

Impact Assessment of BRAC's Human Rights and Legal Education Training



Mohammad Rafi
David Hulme
Shah Asad Ahmed
Md. Nurul Amin

1997



Research and Evaluation Division, BRAC
BRAC Centre, 75 Mohakhali C.A.
Dhaka 1212, Bangladesh

Executive Summary

Introduction

The huge training investment of BRAC calls for an answers to the questions -- what is the impact of the training on BRAC programs and on its recipients? This study endeavors to answer these questions. As a part of this effort an impact assessment research methodology for training was developed. The methodology was then applied to the training under Human Rights and Legal Education (HRLE) program. (pp. 1-2)

The HRLE training has been introduced to disseminate practically relevant legal knowledge to BRAC members. In order to reach a large number of Village Organization (VO) members at low cost a training 'cascade' has been established. Training is offered at three levels. First comes the Training of Trainers (TOT) for HRLE. Next is Teachers Training (TT) for HRLE Shebok/Shebikas. Finally there is Legal Education (LE) provided by Shebok/Shebikas to the VO members. The laws that the training covers are Citizen's Right Protection Law, Muslim Family Law, Muslim Inheritance Law, and Land Law. (pp. 3-7)

The Approach to the Impact Assessment of Training

'Impact' in this study refers to the changes produced as a result of training activities. These changes were examined at different levels: (1) knowledge, (2) skill, (3) attitude, (4) behavior of individuals, and (5) outcomes. (pp. 8-10)

The challenge for this study was to assess the degree to which HRLE training contributed to the achievement of HRLE program objectives. This endeavor demanded the investigation of the training process and the establishment of its links with the observed impacts. Thus, this study encompassed the examination of the training process, the context of learning and the changes brought about by the training. To achieve this training was examined at four levels: (i) the extent of training, (ii) the execution of training, (iii) the content of training, and (iv) the impact of training on members' knowledge, attitude, behavior and action. (pp. 10-13)

The contribution of training in producing changes is associated with the extent to which the training has been offered. The extent of training was evaluated in terms of training coverage and the duration of training. The evaluation of the execution of training took into account the effectiveness of the training process (participatory, accessibility and understandability). The content of training as conceptualized by the trainees was examined in terms of (1) the extent to which different parts of the training were felt easy or difficult to understand and internalize; and (2) the extent to which different parts of the training were considered useful and significant. The evaluation of the impact/result was conducted under two heads. (i) The assessment of learning -- by administering pre- and post-tests related to the training content. (ii) The assessment of implementation -- through detailed interviews and observation of the trained. (pp. 10-13)

The initial task was to assess how effective the HRLE program was in terms of the learning acquired at TOT, TT, and LE levels and how learning was transferred down the training cascade. The ultimate impacts entailed an assessment of the degree to which member and group behavior had changed because of HRLE training and the consequences of these changes. These challenges were met by adopting a quasi-experimentation research method. (Chaps. 1, 2, 3 passim)

Training sessions from TOT, TT, and LE were purposively selected for observation. In addition, 75 VO members who received LE one to three years back were selected as an experimental group. Two control groups were also selected. One of these, numbering 75, included VO members without LE. The other group, numbering 50, did not have exposure to any of the BRAC program. Fourteen cases were then purposively picked up from the experimental group for in-depth case study. (pp. 16-17)

Ten questionnaires were designed for data collection at different training levels and for different groups. The questionnaires were designed for both structured and semi-structured responses. For estimating the gain in the level of knowledge due to training a test was designed in collaboration with the HRLE program. The t-tests and gain ratio were used to assess changes in the level of knowledge associated with training at different levels. (pp. 17-19, 88-91)

The assessment of the gain in the skills needed for conducting training by TOT and TT were done (i) from the perceptions of the trainees, (ii) by observing the actual performance of the TT and LE trainers, and (iii) by acquiring the opinions of the trainees on the performance of their trainers. (p. 19)

The performances brought out by the HRLE were validated through consistency checks of the information provided by LE trainees and through corroboration with other informants. To establish the link between HRLE created knowledge and performance the groups were also tested -- as the presence of relevant knowledge was a prerequisite for the application of HRLE learning in practice. (pp. 18-23)

The Impact of HRLE Training (findings)

The HRLE is a large scale program trained more than 100,000 villagers in 1994 and 1995. By the end of 1995, some 291,000 members had undertaken LE in total and the target for 2000 is 1 million trainees. (p. 2)

An analysis of the LE curriculum revealed that it was appropriate for the achievement of the HRLE program objectives. The overwhelming majority of TT and LE trainees were satisfied with the duration of the training but for the TOT trainees a half were not. They felt under pressure due to the short duration of their training. (pp. 5-7, 24-25, 30-31, 41-42, 88, 93-95)

While the entire HRLE content had relevance to VO members' concerns, the relevance of different parts of the training in terms of both trainees' perceptions and practical

main obstacles to HRLE implementation are the lack of influence of poor people and village courts conducted by village-leaders who often do not apply the laws of Bangladesh in their rulings. (pp. 58-63, 50, 68-70, 80-81)

Conclusion

The HRLE training cascade is a very effective mechanism for transmitting human rights and legal knowledge to VO members. The LE graduates increased their knowledge of relevant laws substantially. Although levels of knowledge decay over time, even three years after training LE trainees have markedly higher levels of HRLE knowledge than non-trainees. (pp. 2-7, 48-49, 53-56)

In addition to transmitting knowledge the HRLE program also changed trainees' attitudes. After training, trainees have an increased desire to assert their legal rights. For our sample a dramatic increase in HRLE-related actions was observed. The LE trainees reported that after having training they were able to resolve 73% of the incidents in which HRLE knowledge was useful. (pp. 49-50, 57-59)

While some improvements can be made to the HRLE training cascade (TOT, TT, and LE) the main obstacle to BRAC members achieving their human and legal rights lies in HRLE implementation. This was also the conclusion of another evaluation (Abdullah et. al. 1993). In consequence, the recommendations highlight the need for experimentation and action on HRLE implementation by BRAC members.

Recommendations

The HRLE program is achieving its objectives and the plans for its expansion as targeted by Rural Development Programme IV are fully supported by this impact assessment study. But, in addition, in order to make the receipt of training even for both the genders, measures should be taken so that the male folk in the village, along with elite within them, may participate in the LE. (Chaps. 1, 7, 80-81)

The LE trainees and particularly Law Implementation Committee members should receive low cost, low time input refresher training at an interval of 12 to 18 months after initial training. (The evaluation of HRLE program by Abdullah and others in 1993 also had similar recommendation). (pp. 53-56, 76)

The content of TOT, TT, and LE should be reviewed with a view to reducing the time allocated to Citizens' Right Protection Law and thus shortening training or making it less rushed (especially for TOT). The content of Muslim Family Law should be reviewed to see if it would be advantageous to increase it and the Muslim Inheritance Law content should be reviewed to see if it can be made more comprehensible to Legal Education trainees. (pp. 24-25, 41-42, 76, 79-80, 93-95)

The flip-charts used by Shebok/Shebikas for LE training need to be made larger. Many trainees were unable to see the contents from a distance. (p. 44)

The methods and amount of information transmitted to trainees and non-trainees about the source of HRLE content need to be extended. The BRAC Program Organizers/Assistants and Shebok/Shebikas must emphasize that they are teaching the laws of Bangladesh, not 'BRAC laws' nor "Christian laws". A powerful visual aid or poster would be helpful to reinforce this message. The cover of the flip charts for training could present the national flag. (pp. 50, 68-70)

Whenever possible, LE should be conducted in areas that are sheltered from the rain and sun. The use of Non-Formal Primary Education classrooms should be encouraged. (p. 39-40, 44-45)

An experiment with a no-charge or low-charge child-minding facility for LE trainee's infants during training sessions should be mounted. This could be operated by 2 or 3 non-trainee VO members, so as to reduce the considerable learning problems created by infant disturbances. (pp. 44-45)

The training for HRLE Program Organizer/Assistant should include short case studies of the dramatic LE 'successes' for to be told to the VO members to illustrate the direct benefits that can be achieved from participating in LE. The Program Organizers/Assistants must be discouraged from forcing VO members in attending LE, especially by linking it to future loans. Rather, they should spend more time in informing VO members the

V

significance of having legal knowledge to facilitate their willful participation to the training. (p. 40, 50-51)

The practice of cost recovery from LE trainees is good: reducing dependence on subsidies and fostering trainees' motivation. But, greater efforts must be made to ensure that LE trainees understand that the Tk 10 course fee for training will be placed on their loan account. (p. 40, 50-51)

A small high-level task force be established to design an experiment (or experiments) to make LE implementation more effective. This task force should adopt an action research methodology with a view to identifying a mechanism that can subsequently be introduced across the entire HRLE program. Amongst other alternatives it should consider:

- The conversion of Law Implementation Committees into Social Action Committees that report on village level HRLE-related issues and actions at each Village Organization monthly forum.
- Means to ensure that BRAC members are recognized as legitimate participants in village courts.
- Evaluating the effectiveness of the recent initiative to train village leaders and representatives in HRLE and whether this should be expanded.
- Encouraging members to join other organizations, particularly women's' right groups, for support in LE implementation (where such organizations do not exist BRAC could consider supporting their initiation).
- The use of the mass media to raise HRLE awareness more widely and to weaken the significance of rural elite interpretations of the law.

(Chap. 7 passim)

The training impact assessment methodology used in this study has proved robust for the assessment of BRAC training cascades and can be adapted to assess other training activities. It should be used in the future with the next evaluation focusing on the Training Division's Human Development and Management Training course.

Acknowledgments

The Human Rights and Legal Education Impact Assessment Study team would like to express its appreciation to the Overseas Development Agency and the British Council for providing fund and arranging consultants for this study. It is acknowledged that the consultation provided by Dr. Uma Kothari and Mr. William Mc Court was quite significant for the development of a methodology for this study. --

The team is thankful to the Training Division for their help in conducting this study. The insights received from Dr. Md. Golam Samdani Fakir, Mr. Shabbir Ahmed Chowdhury, Mr. Kabiruzaman and Ms. Lisa Kaplan of the Division were particularly helpful in designing the study. Mr. Kamrul Islam Chowdhury from the same Division, also helped the study by providing training related data. Thanks are also due to the staff at Mymensingh and Modhupur Training and Resource Centres for extending cooperation in data collection for this study.

The cooperation received from BRAC's Rural Development Program is thankfully acknowledged. The inputs received from Mr. Gunendu K. Roy, Ms. Dilruba Shahana, Ms. Elina Zubaidy Baby and Mr. Abu Zayed Mohammad of the Human Rights and Legal Education Program immensely contributed to the study. The appreciation is expressed to the staff at Rural Development Program Area Offices in Titpallah, Nandail, Chachua and Manikganj. Their cooperation greatly facilitated the site selection and data collection for this study.

The team is particularly thankful to Dr. AMR Chowdhury, Director and Mr. Ghulam Sattar, Manager of Research and Evaluation Division for providing encouragement, advice and overall support in conducting the study. The support from Messrs. Shoaib Ahmed, Md. Nurul Islam and Ataul Karim were essential for field operation, data management and data processing. The contribution of Messrs./Mesdames Md. Musfiqur Rahman, Dawen Md. Mamun, Shaheen Akther and Ferdous Akther Banu in conducting field work which was difficult and was lengthy is acknowledged. Mr. Hasan S. Ahmed edited the report and Mr. Abdur Razzaque word processed the same.

Finally, the team would like to thank the respondents of this study, who sacrificed their valuable time and took the trouble in providing information. The study would not have been possible but for their cooperation.

Note to Readers

It is likely that the readers, affiliated with different organs of BRAC, will not become interested equally in all the sections of this report. The readers from the Research and Evaluation Division are likely to be particularly interested in the methodology section (Chapters 2 and 3) of this report. In contrast, the section on training (Chapters 4, 5 and 6) is more likely to interest the readers from the Training Division. On the other hand, the sections dealing with the training by BRAC beneficiaries and the application of training by them (Chapters 6 and 7) are likely to serve the interest of the readers from the Rural Development Programme. The concluding section (Chapter 8) may be of interest to all readers.

The contents in Chapters 4, 5 and 6 dealing with Human Rights and Legal Education training have been presented in short, as no major problem barring the achievement of the desired effect of these training has been observed. In case the readers are interested in having information in further detail on any part of this report, the Principal Investigator of this study (Mohammad Rafi) will be glad to provide the same.

Table of Contents

	Pages
EXECUTIVE SUMMARY	I
RECOMMENDATIONS	V
ACKNOWLEDGMENTS	VII
NOTE TO READERS	VIII
LIST OF TABLES	XII
LIST OF FIGURES	XIV
LIST OF ABBREVIATIONS AND ACRONYMS	XV
Chapter 1	
INTRODUCTION	1-7
Training at BRAC	1
Human Rights and Legal Education Program	2
Conclusion	7
Chapter 2	
METHODOLOGY FOR TRAINING IMPACT ASSESSMENT	8-15
Extent of Training	10
Execution of Training	11
Content and Relevance	12
Result/Impact	13
Conclusion	15
Chapter 3	
STUDY DESIGN	16-23
Chapter 4	
TRAINING OF TRAINERS FOR HRLE	24-28
Introduction	24
Extent of Training	24
Execution of Training	25
Result/Impact	27
Conclusion	28

	Pages
Chapter-5	
TEACHERS TRAINING for HRLE SHEBOK/SHEBIKA	29-38
Introduction	29
Extent of Training	30
Execution of Training	32
Result/Impact	34
Conclusion	37
 Chapter 6	
LEGAL EDUCATION	39-51
Introduction	39
Extent of Training	41
Execution of Training	42
Content and Relevance	45
Result/Impact	48
Conclusion	50
 Chapter 7	
EXPERIMENTAL AND COMPARISON GROUPS	52-71
Introduction	52
Extent of Training	52
Result/Impact	52
Obstacles in Conducting HRLE-related Activities	68
Conclusion	70
 Chapter 8	
CONCLUSION, DISCUSSION AND RECOMMENDATIONS	72-82
Objectives	72
HRLE Training	72
Scope of Impact Assessment Study and Methodology	72
Result/Impact	75
Association between Training Impact Assessment Levels	79
Problems in Implementing HRLE-related Knowledge	80
Recommendations	81
 CASE STUDIES	83-86
Case Study Sample 1 - Verbal Divorce and Hillah-nikah	82
Case Study Sample 2 - Dowry	84

APPENDICES	87-113
1.1 Training Techniques	87
1.2 HRLE Training Documents and Legal Issues Covered by the Documents	88
3.1 Human Rights and Legal Education Test	89
3.2 Measuring Changes in Knowledge	92
4.1 Time Allotted to Training Activities, TOT for HRLE	93
5.1 Time Allotted to Training Activities, TT for HRLE S/S	94
5.2 Time Allotted to Training Activities by Parts, TT for HRLE S/S	95
5.3 Training Techniques Applied in Teacher Training for HRLE S/S	96
6.1 Members Received LE in RDP/RCP Areas by Years	100
6.2 The Link between Knowledge and Attitude in LE	101
7.1 Legal Education in RDP Titpallah by Years	106
7.2 Census of RDP Titpallah Command Area	107
7.3 Test Scores of Experimental and Comparison Groups by Laws, Gender and Years	108
7.4 HRLE-related Actions Conducted by Respondents	113
REFERENCE LIST	114-116

List of Tables

<u>Table</u>		<u>Page</u>
1.1	VO Members Completed and Targeted for Legal Education	2
1.2	Desired Outcome of HRLE Program	6
3.1	Study Samples	17
3.2	Methodological Framework for Evaluating Training of Trainers for HRLE	20
3.3	Methodological Framework for Evaluating Teachers Training for HRLE S/S	21
3.4	Methodological Framework for Evaluating Legal Education	22
3.5	Methodological Framework for Evaluating Experimental and Control Groups	23
4.1	TOT for HRLE by Years	24
4.2	Activities Directly and Indirectly Related to Learning by Time in TOT	25
4.3	Level of Satisfaction with Aspects Directly Affected TOT	26
5.1	Reasons for Participation in TT for HRLE S/S	29
5.2	Teachers Training for HRLE S/S by Years	30
5.3	Activities Directly and Indirectly Related to Learning in TT for HRLE S/S	31
5.4	Time Spent Exclusively on Learning by Laws in TT for HRLE S/S	31
5.5	Level of Satisfaction with Aspects Directly Affected TT for HRLE S/S	33
5.6	Level of Satisfaction with Aspects Indirectly Affecting TT for HRLE S/S	34
5.7	Selected Traits Relating to Skills in Conducting Training of Trainers Participating in TT for HRLE S/S	36
5.8	Trainees' Level of Confidence in Conducting LE	37
6.1	Reasons for Participation in LE	40
6.2	Proportion of VO Members with LE by Years	41
6.3	Time Allotted to Training Activities in LE	42
6.4	Level of Satisfaction with Aspects Directly Affecting LE	44
6.5	Trainees' Expectation from LE	46
6.6	Significance of Training Content by Laws, LE	46
6.7	Extent LE Perceived Easy/difficult by Laws	47
6.8	Legal Education Trainees' Perception of the Application of Laws ..	49
7.1	Coverage of LE in RDP Titpallah Command Area	52
7.2	Significance of Laws as Perceived by VO Members with LE	57
7.3	HRLE-related Actions Turned Out Successful and Failed by Laws	59
7.4	HRLE-related Actions Conducted by VO Members with LE by Taking Others' Help	64

<u>Table</u>	<u>Page</u>	
7.5	HRLE-related Actions Not Taken by VO Members with LE Where It Could Have Been Taken	65
7.6	Observed Changes in Locality Due to LE	67
7.7	Obstacles in Conducting HRLE-related Action as Perceived by VO Members with LE	69
8.1	Number of Issues, Allocation of Time and Test Scores by Laws	76
8.2	Training Time Allotted to Different Laws, Easiest and Significant Parts of Training and Their Utilization	80

List of Figures

<u>Figure</u>		<u>Page</u>
1.1	HRLE Training Cascade	3
4.1	Pre- and Post-test Scores of TOT Trainees	27
5.1	Pre- and Post-test Scores of TT Trainees by Laws	35
5.2	Pre- and Post-test Scores of TT Trainees by Gender and Laws	35
6.1	Pre- and Post-test Scores of LE Trainees by Laws	48
7.1	HRLE-related Knowledge of Observed Groups	54
7.2	Test Scores of Selected Groups by Laws	55
7.3	Net Differences in Test Scores of Selected Groups	55
7.4	Net Differences in Test Scores of Selected Groups by Laws	56
7.5	Respondents' Involvement in HRLE-related Actions	58

List of Abbreviations and Acronyms

AO	Area Office
CDM	Centre for Development Management
CRP	Rural Credit Programme
CRPL	Citizens' Right Protection Law
HRLE	Human Rights and Legal Education
KSABO	Knowledge, Skill, Attitude, Behavior, Organization
LIC	Law Implementation Committee
LL	Land Law
MFL	Muslim Family Law
MIL	Muslim Inheritance Law
NFPE	Non Formal Primary Education
LE	Legal Education
TT	Teachers Training
PA	Program Assistant
PO	Program Organizer
RDP	Rural Development Program
S/S	Shebok/Shebika
TARC	Training and Resource Centre
TIAS	Training Impact Assessment Study
TOT	Training of Trainers
VO	Village Organization

CHAPTER 1

INTRODUCTION

Training at BRAC

BRAC is the largest and a significant non-government organization in Bangladesh, devoted in promoting the welfare and development of the rural poor through poverty alleviation and empowerment. BRAC strives to achieve these objectives by implementing a number of programs. Most important of those are on socioeconomic development through credit disbursement, institution building and development of occupational skills, child education, and health improvement of the rural people.

BRAC was led to believe that it could run its programs more effectively by training its own staff, and through training it could develop the occupational skills among its clients. Consequently it organized need-based training both for the rural poor and the staff since its inception. In 1978 the Training Division of BRAC worked out a detailed training program for its clients and staff. Since then, the Training Division has become increasingly an important support service for BRAC's development programs.

A total of 315,605 trainees took part in the Occupational Skill Development Training and another 62,688 participated in the Human Development and Management Training till 1994. Altogether the participation in training offered by the Training Division in 1994 increased by 947 times from 1981. The gross expenditure of the Training Division rose from Tk 2.13 million in 1981 to Tk 49.63 million in 1994. Besides Training Division, training is also offered by different programs of BRAC, e.g., Rural Development Program (RDP).

This huge investment in training raises the questions -- what is the impact of training on BRAC programs and on its recipients? This study is the first step in answering the above questions. As a part of this effort, it became necessary to develop impact assessment methodologies for the training offered by the Training Division and different BRAC programs. To the best of our knowledge, such methodologies have yet not been fully developed at BRAC.

Thus, the objectives of this study were:

- ◆ to develop a methodology to assess the impact of the training offered by one of the BRAC programs; and
- ◆ to assess the impact of training under the selected program with the help of methodology developed.

Human Rights and Legal Education Program

The training for Human Rights and Legal Education (HRLE) program were selected for assessment because of its importance to BRAC, manifested by its wide-scale expansion (Table 1.1). The Phase IV of RDP intends to expand HRLE program considerably by training 1 million Village Organization¹ (VO) members by the end of 2000.

Table 1.1 VO Members Completed and Targeted for Legal Education

Participants	1992 (Cumulative)	1993	1994	1995	1995 cumulative)	2000 (cumulative)
Male	7,115	7,036	8,033	3,816	26,000	-
Female	37,116	33,839	93,567	100,603	265,125	-
Total	44,231	40,875	101,600	104,419	291,125	1,000,000

Sources: RDP Phase IV, Vol. II, p. 189; Register, HRLE Program; and RDP Phase III Report, p. 61.

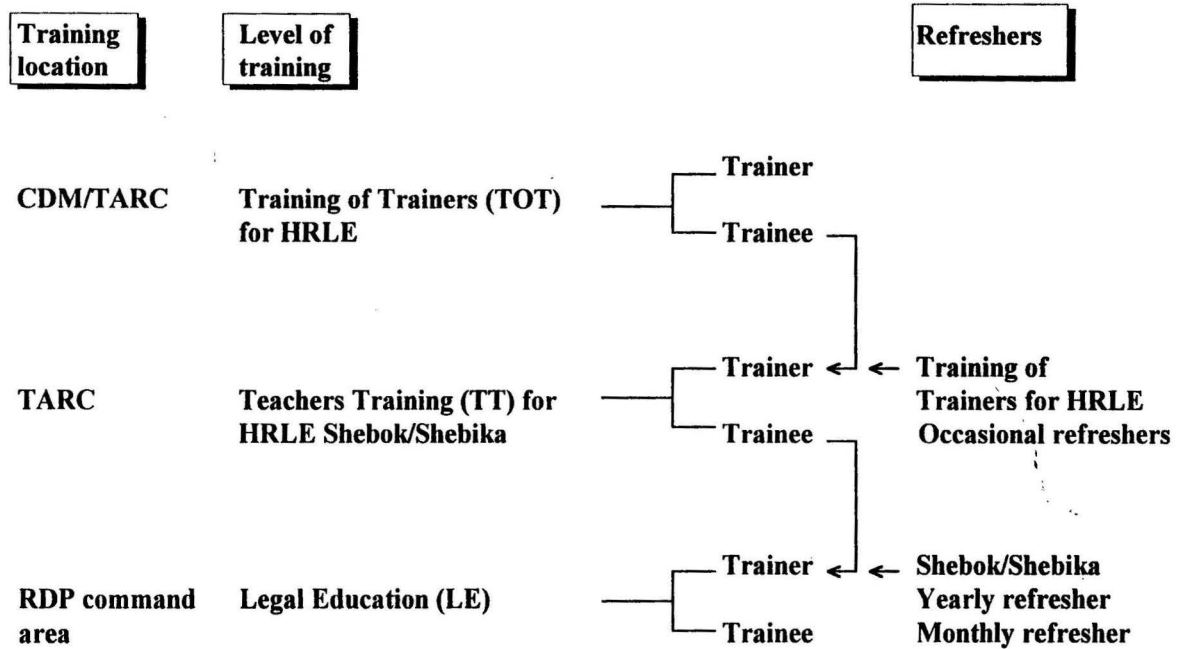
The HRLE program was implemented because BRAC observed that the poor in the village are not aware of their rights. This ignorance allowed the rich to exploit them. After some trial and error the Paralegal program, later named the Human Rights and Legal Education program, was launched in 1989. The goal of the program is to empower the VO members through educating them on human rights and on some essential laws (RDP IV, Vol. II, p. A182).

To achieve this goal the program has set a number of objectives. Those according to RDP Operations Manual (1995) are:

1. to disseminate information on laws to all instead of keeping it in the control of the few;
2. to make VO members conscious about laws and provide them the skills for their application;
3. to advance/encourage VO members to abolish existing superstitions by using laws; and

¹ Designed to mobilize collective strength of the poor with a view to empowering them to be self-reliant. A Village Organization is constituted of the village poor owning less than 0.5 acre of land including homestead and selling at least 100 days of manual labor a year.

Figure 1.1 HRLE Training Cascade



4. to help in having self-confidence and skill to resolve small problems through arbitration or informal village-court (*shalish*¹).

The laws which the program educates the VO members can be grouped under four titles.

1. Citizens' Right Protection Law (CRPL) - includes laws on the basic human rights and duties of a citizen taken from the Constitutional Law and the Criminal Procedure Code of Bangladesh.
2. Muslim Family Law (MFL) - includes laws related to the matrimony, guardianship of children, and the relations among family members.
3. Muslim Inheritance Law (MIL) - mainly includes laws related to the heirs/heiresses and proportion of the property they may inherit.
4. Land Law (LL) - includes laws related to the land agreements and information on the formalities to be conducted in order to preserve the ownership of land.

Training is the crux of the HRLE program, the pivot around which the whole program revolves. In order to reach a large number of VO members a training 'cascade' was established (Figure 1.1). Training is offered at three levels. At the top level, Training of Trainers (TOT) for HRLE, the staff/trainers from the HRLE program offers training to Training Division staff, who in turn at the Teachers Training (TT) for HRLE Shebok/Shebika (S/S) level offers training to selected VO members. These VO members after successful completion of the TT, are known as HRLE S/S, conduct Legal Education³ (LE) in the village, for VO members. The HRLE training at all levels are conducted on set modules.

Training of Trainers for HRLE

The Training Division staff are the trainees for TOT. In most cases, they have prior experience in conducting training but lacked specialized knowledge on HRLE. This training is conducted by the top brass of the HRLE program who are also skill trainers. The training is aided by the resource persons from the RDP and the Training Division.

¹ An institution dealing with the judicial function in the village. It gives verdict to the disputes among the villagers, and in some cases ensures the implementation of the verdict pronounced. The village-court is a remainder of one of the characteristics of the self-sufficient village community. The institution is increasingly losing its authority and influence as it does not count any legal support. Consequently, in occasions the verdict given is defied and in some of those cases the help of the court is taken to resolve the dispute.

³ The Legal Education unlike most training is not directed towards an organization. In spite of this difference LE, because of its overwhelming similarities with any other training, has been referred to as training in this study.

Teachers Training for HRLE Shebok/Shebika

The S/S, who are members of RDP VOs are selected for TT. The training accommodates a maximum of 25 participants. The training has four parts, each having a six day duration, conducted with a month's interval. The parts are: (1) HRLE Basic - I, (2) HRLE Basic - II, (3) HRLE Shebok/Shebika Training - I, and (4) HRLE Shebok/Shebika Training - II. The training is conducted by the TOT (HRLE) graduates from the Training and Resource Centre (TARC) and is aided by HRLE program staff.

1. HRLE Basic - I: Here, training is provided on CRPL and MFL. At the end of this training the trainees are taken to the Kazi Office (Marriage and Divorce Registration Office) by HRLE Program Assistant (PA) so that they can check the documents relevant to the training they received, e.g., on marriage and divorce.
2. HRLE Basic - II: This covers MIL and LL. At the end of this training, the trainees are taken to the Subregistration Office, Union Vumi (Land) Office, Thana Vumi Office and Settlement Office by HRLE PA so that the trainees may be given a practical demonstration on what was covered in their training.
3. HRLE Shebok/Shebika Training - I: This teaches the techniques and procedures for conducting LE on CRPL and MFL.
4. HRLE Shebok/Shebika Training - II: This teaches the techniques and procedures for conducting training on MIL and LL.

During the recesses between HRLE Basic - I, HRLE Basic - II and HRLE Shebok/Shebika Training - I refresher courses are conducted by the HRLE Program Organizer (PO) at the RDP Area Office (AO). Within 10-15 days of the completion of the whole training the HRLE PO organizes a two day refresher course for the S/S at the AO. In this course the objectives of HRLE program is particularly refreshed. The equipment required for conducting LE (e.g., flip chart) are distributed to the S/S at the end of the session.

Legal Education

As a part of the selection process of the trainees for LE, the VO members are first oriented about the significance of having knowledge on law. Next, the RDP AO staff collects a course fee of Tk 10 from each of them. An LE course with a maximum of 25 trainees runs for 28 days having 2-hour session a day. After completion of the training on each of the laws a day is spent in reviewing the law. Besides, 14th and 28th days of the training are also spent in reviewing all the laws taught before those days. The training starts with MFL followed by CRPL, MIL and LL.

On 14th day of the training HRLE PA forms a 5-member Law Implementation Committee (LIC) from among the trainees. The function of this committee is to expedite the implementation of the law for the VO members in their locality (RDP Operations Manual 1995, 345). In the closing session (i.e., 28th day) the LIC members are explained about

their responsibilities and a 20-point handout is distributed to them. The handout identifies the desired outcome of HRLE training in the village community (Table 1.2).

Table 1.2 Desired Outcome of HRLE Program

Laws	Desired outcome
Muslim Family Law	<ol style="list-style-type: none"> 1. The LIC will consciously protest against child marriage (i.e., marriage below 18 years for women and 21 years for men). 2. The LIC will play a firm role in obtaining the consent of the bride and the bridegroom in the marriage. 3. The VO members will register their marriages. 4. The VO members marrying will collect the copies of their marriage registration certificate. 5. The practice of dowry will be prevented. 6. The couple marrying will remain aware of the bride-price fixed in the marriage. 7. The divorce will be duly registered at the Kazi office after proper notification. 8. The <i>hillah-nikah*</i> will be prevented. 9. The bride-money (<i>denmohor</i>) and the maintenance cost will be realized after divorce. 10. Multiple marriages will be stopped.
Citizens' Right Protection Law	<ol style="list-style-type: none"> 11. Vote will be cast on own initiative. 12. Will participate in the village-court. 13. Will protest against inhuman punishment. 14. Will ask for presentation of warrant in the case of arrest by the police. 15. After arrest third party will not be approached against a good lawyer.
Muslim Inheritance Law	<ol style="list-style-type: none"> 16. Will remain aware of the portion of property that they will inherit. 17. Will know the portion of property that the orphan child will inherit from their grand parents.
Land Law	<ol style="list-style-type: none"> 18. Will not sign or put thumb-mark on a blank white paper or a blank stamp paper. 19. Land will be purchased after verifying relevant documents. 20. The land purchased will be mutated.

* A matrimonial dictate on the reunion of the divorced couple. The wife needs to marry another person, live with him for minimum four months, get divorced and then remarry the previous husband with whom the reunion is intended.

Source: RDP Operations Manual 1995, p. 345.

The basic contents (i.e., laws) covered in TOT, TT and LE are the same, but their training process for each of these training are different. Various training techniques are used including lecture-cum-discussion, group discussion, question-answer, role-play, practical experience sharing, brainstorming, miniversity, demonstration, etc. (see Appendix 1.1 for the descriptions of training techniques). Besides, the trainees listen to songs and dramas related to the training through the use of audio-visual aids.

Three main documents are used for training purpose. These are, (1) Training of Trainers Human Rights and Legal Education Program, (2) Law Education Guide, and (3) a five-piece reference guide (Civil Law on Protection of Citizens' Right, Constitution Law, Family Law, Inheritance Law and Land Law). The content of these documents are divided into 22 legal issues (each again having number of subissues) covering CRPL, MFL, MIL and LL (see Appendix 1.2 for further detail on the training documents and their contents). The documents were prepared by keeping in mind that their content may reflect the objectives of the HRLE program.

Starting in 1996 the Program had taken up the policy of organizing Local Community Leaders' Workshops in AOs where LE had already been introduced. It is a one day workshop lasting for about three hours with 26 participants. The government representatives (i.e., chairman and members of the Union Porishod), religious leaders (i.e., imam, kazi and other opinion leaders), primary school teachers, VO leaders and HRLE S/S all belonging to the locality participate in the workshop. The main objectives of this workshop are: (1) to orient the participants about the existing laws of Bangladesh covered in the HRLE curriculum; (2) to convince the participants that these laws are not different from religious laws (*Shariah*); and to facilitate the cooperation of these groups in the implementation of LE in the village.

Conclusion

The HRLE program endeavors for the empowerment of the VO members. In this effort the overwhelming portion of the Program's activities are circled around training. Thus the assessment of the impact of HRLE training would also mean the assessment of the impact of the Program.

CHAPTER 2

METHODOLOGY FOR TRAINING IMPACT ASSESSMENT

Training is intended to bring some changes in accordance to the set objectives. Five types of changes can be identified (Phillips 1991; Bramely 1991; Bhatnagar 1987), those are:

1. change in the level of knowledge¹ (K),
2. change in the level of skill² (S),
3. change in the attitude³ (A),
4. change in the behavior⁴ (B), and
5. change in the organization⁵ (O).

These five change items together are coined KSABO. The first two changes are concerned with learning, the rest are concerned with actions based on learning. They are the performance objectives of the training. The emphasis on achieving changes in these five items varies from training to training depending on the specific objectives.

All these five change items are directly or indirectly linked with each other. Existence of knowledge, is a prior condition for acquiring skill, i.e., the ability to perform. Attitude is related to the knowledge and/or the skills, i.e., the presence of knowledge/skill leads to the change in the attitude. Supporting this assumption, the 'theory of reasoned action' (Ajzen and Fishbein 1980) and several other studies (White and Stolzenberg 1976; Spitze and Spaeth 1976) have argued that attitude is a primary determinant of a person's response to an objective or action. Nonetheless, it may be mentioned that when more than one normative role is available for a situation it is likely that an actor will select the one that best suits his/her attitude, provided there exists no constraining factor(s) which will force

¹ Acquisition with facts or principles, from participation in the training.

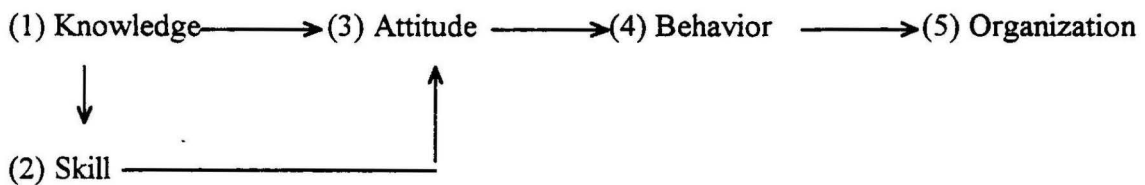
² An ability to perform a task developed from the training. The task is directed towards a particular goal or centered around a specific activity.

³ A tendency or a predisposition to behave in a certain way in a particular situation in relation to knowledge and skill acquired in the training. An attitude is an expression of a value or a belief.

⁴ A response or reaction of a trained in relation to knowledge and skill acquired, including physical reactions, motivations, verbal statements, and subjective expressions.

⁵ The process which differentiates one part from another in a functional sense and which at the same time creates an integrated complex of functional relationship within the whole.

to choose the other against the will (Ajzen and Fishbein 1977, 1980). The theory, though clearly recognizes the change in the attitude may not necessarily follow a change in the behavior, a positive correlation between the changes in the attitude and behavior is most likely. In the case of link between behavior and organization it may be mentioned that the collective change in the behavior of the members in an organization leads to the change in its characteristics. The changes in these items may be hierarchically linked up as such:



It is not necessary that all the changes will be touched by a training. Depending on the objective and the scope of the training there can be a variation from this model. For example, if the training is not directed towards the change in the level of skill such change in the case of the trained is not likely to occur. It may be mentioned that although training is often directed towards organizational change it is not unusual to have it also directed towards a larger social configuration like a village or a community, as well.

Impact in training refers to the changes produced in a situation as a result of training activities undertaken with certain training objectives (Bhatnager 1987) i.e., in knowledge, skill, attitude, behavior and organization/village. In an impact study on training, it is important to ascertain whether it was really the training activity that had led to the achievement of the given training objective, and, if so, to evaluate how and why the training under study has achieved the objective. These endeavors demand investigating the process of the training and establish its link with the observed output.

Training is never an end in itself. Investment in training is of course justified only if the trainees are able to apply what they have learnt, in other words, if they are able to transfer it from the training course to their home and/or work environment. When focus is shifted from the learning itself to the transfer of learning, that is, performance, the factors which hinder or expedite the transfer come into play. These dimensions also come under the scope of a training impact assessment study.

At this point we may stress that the Training Impact Assessment Study (TIAS) must encompass (1) the training process, (2) the environment that either helps or hinders the transfer of learning, and (3) the changes brought about by the training.

- (c) Is it understandable? the extent to which the training content was understandable. Understanding and conceptualization of the knowledge imparted in the training is very much essential for internalization⁷ of such knowledge and its future application by the trainees.

It may be mentioned that these indicators are interrelated and interdependent. The more the training is characterized by these attributes, the more it is likely that the training will be effective, thus will have greater impact.

2. The training environment - It includes the facilities and the resources available for the training. It can be grouped into two:
- (a) the quality of facilities and resources having a direct bearing on the training, e.g., sound system in the classroom; and
 - (b) the quality of facilities and resources having indirect effect on the training, e.g., the meals served during training.

The evaluation of the execution of training can be conducted through (1) firsthand observation of the execution of training by the evaluator, and/or (2) analysis of the level of satisfaction and impression of the parties directly and indirectly involved with the training or the training process. The distinguishing feature of the latter technique is that it is based on the systematic and subjective reporting of the parties involved with the training. The technique has been considered as a good tool for evaluating the effectiveness of the training (Phillip 1990, 40).

Content and Relevance

The content of the training as conceptualized by the trainee is important because it determines the extent to which the training will be put into application. There can be two types of conceptualization related to the content.

1. The extent to which the different parts of the training were felt easy or difficult in understanding and in internalizing. There will be a tendency to put that part of the training more in use which the trainees found easy to understand, thus mastered well, than the part found difficult to understand and internalize.
2. The extent to which the different parts of the training were considered useful by the trainees. The part of the training thought to be more significant will face an inclination for more application than the part considered less significant.

These two conceptualizations are likely to characterize the impact of training through uneven application of different parts of the training. Evaluation at this stage can be conducted based on the opinion of the trainees.

⁷ Make part of oneself, through learning and social adaptation.

Result/Impact

This is the most important level in evaluating the impact of training. There can be two parts in the evaluation of the result/impact. First, the assessment of the learning, i.e., the extent to which the knowledge and the skills imparted have been internalized by the trained. Second, the assessment of the extent to which the transfer of knowledge and skills due to the training have changed performance, that is, the change in the attitude, the change in the behavior, and finally the change in the organization.

Learning

Learning can often be assessed through tests. In a test, the trainee is presented with a set of constructed stimuli (test items) to which he/she responds, enabling the tester to assign a test score from which inferences can be made. The evaluation of the level of knowledge and skill acquired from the training can be done through administering pre- and post-tests related to the training content, on the course participants, immediately before and after the training. This strategy enables to fathom the extent to which the training has increased the level of knowledge and skill of the trained.

Performance

The impact of training is manifested in the performance. Thus, through observing the performance the nature of impact can be assessed (Landy and Trumber 1980). Performance is determined by (1) the extent to which the training has been internalized, (2) the level of motivation in applying the training that has been internalized, and (3) the prevalence of the appropriate environment for the application of the training or the absence of the opportunity for performance.

In relation to the objective of training its impact can be categorized into three, namely, (1) positive impact, (2) neutral impact, and (3) negative impact.

1. When the training objectives are achieved in part or total the changes are referred to as a positive impact.
2. In the case of a neutral or no impact, the total directionality is almost lost, meaning thereby, that there are no signs of impact due to training.
3. When the training produces a result in an undesirable direction it is known as the negative impact.

Quasi-experimentation for Impact Assessment of HRLE Training

A basic assumption in all training impact studies is that the grasp of knowledge, the skill in the application of the knowledge, the attitude and the behavior of the trained will be qualitatively and quantitatively much superior to or different than those who have not received training. (Bhatnagar 1987). These assumptions have three implications. Those are:

1. There will be a discernible increase in knowledge and skills as a result of the contents that are taught in the training.
2. There will be a change in the attitude manifested in the acceptance or rejection of the training content.
3. The knowledge and/or skill imparted, to be applied in the relevant situations, will lead to a change in the organization.

Bhatnagar (1987) mentioned that there were three types of evidence relevant to testing these assumptions that training had brought changes in KSAB of the trained and in their organization. These are:

1. evidence on the association between the training content 'X' that is relevant to and resulting in satisfying a training-need 'Y' of a group that received training;
2. evidence that the fulfillment or satisfaction of a content 'X' of the trained did not occur before training content 'X' was given to them;
3. evidence ruling out the effects of variables or factors other than 'X' resulting in satisfying a training need 'Y' of those received training.

The assessment of the impacts of TOT, TT, and LE through testing these assumptions, can be done by following a number of strategies in the quasi-experimentation method. Two of those are given below.

First, evaluate or measure the trainees at two points of time, i.e., 'before' the start of the training and 'after' the training is over (there may also be periodic evaluations during the training). The difference between these two measurements may be attributed to the effect of training undertaken, provided there was no influence of any confounding factors on the trainees that contributed to the gain in the knowledge and skill when the training was in progress.

In reality trainees are exposed to variety of sources during the training which can supplement the training program and contribute to the learning of the trainees. For example, TV viewing or radio listening, newspaper reading, gossips, etc. For an accurate assessment of the learning achieved in the training and performance based on such training it is necessary to discard the portion of the learning contributed by all extra training sources while the training was in progress from the total learning in the evaluation at the end of the training. That is:

$$(T_2 - T_3) - T_1 = T_4$$

where:

T_3 - the level/nature of KSABO before the start of the training (e.g., LE);

T_2 - the level/nature of KSABO just after the completion of the training (e.g., LE);

T_1 - the gain in the knowledge and skill from the sources other than the training when it was in progress;

T₄ - the change in the KSABO due to the training.

Second, compare the trained with those who are not trained, after dividing the population under study into two groups, keeping in mind that the groups do not differ in terms of their characteristics, except that one received training (i.e., the experimental treatment group), where as the other (i.e., the control treatment group) have not gone through the same training. The difference in the level/nature of KSABO in between these two groups will show the gain due to the training (if any). That is:

$$(G_3 - G_2) - G_1 = G_4$$

where:

G₃ - the level/nature of KSABO in the experimental treatment group (e.g., VO member with LE);

G₂ - the level/nature of KSABO in the control treatment group (e.g., VO member without LE or non-VO members);

G₁ - gain in the knowledge and skill from the sources other than the training when it was imparted;

G₄ - the gain in KSABO due to the training.

It should be noted that all the five changes, i.e., KSABO, may not be observed in the case of all training. For example, the TOT and TT trained are not expected to bring any change in their organizational set up as the they do not have much scope to perform outside the classroom.

An additional challenge in the case of assessing the impact of the training under the cascade is to track the transfer of the knowledge and the skills from the upper level of the training to the lower level. This can be done by testing the trainer on the content of the training before start of the session, beside pre- and post-test of the trainees, at each level of the training.

Conclusion

The training impact assessment methodology described in this chapter has been applied to the HRLE program. Chapter 3 presented a detailed description of the design of the HRLE study.

CHAPTER 3

STUDY DESIGN

The impact has been assessed in terms of the objectives of the HRLE program. This study required not only the observation of all the training under the HRLE training cascade, that is, TOT, TT and LE but also the VO members who received LE earlier. Priority was given to the training at LE level, especially those who received training earlier, since the overall objective of the program is to induce behavioral change and effective action among VO members through the transfer of knowledge and skills.

Training sessions from TOT, TT and LE were purposively selected for observation. The trainees who completed these sessions and the trainers who conducted the training were tested and interviewed. The HRLE POs, who were closely attached to the training process, were also interviewed. In addition, 75 VO members who received LE (i.e., VO members with LE) one year back, two years back and three years back (25 members in each group) were selected for test and interview. They were selected through systematic sampling process from Titpallah RDP command area in Jamalpur. The ratio of male to female members selected for the study was kept similar to those who received LE in that area. Of these cases, 14 were later purposively selected for in-depth analysis and case study.

Two comparison groups were also selected from villages not covered by the HRLE program. One group included the VO members who have not received LE (i.e., VO members without LE). The other group included the villagers from a village not covered by any BRAC program (i.e., villagers from non-BRAC village).

To select the VO members without LE an inventory of the VO members belonging to the same age and education range found in the case of VO members with LE was made from the selected villages. Next, from this inventory the 75 samples were selected through systematic sampling procedure.

In the case of sampling from the village without BRAC's program a number of steps were followed. First, an inventory of all the households in terms of the members' age, gender and education in a village away from the influence of any non-government organization was made. Second, the households having any member falling in the similar age, gender and education ranges found among the previously selected VO members with LE were

singled out. Finally, the sample households were selected from those through interval (systematic) sampling procedure. One member from these selected households falling in the mentioned ranges was interviewed and tested. The male to female ratio in the case of samples selected from the VO members without LE and the villagers from without BRAC were also kept similar to the one in the case of VO members with LE.

Table 3.1 Study Samples

Sample categories	Study area	Sample size		Age		Education	
		Male	Female	Mean	Range	Mean	Range
TOT trainee	CDM	11	1	-	-	-	-
TT trainee	TARC Mymensingh	2	19	-	-	6.5	4 - 10
LE trainee	RDP Nandail command area	0	20	29.3	17 - 55	0.1	1 - 1
VO members received LE 1, 2 & 3 years back	RDP Titpallah command area	24	51	33.5	21 - 55	1.0	1 - 6
VO members without LE	RDP Chachua command area	23	52	32.2	20 - 50	0.7	2 - 6
Villagers from non-BRAC village	Vill.: Uluhati Union: Rajgati Thana: Nandail	15	35	34.3	18 - 55	0.4	2 - 5

Table 3.1 presents a further detail on the characteristics of the samples. It may be noted that the socioeconomic setups of the three study areas representing VO members with and without LE and the villagers from non-BRAC village were comparable. Besides age and education (two important determinants for the accumulation of legal knowledge), these three groups were also similar to each other in many other ways, e.g., social status.

Questionnaire

Altogether 10 questionnaires were designed for different levels of training and for different groups. Some of the questions in these sets were structured while the others were semi-structured. Again some of the questions were geared towards deriving information on attitudes and on opinions. Besides taking respondents' attitudes and opinions in terms of scores, the questionnaires had provisions for noting down the rationale behind their scoring.

The impact framework (Chapter 2) was applied to all levels of the training. Through this an effort was made to establish how much value was added by each level of the training. That is to say, the Extent of Training, the Execution of Training, the Content and Relevance of Training, and the Result/impact of Training.

Extent of Training

The evaluation was conducted on the coverage and the duration of the training. Data on these two components were derived mostly from the secondary sources, like BRAC documents.

Execution of Training

The evaluation at this stage was conducted on the training process and the training environment. It was done on the basis of the data derived from the observation of the training sessions and through interviewing the trainers and the trainees involved in the training. At this stage observation was also made to find out whether the trainees received any knowledge and skill similar to one offered in the training from any source other than the training they participated.

Content and Relevance

At this level evaluation was mainly a content analysis of the responses provided by the trainees to the extent different laws and issues within those were difficult/easy to internalize and the extent to which those were considered significant.

Result/Impact

The gain in the knowledge due to training was estimated from the pre- and post-test scores of the training. The pre- and post-testing is a part of the TOT for HRLE training but not in the case of TT and LE. The test scores from the TOT taken into consideration in this study were evaluated to observe the gain in knowledge due to training. It was written recall-item tests having essay or short answer formats administered in class. The same set of questions were applied in both tests.

In the case of TT and LE pre- and post-tests were organized by the Research Team. These tests were designed in collaboration with the HRLE program (Appendix 3.1). This set was administered for both the tests (i.e., pre- and post-tests) in the case of TT and LE. The trainees were not given any idea during pre-tests or when the training were in progress that they will be tested again at the end of the training. The test had one question from each of the twenty-two parts covering four laws in HRLE, i.e., CRPL, MFL, MIL and LL. Thus, making the test proportionately representative to all aspects of the training.

The tests for TT and LE were administered orally. The tests had open-ended questions with short categorical responses, like, "What is the lowest age of marriage for a women?"

To test the knowledge of the TT and LE trainers they were also tested immediately before the commencement of these training. The same test which was administered in the case of trainees was used in their cases too with the exception that the tests were multiple choice (i.e., recognition item) written in nature.

A number of statistical techniques were used to test the hypothesis in this study. The test score of the trainers were corrected for guessing (Appendix -3.2). The t-tests were conducted by taking pre- and post-test scores of different sample categories. The percentage scores and gain ratio (see Appendix 3.2) were used to assess the changes in the level of knowledge gained because of the training.

To make a correct assessment of learning from the training it was necessary to discard the contribution of all confounding factors on learning while training was in progress. Before post-test the trainees were asked individually whether they had any learning having a content similar to one covered in the training from the extra-training sources while it was in progress. In the case of those trainees who had learning from the extra-training sources on issues which were covered in the test the trainees were not given any point for responding correctly to those issues in the post-test.

In the case of TOT and TT, the objectives were also to provide direct training skills. The assessment of the gain in the skill was done through three processes. First, by knowing the perceptions of the TOT and TT trainees on their own capabilities and their confidence in conducting the training; second, by observing the performance of the TT and LE trainers; and third, by knowing the opinion of the trainees on the performance of the trainers.

In order to evaluate the performance, observation was primarily concentrated on the VO members received LE one year, two years and three years back. In order to assess the impact, these groups were compared with the comparison groups, i.e., VO members without LE and villagers from non-BRAC village. Three types of impact, that is, the positive impact, the negative impact, and the neutral impact of LE were observed.

The result/impact brought out by the LE manifested in the attitudes and in the HRLE-related actions were reported by the study cases. Their reporting were first validated through consistency check of the information provided and through corroboration, e.g., cross checking with other informants and verifying with office records. Then the validated action or attitude was accepted as of the LE induced, provided a clear link could be established between these two. As a process of establishing the linkage between these two the groups were also tested -- as the presence of knowledge is a prerequisite for the relevant action.

Variance Control

This research design attempted in controlling variances. That is, "Maximize systematic variance, control extraneous systematic variance and maximize error variance." (Kerlinger

1973). The study was designed such that the HRLE knowledge of the experimental and the comparison groups might appear to be distinctly different from each other. Similarly the knowledge levels of the same trainees before and after their participation in the training were also expected to be different. These differences in the level of knowledge have maximized systematic variance in this study. The study selecting respondents of similar age and education level for both the groups. Due to such designing the influences of these two variables on knowledge, extraneous to the purpose of this study, were eliminated. Besides such elimination, the random selection of the samples for these groups have also helped in controlling extraneous systematic variance in this study. The error variance was minimized in the study mainly by using a test precisely measuring the HRLE related knowledge, through developing scales tabbing the relevant attitudes of the respondents and by taking precautions so that the undesired values of the respondents or the researches might not creep into the information collected for this study.

Table 3.2 Methodological Framework for Evaluating Training of Trainers for HRLE

Impact levels	Information required	Source of informatio	Methods
Extent of training	(a) Training coverage: number of courses offered; number of participants; refresher attendance (b) Duration of training	Secondary sources: register's input-output matrix	Secondary sources; data collection; interviews with nonparticipants
Execution of training	(a) Training process: participatory; accessibility; understandability; (b) Training environment: training facilities	Training materials; trainees; trainers	Semistructured interview; group discussion; observation by the Research Team
Result/impact	Change in the level of relevant knowledge; capacity to explain laws; confidence in providing training	Trainees; trainers	Analysis of pre- and post tests; semistructured interview; group discussion

The methodology framework matrices for evaluating the training under the cascade are shown in Tables 3.2 through 3.5. The matrices included the type of information and the appropriate tools and techniques for collecting data necessary for the impact assessment.

The performance of the trainees who received TOT and TT were manifested in their execution of the training in turn. That was where the impact of these training were felt. In contrast, the performance due to LE was manifested in the trainees application of the learning to the relevant situation in their society.

Table 3.3 Methodological Framework for Evaluating Teachers Training for HRLE S/S

Impact levels	Information required	Source of information	Methods
Extent of training	(a) Training coverage: number of courses offered; number of participants; refresher attendance (b) Duration of training	Secondary sources: registers input-output matrix	Secondary sources; data collection
Execution of training	(a) Training process: participatory; accessibility; understandability (b) Training environment: training facilities	Training materials; trainees; trainers	Feeling and reaction analysis; semistructured interview; observation by the Research Team
Result/impact	Change in the level of relevant knowledge; capacity to explain laws; confidence in providing training	Trainees; trainers	Analysis of pre- and post-tests; semistructured interview; observation

Table 3.4 Methodological Framework for Evaluating Legal Education

Impact levels	Information required	Source of information	Methods
Extent of training	(a) Training coverage: number of courses offered; number of participants; who has/has not access (b) Duration of training	Secondary sources: register's input-output matrix; nonparticipants	Secondary sources; data collection; interviews with nonparticipants
Execution of training	(a) Training process: participatory; accessibility; understandability (b) Training environment: training facilities	Training materials; trainees; trainers	Feeling and reaction analysis; semistructured interview; observation by Research Team
Content of training	Knowledge and skills provided: issues left out; significance (importance, relevance); extent difficult	Trainees; trainers	Content analysis; semistructured interview; checklist
Result/impact	Change in the level of relevant knowledge; capacity to explain laws; willingness in putting the training into practice; perception and experience of constraints/capacities in exercising HRLE-related action	Trainees; trainers	Analysis of pre- and post- test; semistructured interview; observation by the Research Team

Table 3.5 Methodological Framework for Evaluating Experimental and Control Groups

Impact levels	Information required	Source of information	Methods
Extent of training	(a) Training coverage: number of courses offered; number of participants; who has/had not access (b) Duration of training	Secondary sources: register's input-output matrix; non-participants	Secondary sources; data collection; interviews with nonparticipants
Result/impact	Level of relevant knowledge; capacity to explain laws; willingness in putting the training into practice; perception and experience of constraints/capacities in exercising HRLE-related action; evidences of changed outcomes	VO member with and without LE; Villagers from non-BRAC village; LIC; Marriage registration office; UP chairman; trainers; relevant villagers	Analysis of test; semistructured interview; detailed case studies; individual and group reporting of experiences; examination of secondary records and reports, registers; corroboration.

The TOT and TT are conducted by following training modules precisely specifying the amount of time to be spent on different laws and on issues there of. It is likely that the TOT and TT graduates will not demonstrate any deviation in conducting training from the modules reflecting their perceived significance of the laws and the extent the laws were found easy/difficult in internalizing by them. Therefore, the 'content of training' was considered not relevant to the methodological framework for TOT and TT. The observation of the 'training process' for the experimental and the control groups was considered unnecessary as similar observation in the case of LE was considered sufficient.

CHAPTER 4
TRAINING OF TRAINERS FOR HRLE

Introduction

The TOT course under study was conducted at CDM in March 1995. The trainer and the trainees were interviewed on the second-last day of the training. All the trainees unanimously mentioned that to gain knowledge on the legal issues and to acquire the skills required to transfer that knowledge in the training (i.e., in TT) motivated them to participate in TOT course.

Extent of Training

Altogether 238 trainees received TOT between 1991-1995. Of them, 217 trainees were male (Table 4.1). The number of TOT trained persons increased with time to support the expansion of the HRLE program.

Table 4.1 TOT for HRLE by Years

Years	Duration (days)	Number graduated			Participant days
		Male	Female	Total	
1991	06	11	01	12	72
1993	10	102	08	110	1,073
1995	10	104	12	116	1213

Note: TOT was not offered in 1992 and 1994.

Source: Annual Reports, Training Division.

The duration of training was not the same in all cases. In 1991 and 1995 training (including the one taken under observation) had a 6-day duration, but in 1993 and 1995 it varied from course to course. The average duration of a course in the latter case was 10 days.

Altogether 51 hours were spent in 6 days on learning (including the time for tea, lunch and rest) during the sessions in the case of training under consideration. The hours were evenly distributed among six days, thus, a day had 8.5 hours in their share. It may be mentioned

that the trainees spent number of hours each evening after class in preparing the lessons covered in that day.

Table 4.2 presents the distribution of time to activities directly and indirectly related to the development of knowledge on the laws and the development of training skill. About 45% (23 hours) of the training time was spent on the dissemination of information on laws and in their clarification. Within this time CRPL was given the largest share (38%) though it had least number of issues to be covered compared to other three laws. See Appendix 4.1 for further detail on time spent on different training events.

Table 4.2 Activities Directly and Indirectly Related to Learning by Time in TOT

Activities	Hours	Percentage
Directly related to learning	32.08	62.89
Development of knowledge	23.00	45.09
Review	5.83	11.43
Development of skills	3.25	6.37
Indirectly related to learning	18.92	37.11

Only a small period of time (3.25 hours) was allotted for the development of training skill. All the trainees had more than a year's experience as a trainer and had conducted several training courses in the past. About one-third (37.1%) of the training time was spent on the activities indirectly contributed to the development of knowledge and skill. The distribution of time to different training activities indicated that the training emphasized a great deal on imparting legal information to the trainees.

Though most of the trainees were of the opinion that the time allotted to different training activities were well balanced, about half of the trainees thought that the course duration was too short. All the trainees and even the trainer felt that there were too many issues to be covered within the time allotted for the training. In spite of the time constraint, most of the trainees felt that they managed to handle the pressure and learnt well because of their education and past experience as trainers.

Execution of Training

Training Process

Lecture and discussion were predominantly the training techniques in the course. The trainer systematically lectured on an issue, then answered the questions of the trainees and conducted a discussion on the issue. Miniversity was another technique widely employed, which worked very well. Two-way communication was an outstanding

characteristic of the training process. It was observed that the trainees' participation helped both the trainer and the trainees to evaluate the extent to which the laws were understood and learnt, which in turn helped the trainer in taking measures to overcome the deficiencies.

The trainees' relations with the trainer were congenial and fostered an effective training. The trainers were never bossy in the class. They never imposed any of their decision or belief on the trainees. The trainers were always friendly and cooperative. Consequently, the trainees were at home in discussing issues with the trainers and asked question for clarification whenever needed. The trainees were highly satisfied with the training environment. As a whole it was flexible enough to support both collective and individual need.

Though a good number of the trainees found the course difficult mainly because of the time constraint, all except one were of the opinion that the course was fully understandable. The trainee who differed felt that the use of the legal vocabularies in the training made it difficult to follow.

Training Environment

Table 4.3 presents the trainees' level of satisfaction with selected aspects of the training environment. Since most of the trainees were satisfied or highly satisfied with these aspects it may be concluded that these made a positive contribution to the quality of the training.

Table 4.3 Level of Satisfaction with Aspects Directly Affected TOT (in pct.)

Aspects	Not satisfactory	Less satisfactory	Satisfactory	Highly satisfactory	No response	Total n = 12
No. of trainers	-	16.67	8.33	33.33	41.67	100
Quality of training	-	-	33.33	66.67	-	100
Discipline in class	-	-	-	100.00	-	100
Training equipment	-	16.67	33.33	50.00	-	100

While talking about the equipment the trainees particularly mentioned about the contribution of the over-head projector. The trainees were also satisfied with the classroom, which they regarded to be well-planned, appropriately roomy for a small training group and well-furnished. The trainees were also very satisfied with the central service, library, auditorium and administration at CDM.

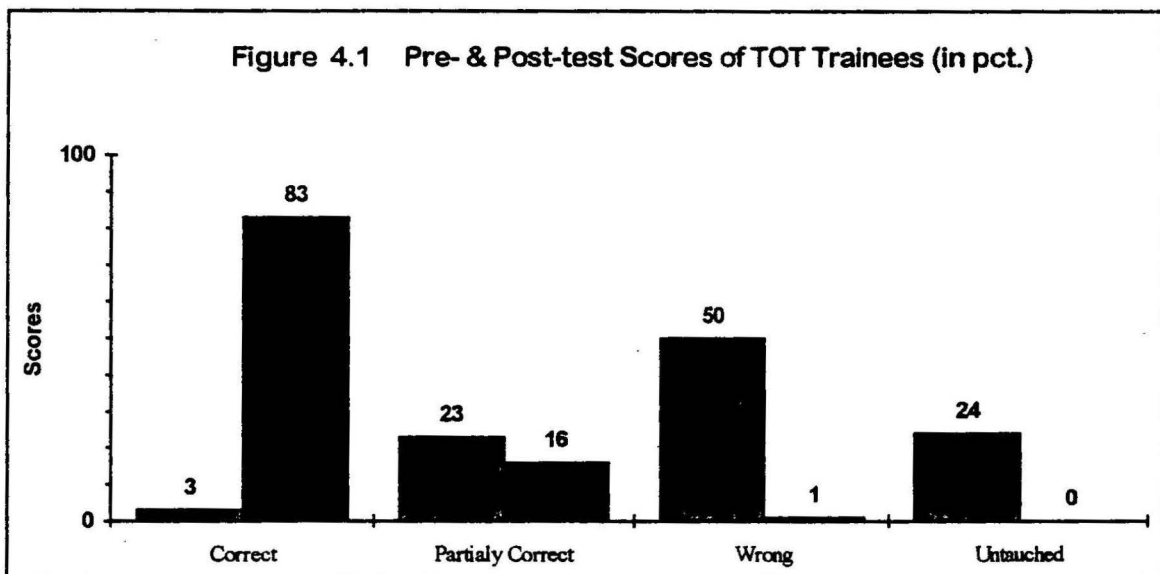
All the trainees confirmed that they were not exposed to any source during the training that contributed to their learning similar to one covered in TOT for HRLE.

Result/Impact

In 1995, 36 trainers with TOT for HRLE offered 194 TT courses to 4,858 S/S. Given the quality of this training (Chapter 5), the training objective is being achieved. At the end of TOT, it appeared that most of the trainees (83%) did not have a clear or complete idea of the objectives of the training they participated in.

Learning

Figure 4.1 presents the pre- and post-test results of the trainees participating in the TOT¹. Indisputably the trainees performed better in the post-test compared to the pre-test. Eighty-three percent of the questions were responded correct in the post-test compared to only 3% in the pre-test. None of the question was untouched in the post-test whereas 24%



Source: Register, Training Division

went untouched in the pre-test. On an average a trainee scored 16.6 points out of 100 in the pre-test which rose to 90.6 in the post-test.²

The test was mostly structured for short essay type responses. Such tests are not very effective in distinguishing between those who know something from those who do not on an issue (Bramely 1990, 15). In addition, the trainees were aware of the post-test. Such

¹ The tests were conducted by the Training Division. The test had 24 questions to be answered by each of the 12 trainees.

²The aggregate score of a trainee was calculated by adding up the scores secured from the answers to 24 questions. Two points were given for a correct answer, 1 point for a partially correct answer and none for answering incorrectly or for leaving the question untouched.

sensitization is likely to reduce the accuracy of the assessment on the gain in knowledge during the training.

All the trainers expressed their full confidence on successful and effective conducting of TT for HRLE S/S in the future. The reasons for having this confidence were mentioned to be that they were taught well and had a clear understanding of the laws.

Conclusion

The preceding materials indicate that the TOT for HRLE course is highly successful in developing the necessary knowledge and skills for TT training in BRAC trainers. Course effectiveness might be improved by making the course longer by 1 or 2 days and by moving to a more objective question-answer form of testing.

CHAPTER 5

TEACHERS TRAINING FOR HRLE SHEBOK/SHEBIKA

Introduction

The TT class observed in this study started in June 1995 at TARC Mymensingh. The VO members from RDP Chachua and RDP Nandail constituted the trainees. Altogether, 21 trainees were observed in this study¹. The overwhelming majority (90%) of these trainees participated without any prior expectation, whatsoever, on the issues that would be covered in the training.

Table 5.1 Reasons for Participation in TT for HRLE S/S

Reasons	Percentage n = 21
Unemployed	28.6
Remuneration	76.2
Status enhancement	52.4
Help (self & others)	100.0
Learning	53.4
Others	9.5

These respondents had more than one reasons for their participation in the training (Table 5.1). They mentioned about the role of RDP staff behind their participation in the training only when the issue was raised to them. It appeared that the aspect of the future economic gain and the significance of having legal knowledge which in turn would help them in solving legal problems were well explained to them by the RDP staff.

¹ The training started with 24 trainees but 3 of them dropped out due to illness before the training was over. Thus, 21 trainees who completing the training were tested and interviewed for this study.

Extent of Training

Training Coverage

After 1994, the number of TT courses and participants rapidly expanded. In 1995, there were 194 courses for 4,858 Shebok/Shebikas (Table 5.2).

Table 5.2 Teachers Training for HRLE S/S by Years

Years	No. of Courses	Number of participants			Participation days
		Male	Female	Total	
1990	19	155	264	419	2,123
1991	8	89	109	198	915
1992	37	351	573	924	5,368
1993	47	192	991	1,183	7,098
1994	43	166	899	1,065	6,390*
1995	194	273	4,585	4,858	29,820

* Calculated by the Research Team.

Note: A part has been considered as a training course; 1990-92 provides information on those enrolled in the course; 1993-95 provides information on those completed the course.

Sources: TARC Annual Reports, Training Division; and Register, TARC Mymensingh.

Duration of Training

Altogether 192 hours were spent on TT. Of this, 84.5 hours (44%) were spent on activities indirectly contributing to the gain in learning whereas the rest, i.e., 107.5 hours (56%), were spent on the activities directly contributed to the same. See Appendix 5.1 for further detail on the distribution of time on direct and indirect training activities.

The total training time was evenly divided among four parts, making 48 hours for a part (Table 5.3). The table shows that the time allotted to activities directly and indirectly related to gain in knowledge and skill were not same for all the parts. In the case of HRLE Basic - I and II the major portion of the training time was given to the activities directly contributing to learning, but in the case of Shebol/Shebika Training - I and II the major portion of the time went to the activities indirectly contributing to the training. Of the total training time, 43.2% and 14.8% were spent on the activities directly contributing to the gain in knowledge and the training skill, respectively. For further detail on the time allotted to training activities in different parts Appendix 5.2 is referred.

Table 5.3 Activities Directly and Indirectly Related to Learning in TT for HRLE S/S

Parts	Direct	Indirect	Total
HRLE Basic - I	31.5 (65.62)	16.5 (34.38)	48 (100)
HRLE Basic - II	32.5 (67.71)	15.5 (32.29)	48 (100)
Shebok/Shebika Training - I	20.0 (41.66)	28.0 (58.34)	48 (100)
Shebok/Shebika Training - II	23.5 (48.95)	24.5 (51.05)	48 (100)

Table 5.4 presents further detail on the distribution of time on different training activities directly contributing to the gain in the learning on four laws. It may be noted that the distribution of time on four laws were not proportionate to the number of issues the laws contained. For example, the MFL having 7 legal issues was allotted 18.5 hours, whereas MIL having 6 legal issues and LL having 5 issues were allotted 20 and 22 hours, respectively.

Table 5.4 Time Spent Exclusively on Learning by Laws in TT for HRLE S/S

Laws	Development of knowledge		Development of training skill		Total
	Teaching	Reviewing laws	Demonstration on lesson presentation	Lesson presentation practice	
CRPL	12.0 (64.86)	1.0 (5.41)	1.5 (8.11)	4.0 (21.62)	18.5 (100)
MFL	11.0 (59.46)	0.5 (2.70)	2.5 (13.51)	4.5 (24.33)	18.5 (100)
MIL	10.0 (50.00)	2.5 (12.50)	2.5 (12.50)	5.0 (25.00)	20.0 (100)
LL	12.5 (56.82)	1.5 (6.82)	2.5 (11.36)	5.5 (25.00)	22.0 (100)
Total	45.5 (57.60)	5.5 (6.96)	9.0 (11.39)	19.0 (24.05)	79.0 (100)

The overwhelming majority of the trainees (95%) were highly satisfied or satisfied with the duration of training. The breaks in between the four parts of TT were particularly mentioned and were considered as an advantage by most (18) of the trainees. It was felt that such a spacing of the training, which allowed them to return home in between the parts, gave an opportunity to look at the training materials. In addition, it gave them an opportunity to meet their family and take care of their household.

Execution of Training

Training Process

It has already been mentioned that internalization of the knowledge in the training process was an objective of this training. A number of processes for internalization were observed.

1. **Explanation:** An issue not previously introduced to the trainees was first explained to them. In this process the relevant questions from the trainees were answered for their clarification.
2. **Discussion:** The issues were discussed. The discussion was conducted under the guidance of the trainer both in small groups, where discussion was conducted within the group, and in a big group where whole class participated.
3. **Answering questions:** At this stage, in some of the cases the trainer asked questions to the trainees and in the others the trainees asked questions to each other. This was done to ensure that the issues were conceptually clear to the trainees.
4. **Memorization:** The issues were memorized by the trainees, mostly after class, in the evening. It was observed that the repetition of an issue in different training processes helped the trainees in memorizing it to a great extent. The processes were applied through different techniques on the training subjects concerning the legal issues to be covered in TT. The techniques employed against the subjects, as observed by the Research Team, in terms of its application process, and the merits and the demerits of the techniques are briefly presented in Appendix 5.3. It may be noted that all the techniques employed were designed as such, that the two-way communication between the trainer and the trainees or among the trainees were required for the functioning of those techniques.

Participatibility: The trainees found the training to be participatory and believed that it helped them in learning. The Research Team's observation confirmed this. In most cases the trainees' participation was voluntary. In few occasions where the trainees tried to shun away from participation they were asked to come forward and take their shares in participation.

Accessibility: The trainees unanimously mentioned that they all respected the trainers and found them congenial. This relationship blended with respect and friendship immensely helped the training process. Because of this respect trainer's instructions were always followed. On the other hand, because of the friendship, the trainee never hesitated in pointing out their problems to the trainer.

Understandability: Although some trainees mentioned that the training was initially some what difficult, as a whole it was fully understandable to all of them. Two reasons were mentioned for its being easy, viz., (1) The training was conducted in a dialect very close to the one practiced in their locality. (2) The legal issues and other related concepts, covered in the training, were explained along with examples with which they were familiar. In that

process the help of the flip chart, white board and cassette player were also taken, which further helped in understanding the issue.

Each of the TT parts was conducted by different trainers. Though the trainees were satisfied with the performance of all the four trainers, the Research Team was of the impression that the trainer who was in charge of conducting HRLE Shebok/Shebika Training - II was not sufficiently confident in conducting the training. A good portion of the training sessions observed by the Research Team was conducted by the PO HRLE in her behalf. While PO was conducting the training she played a secondary role as a trainer. It was informed that HRLE Shebok/Shebika Training - II was the first such training conducted by her after receiving TOT for HRLE.

Training Environment

Factors Directly Affecting Training

Table 5.5 presents trainees' evaluation on the basis of the aspects thought to be directly affecting the quality of training. Most of the trainees were satisfied or highly satisfied with the aspects considered, indicating that those had effectively contributed to learning.

Table 5.5 Level of Satisfaction with Aspects Directly Affecting TT for HRLE S/S (in pct.)

Aspects	Not satisfactory	Less satisfactory	Satisfactory	Highly satisfactory	Total n = 21
Number of trainer	-	9.52	28.57	61.91	100
Discipline in class	-	4.76	19.05	76.19	100
Class room	-	-	23.91	76.09	100
Training equipment	-	4.76	14.29	80.95	100

In regards to assigning different trainers for each of the 4 parts of TT, 7 of the trainees mentioned that it would have been better if one trainer was assigned for all the parts. In that case, they would not have to familiarize themselves with the different training styles of those trainers.

Factors Indirectly Affecting Training

The trainees expressed their opinion on the TARC facilities thought to have significant bearing on the quality of the training. As a whole, the trainees were impressed with the facilities. In expressing their impression they particularly emphasized on certain aspects of the center which they thought to have affected the training process (Table 5.6).

Table 5.6 Level of Satisfaction with Aspects Indirectly Affecting TT for HRLE S/S (in pct.)

Aspects	Not satisfactory	Less satisfactory	Satisfactory	Highly satisfactory	Total n = 21
Food	-	-	28.57	71.43	100
Hostel	-	4.76	23.81	71.43	100
Auditorium	-	-	9.52	90.48	100
Administration	-	-	23.81	76.19	100

The trainees confirmed that when the training was in progress they were not exposed to any source from which they received knowledge similar to one covered in the TT except the video tape on Mina program. The program included a drama conveying message on the legal procedure for marriage. The drama was watched by the trainees after they were exposed to MFL, the drama, at best, helped the trainees in clarifying the concept. Thus, the gain in the learning and the formation of the attitude in favor of applying the learning may fully be attributed to TT.

Result/Impact

During 1995, 998 Shebok/Shebikas mounted 4,810 LE courses for 1,04,419 VO members. From this it may be concluded that the training objectives were being achieved.

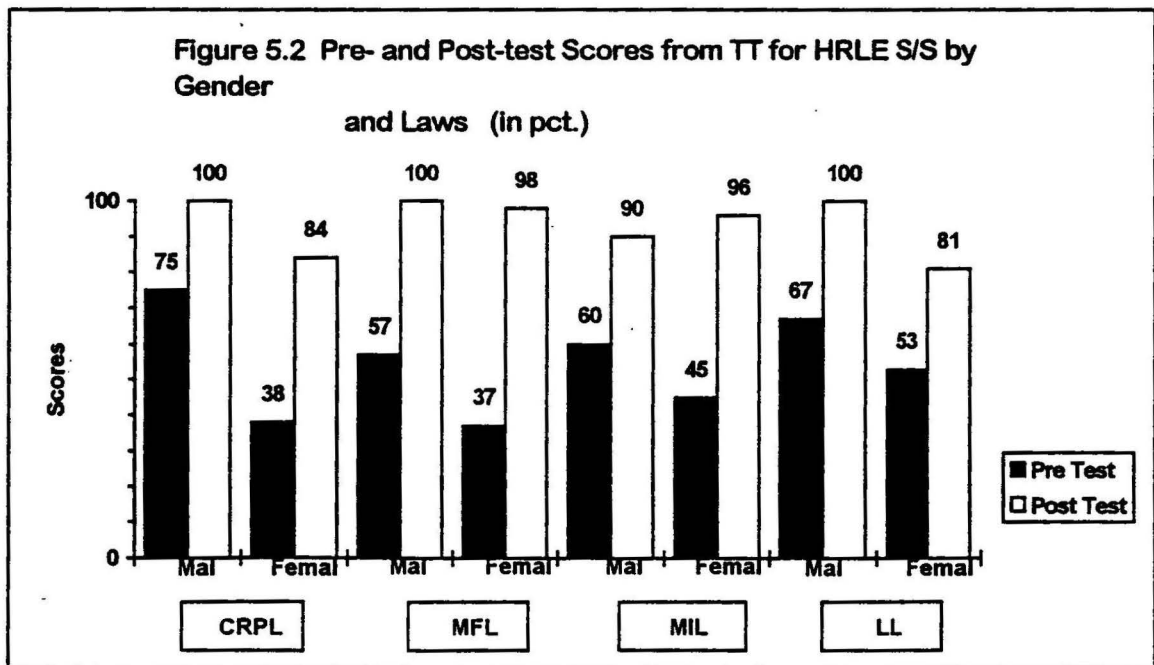
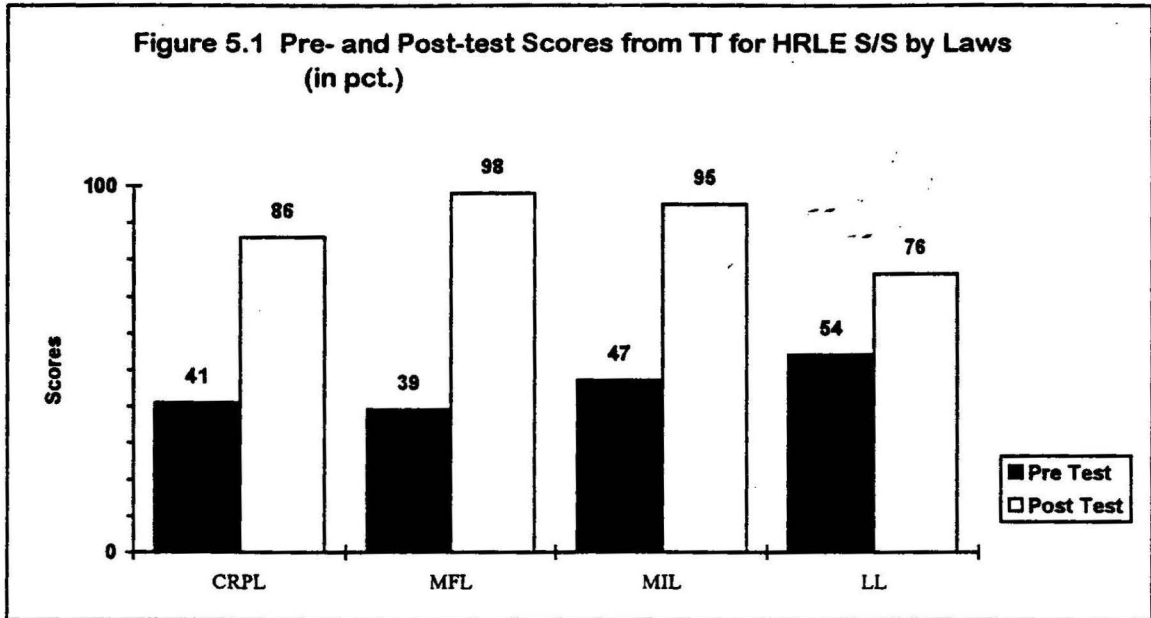
All of the trainees unanimously responded that their participation objective was to gain knowledge that they would later disseminate in their village.

Learning

The trainer who conducted HRLE Basic - I was tested a day before the commencement of the training in order to assess the trainer's depth of knowledge on the HRLE curriculum. The trainer responded correctly to all the questions except one from the MFL, thus scoring 97 points out of 100. The same score, after the correction for guessing, was 94%.

On an average, the trainees answered 45.3% of the questions correctly in the pre-test. It rose to 88.8% in the post-test. This indicated a net gain of 43.5% in the score, an achievement which might be attributed to the TT they received. The t-test indicated that the mean scores were different from each other ($p < .001$).

Figure 5.1 presents the average pre- and post-test scores of different laws. The t-tests on pre- and post-test scores for the laws conducted separately indicate that all mean scores were different from each other ($p < .001$). It may be noted that the trainees made a



maximum knowledge gain of 59% for MFL, and a minimum gain of 22% for LL. It appears that the trainees were well informed about LL even before participating in the training as they had 54% of the responses to the questions for this part correct in the pre-test. The overall mean gain ratio between pre- and post-tests was 84%. When it was broken up law wise, i.e., between CRPL, MFL, MIL and LL, the gains were 75%, 96%, 91% and 48%, respectively. These scores indicate that with the exception of LL a satisfactory level of learning was achieved in all the parts of HRLE through training.

Figure 5.2 shows that the male trainees started TT with a higher level of knowledge than that of their female counterparts in all the laws. The average pre-test scores for male and female trainees and for laws together, were 64.8% and 43.3%, respectively. Similarly, the average post-test performance of male trainees was 97.5% which in the case of female trainees was 89.8%. The pre- to post-test gains in the case of male and female trainees were 32.8% and 46.5%, respectively. The average gain ratio scores for all the laws together were 93.8% for the male trainees and 74.3% for the female. All these indicate that though the female trainees gained considerably from the training, it was the male trainees who gained more and performed better in the tests. This was probably because,

Table 5.7 Selected Traits Relating to Skills in Conducting Training of Trainees Participating in TT for HRLE S/S (in pct.)

Traits	Scores						Total n=24
	Excellent	Good	Average	Weak		Missing	
Presentation skill	9.09	27.27	54.55	9.09	-	-	100
Chart demonstration ability	Good 4.55	Techniques followed 4.55	Can follow techniques 18.18	Average 31.82	Below average 4.55		36.35 100
Consistency in discussion	Maintained 18.18	Mostly maintained 27.27	Average in maintaining 9.09	Weak in maintaining 4.55	Failed to maintain 18.18		22.73 100
Participation in discussion	Participatory 22.73	Can participate 18.18	Quite participatory 31.81	Less skilled 4.55	Only Receives 4.55		18.18 100
Shyness	Free from shyness 50.00	Slightly shy 22.73	Shy 13.63	Shy and superstitious 4.55			- 9.09 100

Source: Document, HRLE Program.

male trainees on an average, had 10 years of formal education compared to 6 years in the case of their female counterpart. The higher level of education contributed to the better performance of the former group. From the above observations it may be concluded that the TT training taken into consideration was quite effective in terms of gaining legal knowledge.

Table 5.7 presents the evaluation on the selected traits of the trainees conducted at the end of the Shebol/Shebika Training - II by the trainer. The traits considered were related to the effectiveness in conducting LE. For most traits, except shyness, trainees were placed at the upper-middle stage of the scale. In the case of shyness, 50% of the trainees were placed at the top-most level in the scale. As a whole, the skill acquired by the trainees in conducting training was thought to be satisfactory by the trainer.

Table 5.8 Trainees' Level of Confidence in Conducting LE

Confidence Level	Percentage n = 21
Fully confident	19.05
Confident	57.14
Almost confident	23.81
Not confident	-

About 76% of the trainees were fully comfortable or confident in conducting LE satisfactorily in the future (Table 5.8). These trainees were of the opinion that they learnt well in the TT. Some in this group mentioned that their presentation in conducting training was satisfactory and whatever problems they had relating to that was rectified. Another reason for being confident was that they planned to follow the training techniques they learnt. Those who differed from this group about their future ability to perform as a trainer was because they were not satisfied with their presentation on conducting training. Some in this group were less confident because they thought that they might forget the legal issues to be taught while taking LE.

It appears that the evaluation of the trainer on the level of training skill achieved by the trainees did not match fully with the assumption of those trainees on the training skill they acquired.

Conclusion

In a nutshell, the duration of the training and the training schedules in the case of TT observed were appropriate and supportive, respectively, for learning in its best form. The participatibility, accessibility and understandability of the training were also up to the mark to produce the best result, so was in the case of training facilities. The contribution of

these factors on the learning was manifested in the test scores. The trainees scored considerably higher in the post-test compared to the pre-test. Besides, it was observed that most of the trainees were prepared to conduct training successfully. As a whole, from the findings in this section, it may be concluded that the TT observed in this study was effective enough to produce a satisfactory level of learning.

CHAPTER 6

LEGAL EDUCATION

Introduction

An LE course conducted in March-April 1995 for the Garua Pachpara Working Women Village Organization in RDP Nandail was observed for this study. All the trainees were working as vendors or small traders in the neighborhood and in the nearest bazaar. Although 24 trainees completed the LE, only 20 of them were tested and interviewed for this study.¹

A list of 25 VO members who would participate in the training was prepared by RDP staff. On the first day of the session, a good number of the trainees attended grumbled on the ground that they were not consulted about their enlistment. Three of the enlisted trainees did not show up. The PO HRLE after knowing the reason for their absence (i.e., not being consented) instructed the VO leader to get replacements. The replacements joined the class before the session was over. These incidents gave an impression to the Research Team that RDP staff did not put sufficient efforts in motivating VO members to attend LE.

Training Venue and Training Schedule

The training was held at the courtyard of the VO leader's house in the center of the village. The trainees were consulted in fixing the training venue. On the first day of the training the schedule was decided in presence of the RDP staff. About 65% of the trainees opted for an afternoon session. At this, the trainer expressed her disinterest in conducting training in that part of the day. Then the VO leader mentioned the advantages in having sessions in the morning. The RDP staff supported her without even listening to the arguments of the trainees who still preferred an afternoon session. Eventually, the HRLE PO decided that

¹ Four of the trainees who completed the LE were the replacements of some initially enlisted, as such they could not be pre-tested. On the other hand there was a dropout who could not be post-tested. The dropout and the replacements were not considered for observation in this study. Thus, the study was left with 20 trainees for observation.

the LE would be held in the morning. This contradicted HRLE policy -- training schedule should be decided as per the convenience of the majority of trainees.

The trainees who preferred the afternoon session accepted this decision sportingly, but at the end of the training it was mentioned that the morning session created some inconvenience in their household activities. The trainees also felt that the rate of their absence would have been lower had the session been held in the afternoon. The training was held under the sun, making it a menace to the training sessions, especially in the late morning.

Only two trainees (10%) were aware of the course fee of Tk 10 that they had to pay for the training. The fee was deducted from the trainees' RDP loan accounts. Surely, trainees should have this explained to them more clearly if the fee was to be regarded as a voluntary payment.

Reasons for Participation in Training

Trainees often had more than one reasons for participating in the training (Table 6.1). The training would lead to the gain in knowledge, and the learning from the training could be applied to the practical situations for benefits were two most mentioned considerations for the respondents' participation to the training. These considerations were mentioned by the same number of the trainees, i.e., 55%. One of the 3 trainees who participated to increase the probability of receiving RDP credit mentioned that she was told by a RDP staff that the receipt of her credit was contingent upon participation in LE.

Tab. 6.1 Reasons for Participation in LE

Reasons	Percentage n = 20
Gaining knowledge	55
Gain knowledge for application	55
Get loan	15
Persuasion by RDP staff	20
Demonstration effect	5

Only 18% of the trainees mentioned that they were approached by the RDP staff for participation - the preparatory step to be taken by RDP staff in organizing a LE class. It may be noted that the group whose participation was motivated by the intention to apply knowledge to the practical situation best supported the objectives of the HRLE.

Extent of Training

Training Coverage

Between 1990 and 1995, 1,266,709 VO members received LE. Of them, 121,366 were male and 1,145,343 were female (Appendix 6.1). The proportion of the VO members who received LE increased uninterruptedly from year to year during 1990-1995. The number of VO members with LE rose from 1.3% in 1990 to 23.0% in 1995, indicating an 18.2 times increase in their participation (Table 6.2). The LE target for 1995 exceeded (RDP III Review), and the HRLE program is well on the way to reaching one million members by the year 2000.

Table 6.2 Proportion of VO Members with LE by Years

Years	Proportion with LE		
	Male	Female	Total
1990	-	-	1.26
1991	1.64	4.19	3.37
1992	4.25	7.70	6.81
1993	9.64	10.45	10.31
1994	17.37	18.11	18.02
1995	21.42	23.14	22.98

Though the number who received LE increased rapidly with time, the increase was disproportionate between the genders. As in 1990, of all the LE recipients 35.7% were male where as their share came down to 9.6% only in 1995 (Calculated from Appendix 6.1). Such a disproportionate increase in the genders receiving LE was obvious as there were more female VOs compared to male ones, to whom the training was offered.

Duration of Training

The LE session lasted for 2 hours a day and ran for 28 days (Table 6.3). This time period was distributed on two training activities, those were, (1) the dissemination of information on laws and (2) the review of these laws. About 79% (44 hours) of the training time was spent on teaching legal information. Of this, 18%, 32%, 27%, and 23% were allotted to CRPL, MFL, MIL and LL, respectively. These time allotments to different laws were roughly proportional to the number of issues the laws covered²

² The CRPL, MFL, MIL and LL constituted 18% (4), 32% (7), 27% (6) and 23% (5) of the HRLE training issues, respectively.

An overwhelming portion of the trainees (85%) were satisfied or highly satisfied with the duration of training. Those who were less satisfied (15%) wanted to have it for a longer period, so that they could have learnt the lessons covered in the days they were absent from the training.

Execution of Training

Training Process

The same steps of internalization (i.e., explanation, discussion, answering questions and memorization) as mentioned in the case of TT (see page 32) were also followed in this training but with some differences. In the case of the explanation of a legal issue a greater emphasis was given to narrating practical examples related to the flip chart. In the memorization step, the trainees loudly reiterated the issues spoken out by the trainer. A considerable amount of the training time was spent in memorizing legal issues.

Table 6.3 Time Allotted to Training Activities in LE

Training activities	Days spent	Approximate time spent	
		Hours	Percentage
Citizens' Rights Protection Law	4	8.00	14.30
Muslim Family Law	7	14.00	24.99
Muslim Inheritance Law	6	12.00	21.43
Land Law	5	10.00	17.86
Review of Lesson	5	10.00	17.86
Concluding Session	1	2.00	3.56
Total	28	56.00	100.00

Source: RDP Operations Manual, 1995, p. 334.

Besides following the steps for internalization, measures were also taken in the training to develop a positive attitude towards the dissemination of legal knowledge. In order to introduce a new knowledge (which could be a concept or a dictate from the legal issue) to the trainees they were first asked to express what they knew on that knowledge or to express their opinions on that. In most cases, the trainer had a notion on the responses that she would receive. Then the Shebika expressed her version as learnt in TT. Next, the Shebika presented to the trainees some cases or examples from their social setting related to the knowledge and highlighted what could be the consequences of following or not following the laws. Through relating the knowledge with cases and examples an attempt

was made to develop a positive attitude to the knowledge. Appendix 6.2 presents the legal knowledge covered, the cases set against the legal knowledge, and the attitude supporting the legal knowledge intended for development by each of the 22 issues in LE. It may be observed from this appendix that the training was conceptually thought out and prepared.

At each day's session a work plan was given as a guide line on how to implement the legal knowledge/procedures learnt in that session. There were three main work plans differentially emphasized by the twenty-two issues.

1. The trainees themselves should follow the legal dictates mentioned in the LE and refrain from violating those.
2. Inform the village community (including relatives, VO members and non-VO members) about the legal dictates covered in LE and the possible consequences of violating them.
3. Collectively make an effort in following the legal dictates in the community and in the case of violation make collective efforts for prevention.

The trainees indicated the extent to which the training was participatory, assessable and understandable. But, in most cases, they could not explain how these factors contributed to their learning.

Participatibility: Throughout the training the Research Team observed that the trainer from time to time reminded the trainees to ask questions if they had failed to understand something. All of the trainees felt that they could ask questions to the trainer without hesitation, and they always received answers to their questions. The trainer never hesitated in repeating her lecture as needed. Only 3 (15%) of the trainees never asked any clarification in the case of their failure to understand any part of the lesson. The Research Team observed that the frequency of requests for clarification on issues not understood gradually went up with the progress of training. Besides the trainees, the trainer also asked questions from time to time to make sure that the trainees had understood and internalized the lessons taught.

Accessibility: All of the trainees mentioned that the trainer was not only respected but also was loved by them. Some of the trainees felt that they also received similar respect from her. As a whole the relationships between the trainer and the trainees and amongst the trainees themselves were thought to be absolutely congenial for an effective training.

Understandability: In general the training was considered comprehensive by most of the trainees, though some of them experienced difficulties during the initial part of the training. It was mentioned that the training was understandable mainly because of setting examples relating to the legal issues and for using flip charts in the class.

Training Environment

Factors Directly Affecting Training

Table 6.4 presents the trainees' level of satisfaction with the aspects directly contributing to the quality of the training. Except in the case of classroom discipline, most of the trainees were satisfied or highly satisfied with the training environment. About 80% of the trainees were either not satisfied or less satisfied with the standard of discipline in the training sessions. In making such an evaluation they mainly took into account (a) the trainees' poor attendance in the sessions and (b) the disturbance created by children in the training sessions.

Table 6.4 Level of Satisfaction with Aspects Directly Affecting LE (in pct.)

Factors	Not satisfactory	Less satisfactory	Satisfactory	Highly satisfactory	Total n = 20
No. of trainers	-	15.00	40.00	45.00	100 (20)
Quality of training	-	10.00	30.00	60.00	100 (20)
Discipline in class	35.00	45.00	15.00	5.00	100 (20)
Training equipment	10.00	5.00	40.00	45.00	100 (20)

In addition, some of the trainees mentioned that most of the pictures in the flip chart, used as an aid in explaining the laws, were not large enough for clear view from a distance. The trainer also agreed to this and further mentioned that it was difficult for the trainees to relate the pictures to her explanations unless the chart was brought closer to them. Again when it was brought closer to them only a part of the whole class could observe the picture at a time. The Research Team noticed that when a segment of the class was observing the picture the others were talking among themselves.

There were very few sessions where all the trainees were present. On an average 15 to 16 trainees were present in a session. Not all of them would show up in time. Also some of them had left the session before it ended or for a while within the session.

The trainer at the end of each day's session, as part of the LE ritual, while taking confirmations from the trainees of their presence in the next session, time to time, reminded them to show up in every session, in-time and stay for the whole session. She also mentioned to them the significance of attending the sessions regularly, i.e., it was they who would be the gainer by having legal knowledge. In many cases, she even went to the homes of those trainees who had missed consecutive sessions. Despite these efforts, the attendance rate of the trainees to LE did not improve.

The trainees were not less aware about their irregularity in attendance, and had mixed feelings about its impact on the quality of training they received.

1. To some, who constituted the majority, the irregularities in attendance created lot of interruptions in the continuation of the training as trainer had to repeat the lessons once taught to the absentees after they showed up in the training. This repetition was considered not only a wastage of time but also an annoyance to those who already came across the lesson before.
2. To others, a good number of whom had missed the session were of the opinion that their such absence had a positive side as it enabled them to take care of their families while attending LE. Some mentioned that if they were not allowed to miss some of the sessions they would have had to discontinue the training altogether. The trainees in this group were also of the opinion that they did not miss any part of the training for being absent as the trainer always repeated the lessons/issues on laws a number of times, spread over the days.

In spite of discouragement, babies were always brought by the trainee-mothers to the sessions. Besides, there were dozens of other children and people around when the sessions were in progress. Occasionally, they became so noisy that the trainer or the VO leader had to ask them to leave the place or to ask their parents to take them away from the class. Their presence was considered to be a serious disturbance in the training process both by the trainer as well as by the trainees.

It appeared to the Research Team that at any given time of the session not more than 70% of the trainees remained attentive to the training. The rest either remained busy with their babies, in talking among themselves or gazing unmindfully outside the class.

The trainees confirmed that they were not exposed to any source from where they could receive knowledge similar to LE during the training period.

Content and Relevance

Expectation from Training

Table 6.5 shows that 35% of the trainees did not have any prior expectation from the training. Those who had expectations can be grouped into two. Those are who:

1. Attended the training with the expectations not conforming to the objectives of HRLE. That is, the training would provide such knowledge and skill which would contribute directly to their economic development, e.g., cow rearing. One in the group even expected that some money would be given to them for their participation in LE.
2. Attended the training with the expectation conforming to the objectives of HRLE. Some belonging to this group had vague expectations (e.g., learn something on law) while in the case of others it was a little more specific as they expected to learn such laws which could be applied in solving their problems.

Table 6.5 Trainees' Expectation from LE

Expectations	Percentage n = 20
No expectation	35
Law would be taught	35
Law could be applied	20
Economic gain	25

The RDP staff were supposed to orient the VO members selected for LE on the significance of knowing laws and on the advantages of participation in the LE. If such ground work would have been done surely the trainees under observation in this study would have had more clear expectations from the training.

Significance of Training

The CRPL was mentioned to be the least significant part by 30% of the trainees (Table 6.6). Its content was considered to have little chance for the application in the real situation thus not relevant to their lives. According to one trainer the role of police, covered in CRPL section of the training, was less important because the theft or the robbery, where police had a role to play, as assumed, was a rare occurrence in the village.

Table. 6.6 Significance of Training Content by Laws, LE (in pct.)

Laws	Most significant	Least significant
Citizens' Right Protection Law	5	30
Muslim Family Law	80	5
Muslim Inheritance Law	10	10
Land Law	30	15
No part less important	50	-
Total responded	20	

The issues related to marriage under MFL was considered to be the most significant part of the course by most trainees (Table 6.6). This was because the social vices, like multiple marriages, child marriage were widely practiced in the village, and the knowledge on the

legal procedure relating to marriages would protect villagers from the evil effects of these practices.

The LL was considered significant because it informed them about how to protect the ownership of the homestead and about the portion of harvest that would be received by the parties under the sharecropping agreement. The possession of knowledge on the latter issue by those cultivating land was considered particularly important. Because it would facilitate receipt of the due share by them. On the other hand, the law relating to the untenanted land was considered less important because there was hardly any such land for distribution in their village.

The MIL was considered a significant part of the training because the application of such knowledge was thought to be essential in dividing property among the heirs. It was also thought that the knowledge on MIL might come handy in resolving the disputes on inheriting in a family.

Extent Training Content Considered Easy/Difficult

Table 6.7 presents the extent to which four laws were felt easy or difficult in internalizing by the trainees. According to some trainees more than one law fell in a category, and again to some others, not the whole law but some issues within it were leveled within a category.

Table 6.7 Extent LE Perceived Easy/difficult by Laws (in pct.)

Laws	Easy	Difficult
Citizens' Right Protection Law	15	15
Muslim Family Law	95	5
Muslim Inheritance Law	10	40
Land Law	-	30
Total responded	20	

The reason why a law or a specific issue within a law was considered easy or difficult was not elaborated by most of the trainees. But as an exception to this, 40% (8) of the respondents mentioned that MIL was difficult because the proportion of the property that different members in a family might legally inherit was a little complicated to understand.

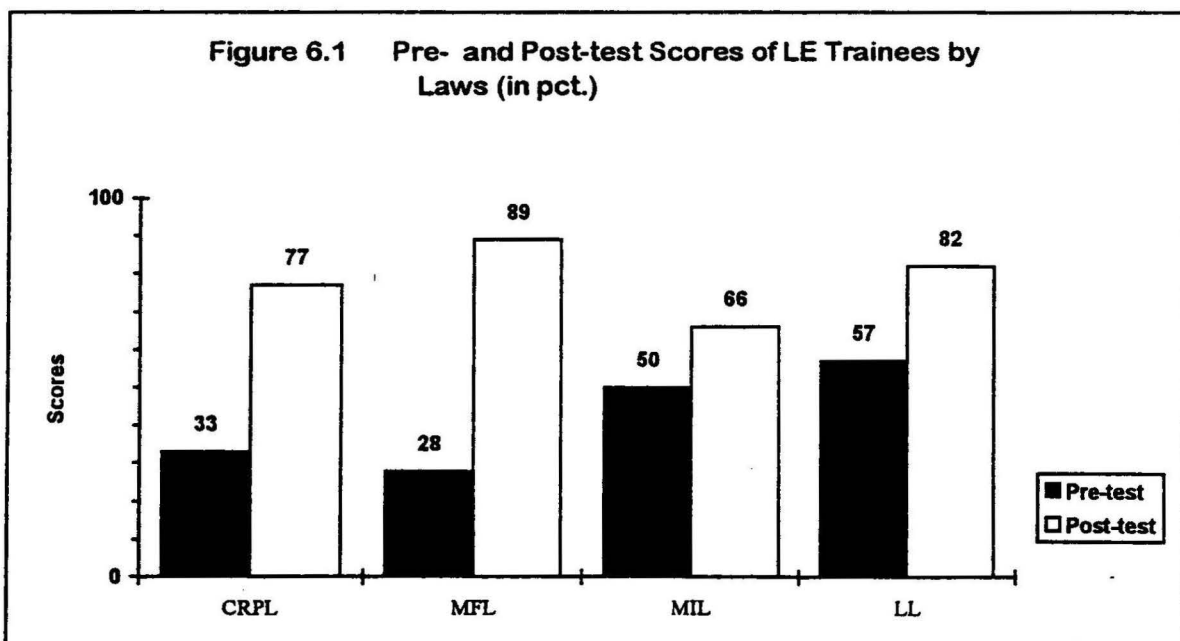
Result/Impact

At the end of the training about 20% of the trainees failed to give any idea on the objective of the training they received. On the other hand, the trainees who came up with the objective, though failed to describe it in full, but their mentioning was not incorrect in any of the cases. Most of the trainees (80%) were of the opinion that the objective of LE was to provide legal information to them so that they would benefit by applying such knowledge in the relevant situations. The majority of the respondents in this group, thought about the application of knowledge in terms of matrimonial problems in the family -- practice of dowry, practice of multiple marriages etc.

Learning

The trainer was tested two days before the commencement of the training to judge her knowledge on the training that she would be offering. The trainer scored 100% in the test, and was thus in an excellent position to train VO members.

On an average, the trainees had 39% of the responses correct in the pre-test which in the post-test rose to 89% ($p < .001$). This improvement in their performance may be attributed to the LE they received.



When the composite pre- and post-test scores were split up by the laws it was observed that the net gain in the knowledge due to the training was most for MFL and least for MIL (Figure 6.1). The mean gain ratio between pre- and post-test was 68.1%. When this score was broken up by CRPL, MFL, MIL and LL the shares in the gain for the laws were 66.1%, 81.0%, 46.0% and 57.7%, respectively. These ratios indicate that the trainees

learnt considerably in all the laws except in the case of MIL, for which the computed ratio score was under 50%. In spite of this it may be concluded that the level of learning due to LE as a whole was satisfactory and the training was effective.

The trainees who had wrong or no expectation from the LE did not perform differently in the test from the group whose initial expectations matched with the LE curriculum and its objectives.

Attitude Developed From Training

All the trainees expressed their desire to apply the training they received in the practical situation, thus, manifesting the formation of a positive attitude to the application of their learning. Their strategy in applying the laws was based on the effort that would be needed for the application of the law and the subject on whom the application would be targeted. Besides these differences, the intentions to apply different laws were differentially expressed (Table 6.8).

Table 6.8 Legal Education Trainees' Perception of the Application of Laws

Laws	Percentage n = 20
Citizen's Right Protection Law	25
Muslim Family Law	90
Muslim Inheritance Law	30
Land Law	15
All laws	5

The application of the CRPL was intended in two activities. First, they would cast votes as per their free will, and any attempt to influence their vote casting would be resisted. Second, in the event of arrest by the police they would ask the police officer for the warrant.

The MFL was the most mentioned law intended for application. Again within this part, the laws relating to child marriage and verbal divorce were pronounced most loud, followed by multiple marriages and dowry. The application of the laws relating to these issues were thought of through two processes: (1) not to violate the laws by themselves; and (2) in the attempted or actual breach of these laws the person breaching would be informed about the breach. Some (15%) expressed their further intention to resist the violation of those laws if their advice was ignored and even to call the police.

One of the trainees had a desire to apply MIL in receiving the share of a property to which she thought she was a legal heir. Others in this group mentioned that in the case of dispute on division of property among the family members they would participate in resolving the problem by applying the MIL they learnt in the training. These trainees also expressed their desire in providing consultation on dividing the property among the family members, if asked.

Though all the trainees expressed their desire to apply their learning from this training, three of them mentioned that some of the legal issues taught were already known to them and were also applied before their participation to the training. Two of them initiated in getting the marriage of their daughters and relatives registered and in receiving the marriage certificates. Such moves were made under the assumption that in the case of husbands' maltreatment with their daughters and in the case of divorce initiated by husband the document would come handy in taking necessary measures against such treatment and in realizing support money. Another trainee mentioned that during her husband's second marriage she was asked by the second wife's relatives whether she had consented to her husband's such marriage. She learnt from a fellow worker that in the case of husband's second marriage the first wife's consent was necessary.

Resistance in Application Anticipated

About 65% (13) of the trainees stated that they would not face any resistance, whatsoever, in applying the laws learnt. The remaining trainees (7) thought that they would face resistance in applying the laws in real situations or that their legal advice would be ignored. Three reasons were mentioned for them being ignored. Those were: (1) they were poor, (2) the villagers were not familiar with the laws they were taught, and (3) it would contradicted with the prevailing legal practice in the village.

About 18% of the trainees thought that in the cases of child marriage and dowry their legal consultation would be resented. The parents arranging such marriages would consider their involvement as an intrusion in their family affairs. The village-leaders would resist the trainees' involvement in the decision making in the village-court as they would consider the trainees' involvement as an infringement in their authority. It was also mentioned that the village-leaders would always listen to those who bribed them. Since, they are poor and not in a position to pay the leaders, obviously their legal advice would be ignored in the village-court.

Conclusion

It appeared that the RDP Nandail office was not very particular in following the procedures set by the Operations Manual for organizing an LE class. It was not very clear to what extent the quality of the training, in the case of LE observed, was affected due to the deviation from the set procedures. It has been observed that the training environment was not up to the mark for effective learning, but the training was sufficiently

participatory, accessible and understandable. The overall evaluation of the training leads to the conclusion that it produced a very satisfactory level of learning as indicated by an increase in the mean post-test score and the development of an attitude in favor of applying what was learnt in the LE.

CHAPTER 7

EXPERIMENTAL GROUP AND COMPARISON GROUPS

Introduction

To assess the impact of HRLE training the VO members with LE (the experimental group) were observed starting February 1995, from RDP Titpallah. The RDP and the HRLE program started there in 1988 and in 1989, respectively. This experimental group was compared with two control/comparison groups. One of these groups included VO members without LE from RDP Chachua. The data was collected from two villages under this RDP branch starting in May 1995. Altogether, the villages had 280 VO members. The LE was not in operation in this RDP when data were collected for this study. The second control/comparison group included villagers from a non-BRAC village. The selected village was about 18 kilometers away from the nearest RDP office. The village had 250 households eligible to become RDP members. When the village was selected for this study in March 1995 there was no significant Non-government Organization activity in the village.

Extent of Training

Training Coverage

In between 1990 and 1995, on an average 34 LE courses were offered per year when 799 trainees graduated within this period in RDP Titpallah. Though 25 trainees were enrolled in each course but on an average 23.95 trainees completed the training. The dropout rate for a training in 1990 through 1994 was 5.1%, in the case of male and female being 4.5% and 5.3%, respectively (see Appendix 7.1 for further detail on LE coverage).

It appears that the HRLE program had a considerable achievement in providing LE in RDP Titpallah (Table 7.1). About 96% of the VO members received LE by the end of 1995 in the region. Consequently, 23% of BRAC's target group¹ (TG-BRAC) households had VO members with LE during the same time. Such a proportion of the VO members with training may ask to assume that there would be a considerable impact of the training in the community. These households not only had the capability to conduct HRLE-related

¹ Village folk having less than 0.5 acre of land including homestead and sells at least 100 days of manual labor a year. The villagers of these characteristics may become a VO member.

actions for themselves but also they were in a position to extend legal help to others in the community.

Table 7.1 Coverage of LE in RDP Titpallah Command Area (in pct.)

Years	Proportion of VO member completed LE (7)/(5)X100*	Proportion of TG-BRAC household with VO members (5)/(3)X100*	Proportion of TG-BRAC household having VO members with LE (7)/(3)X100*
1990	10.6	17.9	1.9
1991	64.2	18.4	11.8
1992	89.4	18.6	16.7
1993	92.8	20.9	19.4
1994	91.7	23.4	21.4
1995	95.6	24.1	23.0

*For detail on calculation see Appendix 7.2.

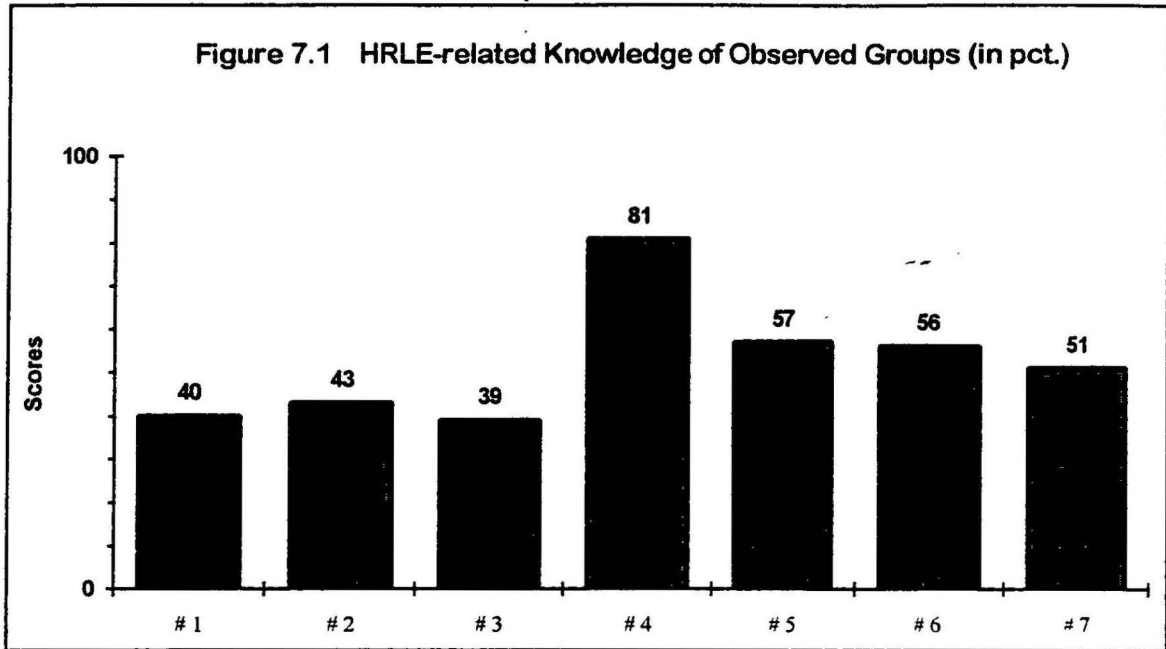
Number of TG-BRAC households having VO members and VO members with LE were derived with the assumption that a household had only one VO member as per RDP policy.

Result/Impact

Test Score of Experimental and Comparison Groups²

Figure 7.1 presents the mean test scores of different groups in comparison. It may be observed that the test scores of the VO members without LE (# 2) was higher than the pre-test score of the VO members received LE in the recent past (# 3), though both the groups had similar socioeconomic background. This was because about 31% of the tested VO members without LE were male, whereas the VO members received LE in the recent past were all female. It was observed that the male VO members, in general, performed better than their female counterparts in the test (Appendix 7.3, Figure F7).

² The mean test scores of the respondents who received training 1 year back, 2 years back and 3 years back were not significantly different from each other. By following the same trend the mean test scores of male and female for each of these groups were also not significantly different. Though there were some variations in the test scores from different laws but those appear to have no association with the gender or with the periods the training were received. The test scores of VO members without LE and villagers from non-BRAC village also followed the same trend as observed in case of VO members with LE (for further information on the test scores related to these issues Appendix 7.3 is referred). Because of these observations an elaborate analysis on the test scores of the experimental and the comparison groups based on the gender and the periods LE received were considered not important.



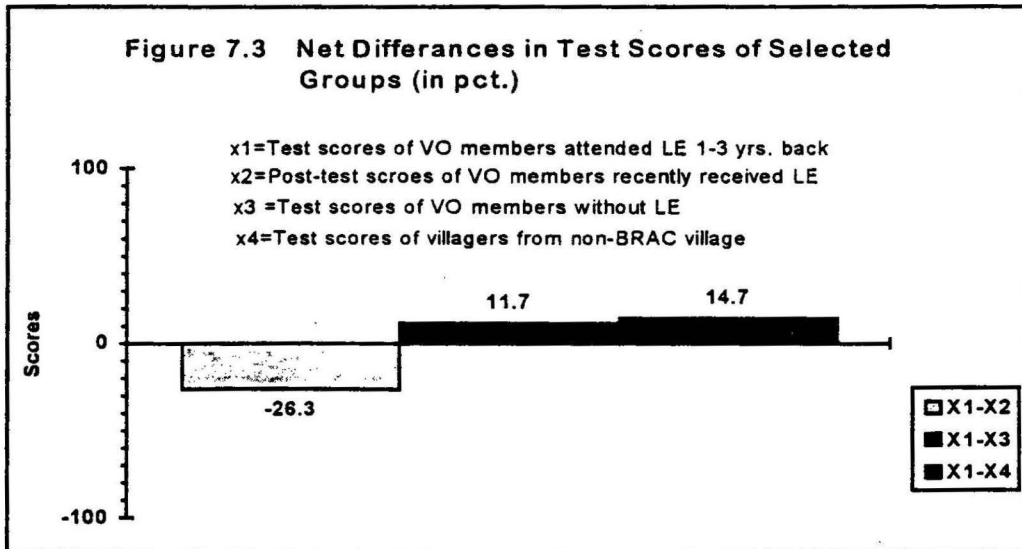
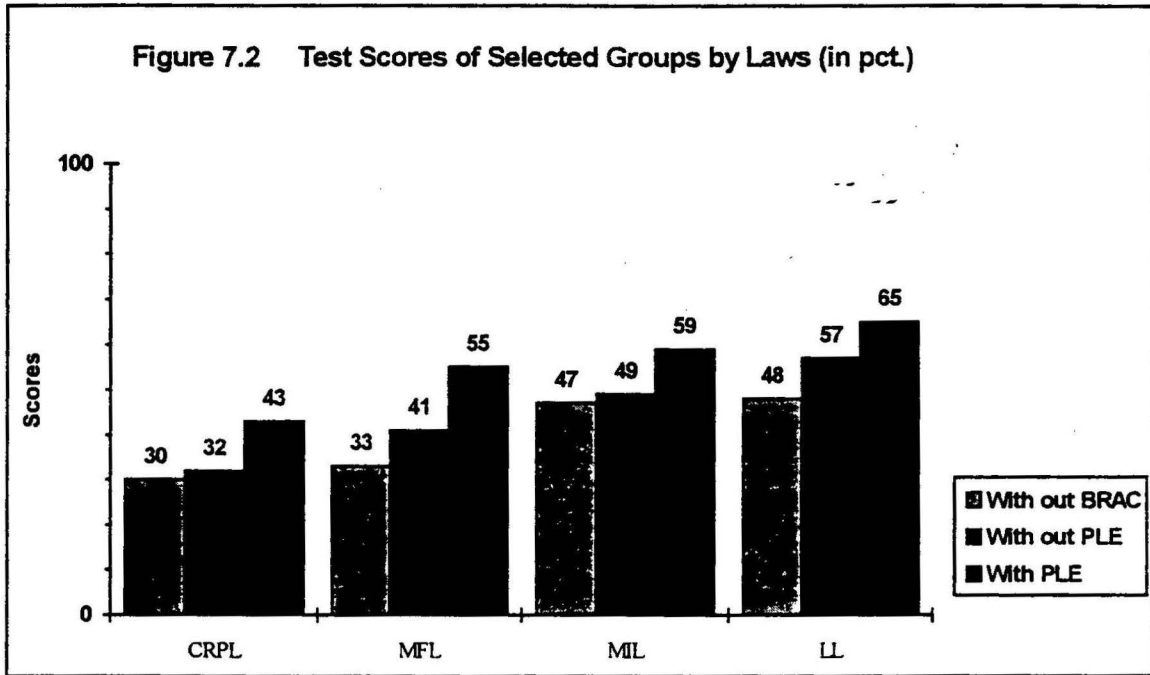
- #1. Test score of villagers from without BRAC program.
- #2. Test score of VO members without LE.
- #3. Pre-test score of LE trainees.
- #4. Post-test score of LE trainees.

- #5. Test score of VO members received LE 1 year back.
- #6. Test score of VO members received LE 2 years back.
- #7. Test score of VO members received LE 3 years back.

The test scores of the VO members who received LE a year back was lower by 24% than the post-test score of the VO members who received LE in the recent past. Assuming that these test scores are typical, the lapse of training is maximum within the first year after training. However, in subsequent years the decay in the level of knowledge is much slower and it is possible that the level of knowledge may virtually stabilized.

The mean test scores for the VO members with LE, the VO members without LE and the villagers from non-BRAC villages were 55.5%, 44.7%, and 39.0%, respectively. The average difference in the test scores of these three groups was 8.0%. The t-tests indicated that none of the mean test scores from these groups were similar to each other ($p < 0.001$).

When these test scores for each law were observed separately it was found that the VO members with LE scored higher than that of the VO members without LE for all the laws (Figure 7.2). Similarly, the latter group scored higher than the villagers from non-BRAC villages for all the laws. The average differences in the test scores for these three groups were 6.5%, 11.0%, 6.0% and 7.5%, respectively. The t-tests conducted between the experimental group and the two comparison groups for each law indicate that the level of legal knowledge of VO members with LE was significantly higher than that of the



comparison groups ($p < .001$). Though, the higher scores of the VO members with LE can be attributed to the LE they received, it must be mentioned that the comparison groups also had substantial legal knowledge though they did not participate in the training.

Figure 7.3 presents the net differences in the mean test scores of different groups considered in this study. It may be observed that a group that received training 1-3 years back secured 26.3 points less in hundred than the group that received training in the recent past. If these scores are considered representative it may be assumed that the retention of the training would reflect the test scores of these two groups. The difference in the level of knowledge of the VO members with LE, the VO members without LE and the villagers from non-BRAC villages were 11.7% and 14.7 %, respectively.

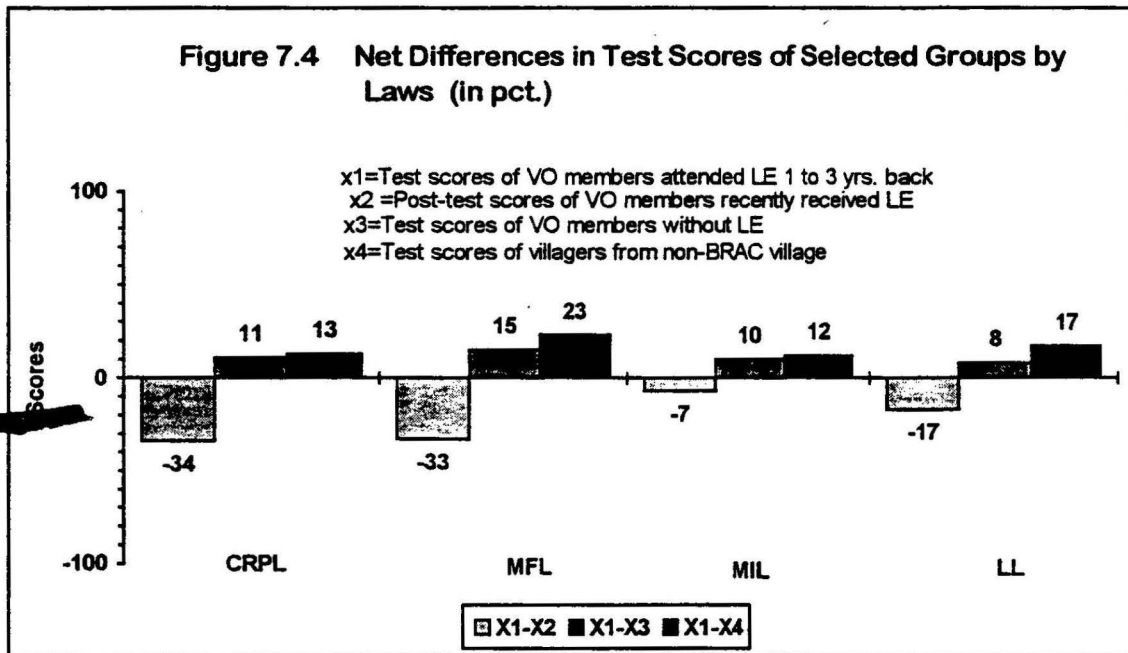


Figure 7.4 presents the net differences in the test scores of different groups by laws. The figure shows that the differences between the test scores of those who received training in the recent past with those who received training 1-3 years back were maximum in the case of CRPL followed by MFL. On the other hand, the level of knowledge of VO members with LE compared to the VO members without LE was most in the case of MFL and least in the case of MIL. As a whole, the gain/loss of knowledge was maximum in the case of MFL.

An important objective of the LE is to help the VO members to have a positive attitude towards law. The application of legal knowledge in actual situation by the respondents in many cases were contingent upon their motivation.

The impression of the VO members with LE on law can be grouped into number of categories. About 14% (9) of the respondents mentioned that the law could be manipulated, thus it was not beneficial to all. They were of the opinion that the law could

Respondents' Attitude on Law

Table 7.2 Significance of Laws as Perceived by VO Members with LE (in pct.)

Provides guideline for action		Provides guideline for resolving problem	
Citizen's Right Protection Law		Citizen's Right Protection Law	
Arrest	12.2	Receive bail	2.5
Muslim Family Law		Muslim Family Law	
Marriage	6.1	Marriage	10.0
Multiple marriage	4.1		
Child marriage	8.2		
Dowry	10.2	Dowry	22.5
Divorce	2.0	Divorce	2.5
		Relation among family members	5.0
		Custody of child	2.5
		Solve family problem	2.5
Muslim Inheritance Law		Muslim Inheritance Law	
Distribution of property	16.3	Distribution/inheritance of property	40.0
Other/General		Other/General	
Conduct court proceedings	10.2	Solve any problem/dispute	12.5
Guide for everybody/any situation/for everybody's benefit/stop illegal actions	18.4		
Absence of law will create problem	4.1		
Reduces dispute	8.2		
Total respondent		100 (49)	

be taken into one's advantage by influencing those who were in charge of pronouncing legal verdict and/or in charge of implementing the verdict. Since the rich had the power and the resources to exert such influences, law served their interests. Another 11% (7) of the respondents stated that the law was a code to benefit all, but it was usually manipulated and applied in favor of the rich. In contrast to the above groups, 75% (49) of the respondents felt that the law benefited every one. Twenty-seven respondents (42%) in this group confirmed that they shared such opinions only after participating in the LE.

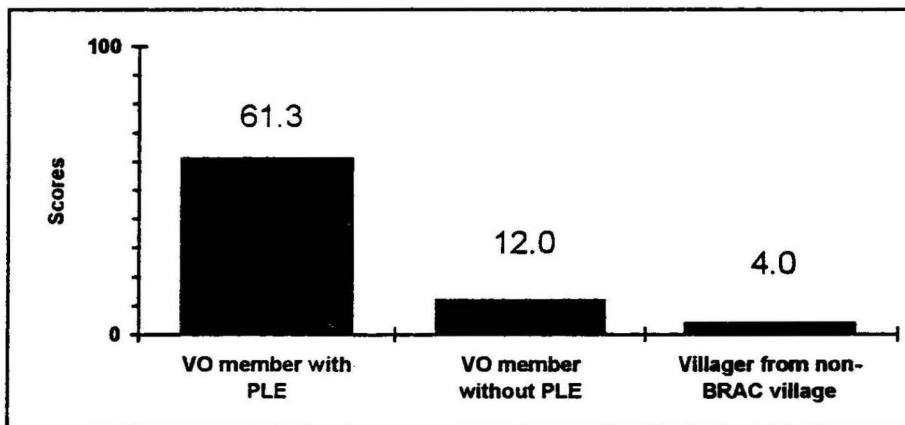
The conceptualization of how the law was beneficial could be grouped into two broad categories. Those are, (1) that law provides guidelines for action and reaction in day to day life; and (2) that law provides guidelines for solving problems.

The respondents were specific by setting examples how law could be beneficial in providing solution to the problems and in providing guidelines for action. It appeared that these groups had a narrow outlook about law or could think about law in relation to specific aspects of their lives. Though the examples set by these respondents could be grouped under four laws covered in LE there were also examples which were broad in nature and could not be grouped under any (Table 7.2).

HRLE-related Actions Conducted by Experimental and Comparison Groups

The impact of LE could be best assessed from the actions of the observed groups. Figure 7.5 presents the number of VO members with LE, VO members without LE, and the villagers from non-BRAC village who have conducted HRLE-related actions during the past three years. The figure clearly indicates that the VO members with LE were much more active than the VO members without LE and the villagers from non-BRAC villages.

Figure 7.5 Respondents Involved in HRLE-related Actions (in pct.)



Some of these respondents conducted more than one HRLE-related actions. Altogether, 59 HRLE-related actions were conducted by the VO members with LE compared to 9 in the case of VO members without LE and 2 in the case of villagers from non-BRAC village³. In the case of VO members with and without LE most of the HRLE-related actions conducted were related to MFL (i.e., 71.0% and 56.9% by VO members with LE and without LE, respectively). In contrast, villagers from non-BRAC village conducted an

³ In the case of the VO members with LE only such legal actions where a clear link between the knowledge gained from the training and the action could be established were taken into consideration. In the case of the VO members without LE and the villagers from non-BRAC village the source of the knowledge behind the actions were investigated.

action based on CRPE and the other based on LL (see Appendix 7.4 for further detail on the HRLE-related actions conducted).

These actions were conducted both in solo and in collaboration with others by the respondents. In the latter case, the respondents initiated the action and played the dominant role in its execution or in providing legal consultation. Not all of these actions conducted turned out successful, that is, produced results was thought to be legally correct according to LE.

Table 7.3 HRLE-related Actions Turned Out Successful and Failed by Laws (in pct.)

Laws	With LE		Without LE		Non-BRAC	
	Success	Failure	Success	Failure	Success	Failure
CRPL	67 (2)	33 (1)	-	100 (1)	-	100 (1)
MFL	64 (27)	36 (15)	80 (4)	20 (1)	-	-
MIL	100 (9)	-	100 (2)	-	-	-
LL	100 (5)	-	100 (1)	-	100 (1)	-
Total	73 (43)	27 (16)	78 (7)	22 (2)	50 (1)	50 (1)

It has been observed that 73% of the actions by all the groups together turned out successful, Table 7.3 indicates that most of the actions were MFL based and where maximum number of actions turned out unsuccessful (i.e., 36% and 20% for VO members with LE and without LE, respectively). On the other hand, in the case of MIL and LL all the actions taken turned out successful for both the groups. The actions are summarized below.

Performance with Citizen’s Right Protection Law

One respondent took initiative in freeing a fellow villager detained by the police, with the help of a lawyer. When the effort was in progress the relatives of the detained got him released by bribing the police officer. A VO member without LE and the villagers from non-BRAC villages also implemented CRPL by taking help of the lawyers to get their relatives released from the jail. In the former case, the respondent got advice from the detained (husband) to contact a lawyer. In the latter case, the advice came from a neighbor who happened to be a VO member. In another incident a VO member with LE went to the relatives of an arrested person and informed them of the period the police could legally keep an arrested person in their custody.

In an incident where an arrest was attempted by the police, a VO member with LE advised the person targeted for the arrest and his relatives to ask police for the warrant of arrest. The advice was followed and the person could to avoid arrest as police failed to show the warrant.

Performance with Muslim Family Law

Many VO members with LE mentioned that they provided legal help in a number of cases of attempted divorce by the husbands, their relatives and neighbors. In some of these incidences respondents came forward with the legal advice on their own, and in others it was done jointly with fellow VO members. They played their role by informing the household and/or the wife (1) the legal procedure that should be followed in the case of divorce, (2) the conditions under which a husband can divorce his wife, (3) the consequences that would be binding on the husband if the legal procedure for divorce was not followed by him, and (4) the consequence that would be binding on the husband if divorce was conducted by him in an inappropriate situation. It was observed that in some of these incidences the respondents explained the whole of the legal procedure related to divorce learnt in LE to the couple or one of them. But in other cases, only a portion of the training was thought to be relevant to the situation, thus, those were only consulted. The effort of these respondents in preventing divorce by explaining the legal procedure to be followed in a divorce worked positively in all cases but one. The VO members without LE who prevented a divorce also did the same through legal advice based on knowledge acquired elsewhere.

The respondents also helped in following the legal procedure of divorce. In one of these cases where the initiative of the VO member with LE failed to prevent a divorce, after its execution, the same VO member went to the person who divorced and convinced him of the obligation to notify the divorcee officially as per legal procedure. In another case, the support money was realized by the divorcee according to the advice of a VO member with LE. One of the respondents tried to divorce her husband after learning in the training the conditions under which a wife could seek for divorce and the steps to be taken in such a divorce, but the attempt was foiled as her husband manipulated the marriage register against the divorce. A VO member without LE helped in initiating a divorce by visiting the marriage registers office. She was helped by a few neighbors in the process.

The legal knowledge relating to dowry was employed by the VO members with LE both in their own family and for others. Two of the respondents mentioned that they refrained themselves from paying dowry in their daughters' marriages. Again when some of the VO members with LE arranged their daughters' marriages with dowry, the respondents tried to prevent its practice. In their effort, they explained to the parents why dowry should not be paid and referred to what they learnt about it in the training. In one of these cases the effort turned out successful but in the others failed. In contrast to these efforts in preventing the practice of dowry it was also mentioned by two of the respondents that

they participated in collecting money to pay dowry in a marriage, knowing very well that such a practice was illegal. The VO members mentioned that it was done only to save the marriages.

A number of attempts (15) were made by the VO members with LE to stop child marriages. About 60% (9) of these efforts turned out successfully. The respondents in all these marriages tried to convince the parents of the bride by informing them the legal age of marriage in Bangladesh and what could be the consequence for not following that law in the case of a marriage. In some of these cases it was also mentioned to the parents what could be the effect of the young age at marriage on bride's health, her family and how it could ultimately lead to the disruption of the marriage, as they were taught in LE. A VO member without LE also made an unsuccessful attempt to stop a child marriage. In her effort to stop the marriage she informed the parents about the possible consequence of young age in such marriage, as mentioned by the former groups. The source of this information in this case was a fellow VO member who participated in the Social Awareness Education previously offered by the RDP.

The VO members with LE attempted to prevent multiple marriages by informing that it was necessary to take the permission of the existing wife to marry for the second time. In only one of such cases the attempt could not stop the husband from marrying for the second time, but in all other cases the husbands gave up the idea of having a second wife.

A VO member with LE got her daughter's marriage registered. Other two members belonging to the same group informed the guardians about the legal formalities of marriage (i.e., take the consent of both bride and bridegroom for their marriage and the marriage be registered) to be followed in the case of a marriage. In one of these cases a respondent herself went to the guardians of both bride and bridegroom to convince them to register their children's marriage, and in another case one of the parents of the children marrying came to the respondent to know the legal formalities that should be followed in the case of a marriage.

In a number of cases where couples were separated by the verbal divorces the VO members with LE played a role in reuniting the couples by convincing them that such divorce was not effective and was not according to the law. In one of these cases the reunion took place but with some harassment as the village-leader disagreed with the respondent who initiated the reunion by telling the couple that their verbal divorce was effective, therefore, their reunion after divorce was illegal, and for that they could be punished up to the point of arrest by the police. At this, the couple got scared but the respondent along with a few other VO members came to their help and explained to them that their relationship after reunion was legitimate and that they should not be worried.

In the case of a verbal divorce of a pregnant women in a village-court a respondent refuted the court's decision by mentioning that a pregnant woman could not be divorced and such

divorce could not be enforced verbally. Her protest was overruled. In another village-court on whether a wife could reunite with her husband after a verbal divorce it was decided by the court that she would have to go through *hillah-nikah* for the reunion. At this, a respondent along with few others protested to the decision by mentioning what they learnt in the training. The protest was not only ignored, but they were also rebuked for their protests and for participating in the court. Two VO members without LE also played their roles in saving marriages, where verbal divorce was pronounced. In one of these cases the respondent alone and in another along with a clergyman convinced the couples that a verbal divorce was not effective according to Islam. The source of the legal information in both the cases was the local clergyman.

Performance with Muslim Inheritance Law

The VO members with LE applied legal knowledge on MIL in resolving disputes on inheritance. In one case families had a disputed claim on a piece of land property and in other cases brothers tried to deprive their sisters from inheritance of the property after the death of their father or offered them a smaller share than what they deserved to inherit. In some of these cases only advice was provided on the share of the property that different members of the family may legally inherit. But in two other cases it was a bigger involvement as the respondents not only told the feuding family members what should be their share according to law but also participated in dividing the property among the family members. In one of these incidences the respondent was helped by other VO members. The respondent in order to increase the credibility of their suggestion made reference to LE as the source of their legal knowledge on land laws. The VO members without LE also played their role by exercising legal knowledge relevant to inheritance. In one of these cases a respondent helped in dividing a property among the disputing brothers and in another a respondent willingly gave away the possession of a land to her sister as she was also a heir to the property. In both of these cases the respondents failed to mention the source of their knowledge on these issues.

Performance with Land Law

The learning on the LL was applied by the VO leaders with LE in their own case as well as in the case of others. They mentioned that they became more serious in paying tax for the land they owned only after knowing how to pay tax, and after learning what could be the consequence of not paying the tax in the training. A villager from the non-BRAC villages applied his knowledge on paying tax by informing his neighbors on how to pay and where to pay the land tax. His source of information was his uncle.

A VO member with LE after buying a piece of land took the trouble in going to the registration office and got the deed registered in spite of the discouragement from some of the family members. The respondent confirmed that she would not have taken the trouble in registering her land if she had not attended the training. Similarly, a villager from non-

BRAC village went to the registration office and got his land registered according to the advice of a village-leader.⁴

Respondents who were VO members with LE informed some of their relatives and neighbors about the possible bad consequences of thumb-marking or signing on blank paper when they were approached for those by the fellow villagers after some money was borrowed from them. The advice of the respondents was well appreciated and the propositions for a thumb-mark or signature were not accepted.

HRLE-related Action Conducted with Advice of Others

In a number of incidences VO members with LE conducted HRLE-related action on the advice of others (Table 7.4). The help were sought because the respondents were not confident enough to handle the situation by themselves. The advice given were followed by the respondents though in some cases the advice did not conform to LE or were not legal in nature. The VO members without LE and the villagers from non-BRAC villages were also inquired about their legal involvement in collaboration with others for help. These respondents did not have any incident to mention. The actions are narrated below in brief.

Citizens' Right Protection Law: When a VO member with LE was released from jail on bail he visited his neighbor and the local chairman to receive their advice as to how to run the case in the court.

Muslim Family Law: One of the respondents took the incident of her daughter's unhappy marriage to the village-court for a solution. Following the court's advice, she got her daughter divorced at the Marriage Registration and Divorce office. They went there along with a neighbor who also participated with her in the training. In a similar incidence, a respondent's daughter was sent back by the husband to her for failing to pay dowry that was committed before the marriage. At this, she went to a relative who advised her to settle the problem by paying dowry -- an advice contradicting with the training she received. Two of the respondents went to the local chairman separately when they were maltreated by their husbands and the in-laws. The advice they received were not legal in nature.

Muslim Inheritance Law: Five of the respondents had experienced problems in taking possession of the property which were thought rightfully belonged to them. In some of these cases the possession of the property were given by their parents to their brothers and

⁴ A person occupying a position of dominance and influence in the village. The authority behind the dominance and the influence may lie in the economic power, the vested responsibility in conducting religious rituals, family status, recognized support of the people in the election, etc. Consequently a village may have more than one leader. In this study whoever having dominance and influence in the village (e.g., elected representatives -- union council chairman, member -- religious clergies like maulana, munshies, economic elite -- land lords, etc.) has been referred to as the village-leader.

Table 7.4 HRLE-related Actions Conducted by VO Members with LE by Taking Others' Help (in pct.)

Laws\Activities	HRLE-related action n = 16
Citizen's Right Protection Law	12.4
Measures to be taken after filing a case or an arrest	12.5
Muslim Family Law	31.3
Dowry	12.5
Maltreatment by family members	12.5
Divorce	6.3
Muslim Inheritance Law	31.3
Division of property among heirs	31.3
Land Law	25.0
Land registration	18.6
Finger-mark on blank paper	6.3

in other cases they were deprived of their shares by their brothers. These respondents became aware of their property ownership rights only after participating in the training. In all these incidences the respondents took help of the village-court to get possession of their claims. In 4 of these cases the efforts turned out successful.

Land Law: Three of the respondents consulted their neighbors and/or village-leaders regarding the problems they were facing with the sellers from whom land was purchased. The neighbors and the village-leaders were consulted because they were believed to be knowledgeable on land laws. None of their help brought any positive result to the respondents. Legal advice was also sought for by a respondent from a neighbor when she realized that a false document on the ownership of a land under her possession was made by one of her relatives.

HRLE-related Actions Not Taken Where It Could Have Been Taken

Not in all the situations that the VO members with LE came across, where the knowledge from the training could have been applied, were actually applied. Altogether, 24% (18) of the VO members with LE mentioned that they came across situations where they could have applied the knowledge they received in the training but did not (Table 7.5).

Half of them (9) mentioned the reasons for not applying their knowledge gained in the training in those situations. Based on the laws that could have been applied the situations

were grouped into three, namely MFL situations, MIL situations and LL situations. The table shows that the MFL faced the maximum number of opportunities for its application. The situations where HRLE-related actions could have been taken but no action taken are summarized below.

Table 7.5 HRLE-related Actions Not Taken by VO Members with LE Where It Could Have Been Taken (in pct.)

Law\Activities	HRLE-related actions n = 18
Muslim Family Law	77.78
Child marriage	5.56
Dowry	27.78
Multiple marriage	11.11
Relation between spouses	5.56
Divorce	27.78
Muslim Inheritance Law	5.56
Dispute on inheritance	5.56
Land Law	16.67
Dispute on the possession of the land	11.11
Measurement and dividing land among family members	5.56

Muslim Family Law: Respondents encountered marriages in the neighborhood where dowry was practiced. They also encountered multiple marriages. In one of these cases, the husband married for the second time without the consent of his first wife, in another, a wife ran away with a neighbor and married him without divorcing her first husband. In addition, they encountered a number of divorce cases in the locality conducted without following the legal procedure, and a case where the wife was frequently maltreated by her husband. In all these matrimonial incidences respondents thought of providing legal consultations based on the knowledge they received in the training. These situations involved non-members and VO members with and without LE.

In three of the incidences the respondents contradicted the lessons they learnt in the training with their actions. Two of them offered dowry in marrying their daughters, and one wedded her daughter before she was legally old enough to marry. Thus, these respondents chose not to apply HRLE knowledge to their own lives.

A variety of reasons were cited for not interfering into these situations. (1) Some did not come forward with help by assuming that it would be inappropriate for them to interfere in other's family affairs. (2) In the case of VO members who contradicted themselves with what they learnt in LE it was thought that legal advice would not bring any result as those

VO members were aware of their contradictions. (3) The respondents who themselves contradicted the objectives of their training mentioned that the situation compelled them to violate the laws.

Muslim Inheritance Law: A respondent felt that she could have applied her knowledge on MIL in resolving a dispute where sisters legally demanded their share of property which was under their brother's possession.

Land Law: Two respondents felt that they could have provided legal consultation relating to land disputes among families. In one of these cases, a family in the village forcibly took possession of an agricultural land. In the other situation, the members of a family quarreled about measuring a piece of land and dividing it among themselves. The legal help that the respondents had in mind for these situations was just ask them to follow legal procedure, which was thought to be very general in nature.

The assumption that their legal advice would not be accepted was the most stated cause for not offering advice in the cases of MIL and LL. As a reason for having such an assumption a group mentioned that they were poor; nobody would heed to what the poor said, but to the other group the party to whom they could have advised were rich. It was their assumption that the rich might not like their advice and could have insulted them. These assumptions discouraged them from coming forward with help.

Changes Due to LE Observed in Village⁵

The changes brought about by LE in the villages thought by the VO members with LE, can be grouped into three categories. Those are: (1) general changes reflecting the objectives of HRLE, (2) changes directly reflecting the laws covered in the training, and (3) changes not reflecting the objectives of the HRLE, i.e., the content of the training in this case did not support such change. It may be mentioned that the changes in category one and two were often overlapping. In some of the cases changes in category one were a precursor to changes in category two. The changes were categorized by the VO members with LE as visualized and thought to have pervaded throughout their community.

Altogether 69 VO members with LE observed changes in their locality due to the training. A significant number of the respondents (59%) mentioned that the level of legal knowledge of the villagers substantially increased and they had become more conscious about the issues relating to legal affairs after the introduction of the training in their locality (Table 7.6). This increase in the level of legal knowledge may be thought to have conditioned all of the changes in the village.

⁵ The observed VO members with LE by village referred to the socioeconomic section to which they belonged. That is, TG according to BRAC's nomenclature. By change in the village they referred to their section in the village.

Table 7.6 Observed Changes in Locality Due to LE

Changes	Responses n = 69
General changes reflecting the objectives of HRLE	
Increase in knowledge/consciousness	41 (59.4)
Follow laws	1 (1.4)
Fighting and other undesirable incidence decreases	7 (10.1)
Litigation decreased	41 (59.4)
Changes reflecting the laws covered in LE	
Citizens' Right Protection Law	
Practiced voting right of own will	2 (2.9)
Muslim Family Law	
Child marriage decreased	21 (30.4)
Dowry decreased	6 (8.7)
Divorce (including verbal divorce) decreased	5 (7.2)
Mistreatment of girls decreased	1 (1.4)
Muslim Inheritance Law	
Fighting decreased	6 (8.7)
Dispute on land resolved properly	4 (5.8)
Land Law	
Land distributed among heir properly	1 (1.4)
Changes not related to HRLE objectives	
Rate of payment of dowry increased	1 (1.4)
Litigation increased	1 (1.4)
Independence decreased	2 (2.9)
Practice of usury decreased	1 (1.4)
Children's participation to school increased	1 (1.4)

Although only one respondent mentioned explicitly that the tendency to follow law increased as a result of the participation in the training, there were others who in explaining the cause for the decrease in the rate of litigation mentioned that the villagers after participating in the training became more law-abiding than before, as they became aware what was the right course of actions in their daily lives. The other reason for decreasing litigation was that they tried to solve their disputes themselves applying legal knowledge acquired from the training. Besides, they were conscious about the fact that by going to the court for the settlement of a problem they would only economically disadvantage themselves by paying the court and the lawyers' fees. Similarly, the decrease in fighting and other socially undesirable activities in the village were attributed to the increase in their level of legal knowledge.

Two of the respondents felt that the villagers had become more conscious in exercising their voting right and vigilant in not being influenced by anybody in the same.

About 32 respondents were of the opinion that there were some desired changes in the matrimonial practices in their village, i.e., decrease in the child marriage, decrease in the practice of dowry, decrease in the divorce specially verbal divorce, etc.

One of the respondents felt that the disputes related to inheritance, particularly of landed property, substantially decreased in their locality. It was mentioned that they all had the knowledge as to who were the actual heir and the proportion of the property they would inherit. Division of the property based on such knowledge helped in avoiding disputes substantially in the family. Also due to having such knowledge nobody had undue expectation about their inheritance.

Altogether the perception of 6 respondents on changes was not supported by the training (Table 7.7). One of the respondents in this group, who was of the opinion that the amount of dowry paid in the marriage was higher than before was also of the opinion that the practice of paying dowry in general went down in their locality.

Obstacles in Conducting HRLE-related Actions

The VO members with LE gave an idea on the feasibility of applying their learning in the practical situation (Table 7.7). Two respondents (3%) mentioned that there was no problem in the implementation of their training. On the contrary, 58 (97%) respondents identified the obstacles they had faced or anticipated that they would face them in applying their training. All these respondents conceptualized the problem in the application of training in the case of others. Thirty-six respondents in this group conceptualized the problem in the execution of their training through village-court while the rest (22) thought about its application directly at the family or individual level. Again some (10) of the respondents thought about the problem in the application of the law in a specific situation, e.g., marriage, while the rest thought about the problem in the application of the laws in general in any situation.

The obstacles identified by VO members with LE can be grouped into four categories. These are:

1. **Village-leaders' perception about the VO members** -- It was mentioned that the village-leaders operating the village-courts believed that the respondents did not have any knowledge about law or any competence in playing a role in conducting the village-courts, particularly in decision making. Because of this underestimation about them by the village-leaders they were always kept aside from playing any role in the court. In the cases where they participated out of their own initiatives, their recommendations or opinions were not hid to even if those were significant. Also, the village-courts were not interested in sharing such responsibilities with the others.

Table 7.7 Obstacles in Conducting HRLE-related Actions as Perceived by VO Members with LE.

Obstacles	Responses n = 60
No obstacle in implementing laws	2 (3.3)
Obstacle in implementing laws	58 (96.7)
Village-leader's perception about the VO members	34
Village-leader's perception about themselves	7
Certain characteristics of the VO members	20
Inclination in following traditional laws and villagers perception about BRAC	5

2. Village-leaders perception about themselves - The village-leaders regarded themselves as having sufficient knowledge and skill to conduct village-court and give verdict. Therefore, they never felt the need for sharing their such responsibilities with the VO members. Consequently, the respondents were not invited or allowed to participate in the village-courts. In spite of that, whenever they went and participated in the proceedings of the village-courts they were asked or forced to leave the place, resulting that they did not get an opportunity in implementing the law.
3. Characteristics of the respondents - Respondents believed that a number of characteristics, i.e., being poor, being female, and being too young and being illiterate not only made them different from the village-leaders but also placed them at the lowest stratum of the society, without any power and authority to enforce their decisions. As such, they could not influence the decision of the village-courts or any one's action through their legal advice. These characteristics were also thought to be a major hindrance in implementing laws outside the village-courts.
4. Situation prohibiting implementation of the law - Respondents found the implementation of their training difficult in a number of situations. For example, when wealthy parents found marrying their daughters difficult they would not hesitate in marrying them with dowry. Respondents' legal advice related to dowry was ignored in such cases. Besides, the application of their training became difficult especially at the family level when the consultation was thought to be an intrusion into one's family affairs.

There was a wide-spread belief among the non-members that the laws taught in LE were based on Christianity, therefore were unethical and as such following those laws would be a sin. Besides, there was a tendency among the villagers to follow traditional laws. Since

LE in many cases contradicted with the traditional beliefs the villagers were hesitant about accepting those laws.

In none of the observed HRLE related actions conducted by the VO members with LE LIC, as a body, played a role in conducting their responsibilities, i.e., to facilitate the implementation of the HRLE training. It was observed that neither the LIC members nor the HRLE staff under this study had a clear understanding about the responsibilities of an LIC. In addition, it may be mentioned that to our best knowledge the responsibilities of an LIC are not clearly spelled out in any of the HRLE document.

Conclusion

It has been observed that the VO members without LE and the villagers from non-BRAC villages had some knowledge about the laws covered in LE. The legal knowledge of the LE trainees was higher than those who did not have training, but gradually it lapsed with the passage of time. The VO members with LE were highly motivated for applying their training and it unlike learning did not lessen with time. Similarly, higher levels of motivation were not observed in the case of VO members without LE and the villagers from non-BRAC villages.

The findings in this situation clearly indicated that the VO members with LE were more involved in conducting HRLE-related actions than the VO members without LE and villagers from non-BRAC village. The HRLE-related actions by the former group were conducted in solo and also in collaboration with others. Where actions were collaborated with others the respondents played a leading role in performing the actions. There were also occasions where VO members with LE conducted HRLE-related actions according to the advice of others. In those cases, they were approached for help. The helps were sought as the respondents were not confident enough to handle the situations by themselves.

The learning was employed in the case of self, own family, and others in the community. In some of these attempts to apply the learning the efforts produced the desired results. But there were also incidences where the application of the learning failed to produce the desired results. In a number of incidences, the respondents came forward themselves to apply their learning, while in other cases, the respondents were approached for legal help. The application of the legal knowledge in some cases faced resistance but in others did not.

Though the VO members with LE were very active in implementing their learning, there were also occasions where they could have performed but actually did not. The most mentioned reason for not participating in those situations was that they felt that it would be inappropriate for them to interfere in other's family affairs. At this point it may be mentioned that 77% of the situations in which HRLE-related actions could have been

taken were actually taken (without other's help) by the observed VO members with LE within a span of three years⁶.

To reiterate, VO members with LE were more knowledgeable in law, had a higher level of positive attitude towards taking legal actions and conducted more number of such actions compared to the VO members without LE and the villagers from non-BRAC village. These differences in the case of former group with the latter can be attributed to the LE they received.

⁶ Calculated based on the information provided in Tables 7.3 and 7.5.

CHAPTER 8

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Objectives

The huge training investment of BRAC calls for an answers to the questions -- what is the impact of training on the programs and on its recipients? This study endeavors to answer these questions. As a part of this effort an impact assessment research methodology for training was developed. The methodology was then applied to the HRLE program to assess the impact of the HRLE training.

HRLE Training

The HRLE training is offered through a cascade which effectively transferred knowledge, teaching skills and often attitudes to a large number of the trainees within a short period. The cascade included three levels of the training, i.e., TOT, TT and LE, for the transfer of the learning from upper level to the lower.

Training is the crux of HRLE program. The HRLE training has been introduced to disseminate practically relevant legal knowledge to BRAC members. To reach a large number of VO members at a low cost the training 'cascade' has been established. Training is offered at three levels. First TOT for HRLE, next is TT for HRLE S/S, and finally LE provided by S/S to the VO members. The laws that the training covers are CRPL, MFL, MIL, and LL.

It was observed that the same training content as planned was disseminated in each of the training. The analysis of the LE curriculum led to the conclusion that it was appropriate for the achievement of HRLE program objectives, although LE did not emphasize much on the development of the skill for the execution of the knowledge.

Scope of Impact Assessment Study and Methodology

Impact in this study refers to the changes produced as a result of training activities. The challenge for this study was to assess the degree to which HRLE training activities contributed to the achievement of HRLE program objectives. This endeavor demanded the investigation of the training process and the establishment of its link with the observed

impacts. Thus, this study encompassed the examination of the training process, the context of learning, and the changes brought about by the training. To achieve this, training was examined at four levels: (i) the extent of training, (ii) the execution of training, (iii) the content of training, and (iv) the impact of training on the knowledge, attitude, behavior and action of the trained.

To track the transfer of learning in a training cascade it was necessary to observe how the learning is transferred from the trainers to the trainees longitudinally from one training level to the next within the cascade. Such an observation would require a considerable length of time which this study failed to afford. This challenge was met by adopting a quasi-experimentation research method.

The t-tests and gain ratio were used to assess changes in the level of knowledge of those associated with training at different levels. The assessments of the gain in training skill by TOT and TT trainees were done (i) from the perceptions of the trainees, (ii) by observing the actual performance of the TT and LE trainers, and (iii) by acquiring the opinions of the trainees on the performance of their trainers.

The performances brought out by the HRLE training were validated through consistency checks of the information provided by LE trainees and through corroboration with other informants. To establish the linkage between HRLE created knowledge and performance the groups were also tested – as the presence of relevant knowledge was a prerequisite for the application of HRLE learning in practice.

Extent of Training

Training Coverage

The observation on the number of HRLE training offered at each level between 1990 and 1995 gave an impression that the number of the trained that would be produced from a training level was preplanned in such a way that the trained produced at that level could become supportive in producing the desired number of the trained at the next lower level. This planning helped in maintaining the trainer - trainee ratio for a training at a level effective for learning. Besides planning on the number of trained to be produced the gender aspect was also taken into consideration in the case of TTs. This was done to support the policy that the S/S and their LE trainees should be of the same gender.

The recruitment of trainees for TOT and TT was well done. The majority of LE trainees participated voluntarily. However, a small number of trainees reported that they were persuaded to attend LE by intimations that access to future RDP loans was contingent upon attendance and this is a cause for concern. The practice of cost recovery from LE trainees is good: reducing dependence on subsidies and fostering trainees' motivation. It is worrying however, that most trainees reported that they were unaware of the Tk 10 course fee taken from their RDP loans.

The impact of LE due to diffusion among those who did not participate in the training was not significant. In the cases where VO members with LE extended legal help were also VO members and, in most cases, also attended LE. The participation of the VO members with LE to the village-court was very limited. Besides the VO members without LE and the villagers from non-BRAC village who conducted legal actions received knowledge for such actions from sources other than VO members with LE. It appeared that the LE failed to make much impact on the community through diffusion of the learning from the trained to the not-trained.

Duration of Training

In the case of TOT, dissemination of legal knowledge received prime emphasis in the allocation of time to different training activities. On the other hand, in the case of TT, of the time exclusively spent on learning, both the development of knowledge and the development of training skill received roughly of equal importance in the allocation of training time to these activities. In contrast, in the case of LE the entire training time was directed to the development of knowledge. The allocation of time to different activities in the training appeared to have been determined by the differential emphasis on the development of knowledge and skill as set by the training objectives, the level of human capital, and the skill in conducting training of the trainees participating in this training. These considerations were expected to enhance the effectiveness of the training. It appeared that the duration of training and the allotment of time for the development of knowledge and skill, as a whole, were rationally planned and were appropriate to produce the best results.

About the satisfaction with duration of the training an overwhelming majority (95%) of TT and LE trainees were satisfied, but for TOT trainees a half were not. They felt being under pressure due to the short duration of their training.

Execution of Training

Training process

HRLE knowledge was gained by a number of processes: explanation, discussion, answering questions and memorization. These training techniques not only helped in the internalization of knowledge but also had the mechanisms to ensure that the knowledge was retained. The observation of training sessions revealed that it generally followed good practice and was participatory, accessible and understandable. In this connection it may be mentioned that it was assumed that the more these attributes were present in a training, the more effective the training would be.

Training Environment

It appeared that most of the trainees were satisfied or highly satisfied with the training environment. A good number of them could perceive how the environment contributed

positively to their learning by enhancing the quality of the training. The below standard discipline in the LE class was the most mentioned cause for dissatisfaction by the LE students.

The instructions for organizing an LE session was violated considerably. The absence of such a violation surely would have presented a more organized LE but the study failed to make an assessment to the extent to which the violation actually impeded the effectiveness of the training.

The evaluations of the duration of the training, the training process and the training environment lead to the conclusion that those were fully effective to produce the best learning for all three of the training.

Content of Training

Significance

While the HRLE training contents had relevance to VO members' concerns, the relevance of different parts of the training in terms of both trainees' perceptions and practical experiences differed greatly. Particularly, MFL was identified as being the most important part of the training while CRPL was of limited relevance. The situations and/or problems taken into consideration in the selection of CRPL, MIL and LL were those that the trainees encountered in the past, but in the case of MFL it was the wide scale prevalence of the matrimonial problems in the community that influenced the selection process.

Easy/difficult

The majority of the trainees found the training to be easy. As a cause for its being easy the effective training process was mostly highlighted. A few found LL to be difficult because its content was difficult to grasp by them.

Result/impact

Test

The TOT training pre- and post-tested the performance of the trainees by using a semi-essay test questions. Though it was not possible to make a precise assessment of the trainees' gain in the learning by using such test questions it was clear from the test scores that the training added considerably to the knowledge of the trainees. Same test scores from TT and LE trainees indicated that they had a satisfactory level of learning. Their such learning may be attributed to the training they attended.

The gain ratio scores of TT and LE trainees indicated that the level of learning in both the training were more than satisfactory. The same scores calculated separately for the laws from these two training also indicated that the trainees acquired a satisfactory level of

learning for all laws except for MIL. It was observed that TOT and TT trainees developed a satisfactory level of skill in conducting training.

As indicated by the post-test the LE graduates had a satisfactory level of learning but with the passing of twelve months of training there was a considerable lapse of the knowledge gained in the training.

The level of legal knowledge of VO members prior to HRLE training was identical to that of non-BRAC villagers. At the end of LE training, trainees' knowledge of HRLE materials had increased from 39% to 81%. As expected, trainees' knowledge lapsed after the training. This was by 24% in the first year but by a relatively smaller magnitude subsequently. However, even three years after the training the HRLE knowledge of the VO members with LE, the VO members without LE, and the villagers from non-BRAC village were significantly different from each other. Similar trend was also observed in the case of these three groups when the test scores were compared by laws. The higher test score of the VO members with LE compared to other two groups was attributed to the LE that the group received.

Tab 8.1 Number of Issues, Allocation of Time and Test Scores by Laws (in pct.)

Laws	Number of issues	Time allotted to different laws		Post-test scores	
		TT	LE	TT	LE
CRPL	18	23	18	86	77
MFL	32	23	32	98	89
MIL	27	25	27	95	66
LL	23	28	23	76	82

The allocation of time to the learning activities was not in the same proportion for laws in the case of TT and LE (Table 8.1). In the case of LE, the training time was allotted proportionately to the number of issues each law contained, but this was not followed in the case of TT. The performances in the tests also were not proportional to the time allotted to the activities directly related to the learning in these two training. All these indicate that the allocation of time to different laws failed to produce even learning on laws in any of the training. In the case of even learning the trainees would have secured same or roughly similar scores for all laws in the post-test. Moreover, it indicated that there were factors other than time determined the learning not sufficiently taken into consideration for the development of even learning on all laws.

Attitude

The LE graduates unanimously expressed their full acceptance of the legal issues which they were trained and also expressed their full intention in applying the training they received in the practical life. Most of them (95%) expressed their desire in applying the issues covered in the training. Such preference confirmed to a great extent their perception of the significance of those issues/laws covered in the training. These tendencies rightfully expressed the development of a positive attitude towards legal issues taught to them. In contrast, similar assertiveness in applying legal knowledge was not observed in the case of VO members without LE and the villagers from non-BRAC village.

Action

The VO members with LE had a higher level of legal knowledge and the intention to apply such knowledge than the two comparison groups. On the other hand, the groups, thought were from three different locations, shared similar social settings (meaning that the groups were likely to encounter roughly equal numbers and similar types of the situations where legal knowledge could have been applied). For this similarity and dissimilarity it was likely that the VO members with LE would demonstrate higher level of HRLE-related actions than the comparison groups.

The HRLE-related actions were summarized under three heads, viz., positive impact, neutral impact and negative impact.

Positive Impact: Some 61% of the VO members with LE, 12% of the VO members without LE and 4% of the villagers from non-BRAC village conducted legal actions within a span of 3 years period. About legal actions conducted, 84%, 13% and 3% were by the VO members with LE, VO members without LE and villagers from non-BRAC village, respectively.

When the respondents' actions were grouped according to the laws, based on which those were conducted, it was observed that in the case of both VO members with and without LE, MFL was implemented most followed by MIL, LL and CRPL. In the case of villagers from non-BRAC village, altogether only two incidents of HRLE-related actions, which related to CRPL and LL, were conducted.

Number of characteristics were observed in the implementation of the HRLE-related knowledge. Those are:

1. The VO members with LE followed HRLE-related instructions in achieving their objectives and helped others to do the same in their day to day life, thus saving themselves from running into problems. But they also applied HRLE-related knowledge when they found themselves into situations where it could have been applied.
2. The HRLE-related knowledge was employed in the case of self, own family, and others in the community. In a number of incidences the respondents came forward themselves

to apply their learning while in other incidences the respondents were approached for legal helps where the knowledge were implemented.

3. The HRLE-related actions were conducted both in solo and in collaboration with others. Where it was collaborated the collaborators helped each other with the knowledge in their implementations. Thus the lack of complete HRLE-related knowledge was not a bar to the implementation of the training in many cases.
4. The VO members with LE in taking actions outside their own family, in most cases before initiating the action, consulted with BRAC staff.
5. There were incidences where respondents directly involved themselves in the implementation of the legal knowledge, but there were also incidences where respondents provided legal consultations only.

About 77% of the situations that VO members with LE encountered where legal actions could have been taken were actually taken. Seventy-three percent of these actions produced desired result. The proportion of LE trainees involved in HRLE-related actions was considerably higher than that of the two control groups. In general, so long the application of HRLE-related knowledge was confined within the respondents family the application turned out successful. But when the application was beyond their own family and particularly involving individuals from other socioeconomic groups there was a tendency to shun away from the application, or the attempted application turned out unsuccessful.

The VO members with LE (92%) also noted a number of changes brought about after the introduction of LE into their communities. The most important of those changes was the decrease in the number of litigation in the community.

The higher level of HRLE-related actions conducted by the VO members with LE compared to the comparison groups were mainly because the level of inclination and the motivation for the application of the knowledge of the former group was much higher than that of the latter. The legal actions taken by the VO members with LE were largely because of their training. It gave them the learning along with the encouragement and self-confidence for its application as intended by the HRLE program. It may be concluded that the legal knowledge of the trained, their performances and the changes brought about in their community were the manifestations of the positive impact of the HRLE training.

Neutral impact: None of the observed VO members with LE thought about organizing a village-court representing the entire village by themselves nor did they expressed the desire for establishing one for themselves (i.e., for VO members only)¹. Of course, in a number of occasions the VO members solved legal problems through small meetings,

¹ One of the objectives of HRLE program is to develop confidence among the VO members for the participation in the village-court through training and involve theme in the decision making process of the village-court.

which had some similarities with the village-court. But, compared to the existing village-courts those had a very limited scope regarding the section of the community on which the legal decision was reached. Most of the respondents avoided participating in the village-courts or arbitration councils². They were of the opinion that because of their lower social status they would be unwanted there. A small number who participated in the village-courts, in most cases, found themselves unwanted and failed to influence the decision of the court by applying their knowledge gained through training. It appeared that the VO members with LE had little confidence in their ability to influence the village-court through their participation. Thus, training failed to make much head way in achieving one of the HRLE objectives - involving VO members in resolving small problems through village-courts.

Negative Impact: There were also few incidences of negative impact of the training. Some of the respondents expressed their intention of handing over the wrong dowry to the police if their legal consultations were not followed by them. Some again developed an expectation that RDP staff should directly involve themselves in the execution of the learning on their behalf. The development of such expectation was not intended in the training. However, the respondents with such attitudes were considerably small. There were few incidences where the respondents contradicted their learning, e.g., arranged their daughters' marriage with dowry or collected subscription to pay dowry in a marriage. Such actions were taken as they were compelled by the prevalent situation.

There were also incidences where the implementation of HRLE-related knowledge had consequences which were not desired, e.g., husband married for the second time as a retaliation against the refusal to pay dowry by the relatives of the first wife (see Case Study Sample 2). In the case of performances based on the knowledge which contradicted with the believed religious dictates, e.g., *hillah-nikah*, the performer had a higher probability of facing resistance or of having an unexpected consequence (see Case Study Sample 1). The performances having unexpected consequences most probably cannot be considered as a negative impact of the training.

Association Among Training Impact Assessment Levels

The extent to which different laws were considered significant and easy appeared to have some association with the number of actions conducted on the basis of those laws (Table 8.2). The MFL was considered to be the most significant and the easiest part of the training which at the same time was used most in conducting legal actions by the VO members with LE. On the other hand, fewer actions were CRPL based. The section was considered to be significant by the fewest of the respondents. The time spent on the training of different laws in LE, which was proportional to the length of content in each laws, appeared to have no association with the extent those were considered significant,

² Gives judgment to misdemeanors, conducted by the Union Parishad Chairman and unlike village-court it enjoys legal support.

easy/difficult, and were used in conducting legal actions. On the other hand, the gain in knowledge in MIL section of LE was not satisfactory and the maximum number of situations where others help were taken to conduct HRLE-related actions were MIL based. The MFL was implemented most frequently into actions. All these observations

Tab 8.2 Training Time Allotted to Different Laws, Easiest and Significant Parts of Training and Their Utilization (in pct.)

Laws	Allocation of time to laws		Laws found easy in LE	Laws considered significant in LE	HRLE-related actions conducted
	TT	LE			
MFL	23	32	95	80	71
MIL	25	27	10	10	15
LL	28	23	-	30	8
CRPL	23	18	15	5	6

Source: Tables 5.4, 6.3, 6.8 and 6.9

may prompt one to conclude that the proportional distribution of LE time to different laws based on their content was not rational. In order to make training more relevant to the reality one may expect that the distribution of training time allotted to and the amount of content covered by each of those laws should be proportional to the number of actions usually taken because of those laws. Besides, in order to make trainees more knowledgeable of MIL more time may be allotted to this section.

Problems in Implementing HRLE-related Knowledge

Since LE is offered only to VO members and for having more female VOs compared to male ones any village under RDP has more female with training than their male counterpart. It is undenyng that the initiative in human rights and leadership in legal/social battles are still mostly or almost entirely a male job in rural Bangladesh. In such a social setup undermining male folk in their participation to LE is likely to reduce the possibility of an effective implementation of HRLE-related knowledge in the village.

The study observed that the main obstacles in the implementation of HRLE training was the lack of influence of the poor as against the elite who happened to be the rich in the village. It appeared that the successful implementation of the training in many case, in their ultimate analysis, were a question of political and social power dynamics. It was observed

that the VO as a whole or LIC were not effective enough in implementing the HRLE related knowledge by playing a role in the power dynamics in the village.

The influence of the elite in the successful implementation of the HRLE-related knowledge did not go unnoticed by the Program. For this reason the Program took up the policy of organizing Local Community Leaders' Workshop. The effectiveness of these workshops is yet to be assessed.

Recommendations

1. The HRLE program is achieving its objectives and the plans for its expansion as targeted by RDP IV are fully supported by this impact assessment study. But, in addition, in order to make the receipt of training even for both the genders, measures should be taken so that the male folk in the village, along with elite within them, may participate in the LE.
2. The LE trainees and particularly Law Implementation Committee (LIC) members should receive low cost, low time input refresher training at an interval of 12 to 18 months after initial training. (The evaluation of HRLE program by Abdullah and others in 1993 also had similar recommendation).
3. The content of TOT, TT and LE should be reviewed with a view to reducing the time allocated to CRPL and thus shortening training or making it less rushed (especially for TOT). The content of MFL should be reviewed to see if it would be advantageous to increase it and the MIL content should be reviewed to see if it can be made more comprehensible to LE trainees.
4. The flip charts used by S/S for LE training need to be made larger. Many trainees were unable to see the content from a distance.
5. The methods and amount of information transmitted to trainees and non-trainees about the source of HRLE content need to be extended. The BRAC PO/PAs and S/S must emphasize that they are teaching the laws of Bangladesh, not 'BRAC Laws' nor "Christian laws". A powerful visual aid or poster would be helpful to reinforce this message. The cover of the S/S flip charts could present the national flag.
6. Whenever possible, training should be conducted in areas that are sheltered from the rain and sun. The use of NFPE classrooms should be encouraged.
7. An experiment with a no-charge or low-charge child-minding facility for LE trainee's infants during training sessions should be mounted. This could be operated by 2 or 3 non-trainee VO members, so as to reduce the considerable learning problems created by infant disturbances.

8. The training for HRLE PO/PA should include short case studies of the dramatic LE 'successes' for to be told to the VO members in order to illustrate the direct benefits that can be achieved from participating in LE. The PO/PAs must be discouraged from forcing VO members in attending the LE, especially by linking it to the future loans. Rather, they should spend more time in informing the VO members the significance of having legal knowledge to facilitate their willful participation to the training.
9. The practice of cost recovery from Legal Education trainees is good: reducing dependence on subsidies and fostering trainees' motivation. But, greater efforts must be made to ensure that LE trainees understand that the Tk 10 course fee for training will be placed on their loan account.
10. A small high-level task force can be established to design an experiment (or experiments) to make LE implementation more effective. This task force should adopt an action research methodology with a view to identifying a mechanism that can subsequently be introduced across the entire HRLE program. Amongst other alternatives it should consider:
 - (a) The conversion of LICs into Social Action Committees that would report on village level HRLE-related issues and actions at each VO monthly forum.
 - (b) Means to ensure that BRAC members are recognized as legitimate participants in the village-courts.
 - (c) Evaluating the effectiveness of the recent initiative to train village leaders and representatives in HRLE and whether this should be expanded.
 - (d) Encouraging members to join other organizations, particularly women's right groups, for support in LE implementation (where such organizations do not exist BRAC could consider supporting their initiation).
 - (e) The use of the mass media to raise HRLE awareness more widely and to weaken the significance of rural elite interpretations of the law.

(Chap. 7 passim)
11. The training impact assessment methodology used in this study has proved robust for the assessment of BRAC training cascades and can be adapted to assess other training activities. It should be used in future with the next evaluation focusing on the Training Division's 'Human Development and Management' training.

Verbal Divorce and Hillah-nikah

Case:	Milky Begum		
Age:	22	Village:	Rahimpur
Occupation:	Household work	Union:	Tulshipur
Education:	Nil	District:	Jamalpur
Joined RDP VO:	August, 1994		
LE Received:	1995		

Milky was married to Khadem, a day laborer from her village. Milky lost her father when she was 4 years of age, so her mother had to arrange the marriage and bear the expense. The marriage was registered, a bride money of Tk 10,000 was agreed on and no dowry was given.

Khadem's father was not happy with his son marrying to a poor family, but he consented to it in order to honor his son's liking. In fact, he wanted to marry his son to a rich family and receive a big dowry. As a result, immediately after the marriage he started maltreating his daughter-in-law. He often told her, "Get out of my home, go to your mother and come back with money". He also mentioned that she would not have any place in his home unless she returned back with dowry. The maltreatment increased with time. Because of such treatment she was compelled to leave the house a number of times but returned back in all occasions. Her father-in-law advised Khadem to divorce her on the ground that she was a women with loose character. He along with some relatives made false stories in support of his allegation. Though Khadem did not agree to divorce Milky based on the allegations he became a little suspicious about her character.

One day Khadem returned from work and found his father scolding Milky. For some time she did not react but at one point she talked back to her father-in-law. Seeing this, Khadem beat Milky and pronounced '*Tin Talak*' (verbal divorce). When this incidence was taking place number of their neighbors were present at the courtyard. Khadem told to them, "You all are the witnesses to this divorce." At this, Milky burst into tears. Such a behavior from her husband was very much unexpected to her. In the same afternoon Milky's mother Sakina came and took her daughter back.

Both Milky and her mother attended the LE. The legal procedure for the divorce they learnt in the training was still clear in their mind. It was known to them that divorce could not be conducted verbally. After some days Sakina met Khadem's father and informed him of the right procedure for divorce. There along, she mentioned that the verbal divorce pronounced by Khadem was not effective. She requested him to take Milky back but her request was not honored.

In the mean time Khadem realized his fault and the injustice he committed to his wife. He decided to reunite with Milky and stay at her mother's home. Milky's mother welcomed the idea by mentioning that, "Verbal divorce is not effective. You and Milky should live together at my home." She was very happy about the decision and built a small cottage for them at her courtyard. Both Milky and Khadem started living there together.

This reunion was considered illegal by a section of the villagers as Milky did not go through the *hillah-nikah* according to *shariyah* (Islamic jurisprudence). The group mentioned, "If Milky and Khadem want to live together in the village Milky should follow the *shariyah*, otherwise they would be excommunicated from the society." When the couple paid no heed to this the group organized a village-court on the reunion of the couple. The elite, particularly the clergymen, both from and outside the village were present in the court. The court decided that (1) nobody from the village should maintain any relationship with the couple and (2) the couple should not be offered any job in the village. Sakina Begum who was most vocal against verbal divorce and *hillah-nikah* at the court was threatened and rebuked for her behavior in the court. At one point when the situation was tense at the court Milky clearly and loudly spelled out her position that, "I will not go through *hillah-nikah*, because there is no provision for such malpractice in the law." She also mentioned in the court the source of her knowledge based on which she took such a stand. That was LE.

Milky and Khadem disobeyed the decision of the village-court and continued to live together. Though they were excommunicated there was a section of people in the village, who were not VO members, extended help to them. In fact, the VO members with LE remained indifferent or neutral to the whole situation.

Case study Sample 2

Dowry

Case:	Zara	Village:	Biara
Age:	33	Union:	Shahbajpur
Occupation:	Housewife	District:	Jamalpur
Shebika:	Shefali	Received TT:	1989

When Zara was 15 years of age she was married to Muslim, a day laborer from the same village. Though the marriage was registered in the Kazi Office a dowry of Tk 500 was given. Zara's brother Dudu paid the dowry and bore all the expenses for the marriage. Neither Zara nor any of her relatives who arranged the marriage attended LE course.

After a year of their marriage, Muslim asked Zara to get Tk 10,000 from her brother. Zara was well aware that it was beyond his means to manage such a big amount of money. So she declined to the proposition. At this Muslim started maltreating her. It forced her to leave husband's home for not less than 20 times, but every time she returned back. Muslim finding the maltreatment not very effective in achieving his objective forced Zara to return back to her brother permanently.

Shefali, an HRLE shebika from the same village was aware of the whole incidence. After two to three months when Zara was sent back to her brother Shefali along with some of Zara's relatives and neighbors arranged a village-court to settle the problem and reunite the couple. The court decided that Muslim should give up the demand for the dowry and take his wife back. But, Muslim did not honor the decision.

At this Shefali advised Zara to file a case against her husband in the court for demanding dowry. Zara filed a case according to the advice. After the case was filed Muslim was immediately taken to police custody where he stayed for 11 days while the litigation was in progress.

The legal suit cost Zara Tk 1500. In order to continue the suit Shefali came forward with moral support and financial help. She collected a donation of Tk 500 from the villagers to meet the expense. Some villagers became witness at the court supporting Shefali. Her sister-in-law accompanied her to the court on the hearing days.

At one stage of the law suit Muslim proposed Zara that he would give up the demand for dowry and take her back if the case was withdrawn. Zara agreed to the proposition and withdrew the case from the court before it was settled. They started living together. But after some time Muslim again raised the demand for dowry and started maltreating her. It was in fact worse than before. He mentioned that he was jailed once for asking dowry and now ready to go to the jail again but would not give up the demand for the same. Finding

HRLE Training Documents and Legal Issues Covered by the Documents

HRLE Training Documents

Three piece of documents are used for the HRLE Training, viz.,

1. Training of Trainers for Human Rights and Legal Education Program - mostly used in TOT training and also used as a reference source by the trainer in TT,
2. Law Education Guide - the most widely used training guide, specially used in TT and LE, and
3. A five piece set of a reference guide - used as reference in all training.

Legal Issues Covered by HRLE Training Documents

Muslim Family Law

1. Marriage and the preconditions of marriage.
2. Dowry.
3. Divorce notice from the husband and reconciliation between the couple.
4. Divorce by the husband and his remarriage.
5. Divorce by the wife.
6. Multiple marriage.
7. The right of up-keeping children and the right of their custody.

Citizens' Right and Protection Law

1. Voting right, freedom of religion and the equality of all in the eyes of law.
2. Prohibition of inhuman punishment.
3. Arrest procedures and duty of a citizen.
4. Right of the arrested and the duties of the police.

Muslim Inheritance Law

1. The main sharer of property according to the Holy Koran.
2. The main heir, part 1.
3. The main heir, part 2.
4. The right of the orphan grandchildren.
5. The source from which a deceased received property is not a matter of consideration in inheritance.
6. The division of property of a childless deceased among the heirs.

Land Law

1. Precaution in preserving the ownership of the land.
2. Steps to be taken before and after the purchase of land.
3. Kheir Khalishi Mortgage and untenanted land.
4. Lease.
5. Homestead.

Human Rights and Legal Education Test

Muslim Family Law

1. What is the legal age of marriage for male?
 - a. 21 years of age
 - b. Other
 - c. Do not know
2. What is the legal age of marriage for female?
 - a. 18 year of age
 - b. Other
 - c. Do not know
3. What are the conditions of marriage?
 - a. Age, consent, bride money and registration
 - b. Others
 - c. Do not know
4. Will receivers and givers of dowry in a marriage get the punishment?
 - a. Yes
 - b. No
 - c. Do not know
5. What is the provision of punishment in law for dowry?
 - a. 1 to 5 years' jail
 - b. Tk 5,000 penalty
 - c. 1 to 5 years' jail and Tk 5,000 penalty
 - d. Others
 - e. Do not know
6. After how many days of issuance of notice will a divorce be effective?
 - a. 90 days
 - b. 30 days
 - c. Others
 - d. Do not know
7. Does the wife get consideration money (dower or *denmohor*)?
 - a. Yes
 - b. No
 - c. Do not know

Citizen's Right Protection Law

1. What is the voting age?
 - a. 18 years of age
 - b. Others
 - c. Do not know
2. What is the name of document needed to run a country?
 - a. Constitution
 - b. Others
 - c. Do not know
3. What is the duty of police?
 - a. To serve the people
 - b. Other
 - c. Do not know
4. Can police punish anybody?
 - a. Yes
 - b. No
 - c. Others
 - d. Do not know
5. Can police stop anybody from consulting with the legal practitioners?
 - a. Yes
 - b. No
 - c. Do not know
6. Where one should apply for bail?
 - a. Court
 - b. Other
 - c. Do not know

Muslim Inheritance Law

1. What is the total number of the Koranic sharers?
 - a. 12
 - b. Others
 - c. Do not know
2. Would the daughter get the Koranic share if there is son?
 - a. Yes
 - b. No
 - c. Others
 - d. Do not know
3. What is the share of wife from the total amount of her husband's property?
 - a. 1/8 the
 - b. Others
 - c. Do not know
4. How the property will be divided among son and daughter?
 - a. 2:1
 - b. Others
 - c. Do not know

5. Would the orphan grandchildren get property from their grandparents?

- a. Yes b. No c. Do not know

Land Law

1. Is it wise to sign or put thumb-mark on stamp or white paper?

- a. Yes b. No c. Do not know

2. Why is it necessary to collect the revenue receipts?

- a. It is an evidence of land ownership
b. Others c. Do not know

3. If you need to do mutation where would you go for it?

- a. Thana land office b. Others c. Do not know

Measuring Changes in Knowledge

Correcting for guessing

In a multichoice test guessing can be done in a random fashion. In evaluating such test scores it is appropriated to adjust the scores. The formula for the adjustment is:

$$(\text{Number correct}) \times \frac{(\text{Number wrong})}{(\text{Number of alternatives} - 1)}$$

Gain Ratios

The comparison of the pre- and post-training level of knowledge based on the learning gained by using the raw scores from the trainees may become difficult. This problem can be solved by calculating the gain ratio from the pre-test and the post-test knowledge scores. The formula for the calculation is given below.

$$\frac{(\text{Post-test score}) - (\text{Pre-test score})}{(\text{Possible score}) - (\text{Pre-test score})} \times 100$$

The calculation produces a value between 0 and 100% for each candidate. "It yields comparison of trainees' performance, provides a measure of the learning achieved by a trainee, expressed as percentage of how much a person could potentially have learnt, given his or her initial level of knowledge." (Newby 1992, 249). The average gain ratio for a group can provide an indication of whether a satisfactory level of learning is being achieved. The average gain ratio over a group of trainees gives a course effectiveness measures, and represents how effective the program was in teaching the particular individual what he or she needs to learn.

As a guide one should expect an average gain ratio of about 50% with a good instructor and a good balance between input and practice, and 70% or better with individual instruction on program packages, 20% with short lecture followed by questions (Bramley 1986). The figures are empirical, based on studies of actual gain.

Time Allotted to Training Activities, TOT for HRLE

Training activities	Time spent (in hours)	Time spent (in pct.)
Directly related to learning		
Citizens' Right and Protection Law (includes human rights and awareness for 1.5 hours)	8.75	17.16
Muslim Family Law	6.0	11.76
Muslim Inheritance Law	4.75	9.31
Land Law	3.5	6.86
Review of lessons by trainers - at end of the class	2.08	4.08
Review of lessons by trainees - at beginning of the class (miniversity)	3.75	7.35
Demonstration on lesson presentation	1.25	2.45
Presentation of lesson by the trainees	2.0	3.92
Indirectly related to learning		
Introduction and conclusion to training	1.0	1.96
Pre- and post-test	2.0	3.92
Discussion on training related activities: course objectives, importance of training, rules and principles of training, expectation of trainees, discussion on test result	4.17	8.18
Program related activities and implementation	4.25	8.33
Meal and rest	7.5	14.72
Total	51	100.00

Time Allotted to Training Activities, TT for HRLE S/S

Training activities	Time spent (in hours)	Time spent (in pct.)
Introduction and relaxation	5.25	2.73
Discussion on training related activities: introduction to the course, rules and principles of training, expectation of trainees, post-training planing, etc.	9.75	5.07
Muslim Family Law	11.0	5.73
Citizens' Rights Protection Law	12.0	6.25
Muslim Inheritance Law	10.0	5.21
Land Law	12.5	6.51
Review of different laws (MFL-.5 hours, CRPL-1 hours, MIL-2.5 hours., LL-1.5 hours)	5.5	2.86
Discussion on social problems: problem identification, cause analysis, role of laws, etc.	3.5	1.82
Discussion on BRAC and HRLE program: objectives of LE, responsibilities and role of S/S, preconditions for organizing LE, problem(s) likely to be encountered in conducting LE.	5.0	2.60
Development of training skill: communication (importance, types, role, barriers), rumor and its effect, characteristics of a good listener, learning process, how to help trainee in learning, what to be done and not done in a LE class, motivation skill, arbitration skill, etc.	13.0	6.79
Demonstration on presentation of lesson and distribution of lessons (MFL-2.5 hours, CRPL-1.5 hours, MIL-2.5 hours, LL- 2.5 hours)	9.0	4.69
Lesson presentation practice (MFL-4.5 hours, CRPL-4 hours, MIL-5 hours, LL-5.5 hours)	19.0	9.90
Group discussion	24.5	12.76
Review of lesson	4.0	2.08
Meal and rest	48.0	25.00
Total	192.0	100.00

Appendix 5.2

Time Allotted to Training Activities by Parts, TT for HRLE S/S

Training activities	Time spent (in hours)			
	HRLE Basic - I	HRLE Basic - II	S/S Training - I	S/S Training -II
Introduction and relaxation	1.5 (3.13)	0.75 (1.56)	1.5 (3.13)	1.5 (3.13)
Discussion on training related activities: introduction to the course, rules and principles of training, expectation of trainees, post-training planning etc.	3.0 (6.25)	2.75 (5.73)	1.0 (2.08)	3.0 (6.25)
Muslim Family Law	11.0 (22.91)			
Citizens' Rights Protection Law	12.0 (25.00)			
Muslim Inheritance Law		10.0 (20.83)		
Land Law		12.5 (26.04)		
Review of different laws (MFL-0.5 hours, CRPL-1 hours, MIL-2.5 hours, LL-1.5 hours)			1.5 (3.13)	4.0 (8.33)
Discussion on social problems: problem identification, cause analysis, role of laws, etc.			3.5 (7.29)	
Discussion on BRAC and HRLE program: objectives of LE, responsibilities and role of S/S, preconditions for organizing LE, problem(s) likely to be encountered in conducting LE			2.5 (5.21)	2.5 (5.21)
Development of training skill: communication (importance, types, role, barriers), rumor and its effect, characteristics of a good listener, learning process, how to help trainee in learning, what to be done and not done in LE, motivation skill, arbitration skill, etc.			7.5 (15.63)	5.5 (11.46)
Demonstration on presentation of lesson and distribution of lessons (MFL-2.5 hours., CRPL-1.5 hours, MIL-2.5 hours, LL- 2.5 hour.)			4.0 (8.33)	5.0 (10.42)
Lesson presentation practice (MFL-4.5 hours, CRPL-4 hours, MIL-5 hours, LL-5.5 hours)			8.5 (17.70)	10.5 (21.87)
Group discussion	7.0 (14.58)	7.5 (15.63)	6.0 (12.50)	4.0 (8.33)
Review of lessons	1.5 (3.13)	2.5 (5.21)		
Meal and rest	12.0 (25.00)	12.0 (25.00)	12.0 (25.00)	12.0 (25.00)
Total	48 (100%)	48 (100%)	48 (100%)	48 (100%)

Training Techniques Applied in Teachers Training for HRLE S/S

Techniques	Subjects
<p><u>Lecture and Discussion</u></p> <ul style="list-style-type: none"> •The issues were first explained to the trainees one at a time. Then relevant questions were put to them followed by a discussion. •The technique was employed when an issue was introduced to the trainees for the first time. •Large amount of information could be disseminated within a short period. The trainees did not have any problem in relating to an issue even if it was unknown to them. •Participation of all trainees could not be ensured. 	<p>Introduction: A broad outline on the four laws and the structure of the training (i.e., dividing the training into four parts, along with a broad outline of each part, duration of each part, and the spacing between the parts) were discussed.</p> <p>Rules and the principles of training: The trainees prepared a list of the rules and the regulations that they thought should be followed for smooth functioning of the training. A final list of the recommendations were made and hung in the classroom</p> <p>Role of laws in solving problem: The problems previously identified and the significance of law in solving those problems were discussed.</p> <p>BRAC and HRLE program: Included discussion on the HRLE program: when started, why it is important for the VO members, how program can help/protect members from illegal, unfair, discriminatory practice by others, etc.</p> <p>Communication: Its importance, components and types, the role of transmitter and receiver in communication, barrier to effective communication, advantage and disadvantage of one and two-way communications were mainly covered.</p> <p>The sequence in lesson presentation and the distribution of lessons: Included the distribution of lessons among the trainees for presentation and fixing its sequence.</p> <p>Helping the trainees in learning: Included discussion on the strategies, the application of which would help in betterment and even learning for all the trainees.</p> <p>Course analysis: At the end of training trainer reviewed the whole course and discussed the expectations of the trainees. The unmet expectations were touched.</p> <p>Post training planning: Discussion included what the trainees were expected/supposed to do at the end of the training in order to retain the learning.</p>

Techniques	Subjects
<p><u>Group Discussion</u></p> <ul style="list-style-type: none"> •The trainees were divided into 4 groups roughly equal in size and each having a group leader. Each group was given an issue for discussion to be done within a specified period. The trainer ensured that the discussion was conducted as per plan. •Group discussion was conducted on such issues to which the trainees have been familiarized. •Ensured participation of every trainee, removed hesitation, gave an opportunity for leadership, removed boredom. •In number of occasions the discussion in the group deviated from the issue given for discussion. 	<p>Expectation of trainees: After mentioning the laws that would be covered in the TT, the trainees were asked about what they would like to learn on those laws from the training. A list of their expectations was made and hung in the classroom.</p> <p>Responsibilities and role of S/S: Through small group discussion the trainees prepared a list of the responsibilities and the duties of the S/S. The trainer guided the groups in preparing the list.</p> <p>Social problem identification and cause analysis: The day to day problems in the village were identified and discussed in the small groups. Next, the problems were discussed by the whole class where the causes behind the problems were singled out.</p> <p>Objectives of LE: The objectives of LE in context of HRLE program were explained.</p> <p>Pre-condition for organizing LE: The steps and the procedures to be followed in organizing a LE training were discussed.</p>
<p><u>Experience sharing</u></p> <ul style="list-style-type: none"> •The trainer first discussed an issue and related that to a real or an imaginary incidence to which trainees were familiar. After that, the trainees told to the class any incidence relating to the issue they came across in the past. •This technique was employed in the second half of the training. •Because of relating the issue to a real world situation it became easier for trainees in understanding the issue. The technique worked as a mechanism in making class interesting. •The trainees not familiar with the incidence set in the class had problem in participating in the discussion. 	<p>Rumors and its effect: How an incidence or a message gets distorted and how propaganda are conducted were explained by using examples.</p> <p>Characteristics of a good listener: The symptoms likely to be visible in case of a good listener were mentioned.</p> <p>Problem likely to encounter in conducting LE and their solutions: The trainees discussed among themselves the problems/obstacles they might face in conducting LE and the measure that might be taken to counter those problems/obstacles.</p>

Techniques	Subjects
<p><u>Question and Answer</u></p> <ul style="list-style-type: none"> •The trainees were divided into four groups. Then a member from a group asked a question from the previously decided legal issues, to a trainee belonging to another group. In the case of correct response the group received 5 points. If failed, the questioner answered the question, if correctly answered, his/her group received 5 points. Every trainees in a group had to play their share in asking and answering questions. Finally the groups were ranked based on the secured scores. •The technique on a law was employed only after the same was introduced to the trainees through other technique(s). •The lesson taught got reviewed, developed competition among the group/trainees, the group members helped each other in the group. •Developed a tendency to ask hard question to the less competent members in a group. Such repetition embarrassed the trainee to whom question is asked. 	<p>Review on Different laws: Conducted on issues and subissues within four laws.</p>
<p><u>Demonstration</u></p> <ul style="list-style-type: none"> •The trainer first showed the training procedure on an issue which the trainees in future would have to follow in conducting LE. Next, the trainees copied the trainer in the class. When a trainee was demonstrating the rest played the role of the VO members attending LE. At the end of a presentation the strength and the weakness in presentation was reviewed. The whole class participated in the review and provided feed-back. •The technique was employed only after completion of other techniques. •Helped the trainees in acquiring the training. The problems and the errors of the trainees were detected and corrected individually. 	<p>Lesson presentation practice: At the end of discussion and review of a law each trainee presented an issue through demonstration. All issues from four laws were covered through this process.</p>

Techniques	Subjects
<p><u>Brainstorming</u></p> <ul style="list-style-type: none"> •An issue (usually one on which the trainees had some idea) was raised to the trainees and they were given few minutes to think about it. Then the trainees shared their opinions on the issue in the class. A list of the opinions was prepared and the trainees discussed those. •The technique was used in the second half of the training. •Helped in removing shyness. The session became lively and a lot of issues could be covered within a short period. •In number of occasions the technique created disorder in the class. The trainees without sufficient idea on the issues had problem in participating in the technique. 	<p>Learning process:</p>
<p><u>Role Play</u></p> <ul style="list-style-type: none"> •An issue was given to the trainees for role play. Next, the interested trainees went out of the classroom where they were explained the roles they had to play on the issue in the class. Then the class discussed on the roles relating to the issues. •This technique was employed on an issue already touched by other techniques or on an issue with which the trainees were already familiar. •Removed boredom and shyness in the trainees and made class lively. •In few occasions the trainer had to push trainees to play roles. 	<p>Motivation Skill and Arbitration skill: The trainees were shown that one could be convinced to act as intended or convinced to resolve a dispute by others.</p>

Members Received LE in RDP/RCP Areas by Years (cumulative)

Years	VO Members			Area Offices with HRLE	VO Members with LE		
	Male	Female	Total		Male	Female	Total
1990	142,470	256,360	398,830	8	5,039	-	50,450
1991	192,151	405,974	598,125	15	5,039	20,164	25,203
1992	167,260	482,014	649,274	24	7,115	37,116	44,231
1993	146,729	679,061	825,790	35	14,151	70,955	85,106
1994	127,707	908,547	1036,254	89	22,184	164,522	186,706
1995	121,366	1145,343	1266,709	125	26,000	265,125	291,125

Sources: BRAC Report 1992, p. 15.

Statistical Report, September 1993, Rural Development Programme (RDP) and Rural Credit Project (RCP), BRAC, Table 1, Section B, p. 2.

Statistical Report, December 1993, Rural Development Programme (RDP) and Rural Credit Project (RCP), BRAC, Table 1, Section B, p. 8.

Statistical Report, December 1994, Rural Development Programme (RDP) and Rural Credit Project (RCP), BRAC, Table 1, Section B, p. 13.

HRLE register, RDP, Nandail.

HRLE Monthly Report, December 1995, HRLE, RDP, BRAC.

The Link Between Knowledge and Attitude in LE

Knowledge	Case	Attitude
Issue 01: Marriage and precondition of marriage (MFL)		
<p>1. Family and marriage: definition. 2. Relation of marriage with family. 3. Legal formalities to be maintained in a marriage: not to violate the minimum age for marriage, take consent in marriage, make arrangement for bride money, register the marriage. 4. Punishment for violating two of the legal formalities of marriage.</p>	<p>Tender age at marriage of a girl followed by early child birth affected her health, her relation with others in the family and in conducting her duties. All these in turn led to the breakup of the marriage.</p>	<p>Develops an opinion in favor of conducting legal formalities in marriage as an insurance against marital disruption.</p>
Issue 02: Dowry (MFL)		
<p>1. Dowry: definition, its relation with marriage. 2. Laws and punishments for practicing dowry. 3. Possible consequence of practicing dowry.</p>	<p>Offering of dowry by brides' relatives in a marriage encouraged husband from a wealthy family for more dowry after marriage. At one point when such a request was turned down the wife was maltreated and finally driven out of the home by the husband.</p>	<p>Develops an opinion in favor of practicing marriage within the same socioeconomic group and against the practice of dowry.</p>
Issue 03: Divorce notice from the husband and reconciliation between the spouses (MFL)		
<p>1. Legal procedure of divorce by the husband. 2. Punishment for violating the legal procedure of divorce</p>	<p>When a wife was verbally divorced by her husband, number of villagers without legal knowledge on divorce played an active role in separating the wife from the husband.</p>	<p>1. Develop an opinion against verbal divorce and its practice. 2. Empowers by developing a capacity in taking decision on continuing or terminating marriage.</p>
Issue 04: Divorce by the husband and his remarriage (MFL)		
<p>1. Legal procedure to be followed in a divorce. 2. Divorce to a pregnant wife. 3. Reunion of the spouses after divorce. 4. <i>Hillah-nikah</i>.</p>		<p>1. Develops an opinion against <i>hillah-nikah</i>. 2. Develops a tendency to prevent <i>hillah-nikah</i>.</p>

Knowledge	Case	Attitude
Issue 05: Divorce by the wife (MFL)		
<p>1. Three conditions under which wife may file for divorce. 2. The receipt of the wife from husband after divorce.</p>		<p>Empowers by developing a capacity in taking decision as to whether to continue or not continue the marriage for own good.</p>
Issue 06: Multiple Marriage (MFL)		
<p>1. Multiple marriage: definition. 2. Legal procedures to be followed in the case of a multiple-marriage. 3. Role of the chairman in a multiple marriage. 4. Factors to be considered by the chairman in consenting to a multiple marriage. 5. Pre-condition for multiple marriage according to <i>sharia</i>. 6. Punishments for violating the legal codes for conducting multiple marriage.</p>	<p>A husband who married for the second time by violating the legal codes for multiple marriage was punished as the legal dictates of such marriage was known to the first wife and the required initiative for the punishment was taken by her.</p>	<p>1. Develop: i/ opinion and sentiment against multiple marriage, ii/ spirit in taking initiative in seeking judgment where such legal procedure has been violated. 2. Considers chairman as the mentor in the case of preventing or executing multiple marriage.</p>
Issue 07: The right of up-keeping children and the right of their custody (MFL)		
<p>1. Rights and responsibilities of the parents toward children before and after their divorce. 2. In the case of divorce: the length of period children can legally stay with their mother, the pre-condition (i.e., provide support) to be fulfilled by the father to get children back to his custody.</p>	<p>After a divorce, where a father wanted to have his son in his custody from the divorcee at the end of his legal stay with mother the issue was taken to the village-court. The court decided against the father as the precondition of providing support to the child after divorce was not met by the father.</p>	<p>1. Makes father more responsible in providing support to the children after divorce. 2. Develops a sentiment to seek for justice if support is not provided to the children by the father after divorce.</p>
Issue 08: Voting right, freedom of religion and the equality of all in the eyes of law (CRPL)		
<p>1. Definitions: state/country, citizenship, constitution. 2. Reference of citizen in the constitution and who can be a citizen. 3. Vote: voting age, freedom in exercising voting right, factors to be considered in voting for a candidate. 4. Freedom of religion and its reference in the constitution. 5. Equality of all in the eyes of law.</p>		<p>Develops consciousness in one of own rights, and tolerance to others' rights.</p>

Knowledge	Case	Attitude
Issue 09: Prohibition of Inhuman Punishment (CRPL)		
<p>1. The punishment for wrong doer should be as per law. 2. Inhuman punishment: definition, why it is not allowed by law, the group usually subject to inhuman punishment, violation of human right. 3. Police is not above law.</p>	<p>1. A poor villager convicted of stealing was given inhuman punishment by the village-court. 2. A chairman , happened to be a rich villager, was also convicted of stealing and was taken to the police custody, but did not become subject to any inhuman punishment.</p>	<p>1. Makes the trainees conscious of their own identity (i.e., they are poor). 2. Develops solidarity among the poor and inspires them to stand against inhuman punishment.</p>
Issue 10: Arrest procedure and duty of a citizen (CRPL)		
<p>1. Police: who they are, their duties, and their responsibilities. 2. Warrant: definition, when police can arrest without a warrant. 4. The procedure to be followed by police in the case of arrest both with and without warrant. 5. The right and the duties of a citizen in the case of the arrest.</p>	<p>Five police officers were punished when they were found guilty of torturing an arrested who ultimately died of the same.</p>	<p>Makes vigilant against police harassment.</p>
Issue 11: Right of the arrested and the duty of the police (CRPL)		
<p>1. The period police can keep an arrested in their custody. 2. Duty of police after an arrest. 3. The right of the arrested: contact lawyer and ask for bail at the court. 4. The false accuser can be punished by the court.</p>	<p>1. The police was compelled to release an arrested after failing to come up with satisfactory evidence for the arrest to the hired lawyer. 2. A family suffered a loss when a village-leader was contacted to get one family member released from the jail.</p>	<p>1. Develops an opinion in favor of contacting right person in getting an arrested released from the jail.</p>
Issue 12: The main sharer in inheritance according to the Holly Koran (MIL)		
<p>1. Inheritance Law: definition, principle to be followed in dividing the property, the order to be maintained in dividing property among the heirs. Dual power of inheritance. 3. Three types of heirs: The koranic heir, residual heir and distant relatives. 4. The koranic heirs: definition, who they are, main koranic heirs, principles to be followed in dividing property among the koranic heirs.</p>	<p>1. The distribution of 36 decimals of a land of a deceased among his father, mother, wife and a daughter. 2. The distribution of 24 decimals of land of a deceased among his mother, wife and two daughters.</p>	<p>Develops the right expectation in the inheritance of the property.</p>

Knowledge	Case	Attitude
Issue 13 & 14: The main heir (MIL)		
<p>1. Main heirs. 2. Types of main heir: residual heir and koranic heir. 3. Principle to be followed in dividing property among the main heirs and the order to be followed in dividing the property among the heirs. 4. The ratios to be maintained in dividing property among heirs. 5. Highlights the factors to be considered in dividing property of the deceased with different family composition.</p>	<p>1. Distribution of a 24 decimals land of a deceased among father, mother, wife, a son and a daughter. 2. Distribution of a 24 decimals land of a deceased among father, mother, a son and a daughter. 3. Distribution of a 30 decimals land of a deceased among his father and a son. 4. Distribution of a 12 decimals land of a deceased among his two daughters and two sons.</p>	<p>Develops the right expectation in the inheritance of the property.</p>
Issue 15: The right of the orphan grand children (MIL)		
<p>1. Orphan grand children are legal heir to their grand parents property. 2. The reasons why they are legal heir. 3. Since when they became legal heir. 4. The portion of the property they inherit.</p>	<p>1. The property of a deceased was divided among his children both alive and dead. The children of the dead inherited the property that went to their father's claim. 2. The property of a deceased was divided among his children both alive and dead. The orphan daughters inherited the property that was due to their father.</p>	<p>Develops a sentiment to protect and stand against injustice on inheritance.</p>
Issue 16: The source from which a deceased receives property is not a matter of consideration in inheritance (MIL)		
<p>Factors to be considered /not to be considered in inheritance: 1. The source from which a deceased received property is not a consideration in the case of inheritance. 2. The relation of a person with the deceased determines his/her claim to the inheritance.</p>	<p>1. The property received by a man from his two wives were equally distributed after his death among two of his sons who were step brothers. 2. The property of a dead widow received from her two marriages were equally divided between two of his daughters who were step sisters.</p>	<p>Develops a sentiment to protest and stand against injustice related to inheritance.</p>
Issue 17: The division of the property of a childless deceased among the heirs (MIL)		
<p>1. The proportion of the property that will be received by the heirs of a childless deceased. 2. The order in which the property will be divided among the heirs.</p>	<p>Dividing the property of a childless deceased among his wife, father and mother.</p>	<p>Develops a sentiment to protest and stand against injustice in inheritance.</p>

Knowledge	Case	Attitude
Issue 18: Precautions in preserving the ownership of the land (LL)		
<p>1. Land: nature and types. 2. Land law: definition, types. 3. Transfer of the ownership of land, why it is necessary to investigate the ownership in the case of transfer. 4. Possible consequence of signing or thumb-marking on blank paper. 5. Land tax: procedure in paying tax, need for paying tax regularly and in time, need for preserving the tax receipt, size of land exempted from taxation.</p>	<p>A poor villager lost the ownership of a piece of land because of thumb-marking on a blank paper in exchange of Tk 2000 from a village-leader. The blank paper was later filled-out with the statement indicating that the land was sold in exchange of the mentioned amount.</p>	<p>1. Makes vigilant in preserving the legal ownership of land. 2. Develop a negative attitude towards the village-leaders.</p>
Issue 19: Steps to be taken before and after the purchase of land (LL)		
<p>1. Land ownership: definition, proof of the ownership, the investigation to be made on the ownership in the case land purchase. 2. The measures to be taken after the purchase.</p>		<p>Develops consciousness and attitude in protecting the ownership of the property.</p>
Issue 20: Khei-Khalishi Mortgage and untenanted land (LL)		
<p>1. Khei-khalishi Mortgage: definition, terms and conditions of the contract. 2. Untenanted land: owner, pre-conditions for becoming a recipient of a untenanted land. 3. The occupational groups cannot be a recipient of an untenanted land. 4. The purposes for which the untenanted land is distributed.</p>		<p>Makes conscious about untenanted land in the locality and their possession.</p>
Issue 21: Lease (LL)		
<p>1. Lease: definition, terms and conditions of a lease. 2. The conditions under which a lease contract can be terminated by the lessor. 3. The distribution of the return from the leased land among the parties under contract. 4. The right of the lessee in purchasing the leased land. 5. The selling of the leased land. 6. The status of the contract in the case of transfer of the ownership of the land.</p>		<p>Makes conscious about the rights in land contract.</p>
Issue 22 Homestead (LL)		
<p>1. Homestead: definition, law against extermination from the homestead. 2. Loan on homestead to be repaid under any situation.</p>		<p>Develops consciousness on the right of the ownership of the homestead.</p>

Legal Education in RDP Titpallah by Years

Years	No. of courses	Number enrolled			Number completed			Participant days
		Male	Female	Total	Male	Female	Total	
1990	15	100	275	375	91	258	349	9,772
1991	81	598	1,425	2,023	579	1,303	1,882	52,696
1992	42	425	625	1,050	403	592	995	27,860
1993	25	100	529	629	95	523	618	17,304
1994	20	-	504	504	-	504	504	14,112

Source: HRLE Register, RDP Titpallah.

Appendix 7.2

Census of RDP Titpallah Command Area

Years	Population size	TG-BRAC population	TG-BRAC households	Total no. of VOs	Total no. of VO members	Total population in VO members' household	Number of VO members completed LE	Population from VO members' HH under LE influence	TG-BRAC population 18-54 yrs. old	Population 18-54 yrs. old in VO members' household
	1	2	3	4	5	6	7	8	9	10
		76/100(1)	(2)/5.28		(4)33.4	(5)5.28		(7)5.28	40.86/100(2)	40.86/100(6)
1990	128,145	97,390	18,445	99	3,307	17,461	349	1,843	39,930	7,135
1991	131,285	99,756	18,893	104	3,474	18,343	2,231	11,780	40,900	7,521
1992	134,446	102,179	19,352	108	3,607	19,045	3,226	17,033	41,893	7,808
1993	137,712	104,661	19,822	124	4,142	21,870	3,844	20,296	42,911	8,967
1994	141,057	107,203	20,304	142	4,743	25,043	4,348	22,957	43,953	10,268
1995	144,483	109,807	20,797	150	5,010	26,453	4,791	25,296	45,021	10,846

$$P_1 = P_0 e^{rt}$$

Where:

- P_1 - Year for which population size to be calculated
- P_0 - Population of the base year
- r - Growth rate
- t - Number of years in the intercensus period, i.e., $P_1 - P_0$

Population of the base year 1986 (i.e., P_{1986}): 1,16,415. Source: Small Area Atlas of Bangladesh Mauzas and Mahallas of Jamalpur District, May 1986, p. 10, Bangladesh Bureau of Statistics.

Growth rate of 1986: 2.34%, i.e., 0.023. Source: Statistical Pocket Book of Bangladesh, 1986, p. 152, Bangladesh Bureau of Statistics.

TG-BRAC population in the village: 76%. Source: Barrier to Participation in BRAC RDP, 1995.

Average family size in Jamalpur: 5.28. Source: Small Area Atlas of Bangladesh Mauzas and Mahallas of Jamalpur District, May 1998, p. 10, Bangladesh Bureau of Statistics.

Total number of VOs in RDP Titpallah in 1995: 150. Source: Register, RDP Titpallah.

Average size of a VO in RDP Titpallah: 33.4. Source: Register, RDP Titpallah.

Total VO member completed LE. Source: Register, RDP Titpallah.

Rural population 18 - 54 years of age: 40.86 (derived). Source: Statistical Pocket Book of Bangladesh, 1986, p. 113, Bangladesh Bureau of Statistics.

Test Scores of Experimental and Control Groups by Laws, Gender and Years

VO members with LE

The VO members received LE 1 year back (Group 1), 2 years back (Group 2), and 3 years back (Group-3) together, on an average, had 54% of their answers correct in the test.

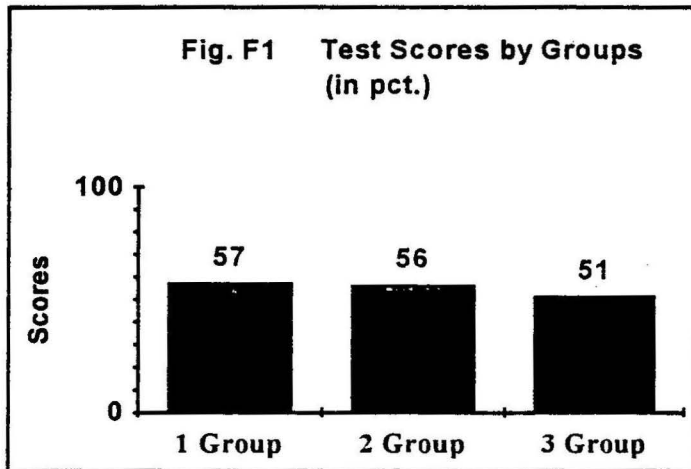
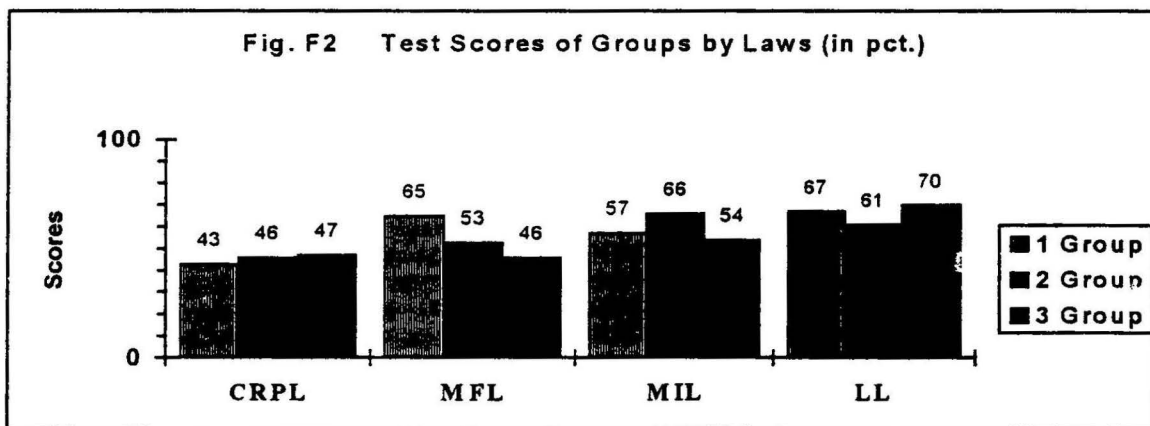


Figure F1 presents the mean test scores of three groups separately. It may be observed that a group's score was higher than that of the group received training earlier. On an average, there was a 3% decrease in the test score of a group from that received training a year back. The t-test indicates that there

was no difference between the mean scores of these three groups ($p < .01$).

The average scores for CRPL, MFL, MIL and LL for the group together were 45%, 55%, 59%, and 66%, respectively, indicating that the retention of the training was highest in the case of LL and lowest in the case of CRPL.



When the test scores of the groups were broken down by laws (Figure F2) it was observed that only in the case of MFL the scores of a group was higher than that received training a year back. The trend was similar to one observed in Figure F1. The average difference in

the scores of a group from that received training a year back were 2%, 3%, 11%, and 8% for CRPL, MFL, MIL and LL, respectively.

When the mean test scores of all the groups combined were broken down by genders it was observed that the female VO members, on an average, scored 55 points out of hundred, as against 52% in the case of their male counterpart. The t-test failed to show any difference between the mean scores by gender.

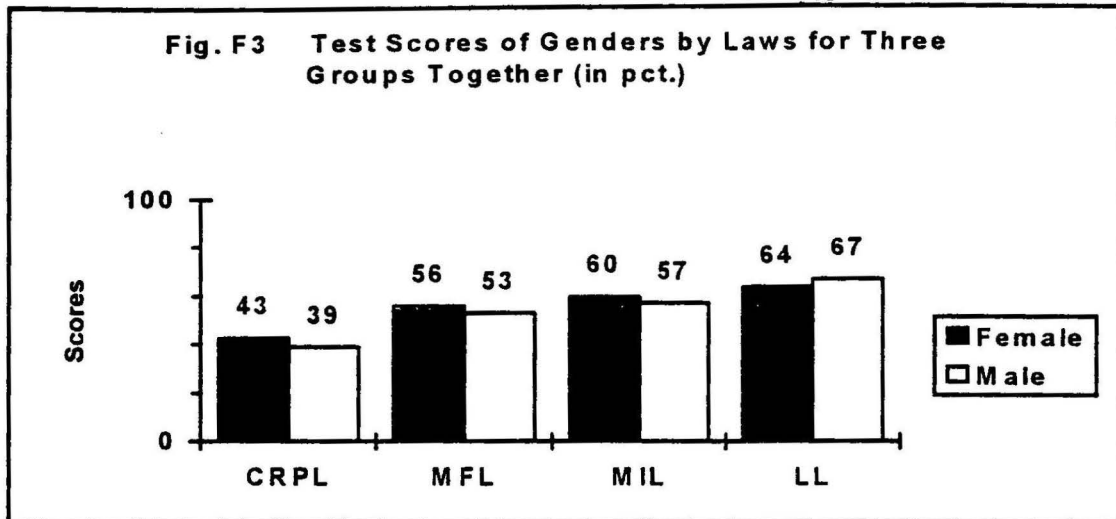


Figure F3 indicates that other than the LL female VO members scored higher than their male counterpart in all the laws. On an average, there was a difference of 3.3 points in the test scores between male and female in different laws. The t-test conducted between the genders for laws separately indicated that except in the case of LL there was no difference in the mean scores of male and female for other laws ($p < .05$).

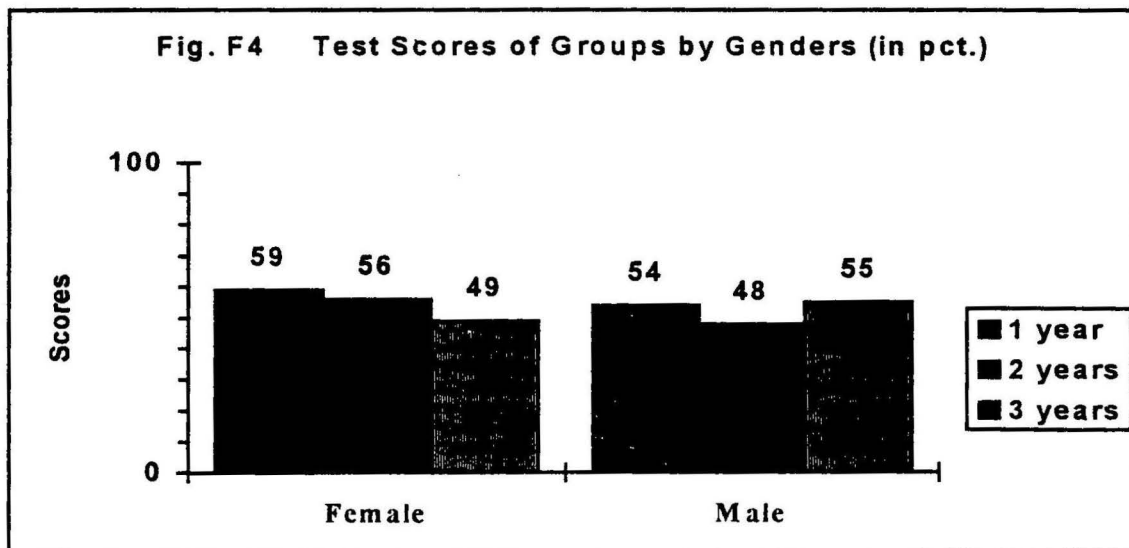
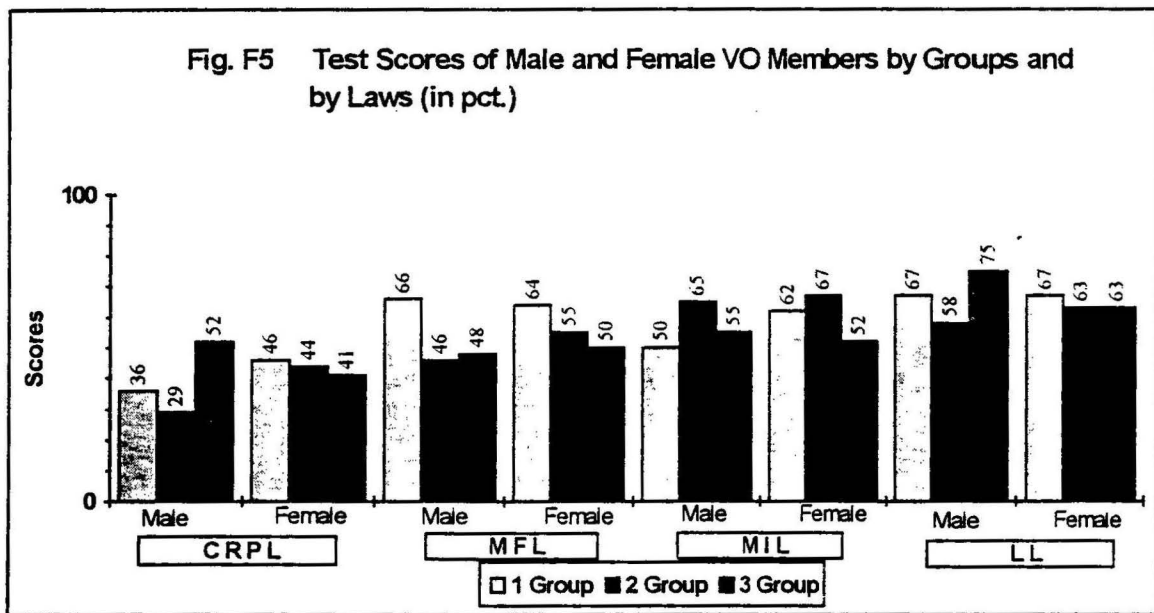
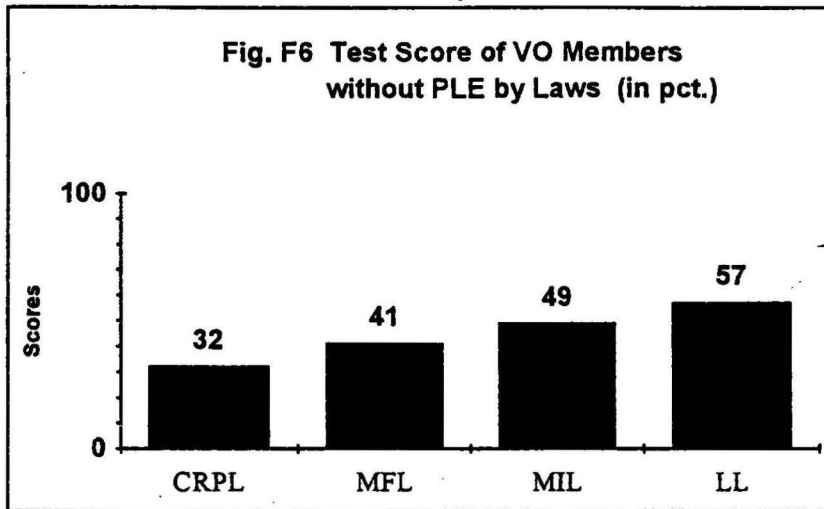


Figure F4 presents the mean test scores of male and female respondents of the groups separately. It may be observed that in the case of female, the score of a group which received training earlier was consistently lower than the group received training later, but similar trend was not observed in the case of male groups. The variation in the test score of a group with that received training a year back was 5% and 7% for female and male, respectively.

The t-test conducted between the test scores of male and female VO members with LE from the first group indicated that their mean scores were not different. But the same test between the genders from the second and third groups asked for the conclusion that the mean test scores were different. All these indicate that the level of training retained between male and female VO members gradually became different in course of time and it was all the more after one year of the training.



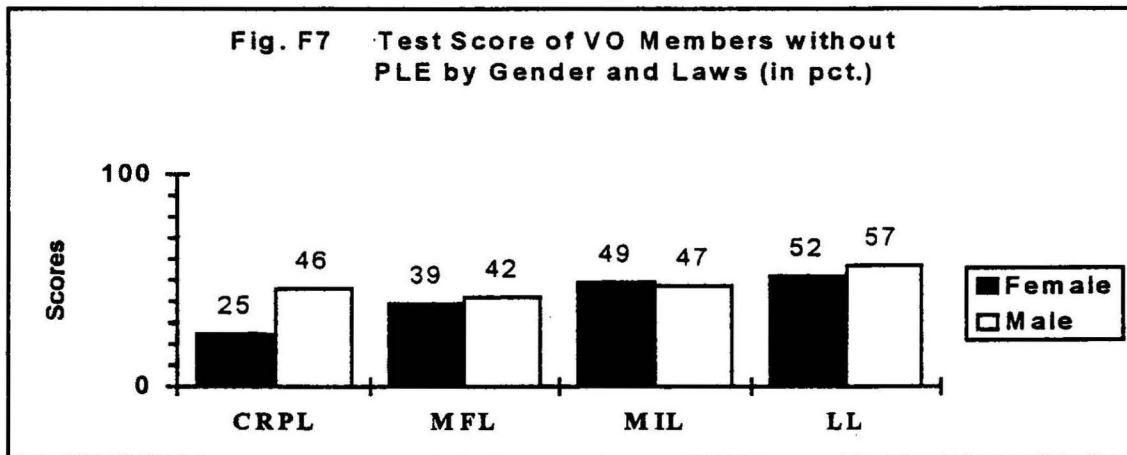
VO Members without LE



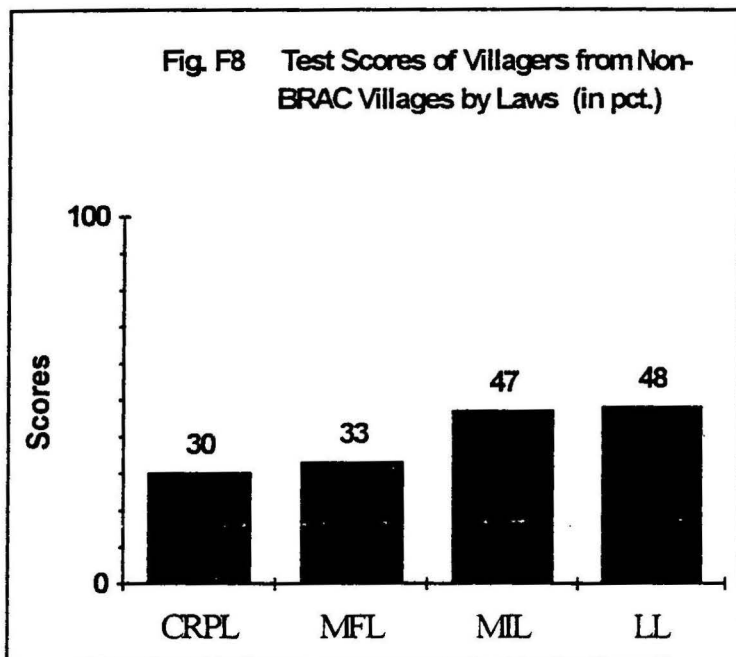
On an average VO members without LE had 45% of their responses correct in the test. When this score was broken down by the laws it was observed that the testes performed better in the LL and worst in the CRPL (Figure F6). On an average, there was a difference of 12.5

points per hundred in the test performance of a law to another. It may be observed that the tested scored the highest in LL and the lowest in CRPL.

In general the male VO members without LE scored higher than their female counterparts in all laws except in the case of MIL (Figure F7). In general there was a difference of 7.75 point per hundred in the performance of male and female VO members without LE.



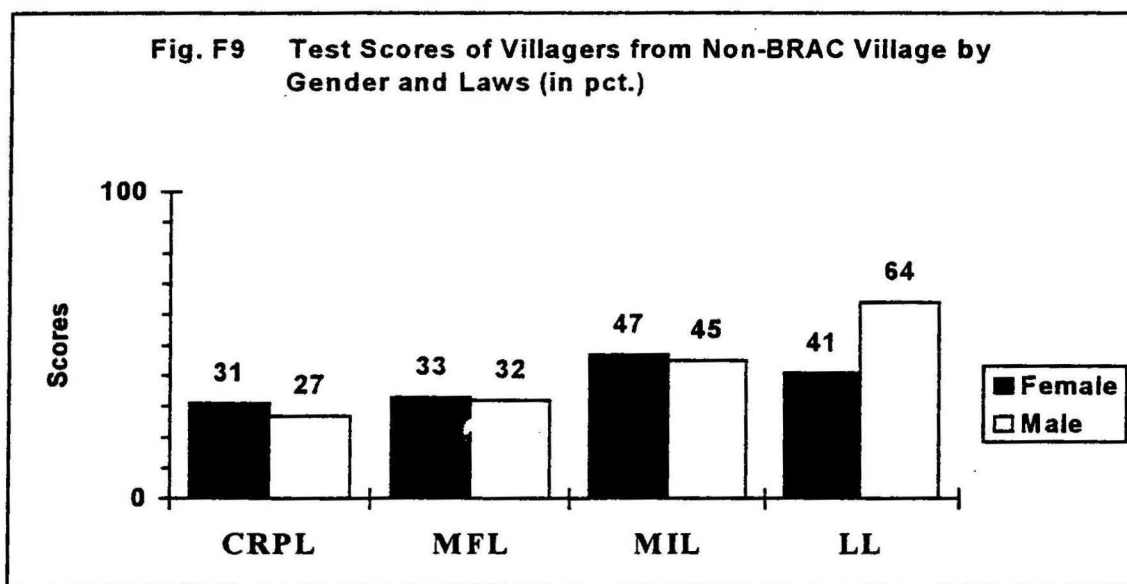
Villagers From Non-BRAC Village



The villagers from non-BRAC village scored 40 points out of hundred in the test. On an average, there was a difference of 9.1 points per hundred in the test for different laws (Figure A8). It may be observed that the tested scored the highest in LL and the lowest in CRPL.

When their test scores were broken down by genders and by laws it may be observed that the female VO members did better in the test than their male counterparts in all the areas except in the case of LL

(Figure A9). There was a difference of 7.5 points out of hundred in the test scores between male and female for all the laws.



HRLE-related Actions Conducted by Respondents (in pct. *)

Laws/Activities	With LE	Without LE	Non BRAC
Citizens' Right Protection Law	4.29 (3)	1.43 (1)	1.43 (1)
Warrant	1.43 (1)	-	-
Police detention/arrest	2.86 (2)	1.43 (1)	1.43 (1)
Muslim Family Law	60.00 (42)	7.14 (5)	
Child marriage	21.43 (15)	1.43 (1)	-
Multiple marriage	4.29 (3)	-	-
Dowry (initiated/prevented)	11.43 (8)	-	-
Marriage registration	4.29 (3)	-	-
Divorce (initiated/prevented)	8.57 (6)	2.86 (2)	-
Verbal divorce	8.57 (6)	2.86 (2)	-
Hillah-nikah	1.43 (1)	-	-
Muslim Inheritance Law	12.86 (9)	2.86 (2)	
Disputed claim on land	5.71 (4)	1.43 (1)	-
Improper distribution of property by father among the children	2.86 (2)	-	-
Attempt to deprive sister from inheritance	4.29 (3)	1.43 (1)	-
Land Law	7.14 (5)	1.43 (1)	1.43 (1)
Sign or thumb-mark on blank paper	2.86 (2)	-	-
Pay tax	1.43 (1)	-	1.43 (1)
Dispute on ownership of land	1.43 (1)	-	-
Registration of land property	1.43 (1)	1.43 (1)	-
Total	84.28 (59)	12.86 (9)	2.86 (2)

* Actions conducted by the VO members with and without LE and the villagers from non-BRAC village considered basis in the calculation.

Reference List

- Abdullah, Tahrunnesa, Nihad Kabir, Md. Reazuddin and Adilur Rahman Khan.
1993 BRAC's paralegal program: An impact study. Dhaka: BRAC.
- Ajzen, Icek and Martin Fishbein.
1977 Attitude behavior relationship: A theoretical analysis and review of empirical research. Psychological Bulletin 84, no. 5 (September): 888-918.
- Ajzen, Icek. and Fishbein Martin.
1980 Understanding attitudes and predicting social behavior. New Jersey: Prentice-Hall Inc.
- Alden, J.
1983 Manager training system, Xerox corporation, reported at a senior HRD managers forum on 'measuring HRD'. (February) 24
- Annual Report 90.
1991 Training Division. Dhaka: BRAC.
- Annual Report 91.
1992 Training Division. Dhaka: BRAC.
- Annual Report 92.
1993 Training Division. Dhaka: BRAC.
- Annual Report 93.
1994 Training Division. Dhaka: BRAC.
- Annual Report 94.
1995 Training Division. Dhaka: BRAC.
- Annual Report 95.
1996 Training Division. Dhaka: BRAC.
- Bhatnagar, O. P.
1987 Evaluation methodology for training theory and practice, New Delhi: Oxford & IBH Publishing.
- Bramley, Peter.
1986 Evaluation of training: a practical guide, London: BACIE
- BRAC Report 1992.
1993 BRAC. Dhaka: BRAC Printers.

BRAC Report 1995.

1994 BRAC. Dhaka: BRAC Printers.

Citizens' rights protection law.

1988 Legal Education Series. Paralegal Program. Dhaka: BRAC Printers. In Bangla.

Constitutional law.

1988 Legal Education Series. Paralegal Program. Dhaka: BRAC Printers. In Bangla.

Evans, Timothy G., Mohammad Rafi, Alayne M. Adams, Mustaque Chowdhury.

1995 Barriers to Participating in BRAC RDP. BRAC: Research and Evaluation Division.

Fitz-enz, J.

1991 ASPA/Saratoga institute human resource effectiveness survey: 1990 Annual Report. Saratoga Institute: Saratoga, CA.

Galvin, J. G.

1983 What can trainers learn from educators about evaluating management training? Training and Development Journal (August) 52.

Gordon, J.

1987 Romancing the bottom line. Training (June) 31-42.

Jackson, S. and Kulp, M. J.

1979 Designing guidelines for evaluating the outcomes of management training, Determining the Payoff of Management Training. ASTD: Washington, D.C.

Kerlinger, Fred N.

1973 Foundations of behavioral research. Rinehart and Winston, Inc.

Kirkpatrick, D. L.

1983 Four steps to measuring training effectiveness. Personnel Administrator (November): 19-25.

Land law.

1988 Legal Education Series. Paralegal Program. Dhaka: BRAC Printers. In Bangla.

Landy, F. J. and D. A. Trumber.

1980 Psychology of work behavior, Illinois: Dorsey Press.

Law Education Guide.

1994 Paralegal program, BRAC. Dhaka: BRAC Printers.

Muslim family law.

1988 Legal Education Series. Paralegal Program. Dhaka: BRAC Printers. In Bangla.

Muslim inheritance law

1988 Legal Education Series. Paralegal Program. Dhaka: BRAC Printers. In Bangla.

Mustafa, Shams, et al.

1996 Beacon of hope: An impact assessment study of BRAC's Rural Development Program. Dhaka: Research and Evaluation Division, BRAC.

Newby, Tony.

1992 Training evaluation hand book. Aldershot: Gower.

Phillips, Jack, J.

1990 Hand book of training evaluation and management methods. Bungay: Chaucer Press.

Phillips, Jack J.

1991 Handbook of training evaluation and measurement methods. Second edition. Houston: Gulf Publishing Co.

RDP Operations Manual.

1995 Rural Development Program, Dhaka: BRAC.

RDP Phase III Report 1993-1995

1993 Rural Development Program. Dhaka: BRAC.

RDP Phase IV.

1995 Rural Development Program. Dhaka: BRAC.

Small Area Atlas of Bangladesh Mauzas and Mahallas of Jamalpur District.

1988 Bangladesh Bureau of Statistics. Dhaka: Documentation and Publication Wing.

Social awareness education manual for Sheboks.

1993 Rural Development Program, Dhaka: BRAC.

Spitze, G. and J. L. Spach.

1976 Human capital investment of married female college graduates. Paper read at the American Sociological Association meeting, New York.

Statistical Pocket Book of Bangladesh.

1986 Bangladesh Bureau of Statistics. Dhaka: Documentation and Publication Wing.

Statistical Year Book of Bangladesh.

1987 Bangladesh Bureau of Statistics. Dhaka: Documentation and Publication Wing.

Statistical Report, December 1993, RDP and RCP.

1994 Rural Development Program. Dhaka: BRAC.

Statistical Report, September 1993, RDP and RCP, BRAC.

1994 Rural Development Program. Dhaka: BRAC.

Statistical Report, December 1994, RDP and RCP

1995 Rural Development Program. Dhaka: BRAC.

Training of Trainers Human Rights and Legal Education Programme.

1995 Training and Resource Centre. CDM, BRAC.

Warr, P., M. Bird and N. Rackham

1970 Evaluation of Management Training, Gower Press: London.

White, Linda, J. and Ross, M. Stolzenberg.

1976 Intended child bearing and labor force participation of young women: insights from nonrecursive models. American Journal of Sociology 41: 235-51.