

**A follow-up study of the teachers of BRAC schools who lost  
their job due to shifting of school**

**Md. Kaisar A Khan**

August 2000

---

**BRAC**

Research and Evaluation Division

BRAC Center, 75 Mohakhali, Dhaka 1212

Fax: 880-2-8823542, 8823614, Phone: 9881265 (PABX), Ext.- 2707

Email: [bracamr@bdmail.net](mailto:bracamr@bdmail.net)

## TABLE OF CONTENTS

<b>Table of contents</b>	<b>II</b>
<b>List of Tables</b>	<b>III</b>
<b>List of diagram</b>	<b>IV</b>
<b>Table in Appendices</b>	<b>IV</b>
<b>Acknowledgments</b>	<b>V</b>
<b>Abstract</b>	<b>VI</b>
<b>Introduction</b>	<b>1</b>
- BRAC schools' teachers	1
- The research issue	2
<b>Objectives of the study</b>	<b>3</b>
<b>Methodology</b>	<b>4</b>
- Study location	4
- Sample size and sampling procedure	4
- Data collection techniques and instruments	5
- Field activities and quality control of the data	5
- Data processing and analysis	5
<b>Findings</b>	<b>5</b>
- Socioeconomic background of the former teachers	5
- Use of teaching skills	6
- Social status and mobility	8
- Economic status	10
- Employment situation and skill development	11
<b>Discussions and conclusions</b>	<b>16</b>
<b>References</b>	<b>20</b>
<b>Appendices</b>	<b>22</b>

## List of Tables

Table 1.	Distribution of sample by areas	4
Table 2.	Distribution of the former teachers by sex and status of using teaching skills	6
Table 3.	Distribution of teachers by way of using the teaching skills	7
Table 4.	Distribution of the teachers by kind of schools they taught	7
Table 5.	Distribution of teachers by their opinion regarding social status after the schools had shifted compared to when they were teaching in BRAC schools	8
Table - 6.	Distribution of teachers by status of their mobility after school shifting compared to when they were teaching in BRAC school	9
Table 7.	Frequency of going out and time spent outside the homes for the purpose of income-earning activities	10
Table 8.	Distribution of respondents by status of income	10
Table -9.	Distribution of average monthly income of the teachers by sex and employment period	11
Table - 10.	Distribution of average monthly income of the teachers who were engaged in different income-earning activities	11
Table 11.	Distribution of the teachers by their engagement in different income-earning activities	13
Table 12.	Distribution of unemployed teachers by sex and by status of their interest to be engaged in income-earning activities	13
Table 13.	Distribution of the respondents by status of training received for employment	14
Table 14.	Distribution of teachers by kinds of training received for employment	14
Table 15.	Distribution of ex-teachers who did not receive training for employment by status of training requirement	15

Table 16. Distribution of teachers by sex and kinds of training required 16

### **List of diagrams**

Diagram 1. Distribution of respondents by status of their employment situation 12

### **Tables in Appendices**

Table 1. Socio economic profile of the sampled teachers 22

Table 2. Distribution of respondents by social status, mobility and income by their employment situation 24

#### ACKNOWLEDGMENTS

The author of this paper is grateful to Dr. AMR Chowdhury, Director Research for allowing him to undertake this study. His profound gratitude is extended to Ms. Kaniz Fatema, Director, BRAC Education Programme, and Dr. Sudhir Chandra Sarker Programme Coordinator, BRAC education programme for their cooperation. The author owes a lot to all the respondents of this study and the BRAC field staff for their cooperation in collecting data. Sincere thanks and gratitude are also extended to Samir R Nath, Coordinator, Education Study Group for reviewing the paper. Finally, he is grateful to Mr. Hasan Shareef Ahmed for his editorial support.

## ABSTRACT

This study aimed at examining the changes that occur in the lives of the former teachers of BRAC schools who lost their job due to the shifting of schools after completion of the cycles. A total of 386 ex-teachers was selected randomly from 32 team offices and interviewed with a structured questionnaire. Findings show that about 72 % of the teachers could use their teaching skills although they did not have schools. Sixty-three percent of the teachers perceived that their social status remained static, 25% perceived an increase, and 13% perceived a decrease. Seventy six percent of them expressed that due to the shifting of school their mobility decreased, while 15% reported an increase. Forty-nine percent of the teachers were found to be employed and the rest were unemployed. Seventy five percent of the teachers became economically poorer due to the incident, but majority of them who were employed, had benefited economically. Amongst those employed, 71% were engaged in tuition and teaching and the rest were engaged in services for NGOs, handicrafts, poultry rearing, etc. The employment status of the teachers was found to be an influential factor for changing social, economic and mobility status. Since employment is closely related to their economic and social development, they should be given opportunity to be engaged in income-earning activities to better their livelihoods.

## INTRODUCTION

BRAC is one of the Bangladeshi private sector development organizations, and has been operating multifaceted development programmes in the areas of health, education, and credit in order to achieve its two major goals; 'poverty alleviation' and 'empowerment' of the poor. This paper however deals with the teachers of BRAC schools.

BRAC introduced the education programme in 1985 in a form of non-formal primary education (NFPE)<sup>1</sup> to complement the government's Universal Primary Education (UPE) for all of its population by 2000 AD. The objective of the programme is to provide a meaningful education in basic literacy, numeracy, and social awareness. BRAC targets the children of poor and illiterate families who have never enrolled in school or dropped out before entering fourth grade (Lovell and Fatema –1989).

There are two school models. The first model (introduced in 1985) called Non-Formal Primary Education (NFPE), was a three-year course for children aged 8-10 years. The duration of the course has recently been extended to four years. The second model called Basic Education for Older Children (BEOC) is for children aged 11-14 years and was introduced in 1988. Primarily, it was a two-year course but was extended to three-year course in 1990. The reason for the extension was to provide a full cycle of primary education to target children. Since May 1999 the programme has served more than 1.6 million learners through its 51,723 completed cycles (Rahman, et al., 2000), and had been operating 34,000 cycles with 1,089,327 learners. Of the enrolled learners about 66% were girls (NFPE, 1999).

### **BRAC schools' teachers**

Teachers of BRAC schools are considered one of the most influential elements of the education programme. BRAC schools are set up in villages or in *mohollas* mainly based

---

<sup>1</sup> The name of the programme has recently been changed to BRAC Education Programme (BEP). As BRAC's intervention in education is not only confined to NFPE but also includes formal primary education, pre-primary education and continuing education.

on the availability of target children, the willingness of community to set up schools in their villages and the availability of teachers. Along with the survey of potential learners, BRAC also prepares a list of potential teachers for its schools. BRAC prefers married women as schoolteachers. The rationale behind choosing female teachers according to Islam (1982) that the *"introduction of female teachers especially in rural primary schools is one of the important innovative measures to reduce discontinuation rates where the problem is more acute"*. Islam's study also revealed that the existence of female teachers especially in primary schools encourages greater attendance of female learners. Since the main focus of the BEP is to promote girls' education; it was necessary to recruit female teachers to provide equal opportunity for girls in education.

Prior to the final recruitment of the teachers, BRAC provides a pre-service (basic) training for a duration of 15 days in its residential training centers to develop their pedagogical skills. Three more days of orientation is given in local team offices prior to starting schools. Considering their performance in the training courses, they are finally recruited. They also attend daylong refresher courses on a monthly basis where they receive necessary directions on the teaching-learning contents to be taught in the next month.

The programme, not only serves the children of the poor, but also creates an employment opportunity for unemployed men and women as teachers. It should be mentioned here that the employment of teachers in BRAC schools is not permanent. Their job may not continue if school cycles complete but can not be re-opened further in the same locations if there is a lack of children according to BRAC target criteria.

### **The research issue**

As mentioned, BRAC schools are set up in villages or in urban areas based on a required number of learners (30-33) and the availability of potential teachers. In the same locations, a number of cycles may be operated by rotation if the required number of learners are available. It is experienced that after operating two or three cycles, further cycles cannot be continued in the same locations due to a lack of target learners. In this circumstance



schools are shifted to new locations. Often, due to the long distance, the existing teachers of the shifted schools are not able or are not allowed to run the re-opened cycles in the new locations thus they become inactive.

It was found on a short field trip to four team offices of the BEP that during the last four years (1995-1998), on average 75 teachers in each team office were found to be disassociated with BRAC schools due to school shifting. It was assumed that the incidence might have brought changes in their socioeconomic condition that should be studied. As the BRAC teachers are considered part of a skilled work force for social and cultural development, their issues should be given importance.

### **Objectives of the study**

The broad objective of this study is to examine changes occurring in the lives of the teachers of BRAC schools who do not have schools due to school shifting.

The specific objectives of this study are to;

- present the socioeconomic background of the former teachers;
- observe whether the teachers can use knowledge and skills obtained from BRAC in their everyday life;
- examine changes that occurred to their profession, their level of income, their social status and their mobility due to school shifting;
- know whether they have gained any additional skills to engage themselves in any income-earning activities;
- know their choices to be engaged in income-earning activities, and the skills required for that purpose.

## METHODOLOGY

**Study location:** Data of this study was collected from the team offices (TO) selected from the four old administrative divisions of Bangladesh, Dhaka, Chittagong, Rajshahi, and Khulna. The two newly established divisions, Barishal and Shylhet, had not been covered by this study to minimize time and cost and because the activities of BEP were comparatively new and limited in these areas.

**Sample size and sampling procedure:** A list of TOs of the BEP was collected from head quarter. TOs were purposively selected where the education programme had been introduced at least five years ago. The rationale for choosing the old TOs was that the required number of sample population might not be available in the newly established TOs. From the list however 32 TOs were chosen randomly and from each TO, 12 teachers were chosen randomly from those schools, which were shifted to other locations during the year, 1995 - 1998. Unfortunately the required number of target teachers was not available in all the team offices and thus two additional teams were chosen to cover the sample size. Following the sampling procedure, a total of 386 teachers were selected of which 35 were male and 351 were female. The sample size was with regard to a 5% error and 95% confidence interval. Off the total sample, 21 teachers of four TOs were selected for a more in-depth interview. Ten of them were either self-employed or paid employees and the remaining 11 were unemployed. The sample population is shown in the following table (Table 1) by administrative divisions.

**Table 1. Distribution of sample by areas**

Name of divisions	No. of districts	No. of team	Population
Dhaka	9	12	112
Khulna	4	8	84
Chittagong	1	1	12
Rajshahi	6	13	156
Total	20	34	386

**Data collection techniques and instruments:** Data was collected by means of a structured and an unstructured interview. The structured interviews were held using a structured questionnaire, and the in-depth interviews were held using a checklist.

**Field activities and quality control:** Ten well-trained and experienced investigators were recruited on a temporary basis to collect data. The investigators were given a four-day training on data collection techniques, which included a one-day field test. During the data collection, two experienced supervisors guided the interviewers. The supervisors re-interviewed more than 10% of the interviewed respondents and also crossed-check and scrutinized the questionnaires immediately afterwards. The concerned researcher directly supervised the overall field activities and conducted the in-depth interviews with the 21 teachers himself.

**Data processing and analysis:** The coding section of BRAC's Research and Evaluation Division further scrutinized the questionnaires at BRAC headquarters. For this purpose, the coding section was provided by a coding manual. The coding section also entered the scrutinized data into computer and tidied it up for analysis. The concerned researcher took the overall responsibilities for data analysis, tabulation, and report writing using SPSS software package and MS word. As the number of male teachers was small, gender analysis was avoided.

## **FINDINGS**

### **Socioeconomic background of the former teachers**

Distribution of the former teachers by age shows that the majority (60%) of the teachers fall under the age group of 25-34 years, followed by 22% under 35-44 years. Their mean age was 30.4 years (Table in Appendices 1). The table further shows that a vast majority (92%) of the teachers were married. Eighty-nine percent were Muslim. Information relating to teachers' educational background shows that 64% of the teachers had an education of more than SSC. Only 36% had an education less than the SSC level. The

finding reveals that majority of the teachers were educated more than the minimum requirement of the programme. The mean year of schooling of the teachers was 9.9 years. Husband's or father's occupation for a quarter (25%) of the teachers was a service holder, followed by a trader (23%), and a farmer (21%). Some 3% of husbands were found to be unemployed. Distribution of the teachers by size of their cultivable land shows that 24% of them had no cultivable land. On the other hand, 29% teachers had more than 200 dec. of land. The mean of cultivable land size of the teachers was 161 dec. The table in annex 1 further shows that the majority of the teachers had one or two children, and their family size ranged between 4 -5, which is less than the national standard (). Information relating to job experience shows that the majority of teachers completed one cycle of school, followed by two cycles (28%). The mean time period of job experience was 4.8 years.

#### Use of teaching skills

It was expected that although the BRAC teachers did not have schools they would use their teaching skills in their daily lives. An attempt was made to observe what proportion of them could use their teaching skills in their daily lives. Table 2 shows that about 72% of the teachers could use their teaching skills.

**Table 2. Distribution of the former teachers by sex and status of using teaching skills**

Status of using skills	No. of Teachers	%
Using teaching skills	276	71.5
Not using teaching skills	110	28.5
Total	386	100.0

The respondents who could use their teaching skills were asked about the ways they used their teaching skills. Table 3 depicts that 68% of them helped their children with homework. Some 23% used their skills through tuition, 21% used the skills through teaching in different kinds of schools. The rest 11% of them mentioned that the teaching skills were helpful in facing interviews not only for teaching-related job but also for jobs of other disciplines.

**Table 3. Distribution of teachers by way of using the teaching skills**

Way of using teaching skills	No. of Teachers (N = 276)	%
Teaching in schools	58	21.0
Tuition	60	21.8
Teaching own children	188	68.1
Others	29	10.5

Multiple responses considered.

The above table (Table 3) shows that out of 276 teachers, 58 were found to teach in different kinds of schools. An attempt was made to explore in what kind of schools they taught. The finding (Table 4) shows that 40% of them out of 58 taught in non-governmental primary schools, followed by 38% in *Gonoshikkha* schools<sup>2</sup>. Of the remaining, 21% were found to teach in different NGO-run primary schools mainly in the form of non-formal primary education. Some of them were found to teach in satellite and kindergarten schools. An interesting finding was that 2 (3.5%) teachers were teaching in government primary schools.

**Table 4. Distribution of the teachers by kind of schools they taught**

Kind of schools	No. of Teachers (N = 58)	%
Govt. primary	2	3.5
NGOs (paralegal, social awareness)	12	20.7
Kindergarten	2	3.5
Non-government primary school	23	39.7
Satellite school	3	5.2
<i>Gonoshikkha</i>	22	37.9
Coaching	1	1.7

Multiple responses considered.

<sup>2</sup> Adult literacy centers, run by government and different NGOs

### Social status and mobility

It was assumed that due to school shifting, significant changes had occurred in the lives of the respondents with respect to their social, economic and employment situation. The following part of this study examines changes occurring in the social status of the respondents from their point of view. In this regard, 63 % of the teachers reported that although they were disassociated with BRAC schools, their social status remained unchanged (Table 5). Of the remaining, 25% reported that their social status had decreased and the remaining 13% reported an increase. Following this, the respondents were asked to explain the determinant factors to comprehend the social status. The respondents who had responded positively, explained that their former students as well as their parents still respected them and their acceptance within the community also seemed to be unchanged. The community people still invited them to their social and family related affairs and asked for consultation for family related problems and issues.

The respondents, who responded negatively, mentioned that they did not have the scope to interact with the community. As they could not serve the community and the community people did not respect them as they used to do during their teaching time in BRAC schools. Most of the positive respondents were found to be engaged in different income-earning activities.

**Table 5. Distribution of teachers by their opinion regarding social status after the schools had shifted compared to when they were teaching in BRAC schools**

Social status	% of Teachers	%
Has decreased	95	24.6
Has increased	49	12.7
Remained unchanged	242	62.7
All	386	100.0

Table 6 & 7 show the changes that had occurred in the mobility of the respondents from their point of view. Table 6 shows that about 76% of the teachers' mobility decreased after

the schools had shifted. Most of them expressed that the reason for this was the loss of their teaching job and they no longer needed to go outside their homes. On the same question 15% of the respondents reported that their mobility increased. The remaining 9% perceived that their mobility remained similar to when they were teaching in BRAC schools. Most of the respondents, who expressed that their mobility had increased and or had remained unchanged, were engaged in different income-earning activities (Table 2 in Appendices). Consequently, they had had to move around for the purpose of the activities. On the contrary, most of the negative respondents were unemployed (Table 2 in Appendices). It was realized from the interviews that the mobility of the respondents was closely related to their employment situation.

**Table - 6. Distribution of teachers by status of their mobility after school shifting compared to when they were teaching in BRAC school**

Status of mobility	No. of Teachers	%
Has decreased	295	76.4
Has increased	56	14.5
Remained unchanged	35	9.1
All	386	100.0

The status of respondents' mobility was further examined through a quantitative approach. Table 7 presents how frequently the respondents went out of their homes particularly for the purpose of income-earning activities. The table shows that the respondents went outside their homes on average 8.2 times per week whilst teaching in BRAC schools, which decreased to 3 times a week due to the shifting of schools. Of the total respondents, the majority were female, of which more than half were unemployed and thus they had no scope to go outside home for the purpose of income-earning activities. The difference in frequency among the two periods was statistically significant at  $p < .001$ .

The Table 7 also presents average time per week the respondents spent outside their homes for income-earning activities. The Table depicts that teachers spent an average of 26 hours per week outside their homes during their teaching time in BRAC schools, which

decreased to 11.3 hours after they lost their job. The difference in average time spent outside their homes during teaching time in BRAC schools and after the schools had shifted was statistically significant at  $p < .001$ .

**Table 7. Frequency of going out and time spent outside the homes for the purpose of income-earning activities**

Period	(n = 386)
<u>Frequency of going out per week</u>	
During teaching in BRAC school	8.2
After school shifting	3.0
Level of significance	$p < .001$
<u>Staying outside home per week (hour) during teaching in BRAC schools</u>	
During teaching in BRAC schools	26.0
After school shifting	11.3
Level of significance	$p < .001$

#### **Economic status**

In this part, this study highlights the changes that occurred in the level of their income after shifting of the schools. Table 8 gives a distribution of respondents by status of their income. The Table shows that the monthly income of 20.5% ex-teachers had increased. Similarly, the income of 24.4% of the teachers had decreased, and some 51% had no income at all. It is evident from the findings that due to shifting of schools more than half of the teachers had lost their income opportunity. The respondents who had no income were almost all unemployed and were economically dependent on their household head. Referring to this they added that as they were not independent, their economic status seemed to be similar to that of other poor people in the society. Thus they needed to be employed to improve their economic status as well as other development indicators.

**Table 8. Distribution of respondents by status of income**

Status of income	No. of Teachers	%
Increased	82	20.5
Remained same	19	4.4
Decreased	87	24.4
No income	198	50.7
All	386	100.0



Table 9 shows the changes that occurred in monthly income of the teachers due to shifting of schools. The table shows that the average monthly income of the former teachers decreased from Tk. 830 to Tk. 631 after the schools were shifted. The difference was highly significant at  $p < .001$ .

**Table -9. Distribution of average monthly income of the teachers by sex and employment period**

Period	Average income of the teachers (N = 386)
During teaching in BRAC	Tk. 830
After school shifting	Tk. 631
Change of income	Tk. - 199
Level of significance	$p < .001$

Table 10 shows the change that had occurred in the level of income of the respondents who were engaged in different income-earning activities. The table shows that the average monthly income of the employed teachers increased from Tk. 1038 to Tk. 1282 after shifting of schools. The difference was statistically significant at  $p < .05$ .

**Table - 10. Distribution of average monthly income of the teachers who were engaged in different income-earning activities**

Period	Average income of the teachers (N = 190)
During teaching in BRAC	Tk. 1038
After school shifting	Tk. 1282
Change of income	Tk. + 144
Level of significance	$p < .05$

### **Employment situation and skill development**

This part analyses the changes that had occurred in the employment situation of the respondents due to shifting of schools. The following diagram (Diagram 1) shows that out

of 386 respondents, 49% (190) were found to be employed, and the remaining 51% (196) remained unemployed.

Diagram –1. Distribution of respondents by status of their employment situation

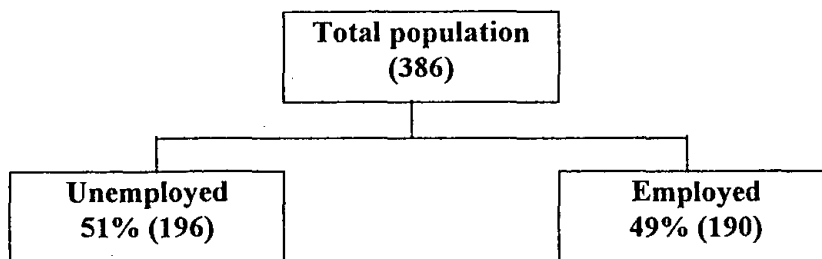


Table 11 gives a distribution of the respondents who were engaged in different income-earning activities by type of activity. The table shows that out of 190 teachers, 31.6% were engaged in tuition, which was higher than teaching (30.5%), followed by NGOs service (16.8%), handicrafts (13.2%) and poultry rearing (10.5%). Some of them were also found to be engaged in trading (5.8%), agriculture (3.7%) and private services (3.7%).

An interesting finding was that of the total sample 6.8% (13) were elected as the member of Union Parishad (local government). It should be mentioned here that the teachers who were elected as the members of the local government institution, were almost all female and were elected from the female cota. Amongst respondents those who were engaged in handicrafts and poultry rearing were almost all female. Similarly, all of the respondents who were engaged in agriculture and para veterinary were male.

**Table 11. Distribution of the teachers by their engagement in different income-earning activities**

Activities	Teachers (N = 190)	%
Handicraft (sewing)	25	13.2
Poultry rearing	20	10.5
Tuition	60	31.6
Teaching	58	30.5
NGO service	32	16.8
UP member	13	6.8
Private services	7	3.7
Trading	11	5.8
Cow rearing	5	2.6
Agriculture	7	3.7
Para veterinary	2	1.0
Others	6	3.2

Multiple responses considered

Unemployed respondents were asked whether they had an interest in engaging in any income-earning activities. In response 92% of the respondents expressed a positive interest (Table 12). The respondents who were not interested in engaging in any activities mentioned personal, familial and health related problems as reasons for not engaging in any income-earning activities.

**Table 12. Distribution of unemployed teachers by sex and by status of their interest to be engaged in income-earning activities**

Status of interest	No. of Teachers	%
Interested	180	92.0
Not interested	16	8.0
All	196	100.0

The Table 13 displays a distribution of the respondents by status of skill development training<sup>3</sup> they had received for their further employment. The table shows that 50% of the respondents received different skill training.

**Table 13. Distribution of the respondents by status of training received for employment**

Status of skill training received	No. of Teachers	%
Received	194	50.3
Not received	192	49.7
All	386	100.0

Table 14 presents a distribution of respondents who received different skill training for further employment by types of training.

**Table 14. Distribution of teachers by kinds of training received for employment**

Kinds of training	No. of Teachers	%
Handicrafts	35	19.9
Poultry	26	13.4
Teaching	92	52.3
Fisheries	9	4.6
Cow rearing	8	4.1
Vegetable	8	4.1
Health/Family planning/Paramedics	17	8.8
Type writing	5	2.6
NGO service/ Paralegal	16	8.3
Agriculture	6	3.1
Horticulture nursery	6	1.0
Ansar /VDP	4	2.1
Veterinary	2	1.0
Environment	6	3.1
Others	9	4.6

Multiple responses considered.

The above table shows that out of 194 teachers, more than 52% received teacher training which is far higher than the other types of training received. The table further shows that

<sup>3</sup> Training (pre-service and in-service) provided by BRAC has not been included here

20% of the respondents received training in handicrafts, poultry rearing (13.4%), health related training (8.8%), and NGOs services (8.3). They also received some other types of training such as cow rearing, fisheries, vegetable cultivation, agriculture, Ansar/VDP and typewriting. It should be mentioned here that some of the respondents trained themselves and some of them received the training after they were employed (Table 14).

The respondents who did not receive any skill development training were asked whether they had an interest in receiving any skill development training. In response, a great majority (94% of the male and 81% of the female) of them gave an affirmative response (Table 15).

**Table 15. Distribution of ex-teachers who did not receive training for employment by status of training requirement**

Status of training received	No. of Teachers	%
Training required	158	82.3
Not required	34	17.7
All	192	100.0

In this connection, they also mentioned the subject areas of their training interest, which is shown in the following table (Table 15). The table simultaneously gives two findings. First, it describes respondents' training interest and secondly, it indicates the activities they would like to do. The table shows that out of 16 males, 44% had interest in having training in teaching, followed by 38% in poultry rearing, 19% in cow rearing, and only 6% in veterinary practice. Out of the 176 females, the majority (67%) had interest in receiving training in teaching, followed by handicrafts (29%) and poultry rearing (18%). A few of them showed an interest in fish culture and computers. The findings reveal that although they had had training in teaching, a high proportion of them had interest in receiving further teacher training in teaching, which indicates that the teaching profession was very popular and first priority amongst them. They further stated that as they had interest in having teaching related jobs, they needed a higher level of training on specific aspects so

that they would be able to cope with teaching different disciplines and teaching environments.

It was further realized through the in-depth interviews that the job requirement for male teachers was not conditional to other familial activities. On the other hand, the female teachers preferred to have jobs on part-time basis particularly in NGOs, in which they could give adequate time to their respective families and household activities.

**Table 16. Distribution of teachers by sex and kinds of training required**

Kinds of training required	No. of Teachers (N = 158)	%
Handicrafts	41	26.0
Poultry	32	20.3
Vegetable	3	1.9
Teaching	102	64.6
Cow rearing	4	2.5
Fish culture	4	2.5
Computer	3	1.9
Veterinary	3	1.9
Others	6	3.8

Multiple responses considered.

#### DISCUSSIONS AND CONCLUSIONS

This study was the first initiative to examine the changes that had occurred in the lives of the teachers of BRAC schools who had lost their job due to shifting of schools. More specifically, this study looked at the effects of this incidence on the lives of the teachers in terms of using teaching skills, profession, level of income, social status and mobility.

The study was done under the assumption that the incidence of school shifting had created an unemployment situation particularly for female teachers that had brought socioeconomic changes to their lives. As the employment situation is considered an

influential factor in changing life situations of human beings (Papanek, 1976), the focal point of this discussion is the employment situation of the study population and its effects on specific aspects of their lives.

Findings show that most of the male teachers were engaged in different income-earning activities but on the contrary, more than half of the females were unemployed and due to the incidence of school shifting, the female teachers were more depreciated than their male counterparts. It is argued that the bleak employment situation of the females is not the consequence of as Khan (1985) perceived; *"the stronghold of social norms, patterns, customs, and tradition lag behind the economic, political or legal reforms of modern day Bangladesh."* Rather, lack of opportunity for paid jobs as well as lack of capital, technical skills, and so on, to be self-employed. A significant proportion of the employed respondents were engaged in paid jobs, and of the remaining, most of the teachers were found looking for similar jobs rather than self-employment that require skills, capital investment and risk.

Huq (1992) also notes that *"due to lack of vocational, technical and professional education, only a symbolic proportion of women with higher education are enjoying the opportunities of self-employment."* Evidently amongst the employed respondents, a great majority of the female were engaged in teaching or teaching-related activities and in NGO service. On the contrary, negligible proportion of them was found to be self-employed. The reasons behind this is reflected in Cately-Carlson's (1987) note; "Women face obstacles and constraints of every descriptions: cultural, financial, logical, marital, ranging from unusual situations, where training and credit opportunity routinely go to men, to the special limitations in societies where religious beliefs restricts women's mobility or even confine them to the home". He further included; "Obligations to shoulder dual workload at home and outside; their lack of opportunity, autonomy and decision making power in family, and their unequal access to necessary micro and small enterprise resources, such as; capital, education, skills and technology".

It was observed that beyond some exceptions, most of the unemployed especially the female teachers intended to involve in income-earning activities, but their paid and self-employment is conditioned to the reproductive role in the households. The majority of all women of reproductive age all over the world, face the need to combine economic productive work, child bearing, caring roles as well as household activities (Haider, 1995).

Qualitative studies provides more data on men's attitudes towards women working outside the home and it seems that most men are reported as 'not minding', as long as family life does not suffer. The implications of this are that women are expected to be able to cope with two jobs: paid employment and running a home. If this happens, men are generally happy with the situation.

Source: Nickle Charles, 1993.

It is further argued that their involvement in gainful employment was not merely to serve economic purpose, but to bring a change to their traditional status that indicates a redefinition of their role in the context of the family and the society at large (Enayet, 1979). Besides, women need money not only to contribute the family as a whole but also to save for emergencies when they and their family are in distress. If the rural women can achieve a certain amount of economic security, they will be interested in other social changes desired for the comprehensive development of the community and society (Kumar, 1990).

From the above discussions, it can be pointed out that women's employment is not merely essential for the purpose of economic benefit but also for improving their social status and economic security in their respective households. *"The price women pay is a cost borne by all the family, the community, the state, the region and the world. Correspondingly, investment in women and the benefits accruing to women, will yield returns to be shared by all - a surer path to sustainable development"* (Haider, 1995). Thus women as a whole, especially in rural areas should not be segregated by their economic status, class, and education, rather they should be given equal emphasis on being involved in the development process by providing employment opportunities and other social development efforts.



Since, BRAC is in position to provide various skill development training to its staff and credit supports to its target people, it can serve through interventions not only to unemployed former teachers but also to other literate (lower-middle class) women existing in the community. In this regard, a comprehensive study may be undertaken to determine possible interventions suitable for them.

## REFERENCES

1. **Rahman, et al. 2000.** *Innovation and Experience: In the Field of Basic Education in Bangladesh*, CAMPE, Dhaka.
2. **Catley-Carlson, M (1987)** "Women, Micro and Small Scale Enterprises and the Policies of the Canadian International Development Agency." In: Havet, J. and Dignard, L. (Eds) *Women in Micro and Small-Scale Enterprise Development: Proceedings of the International Seminar on women in Micro and Small- Scale Enterprise Development*, October, 26 to 28, Ottawa.
3. **Charles, N. 1993.** "Gender Divisions and Capitalism." In *Gender Divisions and Social Changes*. Harvester Wheatsheaf, London.
4. **Chlebowska, K. 1990.** "*Literacy for Rural Women in Third World.*" UNESCO, Belgium.
5. **Enayet, F.S. 1979.** Economic Activities and Employment Opportunities: The urban situation. In: Islam, et al (Eds.) *The Situation of Women in Bangladesh*, Women for Women. Dhaka,
6. **Haider, R. 1995.** "*A Perspective in Development: Gender focus*", Dhaka, The University press limited,
7. **Huq, J. 1992.** Women in secondary and Higher Education : Myth and Reality. In Education Gender Equity: Bangladesh. Duza, A., Huq, J., Qadir, SR., and Salahuddin, K. (eds) *Education and Gender Equity: Bangladesh*. Women for Women, Dhaka.
8. **Islam, S. 1982.** *Women's education in Bangladesh: Needs and issues*. FREPD, Dhaka.
9. **Imam, R. 1997.** *Profile of an NFPE Teachers*. BRAC mimeograph. p25
10. **Khan, K.A. 1992.** *The NFPE Teachers. Competencies in English and Mathematics and their personal background*. 1992. BRAC,
11. **Khan, M.A. 1985.** UN Decade for Women: Background, Objectives, and National Notions. In: *UN Decade for Women 1976 - 1984: Situation of Women in Bangladesh*, Ministry of Social welfare and Women Affairs, Government of people republic of Bangladesh, Dhaka.

12. **Kumar, A. 1990.** Women's participation in local institutions. In: Kumar (eds) *Developing women and children in India*. New Delhi, Commonwealth publishers.
13. **Lovell, C. and Fatema, K. 1989.** *The BRAC Non - Formal Primary Education in Bangladesh*. UNICEF, Assignment Children, Newyork.
14. **NFPE, 1999.** NFPE report. Phase II, April 1996 - May 1999. Dhaka.
15. **Papanek, H .1976.** Women in Cities: Problems and Perspectives. In: Tinker, I., Bramsen, M.B. and Buvinic, M (eds) *Women and Worlds Development with an Annotated bibliography*, USA, Pager publishers.
16. **UNESCO, 1989.** *Statistical Year Book*. Paris.

## APPENDICES

**Table – 1. Socio economic profile of the sampled teachers**

Independent variables	% All
<b>Age (years)</b>	
<25	13.7 (53)
25 - 34	59.9 (231)
35 - 44	22.3 (86)
45 +	4.1 (16)
All	100.0 (386)
Mean age	30.4
SD	(6.5)
<b>Marital status (%)</b>	
Married	92.0 (355)
Unmarried	2.6 (10)
Separated	1.3 (5)
Divorced	2.2 (8)
Widowed	2.1 (8)
Total	100.0 (386)
<b>Religion</b>	
Muslim	89.0 (344)
Hindu	11.0 (42)
Total	100.0 (386)
<b>Education</b>	
< SSC	36.0 (138)
SSC	50.0 (193)
HSC	11.0 (43)
BA/B.Com/BSc	3.0 (12)
Total	100.0 (386)
Mean year of schooling (year)	9.9
SD	1.2
<b>Father's or Husband's occupation</b>	
NA.	4.6 (18)
Service	24.9 (96)
Farming	20.5 (79)
Teaching	12.2 (47)
Trading	23.3 (90)
Unemployed	2.8 (11)
Other	11.7 (45)
Total	100.0 (386)

Continued Table 1.

<b>Independent variables</b>	<b>Total</b>
<b>Cultivable land size (dec.)</b>	
Nil	23.8 (92)
1 - 99	25.6 (99)
100 - 199	21.5 (83)
200 +	29.1 (112)
All	100.0 (351)
Mean land	161.0
SD	222.1
<b>Number of children</b>	
Nil	8.8 (34)
1 - 2	63.2 (244)
3 - 4	24.4 (94)
5 +	3.6 (14)
Total	100.0 (386)
Mean	2.0
<b>Household size</b>	
1 - 3	18.1 (70)
4 - 5	61.9 (239)
6+	19.9 (77)
Total	100.0 (386)
Mean	5.6
<b>Job experience (cycle completed)</b>	
1 cycle	54.1 (209)
2 cycles	109 (28.2)
3 cycles	12.4 (48)
4 + cycles	5.2 (20)
Total	100.0 (386)
Mean (year of teaching)	4.8
SD	2.4

**Table - 2. Distribution of respondents by social status, mobility and income by heir employment situation**

Social status	Employment situation		
	% Employed	% Unemployed	% All
Increased	83.7 (41)	16.3 (8)	100.0 (49)
Unchanged	49.2 (119)	50.8 (123)	100.0 (242)
Decreased	31.6 (30)	68.4 (68)	100.0 (95)
All	49.2 (190)	50.8 (196)	100.0 (386)
<b>Status of mobility</b>			
Increased	96.4 (54)	3.6 (2)	100.0 (56)
Unchanged	97.1 (34)	2.9 (1)	100.0 (35)
Decreased	34.6 (102)	65.4 (193)	100.0 (295)
All	49.2 (190)	50.8 (196)	100.0 (386)
<b>Status of income</b>			
Increased	100.0 (82)	-	100.0 (82)
Remained same	100.0 (19)	-	100.0 (19)
Decreased	100.0 (87)	-	100.0 (87)
No income	1.0 (2)	99.0 (196)	100.0 (198)
All	49.2 (190)	50.8 (196)	100.0 (386)