

**Dropout at Primary and Secondary Level**  
**A Challenge to Ensure Rights to Education for the**  
**Government of Bangladesh**

Dissertation

By

Md. Mostafa Zaman

ID No. 13372005

Approved as to style and content by

Professor Md. Reazul Haque, PhD

Department of Development Studies

University of Dhaka

**Institute of Governance Studies (IGS)**

**BRAC University, Dhaka, Bangladesh**

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## Abstract

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Education is the fundamental right to every citizen. The affiliation between education and poverty is spherical. The lack of education forces the poor household to engage in less productive activities which results in poverty. Poverty leads to low investment in education. As a developing country Bangladesh has many challenges to meet. There is obligation to fulfill the basic requirements of the citizen. Education is the core issue of all developments. Without it a nation cannot get forward movement. In this research, the issue of development and right to education have been analyzed with recommendations. It covers present context of education, development of education in last four decades, state of governance, the role of NGOs and the international development partners as well. Both rural and urban perspectives were focused on dropout. Gender issues have also been emphasized here. Role of the government has been discussed critically. In the study qualitative method has been used. Due to limitation of time and scope quantitative method has not been chosen. During research both primary and secondary sources of data have been used. The primary data have been collected from the study areas and the secondary ones from different relevant publications, dissertations, books, journal articles, reports, government publications, existing rules and regulations, different acts and websites. The methods of interview as designed are on the Semi-Structured Questionnaire FGD and Case Study. Right to education of all the citizens is a concern and to that end the National Plan for Action (NPA) and the National Education Plan (NEP) have special dimension in the research. The major findings of the study are- ensure quality education for the people who are engaged to less productive jobs, mismanagement of government allocations, impact of poverty and social decay like drug abuses. The recommendations made on different issues are mainly on minimizing poverty gaps, child-friendly teaching methods, process of teacher recruitment and looking for ways for universal primary education in Bangladesh. Hopefully the research will put a significant contribution to the field of knowledge.

## **Abbreviation**

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ASD-Assistance for Slum Dwellers
BANBEIS-Bangladesh Bureau of Educational Information and Statistics
BBC-British Broadcasting Corporation
BRAC-Bangladesh Rural Advancement Committee
BBS-Bangladesh Bureau of Statistics
BNFE- Bureau of Non Formal Education
DPE-Department of Primary Education
FFE-Food for Education
FGD-Focused Group Discussion
GDP-Gross Domestic Products
GPS-Government Primary School
GoB-Government of Bangladesh
GSS-Gono Shahajyo Sangstha
HIES-Household Income and Expenditure Survey
KG-Kindergarten
MCWA-Ministry of Children and Women Affairs
MDA-Mid-Decade Assessment
MDG-Millennium Development Goal
MICS- Multiple Indicators for Cluster Survey
NCTB-National Curriculum Text Board
NEP-National Education Policy
NGO-Non Government Organization
NPA-National Plan for Action
NRNGPS-Non-Registered Non-Government Primary School
PSC-Primary School Completion
PEDP-Primary Education Development Program
PTA-Parents-Teachers Association

RNGPS-Registered Non-Government Primary School

ROSC-Reaching Out School Children

SAARC-South Asian Association for Regional Cooperation

SMC-School Managing Committee

SSC-Secondary School Certificate

USAID-United States Aid for International Development

UNESCO-United Nations Educational, Scientific, and Cultural Organization

UN-United Nations

UNO- United Nations Organization

UNO- Upazila Nirbahi Officer

UNICEF-United Nations Children's Emergency Fund

UEO-Upazila Education Officer

WCEFA-World Conference on Education for All

WFP-World Food Program.



## Chapter-1

### Introduction: Dropout- A Challenge for Ensure Right to Education

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#### 1.1. Introduction

Bangladesh is a land of about 160 million people with a total area of only 147,570 square kilometers (BBS, Feb. 2011). It is quite difficult to fulfill all the basic needs of the people here. We are to face challenges to meet the basic needs like-food, shelter, education, clothing and medical facilities. The highest priority has been given on education sector as without developing this sector it is quite difficult to ensure other requirements. Virtually the only way to attain development is ensuring the quality education as it is the basic foundation of our education system. Here one thing is a big challenge is - the multi factual drop out in the primary level. So we have to design a comprehensive and uniform system through which we can give the optimum achievements in this sector.

#### 1.2. Background

In the Constitution of Bangladesh, the top most priority has been given on the Education. In Article 17 it is mentioned that the state shall adopt effective measures for the purpose of establishing a uniform, mass oriented and universal system of education and extend free and compulsory education to all children to such stage as may be determined by law<sup>1</sup>. For the overall development of the country an efficient, trained and skilled manpower will have to be created. Considering this significance, government of different regimes took various initiatives for the development of the primary education, the base of all education. As we have the legal obligation- when a child obtains six s/he is to sent to school for having education.

In the second Five Year Plan (1980-85) steps were taken for universal primary education and a declaration was made for compulsory primary education on 1<sup>st</sup> January 1991 [Primary Education (Compulsory) Act-1990]. From 1<sup>st</sup> January 1993 compulsory primary education was introduced throughout the country. The main objective was to improve the overall standard in primary education. However, most reform initiatives are taken focusing on inputs and improving physical capacities of the institutions. For instance, a large number of new teachers have been appointed to maintain a reasonable teacher-student ratio. Text books are delivered to most students by 1<sup>st</sup> January of the year. Introduction of Primary School Completion (PSC) examination has upgraded the quality of schools with annual enrollment. Other reform measures including recruitment of large number of female teachers, provision of stipend to 50% students in all schools and the introduction of upazila education planning are mention worthy (Asadullah 2013). In addition to increasing

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<sup>1</sup> Article 17, Bangladesh Constitution.

budgetary allocation, improving physical infrastructure is also a significant achievement in this sector.

### **1.3. Rationale**

We cannot make any headway in development if the standard of education is not ensured. The primary education is the core of all education. So, utmost priority should be laid on the primary level education for attaining total development. Bangladesh's recent progress in Human Development particularly the achievement in improving access to education is quite noteworthy. The country is committed to meet the Millennium Development Goal (MDG) targets as fixed by the United Nations Organization (UNO), for achieving gender<sup>2</sup> parity in primary and secondary enrollment by the year 2015 (Ibid, p.2). But budget share in education sector in Bangladesh is one of the lowest one in South Asia and despite this limitation much progress has been made in this sector (Mahmud, Asadullah and Savoia, 2013). Still a considerable challenge remains to achieve quality education and the most vulnerable picture is the primary level drop out before completing Primary School Certificate (PSC) while many children remain out of school.

Primary schools in the country are severely resource constrained. In the vast areas of the country side (rural Bangladesh), class rooms are overcrowded and many schools are not in useable condition. Majority of the schools operate in double shifts to minimize the costs. But it cannot provide suitable education (Ibid, 2013 p.3). Thus, we can say our children complete their schools without having some basic foundations. There are 37,672 government primary schools in Bangladesh (Asadullah and Chaudhury, 2012). In 2013 the government had decided to nationalize existing Registered Non-Government Primary Schools. Besides, Government Primary School (GPS) and Registered Non-Government Primary School (RNGPS) there are 12 additional types of schools operating in the country. Among the existing ones 40% of primary schools operate outside the state sector (Asadullah and Chaudhury, 2012). Thus, Schools defer considerably in terms of physical resources, drop-out rate and student performance in the public examination (PSC Test). In recent PSC examinations it is revealed that RNGPS performed poorly while students from NGO and private (Kindergarten) schools out performed GPS and RNGPS. Thus, considerable gaps and differences remain between educational institutions of different types like-GPS, RNGPS, Madrashes, NGO, English Medium schools and others. Location of schools also matters to some extent. Quality is particularly poor in rural areas causing the rural-urban gap to expand. Therefore, proper attention should be paid to address the constraints facing the backward schools. Those are also the core reasons of drop out.

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<sup>2</sup> Gender-Society associates with both men and women. The meaning of gender constitutes the areas of gendered differences which attach behavior, expectations, roles, responsibilities, and sometimes to values and believes of men and women REF-WHO, 2014,p.1.

#### **1.4. Statement of the Problem**

Still there is a good number of drop out cases in the primary level which is treated as one of the most acute problems in ensuring quality primary education. This is related to many factors like performance of the school managing committee, economic condition, local tradition, social aspects and so on. For ensuring quality primary education, effective implementation of our education policy is urgently required. Minimizing drop out in the primary level is still one of the major hard tasks. Thus it is not possible to address the issue of quality education without proper attention on drop out.

Thus this research may help understand the nature and reasons of dropout in urban and rural areas with a comparative picture.

#### **1.5 Research Objectives**

The objectives of the research are:

(1) To assess the present situation at rural/urban areas and also unveil the real picture of gender parity in Bangladesh.

(2) In Bangladesh we have constraints in the budgetary allocation. There is also lack of transparency and accountability in the educational institutions. Inadequacy in the school management and human resources management is still a major impediments. That is why the research focuses mainly on weakness of education sectors.

#### **1.6. Research Questions**

1. What are the socio-economic effects of drop out in Bangladesh?

#### **1.7. Methodology**

A single method is difficult to carry out a research work. It is advantageous to combine different methods and develop an appropriate strategy for it. Basically, there is no single rule to choose a research methodology. Different problems have different research styles and different methodological tools are applicable for a good research. The nature of the problem in the research also plays role in choosing the method. In this research there is constraint of time and resources. For this the qualitative method has been used. Qualitative research is based on subjective judgment of the process or problems. Since quantitative method requires maximum quantity/number of respondents, it is difficult to collect and analyze data from so many sources/stakeholders within the short period of time and with very minimum resources. So in this research quantitative method has been discouraged. Both primary and secondary sources of data have been used during the research. The primary data have been collected from the research areas and the secondary ones from different relevant publications, dissertations, books, journal articles, reports, government publications, rules and regulations, different acts and websites. During

the research especially at the time of collecting data/information, all privacy of the respondents had been maintained carefully. Prior permissions were sought to the respondents before asking questions. It was ensured that if any information is security concern the name and address of the provider would not be disclosed. Even it was further ensured that there would be option of not mentioning the identity of any individual. Everything was clearly explained before taking any opinion on some certain issues. For assessing the existing drop out situation, person to person quizzing helped understand things more clearly. That is why the method of interview has been incorporated. Interview schedules have been designed on the semi-structured questionnaire. As a social research, some issues may be discovered beyond the area of designed questionnaire. So to make the research elaborative and more realistic, semi-structured questions have been chosen. In the research survey is nothing but to see something from a high place. The first and foremost duty is to study the natural behavior of people. From this, new facts of life might be gathered. Alongside, the case study is fairly an intensive examination of a single person, a small group of people or indeed a single organization. It can enable us an in-depth examination of a problem. It also provides an accurate and complete description of the case which requires sufficient information. It is the means of organizing social data. It gives new insights into the pattern and structure found in the data. The case study brings important indicators to light. In addition, the technique of bringing individual's together to discuss a topic during a specific period of time is more suitable for a reliable result. Focus Group Discussion (FGD) is an extremely useful technique for obtaining individual's impression about certain issues. It is typically made up of individuals who share a particular characteristics, demography or interest that have relevancy to the topic. Since it is a qualitative research, Focus Group Discussion (FGD) has been chosen. It allows for interacts between the researchers and the participants. There is no definitive/specific way to design or conduct a Focus Group Discussion. Since this research is composed of individual's matters, the decision of applying FGD method has been considered positively. During the FGD 8 to 10 persons were invited for sharing views/opinions. In the research, fewer than 6 participants may restrict the diversity of the opinions to be offered, and more than 10 may make it difficult for everyone to express their opinions comprehensively (Hoyle, Harris, and Judd, 2002).

In the research many respondents were involved. Among the respondents the teachers, SMC members, guardians/parents, local elites, government officials, elected representatives of the local government etc. played a vital role since all of them have a wider social affiliation and have positive roles in contribution to education. They have been considered as the respondent in this research work. Here male and female teachers had been interviewed so that the gender issue could be considered in a proper and focused way. Since the study was done by a government official one may not feel comfortable if the tape recorder is used. That is why such recording process had been discouraged and statements were sought through individual interview. The respondents are both literate and illiterate. So for their convenience the questionnaires were made easy to understand by translating in their own language/local dialect. The methodology we have chosen may assist in

investigating the inquisitiveness of our research objectives. During field survey a total of 6 categories of respondents were fixed for interview. Two FGD (one in Savar and the other is in Dhaka city area) were done. Along with these, some individual cases were reviewed during the data collection. While taking interview, 40 persons were examined of whom 4 are local elites, 5 NGO employees, 10 teachers, 8 parents, 10 dropped students, and 3 government officials.

### **1.8. Scope of the Study**

Bangladesh possesses one of the largest primary education systems in the world (UNICEF, Bangladesh, 2009). It has an estimated 16.4 million primary schools where the age coverage of the children is VI to X years. There are 365,925 primary school teachers working in more than 82,218 schools (Ibid). The Primary Education (Compulsory) Act was passed in 1990 which made primary education free and compulsory for all children up to grade V. The Government of Bangladesh (GoB) recognized and considered education as a means of reducing poverty. It is also a tool of improving the quality of life for the children. As a signatory to the convention on the rights of the child, the GoB with assistance from the development partners, has made positive steps towards fulfilling children's rights to education. These steps are taken in line with the Government's Education Policy and its commitments to the Millennium Development Goals (MDG). As a result, the country has made significant progress towards achieving gender parity and universal primary education. Thus the scope of the dissertation is to find out the core reasons of drop out which have a large socio economic effect. View of the research is also compare the data provided by the government agencies in different times that varies from the practical scenarios.

### **1.9. Limitations of the Study**

The research addresses many social aspects. In doing quality works it requires personal integrity, tolerance, interactions, and ability. There are some limitations in this research. The research is quite time constraint. The allocated time is only two months. The area of research is too small to get a realistic result. The research activities are conducted with scarcity of knowledge on different points of the subject. There was shortage of allocation of money for conducting broad based research work. The data provided are not always reliable. Data and information collected were very much qualitative by nature. There might have some sampling errors. The samples taken may be bias to some extent. The data collecting devices like questionnaire may not be accurate wholly. Henceforth, it might provide results based on some misleading conclusions. Since the sample size is small, the information gathered may not be representative. Here it may be mentioned that the relevant groups/stakeholders were selected for collecting data for the research work.

### **1.10. Layout of the Study**

In the research, in the first chapter background, problem statement, research objectives, research questions, methodology, scope and limitation of the study, and chapter outlines of the study have been discussed. In the second chapter literature review and in the third chapter data analysis and discussion are placed. The fourth chapter accommodates findings and recommendations of the research.

## Chapter 2

### Literature Review: Dropout in Primary and Secondary Levels

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#### 2.1. Introduction

Literature review of a research work bears a significant role for clear conceptualization of the subject. It has relationship with the core topic/problems. It highlights the limitations of the studies reviewed. In this study the chapter deals with different research works/documents, contextual aspects of our education system/policy and different theoretical perspectives. For convenience the chapter has been divided into three parts, Part (A)-the relevant documents/research works done by different individuals, institutions and organizations, part (B)-the context of Bangladesh and part (C)-the related theories covering the analytical framework.

#### Part A: Title-The relevant documents/research works

Our primary education sector deals with many groups. It is virtually a vast area and to ensure quality education many things should have to be considered carefully. An individual institution/organization is not always capable to implement the giant functions like this. So let us discuss the gradual development of our primary education where different individuals or organizations put significant contributions in different times.

A plan for sustainable development<sup>3</sup> as designed by the MDG must address the issue of education. Primary education sector is working not only for expanding educational opportunities but also in fostering basic intellectual abilities of the people like literacy. Maximum attention has been laid on the education sector. The literacy rate (57.91 percent) in Bangladesh is still low (HIES, 2010). The theme 'Literacy is freedom', as designed by the UN, has mentioned that more than 800 million people of the world and almost sixty percent of the people of Bangladesh do not know what this 'freedom' is. With the advancement of gender parity there is considerable development in expanding female education in Bangladesh. The turnout of girl students in primary sector is quite noteworthy. The ratio of girls to boys in primary school is 103:100 (BBS & UNICEF, 2010).

Bangladesh has achieved a good progress in basic education over the past few decades. Thenceforth, the education related indicators has to go a long way further for balanced development. The government has been spending good amount of budgetary allocation in education sectors. For this the enrollment in the primary schools has been increasing in recent times. However, progress notified in the primary education sector over the years is not satisfactory yet. Still drop out is a major hindrance in our country. There have been problems of inequality and access

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<sup>3</sup> Sustainable development - development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Ref. International Institute for Sustainable Development-2013, p.-1.

to education for all section of people. To reduce the gaps some pragmatic steps have been taken by the government. Among them-National Plan for Action (NPA-ii) has determined some targets to ensure education for all and the National Education Policy 2010 was adopted to ensure an inclusive education.

One of the targets of National Education Policy (NEP, 2010) is to increase the percentage of literacy rate to 100 percent by the year 2014. The literacy rate of the children (above 7 years of age) was 44.9 percent in 2000 which has been increased to 57.91 percent in 2010 with an average increasing rate of 1.30 percent per year. If this rate of increase remains the same, the literacy rate might stand at 63.11 percent in the national level, which is 36.89 percent lower than the estimated target. In the rural and urban areas, the rate of literacy was 40.9 percent and 60.2 percent in 2000, which has been increased to 53.37 percent and 70.38 percent in 2010 with the average increasing rate of 1.25 percent and 1.02 percent per annum respectively. If this trend continues, the literacy rate in rural and urban areas might stand at 58.36 percent and 74.45 percent by 2014. This shows a gap of 41.64 percent and 25.55 percent for the rural and urban areas respectively compared to the targeted value to be obtained by 2014.

The annual average increasing rate of literacy in rural areas is comparatively higher than that of urban areas. This is because of the various incentives and initiatives from the government side. Among the incentives additional income generating activities by the rural parents, that helped them to maintain their family status (BBS 2001, BBS 2006 and BBS 2011).

The relevant documents prepared by different authorities on quality education may be mentioned here. The BRAC Primary Policy was prepared by Research and Evaluation Division of BRAC on the drop out situation. It bears a significant effect to our policy making process. In it different issues like poverty, social development, health and nutrition and social awareness have been covered. The UNESCO, Dhaka office and UNICEF Bangladesh have set six Goals in Bangladesh. It was titled as the Mid-Decade Assessment-2007 (MDA-2007). In that assessment many sides like the land and the people, language, history and culture, political and administrative system, National Education System and its management and funding process have been elaborated. A report of Unnayan Onneshan (November 2011) provides some information on enhancing the responsiveness of the government to address exclusion and inequality of our education. The World Food Program (WFP) prepared a document on Bangladesh primary education which prominently emphasized on the enrollment and the dropout rates. Although education is the fundamental right to every citizen, enrollment is still a big challenge for us. The low male gross enrollment rate in primary schooling has now become a concern. The lack/absence of education forces the poor households engage in less productive activities, which ultimately results in poverty. At the same time, poverty leads to low investment in education. Then it is found that poverty and illiteracy have a close interrelationship for thwarting social advancement. Now let us have an over view on the drop out and enrollment situation in Bangladesh.

There are some structural causes for persisting unequal primary education. As far as the statistical figure shows the annual increasing rates of literacy were 1.30 percent, 1.25 percent and 1.02 percent at national, rural and urban level between 2000 and 2010. If these rates remain the same, there might be a gap of 36.89 percent, 41.64 percent and 25.55 percent in achieving the target of National Education Policy by 2014 for national rural and urban areas respectively (NEP, 2010). Furthermore, the annual increasing rates of male and female literacy were 1.16 percent and 1.47 percent at national level between 2000 and 2010. Continuations of these rates indicate that the achievement of the target of universal primary education might not be possible and there might be a gap of 34.23 percent and 39.32 percent within the time limit (Unnayan Onneshan, Nov 2011).

The target of National Plan for Action (NPA-ii) is to increase the Gross Enrollment into 110 percent by 2015. The Gross Enrollment Ratio for female children at national, rural and urban levels have already been achieved. However, in case of male children in urban areas, this target might be achieved up to 110 percent by 2015 but might not be achieved in the national (108.81 percent) and rural (107.83 percent) levels. The target of National Plan for Action (NPA-ii) is to increase the net enrollment rate into 95 percent by 2015. The annual average increasing rates of the school enrollment of the poor and non-poor households were 1.26 percent and 0.67 percent respectively from 2000-2010 (Inadequacy in Primary Education of Bangladesh, 2011).

Continuation of this trend indicates that the achievement of the target might not be possible within the time limit for both poor and non-poor households. At the same time, the annual increasing rates of school enrollment for male children were 0.94 percent and 0.72 percent for poor and non-poor household respectively. If these rates remain the same, it might be 78.88 percent and 91.7 percent respectively by 2015. The annual average increasing rates of 1.59 percent and 0.63 percent between 2000 and 2010 for the female children at poor and non-poor household indicate that there would be a gap of 4.47 percent and 1.92 percent respectively by 2015 (BBS 2001, BBS 2006 and BBS 2011).

There is essence in broadening the access to education on the government side. A skilled and efficient manpower can put significant contribution to eradicate poverty. It may help make Bangladesh a middle income country with equity by 2021. For this the government has set priority in the education sector. At the policy level the government acknowledged the importance of improving teaching and learning in primary and secondary levels for developing the foundation of a working force. The Education Policy 2010 and the Fifth Five Year Plan together provide a guideline for governance reform in the education sector. The third Primary Education Development Program (PEDP-3), a five year program, has identified a number of steps to improve the state of governance in the education sector. This program is taken to establish an efficient, inclusive and equitable primary education system. It will also deliver an effective quality of teaching and learning to all children in primary school.



Now let us see the present trend of dropout rate in the primary sector which has subsequent impact on the secondary schooling. The annual average declining rate of 0.29 percent dropout at the national level for both male and female between 2000 and 2010 indicates that the target of achieving 5 percent dropout by 2015 might be possible. The annual average declining rate of dropout was 0.42 percent at the rural level between 2000 and 2010. If these rates remain the same, it might be possible to achieve the target of National Plan for Action (NPA-ii) by 2015. A different scenario is found in case of urban areas where the dropout rate is increasing. The annual average increase rate of drop out was 0.09 percent between 2000 and 2010. If this rate remains the same, there might be a gap of 5.84 percent from the target by 2015. In case of female children, the target of 5 percent dropout has already been achieved. Meanwhile, the annual average declining rates of male drop out were 0.44 percent, 0.67 percent and 0.35 percent at national, rural and urban levels respectively between 2000 and 2010. If these rates remain the same, there might be a gap of 3 percent, 0.41 percent and 11.53 percent from the target of 5 percent drop out by 2015 respectively<sup>4</sup>.

A massive program has been taken by the government to reduce the drop out figure. But the report and returns provided by the government agencies/departments as found in the research work is not always realistic. At the beginning of each calendar year a child census/survey is done by the concern department. There the government machineries almost try to show the highest performance in enrollment of 6+ children. But the real picture is different. If a genuine survey is done considering the total societal scenario the quantity of drop out may give an otherwise picture. As we know one of the main draw backs for quality primary education is heterogeneous education system. A total of 13 categories of primary education are now provided in Bangladesh. They are Government Primary School, Registered Non-Government Primary School, Experiment School, Community School, Non-Registered Non-Government Primary School, Kindergarten (privately managed), Primary section of the Secondary School, Ebtedayee Madrassa, and Primary section of the High Madrassa, Other NGOs school, Brac centre, ROSC, and Shishu Kalyan. Total number of students enrolled in those schools is 18,432,499 where 50.42% are female students. A number of 89,712 schools are operating throughout the country. During this research work the heterogeneous education system was taken into consideration for assessment. The respondents put their opinion on the matter. Primary education was made free and compulsory for children aged 6-10 years and the government has recently introduced a stipend program for primary school children, from which 40 per cent of poor children in all rural schools get benefit if they meet the minimum criteria for attendance (85 per cent) and achievement in the final examination (marks of 45 per cent). There are 78,126 primary schools in Bangladesh, serving 17.6 million children. The gross enrollment at primary schools has fallen from 116 per cent in 2000 to 113.5 per cent in 2003. Net enrollment however increased from 81.8 per cent to 82.5 per cent over the same period. (UNICEF, Bangladesh, 2009).

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<sup>4</sup> web:www.unnayan.org (Last viewed on 10-04-2014)

The objective of 95 per cent of net enrollment could not be achieved by the year 2005, and much needs to be done to improve the quality of education. (UNICEF, Bangladesh, 2009).

Under the reaching out of school children (ROSC) project, Department of Primary Education (DPE) coordinates learning centers known as Ananda schools. According to the ROSC progress report (ROSC-2010) there was just over 700,000 students enrolled in 21,500 ROSC centers. More than 500 NGOs are running primary education programs. They focus mainly on getting children from disadvantaged areas or groups to the main stream. According to the non-formal education mapping carried out on behalf of the Bureau of Non Formal Education there were 1.4 million students in over 53,000 centers in 2007 (BNFE, 2009). The performance of the Ananda Schools (under the ROSC project) is not satisfactory at all. For example, in August 2012 an assessment meeting on the performance of the ROSC project was held in Noakhali Sadar Upazila. The Director of the project attended the meeting where stakeholders of different categories attended and gave their valuable opinions. In that meeting many drawbacks were pointed out. For example with a single recruited teacher all the classes from 1 to grade 5 were conducted in the centre. It was nothing but an unrealistic step of the project in the name of spreading education. The results of the Primary Schools Completion (PSC) in 2010–2012 in greater Comilla and Noakhali districts showed a grim picture due to the ill performance of the project. For the same reason the overall performance of the said districts were below the optimum level. There was a massive failure in English and General Mathematics in 2010 result. In 2011 in Noakhali Sadar Upazila a huge number of managed students/pupil took part in the PSC examination. Many of them were regular students of other schools reading in class IX/X. They attended the examination under the affiliation of the ROSC project. To tackle the aforesaid situation the local administration had to face pressures from different quarters as the local political men were involved with the ill practices.

The local bodies of the ROSC project are mainly consisting of influential elected public representatives who seldom care for any rules and regulations of the government. Even the allocations for the distressed children (Reaching out School Children) are misappropriated by local influential. At this situation, the attention of the proper authority was drawn but of no effect. Corruption of the ROSC project is still unabated and seemingly the roles of the NGOs were not for the development of our education. Ray of hope prevails when it is seen that some exceptional and committed NGOs are working for the betterment of education. For example, BRAC, the largest NGO of the world has been playing roles in providing education to the under privileged society. It has a large education program in Bangladesh.

There are 740,000 students in schools or centers either managed directly by BRAC or through small partner NGOs.

To minimize the dropout rate in the secondary level of education the government by this time has some achievements to attract the students. Special emphasis has been laid on the female students. Stipends, including grants for books

and stationery, are given to all unmarried girls of rural areas up to Grade 7 who have 75 per cent attendance and achieve marks of at least 45 per cent in the annual examinations. As reported by the UNICEF, Bangladesh, the rate of children completing a five-year primary education cycle increased from 65 per cent in 1998 to 67 per cent in 2001. The dropout rate decreased from 35 per cent to 33 per cent over the same period.

The dropout rate is high mainly due to children's attachment with the farming and household activities as revealed in the research areas of Savar, Dhaka. There has some statistical data during surveying in the areas. It was found that child-unfriendly teaching-learning methods, overcrowded classrooms and unattractive educational environment are also liable for drop out.

In Bangladesh, gender issue is still an important factor. Gender constitutes the differences covering behavior, expectations, roles and responsibilities and sometimes the values and beliefs of both men and women. Our government is committed to many internal and external organizations like the Human Rights and UN bodies, to implement the rights for women and children. In terms of gender parity in enrollment, the gap is steadily decreasing from 52.2 per cent for boys and 49 per cent for girls in 1998 to 51 per cent for boys and 47.8 per cent for girls in 2001 as the statistics shows. In urban areas the current net enrollment of boys is 80.7 per cent and of girls 81.9 per cent, but in the urban slums the rates are over 20 per cent lower, 57.6 per cent for boys and 61.0 per cent for girls (MICS 2003).

The quality of education, however, is a concern as there is still a large gap between expectations and achievements. Of children who have had five years of schooling, 35.6 per cent fail to acquire expected learning achievements. (UNICEF, Bangladesh, 2008)

## **Part B- Bangladesh Context**

If we discuss the issue of quality education in Bangladesh context we may see that the availability of education is a major challenge/question. The expansion of primary education is crucial just as it is in other developing nations within south Asia and other parts of the world. Bangladesh's low literacy rate of 39% (Chowdhury et al, 47) is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development. The rural and urban poor have significantly less access to education than other groups. GoB has success in its education program that dramatically improved in the 1990s, especially during the latter half of the decade. The 1990s saw a dedication to the expansion of primary education and as a consequence the primary education system enhanced satisfactorily during that period. A large part of this renewed commitment was the result of the 1990 World Conference on Education for All (WCEFA), which encouraged all participating nations to expand their vision to meet the goals in the education sector especially the goals of making primary education universal. Following the conference (WCEFA), donors in Bangladesh invested in the education sector much more heavily and the NGOs increased their involvement in assisting the government

in meeting its primary education goals. The success of BRAC may be cited here as an example. GoB itself took many initiatives in the years following the WCEFA including the 1990 Compulsory Primary Education Act which made the five year primary education program free in all government primary schools and declared Education for Girls in the rural areas free up to grade eight, the establishment of the Ministry of Primary and Mass Education in 1992. Its objectives were the universalization of primary education as well as the elimination of the gender and poverty gaps. The stipend program, the Food for Education Program and recently the Primary Education Development Program (PEDP-ii) a six year program beginning in the year 2000 aims to increase quality and efficiency with wider access to the education, act a lot to that end. These have resulted in impressive gains in the achievement of Bangladesh's primary education goals. Due to those steps nationwide enrollment rates have sharply risen, dropout rates have gone down, significant progress has been made in raising equality in access between different geographic and socioeconomic groups and the gender gap has literally been removed significantly at the primary level. It is also found that girls have actually overtaken boys in rates of enrollment and in the completion and attendance in primary schools (Kabeer et al, 2013,p. 292). About three million children 6-10 years old are currently not enrolled in school (Dhar). When the figure is combined with the 25% primary school dropout rate, it is seen that Bangladesh primary school dropout rate rises to 47% (USAID Bangladesh, 2014).

When gender issue is considered with overall development a bit different picture is seen in our society. Although the turn up/attendance of female students in the class is high, their sustainability in the next education system is low. Girls are more likely than boys to drop out in secondary schools and their achievement scores tend to be significantly lower especially in rural areas and among the urban poor (UNICEF, 2008). Many families still keep their girls from school simply because they do not believe a girl needs or should have an education. Many girls are married at very young ages. In the rural areas girls are frequently kept in the home to household work. Thus, gender parity has not been achieved fully in the primary school enrollment. In many cases girls have higher enrollment level than boys. But the problem faced for regular attendance is the worst one for girls of poor families.

The competency level of most of the children is very low due to poor quality of teaching in primary level. In recent times urban poverty has been exponentially increasing. Urbanization is currently growing in Bangladesh at well over double the annual rate of population growth (UNICEF, 2008). This is largely due to Bangladesh's increasing exposure to the forces of globalization, decreases in the agricultural sector, a lack of adequate rural infrastructure to support population demands, and the widespread rural poverty and unemployment. But Bangladesh's cities have not been able to support the massive influx of people and as a result slum/low incoming communities have sharply increased in number and size. Primary school enrollment is higher in urban areas than it is in rural areas and this is largely because the majority of wealthy and middle class Bangladeshis are living in cities. On the contrary, many children are also prohibited from enrolling in the government

schools because they do not have an official address. 31% of whom live below the national poverty line (The Hunger Project, 2012p.1). This means that they do not have enough money/capabilities to meet their basic needs. Children are thus needed to help make ends meet. This problem is one of the biggest hindrances in the growth of primary school enrollment. Homeless children comprise a substantial population of children who are also restricted from public education. Many of them are in hazardous and risky jobs such as garbage dump scavenging working in unhealthy workshops, employed in the ship breaking industries, work in the machinery shops etc. Street children do not go to school instead they sell things in the streets or do other jobs as their parents earn less money or do not work. It is estimated that there is over 600,000 street children living in Bangladesh. 75% of them live in nation's capital, Dhaka. There is not any specific age of street children in Bangladesh. Some are 6-12 who can sell things, some are above 13 who can do other jobs and some are below 5 who can sometimes sell things or just roam around the streets. (Consortium for Street Children, 2014). Assistance for Slum Dwellers (ASD), an NGO, is also working to improve the situation of the address less children for getting education. The government has expressed a renewed commitment to the integration of these children in to the primary education sector through its PEDP-ii program which aims to vastly improve quality of education and equity of access. The PEDP-ii has initiated a new project called "Basic Education for Urban Working Children" in conjunction with several local NGOs which aims to provide non-formal education and life skills for 200,000 children (60% girls), impart livelihood skills training and undertake social mobilization activities to raise awareness of child labor issues and to advocate for the elimination of the worst form of child labor. 4.7 million or 12.6% of children aged below 14 are in the workforce. Another 6.8% between age 7 and 14 who while going to school also work. (UNICEF, Bangladesh, 2014).

In the research question importance has been given on the socio-economic effects of the drop out situation. Our society is consists of different types of people. Their profession, location, anthropological identity, different cast and creed etc. bear special characteristics. Hence, education system is comprised of four separate systems-government run schools, private schools, Madrassas (Islamic religion based), and schools run by Non-Government Organizations (NGOs). Government schools support the vast majority of students. According to the Education Watch Survey 2001, access to and quality of education has been increasing steadily since the early 1990s. For example, enrollment rates and gender equity has increased since 1999 and dropout rates have declined and more students are completing the entire five year primary education program. What we notice most is that there is a major disparity between the quality of education received by students in NGO-operated schools compared to government institutions. We feel that it is important to get an understanding of the disparity. We also have to learn the hidden causes from the aforesaid paradigms. A comparison between the current/existing government system of education and the system used by BRAC can provide a clear picture of the role played by the NGOs. There are currently 37,000 government schools in Bangladesh where 12 million students attend. Half of Bangladesh's entire education budget goes forwards primary education. 96% of revenue for education in government schools

goes towards teachers' salaries. But it leaves little money to train and supervise new teachers (Kabeer, 2013, 293). The building and improvement of new facilities is two of the main focuses for government education system. Hence, most schools are far from having adequate facilities. Classrooms are not clean and safe. They lack basic necessities such as blackboards, tube well, and working toilets (Chowdhury, 2013 54). Government schools are mostly concentrated in the urban areas resulting in a lack of educational access to the majority of children in the country. There are also no schools in the undeveloped peripheries of urban centers. Although a higher number of people are moving to cities the majority of people in Bangladesh live in rural areas. Many of the government schools are too far away or too crowded that discourage parents from sending their children to school. What was noticed during research works- parents are especially protective of girls and rather than making them travel long distances to school they tend to keep them at home. Girls children from rural areas and urban periphery areas, children from socio-economically backward families and ethnic minorities are often denied access to the governmental education system (Kabeer, 2013,293). In some cases, the NGO schools are considered to be more effective than government schools. For example, BRAC, working on primary education has some innovative strategies to make education attractive. BRAC schools make up 76% of all NGO primary schools (Ibid). Their focus was and still is poverty elimination through education. There is a background of non-formal primary education in Bangladesh. The Program started in 1984 after adults in a literacy class asked about children, wondering why their children should have to wait until they were adults. Then the non-formal education program started with only 22 pilot schools. Now there are more than 40,000 BRAC schools attended by 1 million children for non-formal primary education. BRAC's education program begun in rural areas where there were no alternative education options. In 1992 BRAC began making schools in urban slums after realizing that government schools were not accessible for slum children. Because of discrimination and unequal educational opportunities for girls, BRAC favors girls in their schools and pushes for female attendance. 70% of children attending BRAC schools are female. There the curriculum is student focused and means of learning is through fun and interactive activities so that kids get interested to come to school. Students are encouraged to participate and work in groups. Dancing and singing are regular parts of each class. During the field survey in Dhaka and Savar areas the BRAC schools were found providing lessons through fun and different cultural activities to make classes more attractive. Dropout rate in those schools were almost nil though the schools had started functioning recently. The government schools in the rural areas have had comparatively little success in this regard. Because, NGOs have not only encouraged enrollment but it have improved the quality of education. It has involved parents actively and considered other child-raising scopes which ultimately improved the child-raising indicators. In this cases many of the hard to reach communities are ethnic minorities. Community based education also ensures that the particular values and culture of each community will be integrated into the curriculum of their children. It will be an added incentive to send children to school. So far, as recorded, BRAC has built schools in 50,000 out of 84,000 villages (Kabeer et al, 294).

In Bangladesh, there is rigidity in rendering services by the government run schools. The schools have fixed hours of operation. But children in rural areas are often needed by their parents for labor purposes, especially during peak harvesting seasons. This is a major factor in low enrollment rates which ultimately causes dropout rates high in rural areas. Side by side most NGOs offer some sort of incentives for children to come to school every day. Often cultural, entertainment, other extracurricular activities, sports etc. are organized in the school premises. In addition, food is often offered as an incentive. Other strategies used by NGOs to attract students are awarding students for good scores and attendance, providing basic necessities such as clothing, and shoes, and offering health care services (Kabeer et al, 254). For the betterment of both the primary and secondary education the initiatives of the government like the Food For Education and Stipend Programs are quite appreciable. The efforts or expenditure in the public sector made in this regard is relatively little to improve access for marginalized children. The notable exception to this is the case of girls in which both the government and the informal sectors actively recruited girls for their schools. Girls are given the top priorities in awarding stipends, easy access to media, satellite and village based schools, and also recruitment of female teachers. The fruit of these efforts has been seen as we have already noted in the elimination of the gender gap in enrollment levels.

Taking the initiative to educate everyone and not just certain demographics is the obligation of the state. But government institutions seem less prepared to take on the task of educating rural or disadvantaged children. The state needs to be providing even more incentives to get students enrolled. To make education reach to rural communities existing educational fees should be reduced to a considerable level. The success of education programs cannot be measured on statistics like literacy rates alone. Providing the opportunities for education are not enough. Education needs to be encouraged for all children regardless of their social position. It may be possible to measure the success of primary education systems by inspecting how many students go on to higher education every year. It is important to make sure that children enjoy learning if they are to be inspired to continue their education later. Schools should also be treated as a model for society. If girls and women are respected in school arenas, then these institutions may serve as the basis for societal change on a large scale. As a nation we are fortunate to have a remarkably homogenous culture. Here 98% of our citizens speak Bengali as mother language. Bangladesh is also geographically relatively small, which makes the administrative system simple and closer to the people.

Besides, through Child Award, Sisimpur Cartoon Program, the Early Childhood Development (ECD) Program necessary activities are being implemented to assist the children between 0 to 5 (The Impact on Poverty Reduction 2010, p-222). Alongside attention can be drawn on the regional strategic initiatives to remove illiteracy from the society putting top priority on the drop out issue. The declaration of 2010-2020 “The Decade of Education” a slogan of the SAARC reminds us, we must realize education is likely the single most important factor in improving our countries both economically and socially. Universal and high-quality education is a

distinguishing factor for all developed countries and it is the right of our citizens to have an education to that end.

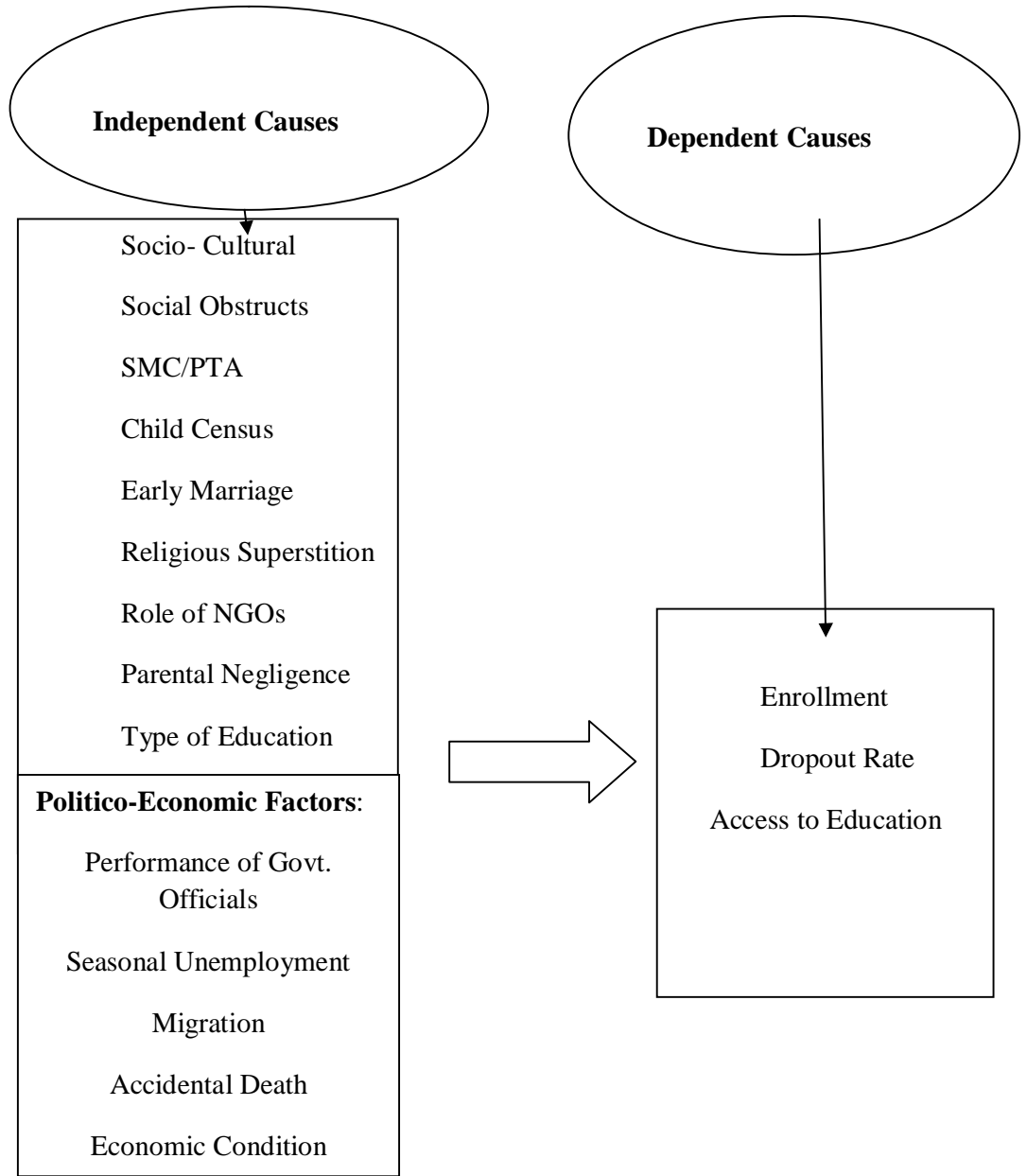
### **Part C- Related Theories and the Analytical Framework**

In the research, the literature review part plays the most important role for having a smooth analysis and the findings. In this research the performance with required data of the UNESCO, UNICEF, WFP and the BRAC (as a large NGO in the world) are corroborating the independent causes. Besides, National Plan for Action (NPA) of Bangladesh Government and National Education Policy 2010 are addressing the core issues of stopping dropout and ensures availability/access to education for all. In this regard it is to be mentioned that the program of the government PEDP-3 is a successful one.

Since our policy framing has a linkage with the global organizations, the commitment of the MDG and its success to the Bangladesh chapter also bears a significant role in the research. As it is admitted that in every research there are theories which explain the casual and natural relationship of factors. Since social problems are complex and interrelated by nature it is not always possible to give a comprehensive or decisive and satisfactory analysis of a problem/topic. Basically for explain the process or broadening interactions the method of analytical framework is developed. It refers to the logical arrangement that explains and analyzes social problems. A qualitative model is typically based on less precise assumptions. It can contribute by subjective judgment about the process. In this qualitative research we see school enrollment, dropout and access to education are the dependable causes whereas independent causes are a few numbers of socio-cultural and politico-economic factors. In our case they are- the records of the government officials, social hindrances that obstruct the girl students learning scopes, performance of the SMC/PTA, gender parity, making classes attractive, annual child census, early marriage of the girl students, religious superstitions, role of the NGOs, parental negligence (lack of parents awareness to educate their children), seasonal unemployment and migration, accidental death, types of education as chosen by the community, motivational programs, and the overall economic condition of the society.



**Analytical Framework of the Study**



## **2.2. Operational Definition of Independent Factor**

**Social Crimes:** The social disturbance that hinders the regular learning process of the students. In it the eve teasing, dowry, oppression on the women and the children, etc. included.

**SMC/PTA:** School Managing Committee means the elected body who takes care of the school matters. It has the authority of taking decision regarding academic activities and infrastructural development. Parents Teachers Association (PTA) is a regular assemble where both the parties exchange views for development of academic issues.

**Child Census:** In every calendar year the census is done and all the children eligible for school attainment are calculated for enrollment.

**Early Marriage:** The age limit for male is 21 while for the female is 18 in the existing marriage rules of Bangladesh. If anyone defy this and get married before the schedule age limit it becomes a criminal offence.

**Religious Superstition:** Any religious bindings that hinders normal academic activities of a society is termed as superstition.

**Role of NGOs:** In spreading quality education in the country the NGOs role is very important.

**Parental Negligence:** Sometimes due to lack of proper education and illiteracy the parents or the legal guardians do not care for educating the children. Lack of awareness also considered to be negligent.

**Type of Education:** In Bangladesh almost 13 categories primary education is existing. Besides, the pattern of education is also conflicting.

**Motivational Programs:** The activities that insist the general people to send children in schools. In the research special attention was drawn on the local elites, the public representatives and the schools teachers.

**Government Officials Performance:** The activities of the government officials for promoting the quality of education.

**Seasonal Unemployment:** In a certain stage of the year some people do not get job scope and they remain workless with no income.

**Migrate:** In search of work the poor people move from one place to another.

**Accidental Death:** The unnatural death of an able member of a family causing immense sufferings for the remaining members.

**Economic Condition:** The profession by which financial support/solvency is ensured.

## **2.3. Operational Definition of Dependent Factor**

Enrollment: Enlistment in the schooling activities by a male/female child.

Drop out: The state of a school going male/female children who loses regular movement to the institutions.

Access to Education: The entitlement of a male/female child on educational facilities.

In the research objectives, some issues were identified for developing the primary and secondary education. They are assessment of present situation in rural and urban Bangladesh. Gender parity has been given priority for protecting women rights. Secondly, the lack of good governance in the sector is hampering the development of education. We have good number of education policies and the annual allocation in the sector is also quite handsome. But still our literacy position in the regional context is not as better as expected. There are some variables for which our education system still cannot meet the demands of the time. The issue of drop out is one of the major causes of backwardness for development. In this research, the most effective part for realizing the present state of education is receiving the analytical framework. As we know the variables are of conceptual nature and its ethical standard cannot be measured so easily. There are some complexities of different indicators. Some of the independent factors are not directly measureable. So problems have linkage with different social, political and economic factors. Therefore, to overcome difficulties multiple indicators for each concept can be used (Campbell; 1969).

#### **2.4. Conclusion**

The full gamut of research has been divided into three parts where essential aspects are added. Issues of Bangladesh and beyond have been highlighted here. Role of NGOs had been elaborately discussed. Alongside, some practical events had narrative explanation also.

## Chapter 3

### Analysis

#### Analytical synopsis-The socio-economic scenario of school children

#### 3.1. Introduction

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This chapter deals with the information discovered during the investigation of the research work. For qualitative research, the related causes have been identified carefully so that it can make bridging between the existing context of Bangladesh and the scopes and questions of the research. The independent causes were- the types of education, role of the NGOs, religious status of the locality, crimes like acid throwing, eve-teasing and claiming dowry before and after the marriage, the early marriage, drug abuse, Mother's Association, Parents-Teachers Association (PTA), school attendance of male and female students, weakness of the students, performance of the government officials, annual child census in the school vicinity, teachers attendance, corporal punishment, function of the school managing committee (SMC), results of the primary school certificate (PSC), monthly income of the parents, seasonal unemployment of the locality and the sources of alternative job, labor migration, accidental death etc. Besides, way of attracting students to the lessons, motivational activities, weakness of the students and prime causes of dropout were also investigated during the research.

Almost all the government officials acknowledged that female students attendance is 10%-20% high than that of the male ones. For example, a number of ten schools (8 primary and 2 secondary) were included in the research and in all the institutions the turn up of female students is high. The government is firmly committed to implement the rights of women and children. To that end development programs have been underway. But the qualified teachers are not interested to do jobs in the peripheral zones of the country. This causes less quality of education in the rural areas. It is a threat to quality education. There is a tendency of not visiting schools by the government officials<sup>5</sup>. The remote areas are less visited due to weak shape of communication. *"Poverty is the main cause of dropout. The annual census on the children done in the Savar areas is not 100% successful. We are not really satisfied of it. In the Government Primary Schools no attractive package is being offered for the children. Early marriage is still a big challenge for the continuation of the girl students study in the area"* as quoted by Joyanti Prova Devi, Upazila Education Officer, Savar, Dhaka. Most importantly the female officials posted in the upa/zila levels do not show interest to visit the schools as instructed by the government.

The NGOs working for developing education sector have been undergoing with different programs. As per the statements of the NGO personnel and the local

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<sup>5</sup> Author's interview with The Upazila Education officer, Savar, Dhaka, date 01/04/2014

elites there is no religious superstition in the society. The social crimes are controlled by local influential. The tradition of claiming dowry is still prevailing in the rural areas. It is still one of the main obstacles for women advancement. Mr. Shahajahan Omar, a union parishad member said, "*The female students get married with illegally created documents provided by some section of marriage registers*". For their unscrupulous activities dropout has been happening and it has bad impact on the society. Once the early marriage takes place, it is found that the degree of oppression on women and children increases alarmingly. It affects the family bondage of the society and the families become the den of pain and sufferings to the children and others. So the socio-economic condition of the dropped children may be considered here. Now there is a pertinent question as to who are the major groups liable for the dropout? The children whose father and mother are illiterate and financially insolvent and do not possess any social status and their vision of life is very limited. They feel that they need immediate pecuniary support from their off springs. That tends them engage the children in income generating activities. Those parents have no aim nor any choice in life. Even they have no entitlement on the social privileges as the traditional society rarely acknowledge their position in the society. They are ignorant about their rights. They even seldom think education is the right to their children and even sometimes out of ignorance they think that education is an ambitious dream. Side by side there is some professions where the change of occupation hardly takes place. There the children always follow the profession of their fore fathers inherently. For example, the profession of the cleaners, the weavers, the fishermen, the butchers and so on. Those people are reluctant to their education.

But if the parents are well educated and have financial solvency they put highest priority on the development of their children's education. Thus, it is observed that the educational qualifications, social status and the societal attitude bear a significant role in providing qualitative education where dropout becomes a major factor.

It may be mentioned that the dropout is reduced to a considerable extent. The motivational activities of both the NGOs and the government officials (along with the teachers and the public representatives) have raised the degree of awareness. All the local elites mentioned that motivational activities are done by them for stopping dropout. So the surveillance and monitoring activities of the governmental machineries should be extended up to the grass root levels. Fit and the most qualified persons should be placed in the education sector. If possible the political attachment and affiliation should be stopped from the educational institutions for the greater cause of quality education. The government can take steps to improve the lot of the poor by ensuring the social safety network which is designed for their livelihood. Public awareness can help a lot to expand quality education. The annual child census should be conducted in right manners. Still the perception of corruption in the educational institutions is not negligible. Here 20% of the respondents (FGD) directly admit that corruption is still prevailing in the educational institutions especially in the recruitment and posting stages. No transparency and accountability is ensured. The research reveals that the political intervention is the main cause of

such irregular and illegal practices. In the research work it was found maximum female students got married in between 15 and 17 years of age.

### **Dropout-Unethical race for quick richness**

The exceptional points that were discovered in the research is that in Savar area the main reason for dropout is not economic backwardness. Rather the local people who become rich quickly due to rapid industrial development have become idle and they do not like to send their kids to schools/colleges. They find more benefits in business and services. They do not like to invest in education. The female students are married just after completion the level of class eight. The main target is only arranging marriage to the daughters not educate them. The male children do not like study rather they prefer do the business for quick money. The land transfer business has become a brisk business in the area.

### **Dropout-While Drugs, a big threat**

Drug is a big threat for Savar and surrounding areas of Dhaka. Children of socially recognized influential families get addicted very easily. They cannot go for higher study. Once get addicted they expand friendship and then get involved in the yaba trading, a very profitable business within a short time. A teacher of secondary school said that she has been living in Savar areas for the last 12 years. Before this, the drug trading was limited to certain places but at present yaba/phensidyl has occupied the whole areas and destroying the young generation severely. In this regards Mr. Shahjahan Shiraj, Acting Chairman, Birulia Union Parishad, Savar, Dhaka said:

Dropout has a direct connection with the drug addiction of the youths. The young people of this area are almost addicted. When we nab any drug trafficker the police personnel save them and even we cannot lodge any criminal case against drug users or the traffickers.<sup>6</sup>

### **Dropout-When a tiny kid holds the family steering**

During the field study it was found that when a poor family faces difficulties financially, for immediate remedy the parents send their children to the garment factories where unskilled workers are entertained. Even the children of below 18 get jobs in the nearby knitting and garment factories violating the labor laws. Thus, the families want quick financial supports. Mr. Shamim Ahamed, the Headmaster of the Shamim Ahamed High School, Khagan, Savar, Dhaka said :

Our local people are not aware of education. They want to be rich over night. They consider business and services more profitable than having education. Such ignorance of the guardians harming their off springs seriously and by the time a big barrier has been created to the way of their education.<sup>7</sup>

On the occasions like Eid-ul Ajha or Eid-ul Fitr if the parents become unable to provide money they send their children to the factories for jobs. It makes a gap in his/her attendance in schools.

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<sup>6</sup> Author's interview with Mr. Shahajahan Shiraj, date 03-04-2014, Savar.

<sup>7</sup> Author's interview with Mr. Shamim Ahamed, date 02/04/2014

There is a grim picture in the government primary schools. There the authorities (both the teachers and SMC) recruited para-teachers with very negligible amount of salary. Mr. Tanvir Ahamed, a resident of south-khagan under Savar upazila says, "*The teachers divide the classes in to two parts- one for the poor and ordinary students and the other for the children of comparably solvent families. Extra classes are taken for the latter's for additional pay and this is done by the regular teachers while the poorer section covered by the so called proxy (para) teachers*". Thus, the government teachers earn some additional money unethically. Some SMCs are involved in such illegal activities.

An experienced Head teacher expressed his concern and told that the Kindergarten schools impose a huge quantity of books to the little kids in the name of teaching English. Virtually they can learn a little and in some cases the little children get frustrated and lose their patience on lessons. A section of illiterate parents feel proud of the surprising magical development in the English teaching of the KG schools. While the government officials interviewed they told that the enrollment rate of female students is on an average 10% high than male children. Here the main problems are the illiteracy and ignorance of the parents. Since they are economically in hardship the parents cannot provide proper support for their children. Thus, financial weakness is a major cause of drop out.

Location of schools in remote areas is one of the problems for education in rural areas. Those teachers who are good in performance move to township to avail additional facilities. While individual interview were taken the government employees categorically cited that due to non-availability of competent teachers education friendly environment does not exist in the peripheral areas. They also emphasized on awareness building among the guardians. Hence some important suggestion have been placed by them like increasing teachers facilities, make innovation in the class room, make classes interesting to the students, ensure officials visits in the schools and reduce poverty. They have also suggested for the awareness of common people.

While educational qualifications of the parents were assessed it was found that 62.5% of them are below SSC while 37.5% are above SSC qualified. 90% parents assured that they send their children and confirm their attendance in schools while the rest 10% do not. The monthly income of the parents/guardians of the school going children is in between Tk.5000 and Tk.50000. Regarding food intake they told that everybody in their family can have their square meals. Still there is early marriage and the female students have a wider chance to get married at the secondary level. Most of the girl students are just after completing the level of class eight. The age range for marriage is 15-16 for the female students as stated by the respondents.

It was discovered that 12.5% girls get married at the early age. But students' attendance in the primary school is 100%. Thus there is no tendency of leaving school by the students at primary level. Among the 8 parents all admitted that both the Mother's Association and the Parents-Teachers Association (PTA) take place

regularly (at least once a month) in the school premises. It is the strong indicator of empowering women and upholding the gender issues as well. The abuse of drug is harming the societal backbone seriously as stated by the guardians.

While the dropped students were asked they mentioned various problems that they face. Among the children of the dropped families 64.52% are dropped from the school. 60% of them are below SSC, 10% SSC while 30% are total illiterate. The monthly income of the dropped student is minimum tk. 8,000 and maximum tk. 12,000. Thus there is a relation between educational qualification and their monthly income. The dropped students informed that there is unemployment in the society especially at the lean period of the year. In the dropped families the accidental death case (may be by road crash or cyclonic storms and so on) of the main earning men (prominently father) is 10% as recorded during the study. It puts an effect to the dropout. While the reasons of dropout were assessed it was found that 33.33% of the dropped students are financially insolvent, 33.33% due to personal negligence, and 16.66% for family crisis.

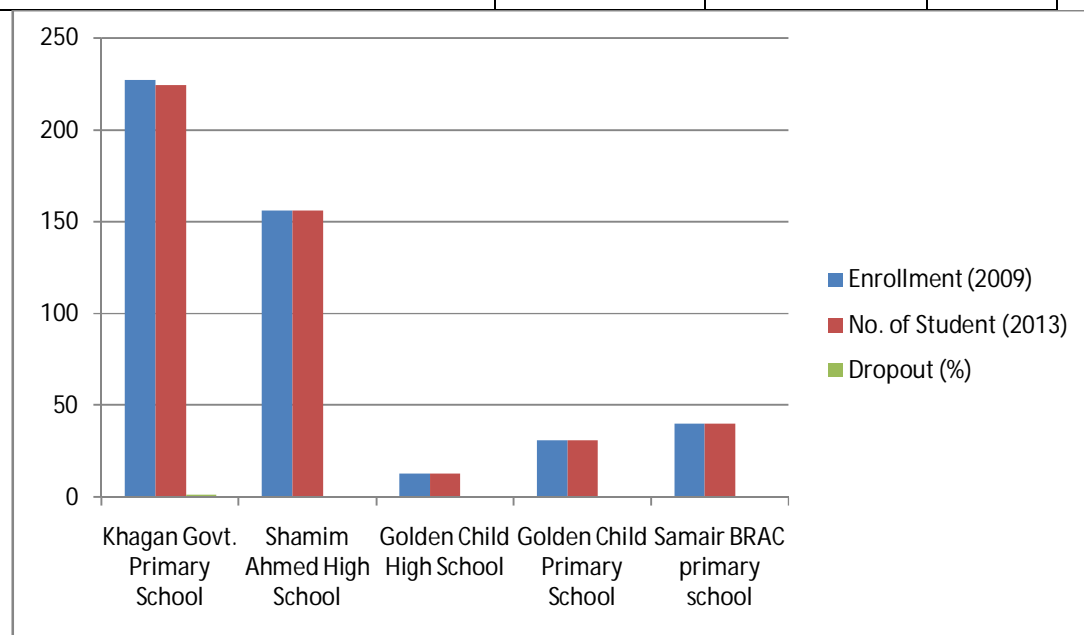
In the study, one of the important respondents was the teacher. During taking interview, the teachers mentioned the weakness of the students. Mr. Abdul Kader, a senior teacher of Akrain High school said, " *Poverty and lack of awareness are the main causes for dropout. The institutions/schools situated by the way side is frequently visited by authorized government officials. So the overall performances of these schools are better. Schools located at the inaccessible areas are often overlooked for visit. The quality of teaching in those schools is much lower*". To make lessons attractive some suggestions came from the teachers like providing sports materials, arranging cultural programs on different occasions, telling funny stories in the classes, dancing, showing pictures, using letter chart on the board etc. The respondents (teachers) claimed that they successfully complete 100% child census at the beginning of each academic year. They also mentioned that due to wider awareness and special care of the guardians the crimes like eve-teasing on the girl students have come down. There are 2/3 NGOs working in each union who are working on awareness building activities. The success rate of PSC examination shown by the school authority during the research is 100%. The main reasons for dropout in the primary and the secondary level are poverty, lack of awareness, early marriage at the secondary level, migration etc. as they pointed out. In some cases it was found both father and mother of a family are engaged in small jobs. They cannot spend time for their kids. This results in antagonistic sentiment about schools among the children.

### **3.2 Here is a comparative study on enrollment and the rate of dropout in rural and urban areas**



## Rural areas

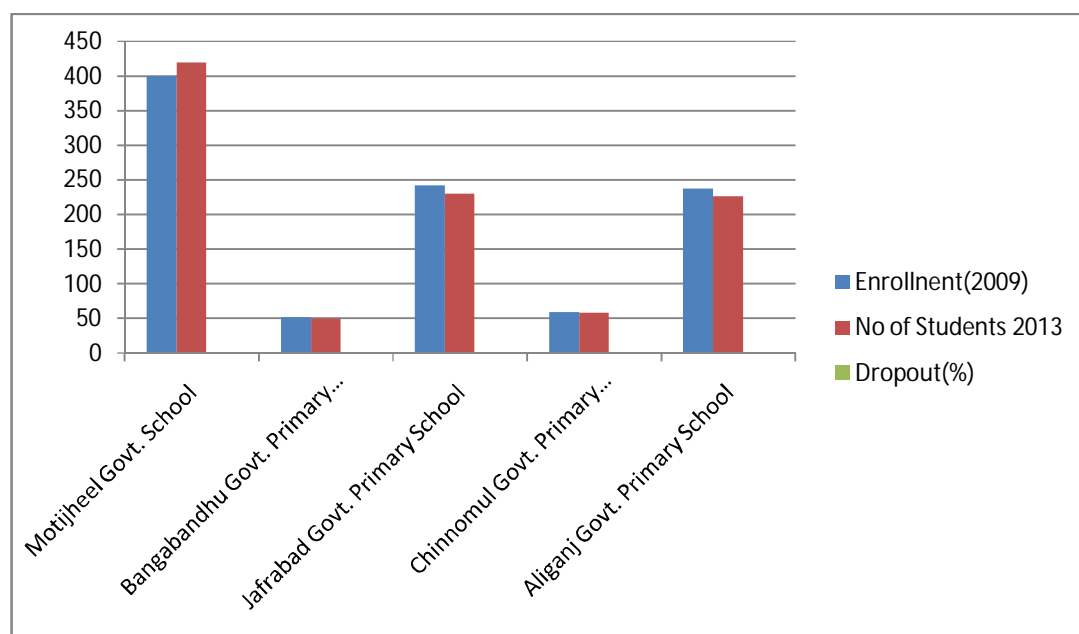
Name of the Schools	Enrollment (2009)	No. of student(2013)	Rate of drop out
Khagan Primary School	227	224	1.32%
Shamim Ahmed High School	156	156	0%
Akrain Golden Child Girls School	13	13	0%
Golden Child Primary school	31	31	0%
Samair BRAC Primary school	40	40	0%



Graph-1: Enrollment and dropout in rural areas

## Urban Areas

Name of School	Enrollment (2009)	No. of Student (2013)	Rate of Dropout
Motijheel Govt. High School	400	419	No
Bangabandhu Primary School, Mohammadpur	52	50	3.84%
Jafrabad primary school	242	230	4.95%
Chinnomul Govt. Primary School	60	58	3.33%
Aliganj Govt. Primary School	60	58	3.33%



Graph-2: Enrollment and dropout in urban areas

Dropout in the urban areas is higher as compared with the rural ones. This is because of over population in the urban and semi-urban areas. Economically solvent families of urban areas are inclined to the private educational institutions. But in the rural areas most of the people send their kids to the government institutions. The higher enrollment of the female students is also a factor for this. But what is concern they get dropped out at one stage due to early marriage and interestingly many institutions do not update the enrollment records on practical phenomenon.

About the categories of education the local elites told that Bangla medium learning is widely accepted. Regarding the drug abuse they termed it as a dangerous tool for destroying the youths. It is so destructive that once addicted very few people can get rid of it. The local elites are concern so that in some cases the law enforcers

are linked to the drug trafficking and its business. One mentioned that the drug addicted young people are physically infirm. To improve the situation, cooperation was sought from the concern departments but no satisfactory response was shown they added. This has almost frustrated the general people in the areas. They claimed that the secondary education has been disturbed seriously due to the availability of drug. During the survey the issue of child marriage came up as a prominent issue. The marriage registers with the unholy relationship of some local influential men are creating fake documents to solemnize the marriage. The prime cause for drop out as identified by the local elites are-lack of awareness, drug and poverty. They added since the concern departments are not functioning properly for tackling the drug, the general masses will have to come forward and make wider awareness among the people so that the bad effects of drug can be shown before the society. There is always a section of the society who possesses a good intention to drive the society forward. As such some local influential people claimed that due to their strong will and relentless efforts the drop out situation has been improved and fight against the drug is conducted always.

### **3.3. FGD-1 Group Discussion-A Combined Brainstorming of Rural Bangladesh**

A FGD held in the premises of the Khagan Government Primary school , Birulia, Savar, on 1<sup>st</sup> April, 2014 was attended by local union parishad chairman and other public representatives, teachers, guardians, students, local businessmen, university students and NGO officials.

In the discussion the most burning issue/topics were- ensuring enrollment in the primary schools, empowering the women in the mainstream development, save society from the devastating drugs, poverty alleviation, and so on. The speakers emphasized on how to reduce the dropout rate and ensure 100% enrollment at the beginning of the academic year. The teachers assured that the child census is conducted with full dedication. The NGO people urged to take care of the children of the poor families. Because when both husband and wife engaged in the mill/factory jobs the children enjoy full liberty in the house and without attending schools they sometimes remain somewhere else. Even the class teachers cannot ensure their attendance. Some mother guardians opined that in Savar areas Mother's Association is very effective and the PTA takes place at least once a month. The problem they face is the relax administration of the female teachers. The guardians claimed the female teachers do not give proper attention to the classes and their control over the students/class is very little. The guardians earnestly requested for the replacement of the female teachers from the primary schools.

The dropped students said that the impact of friends/associates has a significant impact on irregular attendance in schools. The long time irregular attendance helps for dropout. The public representatives had a high voice against the drugs. They said that the primary students have little impacts on drugs but students of secondary and college levels are seriously affected by it and already have been addicted by now. A large section of the youths have become physically challenged and their families are facing social crisis. Many youths cannot maintain their

conjugal life. In the discussion meeting the speakers strongly lamented the role of local police. As mentioned by the locals the police men maintain illegal contacts with the drug traffickers.

The NGO employees said that early marriage is still taking place in the areas. The marriage registrars somehow manage a document of birth certificate and administer wedding. The local elites added, in some areas the price of land has raised very sharply and the school/college going students get much interest in doing land transfer business for earning money. It is one of the major causes of drop out.

Besides, there are some political hegemony in the area. To harass the opponents unnecessarily criminal cases are filed with the police stations. Sometimes the school/college going students get implicated in those criminal charges and the tendency of hiding develops in them to avoid police tyranny. This results in a considerable amount of dropout in the secondary and higher secondary levels.

The local elites, teachers and NGO people admitted that availability of good teachers is an important factor for attracting students and the guardians. Mr. Zulfiquer, the Head teacher of Khagan Government Primary School said,

The efficient and laborious teachers do not like to remain in remote areas. Rather they usually choose the urban/semi-urban areas where they can engage themselves in extra earning activities like tuition and so on. While the good teachers leave a school/area many students do not feel interest to attend the school psychologically.<sup>8</sup>

### **3.4. FGD-2 Group Discussion-A Grim Picture in a Civic Society**

In Modhubazar area of west Dhanmondi of Dhaka city a focus group discussion was held on 6<sup>th</sup> April, 2014. In the meeting the main discussants were the local elites, teachers, NGO personnel, government officials and the students. The teachers said students from well off families get proper nursing from the families but the families economically vulnerable and shelter less are very much uncared and inattentive to their children. Since parents are illiterate the children of those families are not regular in the class. In addition, the environment in the class rooms is not conducive. The overcrowded class rooms are quite unfit to teach students. The quality of education could not be maintained at such situation. Sazzad Hossain, a local elite said,

For school development some contractors are keeping rooms and school yards occupied by their construction materials for years together. For such mismanagement schools cannot hold regular classes and other activities. The contractors are so influential that nobody dares to challenge them. Due to the mismanagement in the system the students get less attraction and often the poorer students choose the profession of helper in small vehicles and some of them shifts to the job of workshops, leather factory and small trading.

The NGO personnel attended the discussion meeting were from “Shurovi” and “Plan Bangladesh International”. Both the NGOs are working for the quality

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<sup>8</sup> Author’s interview with Mr. Zulfiquer, date 01-04-2014

education in Dhaka areas. They put important suggestions on family characteristics of poor families. As per their opinion maximum families face feuds in the conjugal life. Once divorced or decision of separation taken the children of those families become helpless and they cannot continue their education further. NGO personnel also pointed out that when the main earning member of a family dies from accident or unnatural death the kids of those families face very difficulties to survive and they get dropped from educational institutions. This mainly happens in the primary and in secondary level education. At the time of collecting data two individual cases were picked for review which indicate the process of drop out.

### 3.5. Case study-1

How much payment does a LOVE make!

A boy hailed from Kurigram is now working in Savar areas of Dhaka district as a construction laborer. He studied up to class eight in his local school. He falls in love with a beautiful damsel of the same locality two years ago. The family of that boy is financially moderate and can go with all family requirements. His other brothers and sisters are educated and self-dependent as well. Thus, the family could not accept the fiancé of the boy. The boy married the girl at the age of only 14 while the girl was 13. He then kept his wife in a residence of Kurigram district head quarter for continuing her studies. The boy earns only Tk. 8,400/= per month and with that very limited amount of money he is to bear all expenses of his wife and his own. The hapless boy has lost his study and now doing very hard work for his newly married wife.

### 3.6. Case Study-2

A destructive story of a broken family

A rickshaw puller in Dhaka aged about only 15 is holding the total family burden of his mother. He was reading in class nine while living in a village home in Barisal. But suddenly his father got second marriage and forced his mother to be detached from the family. Finding no alternatives the helpless mother came to Dhaka with the son, the only capable for earning livelihood. His study thus ends for the inhuman behavior of his father.

### 3.7. Conclusion

Poverty is the root cause of dropout. It is also a threat to access to education. In addition, in Bangladesh the governmental machineries are not working properly always. In last four decades much has been spent for development of this sector but due to mismanagement and wide ranging corruption very little achievement could have been gained. The government should invest more for the disadvantaged groups, the poverty stricken areas and the religion based educational institutions. Alongside, school governance should be addressed so that its accountability can be established. Broader coverage should be given to the poor families by ensuring social safety net programs. Law and order situation must be improved to tackle social crimes like the bad effects of drugs and oppression to the women and children. It may encourage standardize our education system. Thus, in the research, a good number of causes/findings came across which are almost liable for the degradation of our education. It can be admitted that for the degradation of social values the whole society is responsible collectively. Social disparity and class deprivation are also notable factors. Now let us have the findings with some recommendations that have been discovered in this research.

## Findings and Recommendation

### Introduction:

The ultimate aim of a research is to find or unearth the hidden causes of a problem. For a social research, it is not the job of the researcher to solve all the problems but investigate the facts behind the problems. In this research, the impacts of drop-out in both primary and secondary levels of our education has been identified. Since the matter relates to the rights to education of the mass people, it has become a concern for the government to ensure all facilities for having basic education for the people. Thus the important findings that are revealed in this research are mentioned hereby.

### 4.1. Findings

1. In the research it is found that the lack of education force people to have less productive jobs. It force an individual fall in vicious circle of poverty.

2. The government has commitment to integrate the children in to the primary education as stated in the PEDP-ii program. Some local NGOs were involved for this. To this end projects like “Basic Education for Urban Working Children” was taken. The target was to improve the non-formal education and develop the life skill of 200,000 people. Since the rural and semi-urban students are not getting quality education this program is not working well.

3. There are diversity in the pattern of our education. At present 4 categories of education which includes government, and other education systems are working in our country. There is a large disparity between government and non-government education systems. There are large amount of allocation kept for the promotion of education but the government machineries are performing poorly and the basic needs like the training and supervision process are very week.

4. There are some inconveniences in the government primary schools. Facilities like toilet, ceiling fan, benches, and supply of drinking water are not sufficient. It cannot satisfy the students as well as the guardians. For the reason, people do not like to send their kids to the schools especially the female ones.

5. The program “Food for Education” has a positive and effective impact on our education. The rate of dropout has considerably decreased due to the program of the government.

6. Most of the parents could not take care of their children’s education due to involvement in jobs. It is also a cause of drop out.

7. Educated parents assist their children in preparing the assignment given by the school. Students of poor families do not get help from family or tutors. Thus, many poor students get dropped out finding no interest in the class activities.

8. Many dropped out students take care of their young siblings in absence of their parents at home. They also get involved in income generating works to support their families.

9. Sometimes students willingly leave schools by the influences of their friends who lurks for job opportunities.

10. Good teachers attract the students in schools. Regular attendance of teachers in schools is an important factor to reduce dropout. Students should be encouraged to study more rather than giving punishment if they fail to complete their given assignments. But in the case of government primary schools teachers are not sincere enough for teaching. Even the newly recruited teachers do not like to stay in remote areas let alone the good and efficient teachers.

11. To be rich very quickly or the concept of earning money at any cost is a cause of dropout in surrounding areas of Dhaka. Besides, the parents of the area possess the belief that there is no profit by sending girls/daughters in schools. Rather if they are married after completion of class eight the parents feel burden free.

12. The bad effect of drug also accelerate dropout rate. The concern authorities should have to be more responsible to improve the situation.

#### **4.2. Recommendations**

The research on Dropout at primary and secondary level-A challenge to Ensure Rights to Education for the Government of Bangladesh gives a clear picture of education. Important stakeholders/respondents were selected for interview. In the FGD some notable recommendations came from the participants. They put their valuable opinions for our primary and secondary education. They also pointed out some social problems that hinder our education and ultimately destroy the new generation. Two individual case studies give us the message of degradation of social values. Now the important recommendations are placed below.

1. We have to minimize the poverty gap. The policies of the government should have specific targets to alleviate poverty.

2. In the class room child-friendly teaching methods should have to be introduced. For this standard training and supervision is needed.

3. The government has to be more careful in recruiting the female teachers in the primary schools. At present the minimum qualification for the female teachers is SSC. This is quite insufficient for rendering good teaching in the class. What is found the newly recruited teachers with less qualification are not doing well in class.

4. The learning process should be a two way communications. It should be through fun and interactive activities like dancing and singing. As the BRAC schools practice for making students fit for all challenges.



5. The low male enrollment rate has to be dealt with further care. Otherwise the gender imbalance will hamper the overall development and dissatisfaction will prevail among a lion share of population.

6. We have to establish an efficient, inclusive and equitable primary education system so that all children in the primary level can get equal and effective education. As per the theme of “Education for All by 2010” there was a commitment of universal primary education in Bangladesh.

7. There should have an evening session in the government primary schools so that the working students can have the chance for education at their convenience.

8. The government primary schools must entertain the enrollment of the homeless students.

9. It is found that at the primary level the enrollment of the female students is high (male: female::100:103). But unfortunately while these students go to the secondary level there is tendency among the guardians to arrange marriage for the daughters. The activities of the marriage registers must be controlled by the government. In case of ascertaining age of the brides the local administration may issue a certificate after hearing the parents and others if required to prove the marital age.

10. In Bangladesh there are 13 categories of primary education. This has made our education furcated. The category should be made minimum. It may be of four types of education- government, kindergarten, NGO, and madrassa education.

11. The range of stipend for the girl students can be extended up to 100%. The present figure is only 40%.

12. For the disadvantaged students some NGOs like the ROSC projects are working. Those NGOs should be brought under the strict control of the government management. For monitoring the NGOs the local administration can play an important role. The annual allocation and text curriculum of the NGO schools must ensure transparency and follow the rules of the NCTB. Their enrollment process must be as per the guidelines of the government.

13. During annual census all the children may be provided with a common ID Card. This will help stop duplication in admission and also ensure regular attendance in the classes. In addition, there may be a control room from where regular contacts could be made with the guardians, students, local elites, SMC members, government officials like the UEO/AUEO and the Training Instructors at the upazila level. The annual child census must be done successfully. If any irregularities found the concern government officials and the local public representatives will be liable. We have a commitment of 100% enrollment and it is stated in the National Education Policy 2010.

14. The poor parents should have the opportunities of livelihood as provided through the government in many social safety networks. An undertaking must be submitted to the government by the concern parents where the enrollment of their children in the school must be mentioned.

15. Since we have the commitment of universal primary education the supervision and the monitoring of the primary school should be strengthened. For this all the government departments should be entrusted with special assignments of promoting education. For example, a data base can be developed and the information with name/address and contact numbers of the parents, teachers, SMC members and neighboring people may be added to it. It will be easy for the concern authorities to make contacts with the school and concern people and have information about the class attendance, and other education related matters. Even the video conference on the academic activities of the school may play an effective role in improving the standard of education. At the same time it will make the activities of the institution/schools accountable.

16. Public awareness is very important for reducing dropout. For this discussion meeting can be arranged where the teachers, parents, local elites, the media people, and NGO workers may be invited. In the session the urgency of education can be explained to the people. If possible short films on education may be screened for public motivation and awareness.

17. The Kindergarten schools should be taken under strict monitoring. In the name of English medium teaching, the schools impose many books on the very young children. This has been a great concern of the society. At the beginning of their life many children get derailed at such reckless decision of KG schools. Interestingly, some of the guardians take it as a credit

18. Rate of dropout and impacts of drugs are interconnected. If the dropout cannot be stopped and drug abuse cannot be controlled there will be a great debacle to the nation.

19. The Schools Managing Committee (SMCs) should be made more effective and well organized. The educated and persons of high moral dignity should be involved in the committee.

20. The owners of different factories especially the garments, knitting factories, leather factory and other enterprises should be responsible and vigilant so that children below 18 cannot get jobs leaving their studies.

### **4.3. Conclusion**

Our primary education system is one of the largest one in the world. It is working for making Bangladesh a developing country and alleviate poverty from the region as a whole. There are many hurdles in our education sector. Corruption is one of them. In our GDP 2.3% (Tk. 12,000 crore approximate) allocation is kept for education whereas the transactional volume of corruption in our country is about 2% of total GDP (BBC Sanglap, aired in the Channel-I on 16/04/2014, time 5:40am, BST). If we can invest more in the education sector with proper supervision and monitoring where transparency and accountability will be ensured we may reap better fruits for long term. For ensuring children's rights to education we have to reduce dropout rate anyhow and increase the enrollment rate. Now the pertinent

question that arises- are we ready to face the challenges of the 21<sup>st</sup> century with the existing standard of our education? We need competent manpower and positive attitude to change. We have to make education enthusiastic and learner-friendly. 100% success in the examinations with quality education will be our priority. We believe the inherent talents of our children must blossom if proper nurturing can be done. The only need is to show love and sympathy to the people of the land. As a worthy citizen we have to keep in mind that it is our responsibility to promote our education and to have strong commitment to the nation. Only then we can believe that we will be able to materialize the long cherished “ Vision-2021” of the people.

## Appendix-A

### Questionnaires

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part A (for Government Officials)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note : Please put your valuable opinion on the questions below.

1	Among male and female students which group's attendance in the class is high?
2	What are the weaknesses of the students?
3	How many times do you visit the school areas in a year?
4	Does the annual child census take place regularly?
5	Do the teachers attending the classes on time?
6	Is there any corporal punishment in the class? If any, what is the mental reaction of the students?
7	Is there any social crime on the female students like the eve teasing and so on?
8	Does the SMC (School Managing Committee) work properly? If not, what steps have been taken to strengthen its activities?
9	Does the school arrange the Mother's Association Program in the school premises? If yes, what is the qualitative change in the overall learning process?
10	Does the PTA (Parents-Teachers Association) take place regularly?
11	What are the prime causes of drop out? How can drop out be reduced? What steps have been taken to minimize the dropout rate?

Appendix-B

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part B (for the Teachers)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note : Please put your valuable opinion on the questions below.

1	What are the weaknesses of the students?
2	Does any government official visit your school?
3	Among male and female students which group's attendance in the class is high?
4	How classes can be made attractive?
5	Does the annual child census take place regularly?
6	Does any female student get married at the early age?
7	Is there any obstacle for the female students on way to school and on the way to return home?
8	Is there any religious superstition in the area?
9	Do any NGO works in the area?
10	Is there any drug abuse in the area?
11	Do the schools arrange any cultural/sports program annually?
12	What is the result of the PSC examination last year?
13	Does the SMC work properly? If not, what steps have been taken to strengthen its activities?
14	Does the school arrange the Mother's Association Program in the school premises?

## Appendix-C

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part C (for Already dropped out People)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note : Please put your valuable opinion on the questions below.

1	How many members are in your family? Of them how many are dropped from the school?
2	What is the educational qualification of your parents
3	How much cultivable land do you/your father have? Do you have any additional sources of income?
4	How many times you take meals in a day?
5	What is your monthly income?
6	Is there any seasonal unemployment in your area? If so, what are the alternative sources of jobs?
7	Is there any migration in your area? If so, how many people migrate every year?
8	Do you live with your parents? If not, why?
9	Is there any accidental death case in your family?
10	Do you like to go to school? If so why are you dropped from schooling?

## Appendix-D

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part D (for the Parents)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note : Please put your valuable opinion on the questions below.

1	What is your educational qualification?
2	How many members are in your family? How many of them are school going children?
3	What is your monthly income and what are the sources of income?
4	How much cultivable land do you have? Is it sufficient for your annual food requirements?
5	How much time you take meals in a day?
6	Is there any drug abuse among the school going children in your area?
7	Is there any early marriage in your area?
8	Do you take your male child to your work place?
9	Do your children go to school regularly?
10	Do the schools arrange any cultural/sports program?
11	Does the school arrange the Mother's Association Program in the school premises?
12	Does the PTA (Parents-Teachers Association) take place regularly?

## Appendix-E

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part E (for the Local Elites)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note: Please put your valuable opinion on the questions below.

1	Which types of education system mostly available in this area?
2	What is the means to go to the school in the area?
3	Is there any obstacle for the female children to go to the school?
4	Do any NGO works in this area?
5	Is there any early marriage in your area?
6	Is there any drug abuse in the area?
7	Is there any religious superstition in the area?
8	Is there any corporal punishment in the class?
9	Is there any migration in this area? If so, why?
10	Does the annual child census take place in this area?
11	Do the government officials visit the school regularly?
12	Does the SMC work properly? If not, what steps have been taken to strengthen its activities?
13	Are the teachers timely in attending the classes?
14	What are the prime causes of drop out? Do you have any suggestion?
15	Do you work for motivating the people for spreading the education?



## Appendix-F

Institute of Governance Studies, BRAC University

MA in Governance and Development Program, 2013-14

Course: GOV-699

Topic: Dropout at Primary/Secondary Level

A Challenge to Ensure Rights to Education for the Government of Bangladesh

Interview Schedule

Part F (for the NGOs)

(This questionnaire is a part of academic research study being conducted by Md. Mostafa Zaman, a student of MAGD 5<sup>th</sup> Course, IGS BRAC University, Savar, Dhaka. In it confidentiality of personal identity is to be maintained if necessary. In the research work your cooperation is earnestly sought.)

Code.....Age.....Profession:..... Gender:  
Male/Female , Educational qualification:..... Phone No.  
:..... Address:.....

Note: Please put your valuable opinion on the questions below.

1	Do you work for the development of education in the area?
2	Has there any learning centre of your organization in the area?
3	Which NGOs are working for the development of education in the area?
4	How long are you working in the area?
5	Is there any migration in this area? If so, why?
6	Is there any religious superstition in the area? If any, does it hamper the education of the area?
7	Has there any social crime like acid throwing, eve-teasing, claiming dowry etc. in this area? Does it affect the school going children?
8	What is the range of marriage age in the area?
9	Do you maintain any coordination with the school authority and other organizations in the area?
10	Is there any drug abuse in the area?
11	Have you any innovative idea for improving the education system of the area?
12	Does the school arrange the Mother's Association Program in the school premises?
13	Does the Parents-Teachers Association (PTA) take place regularly?
14	Please put your comment on drop out situation. How we can reduce the trend of drop out?

## References

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