

REPORT ON
FUNCTIONAL EDUCATION PROGRAMME FOR
DESTITUTE WOMEN IN JAMALPUR
(JUNE - NOVEMBER, 1975)

Bangladesh Rural Advancement Committee
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A. GENESIS: Jamalpur Sub-Division was severely affected by the flood during July and August, 1974. UNICEF's Nutrition Unit visited the area to see the condition. The situation called for some assistance to reduce the impact of famine. UNICEF decided to demonstrate the possibilities of cultivating sand soil by attaching the work to wheat relief. It was also decided to employ women as labour because large numbers of women were observed bearing in Jamalpur town.

UNICEF through the local Government committees initiated a 'Food for Work' scheme in February, 1975. The number of women willing to participate in agricultural work under 'Food for Work' scheme were higher than expected. Ultimately, 840 women had to be provided with work instead of 100 as originally planned.

By June, harvesting was completed, the monsoon had begun, and UNICEF Nutrition Unit approached BRAC with a request to provide functional education to the 840 women until the advent of the next agricultural season.

B. INTRODUCTION: On request from UNICEF, BRAC's Executive Director and Functional Education Coordinator accompanied by Mr. Stephen Hinkin of UNICEF paid a visit to the Jamalpur project site on June 7. During their visit they met with the local Government officials involved in the Jamalpur project and discussed BRAC's proposed involvement in Functional Education for these women. The following points were then decided upon:

- a) number of teachers set at 15
- b) salaries of teachers fixed at Tk.150/- per month
- c) Jamalpur Stadium selected as the site for the education activities

The Government officials were requested to do preliminary selection of 30 teachers on the basis of the following criteria: acceptability to learners; good personality; sincerity; ability to effectively impart literacy and numeracy skills to learners. A BRAC team would then go to Jamalpur for the final selection of 15 teachers. The date for the final selection was set for June 14.

C. SELECTION OF TEACHERS: On June 14, BRAC's Functional Education Coordinator, the Future Programme Supervisor and the female member of BRAC's monthly Gonokendra staff reached Jamalpur at 11: a.m. There were approximately 100 candidates waiting to be interviewed. On certain obvious grounds (e.g. illiteracy of the candidates) the team rejected 40 of the 100; the remaining 60 were interviewed and 15 selected. (see Appendix I which gives the names and qualifications of these 15 teachers).

D. TEACHERS' TRAINING: The training was held at the WAFDA rest house in Jamalpur from June 16-20. This five-day training-course was attended by 20 participants:
15 recruited teachers
3 voluntary trainees from Jalchatro Mission
2 voluntary trainees from Jamalpur

Programme Supervisor. The training was designed to be very practical and to familiarise the trainees with functional education methodology. The trainee group was active and intelligent; they easily grasped the ideas the training was designed to communicate. Only two of the teachers seemed shy in talking in the training circle; otherwise the performance of the trainees was most satisfactory. (see Appendix II entitled "A Training Module for Functional Education Teachers held at Jamalpur from June 16-20, 1975"). The Programme Supervisor, started on as Supervisor and "refresher-trainer" of the Jamalpur Functional Education programme.

E. THE PROGRAMME:

July --

ERIC's functional education course started from July 9th. instead of July 1st, as planned. The Stadium was not available for occupation any sooner. The 840 women were divided into 30 groups - about 28 women in each group. The 15 teachers had two groups each: one group attended classes on Mondays, Wednesdays, and Fridays; the other group on Tuesdays, Thursdays, and Saturdays. Women belonging to the same village were grouped together with one exception (a group of women with some degree of literacy). Only five rooms of the Stadium could be used for classes. Hence the classes had to be held in three shifts: the first shift was from 8:30-10:30 in the morning, the second from 10:30-12:30, and the last shift from 12:30-2:30.

The shifts did not work too efficiently at the start since few of the women arrived at the correct time. Women whose class started at 12:30 would come at 8:00 in the morning and depend to have class held immediately; others whose class was to begin at 8:30 usually arrived at 11:00 only to become upset over not being able to attend class. Unfortunately there was no way to accommodate all 15 classes together. Scheduling, however, improved considerably during the next month.

In July attendance was very poor. On certain days only three learners attended class. One factor was the heavy rains - some learners had to walk over 5 miles in the rain in order to attend class. Another factor was the wheat which was due to the learners since June. For most of the women this was the only income they had; survival became more difficult each day. The average attendance in July was around 18 out of a class of 28.

August --

During August attendance in classes was slightly higher than in July. It did not rain as heavily as before; and it was expected wheat would be distributed any day. By the third week of August some wheat was distributed. Attendance became more regular from then on. The learners, though, still seemed suspicious of the functional education classes. Their motivation to attend class was due more to the wheat than to any interest in learning. The system of wheat payment was based on attendance

in class - each learner got wheat for the number of days she came. The learners blamed the teachers for the delay in wheat payment and argued with them that some learners were being paid less than others. The educational materials did not seem to have much of an impact on the learners.

But amongst the teachers a feeling of unity started forming. The Programme Supervisor conducted a one-day workshop with them in mid-August to reinforce functional education methodology, to create a more harmonious working atmosphere, and to help bring about a feeling of closeness between the teachers. The discussion topics centered on problems they felt in their work situation and how best to solve these. The discussion method used was the same as used with the learners in class: first a brainstorming of the problems faced; next small-group discussions on solutions; and lastly a group consensus on solutions.

It had been decided initially by ERAC that the Programme Supervisor would come down to Dacca for a week each month for logistic purposes at which time the female member from ERAC's monthly Gonokendra staff would replace her in Jamalpur. By late August it appeared quite unnecessary to send someone up each time the Programme Supervisor came down to Dacca. The teachers by then were quite capable of being on their own for a period of time.

September —

A ERAC Field staff member, who worked as Programme Supervisor with ERAC's Child Feeding programme at Rowari was requested by UNICEF to start a Child Feeding/Day Care Centre at Jamalpur's functional education site. Such a Centre was considered necessary as most of the women brought young children to class as there was no place to leave them behind and, more importantly, because most of their children were malnourished.

The Child Feeding/Day Care Centre began operations on September 1. The Child Feeding Supervisor in a very short time organized a group of 4 women to work as cooks and 12 as helpers at the centre. These women were the more motivated learners. The chief cook got a small salary; the rest got a share of the meal cooked. The feeding centre was intended only for the children of five and under. Each child was issued a card to be presented to the centre Supervisor. The child was then given a bowlful of khitchuri.* Children were fed after the mothers finished attending class so that the mothers could supervise her child's feeding.

While mothers were attending class the helpers organized the children into groups and held informal classes. Once each month the children were weighed.

*The khitchuri was prepared from wheat, soyabeans, dal and spices each morning.

and their weight recorded in a special weight-card. Once a month the local Health Visitor from the Maternity and Child Health Centre visited the centre to check the health of the children and dispense medicines, as and when necessary. All these activities helped to create a much warmer feeling towards the BRAC functional education programme. Moreover chest was being supplied more regularly than before. Also most of the learners were by then able to write their own names. A few could also recognize certain words. This helped in raising the morale of the learners.

By the end of September a marked change was noticed amongst the learners. Their earlier resentment had gone. The learners felt close to their teachers and free to talk with them about their problems. At about this time a request was made to the teachers by the learners to start family planning services at the Stadium. The women did not feel very comfortable in going to the local family planning clinic but were very keen to practice family planning. Consequently, the Programme Supervisor got in touch with the local Thana Family Planning Officer who seemed very helpful.

A two-day training course on different methods of contraception available and on family planning activation was conducted by the Officer with the teachers on September 26-27th. L.L.P.V. was designated to come and visit the Functional Education Centre every month. But, unfortunately, she did not do so until November. The teachers meanwhile collected the names of those interested in family planning - the total number came to over 300. This list included learners as well as their relations and neighbors who were too shy to visit the local clinic. An initial supply of pills was made by BRAC and distributed by the teachers.

Earlier a base-line survey questionnaire was designed at BRAC H.O. and sent to Jamalpur to be conducted on the learners. The potential information from such a survey was considered essential to future programme design. A brief training and demonstration was given to the teachers on survey methodology and by the end of September all forms were completed and sent to Dacca for tabulation. (See Appendix IV.). Also a one-day refresher course on teaching methods was held during the second week of September. This course was requested and conducted by the teachers themselves. The brief course developed into a valuable exercise for the teachers and helped them look at BRAC's functional education materials and methodology more deeply.

By mid-September BRAC began considering the possibility of a replacement for the Programme Supervisor in the event the Functional Education Programme continued after November. The teachers proposed that the supervisor should be someone from their own group: an outsider, they reasoned, would not

understand ERAC's functional education approach. The teachers then chose unanimously the person they felt most able to handle the role. On September 27, the Programme Supervisor left Jamalpur for three weeks. In her absence the teacher chosen as future supervisor was left in charge of the programme. This was to be a test and training period for her. All the teachers were to submit a report when the Programme Supervisor returned.

October --

Attendance in October was very regular despite the Programme Supervisor's absence and the fact that the S.D.O. suspended classes for two weeks. One week the army moved into the Stadium; the other week an Islamic Conference was held there. Moreover 500 women from the 827 learners were selected to work in a tree-plantation programme organized by the Government. The women were to plant and care for trees on days they did not attend class. Wheat would be paid for both attendance in class and work on tree-plantation. One local Government official, however, felt it was more important for the women to plant trees 6 days a week than plant trees 3 days and attend class 3 days. But the women, despite incurring the displeasure of the official, continued to come to class as before. By then ERAC felt that the motivation of the learners in attending class was no longer the wheat but the education programme itself.

On October 26th the Programme Supervisor returned to Jamalpur. She noticed that the learners' acceptance of the Functional Education Programme was total and that there was a high degree of warmth and closeness shared between learners and teachers.

Another survey form, and in-depth attitudinal questionnaire, was sent to Jamalpur from ERAC Headquarters that month. The Programme Supervisor conducted a 5-day workshop with the teachers from October 27-31st. This was a training on the socio-economic survey form (how to conduct it, the need for such information), a brief discussion on the past month's activities, ^{and} their assessment of the supervisor they chose. But mainly the training was on the need for evaluation of the Functional Education programme and how best to conduct an evaluation. (see section E Programme Evaluation below). From the 28th of October work on the in-depth questionnaire began. The forms were completed by November 6th (see Appendix V). Meanwhile classes were going on very well. The learners were very active and interested in the classes. Discussions were lively. There was an increased interest in literacy and numeracy.

November --

By early November ERAC had decided to end the project on November 30th as UNICEF's Food for Work scheme would resume in December. The learners came to know the

classes would close. They requested the teacher to continue classes. The teachers held discussions with the learners and amongst themselves. They decided jointly to approach BRAC with a proposal for the continuation of the Functional Education programme. BRAC's Functional Education Coordinator and initial co-trainer of the teachers, went up to Jamalpur on November 15th to discuss with the teachers the matter of continuation. He found the interest and planning for continuation very high. BRAC decided to fund a programme engaging the 15 teachers if they could design a definite project plan for the next phase. The Programme Supervisor conducted another workshop with the teachers from the 23rd to the 27th in which the teachers worked out a definite plan of action for a future programme (including both continuing functional education and expanding into extension-curriculum development activities) to start on December 1.

- F. PROGRAMME-EVALUATION: As mentioned earlier, a five-day workshop was conducted by the Programme Supervisor with the teachers during October 27-31st. Goals for functional education set by the teachers in June were reviewed. Those goals were found to be rather vague. It was not possible to design an evaluation procedure without first redetermining certain goals in specific terms and eliminating certain other goals felt to be irrelevant to the programme. Of the eight goals first set by the teachers, only five were kept as evaluation goals. A list of ten questions and points of observation was decided upon for the evaluation. (see Appendix III for the teacher's evaluation design).

The evaluation ran from November 24-27th; each class required two days for this process. The teachers' list of questions was used to evaluate the effect of the lessons on the learners. For evaluation of the lessons the teachers asked the learners to recall the lessons they liked best and the ones they disliked most, and why? The teachers were required to be careful and observant during the evaluation process. Each question raised became a point for discussion. The teachers then recorded the discussion in order to assess the learners' attitudes.

After the evaluation work was carried out by the teachers discussions were held on their findings. The teachers all felt that the attitudes of the learners had changed considerably since the beginning of the programme. They were an active, conscious, well-motivated group of women. BRAC's functional education course includes 90 lessons. The learners at the end of November were up to lesson 85. An average of 8 learners in each class were able to read simple sentences and most were able to copy sentences. All the teachers felt, therefore, it would be disappointing not to complete the course of 90 lessons.

A simple graph was drawn up by the teachers of what they had achieved in five months. Of the five goals redetermined to be relevant only two were considered

achieved: (1) to create an awareness of the need for family planning; and (2) to create an awareness of one's rights and responsibilities. Although the programme assessed according to the goals set was not totally successful and the two goals achieved not fully attributable to the Functional Education programme, the teachers did not rate the programme a failure. The teachers felt rather that they had been too optimistic and unrealistic in goal-setting at the start; this they attributed to inexperience. What came out of the programme which the teachers had not expected was the feeling of warmth and closeness within the group. Moreover the two goals set were considered the most important.

The teachers ranked the motivation and consciousness of the learners high. Certainly the learners were eager to continue classes without wheat support. This interest was a change from the earlier attitudes. The Functional Education programme had been started to fill the slack period between two agricultural seasons. No concrete end-results were expected; perhaps a degree of literacy, that was all. The change in the learners that took place was a pleasant surprise. The women had been vocal from the start. But whereas a great deal of resentment had been voiced earlier on, there was none of that left. The women had gained both a confidence in themselves and a tolerance towards others. These were new qualities.

SUMMARY: The success of this programme was due mainly to the teachers. They were a well-motivated group interested in their job. They worked well together, correcting and praising each other as and when necessary. This group-closeness can be attributed in part to the fact that there was one central place for them to work in. Certainly the Supervisor had a much easier time holding group sessions and supervising classes than if the classes had been decentralized. The learners too benefitted from meeting in groups in a central location. They had in common a major problem - destitution. The process of sharing their common problems and experiences created a closeness amongst them. The lesson topics too focused on their actual problems and experiences.

But the same factor that helped in bringing the women closer also created problems. The women would walk miles to come to class only to find that class was over. Many were too weak from hunger that it was all they could do to drop from sheer exhaustion. The lessons might be interesting but more immediate solutions were needed. Literacy was only a long-range asset - it would take too long a time for literacy to help them in any concrete way. Compelling the learners to come to class by tying wheat payment to class-attendance and the delays in wheat payment were major hindrances. It took a long time for the teachers to become so amiable to the learners because of the wheat question. That such problems were overcome

in a short time-span (five months) is one measure of the success of the programme.

The main success of the programme is in the development of the teachers. It had not been thought possible for women to develop a feeling of group-cohesiveness in such a temporary job situation. The teachers had been expected to spend two hours a day in class and to spend another hour or so talking informally to the learners. While trying to raise the consciousness of the learners the teachers raised their own. The main end-result of the first phase of the programme is a motivated group of 15 women interested in carrying to completion a functional education course and in expanding into development work in rural areas.

The efforts of the Programme Supervisor can hardly be overlooked. The role of the Programme Supervisor was not only to exercise certain mechanical functions, but more importantly to act as a facilitator and member of the teaching-group. Her main job, other than maintaining supplies and regulating class activities, was to keep up the spirit of the group, to keep them motivated for the kind of work they were doing, and to act as a refresher-trainer. On the basis of needs assessment the Programme Supervisor frequently arranged discussion-circles to plan the activities so that the programme moved in the right direction.

Names and Qualifications of the Teachers:

1.	Mrs. Jharna Begum	Age 24	S.S.C.
2.	Mrs. Asia Begum	" 19	Class VIII
3.	Mrs. Shipra Ghose	" 21	I.A.
4.	Mrs. Hoana Begum	" 24	S.S.C.
5.	Miss Manju Ara Begum	" 19	Class IX
6.	Miss Nur-e-Alam Khan	" 21	I.A.
7.	Miss Unno Kulsua	" 20	I.A.
8.	Mrs. Shabita Nandi	" 25	S.S.C.
9.	Mrs. Maya Rani Dob	" 23	S.S.C.
10.	Mrs. Aklina Begum	" 23	Class VIII
11.	Mrs. Rowshan Ara Begum	" 45	S.S.C.
12.	Miss Jehanara Begum	" 19	S.S.C.
13.	Mrs. Taslima Khatoon	" 19	Class IX
14.	Mrs. Shajeda Khatoon	" 22	Class VIII
15.	Miss Khalida Begum	" 20	S.S.C.

Training Module for Functional Education Teachers Held at Jambura
from 16th June to 20th June, 1975.

GOALS: The main goal of the entire training is to make the participants feel at ease; to involve them directly and actively in everything that happens in the training; and to make them feel important in the entire process.

Another important goal is to eliminate the idea that there are some people called "experts", who know more than others, and who are to be listened to. The goal in this training is to listen to everybody, to encourage everybody to express her ideas and to realize that every person is a type of "expert" and therefore worthy of attention.

And the last but not least goal is to make the participants familiar with the methodology of teaching under a psycho-social approach to education, wherein the teacher acts as facilitator and as one of the members of the group rather than as a "teacher" in the traditional sense.

DAY I

1. Expectation of training
2. Write out 5 things you like to do.
3. Traditional Class vs. Discussion Circle.
4. Group Forming Exercise, 2-4-8
5. Problems participants foresee in Functional Education Class.
6. Brainstorming on F. E. classes.
7. Playing of the Cooperative Game.
8. Processing the entire day.

DAY 2 -

1. Demonstration of lesson 1 by facilitator - Process
2. Distribution of Teachers' Guide - Discussion on guide for Lesson 1.
3. Selection of volunteer for demonstration of Lesson 2.
4. Demonstration of Lesson 2 by volunteer participant - Process
5. Puzzles to be used in classes
6. Discussion on how to make classes more interesting to learners.

DAY 3

1. Principles of Functional Education - Handout
2. Demonstration of Lesson 3 by facilitator - Process
3. Selection of volunteer for demonstration of Lesson 4
4. Discussion on different steps of a lesson and time distribution of a lesson.
5. Demonstration of Lesson 4 by volunteer - Process
6. Selection of volunteer for demonstration of Lesson 6
7. General discussion on method of teaching literacy and numeracy
8. Simulation Games used in F.E. classes.

cont'd.....

DAY 4 -

1. Field trip to see teachers at work
2. Process field trip
3. Demonstration of Lesson 6 - Process
4. More simulation games.
5. General discussion on Teachers' Guide
6. Listening-Trials exercise - subject: Sale of a Car
7. Discussion and evaluation of simulation games used.

DAY 5 -

1. Brief discussion on principles of functional education (process, feedback, evaluation and feedback)
2. Brainstorming on things that will be needed to do
3. List of problems teachers face in functional education classes - Handout and discussion on solutions.
4. Process entire training.

Notes

The exercises used for his training were based mainly on the IMA Functional Education Training Manual. No description of the exercises have been given as it is not possible for someone not exposed to this type of training to be able to use it. However, detailed descriptions of all the exercises used can be inspected at IMA's Head Office at Durban.

Teachers Evaluation Design -A. Goals set by Teachers during training, in June '75.

1. To make learners aware of their rights and responsibilities.
2. To make learners self reliant.
3. To solve their food problems by increasing agricultural production.
4. To make them hardworking.
5. To decrease the rapid rate of population growth.
6. To provide skill training to learners according to their needs.
7. To eradicate illiteracy.
8. To develop the nation.

B. Goals redefined by Teachers at October Workshop for evaluation purposes.

1. To make learners aware of their rights and responsibilities.
2. To help make learners self-reliant.
3. To make them aware of the necessary for decrease of population growth.
4. To provide skill training according to their needs.
5. To eradicate illiteracy amongst the learners.

(Goals 3 and 4 of the earlier goals were not felt to be actually a part of the functional education programs. Goal 8 would be met when all the other goals were achieved).

C. Questions and Points for Observations set by teachers for Evaluation.

1. a) How much of a say do you have in your children's marriage?
b) Supposing in the future you are stopped from working, what will you do?
c) How do you use the wheat you earn?
2. a) How do you arrange for food when wheat is not available?
b) Who runs your household?
3. a) How many of you feel family planning is necessary?
b) How many of you practice family planning?
4. What kind of work do you do well?
5. a) Check learners lesson sheet file to see if they have completed any of the exercises in them.
b) Write out a simple letter and ask them to read it; write it. Observe how many are able to do so.

Age Group Unmarried

APPENDIX - IV - BASELINE DATA ON JAMALPUR LEARNERS

TABLE - 1

TITLE: DISTRIBUTION OF AGE AND MARITAL STATUS OF RESPONDENTS

Age groups	Unmarried	Married	Divorced	Separated	Widow	Total
10 - 14	19	1	0	1	0	21
15 - 19	28	20	16	3	9	76
20 - 24	2	477	11	7	11	78
25 - 29	0	94	5	7	18	124
30 - 34	0	100	5	4	28	137
35 - 39	0	39	3	2	26	70
40 - 44	0	54	1	0	45	100
45 - 49	0	119	0	0	14	34
50 - 54	0	19	0	0	44	63
55 - 59	0	0	1	0	4	5
60 - 64	0	6	0	0	25	31
65 - 69	0	2	0	0	7	9
Total:-	49	400	43	24	232	749

TABLE - 2

TITLE: DISTRIBUTION OF AGE AND NUMBER OF LIVING CHILDREN OF RESPONDENTS

Age groups	Total No. of Respondents	Boys	Girls	Total
10 - 14	21	0	0	0
15 - 19	76	14	29	23
20 - 24	78	55	48	103
25 - 29	124	157	149	306
30 - 34	137	258	235	493
35 - 39	70	150	148	298
40 - 44	100	209	220	429
45 - 49	34	78	93	171
50 - 54	63	112	165	277
55 - 59	5	10	10	20
60 - 64	31	69	58	127
65 - 69	1	1	1	2
70	9	11	26	37
Total:-	749	1124	1162	2286

TABLE - 3

TITLE: DISTRIBUTION OF AGE AND EDUCATION OF RESPONDENTS

Age groups	Illiterate	Class I	Class II	Class III & above	Total
10 - 14	15	0	5	1	21
15 - 19	64	2	4	6	76
20 - 24	72	1	2	3	78
25 - 29	113	5	3	3	124
30 - 34	130	2	0	5	137
35 - 39	64	1	0	5	70
40 - 44	90	2	3	5	100
45 - 49	30	0	3	1	34
50 - 54	56	3	0	0	59
55 - 59	5	0	0	0	5
60 - 64	31	0	0	0	31
65 - 69	1	0	0	0	1
70 -	9	0	0	0	9
Total:-	680	16	24	29	749

TABLE - 4 (a)

TITLE: DISTRIBUTION OF AGE & FAMILY PLANNING ACCEPTANCE OF RESPONDENTS

Age groups	Yes	No	Total
10 - 14	0	21	21
15 - 19	2	74	76
20 - 24	14	64	78
25 - 29	37	87	124
30 - 34	54	83	137
35 - 39	29	41	70
40 - 44	26	74	100
45 - 49	14	20	34
50 - 54	11	52	63
55 - 59	0	5	5
60 - 64	1	30	31
65 - 69	0	1	1
70 +	0	9	9
Total:-	188	561	749

TABLE - 4 (b)

TITLE: DISTRIBUTION OF AGE & FAMILY PLANNING METHOD USED BY RESPONDENTS

Age groups	Condom	Pill	Tubectomy	Vasectomy	I U D	Total
10 - 14	0	0	0	0	0	0
15 - 19	0	1	0	1	0	2
20 - 24	0	6	6	1	1	14
25 - 29	0	5	25	5	2	37
30 - 34	0	2	30	14	8	54
35 - 39	0	7	15	6	1	29
40 - 44	0	4	6	12	4	26
45 - 49	0	0	4	10	0	14
50 - 54	1	1	6	2	1	11
55 - 59	0	0	0	0	0	0
60 - 64	0	0	0	1	0	1
65 - 69	0	0	0	0	0	0
70 +	0	0	0	0	0	0
Total:-	1	26	92	52	17	188

TABLE - 5

TITLE: DISTRIBUTION OF AGE AND OCCUPATION OF RESPONDENTS

Age groups	Housewife	Domestic Service	Other	Total
10 - 14	16	4	1	21
15 - 19	40	28	6	74
20 - 24	39	27	11	77
25 - 29	52	53	19	124
30 - 34	76	46	15	137
35 - 39	30	25	15	70
40 - 44	50	33	17	100
45 - 49	18	6	10	34
50 - 54	25	24	13	62
55 - 59	2	2	1	5
60 - 64	16	13	2	31
65 - 69	1	0	0	1
70 +	3	5	1	9
Total:-	368	266	111	745

Data on past occupation of 4 respondents was not present in the questionnaires. Therefore, the distribution of past occupation of 745 women has been shown above, instead of 749.

TABLE - 6

TITLE: DISTRIBUTION OF AGE AND OCCUPATION OF HOUSEHOLD-HEAD OF RESPONDENTS.

Age groups	Cultivator	Agricultural labour	Share-cropper	Business	Other	Total
10 - 14	1	7	1	3	9	21
15 - 19	1	22	3	11	39	76
20 - 24	5	32	4	2	35	78
25 - 29	3	50	5	12	54	124
30 - 34	7	57	4	9	60	137
35 - 39	1	22	0	8	39	70
40 - 44	4	31	7	10	48	100
45 - 49	2	2	1	2	27	34
50 - 54	8	26	4	3	22	63
55 - 59	0	1	0	2	2	5
60 - 64	1	20	1	0	9	31
65 - 69	0	11	0	0	0	1
70 +	1	3	0	4	1	9
Total:-	34	274	30	66	345	749

TABLE - 7

TITLE: DISTRIBUTION OF AGE AND STATUS ON OWNERSHIP OF DWELLING PLACE OF RESPONDENTS.

Age groups	Own house	Tenant	Residence at other's house	No fixed residence	Total
10 - 14	11	0	9	1	21
15 - 19	33	6	30	7	76
20 - 24	15	5	48	10	78
25 - 29	35	1	65	23	124
30 - 34	39	3	73	22	137
35 - 39	36	4	34	6	70
40 - 44	39	3	41	17	100
45 - 49	13	2	18	1	34
50 - 54	28	2	24	9	63
55 - 59	1	0	2	2	5
60 - 64	15	1	14	1	31
65 - 69	0	0	0	1	1
70 +	5	0	3	1	9
Total:-	260	27	361	101	749

APPENDIX V - ATTITUDINAL DATA ON JAMALPUR LEARNERS.

TABLE : 1

Morning activities:-	INDIVIDUAL	GROUP WISE
Total number of Respondents	45	34
Sweep house	39	22
Clean utensils	22	18
Fetch water	19	22
Prepare breakfast	32	21
Eat breakfast	28	20
Attend school	19	21
Say prayers	13	10
Read religious book	4	1
Attend to Veg. garden	4	1

Comments: Other less standard activities include par-boiling paddy; helping children study; attending to poultry and cattle (e.g. leading out of shed); stitching kanthas

Afternoon activities:	INDIVIDUAL	GROUPWISE
Total number of Respondents	45	34
Husk paddy	9	0
Collect wood	10	8
Bathe children/self	20	22
Cook	30	23
Stitch Kanthas	11	0
Attend to veg. garden	3	1

Comments: Other less standard activities include knitting nets, working in other houses, sweeping, attending to cattle, reading with children, reading religious books, washing utensils, washing clothes, preparing "masala". One woman said she took a walk with her grandson.

Evening activities	INDIVIDUAL	GROUPWISE
Total number of Respondents	45	34
Light lamp	24	20
Say evening prayer	13	15
Make bed	16	16
Help children with studies	13	0
Collect water	8	0
Prepare lessons	6	11
Gossip and chat	6	1

Comments: Other less standard activities include preparing pickles, net and rope making, care of chickens, preparing "masala".

TABLE - 2

TITLE: LEISURE TIME OF THE RESPONDENTS

Total number of respondents:	INDIVIDUAL	GROUPWISE
	45	34
8 : - 10:00	1	0
10: - 12:00	2	1
12: - 2 :00	2	3
2 : - 4 :00	18	7
4 : - 6 :00	9	4
6 : - 8 :00	3	1
None	9	16

Comments: It should be remembered classes were held in 3 shifts from 8:30 - 2:30 which may account for the relative lack of leisure time in the morning hours.

Earning by respondents of either cash or kind the previous day: INDIVIDUAL GROUPWISE

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Earned	19	20
Not earned	16	11

Methods of earning cash or kind INDIVIDUAL GROUPWISE

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Husk paddy	2	0
Work in others houses	7	4

Comments: Other less standard methods, included making nets, selling fish caught by son. One respondent mentioned working in the fields. Another, cleverly, took a loan, purchased grain at a fixed price with her ration card, sold the grain at a higher price, paid off the loan and pocketed Tk.4/- as profit.

Method of managing food without earning: INDIVIDUAL GROUPWISE

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
From relatives	3	6
From neighbours	1	1
By loan	5	2
Wheat from UNICEF	3	0
By begging	0	0
Others	7	1

Comments: It will be noticed in this and other questions relating to the landless destitutes that begging is not mentioned. Whereas Jamalpur was initially chosen by UNICEF as a town in which many women beg, either the earning of wheat or some sense of shame connected with begging must account for the negative response.

TABLE - 3

TITLE : SEASONAL ACTIVITIES OF THE RESPONDENTS:

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Trash and husk paddy	27	14
Paddy work in other houses	6	11
Dry and strip jute fibre	9	4
Sell "chira - muri"	3	3

Comments: Other less standard activities include selling of bangles necklaces, pottery; knitting nets, stitching kanthas. One respondent mentioned weeding paddy fields - this activity and the work relating to jute were areas of women's participation previously unknown to the writers of this report. Also striking to the writers was the ingenuity needed to engage in barter-and-trade (i.e. to buy bangles, etc. wholesale and then retail evinces a fair degree of independent thought and action.

TABLE - 4

TITLE: SPECIFIC QUESTIONS OF THE LANDLESS RESPONDENTS

Date of first coming to Jamalpur town	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Last month	1	0
Within last six months	0	0
Within last year	4	1
Before last year	3	13
Reason for first coming to Jamalpur town:		
Due to poverty	16	22
In order to earn	4	3
Other	2	0

TABLE - 5

TITLE : ATTITUDES OF RESPONDENTS ON EDUCATION

Female education considered a necessity:	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Yes	45	34
No	0	0

Comments: It must be remembered these questions have been answered by females attending a functional education course.

Desire by respondents for daughters' secondary education:

Desire	45	33
No desire	0	0

Family decision-maker on child's education:

Mother	27	16
Father	0	3
Both	18	11

TABLE - 6

TITLE: SKILLS OF THE RESPONDENTS

Skills listed by the interviewers:	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Letter writing	2	0
Reading	5	1
Sewing	24	18
Knitting	4	0
Bamboo/Cane work	10	5
Embroidery	10	5
Pottery	17	7
Pickle making	17	11
Lace making	8	2
Rope making	21	11
Net making	13	11
Weaving	0	0
Mat making	1	0

Additional skills listed by respondents: INDIVIDUAL GROUPWISE

	INDIVIDUAL	GROUPWISE
	45	34
Stitching	15	16
Paddy work	6	5
Shikha making	7	9
Poultry raising	1	0
Other	6	4

Source of acquiring skills:

Home	30	23
School	1	1
Neighbours	18	11
Other	0	0

Skills or work desired by respondents INDIVIDUAL GROUPWISE

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
Weaving	11	9
Sewing/Tailoring	11	4
Reading/writing	14	12
Other	15	12

Comments: Other expressed interests were in rope-making, bamboo/cane work, pottery, knitting, lace-making, net-making, paddy husking, hankerchief-making. All of which interests expressed by some are already skills shared by others.

TABLE - 7

TITLE: ATTITUDES OF RESPONDENTS
TOWARDS FAMILY & MARRIAGE:

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
<u>Appropriate marriage age for boys:</u>		
Below 20	2	0
20 - 22	5	0
22 - 24	3	0
24 - 26	21	19
26 and above	14	15
<u>Reasons given:</u>		
Earning capacity	18	21
Health	8	7
Ability to have more children	3	2
Ability to have less children	7	7
Proper age	2	1
Non-dependant on parents	9	4
No comments	3	4

Comments: One less standard reason for considering an older age more appropriate for marriage, than a younger age was that, if a boy is older, he is more intelligent and would, therefore, bring up his children better. Another ambiguous reason given was the happiness of the couple.

<u>Appropriate marriage age for girls:</u>	INDIVIDUAL	GROUPWISE
10-12	7	0
12-14	7	0
14-15	7	7
16-18	9	11
18-20	11	10
20- above	4	6

Reasons given:

Proper time	5	0
Later age spreads rumors	4	1
Not-dependant upon parents	0	0
Intellectual maturity responsibility	9	6
No comment	9	4

Comments: One saying, quoted atleast twice, translated: "Little girls have but one fault, older girls a thousand". Another less standard reason for early marriage was that at an early age a girl voices no personal opinions. However, one argument for a later age was that at too early an age of a girl might - refuse to go to her husband's house and then he would divorce her. Others argued that a later age a girl's health is better and she is more mature and able to tend to a family.

<u>Number of children desired by respondents</u>	INDIVIDUAL	GROUPWISE
1 - 3	14	12
3 - 4	29	22
5 - 6	1	0
7 and above	0	0
It is God's will	1	0
No opinion	0	0

Sex of children most desired by respondents: INDIVIDUAL GROUPWISE

Male	34	21
Female	1	0
Both	9	12

Reasons for:

Earning capacity	14	14
Old-age security	8	10

Comments: Other reasons given for male preference involved: (a) boys are the "lamp" of the family; and (b) boys are easier to raise.

Greater responsibility for child-rearing:

Mother	44	32
Father	1	2

Discussion by respondents on subjects of family and marriage with husbands:

	INDIVIDUAL	GROUPWISE
Discussion	32	29
Do not discuss	13	1

Comment: One respondent said "I make my own decisions which makes my husband mad".

TABLE - 8

TITLE: ATTITUDES OF RESPONDENTS TOWARDS FAMILY PLANNING

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
<u>Practice of family planning:</u>		
Practice	17	15
Non-practice	26	12
<u>Reasons for favouring family planning:</u>		
Good of self	4	6
Population control	8	2
Good of family	10	12
Other	1	0

Comments: The one other reason was given by a woman who underwent a ligation because she suffered from pain in her stomach. Some of the credit for family planning practice goes to Gonoshesthya Kendra's weekly tubal-ligation programme in Jamalpur.

Reasons for disliking family planning:	INDIVIDUAL	GROUPWISE
Religious reasons	1	3
Inconvenience	0	1
Unfavourable rumours	2	2
Marital status	12	4
Other	2	0

Comments: Marital status reasons include women single, divorced, separated, infertile.

Family acceptance of abortion:	INDIVIDUAL	GROUPWISE
Non-acceptance	25	20
Acceptance	4	10
Secret acceptance	1	0
Other	6	1

TABLE - 9

TITLE: PROBLEM FACED AND ALTERNATIVES
DESIRED BY RESPONDENTS

	INDIVIDUAL	GROUPWISE
Total number of respondents	45	34
<u>Problems faced by respondents:</u>		
Family relationships	6	1
Too many children	12	14
Denial of legal rights	17	15
Lack of education	19	12
Denial of inheritance	9	8
Lack of delivery facilities	15	16
Early marriage	18	9
Other	9	8

Desire for work outside the home:

Desire	33	30
No desire	12	4

Types of activity desired:

Work in fields with men	4	1
Sell and buy in markets	1	0
Social work	6	3
Cooperative work with women	26	21
Factory work	4	5
Town-based work	0	2

APPENDIX - VI

BRAC

Statement of Expenditure incurred in Jamalpur Education and Nutrition Programme of UNICEF during the period from June to Nov. 7

Educational materials	Tk. 15,991.65
Stationery and Misc. Expenses	" 497.50
Teachers' salary	" 12,502.00
Travelling and Transport	" 4,704.86
Co-ordinator's salary and Expenses	" 6,169.26
Nutrition salary and Expenses	" 4,434.15
Head Office Support	" 2,400.00
	<hr/>
	Total: Tk. 46,699.42
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