVE YOU EXPERIENCED ANY PROBLEM TO NGO AFFAIRS BUREAU THAT HAMPERED YOUR DONATION TO THE NGO?

i) YES  ii) NO

b. IF YES, CAN YOU SPECIFY THE PROBLEM?

c. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOS' SUCCESS. (TICK YOUR RESPONSE)

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

S. NO.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOs IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

**THANK YOU**

**Appendix-6**

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU**

**FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNAIRE FOR LOCAL ADMINISTRATION**

**1. GENERAL INFORMATION:**

a. NAME:



b. NAME OF THE UPOZILA AND DISTRICT:

c. YEAR OF JOINING:

d. CONTACT NUMBER:

e. EMAIL:

**2. SURVEY QUESTIONNAIRE:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN NGOs IN BANGLADESH. (IN ONE SENTENCE).

b. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOs' SUCCESS (TICK YOUR RESPONSE).

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL.

(i) 5-25%  (ii) 26-50%  (iii) 51-75%  (iv) 76-100%

d. WHAT IS YOUR OFFICE'S ROLE REGARDING NGOs ACTIVITIES IN YOUR AREA?

(i) ASSISTING  (ii) SUPERVISORY  (iii) BOTH

e. REGULATION OF MONITORING MECHANISM: DO YOU THINK YOUR OFFICE MAINTAINS THAT?

i) YES  ii) NO

f. COORDINATION MECHANISM: DO YOU THINK IT WORKS PROPERLY IN CASE OF NGOs IN YOUR AREA?

i) YES  ii) NO  iii) IRREGULARLY

g. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD   
(iv) EXCELLENT

h. MAKE AN EVALUATION ON THE MONITORING SYSTEM OF THE NGO: DO YOU THINK THEY ARE SUFFICIENT?

i) YES  ii) NO

i. WRITE THE ULTIMATE STEP YOU TAKE IN CASE OF AN ALLIGATION AGAINST AN NGO:

j. THE CROSS CHECKED: DO YOU DO THAT WITH THE ANNUAL REPORT AND AUDIT REPORT SUBMITTED BY THE NGO?

i) YES  ii) NO

k. IF YES, CAN YOU BRIEFLY STATE THE PROCESS OF CROSS CHECKING?

l. THE OBJECTIVES OF THE PROJECT: DO YOU THINK IT HAS BEEN ATTAINED?

i) YES  ii) NO

m. IF NO, CAN YOU SPECIFY THE PROBLEM?

**5. OTHERS:**

a. HAVE YOU EXPERIENCED ANY PROBLEM TO NGO AFFAIRS BUREAU THAT HAMPERED YOUR DONATION TO THE NGO?

i) YES  ii) NO

b. IF YES, CAN YOU SPECIFY THE PROBLEM?

c. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOS' SUCCESS. (TICK YOUR RESPONSE)

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLEN

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

S. NO.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOs IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

**THANK YOU**

**Appendix-7**

**ASSESSMENTS OF CONTRIBUTION OF NGO AFFAIRS BUREAU  
FOREIGN DONATION IN PRIMARY EDUCATION**

**QUESTIONNARIE FOR NGO AFFAIRS BUREAU OFFICIAL**

**1. GENERAL INFORMATION:**

a. NAME:

b. DESIGNATION:

c. YEAR OF JOINING:

d. CONTACT NUMBER:

e. EMAIL:

**2. SURVEY QUESTIONNAIRE:**

a. EXPLAIN YOUR OVERALL UNDERSTANDING ABOUT THE FOREIGN NGOs IN BANGLADESH. (IN ONE SENTENCE).

b. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOs' SUCCESS (TICK YOUR RESPONSE).

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

c. EXPRESS YOUR OPINION REGARDING THE PROPORTION OF POSSIBLE DONATION THAT REACHES THE BENEFICIARIES IN TERM OF ELEMENTARY SCHOOL.

(i) 5-25%  (ii) 26-50%  (iii) 51-75%  (iv) 76-100%

d. WHAT IS YOUR OFFICE'S ROLE REGARDING NGOs ACTIVITIES IN YOUR AREA?

(i) ASSISTING  (ii) SUPERVISORY  (iii) BOTH

e. REGULATION OF MONITORING MECHANISM: DO YOU THINK YOUR OFFICE MAINTAINS THAT?

i) YES  ii) NO

f. COORDINATION MECHANISM: DO YOU THINK IT WORKS PROPERLY IN CASE OF NGOs IN YOUR AREA?

i) YES  ii) NO  iii) IRREGULARLY

g. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

h. MAKE AN EVALUATION ON THE MONITORING SYSTEM OF THE NGO: DO YOU THINK THEY ARE SUFFICIENT?

i) YES  ii) NO

i. WRITE THE ULTIMATE STEP YOU TAKE IN CASE OF AN ALLIGATION AGAINST AN NGO:

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j. THE CROSS CHECKED: DO YOU DO THAT WITH THE ANNUAL REPORT AND AUDIT REPORT SUBMITTED BY THE NGO?

i) YES  ii) NO

k. IF YES, CAN YOU BRIEFLY STATE THE PROCESS OF CROSS CHECKING?

l. THE OBJECTIVES OF THE PROJECT: DO YOU THINK IT HAS BEEN ATTAINED?

i) YES  ii) NO

m. IF NO, CAN YOU SPECIFY THE PROBLEM?

**5. OTHERS:**

a. HAVE YOU EXPERIENCED ANY PROBLEM TO NGO AFFAIRS BUREAU THAT HAMPERED YOUR DONATION TO THE NGO?

i) YES  ii) NO

b. IF YES, CAN YOU SPECIFY THE PROBLEM?

c. IN TERMS OF THE ELEMENTARY LEVEL EDUCATION IN BANGLADESH, EXPRESS YOUR ASSESSMENT ABOUT NGOS' SUCCESS. (TICK YOUR RESPONSE)

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD

(iv) EXCELLENT

d. MAKE AN ASSESSMENT ABOUT THE NGO AFFAIRS BUREAU'S CONTRIBUTION TO THE DEVELOPMENT WORKS IN ELEMENTARY EDUCATION.

(i) SATISFACTORY  (ii) GOOD  (iii) VERY GOOD  (iv) EXCELLENT

e. MAKE AN EVALUATION ABOUT THE PRIME STUMBLING BLOCKS IN PROPER UTILIZATION OF FOREIGN DONATION IN BANGLADESH (THE STRONGEST GRADATION HERE IS 5).

S. NO.	PROBLEMS TO OVERCOME	1	2	3	4	5
1.	DELAY IN APPROVING THE PROJECT					
2.	COMPLICATION IN EXISTING GUIDELINES					
3.	LACK OF COORDINATION ( NGO-GO, NGO-NGO)					
4.	INSUFFICIENT MONITORING FROM GOVT AND DONORS					
5.	OTHERS					

f. PLEASE MAKE AN EDUCATIVE SUGGESTION ON EFFECTIVE USE OF FOREIGN FUNDS BY NGOS IN ELEMENTARY LEVEL EDUCATION IN BANGLADESH.

**THANK YOU**

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