BRAC University, Bangladesh

BRAC Roles in Non-Formal Education: A Study on BRAC Education for Ethnic Children program in Bangladesh

A Dissertation

Submitted to the BRAC Institute of Governance and development (BIGD) in a partial fulfilment

For the degree
Ma in governance and development

Submitted By
MD. ISAHAQUE ALI
Student ID-14272012, MAGD, Batch-6

Dhaka, Bangladesh
July 2016

BRAC Institute of Governance and Development (BIGD)

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DECLARATION

I do hereby declare that this dissertation entitled "BRAC Roles in Non-Formal Education: A Study on BRAC Education for Ethnic Children program in Bangladesh" is the output of my own research under the supervision of Dr. Nasiruddin Ahmed, Commissioner, ACC, Bangladesh and Visiting Professor of BIGD, BRAC University, Bangladesh. The total dissertation is prepared for academic purpose and solely aimed for the partial fulfillment of the degree of Master of Arts in Governance and Development (MAGD).

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SUPERVISOR AUTHORIZATOIN

I hereby recommended and Certify that this dissertation "BRAC Roles in Non-Formal Education: A Study on BRAC Education for Ethnic Children program in Bangladesh" is a research work conducted by Md. Isahaque Ali, Student ID-14272012, MAGD, Batch-6, under my supervision for particular fulfillment of the requirements for the degree of MA in Governance and Development (MAGD), BIGD, BRAC University, Dhaka, Bangladesh.

Dr. Nasiruddin Ahmed
Commissioner, ACC, Bangladesh
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Dedication

This dissertation is dedicated to my family and teachers without whose healthy support and proper guidance I would not be in this position.

Acknowledgement

Abstract

Education contributes significantly to socio-economic growth and development through human capital formation. NGOs like BRAC has taken crucial steps to raise literacy rate through non-formal education along with government efforts. Non-formal education for ethnic children provided by BRAC is a unique program to increase literacy rate of Adivasi population in Bangladesh. The study for this dissertation explores BRAC roles in promoting education for ethnic minorities in Bangladesh. Here the researcher applies a mixed method approach of social research where BRAC Education for Ethnic Children program is selected purposefully. Data is derived from BRAC field officials, EEC teachers, students and their guardians by using a set of questionnaire for officers and teachers, an interview schedule for guardians and focus group discussions with the students. Close observation is also employed in this study for better result. The findings show that BRAC plays pivotal roles to create opportunity for the ethnic children to access to basic education. About 94% of guardians and 96% of teachers are strongly agreed that BRAC Schools contribute positively a lot in education of tribal students in Bangladesh. Study also illustrates that sustaining quality of education and ensuring good governance in BRAC's non-formal education is continuous efforts. BRAC field officials and teachers receive various kind of trainings related to governance and academic subjects of different grades and some special training to maintain teaching and education quality. Almost all group of respondents say that BRAC education has positive impact on their society. About 97% of guardians, 96% of teachers and 100% of POs think that people in the areas are more aware than before for BRAC school's initiatives, which reduce or prevent early marriage in their regions. The findings lead to some recommendations which will give insights to policy makers and professionals engaged in this field.

Abbreviations and Acronyms:

ADB   Asian Development Bank

AusAid   Australian Aid

BANBEIS Bangladesh Bureau of Educational Information & Statistics

BARD   Bangladesh Academy for Rural Development

BBS   Bangladesh Bureau of Statistics (BBS)

BEP   BRAC Education Programs

BGMEA Bangladesh Garment Manufacturers' and Exporters' Association

BNFE   Bureau of Non-Formal Education

BRAC   Bangladesh Rural Advancement Committee

CAL   Computer Aided Learning

CAMPE Campaign for Popular Education

CBA   Centre-Based Approach

CBO   Community Based Organization

CIDA   Canadian International Development Agency

CSN   Children with Special Needs

DANIDA Danish International Development Agency

DFID   Department for International Development

DNFE   Directorate of Non- Formal Education

EEC   Education for Ethnic Children

ESP   Education Support Program

GO   Government Organization

ILO   International Labor Organization

INFEP   Integrated Non Formal Education Program

JICA   Japan International Development Agency

MAGD	Masters of Art in Governance and Development
MOPME	Ministry of Primary and Mass Education
NFBE	Non Formal Basic Education
NFE	Non Formal Education
NFPE	Non Formal Primary Education
NGO	Non-Government Organization
NPA	National Plan of Action
PKSF	Pally Karma Shayaak Foundation
PMED	Primary and Mass Education Division
PRSP	Poverty Reduction Strategy Paper
SADC	Swiss Agency for Development & Cooperation
SIDA	Swedish International Development & Cooperation Agency
TBS	Tracking of BRAC Graduates at Secondary schools
UNCEDAW	United Nations Convention on Elimination of Discrimination Against Women
UNCRC	United Nations Conventions on the Rights of the Children
UNESCO	United Nations Education Science and Cultural Organization
UNESCO	United Nations Education Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Agency
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNICEF	United Nations International Children Education Fund
WB	World Bank
WCEFA	World Conference on Education for All
WFP	World Food Program

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Introduction of the Study

Chapter One: Introduction of the Study

1.1 Background

Bangladesh is deliberated as a developing country in the world. A country with a fast rising population, Bangladesh has one of the highest illiteracy rates in the world. According to UNICEF and the Bangladesh Bureau of Statistics, the literacy rate among Bangladeshi adults (15+ years) was 32% in 1980 and rose to 38% in 1995. The Government of Bangladesh claimed it as 47% in its Fifth Five Year Plan document. Later statistics provided by the Bangladesh Bureau of Statistics (BBS) from its Sample Vital Registration System indicated that the literacy rate had reached 51% in 1998 (BBS and UNICEF, 1998). In fact, there is no fixed definition of literacy among the different agencies. The Report of Education Watch 2003 (A study report on Literacy situation in Bangladesh, conducted by Campaign for Popular Education in 2002) states that the literacy rate among those of 11 years or older is 41.4% (Male 47.6%, Female 35.6%). The later reports of World Bank, UNESCO and UNICEF indicate this rate between 41%-48%. The literacy rate is 53% as declared by the Ministry of Primary and Mass Education on 8 September 2009. However, Education Minister, Nurul Islam Nahid, has said in the Parliament in June 2015 that Bangladesh now enjoys a literacy rate of 70 percent (bdnews24.com). These figures all point to huge numbers of those still illiterate and inadequately schooled in a country of some 160 million people. It simply is not possible under existing conditions to bring all sections of the population immediately into the formal system of education. At this backdrop, Non-Formal Education is considered to be a priority area and the government has extended more resource allocation and policy support to NFE sector. The co-operation and collaboration between the government and the NGOs on NFE expansion in Bangladesh resulted in increased enrolment in primary schools and ever-increasing adult literacy rate (Akhter, 2014).

NGOs are the key players in the field of socio-economic development of Bangladesh with government initiatives. Since the independence of the country in 1971, the number and the role and function of NGOs in the education sector have progressively increased. Currently there are over 400 NGOs involved in transfer of elementary education programs. NGOs are working mostly with the children of the poor in the rural and urban areas. NGO programs are planned to reach the unreached out of school children. The diversity amongst these NGOs is also obvious. National NGOs such as BRAC provide non-formal primary education (NFPE) to over one million children in 34,000 education centers nationwide. NGOs in Bangladesh responded very positively and rapidly to the Education for All (EFA) declaration. Today, approximately 4 percent to 8 percent of the primary school aged children in Bangladesh receive non-formal primary education (NFPE) in NGO programs (www.beps.net, 2002).

The researcher takes efforts to explore the opportunities for ethnic children to have basic education through non-formal education provided by BRAC. It is a distinctive study in the area as there is no extensive research on non-formal education for Adivasi children in Bangladesh. It will first meet the part of the necessity of Master of Art in Governance and Development (MAGD) program and then help the policy maker in the country to review non-formal education policy and programs for better outcomes.

1.2 Objective of the Study

Every research has its specific goals and objectives. The objective of this study is to explores BRAC roles in promoting education for ethnic minorities in Bangladesh. The specific objectives will be as follows:

1) To what extend the 'ethnic minorities' access to the educational services provided by BRAC.
2) To reveal the governance of BRAC Education for Ethnic Children program.
3) To measure the quality issue of Education for Ethnic Children program
4) To ascertain the outcome of non-formal education for the ethnic children.
5) To find out the challenges they face in service delivery to ethnic minorities.

1.3 Methodology for the Study

Research design and methods should be determined by research objectives and questions (Creswell 2002, Borrego et al. 2009). No particular method, quantitative, qualitative or mixed, should be advantaged over one-another (Mehrin, Yasmin and Nath, 2014). Both quantitative and qualitative methods are thought to be relevant and appropriate for adequately addressing the specific research questions mentioned previously. Quantitative method was suitable for answering some of the research questions and qualitative method was suitable for others. Thus, a mixed method approach is employed to congregate quantitative and qualitative data from both primary and secondary sources. The specification of the research methodology of this study is as follows:

1.3.1 Research area

The study for this dissertation will be conducted in Mymensingh region where different ethnic group are living, especially in Dhobaura and Haluaghat Upazila.

1.3.2 Sampling Procedure

A specific district, Mymensingh, is selected purposively for the study. Two Upazilas-Dhubaura and Haluaghat- are selected purposively as majority of the ethnic people are living in the areas. Then 4 schools (Grade-I, Grade-II, Grade IV and Grade-V) are selected randomly with a consultation to BRAC officials, from where 84 interviewees (students, guardians, teachers and officials) are selected randomly for data and information for the study.

1.3.3 Data Collection Methods

Both primary and secondary data are analyzed in the study for better result. Primary data is collected through interviews with semi structured questionnaire, participatory observation, case study and Focus group discussion. Secondary data is collected from different research papers, books, documents, articles through desk study. Data collection instruments, respondents, sample and sampling procedure are shown in the table 1 in next page:

Table 1: Data collection instruments, respondents, sample and sampling procedure

Research instruments	Respondents	No. of Sample	Type of Sampling
Semi-structured questionnaire	BRAC field Officials	4	Purposive sampling
Semi-structured questionnaire	EEC Teachers	23	Random sampling
Semi-structured interview schedule	Guardians of EEC students	30	Random sampling
Focus Group Discussion (FGD)	3 groups of EEC Students from 3 grades (G-02=10, G-04=09, G-05=08)	27	Random sampling
Observation	All groups		

1.3.4 Data Analysis Technique

Collected data is coded, classified and edited with the help of Microsoft Excel. Microsoft Ward is used to describe the data and information and SPSS is used to process, analysis and presentation of the data with tables and figures.

1.4 Literature review for the study

A literature review is a survey of sources within a field of study, and is an integral part of a research project. A literature review includes both summary and synthesis and provides the reader with an overview of the scholarly work that has been done on a particular topic (Dating, n.d.). A variety of concepts related to non-formal education and the contribution of NGOs are reviewed in this section.

Lovell and Fatema (1989) describe the overall management system of BRAC Education program with some challenges of achieving primary education goal and the role of BRAC in this context.

Sabur (2007) pointed out the conceptualization of non-formal education and literacy, legal provisions and policies commitments, governance and financing, programs and activities of non-formal basic education (NFBE) by Govt. and NGOs, overall Strategies, organization, coordination and management of NFBE and outcomes and impact of non-formal education in Bangladesh.

Nath (2009) highlights educational marginalization in Bangladesh. School participation, attainment, completion, and learning achievement are the various components that discussed under the broad heading of marginalization. Along with national level scenario, the situation of the first generation learners, small ethnic groups, tea garden children, children with disabilities, slum children, nomadic population, and sex workers' children are included here.

Nath, Sylva and Grimes (1999) have explored the impact of the non-formal education program (NFPE) of BRAC in the achievement of basic education for rural Bangladeshi children. They assess three groups with different educational experiences: (1) children who attended BRAC's NFPE; (2) those attending formal school; (3) children who had never

attended school. Of the four components of basic education, they found that BRAC children are significantly better in life skills and writing than their peers in formal schools. Equal performance was observed in reading and numeracy. Although the children who had never attended school in general did poorly, some had developed life skills knowledge and more than half had acquired numeracy skills. They conclude in this study that BRAC's education program has a positive impact on basic education in rural Bangladesh.

Rahman and Rahman (2009) explore the situation and present and future coverage of non-formal education in Bangladesh.

Rose (2007) reveals that access to state schooling has grown in many countries in recent years but a hardcore of marginalized children continue to be excluded from this. However, some of these children are able to gain access to education through non-state provision. The researcher focuses on approaches by international non-government organizations (NGOs) to reaching primary school aged children excluded from any access to the conventional state education system as both to the implications of their role as an alternative provider to the state, as well as of the alternative education services that they intend to offer.

Rahman et al., (2010) describe the literacy situation, history of literacy movement and non-formal education and literacy and non-formal education program of Bangladesh and India. They said that these programs providing learning opportunities while earning for survival and development. Literacy and non-formal education programs of Bangladesh and India make on national social mobilization plan with components on formal, non-formal, continuing education to be implemented in a coordinated manner, to create awareness about education and to make the school a resource center for the community.

Mehrin, Yasmin and Nath, (2014) discover an understanding of BRAC Boat School (Shikkhatari) initiative in terms of innovation, quality of education and existing challenges. They reveal that proper geographical targeting was done in setting-up the Shikkhataris. These boat schools are established nearer to the localities of Sunamgonj Haor areas. They find out that most parents sent students to Shikkhataris for good quality and free education and close proximity of schools from hatis. There were huge operational challenges related to teachers' recruitment, school supervision and maintenance of desired contact hours. However, these challenges, this initiative has been highly successful in geographical targeting of areas that needed extensive intervention and innovation.

Sagar and Poulson, (2003) reveal an overview of BRAC Education for Ethnic Children program. According to them Bangladesh is a country where approximately forty-five ethnic minority groups live alongside their mainstream Bengali counterparts. BRAC has started targeting these ultra-poor ethnic people by providing non-formal primary education to children between the ages of seven to thirteen. They think that this is a challenge for BRAC whose highly successful Non-Formal Primary Education model must now be adapted to work with ethnic minority groups who have different linguistic, cultural and learning needs than mainstream Bengali BRAC students.

Hossain, Nath and Chowdhury, (2005) shows the socio-economic impact of BRAC's non-formal education in the society. It is said that the social impact of education is much higher and pervasive than its economic impact. The versatile social impact of education acts on human life and society through developing human resources, constructing common mores, developing positive attitudes, and practicing and creating a new value system which, in effect, accelerates the pace of development. They also said that education plays a vital role in raising their awareness level, developing capacity, breaking unequal relationships, involving women in decision making process and ensuring women's participation in the economic interventions. It is revealed that the overall economic condition of the never enrolled group is comparatively worse-off than literate groups. They find that little more than 48% of these households were either always or occasionally in deficit compared to 33.9% of the NFPE and 28.5% of the government school attended literate households.

Mamun and Rahman, (2013) explore the role of Non-formal Primary Education (NFPE) in improving the quality of the life of underprivileged children in Bangladesh considering their economic, health, environmental issues and life skills. They find out that there is no income generating program initiated by the organizations for the learners along with education. So, the scope of their income has reduced. But their daily life behavior and skills have improved. Besides, their awareness on health and environmental issues has increased.

IRINnews (2011) mentioned that the dropout rate of ethnic minorities is higher than the mainstream children due to language barrier and poverty.

Khan (2014) said that one of the causes of this higher drop-out is the inability of children from ethnic communities to understand the textbook and the medium of instruction in the classroom, both in Bengali, a language unknown to many of them. Education and classroom instruction through the mother tongue of a child can play a strong role in retaining ethnic children longer in school and reducing drop-out numbers to a good extent.

Shohel, Chawdhury and Howes (2006) said that non-formal primary education opens the gate of education for the disadvantaged, especially poor and girls to get access to basic education. It is also bringing gender equity in education. The benefits of the non-formal education intervention in education system in Bangladesh and its citizens' life are both immediate and long-term. Non-formal education programmes provide literacy and life skills along with a social consciousness on the issues such as health care, hygiene, first aid, nutrition, sanitation, family planning, civic responsibilities etc.

Nath (2006) explores the quality of BRAC Education Programme (BEP). The findings reveal that quality of such school programmes was satisfactory compared to the mainstream primary education.

Education opportunities for children in urban slums and children from ethnic minorities who do not speak Bengali as a first language have decreased (Chowdhury et. al., 2002).

Large ethnic populations living largely in the Chittagong region as well as Sylhet and remote parts in the north of the country have not yet been reached by primary school expansion (BANBEIS, 2005).

Girls, children from rural areas and urban periphery areas, children from socioeconomic backwards families and ethnic minorities are often denied access to the governmental education system (Kabeer et. al., 2003).

The biggest problem Bangladesh seems to face in the pursuit of its educational goals is the lingering poor quality of primary education. Achievement and competency levels of most children are very low (BANBEIS, 2005). However, according to the Education Watch Survey 2001, access to and quality of education has been increasing steadily since the early 90s.

1.5 Limitations of the study

Every research has some constraints. Likewise, this study faces some unavoidable limitations. Firstly, the time was limited to collect adequate data and information for the study. For this, the researcher was to interview a limited number of respondents. Secondly, researcher did not have enough monetary support for collecting and processing of big data set for a comprehensive study. Thirdly, researcher did not get enough chances for applying exam. mechanism to test teachers and students for evaluating the quality of education. Fourthly, he did not get enough secondary data and information on ethnic children and GO/NGO efforts for the education that hampered a comprehensive analysis for the study. Finally, he did not get enough time and opportunities to talk more to the civil society and concerned groups who are conscious about minority education and development in Bangladesh.

1.6 Organization of the dissertation report

The dissertation report shows the results of the study on BRAC Education for Ethnic Children programs and an analytical discussion of the primary and secondary data and information regarding non-formal education and the roles of BRAC in education for the Adivasi children of Bangladesh. The report is comprised of six chapters, references and appendices:

Chapter One, Introduction of the Study, figures out the study design. Background, objectives, research methodologies (research area, sample and sampling procedures, data collection and analysis techniques etc.), literatures review and limitations of the study are furnished in this chapter.

Chapter Two provides a geographical, socio-economic, educational and literacy situation, NGO activities, civil facilities, population characteristics, religion and cultural overview of the research area, Haluaghat and Dhobaura upazila of Mymensingh.

Chapter Three gives an overview of the history of literacy movement and non-formal education in Bangladesh, concept of non-formal education, legal provisions and national policy reforms, government initiatives for NFE, roles of national and international NGOs in non-formal education sectors and return to non-formal education in the society.

BRAC has various types of Non-formal education programs in Bangladesh and international arena. Chapter Four provides a summary of BRAC education programs from pre-primary to Advance skills training in Bangladesh with key statistics.

Chapter Five discusses 'BRAC education for ethnic children' programs. It is a special program of BRAC for Adivasi children in Bangladesh.

Chapter six shows the study findings with analysis. It covers socio-economic and demographic information, governance of EEC program, quality issues, significance of EEC program in Adivasi society, employment creation through EEC programs, challenges and problems in implementing this programs, results of focus group discussion (FDG) and a case study.

Chapter Seven provides a comprehensive discussion of the findings and results, where chapter eight gives conclusion of the report and policy recommendations. References and appendices are attached after the conclusion chapter.

Chapter Two

An Overview of Research Area: Haluaghat and Dhubaura, Mymensingh

Chapter Two: An Overview of Research Area: Haluaghat and Dhubaura, Mymensingh

2.1 Mymensingh District:

Mymensingh is one of the largest districts of this division and even in Bangladesh in the perspective of its area. The district is bordered and surrounded on the north by Meghalaya state of India and Garo hills, on the South by Gazipur district, on the east by Netrokona and Kishoreganj the districts and on the west by Sherpur, Jamalpur and Tangail districts. This district lies between 24°15´ and 25°12´ of northern latitudes and between 90°04´ and 90°49´ of eastern longitudes.
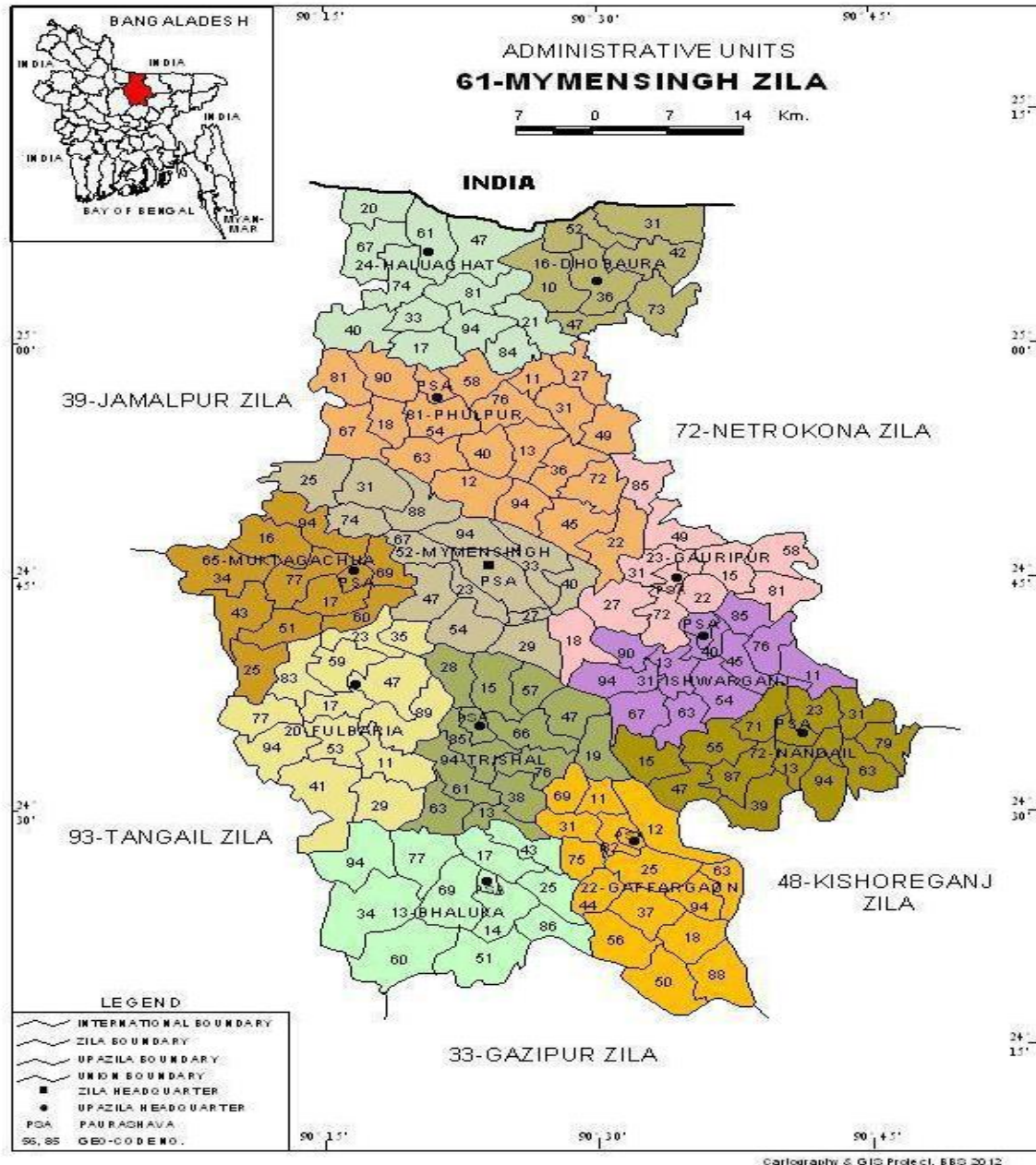
Map of Mymensingh

Mymensingh district was established in 1787, which was later on reorganized and upgraded into six districts in 1984, namely Tangail, Jamalpur, Kishoreganj, Sherpur, Netrokona, and Mymensingh. Currently, Mymensingh district has ten municipalities (Pourashova) and twelve

Upazilas. The municipalities are Bhaluka, Fulbaria, Gaffargaon, Gauripur, Ishwarganj, Mymensingh Sadar, Nandail, Muktagachha, Phulpur and Trishal. The twelve Upazilas are Bhaluka, Dhubaura, Fulbaria, Gaffargaon, Gauripur, Haluaghat, Ishwarganj, Mymensingh Sadar, Muktagachha, Nandail, Phulpur and Trishal. In fact, Dhubaura is the smallest and Phulpur is the largest in area among the twelve Upazilas. The whole area includes 146 unions, 2201 mauzas, 2709 villages, 10 paurashavas, 102 wards and 217 mahallas.

The district covers an area of around 4,396.53 square kilometers, with several small valleys between high forests. The average temperature ranges from 34 degrees to 18 degrees Celsius, and the annual rainfall averages around 2,541 mm. The city of Mymensingh stands on the bank of old Brahmaputra River, as in 1897 the great Assam Bengal earthquake changed the main flow from Brahmaputra to the Jamuna river which co-sided west of the greater Mymensingh region. The area of Greater Mymensingh, the north front line is just at the foot of Garo hills of Meghalaya of India, the east ends in the rich watery land of Bangladesh as native calls 'Hawor', the west ends in the ancient single wood forest (e.g. Muktagacha, Fulbaria and Valuka Upazilas) and the Chars of Jamalpur district sided north-west of Mymensingh district. There geographical varieties which comprise single wood forests, chars and river valleys and also touching the Himalaya at Garo Hills.

2.1.1 Historical Background

Mymansingh, a former district of British India, was in the Dhaka division of Eastern Bengal and Assam at the era of Indian Sub-continent. It occupies a portion of the alluvial valley of the Brahmaputra east of the main channel (called the Jamuna) and north of Dhaka. The administrative headquarters were at Nasirabad, usually called Mymensingh town. The district was acquired by the East India Company with the Dewani Grant from the Mughal Emperor in 1765. The area which constitutes Mymensingh was once a part of the kingdom of Kumrupa. Sultan Hossain Shah of Gaur occupied this area and named it Nasrat Shahi after the name of his son Nasrat Shah. During the period of Mughal Emperor Akbar, this area was renamed as Mominshahi Pargana after the name of Mominshah, a prominent lieutenant of the Sultan of Bengal. This area was again renamed as Mymensingh in 1787, the early part of the British rule.

2.1.2 Historical Events and Literary Heritage:

Fakir and Sannyasi Revolt (1772-1790), Flood in 1787, Famine in 1788, Earth Quack in1897 and Swadeshi Movement (1905) are historical events of Mymensingh district. Mymensingh possesses rich literary heritage recognized through the world. The Maimansingha Gitika (ballads) collected and edited by Dr. Dinesh Chandra Sen represents a valuable treasure in the world literature and has been translated into English and French.

2.1.3 Religious Institutions:

There are 8192 mosques, 337 temples and 71 churches in Mymensingh.

2.1.4 Educational Institutions:

Mymensingh is called the city of education and culture. There are 2universities named Bangladesh Agricultural University at Mymensingh Sadar and Kabi kazi Nazrul Islam

University at Trishal, 2 Medical College and Hospital, 1 Homeo Medical College, One Polytechnic and 1 veterinary Training Institute and 1 Vocational Institutes, 1 Primary Teachers' Training Institute and 2 Teachers' Training Institute, 1 Fine and Arts Institute and National Academy of Primary Education (NAPE) situated in this district. There are also 8 Govt. Colleges, 7 Non-govt. Colleges, 9 Govt. High Schools, 602 Non-govt. High Schools, 1245 Govt. Primary Schools, 806 Non-govt. primary Schools, 605 kinder gardens, 1864 NGO-run Schools in Mymensingh district.

2.1.5 Educational situation:

The average literacy rate of Mymensingh District in 2011 was 43.5 per cent, which was 39.1 in 2001, 25.5 in 1991 and 24.6 in 1981 respectively. The literacy rate of Haluaghat and Dhubaura Upazila, the research area, is below the average of district's rate. The literacy rate of Haluaghat was 38.9 percent in 2011, which was below the half in 1981; where literacy rate of Dhubaura was 29.4 in 2011 and only 11.8 in 1981. The table 2 below shows the Upazila-wise population and literacy rate from 1981 to 2011 of Mymensingh District.

Table 2: Population and literacy rate of Mymensingh District by Upazila in 1981, 1991, 2001 & 2011

Name of Upazila	Population (000)				Literacy rate (%)			
	1981	1991	2001	2011	1981	1991	2001	2011
Bhaluka	223	265	309	430	18.3	24.1	41.1	49.1
Dhobaura	131	157	172	196	11.8	18.7	27.9	29.4
Fulbaria	341	345	396	448	14.5	20.6	36.6	42.3
Gaffargaon	329	380	413	431	21.4	30.3	46.4	49.3
Gauripur	171	248	283	323	24	26.4	36.9	43.6
Haluaghat	172	242	269	290	17.4	22.8	34.8	38.9
Ishwargonj	284	307	338	376	13.1	22.2	35.2	41
Muktagacha	265	322	366	415	17.9	22.9	35.3	43.5
Mymem. Sadar	462	566	674	776	32	37	49.9	51.7
Nandail	294	329	371	403	38.5	22.3	36	40.4
Phulpur	420	459	525	602	15	20.9	33.1	37.7
Trishal	225	337	373	420	18.1	25.2	40.2	40
Total	3317	3957	4489	5110	24.6	25.5	39.1	43.5

Source: BBS, District Statistics 2011: Mymensingh

2.1.6 NGO Activities:

Different types of national and international NGOs are working in the district to change the socio-economic condition of the people and increase the literacy rate. Operationally important NGOs are BRAC, Proshika, Caritas, ASPADA, Gonoshahajjo Sangstha, ASA, World Vision, Palli Unnayan Prayas, MCC, Gramous, Adarsha Samaj Sheba Samiti, Human Development Programme, Khagra Mohila Unnayan Samiti, NGO Forum, Sara and Sirak. Most of the NGOs operate microfinance activities in the area, where some of them, especially BRAC, operate non-formal literacy programs for the children

2.1.7 Economic Situation:

The economy of Mymensingh is predominantly agricultural. Out of total 1,103,260 holdings of the district, 59.15% holdings are farms that produce varieties of crops, namely, local and HYV paddy, sugarcane, wheat, vegetables, spices, jute, pulses, and other minor cereals. Various fruits like mango, banana, jackfruit, guava, coconut etc. are grown in the district. Almost all kinds of vegetables are cultivated particularly bitter guard/karala, misti kumra, potato and brinjal are abundantly grown. Pisiculture and rearing of livestock and poultry add an additional income to the rural households. Fish of different varieties abound in this district. Moreover, varieties of fish are caught from rivers, tributary channels, even from paddy field during rainy season. Some valuable timber and forest trees are grown in the district. Out of 4363.48 sq. km of the district, forest and riverine areas occupy about 147.00 sq. km and 106.71 sq. km respectively.

2.2 Haluaghat Upazila

Haluaghat came into existence as a Thana in 1916 and was upgraded to upazila in 1983. It is said that the Farmers (locally called Haula) used to wash their agricultural instruments and cattle in a particular place of the local river called ghat. In course of time, this river ghat became known as Haluaghat. Subsequently, with phonetic distortion, Haluaghat became known as Haluaghat. It is believed that the upazila might have been named Haluaghat at the time of its creation.

2.2.1 Area and Location:

The upazila occupies an area of 357.61 sq. km including 5.28 sq. km forest area. It is located between 24°59' and 25°12' north latitudes and between 90°14' and 90° 33' east longitudes. The upazila is bounded on the north by the Meghalaya state of India, east by Dhobaura upazila, south by Phulpur upazila and west by Nalitabari upazila of Sherpur zila.
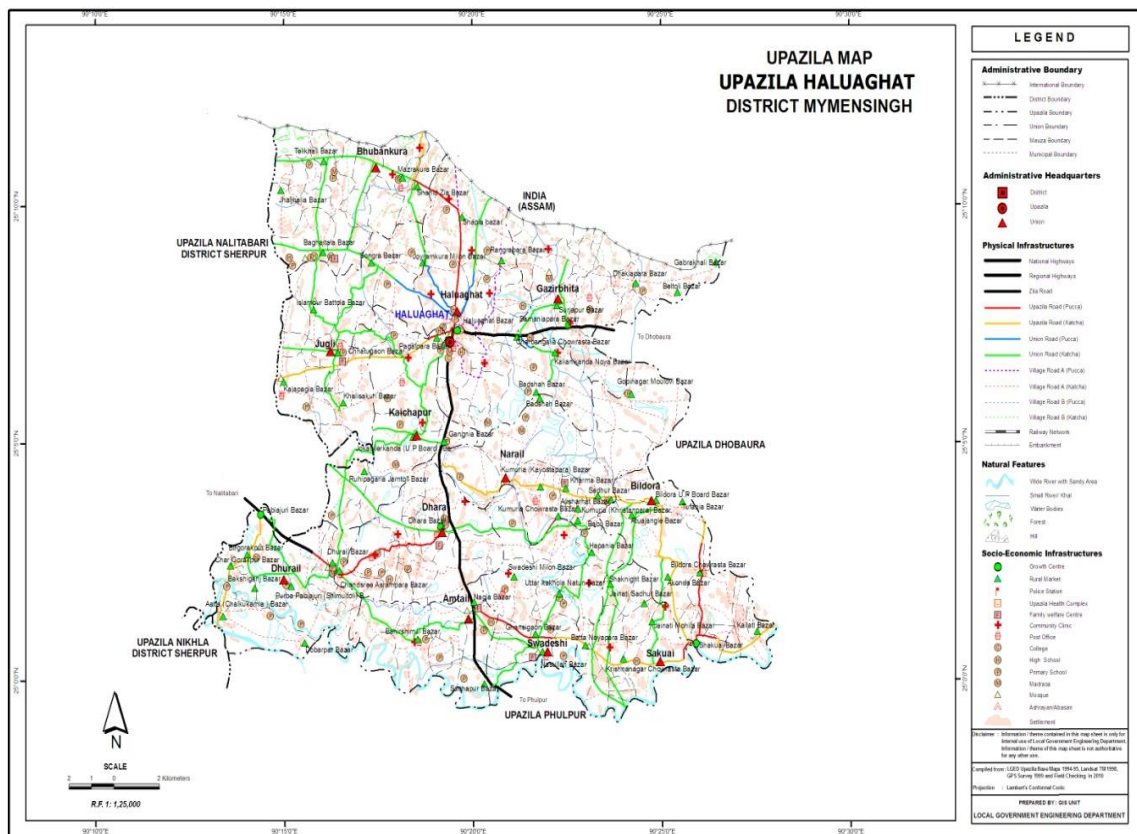
Map of Haluaghat, Mymensingh

2.2.2 Administrative/Geographic Unit:

The upazila consists of 12 unions, 145 populated mauzas and 214 villages. The average size of population of each union, mauza and village are 24170, 2000, and 1355 respectively.

2.2.3 Housing and Household Characteristics:

There are 69725 households in the upazila. Distribution of household by type shows that there are 99.81% general unit, 0.04% institutional 0.15% other unit.

2.2.3.1 Household Size:

The average household size for the upazila is 4.1 persons, for rural area the size is also 4.1 and for urban area the size is slightly higher i.e. 4.3 persons.

2.2.3.2 Type of Housing Structure:

In the upazila, 0.8% general households live in pucca house, 5.4% in semi-pucca house, 85.6% in kutcha house and the remaining 8.2% live in jhupri which are shown in table 3 and Figure 1.

Table 3: Type of housing Structure by type in Haluaghat Upazila, 2011

Type of House	Percentage
Pucca House	0.8
Semi-pucca	5.4
Kutch House	85.6
Jhupri	8.2

Source: BBS, District Statistics 2011: Mymensingh
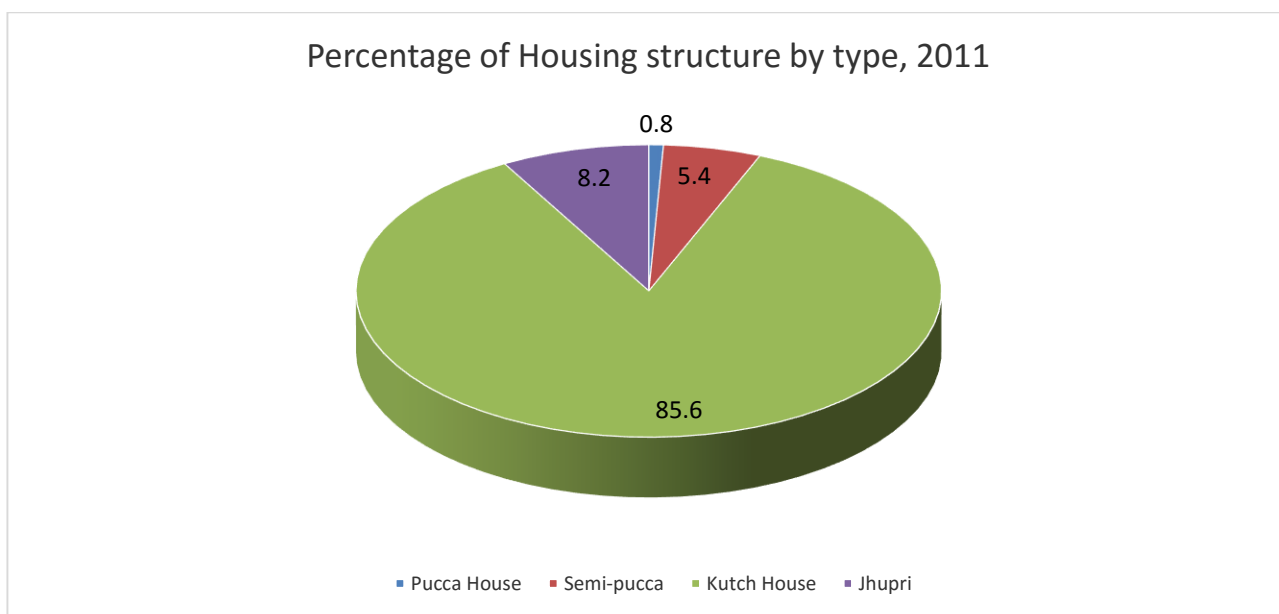
Figure 1: Housing structure of Haluaghat by type, 2011

2.2.3.3 Source of Drinking Water:

In Haluaghat upazila, 92.5% general households get the facilities of drinking water from tube-well, 0.5% from tap and the remaining 7.0% households get water from other sources.

2.2.3.4 Sanitation:

In the upazila, 44.6% general households use sanitary latrine, 45.2% non-sanitary latrine and the remaining 10.3% have no toilet facilities.

2.2.3.5 Access to Electricity:

All the 12 unions of the upazila have been brought under the Rural Electrification Program. However, a total of 23.5% general households reported to have electricity connection in the entire upazila in 2011 as against 5.02% in 2001.

2.2.4 Population Characteristics:

According to Population and Housing Census 2011, the total population of the upazila is 290043 of which 142632 are males and 147411 are females. The sex ratio of the upazila is 97 in 2011 as against 103 in 2001.

2.2.4.1 Growth Rate:

The decadal population growth rate for the upazila is 7.67% and annual compound growth rate is 0.73%. The decadal growth rates for the last six decades are shown in Table 4.

Table 4: Decadal growth rate of population, 1951-2011

Decades	Growth Rate (%)
1951-1961	28.6
1961-1974	51.3
1974-1981	16.5
1981-1991	24.5
1991-2001	11.2
2001-2011	7.7

Source: BBS, District Statistics 2011: Mymensingh

2.2.5 Literacy and Education:

Information on literacy and education of Haluaghat Upazila is furnished below:

2.2.5.1 Literacy:

In Haluaghat upazila, 38.9% population aged 7 years and above are literate. Literacy rates by sex of three consecutive censuses are shown in Table 5 with figure 2.2

Table 5: with figure 2.2: Literacy rate by sex, 1991-2011

	1991	2001	2011
Both Sex	22.8	34.8	38.9
Male	28	37.3	40.2
Female	17.4	31.8	37.6
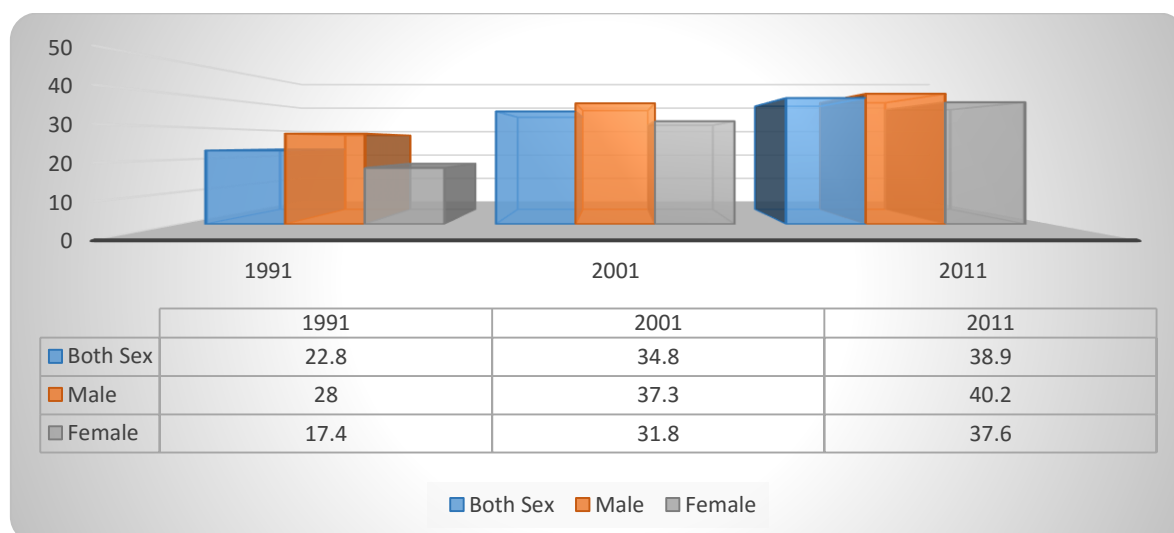
Source: BBS, District Statistics 2011: Mymensingh

Table 5 with figure 2.2 shows that the literacy rate of Haluaghat upazila in 2011 is 38.9% for both sex, 40.2% for male and 37.6% for female. It shows an increase of 4.1, 2.9 and 5.8 percent point in 2011 over 2001 for both sex, male and female respectively. In the upazila, the literacy is the highest i.e. 41.9% in Bhubankura union and the lowest i.e. 31.3% in Narail union.

2.2.5.2 Educational Institution

The table 6 below given different types of educational institutions, teachers, number of students and students-teachers ratio of Haluaghat Upazila of Mymensingh in 2011. It is observed that there are no government secondary schools, government colleges in the Upazila.

Table 6: Educational Institutions, Teachers and Students in Haluaghat 2011

Name of Educational Institutions	Number of Institutions	Number of Teachers			Number of Students			Students per Teachers
		Male	Female	Total	Male	Female	Total	
Govt. Primary School	65	139	239	378	13796	13682	27408	73
Reg. Primary School	85	180	131	311	8910	9227	18137	58
Non-Reg. Primary School	2	3	5	8	170	21	21	3
Kindergarten school	12	17	63	80	684	435	1119	14
NGO school	97	0	97	97	873	2037	2910	30
Govt. secondary school	0	0	0	0	0	0	0	0
Non-govt. secondary school	33	235	68	303	6320	7361	13681	45
Government college	0	0	0	0	0	0	0	0
Non-government college	3	81	20	101	905	1215	2120	21
Madrasah	15	132	22	154	1225	1918	3143	20
Kawmi madrasah	11	97	16	113	1377	590	1967	17
Ebtedayee madrasah	19	7	9	79	1756	1968	3724	47
Technical &	6	29	8	37	528	256	784	21

vocational inst.								
Medical College	0	0	0	0	0	0	0	0
Agri. and veterinary college	0	0	0	0	0	0	0	0
Engineering college	0	0	0	0	0	0	0	0
Public or private university	0	0	0	0	0	0	0	0

Sources: i) Census Wing, BBS, ii) Population and Housing Census 2011, iii) Upazila Statistical Office, BBS

2.2.5.3 Education:

School attendance of boys and girls between ages 3-29 years in Haluaghat upazila is presented in table 2.6 with figure 2.3 below:

Table 7: with figure 2.3: School attendance rate by sex, 2011
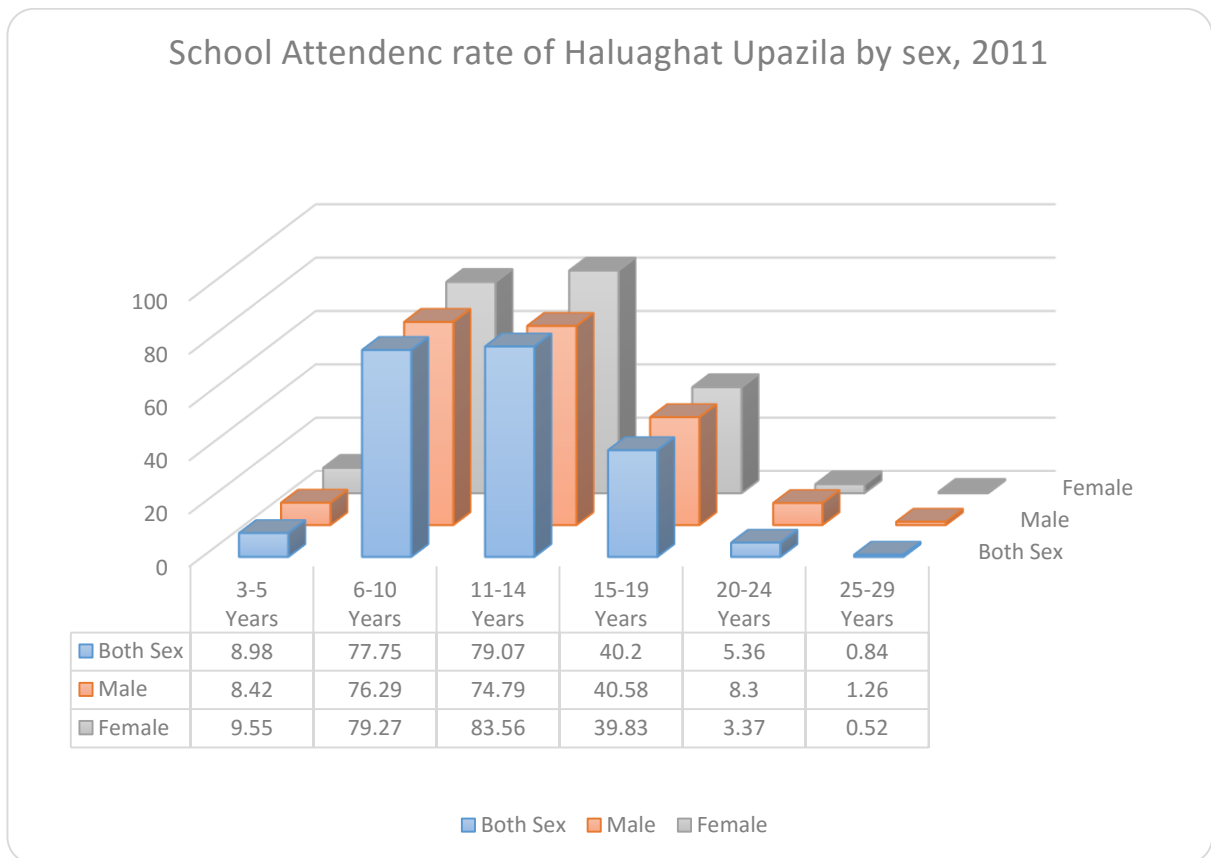
School Attendenc rate of Haluaghat Upazila by sex, 2011

	3-5 Years	6-10 Years	11-14 Years	15-19 Years	20-24 Years	25-29 Years
Both Sex	8.98	77.75	79.07	40.2	5.36	0.84
Male	8.42	76.29	74.79	40.58	8.3	1.26
Female	9.55	79.27	83.56	39.83	3.37	0.52

Source: BBS, District Statistics 2011: Mymensingh

There exist differences in school attendance rates in different age groups which can be observed from the Table 7. The female attendance rate in the age groups 3-5, 6-10 and 11-14 years is higher than their male counterpart. On the other hand, male attendance rate in the age groups 15-19, 20-24 and 25-29 years is higher than female. The highest attendance rate 83.56% is found in the age group 11-14 years and which is for the female.

2.3 Dhobaua Upazila

Dhobaura, the smallest upazila of Mymensingh in respect of both area and population, came into existence as a Thana in 1976 and was upgraded to upazila in 1983. It is learnt that at the beginning of the 16th century, one Tarakanta Sen, a Talukdar meaning landlord of the locality dug a big pond and a considerable number of washermen (meaning Dhoba in Bangla) started habitation surrounding the pond forming a village. In course of time, the village became known as Dhobaura. It is generally believed that the upazila might have derived its name from the name of the village where its headquarters is located.

2.3.1 Area and Location

The upazila occupies an area of 252.23 sq. km including 2.77 sq. km forest area. It is located between 25°0' and 25°10' north latitudes and between 90°24' and 90°37' east longitudes. The upazila is bounded on the north by the Meghalaya state of India, east by Durgapur upazila of Netrokona zila, south by Purbadhala upazila of Netrokona zila and Phulpur upazila and west by Haluaghat upazila.
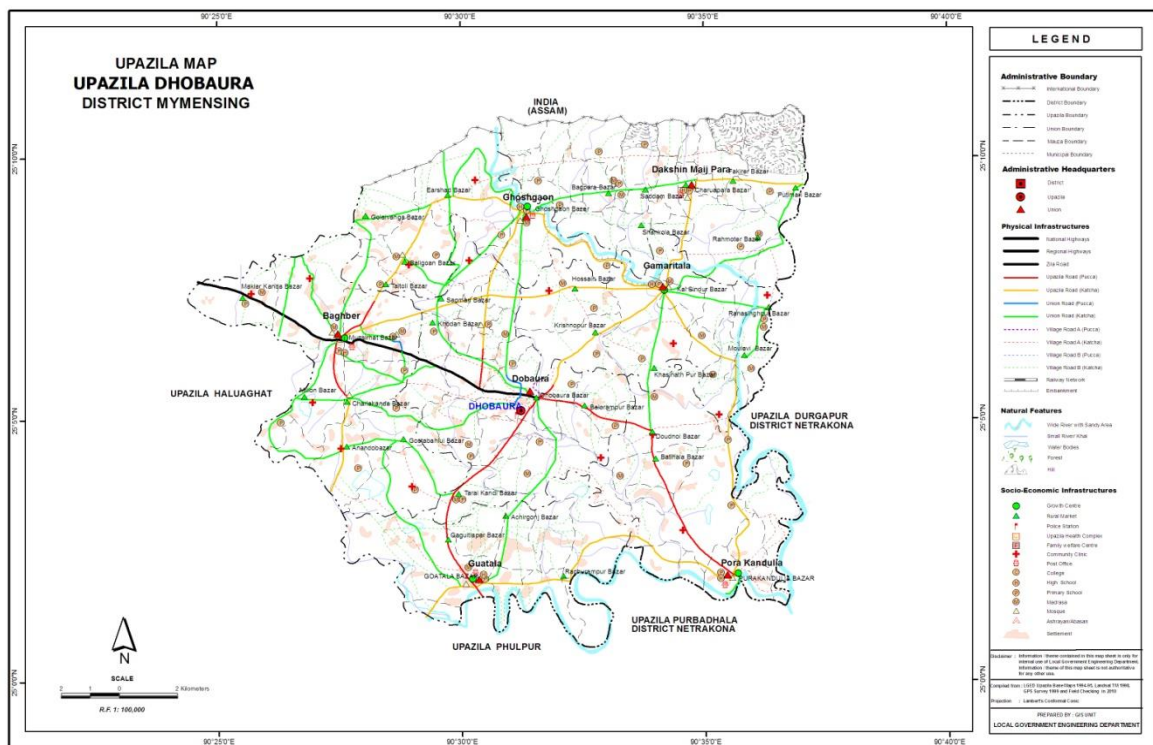
2.3.2 Administrative/Geographic Unit

The upazila consists of 7 unions, 99 populated mauzas and 164 villages. The average size of population of each union, mauza and village are 28041, 1983 and 1197 respectively.

2.3.3 Housing and Household Characteristics

In the upazila, there are 44007 households. Distribution of household by type shows that there are 99.80% general unit, 0.05% institutional and 0.15% other unit.

2.3.3.1 Household Size

The average household size for the upazila is 4.4 persons, for rural area the size is 4.5 and for urban area the size is 4.3 persons.

2.3.3.2 Type of Housing Structure

In the upazila, 0.7% general households live in pucca house, 3.5% in semi-pucca house, 90.4% in kutcha house and the remaining 5.4% live in jhupri which are shown in table 8 and Figure 2.

Table 8: Type of Housing Structure in Dhubaura Upazila

Type of House	Percentage
Pucca House	0.7
Semi-pucca	3.5
Kutch House	90.4
Jhupri	5.4

Source: BBS, District Statistics 2011: Mymensingh
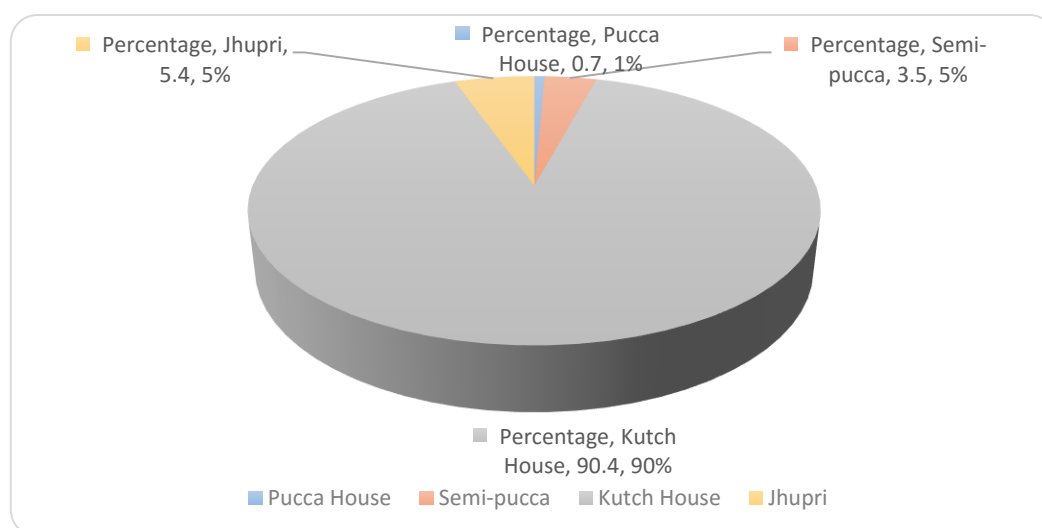
Figure 2: Housing structure of Dhobaura by type, 2011

2.3.3.3 Source of Drinking Water

In Dhobaura upazila, 94.0% general households get the facilities of drinking water from tube-well, 0.2% from tap and the remaining 5.8% households get water from other sources.

2.3.3.4 Sanitation

In the upazila, 52.9% general households use sanitary latrine, 34.6% non-sanitary latrine and the remaining 12.5% have no toilet facilities.

2.3.3.5 Access to Electricity

All the 7 unions of the upazila have been brought under the Rural Electrification Program. However, a total of 17.7% general households reported to have electricity connection in the entire upazila in 2011 as against 2.0% in 2001.

2.3.4 Population Characteristics

According to Population and Housing Census 2011, the total population of the upazila is 196284 of which 96448 are males and 99836 are females. The sex ratio of the upazila is 97 in 2011 as

against 101 in 2001. Ethnic communities such as Garo and Hajong belong to this upazila.

2.3.4.1 Population Growth Rate

The decadal population growth rate for the upazila is 14.02% and annual compound growth rate is 1.30%. The decadal growth rates for the last three decades are shown in Table 9.

Table 9: Decadal growth rate of population, 1981-2011

Decades	Growth Rate (%)
1981-1991	32.7
1991-2001	9.6
2001-2011	14.0

Source: BBS, District Statistics 2011: Mymensingh

2.3.5 Literacy and Education:

Information on literacy and education of Dhubaura Upazila is furnished below:

2.3.5.1 Literacy:

In Dhobaura upazila, 29.4% population aged 7 years and above are literate. Literacy rates by sex of three consecutive censuses are shown in the figure with Table 10 below:

Table 10: Literacy rate by sex, 1991-2011

Literacy rate of Dhubaura Upazila by sex, 1991-2011

	1991	2001	2011
Both Sex	18.7	27.9	29.4
Male	23.6	31.6	30.4
Female	13.6	24.3	28.4
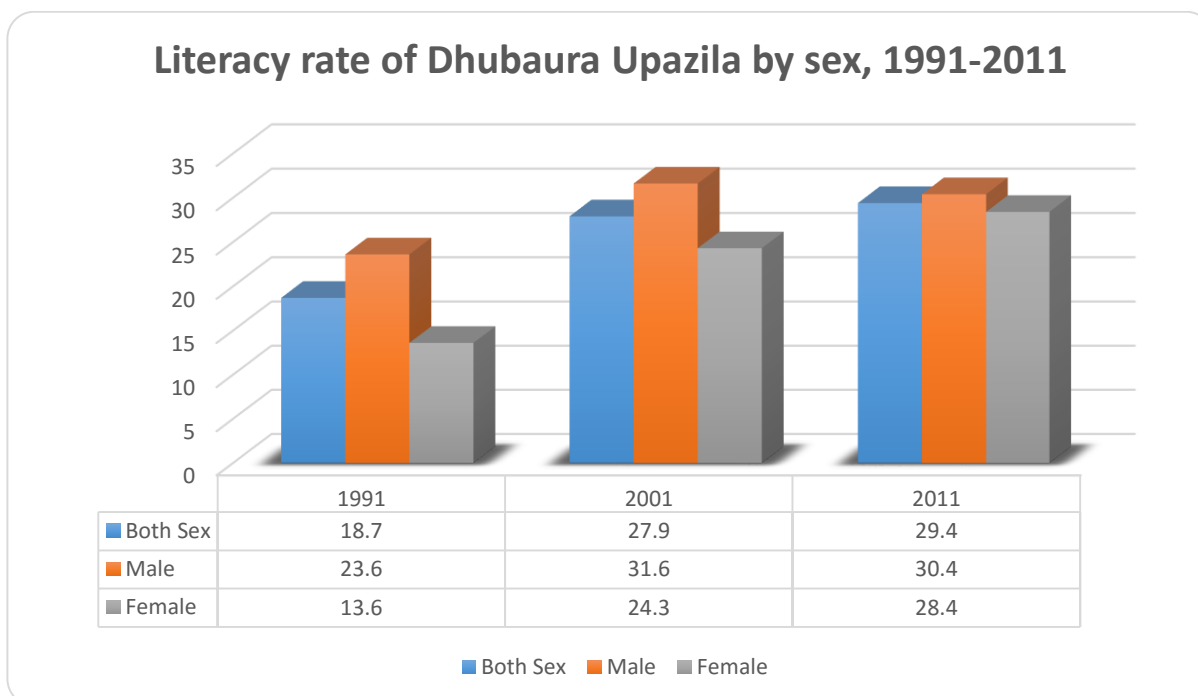
Source: BBS, District Statistics 2011: Mymensingh

Table 10 shows that the literacy rate of Dhobaura upazila in 2011 is 29.4% for both sex, 30.4% for male and 28.4% for female. It shows an increase of 1.5, 4.1 percent point for both sex and male and a decrease of 1.2 percent point in 2011 over 2001 respectively. In the upazila, the literacy is the highest i.e. 37.5% in Dhobaura union and the lowest i.e. 23.5% in Pora Kandulia union.

2.3.5.2 Educational Institution:

The table 11 below given different types of educational institutions, teachers, number of students and students-teachers ratio of Dhubaura Upazila of Mymensingh in 2011. It is observed that there are no government secondary schools, government colleges in the Upazila.

Table 11: Educational Institutions, Teachers and Students in Dhubaura 2011

Name of Educational Institutions	Number of Institutions	Number of Teachers			Number of Students			Students per Teachers
		Male	Female	Total	Male	Female	Total	
Govt. Primary School	43	116	132	248	8733	10255	18988	77
Reg. Primary School	43	106	65	171	5112	6670	11782	69
Non-Reg. (Private) Primary School	1	1	3	4	93	121	121	30
Kindergarten school (pre schooling)	7	15	14	29	754	807	1561	54
NGO school	486	90	465	555	9053	8974	18027	32
Government secondary school	0	0	0	0	0	0	0	0
Non-government secondary school	23	180	30	210	2353	2815	5168	25
School & college (operating jointly)	1	24	2	26	1380	481	1861	72
Government college	0	0	0	0	0	0	0	0
Non-government college	2	48	3	51	437	643	1080	21
Madrasah	6	82	3	85	1097	1548	2645	31
Kawmi madrasah	8	10	14	114	1553	922	2475	22

Ebtedayee madrasah	10	35	5	40	550	950	1500	38
Technical and vocational institution	0	0	0	0	0	0	0	0
Medical College	0	0	0	0	0	0	0	0
Agricultural and veterinary college	0	0	0	0	0	0	0	0
Engineering college	0	0	0	0	0	0	0	0
Public or private university	0	0	0	0	0	0	0	0

Sources: i) Census Wing, BBS, ii) Population and Housing Census 2011, iii) Upazila Statistical Office, BBS

2.3.5.3 Education:

School attendance of boys and girls between age 3-29 years is presented in Table 12 with figure.

Table 12: with figure 2.5: School attendance by sex in Dhubaura upazila
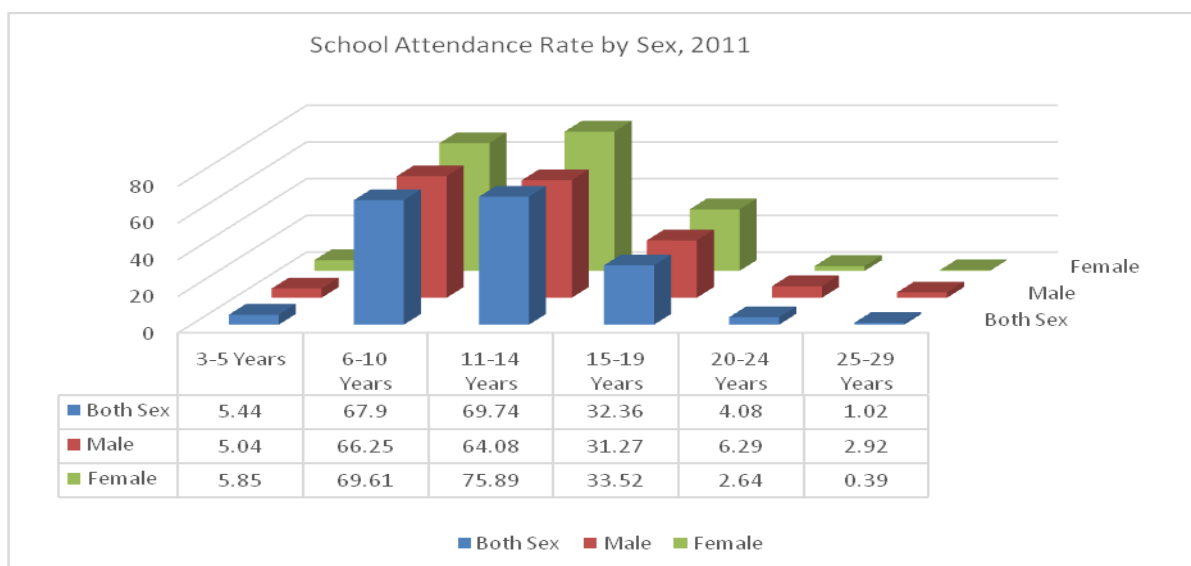
Source: BBS, District Statistics 2011: Mymensingh

There exist differences in school attendance rates in different age groups which can be observed from the Table 12 with figure. The female attendance rate in the age groups 3-5, 6-10, 11-14 and 15-19 years is higher than their male counterpart. On the other hand, male attendance rate in the age groups 20-24 and 25-29 years is higher than female. The highest attendance rate 75.89% is found in the age group 11-14 years and which is for the female.

Chapter Three

Non-formal Education in Bangladesh

Chapter Three: Non-formal Education in Bangladesh

3.1 History of literacy movement and non-formal Education

The continuum of literacy movement in Bangladesh dates back as early as the beginning of the 20th century. Non-Formal education was formally launched in this country in 1918 when an endeavor was made to commence adult education in night schools. By 1926, over a thousand night schools were working to literate the country's people. Various efforts had been initiated from 1935 onward at the central government, community and individual levels for adult literacy and universal primary education. In 1939, Frank Luebac's campaign of 'Each One Teach One' gained popularity among the mass people. Adult education program was brought under the newly formed rural development department of the provincial government. But the program approached a closure due to the Second World War.

The literacy movement was revitalized through individual initiatives after 1947. HGS Beaver, a bureaucrat of government established a 'Literacy Centre' at Dhaka in 1956 and his associates developed a text edition and some charts as learning materials. Inspired and encouraged by Beaver, the East Pakistan Adult Education Cooperative Society came into existence. It produced 24 books for adult learning including 12 for neo-literates. After the death of Beaver in 1962, the program stagnated. In 1963, an adult education section was opened at Comilla BARD campus under a pilot project of the directorate of public instruction. This project continued even after independence of Bangladesh with sporadic efforts (Akhter, 2014). Adult literacy movement regained its momentum in early 1990s and was further strengthened with global concern and support. In line with the global commitment on education for all campaign, the Government adopted the 'National Plan of Action' in 1991. For its implementation, the 'Integrated Non Formal Education Program' (INFEP) was undertaken in 1991. Successes that INFEP managed to achieve were as follows:

i)   Necessary skills and experience have been achieved to undertake and implement Non Formal Education (NFE) at a wider scale
ii) Areas have been developed to extend cooperation between GO and NGO
iii) Experience and skills have been achieved in implementing post literacy programs and material development.

During mid-nineties a total of four projects titled "Non Formal Education Project -1, 2, 3 and 4" were launched to achieve the national target of literacy in 1990s. It took an organized shape with official launching of the Integrated Non-Formal Education Program (INFEP) in 1991. The main objective of this program was to build an organized nationwide infrastructure. Activities of the program started in 1991 and ended in 1997. Under this program a record number of 2.47 million peoples were provided with literacy services against 1.67 million as targeted in the program. In pursuance to the unprecedented of the project the Government in September 3, 1995 established the "Directorate of Non- Formal Education (DNFE)" as a permanent infrastructure of non-formal education. Several non-governmental organizations evaluated the program. Success of such undertakings brought wide international acclamation, which found expression when the prestigious "UNESCO Literacy Award 1998" was accorded to Bangladesh. For expanding primary and mass education programs in a well-organized manner, the Government constituted the Primary and Mass

Education Division (PMED) in 1992 and the same was transformed into a full-fledged ministry titled "Ministry of Primary and Mass Education (MOPME)" in 2003 (Rahman et al., 2010).

3.2 Conceptualization of NFE

Non-Formal Education (NFE) organized educational activity outside the formal system of education. It is simple and flexible and can be delivered at any place convenient to the learners. It is generally designed to meet the basic learning needs of disadvantaged groups and can be availed of at any age. NFE is provided to those sections of the community who have no access to or are dropped out from formal education (Sabur, 2007).

There is a widely held belief among policymakers about NFE as a people-activated mode of education delivery, which is able to address poverty reduction effectively. According to the National NFE Task Force comprising of members from different ministries, donors, NGOs, civil society and experts, headed by the Adviser, Ministry of Primary and Mass Education, elaborated policy statement entitled "Non-Formal Education Policy" (2006), definitions clarifying concepts of key NFE related terminologies are as follows:

Non-Formal education is purposeful and systematically organized form of education that generally occurs outside the formal institutions; it is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place, and may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills, general culture, and facilitates lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development; it may or may not follow a 'ladder' system, and may be of varying duration.

3.3 Legal provisions, national policy reforms and international commitments

The Article 17 of the Constitution of Bangladesh, established in 1971, enjoins the state "to adopt effective measures for (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs and (c) removing illiteracy within such time as may be determined by the law". The Constitution further makes it clear that access to education is not a privilege but a right of every citizen of Bangladesh. In addition, Bangladesh is a signatory to Jomtien and Dakar declarations. The MDGs also directly and indirectly support the cause of NFBE. In addition to that the PRSPs are also playing an important role in setting the pace of development agenda. The PRSP clearly links the potentials of NFE to poverty reduction. Other important milestone that reminds the nation about its obligation to education are; World Conference on Education for All (WCEFA), United Nations Convention on Elimination of Discrimination Against Women (UNCEDAW) and United Nations Conventions on the Rights of the Children (UNCRC). The legal provisions, policies and international commitments have been translated into the following goal in the national policy framework, which states, "To contribute to fulfilling EFA goals and alleviating poverty as spelled out in the National Plan of Action II, 2004-2015 and the

PRSP by creating a community-based network of learning centers aimed at reducing illiteracy by at least 50% by 2015, extending opportunities for effective skill training and continuing education and creating lifelong learning opportunities" (Sabur, 2007).

3.4 Govt. Initiatives for Non-Formal Education:

As a signatory to the world declaration on 'Education for All by 2000' and the 'World Summit on Children', Bangladesh is committed to expanding learning opportunities for children, youth and adults. A nationwide program of mass literacy-cum-adult education was launched in February 1980 and a basic structure of Non Formal Education was formed by introducing the project Integrated Non Formal Education Program (INFEP) in 1991 with a view to achieving the long-term objective of making NFE a complementary process in the strategy of human resources development. The principal objective of the project was to introduce a NFE system supplementary and complementary to the formal education system.

A separate ministry level division named Primary and Mass Education Division (PMED) was established in August 1992 to strengthen the primary and mass education activities. The Primary Education (Compulsory) Act was passed in 1990. The compulsory primary education was introduced under the Act for the first time in 1992 in 68 Thanas of the country. It has been implemented all over the country since 1993.

The success of INFEP and the experience thus gained contributed to the eventual setting up of a Directorate of Non-Formal Education (DNFE) as an effective agency of Primary and Mass Education Division (PMED). The DNFE headquarters was based in Dhaka, headed by a director general. DNFE set up an office in each of 64 districts to look after the program at local level. The district offices had been run by district coordinators. DNFE started the NFE program to cover 34.4 million non-literate people of 8-45 years. The primary emphasis was on rural population while the focus group was women. The target population included out-of-school and school drop-out adolescents, young adults and adults, urban slum dwelling children and adolescents involved in hazardous professions and disadvantageous groups like prisoners, tribal and shifting people etc. DNFE implemented its program using a variety of approaches of which the major approaches were: Centre-Based Approach (CBA), Campaign-Based Approach (Total Literacy Movement-TLM) and Primer Distribution Approach. Until 2004, around 750 NGOs and local bodies had been implementing NFE program in Bangladesh. Of these, around 350 organizations also worked as partners to the government. To encourage and help develop the capacity and experience of these organizations and to ensure a countrywide NFE network, DNFE provided free primers, guide books and training package for the literacy personnel of these organizations.

During 2004, DNFE was managing four NFE projects for adolescents, young adult and adult non-literate population. Each project is enriched with its own specialty in terms of area coverage, program delivery approach, duration of literacy courses and target population etc.

DNFE was abolished in 2005 and a separate directorate named 'Bureau of Non-Formal Education' (BNFE) was formed to run NFE program. To achieve the successful implementation of national and international goal of 'Education for All', the government of Bangladesh has drawn up the Non-Formal Education Policy in 2006 and formulated Non-Formal Education Act 2014. Long-term objectives of this NFE policy are: setting up NFE

sub-sectors, considering education as an important tool of national development, creating partnership and cooperation among the Bureau of Non-Formal Education and other government and non-government organizations with a view to implement need-based, income-generating and practical Non-Formal Education. This NFE policy also put special emphasis on basic education and income-generating training for girls and working children and life-long education for all (Akhter, 2014).

According to the national NFE policy the objectives of NFE are as follows
   i)   Provide quality and relevant NFE programs and skill training, which meet the assessed learning needs of the identifiable and potential clientele groups.
   ii) Provide opportunities for individuals and groups of persons with learning and skills needs to develop self-reliant, productive and empowered citizens through engaging in income generating and life skills related activities.
   iii) Establish a working mechanism of government, NGOs and broader civil society including the private sector for policy co-ordination, planning, implementing, monitoring and evaluation to reduce illiteracy, poverty and promote human resource development.
   iv) Establish an organization for management and governance of NFE sub-sector.
   v)   Institute a decentralized operation system involving local bodies, NGOs, CBOs and communities including learners to ensure community ownership and sustainability of NFE program, structures and facilities for lifelong learning.

The Poverty Reduction Strategy Paper (PRSP) of the government has prioritized the goal of achieving 'Education for All. To meet this goal, Bureau of Non-Formal Education (BNFE) has undertaken several projects. Significant projects are: 1. Post-literacy and Continuing Education Project for Human Development-ii (program area and target group: neo-literates of 11-45 age groups in 210 Upazila under 29 districts of the country). 2. Basic Education Project for Urban Working Children-2nd phase. Under this project 2 lac working children of 10-14 age group (60% girl children) from 6 Divisional city including Narayanganj and Gazipur are to be provided quality and life-skilled education. Among them 13+ adolescent boys and girls are to be provided with livelihood training and income generating activities.

The government of Bangladesh set the goal of attaining total literacy by the year 2014. In this context, Bureau of Non-Formal Education under the Ministry of Primary and Mass Education, drew up a number of project proposals. Significant projects were: Basic Literacy and Continuing Education Project-i (61 district), Basic Literacy and Continuing Education Project-ii (3 Hill tract districts), Basic Education for Working Children and Livelihood Training Project (10-14 age group working children of 56 district town), Equivalence in Non-Formal Education Project, and Life-long Learning Project based on Information Technology.'

3.5 NGO Roles in Non-Formal Education in Bangladesh:

NGOs play some pivotal roles in supporting basic education service delivery in the country. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments to fulfill their commitment to Education for All (Mundy and Murphy 2001). Many of them provide support to improving the quality of government provision through 'school adoption' programs (Nair, 2004). Others are involved directly in education activity, primarily with the

aim of providing educational opportunities to those children excluded from government schooling. Educational exclusion that such provision intends to address can take many multidimensional forms. It is often associated with being 'hard-to-reach' in terms of where children live as well as who they are. Street children, orphans, child soldiers, demobilized children in post-conflict areas, pastoralists, ethnic groups, ethnic, religious and language minority groups, the disabled, refugees, and child laborers are often amongst those identified as being most excluded from government provision (Sayed and Soudien 2003; UNESCO 2004). These children are amongst those targeted by NGO education providers (Rose, 2009). In India and Bangladesh, there is a long history of ethnic NGO provision of education (with BRAC's renowned non-formal provision in Bangladesh dating from 1985, and in India dating from the nineteenth-century social reform movement) (Chowdhury and Rose 2004; Nair 2004).

The NGOs mainly started programs of Non-Formal Education in addition to poverty alleviation and other development activities. BRAC, CARITAS, CCDB, Danida, Concern, Gonoswasthya Kendra (GK), Gono Unnayan Prochesta (GUP), Swanirvar Bangladesh (SB), Rangpur Dinajpur Rural Services (RDRS), and Village Education Resource Centre (VERC) played the pioneering role in introducing NFE for the disadvantaged people of the country. They were followed by Dhaka Ahsania Mission (DAM), Gonoshahajjo Sangstha (GSS), Saptagram Nari Swanirvar Parishad (SNSP), Proshika, Jagarani Chakra, CMES, and many other NGOs. Initially, the emphasis was on adult literacy programs and eventually, they introduced pre-primary, primary, adolescent, adult and continuing education. Over the last four decades, NGOs acquired considerable experience and expertise in NFE sector by working at the grassroots level.

In 1996, the number of NGOs involved in education programs increased to around 435 and they had 2.5 million learners. In 1994, the Campaign for Popular Education (CAMPE) installed a comprehensive database of the NGOs that had NFE programs. At the initial stage, information was collected from around 435 NGOs regarding their NFE coverage, types of programs, number of centres and students, enrolment status, materials production, curriculum/ primers used by them and other activities. According to CAMPE, 4.8% NGOs had pre-primary education programs, 72.2% had primary, 41.8% had adolescent programs, and 79.8% operated adult education programs. A total of 86,929 centers were organized: 917 pre-primary centers, 38,413 primary, 11,907 adolescents and 35,692 adult centers. Out of the total learners, 68.25% were female and the rest 31.75% were male. The major NGOs such as BRAC, PROSHIKA, AHSANIA MISSION, FIVDB, VERC, CONCERN, GSS, and RDRS produce learning materials for NFE. The smaller NGOs adopt the curriculum/primers developed by the well-established NGOs. BRAC, which has been running a large non-formal' primary education program since the mid-1980s, is well known for its own materials.

A number of international voluntary organizations, such as: Action Aid, CARE, CONCERN, Save the Children, and World Vision International undertook specific programs on child education in addition to programs on nutrition, and maternal and child health. Some NGOs developed innovative models of children education and adult literacy. A few organizations implement NFE program directly while the others extend funding and technical assistance to the local grassroots NGOs (Akhter, 2014).

A study showed that NGOs' NFPE (Non-Formal Primary Education) program covered about 10% of the total enrolment. They play a complementary role alongside the main stream primary schools of the country and about 10% of primary schools are run by the NGOs (Education Watch Report, 1999). According to the latest survey conducted by the Campaign for Popular Education in 2009, the number of NGOs engaged in running Non-Formal Education is approximately 1400. Around 10% primary/basic education of the total population are run by the NGOs (Sabur, 2007)

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3.6 GO-NGO Collaboration:

Bangladesh is an innovative country in steering non-formal education through collaborative effort with Non-Government Organizations (NGOs). With the introduction of NFE along with its huge formal education system the scenario of education in Bangladesh has now come to a somewhat satisfactory level, where the literacy level has come up to 60% the gross enrollment rate is over 100 (Haq, n.d.). Currently over 500 NGOs are actively involved in basic NFE programs who largely provide functional literacy and awareness to the landless poor school dropouts and never enrolled children of the disadvantage population. Since the establishment of EFA goals for the year 2000, GOB started encouraging NGOs and the development partners to impart literacy programs for children and adults. Thus as a strategy of fulfilling EFA goals GOB established a separate Directorate for Non-Formal Education (DNFE) and develop partnership with local NGOs for education. Through this partnership program GOB commissioned four larger scale projects to offer literacy to children, adolescent and adults in the following ways:

  i.   Pre-Primary Education for 4-5 year old
  ii. Basic Education (NFPE) for 6-10 year old
  iii. Adolescent Education for 11-14 year old, and
  iv. Adult Education for 15-45 year old
  v.

In order to complete these projects DNFE adopted different modalities of delivery of NFE. These are:
  i.   The Centre Based Approach
  ii. Free Primer Distribution Approach
  iii. Total Literacy Movement
  iv. Education for Hard to Reach Children

Each of these modalities has strength of meeting the challenge of eradicating illiteracy from Bangladesh. Further, the projects contributed very much to develop curriculum and learning materials for a variety of NFE programs. The subsequent growth of NFE program with the NGOs and GOB's significant involvement in it was a net outcome of government's effort in the field of non-formal education (Haq, n.d.).

In order to ascertain the achievement in literacy we interviewed 77 NFE graduates (mostly adolescents and adults) from 14 NGOs who completed their course within last three years or

currently at the end of a literacy course. Thus in terms of functional literacy, almost 100% of the NFE graduates were found able to sign their names. Among the tested learners more than half (54%) could read words without any difficulty and 41% could do it with spelling. In terms of writing about 56% of the respondents mentioned that they can write any words without looking at it and 35% can write by seeing the word. More than 72% of the older graduates mentioned that they can calculate figures mentally and 54% can do simpler arithmetic in paper pencil (Haq, n.d.).

Besides functional literacy, most of the learners endorsed the feeling that their awareness to social, psychological and health aspects were raised. About 83% mentioned that their education through learning centers was useful to them and 38% said that this education helped them to earn more than the past days. The NFE graduates whose earning is raised largely came through credit program and small farming and trading. These income generating activities were part of their learning in the literacy center. It is expected that the ultimate effect of such education will be on the enrollment rate of primary schools. Most of the learners who once attend to a literacy center expressed their willingness to send their kids to primary school. Other study conducted on the impact of literacy program also indicated that most of the older graduates of literacy program have tendency to advice children to attend school, their awareness to women right and health have been raised to a high extent (Upali and Sabur, 1999).

Signing the memorandum of understanding on 4 July 1995 between ILO, UNICEF and the Bangladesh Garment Manufacturers' and Exporters' Association (BGMEA) regarding the placement of child workers in school programs and the elimination of child labor under 14 years was the outcome of a long negotiating process. It was facilitated by the participation of the US Embassy in Dhaka. The school program was arranged by UNICEF and ILO in Cooperation with Government of Bangladesh' and the NGOs.

Basic Education for Hard to Reach Urban Children (BEHRUC), a joint project of UNICEF and Government of Bangladesh, was designed to meet the educational needs of working children (8-14 years) living in urban slums. The project started in 1999, aims at providing non-formal basic education to the working children in six urban areas of Bangladesh - Dhaka, Chittagong, Rajshahi, Khulna, Barisal and Sylhet divisional headquarters with a view to protect them from exploitative and hazardous working conditions. At the initial stage, the learning centres of the project had been managed by some 150 NGOs through DNFE. In this project the local government bodies, city and municipal authorities also collaborate to ensure effective management of project activities. Gradually, this project has been expanded (Akhter, 2014).

Non-government organizations (NGOs) and the government of Bangladesh operate seven types of Non-Formal Education: Early Childhood Development Education, Pre-Primary Education, Primary Education, Adolescent Education, Adult Education, Post-Literacy/Continuing Education, and Technical/ Vocational Education. Under the program of Early Childhood Development Education, some NGOs have been operating 'Parenting Activities' and 'Early Stimulation, Learning and Protection Activities'.

3.7 Financing for Non-Formal Education in Bangladesh

Most of the basic education programs of NGOs are external donor financed. Sedere, M. Upali and -Us-Sabur, Zia (1999, pp. 58-70) listed 136 external donor agencies that finance NGO basic education programs. This list (containing key donors) can be divided into the following categories:

3.7.1 NGOs financed under government's projects

ADB (Asian Development Bank), WB (World Bank), and SDC (Swiss Agency for Development & Cooperation), Sida (Swedish International Development & Cooperation Agency), Norway, DFID (Department for International Development), UNICEF (United Nations Children's Fund), ILO (International Labor Organization), UNESCO (United Nations Education Scientific and Cultural Organization), WFP (World Food Program), UNHCR (United Nations High Commission for Refugees) and UNFPA (United Nations Fund for Population Agency).

3.7.2 NGOs financed under bilateral grants

Bilateral donors assist NGOs in Bangladesh, AusAid (Australian Aid), Cida (Canadian International Development Agency), DANIDA (Danish International Development Agency), JICA (Japan International Development Agency), Norway, Sida, SDC and SAID.

3.7.3 NGOs financed by international foundations

Aga Khan Foundation, Ford Foundation, Japan Foundation, Damien Foundation, Helen Keller Foundation, Pally Karma Shayaak Foundation (PKSF).

3.7.4 NGOs funded by international NGOs.

Action Aid, Save the Children, USA, UK, Sweden, Australia, PLAN International (Sabur, 2007).

3.8 Returns to Non-Formal Education

Non- formal education programs are designed to provide people with knowledge and skills to perform effectively in their developmental efforts in their communities. It is a process of bringing about change in the attitudes and behavior of people (Badu-Nyarko and Zumapkeh, 2014). The capability of Non-Formal Education (NFE) to address gender imbalance and gender inequity and especially in tackling rural poverty has been the subject of much research on NFE as a tool for social, economic and cultural development (Amedzro, 2005). Labelle (1976) as cited in Thompson (1995) avouches for viable NFE's ability to change people and the constraining social structures while Duke (1979:8) sees NFE as the new paradigm and argues that the concept has not only come of age but that it has assumed a "central continuing strategy for development and is neither a stop gap nor a temporal second best expedient." He argues that its strategy reaches those least served by the formal system and contributes significantly to the economic and social advancement of the poorest of the poor.

In the same vein Jayaweera (1979) views NFE programs as imperative for satisfying basic needs of people in developing nations especially with respect to socio-economic development. She contends, rather forcefully, that NFE is currently considered a panacea for

all socio-economic problems. While Jaraweera's position may be rather extreme, she nevertheless brings home the sobering realization that while governments and educators have given NFE a peripheral treatment, its programs may be useful instruments for effecting structural and attitudinal changes in society. She asserts that NFE not only assists in the promotion of educational opportunities, it actually helps in eliminating discrimination and permits women to play positive roles as "development agents."

The case for the role of NFE in impacting positively on the lives of the poor, the vulnerable, the marginalized, and the excluded and especially of women cannot be over stated (Badu-Nyarko and Zumapkeh, 2014). Like Freire and Nyerere before her, Green (1979) sees the purpose of NFE to include consciousness-raising and the building of community skills and capacity of previously excluded, oppressed, exploited or isolated groups. According to her, NFE helps to organize such people to act to advance their own welfare. Indeed, she perceives NFE as relating to basic human needs. Bhola (1994) cited in Zumakpeh (2005) considers NFE as multifaceted, leading to fairness and personal fulfilment. NFE has the ability to make individuals feel free, better informed, more confident, assume community leadership, make better decisions, gain higher status, feel respected, increase productivity and feel less dependent. In effect, NFE helps people to lose their blindness and come "out of darkness into light" and this for her is real development (Bhola, 1994). According to Gayfer (1979) cited in Zumakpeh (2005) NFE should not be viewed "as a handy panacea but as an acknowledgement that mere 'technical' solutions are not sufficient to meet such critical issues in social and economic development as mass poverty, meeting basic needs, improvement in health and general family life".

Paulucci et al (1976) concluded that NFE for literacy is one of the most compelling needs in the third world, especially for women. Jarquin (2004) recounts how NFE expanded the horizon and increased the confidence of women in India. She claims that many women no longer saw themselves just as 'house wives', but women who own their own projects, earn money and now have the confidence to speak openly before others. For one such woman, the ability to talk about her feelings and her life, constituted her greatest personal achievement.

The social and economic benefits to be derived from the exposure that emanates from NFE and literacy programs are invaluable. Real emancipation results when people know their own capabilities and can take their destinies into their own hands. Dolphyne (1991) designates women, especially, rural non-literate women in this category as truly liberated. She recounts the success of a particularly touching story of a soap making cum literacy project in Essam, a village in the Eastern Region of Ghana in very emotive language. The culmination of the Essam project was an excursion to Accra. The aggregate effect of this and other experiences of these women groups was that they had succeeded in shedding off the inhibitions that preclude their confidence in their own capabilities (Dolphyne, 1991). Ekanayake (1997) recalls a case study in the Banda district of India where the twin principles of education and empowerment validated the need for NFE. In a society where gender and the caste system combine to put a crashing weight on women, non-formal education became a tool that enhanced their status in the village and gave them greater responsibility (Ekanayake, 1977).

Without doubt, the social and economic changes effected on beneficiaries by NFE relied very heavily on the NFE tool of awareness creation (Badu-Nyarko and Zumapkeh, 2014). Many adult education experts and practitioners: Freire (1974), Nyerere (1970), Mathur (1977), Amedzro (2005) and Ebiringa and Emejulu (2009) agree that NFE acts as a powerful voice for rural people and that it shapes the decisions and actions that affect their lives. Consequently, they assert that one of the foremost aims of NFE is the creation of awareness in people (Badu-Nyarko and Zumapkeh, 2014).

Education has a constructive impact on social norms and values, progress and development. Education leads to better healthcare, smaller family norms, greater community and political participation, less income inequity, and greater reduction of absolute poverty (Haq et al. 1998). Increasing use of family planning methods decreases population growth rate which, in turn has an influence on society, for example. This means that individual and household level impacts of education influence society in general. Likewise, the health and immunization, children's education and nutrition, life skills knowledge, and attitudes increase the individual's capacity and, as a result, also that of the society. Therefore, issues, which influence the society directly, are considered social issues. Hossain and others examined the impacts of NFP on the participants and their households such as age of marriage, children's immunization and nutrition, TT during pregnancy, sanitation practice, children's education, socio-political awareness, health, family planning practices etc and found positive effects (Hossain et al., 2005). Numerous studies corroborate the social impact of education. One such study revealed that parental education was the single most important influence on child survival (Scott et al. 1985).

A major indication of educational effectiveness is how good education has promoted employment both in formal and informal sectors. The justification for investing in education lies in its potential impacts on earnings over the full life span of educated individuals. Thus, it can be argued that lifetime earnings are a good measure of educational impact (Hossain et al., 2005). Education itself cannot eliminate poverty, but by developing vocational skills, contributing to better health, and reducing fertility, it can contribute to economic growth to an increased percentage of the labour force leading to a higher standard of living (Haddad et al. 1995). The economic impacts of education influence the social aspects, which are like to bring about changes in women's lives. These social and empowerment effects of education also influence the economic aspect of human life.

The areas of impact of education, however, are not independent. Education plays a positive role in increasing child immunization, life skills knowledge, political awareness and participation, acceptance of reproductive healthcare service, family planning practices, and improved health-seeking behavior of the schooled adults. These social impacts have varied implications on the participants' household in establishing a repository of knowledge, ensuring better health for children and other family members, and minimizing expenses on medication, which, in effect, increase the chances of developing skilled human resources and consequently greater employment and income opportunity. Thus, the social impacts improve economic status of the program participants. At the same time, it has an empowerment effect on women's lives who gain ground through increasing women's income and employment opportunity, decision making power, women's mobility, etc. (Hossain et al., 2005).

Chapter Four

An Overview of BRAC Education Programs

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4.1 Introduction

BRAC has designed the largest secular, private education system in the world with education program in six countries and more than 900,000 students worldwide enrolled in its primary schools. These schools are designed to give a second chance at learning to the disadvantaged students left out from the formal education systems. Complementing mainstream school systems with innovative teaching methods and materials, the education program open primary schools in communities not reached by formal education systems, bringing learning to

millions of children, particularly those affected by extreme poverty, violence, displacement or discrimination. At the pre-primary level, BRAC also targets underprivileged children to prepare them for mainstream primary school entry. At the secondary level, it provides need-based training, student mentoring initiatives, and e-learning materials to improve the mainstream secondary education system. BRAC is giving increasing attention to adolescents and youth as a special group and offering life skills, livelihood and skills development training, as well as saving and financial services such as savings accounts. Multipurpose community learning centers of BRAC promotes reading even to those who cannot move from their houses through mobile libraries. Throughout the history of 30 years BRAC has provided elementary education to around 10 million students in Bangladesh, with more than five million graduates from our non-formal primary schools. BRAC Education has some different types of programs in Bangladesh and other countries. Some programs are as follows:

1. Pre-primary Schools
2. Primary Schools
3. Children with Special Needs (CSN)
4. Education for Ethnic Children (EEC)
5. Support to Formal Schooling: Cooperation with Government
6. Deepshikha
7. Adolescent Development Program
8. Social and financial empowerment of adolescents
9. Skills training for advancing resources
10. Multi-purpose community learning centers, etc.

Table 13: Working Areas of BRAC Primary Education (BEP)

Sl. No.	Description	Numbers
01	BEP Administrative area	
	- Regional Offices	09
	- Area Offices	60
	- Branch offices	635
02	Area Coverage	
	- Number of Districts	64
	- Number of Upazilas	475

Data Source: MIS, BEP, BRAC, April 2015

4.2 Pre-primary Schools

BRAC pre-primary education, introduced in 1997, is an innovative intervention for promoting the quality of primary schooling especially for children with illiterate parents. Pre-primary education helps children transition from home to formal schooling. The main objective of the program is to prepare underprivileged children for mainstream entry primary school. Many a times in underprivileged family's parents do not have the education necessary to teach children foundational literacy, reading, and mathematical skills. Nor are they equipped with the kind of enthusiasm for the demands and impersonal routines of formal schooling that is common to better-off, educated parents. BRAC education programs provide a basic academic foundation, and the crucial emotional and physical development required for success in primary schools. Besides education, children with special needs are also provided with medical support, and necessary assistive devices.

Table 14: Featured information of BRAC Pre-primary School

Sl. No.	Description	Number and %	Female %
01	Number of Schools	13800	-
02	Number of Students	400079	61.11%
03	Number of Teachers	13800	100%
04	Course completed students to date	5.61 Million	-
05	Course completed Students rate	98.64%	61.57%
06	Students transfer to class 1 to date	5.57 Million	-
07	Students transfer rate	99.27%	61.53%

Data Source: MIS, BEP, BRAC, April 2015

4.2.1 Key features of BRAC pre-primary schools

- Centre based approach with one teacher for 25-30 children
- Girls aged five and more
- Sixty percent female students
- No tuition fee
- Flexible class hours
- Involvement of the community in addition to 2.5 hours of schooling per day
- One local female teacher with 10 years of schooling experience
- School located on catchment of mainstream primary school
- Fun and activities based pre-school education
- Tracking former pre-primary students during their study in the mainstream primary school through mobilizing parents to ensure learning and retention.

4.3 Primary Schools

BRAC started its primary school programs in 1985 with the opening of 22 one-room schools

providing three years of schooling up to Grade III, which was later extended to grade V. The key objective of BRAC non-formal primary schools is to develop a school model for the underprivileged/primary school dropout children, especially girls, and to complete the five years' primary school syllabus in four years. BRAC also works with other development organizations to expand education opportunities for disadvantaged children through partnering with them and providing them with technical

and financial support to implement BRAC's Non-formal Primary Education model with adaptation as needed. These collaboration activities are called Education Support Programs.

Table 15: Featured information on different types of BRAC Primary School

Sl. No.	Description	Number and %	Female %
01	Number of Schools	22791	-
02	Number of Students	681922	62.17%
03	Number of Teachers	22882	98.91%
04	Course completed students to date	5.35 Million	-
05	Course completed Students rate	93.42%	66.02%
06	Students transfer to class 1 to date	5.06 Million	-
07	Students transfer rate	94.44%	65.88%

Data Source: MIS, BEP, BRAC, April 2015

4.3.1 Key features
• The one teacher school is operated by the same teacher for the same cohort of children for the entire period of four years and delivers lessons in all subjects.
• The school timings are flexible and are fixed according to needs.
• Children do not have to pay any fees and there are no long holidays
• Little homework or no homework as most of their parents are not capable of assisting them
• Children with Special Needs receive corrective surgeries along with devices like wheelchairs, hearing aids, glasses and ramps
• Children belonging to ethnic communities receive class lectures and course materials in their own languages up to grade two so that they can overcome language barriers and cultural gaps
• BRAC develops textbooks and other materials for up to Grade III and government textbooks are used in Grades IV and V
• Students are taught about social values and their rights and responsibilities coupled with basic financial education to empower them
• BRAC primary school graduates are being tracked by BRAC for further study

4.4 BRAC Primary Education Projects
BRAC Primary Education has different types of projects and programs. Some programs are as follows:
a. Education Support Program (ESP)
b. Formal & Community School
c. Shikkha Tari: Boat School

d. Shishu Niketan: Home for Children
e. TBS (Tracking of BRAC Graduates at secondary schools)

4.4.1 Education Support Program (ESP)

BRAC introduced the Education Support Program (ESP) in 1991 to spread education opportunities for underprivileged children in the most remote and inaccessible areas through partnerships with local non-government organizations, providing financial and technical assistance to replicate the BRAC Primary School model. In order to engage such NGOs to operate this program, BEP considers the formal structure, location, reputation, potential, honesty and commitment of these NGOs. ESP also provides consultancy, supervision and monitoring services to its partner NGOs.

Currently ESP is operating 4965 primary schools through 393 partner NGOs in inaccessible areas, such as chars, haors, baors, tea gardens and the Chittagong Hill Tracts. ESP covers five-year primary curriculum in four years like BPS. ESP has introduced Multi Strategy Language Teaching (MsLT) in its all schools and has introduced education programs for ethnic children in CHT and tea gardens by replicating the EEC model.

Table 16: Data on BRAC Education Support Program (ESP) till April, 2015

Number of ESP Schools	4965
Number of Students	148667
% of Female students	64.51
Number of Teachers	4965

Data Source: MIS, BEP, BRAC, April 2015

Wherever feasible, ESP enrolls children with special needs and modifies the infrastructure of school houses and also provides assistive devices and treatments.

4.4.2 Formal & Community School

BRAC community schools were set up between 1992 and 1996 under the "General Education Project" of the Government of Bangladesh. These schools were established in rural areas where the density of the population was very high, but the literacy rate was very low. BRAC was allocated 44 community schools. New teachers were hired and trained according to BRAC approach; communities were mobilized through the creation of school committees and supervisory structures were put in place. Although one of the schools had to be closed down due to the migration of all residents, the rest of the 43 schools have been in operation. The GoB provided all textbooks free of cost to students in Grades I-V. In addition, the GoB has been occasionally making some allocation for the reconstruction of the classrooms of these schools. The schools follow the curriculum prescribed for government primary schools. The objective of BEP was to improve the quality of education of these schools. It was planned to hand over these schools back to GoB after attaining that goal. Currently, BRAC is in the process of negotiating with the stakeholders with the intention to include these community schools under the Monthly Payment Order (MPO).

BRAC established 11 formal primary schools in 1999 on an experimental basis to demonstrate how non-formal approaches work in a formal schooling environment. Since then, BRAC has been operating these schools using its own funds and support from some donors. By operating these schools, BEP proved to run formal schools effectively by implementing its non-formal strategies and innovative ideas for supplementary materials and teaching methods. The purpose of these schools was to test new teaching methods and develop new teaching materials. The schools now have a total of 2,508 students (65.59 percent girls) and 66 teachers.

4.4.3 Shikkha Tari: Boat School

BRAC Education Program (BEP) has brought primary school education to children in seasonally submerged areas by introducing boat schools, which pick up teachers and

registered students from the nearest Hati (settlements on tiny islands) and drop them off to their homes after classes. BRAC has named this initiative 'Shikkha Tari' which literally means the boat of education. There are 607 Boat schools in the country, from where 17734 students receive education support among which 59.38% is female students.

Photo source: http://blog.brac.net/2013/02/

4.4.3.1 Necessity of the invention of Boat School

Most of the boat schools are in the Haor areas of Sylhet region where during monsoon majority of the lands get completely inundated for six to seven months of the year. Economic deprivation and social inequalities due to geographical isolation keeps the children away from school and education.

Research conducted by Education Watch in collaboration with BRAC revealed that over one-fifth of the students do not have access to transport during dry season, which is doubled during wet season. According to the research statistics, 42 per cent villages in Sylhet have no primary schools. The nearest formal school is often miles away. Parents are naturally reluctant to send their children, especially girls, to such distant locations. The children who do enroll in schools, which are far away, usually have irregular attendance when there is flooding. As a result of these difficult conditions, primary enrolment and literacy rates in this region lag far behind the national average. The literacy rate for children above seven is 40.7 per cent and for the adult population it is 44.4 per cent, as compared to national rates which are 48.5 per cent and 52.1 per cent respectively.

Children as well as teachers face trouble in reaching schools. Children need boat fair cost to attend schools which their parents cannot afford. Moreover, lack of suitable premises and infrastructure in these areas contribute further to this problem. The boat school initiative by BRAC is the product of a simple, yet powerful idea: if the children living in the haors cannot go to school, the school should go to them. The main objective of this model is to ensure

qualitative primary education for the isolated and most deprived children in low lying/Haor areas.

4.4.3.2 Key features of boat school

• The one-teacher school is operated by the same teacher for the same cohort of children for a period of four years and delivers lessons in all subjects
• The school hours are flexible and are fixed according to needs
• Children do not have to pay any fees and there are no long holidays
• Little or no homework as most of their parents are unable to assist them
• Children with special needs receive corrective surgeries along with devices like wheelchairs, hearing aids, glasses and ramps
• BRAC develops textbooks and other materials for up to class 3 and government textbooks are being used in classes 4 and 5
• Each boat school has a book shelf
• There is a parents' forum in every boat school where parents, teachers and BRAC staff meet for monthly discussions on issues like importance of regular attendance, health, personal hygiene, nutrition, parenting, old age treatment, preparedness for the coming school years, moral values, social awareness

4.4.4 Tracking of BRAC Graduates at secondary schools (TBS)

BRAC commenced its education program in 1985 targeting children from poor households. So far 4.95 million children have completed their primary education from BRAC schools, after which they have been admitted in secondary schools.

Studies conducted by BRAC conclude that BRAC graduates who are admitted in secondary schools often cannot complete their secondary education due to many critical circumstances. But it is very important to complete secondary education to attain an acceptable level of learning. From this realization BEP initiated TBS program in 2011 to ensure their enrolment at the secondary level, promote regular attendance, reduce dropout rate etc. so that they sustain at the secondary level and successfully complete the course.

BEP started TBS program with 135,536 BRAC graduates in 2010 and 168,781 in 2011. These students were graduates of the primary school program run by BRAC. Besides these students, the TBS program is also tracing BRAC graduates who passed Primary Terminal Examination before 2010 and are now studying in grade eight to 10. To maintain regular correspondence with the BRAC graduates, the TBS program has formed para committees and organizes regular meetings with the graduates, their parents and guardians. Special meetings are conducted with JSC and SSC candidates to increase their confidence so that they can participate in the examinations.

Regular meetings are conducted with children, guardians, teachers and the SMC. In these meetings, emphasis is given to various topics such as admission at secondary schools, better attendance, participation in examinations, regular study at home, regular payment of school fees, education material purchasing, cleanliness etc. Furthermore, poor and meritorious BRAC graduates are also provided with financial support. BRAC also keeps related

communication with secondary school authority and other organizations to manage scholarship and full/half free education for BRAC Primary School graduates.

4.5 Children with Special Needs (CSN)

The Children with Special Needs (CSN) unit of BRAC Education Program was set up in 2003 to integrate children with special needs into BRAC schools, and ensure their participation in mainstream education and society in general. BRAC had provided access to schools (pre-primary & primary) and services to nearly about 100,000 children with mild to moderate degree of disabilities by 2009.

The CSN unit first identifies children with special needs, who then get priority admission to BRAC pre-primary and primary schools. Classroom policies for special needs children include sitting in the front, studying in pairs, inclusion of CSN issues in textbooks and awareness-building among classmates and teachers. BRAC also provides corrective surgeries, along with devices like wheelchairs, crutches, hearing aids and glasses; and even builds ramps to make classrooms more accessible to disabled children.

Table 17: Featured information of Children with Special Needs (CSN) Program

Sl. No.	Description	Number
01	Total CSN Students	40342
1.1	In BRAC Primary School	20235
1.2	In ESP School	5138
1.3	In BRAC Pre-primary School	14969
02	Total Treatment provided for CSN Students	14289
2.1	Eye Treatment	6640
2.2	Eye Operation	414
2.3	Hearing Treatment	2920
2.4	Hearing Operation	11
2.5	Cleft lip and palate operation	836
03	Assistive Device provided	3468

04	Number of Neuro Development Disability Centers (NDD)	02
4.1	Number of Students in NDD centers	43
4.2	Number of Teachers and care givers	04

Data Source: MIS, BEP, BRAC, April 2015

The unit set up an Education Stipend to promote their educational rights and make them independent in 2007. The CSN unit took initiatives, in 2009, to make special needs children independent through participation in national sports and cultural activities, as well as income-generating activities, like running small grocery stores or raising goats.

4.6 Education for Ethnic Children (EEC)

BRAC initiated the Education for Ethnic Children (EEC) division in 2001 to familiarize its non-formal teaching model to meet the needs of ethnic children, who do not speak Bengali- the standard medium of education in

Bangladesh. In EEC schools, teachers explain lessons orally in ethnic mother tongues alongside Bangla using educational materials based on local culture and heritage. This method helps ethnic children do better in class and increase their participation, while improving their enrolment and retention rates. Bilingual texts and supplementary reading materials have been developed up to Grade V in Chakma language. The program also plans to develop similar bilingual materials for other communities. BEP has introduced a full-fledged Multi Lingual Education (MLE) in the Chittagong Hill Tracts to suit the learning needs of the ethnic communities using the students' native languages as the medium of teaching. The aim of this program is to help Ethnic children to bridge the linguistic gap and become proficient in Bengali.

Table 18: Featured information of Education for Ethnic Children (EEC) Program

Sl. No.	Description	Number
01	Total EEC Schools	2836
1.1	In BRAC Primary School	2295
1.2	In ESP School	426
1.3	In BRAC Pre-primary School	115
02	Total EEC Students	73186
2.1	In BRAC Primary School	58821
2.2	In ESP School	11556
2.3	In BRAC Pre-primary School	2809

Data Source: MIS, BEP, BRAC, April 2015

4.7 Support to Formal Schooling: Cooperation with Government

BRAC Education Program is working with government of Bangladesh for supporting to formal schooling at primary and secondary level. A small portion of primary and secondary schools in Bangladesh are directly managed by the government. The remaining majority, known as non-government schools, are owned and managed by local communities, although about 90 percent teachers' salaries and maintenance expenses are paid by the government.

Table 19: Data of working with mainstream Primary schools

Sl. No.	Description	Number and Percentage
01	Number of Primary schools	11
02	Number of Students	2879
03	Percentage of Female Students	60
04	Number of Teachers	66
05	Percentage of Female Teachers	100

Data Source: MIS, BEP, BRAC, April 2015

The objective of this program is to convey a qualitative change in teaching and learning methods in secondary schools, thus enhancing the capacity of non-government rural school teachers in core subjects and pedagogy.

Table 20: Data of working with mainstream secondary schools

Sl. No.	Description	Number and Percentage
01	Number of Supported Secondary Schools	4439
02	SMC and Head Teacher Orientation	19707
03	Number of Teachers trained in different subjects*	46939
04	SAP Training for Head Teachers	1719
05	Students mentoring training	84995
06	Number of Teachers followed up/refreshers	20410
07	Support schools for computer aided learning (CAL)	50
08	Number of Teachers training for CAL	763

Data Source: MIS, BEP, BRAC, April 2015
* Different subjects include Math, English, Bangla, Science, Geography and Environment, computer and Management training for Head teachers and Assistant Head Teachers.

In collaboration with the government, BRAC initiated secondary teaching training services in 2001 to bring a qualitative change in teaching and learning in secondary schools. BRAC provides training for School Management Committees, head teachers/assistant head teachers and teaching staff to complement government efforts.

BRAC implements the following four activities to support teachers and students in the formal schooling system:
a) Training & Workshops Program
b) Computer Aided Learning (CAL) Program
c) Mentoring
d) Chhatrabandhu
e) Medhabikash

4.7.1 Training & Workshops Program
The objective of the Training & Workshops Program is to improve the quality of education of mainstream Secondary Schools in Bangladesh. The following stakeholders can attend the training and workshop program:
1. Secondary School Management Committee members,
2. Head Masters,
3. Assistant Headmasters
4. Subject Teachers

Table 21: Quick Facts of Training & Workshops Program

Sl.	Type of training	Attendees	Nos. receiving

No.			training
01	Management training	Head Masters & Assistant Headmasters	6,450
02	Subject based training	Subject Teachers	29,481
03	School Management & Administration	Secondary School Management Committee members	14,477

Data source: education.brac.net

4.7.2 Computer Aided Learning (CAL) Program

Computer Aided Learning (CAL) Program is an endeavor to make the text content easier, interactive and more stimulating. Research shows that some contents of the textbooks, irrespective of subjects, are very difficult. Even the teachers face difficulty in explaining these contents to students. Hence, to assist them in such situations, BRAC started the Computer Aided Learning Program in 2004 where computers are used as a medium of teaching. The main task of the program is to develop interactive education software based on the national curriculum and thus to improve the teaching capacity of teachers and to make the classes more interesting and exciting for the students.

The program was started with Mathematics and later General Science was included. CAL materials can be used as a supplementary tool in Teachers' Training, as a self-learning tool for teachers and as learning facilitation tool for classroom teaching. The materials improve the teachers' classroom skills while simultaneously allowing students to better grasp difficult concepts. The basic objectives of CAL materials are:

- to facilitate transition from the teacher centered classroom to a more interactive one
- to make the class more interactive and engaging
- to ensure conceptual clarity and better application
- to increase teachers' understanding of the lessons
- to create self-learning provision for both teachers and students
- to familiarize the rural students & teachers with modern computer technology

4.7.3 Mentoring

BRAC encourages nurturing and facilitation of leadership qualities of students through the Students' Mentoring program. This is one of the major initiatives, under which academically advanced and enthusiastic students with leadership potentials are trained as mentors. Each mentor works with a small group of eight to 10 fellow classmates. They assist their academically weaker peers in order to improve learning, at the same time they can play a role in increasing school attendance, curbing school drop-out rates and ensuring participation in co-curricular activities. The core objectives are to:
- Ensure students' regular attendance in the class and participation in the examinations
- Develop students' capacity for peer support
- Develop self-esteem, leadership and creativity in students
- Raise students' involvement in co-curricular activities

- Create demand for quality education among students
- Increase the level of practice of moral values among students

Figure: Mentoring

4.7.3.1 Activities in the Mentoring Program

+ In order to prepare students and teachers to achieve the objectives of the Mentoring Program, a six-day residential training is conducted by Local Resource Person at BRAC Learning Centre (BLC). 25 to 30 students (future mentors) of grades VI to IX and one teacher from each school receive this training

+ Mentor selection criteria: Students, who are academically high-achievers, attend school regularly, participate in all school examinations and pass all subjects, consistently display the qualities of leadership, command attention from their peers and are capable of helping others understand

+ The training contains sessions on values education, leadership, peer support/work, classroom participation, mentoring, school environment (enabling atmosphere; gardening; cleanliness), co-curricular activities such as debate, creative writing and publishing wall magazine, sports, weekly meeting etc.

+ After completing the training successfully, the mentors form small groups of eight to 10 fellow classmates in their individual grade and orient group members on the concept and activities of Students Mentoring

+ Mentors provide social and academic assistance to weak fellow-students, ensure higher attendance in classes regularly, create enabling environment in classroom, participate and encourage members to be active in classroom activities, organize sports and inter class debate competition (at least once a year), Publish wall magazines with creative writing from peers (at least two issues a year), keep school environment clean and participate in gardening , organize weekly meeting of group to check progress and issues

4.7.3.2 Agendas discussed in weekly meetings

- Attentiveness and participation in class
- Participation in school examinations
- Subject based
- Cleanliness of classroom and school compound
- Participation in co-curricular activities

4.8 Chhatrabandhu

Chhatrabandhu, a Bengali word which stands for 'friend of the students', are individuals who volunteer their time and provide after-school free tuitions to underprivileged students. They are the poor students' "off school companions" who help them comprehend and internalize difficult concepts and lessons of Mathematics, English and Science. Their support considerably improves these students' performance in school, raising their confidence and making them and their parents motivated to continue their education. It helps students to perform better in internal exams as well as in public exams such as Junior School Certificate (JSC) and Secondary School Certificate (SSC) examination. This widens their opportunity for higher education.

Table 22: Featured information of Chhatrabandhu

Sl. No.	Description	Number and Percentage
01	Total Chhatrabandhu	42292
02	Percentage of Female Chhatrabandhu	52
03	Total students	66110
04	Percentage of girls' students	57

Data Source: MIS, BEP, BRAC, April 2015

All 'Chhatrabandhu' (volunteer tutor) receive three days training from BRAC on English, Math and Science. Chhatrabandhu is respected as the "social philanthropist" for their extraordinary service to the community. Currently the Chhatrabandhu program has been implemented in 30 Upazilas of 17 districts. These districts are: Jessore, Magura, Natore, Pabna, Rajshahi Rangpur, Bogra, Sirajganj, Tangail, Mymensingh, Gazipur, Dhaka, Comilla, Hobiganj, Moulvibazar, Sunamganj and Chittagong.

4.9 Medhabikash Udyog: Promoting Talent Scheme

Medhabikash Udyog was started in 2005. It is an innovative intervention where talented but disadvantaged students receive financial support to pay their college or university tuition fees both at home and abroad. In addition, they also receive capacity building training in English and computer literacy.

4.9.1 Recipients of the award:

This scholarship is awarded to high achieving students who score at least 80 percent in the Secondary School Certificates (SSC) or Higher Secondary School Certificates (HSC) examination, which is equivalent to grade point average (GPA) 5 or A+. However, often due to financial constraints many of them cannot pursue their dream of higher education. If some do enroll themselves in institutions of higher education, limited financial ability hinders their academic performance. Therefore, through Medhabikash Udyog BRAC provides financial support to these underprivileged, but meritorious students. This monthly financial support covers admission fees, books and other educational and daily expenses. In addition, girls receive a stipend for transportation and incidental expenses

Table 23: Information regarding Medhabikash Udyog

Sl. No.	Description	Number and Percentage
01	Total Scholarship recipients	3542
02	Percentage of girl scholarship recipients	45
03	Total Students graduated	240

Data Source: MIS, BEP, BRAC, April 2015

4.10 Deepshikha

Since its inception in 1985, co-curricular activities in BRAC schools have been prioritized. Co-curricular activities are intensely incorporated within the curriculum of BRAC schools as BRAC believes that this helps flourish social, emotional, language and communication skills of children for their all-round development. The co-curricular activities that BRAC schools emphasize include songs, rhymes, acting, storytelling, drawing, games and different practical and hands-on experiences. BRAC believes that this sort of effort not only inspires children to explore their hidden potential but also helps them become confident.

Emphasis on co-curricular activities all around the world inspires BRAC to priorities co-curricular issues practiced at BRAC Schools. To reinforce such activities BRAC Education Program (BEP) initiated a competition in 2011 named Deepshikha: a song, dance, recitation and drawing competition for BRAC pre-primary and primary school children with the objective to revive kinesthetic and rhythmic intelligence among children. Innumerable children of BRAC pre-primary and primary schools from all over Bangladesh participated in this competition with great enthusiasm. Three episodes – quarter final, semi-final and the final round had been telecast on a reputed private TV channel of Bangladesh named Channel

I. The spontaneous participation of children and the overwhelming responses from their parents and communities made Deepshikha a successful event. Now Deepshikha is a name of success because it created the expected awareness among children, their parents and communities for co-curricular activities which is very important for children's' holistic development.

Bangladesh Shilpakala Academy (National Academy of Fine and Performing Arts) will train Deepshikha children in song, dance, recitation, drawing etc. at their district level academies all over Bangladesh. This is yet another mark of collaboration between BRAC and the Government of Bangladesh.

4.11 Adolescent Development Program

The Adolescent Development Program (ADP) started in 1993 as a subset of BRAC's school for older children. In order to retain the literacy rate and life skills that many girls lose after primary schooling, BRAC's Education Program opened Adolescent Clubs giving girls the chance to socialize, play indoor games, sing, dance and exchange views and experiences - all activities that were frowned upon in their homes. It works with Ministry of Women & Children Affairs (MoWCA) and Department of Youth Development under the Ministry of Youth and Sports. Moreover, MoWCA signed a MoU with BRAC to replicate the ADP model at the country's seven districts of seven divisions where ADP is providing its entire technical support. Activities of the Adolescent Development Program are given below:

1. Adolescent Clubs (Kishori Kendro) are safe centers where adolescent girls can read, socialize, play games, take part in cultural activities and have open discussions on personal and social issues with their peers. Each club comprises of 25-35 adolescent members in the age group of 10 to 19 years. One adolescent leader is responsible for the operation of a club. At present there are around 8,100 adolescent clubs all over Bangladesh. Their activities include exchanging books, reading newspapers and magazines, playing both indoor and outdoor games, performing cultural programs and observing different international and national days.

Table 24: Important information of Adolescent Club (Kishori Kendro)

Sl. No.	Description	Number and %
01	Number of Kishori Kendro	9000
02	Number of Members	254873
03	Female Members	76.43%
04	Number of Adolescent Leaders	9000
05	Female Leaders	100%

Data Source: MIS, BEP, BRAC, April 2015

2. Adolescent Peer Organized Network (APON) offers adolescents education on life skills facilitated by their peers on different social and health related issues, such as reproductive health, sexual abuse, children's rights, gender, HIV/AIDS, sexually transmitted infections (STIs), eve teasing (verbal sexual abuse), child trafficking, substance abuse, violence, family planning, child marriage, dowry, and acid attacks. The purpose is to develop adolescent life skills and raise awareness on important but taboo issues. These courses are offered in adolescent clubs, secondary schools, madrasas (religious education schools) and working places.

3. Livelihood Training courses are offered to girls to empower them financially. The adolescents receive training on tailoring, embroidery, journalism, poultry, livestock, beauty care etc (in collaboration with the Ministry of Youth and Sport and other local organizations). These courses are offered in 307 Upazilas (57 districts).

Table 25: Featured information of Livelihood Training Programs

Sl. No.	Description	Number and %
01	Livelihood training (Financial Empowerment)	37153
-	Beauty care training	1612
-	Photography training	916
-	Journalism training	258
-	Others (computer, poultry, tailoring, driving etc.)	34367

Data Source: MIS, BEP, BRAC, April 2015

4. Communication, Awareness and Advocacy encourages interaction and dialogue among adolescents, their parents and community leaders. Different types of forums with mothers, parents and community heads create the foundation for a supportive communication network. This formalized communication network not only helps ensure that the voices of adolescents are heard but also provides transparency to community attitudes supporting adolescent development. The community members in rural areas are often ignorant about children's rights, importance of girls' education and many other adolescent issues. Therefore, it is essential to bring the entire community under one roof to raise awareness about adolescent issues.

b) Adolescent fair has also been introduced in 2008 as a part of ADP's different awareness activities. This fair creates a space solely for the adolescents and establishes their identity as a distinct group of the population. This occasion also brings their potential in front of the wider communities. The fair sells different products made by adolescent club members such as handicrafts, nursery items, local and tribal goods etc. Essay writing competition and painting competition for students, cultural programs, sporting events, theatre and rallies are also

organized as part of this event. Through these fairs, ADP tries to involve people from every sphere of the community to create awareness on different adolescent related issues.

Table 26: Data of Adolescent fair

Description	Number
Number of Fair held	05
Number of Participants	3000

Data Source: MIS, BEP, BRAC, April 2015

c) Cultural Competitions are an initiative to educate communities about the importance of cultural activities for the cognitive development of adolescents. This activity brings out their talent through cultural competitions and provides the required trainings to increase their capacity in cultural performances. This competition was started by the adolescent clubs followed by cluster adolescent clubs, and then subsequently on the upazila and district level. The final competition with top contestants takes place in the national level which is broadcasted on satellite TV channels. This initiative received positive responses from the communities and has a significant impact on adolescents' cultural development.

d) Sports for Development is a new initiative which includes two main activities - outdoor sports and safe swimming. The outdoor sports initiative involving adolescent girls aims at increasing girls' participation in outdoor sports and creating awareness on different issues among the population through different sporting events. ADP provided formal training by national coaches to form football, cricket and volleyball teams and organizes regular practice sessions for adolescent girls. This initiative received a positive response from the community and from the national sports federation.

Table 27: Data of Sports Development program

Description	Number
Kishori Coach	172
Sports formal training (participants)	88144

Data Source: MIS, BEP, BRAC, April 2015

e) Safe Swimming is another such initiative which aims at reducing child deaths by drowning. The program engages adolescents as swimming instructors. ADP started this initiative in July 2009 in collaboration with CIPRB (Centre for Injury Prevention and Research, Bangladesh) and the Bangladesh Swimming Federation. In this initiative, technical support is given by CIPRB and the Bangladesh Swimming Federation. Older adolescents (18+) from the ADP program are selected as community swimming instructors and are trained by Bangladesh Swimming Federation to provide swimming lessons to children from their own communities from the age of four to 10 years. Through this program, people in the

community not only learn about the scientific way of swimming but also realize the importance of knowing how to swim. Swimming graduates till April 2015 is 125000

f) Special Network for Adolescent Photographers (SNAP) is a network of adolescent female photographers who have received training on digital photography. These adolescents are professional photographers. By taking up this occupation they not only overcome their financial hardships but are also able to highlight different adolescence related issues through their photography. The girls photograph social issues and organize exhibitions to raise awareness within their communities.

g) Tutorial Initiative for Adolescents (TIA): Secondary level students need assistance in some subjects such as English, Mathematics and Science. The majority of adolescent members of ADP come from poor families, and lacks the ability to bear the expenses of tutorial support outside their school. Moreover, most of them are first generation learners, and thus cannot obtain academic support from their families. In addition to this, there are some academic standard requirements set by the government to get a stipend. As they are unable to maintain that standard, many adolescents drop out from school. Eventually, many of the girls' parents end up arranging marriages of their children to reduce their financial burden, victimizing the girls by early marriage. To address this issue, ADP started TIA to support the poor girls in continuing their education. ADP developed a group of tutors who provides tutorial support for a minimum charge or on a voluntary basis to these poor girls. These tutors received training and refresher courses on how to deliver course contents relating to secondary level Science, Mathematics and English to their respective students.

4.12 Skills Training for Advancing Resources- STAR

Skills Training for Advancing Resources (STAR) works with adolescents who have dropped out of school, helping them attain a decent employment by providing technical and vocational education and training. STAR not only provides enterprise based on site technical training to the learners (dropped out adolescents) in the informal market, but also grooms them through soft skill development training. The aim is to produce a well learnt and well balanced, empowered youth group from the grass root level to address the issue of rising youth unemployment in the country.

Why it is necessary: The Bangladesh government passed the National Skill Development Policy in January 2012, ushering a new era in skills development for the country. The vision for skill development is now officially recognized by government, industry, employers and most of all the workers themselves, denoting greater opportunities for apprentices across Bangladesh.

4.12.1 Key feature

- Specific trade based onsite technical training is offered to the learners by master crafts person (MCP) and technical trainers. Trades offered are decided according area specific demand.
- The learners are placed as an apprentice under an MCP who provides hands-on training for five days a week.
- Technical trainers provide theoretical training on basic concepts, introducing tools and equipment, measurement, works process etc.
- Basic English lessons are provided to the learners, minimizing their chances of falling back due to poor communication skill.
- Learners also receive life skill training on occupational safety, health issues, child rights, early marriage etc. to raise their awareness.
- Learners are taught to take on a realistic and patient approach in order to adapt and blend to the demands of the market, improving their quality through training and development, and helping them seek employment in markets where there is demand.
- Learners are also taught the importance of basic money management and financial security. They open their own bank account to save their allowances (from BRAC), their salaries (earned from their apprenticeship), and sometimes their family savings as well.
- Once the training is complete, BRAC links up the learners with employers for wage employment. For those who are keen on self-employment, BRAC offers information, guidance and technical assistance.

  Partners in STAR: UNICEF, International Labour Organization (ILO), and Bureau of Non Formal Education (BNFE)

4.12.2 Quick facts

Area covered: Five divisional cities: Dhaka, Chittagong, Khulna, Rajshahi and Sylhet.
Achievement: 992 learners graduated in 2012 under 486 master craftsman persons. 17 learners were people with special needs (9 female and 8 male) among these graduates.983 are employed, with a monthly income ranging on average from BDT 2,000 - 12,000.

4.13 Multi-purpose Community Learning Centres (Gonokendros)

Multi-purpose Community Learning Centres or Gonokendros were established in 1995 as community libraries as part of the Continuing Education program. They are established with BRAC and community financing. Within a year of establishment, Gonokendros are registered as trusts and become self-financing in terms of operating expenses. Open to adults, children and students, they also provide IT and other training in a range of trades (computer, electronics, livestock rearing, horticulture, fish culture, poultry etc.) in collaboration with the Department of Youth Development.

Gonokendros contain at least 1,000 books, popular magazines, daily newspapers, and are usually managed by locally recruited women librarians. The Gonokendros provide an intergenerational meeting space and offer a number of services for adults, children and

students. They also preserve local historical items, operate mobile libraries for women and the elderly and run a Children's Corner.

The most remarkable achievement of these Gonokendros is that a large number of semi-literate women have become regular readers. Recently, internet services have been introduced in 10 Gonokendros in collaboration with bracNet.

In collaboration with the Department of Youth Development under the Ministry of Youth and Sports, the Multipurpose Community Learning Centre also provides skill development training for the youth to improve the socio-economic condition of the rural communities.

Table 28: Featured Information of Multipurpose Community Learning Centers (MCLC)

Sl. No.	Description	Number and %
01	Number of MCLC	2802
02	Members	1.2 Million
03	Female Members	50.83%
04	Number of Librarians	2802
05	Trust formed	2458
06	Number of MCLC with ICT facilities	1315
07	Number of Mobile Libraries (Van/Rickshaw)	780
08	Number of Children corners	2705
09	Skill training to members through GoB	102356
10	Students involved in readers' forum	123654
11	General Members involved in reader's forum	19796
12	Socio-cultural activities organized	590910

Data Source: MIS, BEP, BRAC, April 2015

Chapter Five

An Overview of BRAC Education for Ethnic Children in Bangladesh

Chapter Five: An Overview of BRAC Education for Ethnic Children in Bangladesh

5.1 Introduction

Bangladesh is a diverse and culturally rich country in which different ethnic groups co-exist with the mainstream Bengali population. According to the 1991 census, there are approximately 1.2 million ethnic people in Bangladesh (1.13% of the total population), divided among 45 distinct ethnic groups. Currently no government statistics regarding ethnic children in the formal education system exist and no national strategy dealing specifically with minority language children's education has been identified. However, ethnic students have been enrolled in BRAC's non-formal primary education schools since 1998. However, BRAC has started targeting these ultra-poor ethnic people by providing non-formal primary education in 2001 to the children between the ages of seven to thirteen. This is a challenge for BRAC whose highly successful Non-Formal Primary Education model must now be adapted to work with ethnic minority groups who have different linguistic, cultural and learning needs than mainstream Bengali BRAC students (Sagar and Poulson, 2003). Currently, approximately 73186 ethnic students are enrolled in 2836 BRAC NFPE schools with either a mixed inhabitants or entirely ethnic student body in different regions of the country.

5.2 Location of the Schools

The largest initiative of the Education for Ethnic Children (EEC) program serve about 22 ethnic groups in three clusters: North Bengal, Mymensingh (or plains), and the tea gardens of Sylhet. Another schools are conducting for ethnic children in the Chittagong Hill Tracts under funding from BRAC Education Program (BEP) donor consortium funds.

The new schools are based on BRAC's existing NFPE model which is designed for children aged 8-10 who have never attended school or who have dropped-out of the mainstream government education system. One-room schools with tin roofs are built by the community with support from BRAC. Students, teachers, and the school management committee are chosen by the community. Students study social studies, mathematics, science, Bangla, and English as core subject areas following government competencies and supplemented by co-curricular activities. BRAC uses its own materials, textbooks and teacher's guides for the preparatory phase through grade 3 and government texts accompanied by BRAC supplementary materials and teacher's guide for grades 4 and 5. Classes are held six days a

week, with an average of 875 contact hours annually6, allowing students to finish the five-years government curriculum competencies in four years. The EEC teachers and schools will receive the same supervision and monitoring as BRAC's mainstream NFPE schools. Changes in policy have been made to reflect the differing socio-economic, cultural and geographic situations in these areas.

The single largest change in education policy has been the incorporation of ethnic languages as medium of instruction in EEC schools in which the community still uses their mother tongue in day to day interactions. BRAC supports the right of ethnic minority children to receive early education in their mother tongue and in an environment that supports and celebrates their cultural heritage, as espoused in numerous international agreements and in recognition of the need to preserve endangered ethnic cultures and languages. This initiative has been undertaken in light of numerous studies that show a strong correlation between student achievement and language of instruction. Ethnic children in EEC schools will therefore be educated in their mother tongue during the preparatory phase and Grade 1, with Bangla gradually phased-in as the language of instruction using a modified form of the regular NFPE education model in grades 2-5. In regions where the mother tongue of the students has no written script, BRAC will experiment with developing an appropriate orthography for use in its schools and in the wider ethnic community (Sagar and Poulson, 2003).

Table 29: Information on achievement of Education for Ethnic Children (EEC) Program

Sl. No.	Description	Number
01	Total EEC Schools	2836
1.1	In BRAC Primary School	2295
1.2	In ESP School	426
1.3	In BRAC Pre-primary School	115
02	Total EEC Students	73186
2.1	In BRAC Primary School	58821
2.2	In ESP School	11556
2.3	In BRAC Pre-primary School	2809

Data Source: MIS, BEP, BRAC, April 2015

5.3 Materials development

Another part of the EEC initiative was to create new materials in Bangla and the students' mother tongue for use in ethnic classrooms. A team of six ethnic resource personnel was recruited to collect stories and materials from ethnic communities. Creative writing

workshops were held to analyze the ideas, feelings, interests, cultures, and lives of ethnic students. Grades one to three will have a collection of stories published in a book by April 2004. Furthermore, 2 books about legal rights and ethnic folklore have been published for distribution in BRAC adolescent reading centres. The reading centres are also being given a magazine called Manush which discusses ethnic cultures and issues and is produced in conjunction with FIVDB, a Bangladeshi NGO working with ethnic communities. Finally, ethnic issues have been added to the grade two social studies curriculum for all BRAC EEC and mainstream NFPE schools, and curricular additions will also be made for grades one and three in the future (Sagar and Poulson, 2003).

5.4 Human resources, Capacity development and training

The whole program aspects of BRAC have changed due to the EEC initiatives. In a strength to support ethnic employment and to draw on the knowledge and experience of the ethnic communities, many new staff have been recruited form the ethnic communities. Four ethnic staffs were hired for the core group at Head Office, and six ethnic resource staff hired to gather information and create supplementary materials. Nine existing staff, four from ethnic backgrounds, has been promoted to Regional Sector Specialist. They will act as cultural experts and build networks to mobilize the participation of the ethnic population in the education process. Additionally, ethnic minority staffs have been recruited as school supervisors and teachers. Policy in regards to teacher hiring has been revised for EEC schools. The teachers must be of ethnic background and must have attained a minimum of 9 years of education (as opposed to the grade 10 minimum for mainstream BRAC schools). The preference is still for teachers to be married women but exceptions are being made in areas where the educational level of women is too low to meet requirements and no potential women teachers can be identified. In terms of capacity development, ethnic teachers undergo the same 12-day basic training and 3 to 4 days school opening orientation as other BRAC teachers, with additional support in minority issues and second language acquisition. They also receive monthly training refreshers where they explore specific teaching methodologies and plan for the next month's lessons. The grade 1 teachers receive 2-day refreshers (instead of the normal one-day session) in order to acquire appropriate Second Language (L2) teaching skills. BRAC has undertaken a considerable amount of capacity development and training with its ethnic and Bengali staff. Teacher trainers and other staff have received training in ethnic minority issues. New issues in the Basic Teacher Training module include an introduction to ethnic language and culture, preparing and presenting profiles of ethnic groups, the background and present situation of ethnic education, and the incorporation of ethnic curricular activities and calendars into the curriculum. Teachers also receive training at a 6-daygrade promotion orientation after each grade is completed (Sagar and Poulson, 2003).

5.5 Advocacy and linkages

A focus of the EEC program has been on advocacy for ethnic groups and on creating linkages among communities, government and other NGOs. BRAC has networked with other NGOs working with ethnic groups in Bangladesh, including CARITAS, Koinonia, Proshika, Oxfam, Greenhill, CARE, and the Integrated Development Foundation. As mentioned earlier, the magazine Manush is being published in conjunction with FIVDB. This magazine is being distributed not only to the BRAC adolescent reading centres but also to BRAC regional

offices, all BRAC teachers, BRAC PACE union libraries, upazila Executive Officers, upazila Educational Officers and the District Commissioners in hopes of fostering greater understanding and sensitivity to minority issues amongst these groups. (Sagar and Poulson, 2003).

The EEC department creates linkages with the Government of Bangladesh through different approaches. BRAC staffs conduct workshops in Upazilas where BRAC teams have opened new schools for ethnic children. The workshops brought together various government officials, including upazila Executive Officers, upazila Education Officers, District Primary Education Officers, District Commissioners, BRAC ethnic teachers, and ethnic community leaders. BRAC organized these workshops with three broad goals in mind. The primary goal is to facilitate a discussion that would lead to mutual learning and sensitization to the issues faced by ethnic minority communities. Secondly, and more specifically, the participants explored the barriers to education that ethnic children face. This part of the workshop is conducted with hopes that government officials would take this information into consideration and take action to increase enrollment of ethnic minority students in the formal education system. Finally, the objectives of BRAC's education for ethnic children program are discussed. BRAC described its long-term goal of mainstreaming ethnic BRAC graduates into the formal secondary school system. Through a discussion of the EEC goals BRAC sought the support and cooperation of the government in the smooth implementation of this initiative. Secondly, District Primary Education Officers is invited to participate as resource people in various BRAC training programs conducted with ethnic minority teachers and staff. The aim of this cooperation is two-fold. It is hoped that through this participation the DPEOs will become sensitized to the occupational problems of the ethnic minority teachers and field staffs, and to the issues faced by ethnic minorities in general. It is also recognized that the DPEOs are a valuable resource from whom the BRAC teachers and staff can learn much about education and education policy.

5.6 Monitoring, evaluation and research

Monitoring and evaluation of the EEC program is undertaken in the same way as mainstream NFPE schools. In brief, each school has a Program Organizer (PO) who supervises up to 16 schools in one area. The PO visits each school twice a week to check lesson plans, student evaluations, attendance, and to monitor teacher performance. The PO reports to the Team in Charge of the Team Office (local office), who in turn reports to the Regional Manager. Additionally, each region has a Regional Sector Specialist and Quality Assurance Specialist to provide methodological support and increase teacher and staff capacity.

CHAPTER SIX

FINDINGS AND ANALYSIS

6. Socio-economic and Demographic Data Analysis

6.1.1 Age of the Respondents

The table 30 shows the age of the respondents. The highest percentage of the respondents was 35-40 age group and the lowest was 55-60. The age of 21.1 % respondents was 30-35 age group where 25-30 and 45-50 age group were 12.3%. Again 7.0% of the respondents were 40-45 and 50-55 age group where respondents of 20-25 age group were only 3.5%.

Table 30: Age-wise distribution of the respondents and their percentage

Age group	Number of Respondents	Percentage
20-25	2	3.5
25-30	7	12.3
30-35	12	21.1
35-40	20	35.1
40-45	4	7.0
45-50	7	12.3
50-55	4	7.0
55-60	1	1.8

Data source: Field survey
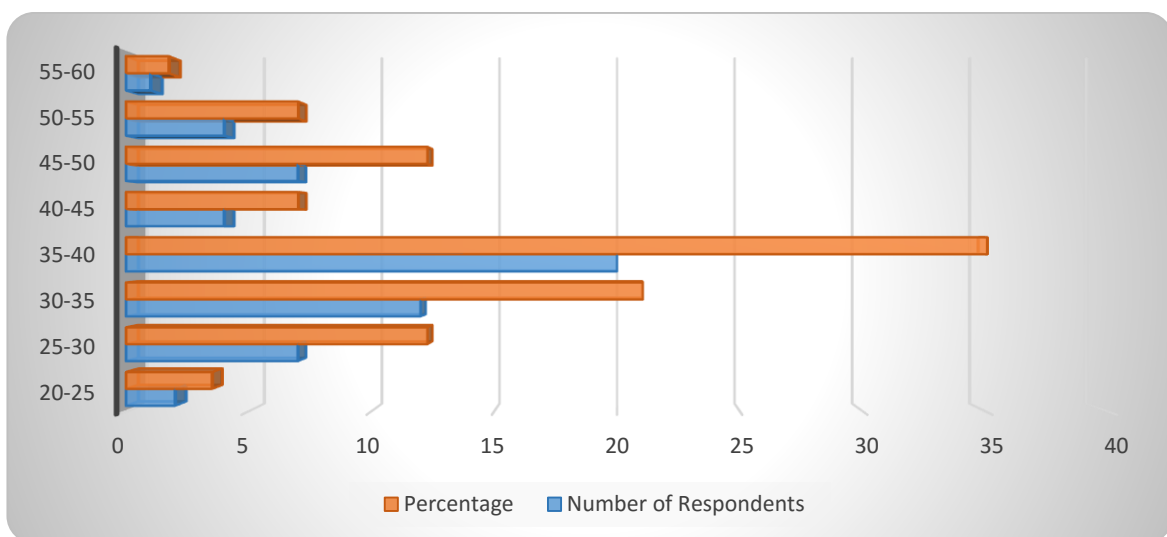
Figure 3: Age of the respondents

6.1.2 Gender of the respondents

The table 31 reveals the gender of respondents. It is observed the female gender is more than their counterparts. 77% of the guardian respondents were female where 100% of the teacher was female and 50 percent of the program organizers were male respondents.

Table 31: Gender-wise distribution of the respondents

Respondent group	Gender		Number of Respondents	Female Percentage
	Male	Female		
Guardians	7	23	30	77
Teachers	0	23	23	100
Program Organizers	2	2	4	50

Data source: Field survey

6.1.3 Ethnic Identity of the Respondents

The figure 4 represents the ethnic identity of the respondents. It is found that most of the respondents were from the ethnic minority groups. 80.7% of the respondents were Adivasi among which 63.2 % was Garo and 17.5% was Hajong. Only 19.3% was Bangali respondents.
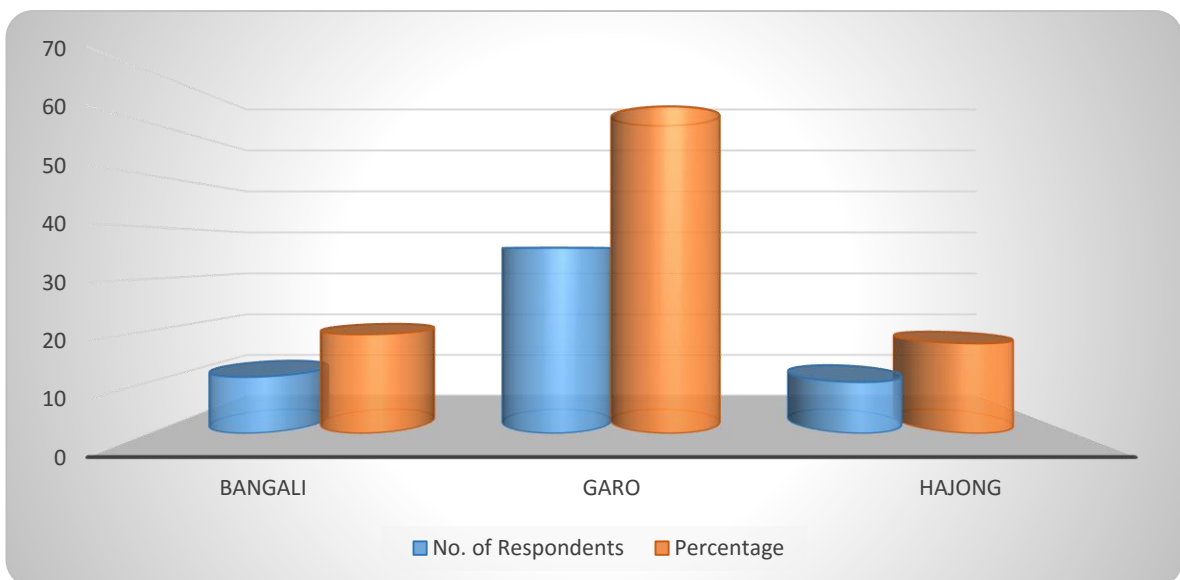
Figure 4: Distribution of the respondents by ethnic identity   *Data source: Field survey*

6.1.4 Education of the Respondents

The Table 32 illustrates the educational qualification of the respondents. It is clearly seen that 12.3 % of the respondents were illiterate. All of them were guardians. 19.3% of guardians were class on to class five passed, where 24.6 % of them was under SSC level passed. Another 24.6% of the respondents were SSC passed 3 were guardians and 11 were teachers. Again, 19.3% of the respondents were HSC passed, where only 3.5% of the respondents were Degree passed among whom 1 was teacher and 1 was program organizer. The data shows that most of the teachers are SSC passed.

Table 32: Distribution of the respondents by level of education

Level of Education	Respondent group			Total	Percentage
	Guardians	Teachers	Program organizer		
Illiterate	7	0	0	7	12.3
1-5	11	0	0	11	19.3
6-10	7	7	0	14	24.6
SSC	3	11	0	14	24.6
HSC	4	4	3	11	19.3
Degree (Pass)	0	1	1	2	3.5

Data source: Field survey
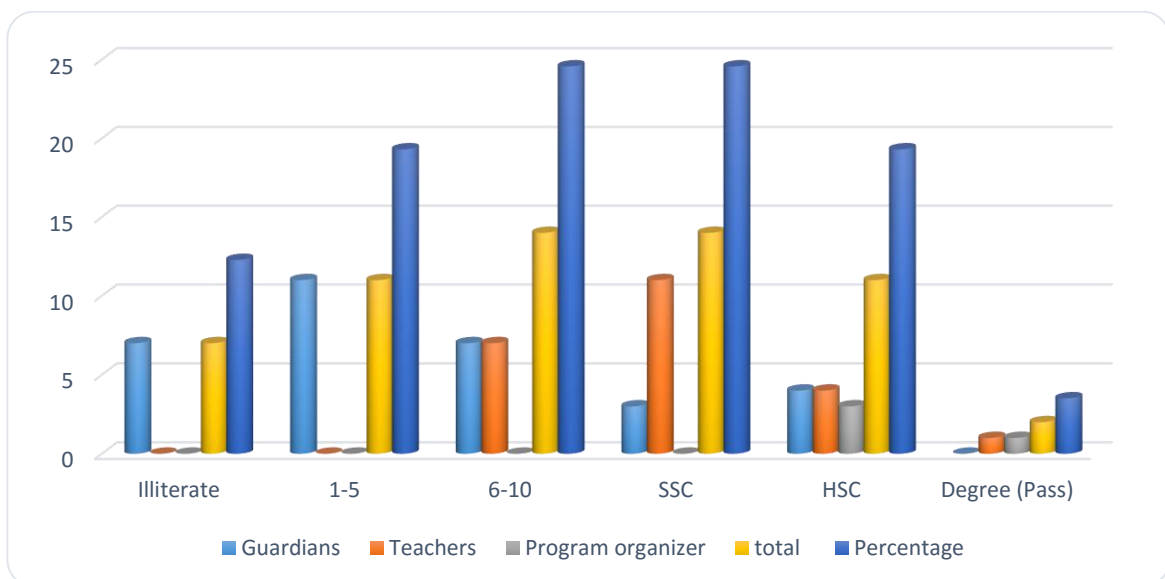
Figure 5: Distribution of the respondents by level of education

6.1.5 Occupation of parents

The table 33 shows the occupation of the parents discretely. It is found that most of the mothers are housewife, though they do other work of the family. 53.33% of the parents are recorded as housewife. On the other hand, 40% of the fathers are service holder. 23.33% of parents are surviving with agricultural activities. More mothers (13.33%) are laborer than their counterparts (6.67%). 10% father guardians are unemployed. Some parents are in different other occupation like mechanic, village doctor, teacher, laborer, cook, driver and businessmen. But their percentage is very low.

Table 33: Distribution parents by gender

Type of occupation	Number of Parents		Mother's % by Occupation	Father's % by Occupation
	Mother	Father		
Housewife	16	0	53.33	0.00
Service holder	1	12	3.33	40.00
Mechanics	0	2	0.00	6.67
Agriculture	7	7	23.33	23.33
Tailor	1	0	3.33	0.00
Village Doctor	0	1	0.00	3.33
Teacher	0	1	0.00	3.33
Laborer	4	2	13.33	6.67
Cook	1	0	3.33	0.00
Driver	0	1	0.00	3.33
Business	0	1	0.00	3.33
Unemployed	0	3	0.00	10.00

Data source: Field survey

6.1.6 Household income of the respondents per month

The table 34 furnishes with monthly household income of the guardian respondents. It is seen that majority percent of the household income is less than 5000 Taka per month, where only 6.7% household income is more than 20000 Taka. 33.3% of household's income range is 1000-5000 Taka. Second highest (26.7%) of household's income is in between 5001-10000 Taka, where 23.3% of household reported that their income is 10001-15000 Taka and rest of the household's earnings is 15001 Taka to 20000 Taka.

Table 34: Distribution of monthly household income of the respondents

Income Range	Number of Household	Percentage
1000-5000	10	33.3
5001-10000	8	26.7
10001-15000	7	23.3
15001-20000	3	10.0
20000+	2	6.7

Data source: Field survey
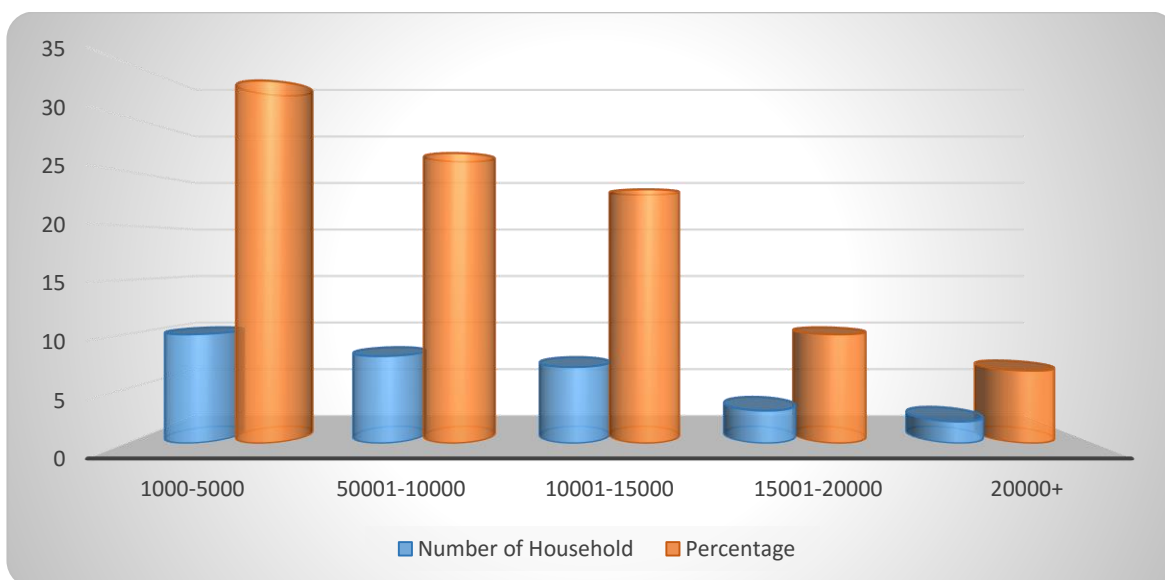
Figure 6: Distribution of monthly household income of the respondents

6.1.7 Amount of lands per household

The table 35 shows the distribution of lands per household of the guardian respondents. It is found that about 17% of the guardians have no lands. They live in other's house as renter or asylum. However, 23.3% of the households have more than 50 decimals of land. Most of the family has only living area-they have no agricultural land. They mainly survive with some service or work in other's land, house or working places.

Table 35: Distribution of lands per household of the respondents

Amount of lands (Decimal)	Number of Household	Percentage
0	5	16.7
1-10	5	16.7
11-20	5	16.7

21-30	5	16.7
31-40	2	6.7
41-50	1	3.3
50+	7	23.3

Data source: Field survey

6.2 Household-wise information of School going children

6.2.1 School going children per household

The table 36 represents the numbers of children are going to school per household. It is observed that 33.33% of the household has 1-2 school going children, where 20.00% of household has 3 children who are going to school and 10.00% has 4 school going children. Only 3.33% household has 5 school going children.

Table 36: Number of Children Going to School per Household

Number of Children	Sex		Number of Household	% of household
	Girls	Boys		
1	3	7	10	33.33
2	9	11	10	33.33
3	9	9	6	20.00
4	8	4	3	10.00
5	1	4	1	3.33

Data source: Field survey

6.2.2 Type of primary schools they attended

The table 37 shows various types of primary school and the number children who are attending for schooling. It is found that majority number (88.1%) of the students is going to BRAC primary schools followed by 7.1% in missionary schools, where 4.8% of them are going to government primary schools. It is notable that there is no student who is in non-government primary schools.

Table 37: Type of primary school where children attend for schooling

Type of school	Number of students	Percentage
Govt. Primary School	2	4.8
Non-govt. Primary school	0	0.0
BRAC School	37	88.1
Missionary School	3	7.1

Data source: Field survey
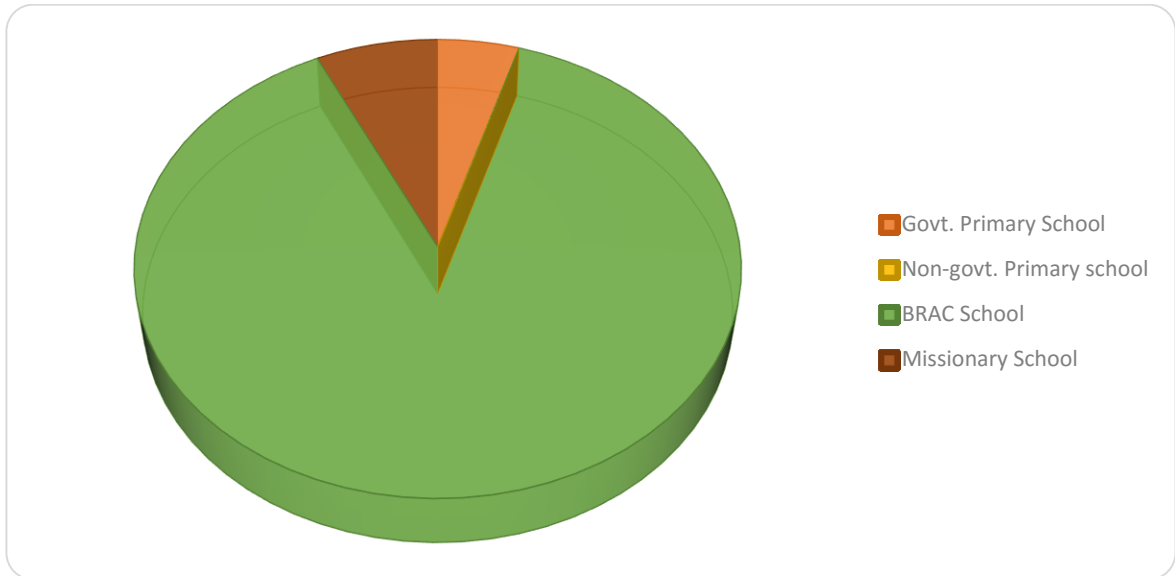
Figure 7: Type of primary school where children attend for schooling

6.2.3 Featured information of the surveyed schools

The table 38 reveals the distribution of students by schools, gender, race and disability and grade. In this study, four schools from different grades have been surveyed for data collection. Total number of students in four schools is 96. Among the total students 36.5% are boys and 63.5% are girls. There are 36.5% children who are Bengalis among whom 3.1% is boys and 33.3% are girls. Amongst total students 61.5% are Adivasi children within which 32.3% are boys and 29.2% are girls. Some 4.2% of students are treated as CSN children among whom 3.1% are girls.

Table 38: Distribution of students by schools, gender, race and disability

Name and location of the schools	Type of Grade	Number of all type of Students			Number of Bangali students			Number of Adivasi students			Number of children with special needs (CSN)		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
BRAC School, Jangalia, Dhubaura	Grade-01	27	9	18	13	1	12	14	8	6	1	0	1
BRAC School, Jairamkura, Haluaghat	Grade-02	26	10	16	12	0	12	13	9	4	1	1	0
Bolchugi, South Nalkura, Haluaghat	Grade-04	25	11	14	3	1	2	21	10	11	1	0	1
Boalmara, Haluaghat	Grade-05	18	5	13	7	1	6	11	4	7	1	0	1
Total		96	35	61	35	3	32	59	31	28	4	1	3
Percentage		100.0	36.5	63.5	36.5	3.1	33.3	61.5	32.3	29.2	4.2	1.0	3.1

Data source: Field survey
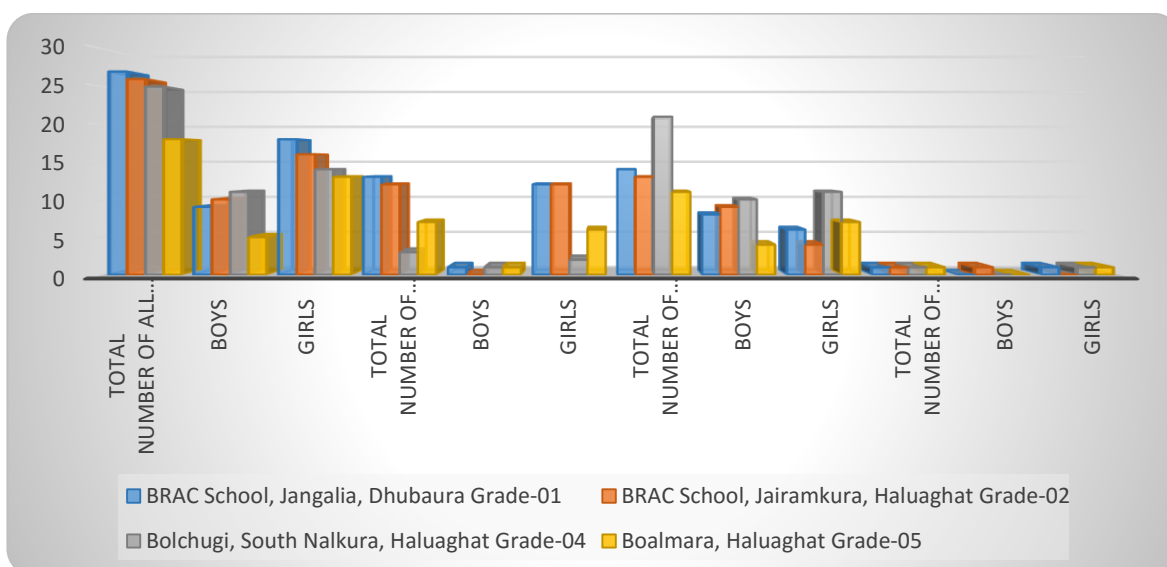
Figure 8: Distribution of students by schools, gender, race and disability

6.2.4 Students by types of ethnicity

The table 39 shows the distribution of students of surveyed schools by type of ethnicity. It is observed that most of the students come from the Garo families, which represents almost 80% of the students in different classes. On the other hand, 16.95% of the students represent from the Hajong community, where lowest 3.39% of them are from Dalu community. Again, among the Garo students 53.19% are girls. But boys' students are more than their counterpart from Hajong community. However, no girl students from Dalu community are found in any schools.

Table 39: Distribution of Students by types of ethnicity

Types of Ethnicity	Number of Students			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Garo	47	22	25	79.66	46.81	53.19
Hajong	10	7	3	16.95	70.00	30.00
Dalu	2	2	0	3.39	100.00	0.00

Data source: Field survey

6.3 Access of Ethnic Children to Basic Education

6.3.1 BRAC roles in educating ethnic children

The table 40 demonstrates the respondents' opinion on the role of BRAC primary schools in educating Adivasi children in Mymensingh region. Almost all respondents have a positive response on the statement. 93.33% of guardians, 95.65% of teachers and 50% of Program organizers are strongly agree with the statement that BRAC Schools plays vital roles in education of tribal students.

Table 40: Opinions of the respondents on BRAC roles in educating ethnic children in researched area

Statement	Opinions	Respondents Group and Percentage					
		Guardians	%	Teachers	%	POs	%
BRAC School plays vital roles in education of tribal children	Strongly Agree	28	93.33	22	95.65	2	50.00
	Agree	2	6.67	1	4.35	2	50.00
	Neutral/Uncertain	0	0.00	0	0.00		0.00
	Disagree	0	0.00	0	0.00	0	0.00
	Strongly Disagree	0	0.00	0	0.00	0	0.00

Data source: Field survey

6.3.2 Opportunity of Ethnic Children to Access in Education

The table 41 figures out the access of ethnic children in different grades schools in Haluaghat and Dhubaura upazila. A total of around 704 Adivasi children get access to BRAC schools among which 417 are from Haluaghat and 287 are from Dhubaura. From both Upazilas 73 are from grade-01, 198 are from grade-02, 360 are from grade-04 and 73 are from grade-05. It is observed that grade-03 schools are not available there. Most of the students are studying in grade-04 schools.

Table 41: Distribution of Ethnic children in education by surveyed area and grade of schools

Sl. No	Surveyed Area	Grade of School	Total Ethnic Children	Percentage of Total Students
1	Haluaghat	Grade-02	122	17.33
		Grade-04	222	31.53
		Grade-05	73	10.37
2	Dhubaura	Grade-01	73	10.37
		Grade-02	76	10.80
		Grade-04	138	19.60
Number of total students in Haluaghat and Dhubaura			704	100.00

Data source: Field survey

6.3.3 Explanation of the access of ethnic children to education

The table 42 defends the opportunity provided by BRAC for ethnic children who get to access to basic education. Almost all groups of respondents give strong positive opinion on the statement. About 97% of the guardians strongly agree with the statement that Adivasi children get opportunity to access to basic education for BRAC schools. They think that for BRAC schools their children are going there very easily as most of the schools are on their home yard. 95.65% of the teachers think same as the guardians' review. 75% of the program organizers agree with the statement.

Table 42: Opinions of the respondents on the opportunity of Ethnic Children to get access to basic education

Statement	Opinions	Respondents Group and Percentage					
Adivasi children get opportunity to access to basic education for BRAC Schools		Guardians	%	Teachers	%	POs	%
	Strongly Agree	29	96.67	22	95.65	1	25.0
	Agree	1	3.33	1	4.35	3	75.0
	Neutral/Uncertain	0	0.00	0	0.00	0	0.00
	Disagree	0	0.00	0	0.00	0	0.00
	Strongly Disagree	0	0.00	0	0.00	0	0.00

Data source: Field survey

6.4 Governance of EEC program

6.4.1 Accountability of Field Officials

The table 43 shows the accountability, which is directly related to good governance, of field level staffs of EEC program. Hundred per cent of the Program Organizers strongly agree with the statement that they are accountable for their responsibility to the officials of head office.

Table 43: Opinions of the respondents on Accountability

Statement	Opinions	No. of Respondents	Percentage
We are accountable for our responsibility	Strongly Agree	4	100.00
	Agree	0	0.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.2 Governance Issue

The table 44 reveals the governance situation of BRAC EEC program. A Statement-Governance of BRAC education program is good-is placed to the Program Organizer. Some 25% of the respondents strongly agree with the statement, where other 25% of them disagree with. On the other hand, 50% of the program organizers agree with the statement.

Table 44: Opinions of the respondents on Governance of EEC

Statement	Opinions	No. of Respondents	Percentage
Governance of BRAC Education program is good	Strongly Agree	1	25.00
	Agree	2	50.00
	Neutral/Uncertain	0	0.00
	Disagree	1	25.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.3 Monitoring of EEC

The table 45 shows opinions of the POs on monitoring of BRAC EEC programs. It is found that 50% of the program organizer strongly agree with the statement of monitoring of EEC

program and its field offices by head office. Rest 50% of the respondents also agree with the statement that BRAC Education program is closely monitored by head office.

Table 45: opinions of respondents on monitoring of EEC

Statement	Opinions	No. of Respondents	Percentage
BRAC Education program is closely monitored by head office	Strongly Agree	2	50.00
	Agree	2	50.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.4 Monitoring and supervision of EEC teachers

Monitoring and supervision are strong tools to implement programs and activities successfully. The table 46 shows opinions on monitoring and supervision of BRAC EEC schools and teachers by program organizers. 100% of the teachers strongly with the statement that they are monitored and supervised by their program organizers regularly.

Table 46: Teacher's opinions on monitoring and supervision by POs

Statement	Opinions	No. of Respondents	Percentage
We are monitored and supervised by program organizers	Strongly Agree	23	100.00
	Agree	0	0.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.5 Maintain the rules of law

The table 47 reveals the opinions of the program organizers on maintain official rules and regulations at the time of selecting ethnic children for the schools from the community. Hundred per cent of the program organizers said that they strictly maintain their rules to select students from the community.

Table 47: Opinions of POs on maintain official rules at the time of selecting students

Statement	Opinions	No. of Respondents	Percentage
We are strict in our rules to select students	Strongly Agree	4	100.00
	Agree	0	0.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.6 Official Support to get admission into formal secondary schools

BRAC Education has a support program for BRAC school's graduate to get admission into different secondary schools. 50% of the field level program organizers strongly agree (table 48) with the statement that BRAC officials take necessary steps to support the students of BRAC school to get admission in formal secondary school after completion of class five and other 50% only agree with the statement.

Table 48: opinions of the POs on BRAC official support for students to get admission into formal secondary schools

Statement	Opinions	No. of Respondents	Percentage
BRAC officials support the students of BRAC school to get admission in formal secondary school after completion of class five	Strongly Agree	2	50.00
	Agree	2	50.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.4.7 Official Supervision of formal secondary students

The table 49 shows the opinions of the statement that BRAC officials frequently supervise the students who get admission into formal secondary school after completion of class five so that they cannot go to ruin. 75% of the respondents strongly agree with the statement and 25% only agree.

Table 49: Opinions of the POs on BRAC official support for students to get admission into formal secondary schools

Statement	Opinions	No. of Respondents	Percentage
BRAC officials supervise the students who get admission in formal secondary school after completion of class five so that they cannot go to ruin	Strongly Agree	3	75.00
	Agree	1	25.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.5 Quality Issue of EEC program

6.5.1 Training received by the Teachers and Program Organizers (POs)

BRAC field officials and teachers receive various kinds of training related to the academic subject of different grades and some special training to maintain teacher's quality. The training is provided by BRAC field officials and head office representatives. The table 50 reveals data on training got by program organizers and teachers in different times. It is found that all teachers and program organizers have received basic training. Almost 70% of teachers have taken training on math, where 56.5% have taken English training. 25% of POs and 17.4% of teachers have got training on Bangla subject. Hundred per cent of POs and 78.3% of teachers have received training on children with special needs (CSN). Almost all POs have taken different subject-wise training from BRAC head office and from their representatives and 75% of program organizers have got other trainings like ToT, CFL, PMC1 etc.

Table 50: Distribution of Teachers and POs by training received on different areas

| Types of Training	No. of Respondents			
	Teachers	POs	% of teachers	% of Pos
Basic Training	23	4	100.0	100.0
Training on Bangla	4	1	17.4	25.0
Training on English	13	2	56.5	50.0
Training on Math	14	2	60.9	50.0
Training on Science	0	2	0.0	50.0
Training on Environment	0	2	0.0	50.0
Training on Children with Special Needs (CSN)	18	4	78.3	100.0
Others (ToT, CFL, PMC1)	0	3	0.0	75.0

Data source: Field survey
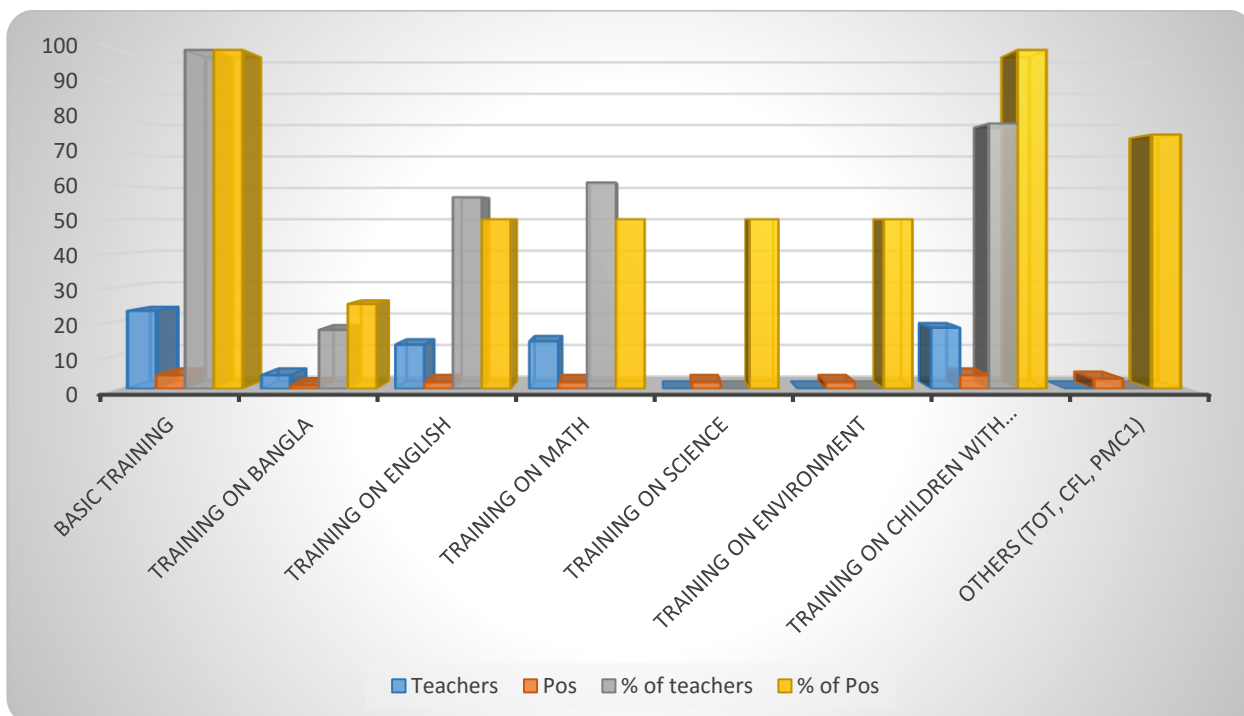
Figure 9: Distribution of students by schools, gender, race and disability

6.5.2 Factors for Choosing BRAC School

The table 51 reveals the factors of why guardians and children of study area are choosing BRAC schools, though the govt. schools are available there. Almost 50% of the respondents said that the government primary schools are far away from most of their household. 31.6% of them claim good quality of BRAC education, where 1.8 talk against the quality of government primary education. They think about the quality of BRAC education is better than other type of primary education in the study area. 3.5% of the respondents say that they send their children to BRAC schools due to poverty. Again 7% point out that BRAC provide all education materials free of cost and rest of the 7% say that the roads and transportation of going to government schools is not up to the mark.

Table 51: Distribution of Respondents according to their opinions on the reasons of choosing BRAC school over government school

| Factors	Number of Respondents	Percentage
Govt. primary school is far away	28	49.1
Good quality of BRAC education	18	31.6
Poverty	2	3.5
Education materials are free	4	7.0
Communication to govt. school is not good	4	7.0
Quality of govt. primary education is not good	1	1.8

Data source: Field survey
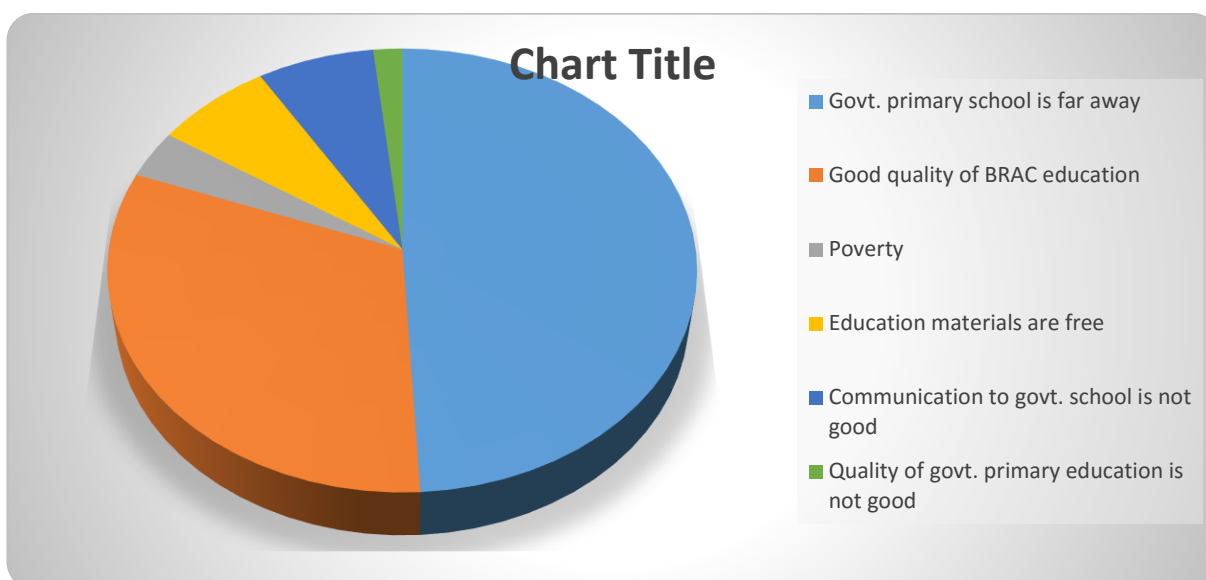
Figure 10: Distribution of Respondents according to their opinions on the reasons of choosing BRAC school over government school

6.5.3 One-school one-teacher system

The table 52 shows the teacher's opinions on one-school one-teacher system of BRAC education program. Most of the respondents think that it will be better if more than one teacher is provided for one school. Almost 48% of them strongly agree with the statement, where about 40% of them also agree. They said that it is difficult for one teacher to teach all subjects and manage students in the classroom. Some of them (8.70%) strongly disagree and 4.35% disagree with the statement. They argue that they can handle the school though some problems occurred.

Table 52: Distribution of respondents by opinions on one-school one-teacher model of BRAC Schools

Statement	Opinions	No. of Respondents	Percentage
	Strongly Agree	11	47.83
	Agree	9	39.13
It will be better if BRAC provide more than one teacher for one school	Neutral/Uncertain	0	0.00
	Disagree	1	4.35
	Strongly Disagree	2	8.70

Data source: Field survey

6.5.4 Infrastructure of BRAC Schools

The table 53 reveals opinions on infrastructural facilities and adequacy of BRAC Schools in study areas. About 83% of the teachers argued that the school infrastructure is not adequate to arrange teaching facilities properly. They think the schools need to be restructured for better education. 13.04% of the disagree with the statement, where 4.35% were neutral.

Table 53: Distribution of respondents by opinions on infrastructure of BRAC Schools

Statement	Opinions	No. of Respondents	Percentage
School infrastructure is adequate to arrange teaching facilities	Strongly Agree	0	0.00
	Agree	0	0.00
	Neutral/Uncertain	1	4.35
	Disagree	3	13.04
	Strongly Disagree	19	82.61

Data source: Field survey

6.5.5 Availability of teaching materials

Teaching materials are vital to teach students properly. The table 54 shows opinions of the respondents on availability of the necessary teaching materials in schools timely. All of the respondents strongly agree with the statement. They said that it is a good side of BRAC schools.

Table 54: Distribution of respondents by opinions on availability of teaching materials on time

Statement	Opinions	No. of Respondents	Percentage
Necessary teaching materials are always available	Strongly Agree	23	100.00
	Agree	0	0.00
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.6 Significance of EEC program

Though some problems are existence, all groups of respondents positively talk about the significance of BRAC education for ethnic children. They think that BRAC schools are better than other primary schools and they demand more BRAC schools in the area.

6.6.1 Necessity of BRAC Schools

The table 55 reveals opinions of the respondents on necessity of BRAC Schools in the study area. 13.33% of guardians, 78.26% of teachers and 100% of the POs strongly agree with the statement that more BRAC schools are needed for the area to educate Adivasi children. On the other hand, 73.33% of the guardians and 21.74% of the teachers agree with the statement though 13.33% of the guardians are uncertain about the statement.

Table 55: Distribution of respondents by opinions on essentiality of BRAC Schools in the area

Statement	Opinions	Respondents Group and Percentage					
More BRAC Schools are needed for the area		Guardians	%	Teachers	%	POs	%
	Strongly Agree	4	13.33	18	78.26	4	100
	Agree	22	73.33	5	21.74	0	0.00
	Neutral/Uncertain	4	13.33	0	0.00		0.00
	Disagree	0	0.00	0	0.00	0	0.00
	Strongly Disagree	0	0.00	0	0.00	0	0.00

Data source: Field survey

6.6.2 Social benefits of BRAC Schools

Every education has its socio-economic returns and benefits. The table 56 shows the social impact of education for ethnic children on early marriage in the area. Almost all groups of respondents say that BRAC education has positive impact on their society. 50% of guardians, 43.48% of teachers and 75% of POs strongly agree with the statement that BRAC schools reduce or prevent early marriage in their regions, where 46.67% of guardians, 52.17% of teachers and 25% of POs agree with the statement of the role of BRAC schools on preventing early marriage though some 4.35% of teachers and 3.33% of guardians are uncertain about the matter.

Table 56: Distribution of the respondents by opinions on the role of BRAC Schools on early marriage

Statement	Opinions	Respondents Group and Percentage					
		Guardians	%	Teachers	%	POs	%
BRAC Schools Reduce/prevent early marriage in the area	Strongly Agree	15	50.00	10	43.48	3	75.0
	Agree	14	46.67	12	52.17	1	25.0
	Neutral/Uncertain	1	3.33	1	4.35		0.00
	Disagree	0	0.00	0	0.00	0	0.00
	Strongly Disagree	0	0.00	0	0.00	0	0.00

Data source: Field survey

6.6.3 Teachers teach beyond the textbook

Co-curricular and extra-curricular learning are common activities in our schools. The table 57 shows the teacher's teaching areas beyond the textbooks in BRAC schools. Almost 74% of the teachers say that they teach their students cleanliness for good health, where 4.3% teach them how to write creatively. 56.5% of the teachers claim that they teach them using sandals at latrine and other 56.5% of the teachers said that they teach them rules and discipline. Near 30% of them teach students to use sanitary latrine, where 47.8% teach them cutting nails regularly. 47.8% teach them social norms and values and 39.10% of the teachers teach them to respect parents and elders.

Table 57: Distribution of teachers by opinions on what they teach beyond textbook

| Teaching options	No. of Respondents (teachers)	Percentage
Cleanliness	17	73.9
Norms and Values	11	47.8
Creative writing	1	4.3
Using sanitary latrine	7	30.4
Using sandals at latrine	13	56.5
Rules and Discipline	16	69.6
Cut nails regularly	11	47.8
Respects parents and elders	9	39.1

Data source: Field survey
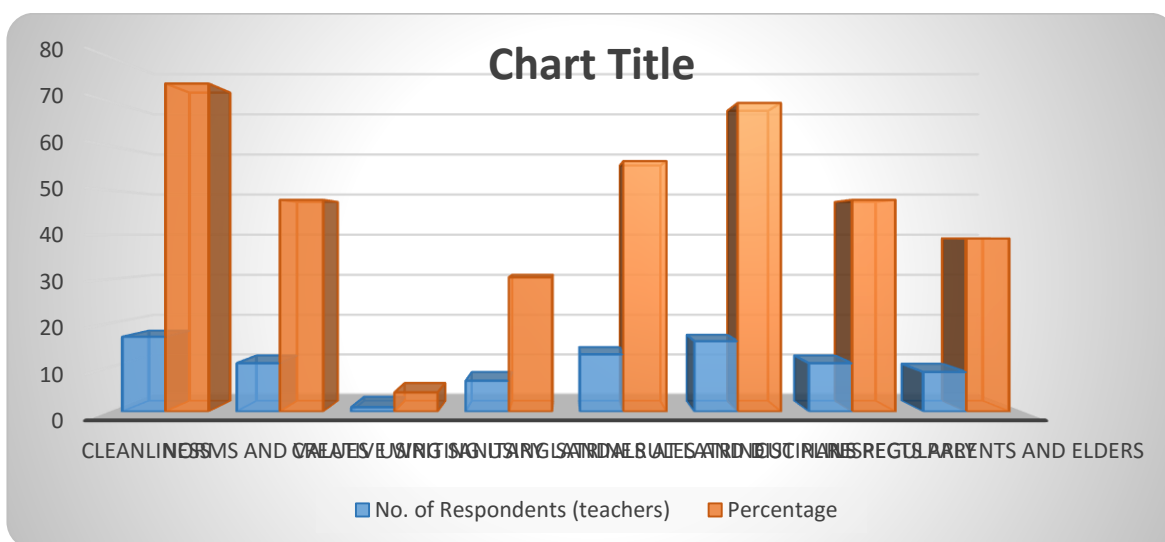
Figure 11: Distribution of teachers by opinions on what they teach beyond textbook

6.6.4 Comparison of BRAC Schools

The table 58 shows the opinions of the respondents on comparison of BRAC schools with other primary schools. Hundred per cent of the teachers and 93.33% of the guardians strongly agree with the statement that BRAC schools are better than other primary schools in the area and 6.67% of guardians also agree with. A supplementary question is asked to them why they think that BRAC schools are better? They indicate its quality, free materials, door-step availability and regular taking care of field level officials, which is not found in other primary schools.

Table 58: Distribution of respondents by opinions on a comparison of BRAC Schools with other primary schools

Statement	Opinions	Respondents Group and Percentage			
		Guardians	%	Teachers	%
BRAC Schools are better than other primary schools	Strongly Agree	28	93.33	23	100.00
	Agree	2	6.67	0	0.00
	Neutral/Uncertain	0	0.00	0	0.00
	Disagree	0	0.00	0	0.00
	Strongly Disagree	0	0.00	0	0.00

Data source: Field survey

6.6.5 Perception of BRAC School

It is no doubt that BRAC schools contribute a lot to educate Adivasi children. However, if BRAC schools are not there what would happen? The table 59 shows the answer of that question. About 57% of the guardians disagree with the statement that if BRAC schools are

not there, their children remain illiterate and 3.33% of them strongly disagree with the statement. However, 30% of them show positive response and say that if BRAC schools are not available there, their children keep on illiterate, where 10% are uncertain about the statement.

Table 59: Distribution of respondents by opinions on relativity of BRAC Schools with illiteracy

Statement	Opinions	No. of Respondents	Percentage
If BRAC Schools are not here our children remained illiterate	Strongly Agree	0	0.00
	Agree	9	30.00
	Neutral/Uncertain	3	10.00
	Disagree	17	56.67
	Strongly Disagree	1	3.33

Data source: Field survey

Table 60: Distribution of respondents by opinions on relativity of BRAC Schools with students' interest of going to schools

Statement	Opinions	No. of Respondents	Percentage
Before BRAC Schools here our children would not go to schools	Strongly Agree	0	0.00
	Agree	1	3.33
	Neutral/Uncertain	2	6.67
	Disagree	25	83.33
	Strongly Disagree	2	6.67

Data source: Field survey

The table 60 shows the importance of availability of BRAC schools in the area for Adivasi children. A question is asked to the guardians that what's happened of children's going to schools before establishing BRAC schools in the area. 83.33% of the guardians say that their children used to go the others NGO schools, missionary schools and government schools before BRAC schools and 6.67% of them strongly disagree with the statement, where other 6.67% of them are neutral. Though some 3.33% of the guardians agree with the statement that before BRAC schools there their children would not go to schools.

6.6.6 Parents' attitude on girl's education

Higher girl's education rate indicates the socio-economic development of a country. The table 61 shows the parents' changing attitude on girl's education for BRAC schools in the

area. 83.33% of the guardians think that BRAC schools plays critical role in changing parents' negative attitudes towards girl's education and almost 17% of them strongly agree with the statement.

Table 61: Distribution of respondents by opinions on relation between BRAC schools and parents' attitude on girl's education

Statement	Opinions	No. of Respondents	Percentage
BRAC Schools are changing parents' negative attitude to girl's education	Strongly Agree	5	16.67
	Agree	25	83.33
	Neutral/Uncertain	0	0.00
	Disagree	0	0.00
	Strongly Disagree	0	0.00

Data source: Field survey

6.7 Empowerment of the Female Employee

6.7.1 BRAC roles as job provider

BRAC plays pivotal role in creating employment for the female in Bangladesh. The table 62 shows BRAC roles in finding a job for the female employees. 65.22% of the respondents strongly agree with the statement that BRAC helps to find a job for them, where 17.39% of them agree with though 13.04% of them are uncertain and 4.35% are disagree with the statement.

Table 62: Distribution of respondents by opinions on BRAC roles in providing female jobs

| Statement	Opinions	No. of Respondents	Percentage
BRAC helps me to find a job	Strongly Agree	15	65.22
	Agree	4	17.39
	Neutral/Uncertain	3	13.04
	Disagree	1	4.35
	Strongly Disagree	0	0.00

Data source: Field survey
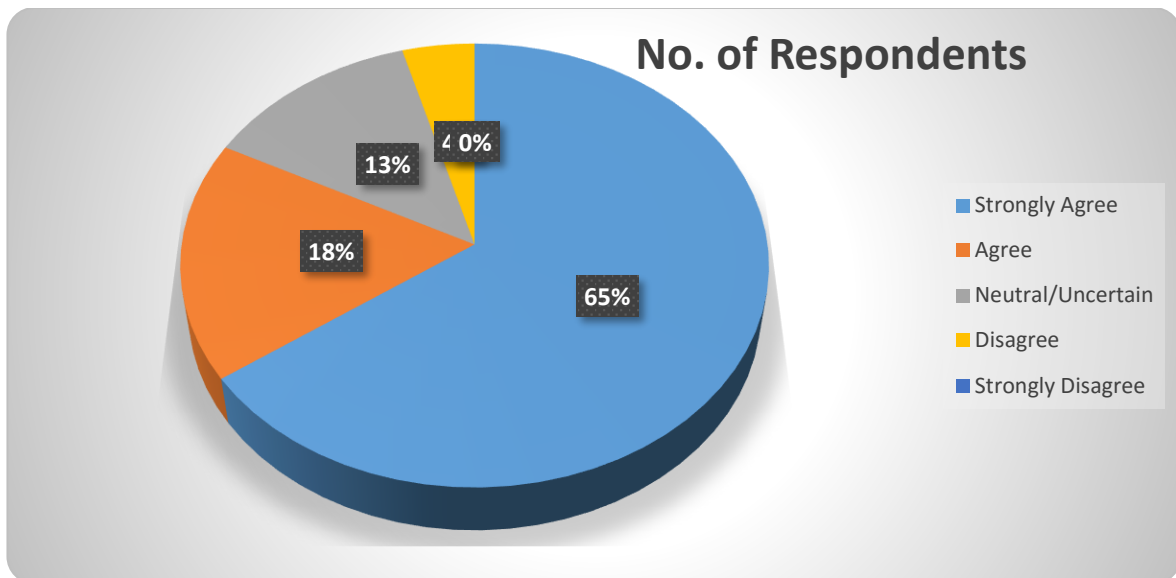
Figure 12: Distribution of respondents by opinions on BRAC roles in providing female jobs

6.7.2 Roles of BRAC Schools in reducing female unemployment

The table 63 examines the opinions on if BRAC Schools is unavailable in the research area, would the respondents be unemployed or not. More than half of the respondents strongly agree with the statement and 17.39% of them only agree with. On the other hand, 17.39% of them strongly disagree and some of them disagree with the statement. Those who strongly disagree with the statement said that they are confident enough to get another job if they did not get any job in BRAC Schools.

Table 63: Distribution of respondents by opinions on the roles of BRAC Schools in reducing female unemployment

Statement	Opinions	No. of Respondents	Percentage
Unavailability of BRAC Schools I would be unemployed like my friends	Strongly Agree	12	52.17
	Agree	4	17.39
	Neutral/Uncertain	0	0.00
	Disagree	3	13.04
	Strongly Disagree	4	17.39

Data source: Field survey

6.7.3 Women empowerment

Employment is a tool of women empowerment. The table 64 reveals opinions of respondents on participating family decision after having a job in BRAC schools. Almost 61% of the respondents agree with the statement that after their job in BRAC schools they can participate in most cases of family decision, where 21.74% of them strongly agree with the statement. Some 8.70% of them is neutral or strongly disagree with the statement.

Table 64: Distribution of respondents by opinions on women participation in family decision for their jobs in BRAC Schools

| Statement	Opinions	No. of Respondents	Percentage
After my job in BRAC School I can participate in family decision	Strongly Agree	5	21.74
	Agree	14	60.87
	Neutral/Uncertain	2	8.70
	Disagree	0	0.00
	Strongly Disagree	2	8.70

Data source: Field survey
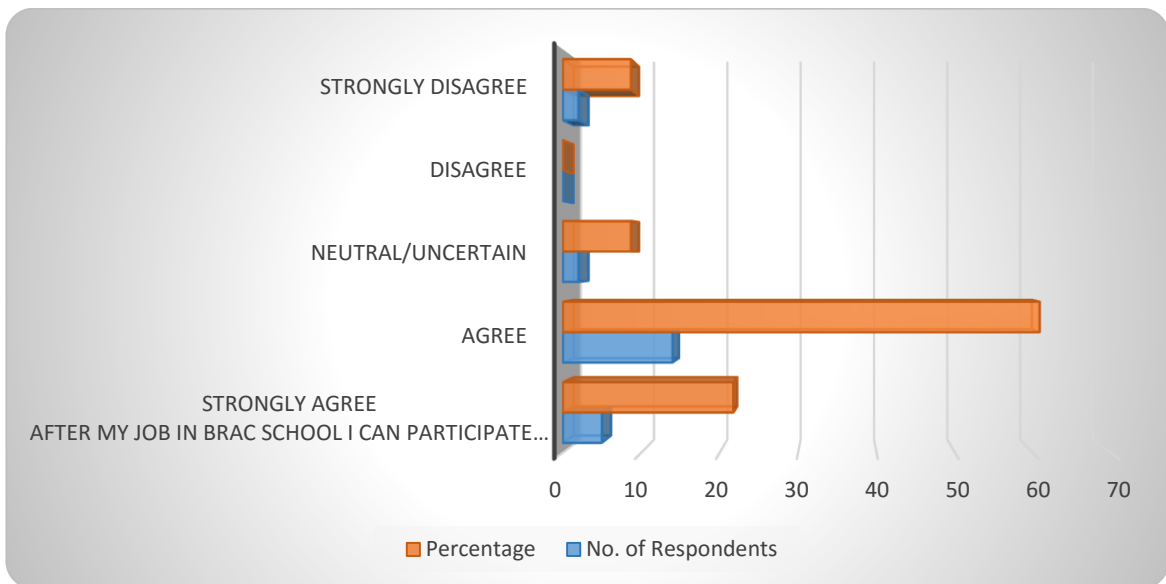
Figure 13: Distribution of respondents by opinions on women participation in family decision for their jobs in BRAC Schools

6.8 Challenges and Problems of EEC program

6.8.1 One-school one-teacher problem

The table 65 shows the opinions on the problems of one-school one-teacher system of BRAC schools. Researcher placed a statement to the teachers of BRAC EEC program that one teacher is not enough to teach all subject. Almost all teachers and program organizers express positive opinion on the statement. 56.52% of the teachers and 25% of program organizer strongly agree with the statement and 34.78% of teachers and 75% of program organizers agree that it is difficult for one teacher to teach all subjects. Only 8.70% disagree with the statement and think that they are able to manage all classes.

Table 65: Distribution of Teachers by opinions on the problem of one-school one-teacher model

Statement	Opinions	Teachers	Percentage	POs	Percentage
One teacher is not enough to teach all subjects	Strongly Agree	13	56.52	1	25.00
	Agree	8	34.78	3	75.00
	Neutral/Uncertain	0	0.00	0	0.00
	Disagree	2	8.70	0	0.00
	Strongly Disagree	0	0.00	0	0.00

Data source: Field survey

6.8.2 Problems faced by the teachers in the classroom

Though BRAC Schools play vital roles in educating Ethnic children, there are some problems faced by the teachers in the classroom, which is shown in table 66. Most of the teachers (73.9%) of BRAC ethnic schools claimed that they have to bear extreme hot in the classroom in summer season. All BRAC schools are made up of tin sheets, which become sear in the daytime. 56.5% per cent of teacher said against the seating arrangement on mat. The students need to seat for long time to receive lessons on different subjects. They feel pain in their knee and back. Among the teachers 39.1% said that the classroom become dark at most of the time of raining season where 34.8% claimed the lack of outdoor game facilities of the students. Some of them said that the toilet facilities of the school are not sufficient.

Table 66: Distribution of respondents by problems faced by them in the classroom

Problems	No. of respondents	Percentage
Extreme hot in Summer	17	73.9
Rainy water enters into room	3	13.0
Problem of seating on mat	13	56.5

Lack of outdoor game facilities	8	34.8
Unavailability of electricity	2	8.7
Room remain dark while raining	9	39.1
Inadequate toilet facilities	4	17.4
Lack of tube well	3	13.0
Problem of understanding textbook	2	8.7

Data source: Field survey (N.B: One respondent has the opportunity to give more than one answer)
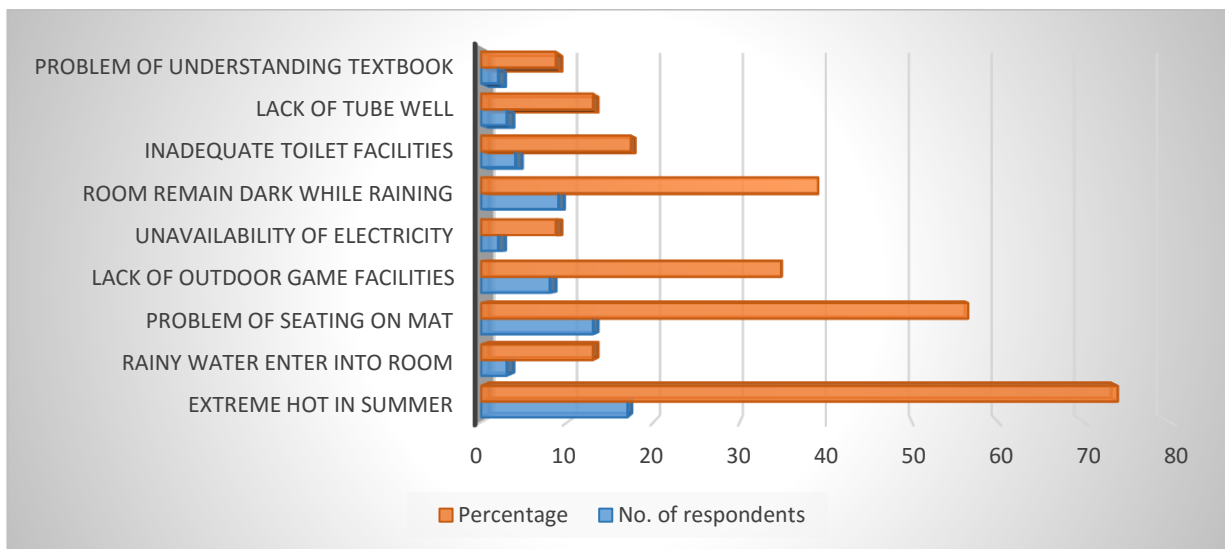

Figure 14: Distribution of respondents by problems faced by them in the classroom

6.8.3 Drop out of Students

The table 67 shows different factors associated with drop out of students in the research area. A well-known factor of student's drops out is poverty. About 44% of the respondents say that poverty is the main causes of drop out from schools. Parents migration to city for employment is another factor of drop out mentioned by 35.1% of the respondents, where 5.3% of respondents think that early marriage and reluctant are also the factors of drop out. 7% of them refer parents' death or unawareness as causes of the problem, where 3.5% indicate school is fa away from their home. Some of them talk about peer influence, father's illness etc. as factors of drop out.

Table 67: Distribution of respondents by factors of drop out

| Factors	Number of respondents	Percentage
Poverty	25	43.9
Parents Migration	20	35.1
Early Marriage	3	5.3
Reluctant	3	5.3
Peer Influence	1	1.8
Father's Illness	1	1.8
Parents death	4	7.0
Parents' unawareness	4	7.0
School is far away	2	3.5

Data source: Field survey
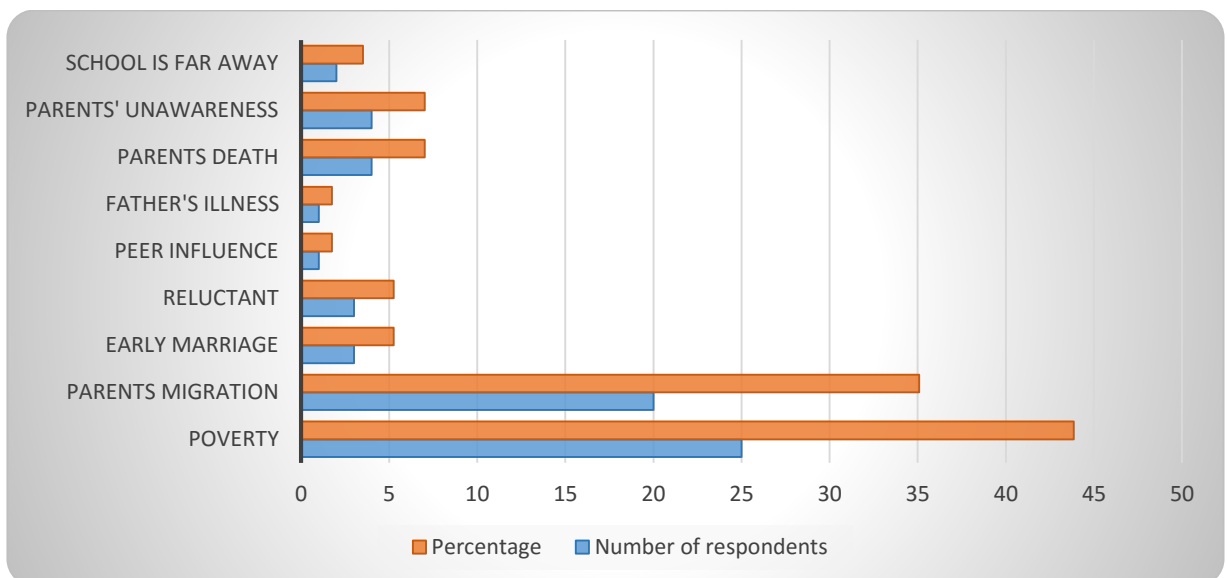
Figure 15: Distribution of respondents by factors of drop out

6.9 Result of Focus Group Discussion (FGD):

A **focus group** is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members (Wikipedia).

In this study the researcher efforts to employ this tool to collect data and information from the students of BRAC EEC in a small scale. 27 students are selected from three different classes among whom 10 are from class two, 9 are from class four and 8 are from class five. Researcher discuss various issues with students related to the roles of BRAC schools, education system, teaching system, education quality, learning materials, co-curricular and extra-curricular activities and learning etc. with the help of BRAC field officials and teacher. All of the students said that the feel very comfortable to come and stay in the school. They learn poems, rhymes, various stories from their books. Beside this, they learn different social issues like-the use and benefit of sanitary toilet, show respect to elders and affection to younger, social norms and values, rules and disciplines, dance and songs, drawing and reciting etc. from their teacher. They said that they help other weak students and learn in group in the afternoon. They help their classmate and peers when they fall into some socio-cultural problems. Some of the students would not go to schools because the government schools and other NGO schools are far from their house. A table chart is used to understand the daily behavioral activities of the students of BRAC EEC programs which are given below:

Table 68: Students' daily behavioral activities before and after joining BRAC EEC School

Activity Options	Before School			After School		
	Always	Sometimes	Never	Always	Sometimes	Never
Using sanitary latrine	0	8	19	27	0	0
Using sandals at latrine	2	9	16	27	0	0
Wash hands before meal and after toilet	1	11	15	27	0	0
Use safe water for drinking and daily use	5	17	5	27	0	0
Help parents in their household task	6	7	14	27	0	0
Cut nails regularly	3	5	19	27	0	0
Wear clean cloths daily	4	13	10	27	0	0
Respect parents and elders	7	9	11	27	0	0

The above daily behavioral options are placed to the students at the time of FGD. Most of the students acknowledged that they are not habituated to majority of the activities. They sometimes or never used to do these activities before coming to EEC schools. However, they all are habituated to do all of the activities after getting admission into the BRAC EEC Schools program.

6.10 Case Study

Asha Bazi, a 19 years Garo girls, lives in Jairamkura of Haluaghat Upazila with her parents and siblings. She was a student of BRAC School in Jairamkura Branch. She was a student of first batch of that school. Her mother Bibali Manking is a cook and father Aseem Manking is a day labourer. They passed class three and four respectively. Among the siblings Asha is second in number. Her younger sister, Sanchari, is now also a student of class two of the same BRAC School in Jairamkura. Asha was a student of that school up to class five. Asha said, "I was very lucky to get the opportunity of admission into BRAC school at that time in the area." She had to walk a long way to reach government school. However, BRAC relieved her sorrows by setting up a school in the area. The school is almost closed to Asha's house. Her aunty Margina Manking mainly help Asha to get admission into BRAC school. Asha said that the education system and quality of BRAC schools is better than any other schools in the area. She acknowledged that BRAC provide all kind of educational materials for the students and teaching materials for the teachers. Without BRAC support it was really difficult for me to complete my primary education, and even, come to the present position- said Asha Bazi. After BRAC school Asha got admission into Mission School for secondary education. She Passed Secondary School Certificate (SSC) examination in 2012 from Business Studies Group and obtained GPA 3.05. Then she admitted herself into Shaheed Smriti Degree College of Haluaghat. She has appeared in the Higher Secondary Certificate (HSC) examination this year from humanities group. Asha thinks that BRAC School plays crucial roles in educating Adivasi children in their area. Shae request BRAC to open secondary school for ethnic children in the area.

CHAPTER 07

Non-formal education for ethnic children provided by BRAC is a unique program to increase literacy rate amongst Adivasi population in Bangladesh. It is found that almost all of the ethnic children of study areas are going to schools, among which most of them are the students of BRAC schools due to different economic and technical facilities. Though most of the guardians are living below the poverty line, they have eagerness to send their children to the schools, which may be government, non-government or NGO schools. There are various types of schools in the region like mission schools, govt. primary schools, non-government/private schools, other NGO schools and BRAC schools.

Majority per cent of the inhabitants of the area are Garos (60.2%) followed by Hajong (17.5%). For this reason, most of the students come from the Garo families, which represents almost 80% of the students in different classes. Though there are some other students from the Hajong and Dalu communities. However, more than 50% of the students from different ethnic groups are girls.

Guardians, teachers, BRAC field officials and peoples of various occupation agree that BRAC plays crucial roles to create opportunity for the ethnic children to access to basic education. 93.33% of guardians, 95.65% of teachers and 50% of Program organizers are strongly agree that BRAC Schools plays vital roles in education of tribal students. There are many ethnic children in different grades schools in Haluaghat and Dhubaura upazila. A total of around 704 Adivasi children get access to BRAC schools among which 417 are from Haluaghat and 287 are from Dhubaura. From both upazila 73 are from grade-01, 198 are from grade-02, 360 are from grade-04 and 73 are from grade-05. It is observed that grade-03 schools are not available there at the time of study. Most of the students are studying in grade-04 schools.

Good governance is the key pre-condition of successful program implementation. Accountability, monitoring, participation etc. are the measures of governance. BRAC education program is trying to maintain the conditions of good governance. 75% of the program organizers agree that the governance system of BRAC education program is good, though 25% of them disagree with it. However, hundred per cent of the Program Organizers sturdily say that they are accountable for their responsibility to the officials of head office. The study find that half of the program organizers strongly agree that the EEC program and its field offices and officials are closely monitored by head office. On the other hand, 100% of the teachers strongly agree that they are monitored and supervised by their program organizers regularly. The program organizers on maintain official rules and regulations at the time of selecting ethnic children for the schools from the community. BRAC Education has a support and supervision program options for BRAC school's graduate to get admission into different secondary schools.

BRAC gives efforts to maintain quality in its non-formal education. BRAC field officials and teachers receive various kind of trainings related to the academic subject of different grades and some special training to maintain teaching and education quality. The training is provided by BRAC field officials and head office representatives. It is found that all teachers and program organizers have received basic training. Almost 70% of teachers have taken training on math, where 56.5% have taken English training. 25% of POs and 17.4% of teachers have got training on Bangla subject. Hundred per cent of POs and 78.3% of teachers have received training on children with special needs (CSN). Almost all POs have taken different subject-wise training from BRAC head office and from their representatives and 75% of program organizers have got other trainings like ToT, CFL, PMC1 etc.

There are some factors for why guardians and children of study area are choosing BRAC schools, though the govt. schools are available there. Almost 50% of the respondents said that the government primary schools are far away from most of their household; 31.6% of them claimed good quality of BRAC education, where 1.8% talk against the quality of government primary education. However, about 83% of the teachers argued that the school infrastructure is not adequate to arrange teaching facilities properly though school environment is essential to sustain quality of education. They think the schools need to be restructured for better education. On the other hand, teaching material are vital to teach students properly. All concerned respondents agree that BRAC provide necessary educational materials regularly and timely.

Though some problems are existence, all group of respondents positively talk about the significance of BRAC education for ethnic children. They think that BRAC schools are better than other primary schools and they demand more BRAC schools in the area. 88.66% of guardians, 90% of teachers and 100% of the POs positively point out that more BRAC schools are needed for the area to educate Adivasi children.

Every education has its socio-economic returns and benefits. Almost all group of respondents say that BRAC education has positive impact on their society. About 97% of guardians, 96% of teachers and 100% of POs think that people in the areas are more aware than before for BRAC school's initiatives, which reduce or prevent early marriage in their regions. Co-curricular and extra-curricular learnings are common activities in BRAC schools. Most of the teachers say that they teach their students cleanliness for good health, using sandals at latrine, rules and discipline, use sanitary latrine, cutting nails regularly, social norms and values and respect parents and elders.

It is no doubt that BRAC schools contribute a lot to educate Adivasi children. However, if BRAC schools are not there what would happen? About 57% of the guardians disagree with the statement that if BRAC schools are not there, their children remain illiterate and 3.33% of them strongly disagree with the statement. However, 30% of them show positive response and say that if BRAC schools are not available there, their children keep on illiterate. Again a question is asked to the guardians that what's happened of children's going to schools before establishing BRAC schools in the area. 83.33% of the guardians say that their children used

to go the others NGO schools, missionary schools and government schools before BRAC schools.

BRAC plays pivotal role in creating employment for the female in Bangladesh. About 84% of the respondents think that BRAC schools help to find a job for them, without that they remained unemployed. On the other hand, most of the female respondents think that they are more empowered than before for having jobs in BRAC schools. Almost 83% of the respondents agree that after their job in BRAC schools they can participate in most cases of family decision.

Though BRAC school plays vital roles in educating Ethnic children, there are some problems faced by the teachers in the classroom. Most of the teachers of BRAC ethnic schools claimed that they have to bear extreme hot in the classroom in summer season. All BRAC schools are made up of tin sheets, which become sear in the daytime. 56.5% per cent of teacher said against the seating arrangement on mat. The students need to seat for long time to receive lessons on different subjects. They feel pain in their knee and back. Among the teachers 39.1% said that the classroom become dark at most of the time of raining season where 34.8% claimed the lack of outdoor game facilities of the students. Some of them said that the toilet facilities of the school are not sufficient.

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Chapter 08: Conclusion and Recommendation

Non-formal education in Bangladesh has a long tradition and history. BRAC reshape it to increase the literacy rate of Bangladesh quickly having different non-formal education programs. By expanding its EEC program BRAC hopes to provide equal opportunities for education to the children of ethnic minority populations in Bangladesh. It is also trusted that BRAC may create an innovative model for non-formal primary ethnic minority education which may be adopted by the government of Bangladesh, other NGOs, or perhaps even other governments around the world in an effort to provide a supportive learning environment for ethnic minority children and to attain the goal of education for all.

The EEC program has some significance roles in increasing literacy rate of Adivasi children without any doubt. However, there are some problematic debates behind the success. We would like to recommend following options to the proper authority to resolve for better outcome:

1) BRAC provide small amount of salary for its school teachers. Most of the teacher complained that they are to face economic crisis with the small amount. So teacher's salary should be increased so that they can concentrate their teaching properly.

2) Sanitary toilet facilities should be renovated.

3) All of the schools are made by tin that become very hot in summer. So take necessary steps to overcome these problems.

4) One program organizer monitors 16 schools per week. They said that it is very difficult for them to monitor all schools as they are also to take part in training sessions of the teachers and other official activities. Therefore, Number of POs should increase for better monitoring.

5) All of the teachers said that they are given a small amount of money for T. A D. A at the time of training, which is not enough for their transportation and daily food cost. For this, Teacher's training allowance should be increased.

6) Most of the guardians and some villagers said that the ethnic children cannot cope with the Bangali students in secondary schools. So BRAC should take necessary steps to establish secondary schools for ethnic children with the cooperation and partnership of Government of Bangladesh.

7) BRAC can negotiate with Government of Bangladesh to pay some portion of the teacher's salary with the inflations yearly.

8) Government should take this innovation into the Public Private Partnership (PPP) program with the help of other NGOs to increase literacy rate of the remote community.

9) BRAC can build up Private-NGO partnership with the help of Civil society and businessmen in the country to rise literacy rate rapidly.

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Appendices

<div align="center">

BRAC University
BRAC Institute of Governance and Development (BIGD)
<u>Interview schedule</u>

</div>

Title of the study: BRAC Roles in Nonformal Education: A Study on BRAC Education for Ethnic Children in Bangladesh

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

<div align="center">

<u>Questions to the guardians</u>

</div>

1) <u>Background information:</u>

a) Name of the respondent:_____
b) Age: c) Sex: Male   Female   d) Ethnic Identity:
c) Education:

2) Socio-demographic information:

Name of the Family member	Age	Education	Occupation	income	Lands
1)					
2)					
3)					

3) Children's school related information:

a) Number of School going children: No. of Girls: No. of Boys:

b) What types of school do your children go?
   i) Govt. Primary school   ii) Non-govt. primary school iii) NGO/BRAC school

c) Is there any dropped out student in your family?   i) Yes   ii) No
   If yes, what are the causes of dropped out?
   i)……………………… ii)……………………………..
   iii)……………………………

d) Is there anyone who never enrolled in school?   i) Yes   ii) No
   If yes, why……………………………………………………………………………………

e) Is there any discrimination between girls and boys in regard of going to school?
f) i) Yes   ii) No
   If yes, why……………………………………………………………………………………
g) Why do you choose BRAC School over government school?

…………………………………………………………………………………………..

h) Qualitative questions:

Q. No.	Item description	Strongly agree	Agree	Neutral/ uncertain	Disagree	Strongly disagree
01	BRAC School plays vital roles in educating our children	1	2	3	4	5
02	If BRAC school is not here our children remained illiterate	1	2	3	4	5
03	Our children learn many things from BRAC school	1	2	3	4	5
04	After admitting BRAC school my child behave very well	1	2	3	4	5
05	After going to BRAC school my child teach me some health issue like using soap before meal and after toilet	1	2	3	4	5
06	I think my child will continue his/her education after finishing BRAC school	1	2	3	4	5
07	I think BRAC school is better than other school	1	2	3	4	5
08	After establishing BRAC school here we become aware about the importance of education	1	2	3	4	5
09	Before BRAC school our children do not go to school	1	2	3	4	5
10	We need more school like BRAC school	1	2	3	4	5
11	BRAC School reduce/prevent early marriage in the area	1	2	3	4	5
12	BRAC school has changed parents negative attitude to girls education	1	2	3	4	5
13	Children, specially Adivasi, get opportunity to access to basic education for BRAC school	1	2	3	4	5

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Questions to the Teachers

1) Personal information:

a) Name: _____

b) Age   c) Gender: Male   Female   d) Ethnicity:………………………

e) Education: SSC   HSC   Degree pass/Honours   * Salary/month:……………..Tk.

f) Have you taken any training?   i) Yes   ii) No

If yes, what type of training?...

g) Experience in this job_____year(s)

2) School and Students related information:

h) If you use extra educational materials (besides BRAC provided materials), what are those?

i)……………………………..ii)…………………………….iii)………………………….

i) Is there any provision for slow learners?   i) Yes   ii) No

If yes, What are those?...

j) What's about the relation among students?..

k) What are you teach beyond the textbook?
i)……………………………..ii)…………………………….iii)………………………….

l) What do you do to change student's daily behavioral activities?

i)……………………………..ii)…………………………….iii)………………………….

m) Do you visit student's home and why?   i) Yes   ii) No

……………………………………………………………………………………………………

n) What special arrangement you need to take for ethnic children?

i)……………………………..ii)…………………………….iii)…………………………

m) What are the strength of BRAC School?

i)……………………………..ii)………………………….iii)……………………………

o) What are the problems you face in the classroom and school environment?

i)……………………………..ii)………………………….iii)…………………………

p) According to your observation, what are causes of drop out?

i)……………………………..ii)………………………….iii)………………………….

q) What are your suggestions to improve the overall school system?

………………………………………………………………………………………………

r) Qualitative questions:

Q. No.	Item description	Strongly agree	Agree	Neutral/ uncertain	Disagree	Strongly disagree
01	In my experience BRAC school is better than other primary school	1	2	3	4	5
02	BRAC educational materials are usable for teaching	1	2	3	4	5
03	BRAC's curriculum is need to change	1	2	3	4	5
04	BRAC school helps me to find a job	1	2	3	4	5
05	Unavailability of BRAC school I would unemployment like my friends	1	2	3	4	5
06	After my job in BRAC school I can participate in family decision	1	2	3	4	5
07	I think BRAC school helps to increase literacy rate in the tribal people	1	2	3	4	5
08	I think we need more school like BRAC school	1	2	3	4	5
09	We are monitored and supervised by our Program organizers	1	2	3	4	5
10	I think many students will continue their education in future	1	2	3	4	5
11	I think it will better if BRAC provide more than one teacher for one school	1	2	3	4	5
12	School infrastructure is adequate to arrange teaching facilities	1	2	3	4	5
13	Necessary teaching materials are always available	1	2	3	4	5
14	Children enjoy to come to school	1	2	3	4	5

15	BRAC School reduce/prevent early marriage in the area	1	2	3	4	5
16	I think one teacher is not enough to teach all subject	1	2	3	4	5
17	Children, specially Adivasi, get opportunity to access to basic education for BRAC school	1	2	3	4	5

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<u>Questions to the Program organizers (PO)</u>

<u>1) Personal information:</u>

a) Name: _____

b) Age   c) Gender: Male   Female   d) Ethnicity:………………………

e) Education: SSC   HSC   Degree pass/Honours   * Salary/month:……………..Tk.

f) Have you taken any training?   i) Yes   ii) No

If yes, what type of training?..

g) Experience in this job_____year(s)

<u>2) Students and School related information</u>

1) Do you face any problem at the time of selecting school area? i) Yes   ii) No
If yes, what are those?
i)…………………………………..ii)…………………………………..iii)…………………
2) What are the problems you face to select teachers?
i)……………………………………ii)……………………………………iii)…………………
3) What are the problems of selecting students?
i)………………………………………………………………………….
ii)………………………………………………………………………
iii)…………………………………………………………………..
iv)…………………………………………………………………..
4) What do you do when allocated seats for the students are fulfilled?
………………………………………………………………………………………………
5) Do you admit any student if any admitted student dropped out?   i) Yes   ii) No
If no, why?..
6) What are the causes of drop out you find in the area?
I)……………………………..ii)………………………..iii)…………………………
7) What is the school time in this area and why ....
8) Do you need to change school time?   i) Yes   ii) No

If yes, Why………………………………………………………………………………………

9) Does any of your student do work?   i) Yes   ii) No

If yes, what types of work?...

10) How many govt. schools are there in the area?...

11) How far the govt. school from BRAC school area?..

12) What are the challenges you face in this area to run the school?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………

13) What are your suggestions to improve the overall school system?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

14) Qualitative questions:

Q. No.	Item description	Strongly agree	Agree	Neutral/ uncertain	Disagree	Strongly disagreed
01	We are accountable to BRAC for our responsibility	1	2	3	4	5
02	BRAC plays vital role in human capital formation in tribal community	1	2	3	4	5
03	Governance of BRAC education program is good	1	2	3	4	5
04	Community perception about BRAC school is very good in this area	1	2	3	4	5
05	I think more school like BRAC school are needed for this area	1	2	3	4	5
06	I think one teacher is not enough to teach all subject	1	2	3	4	5
07	People helps us in solving different problems in school environment	1	2	3	4	5
08	I think we can accommodate more children if BRAC allow	1	2	3	4	5
09	Our program is closely monitored by head office	1	2	3	4	5
10	We are strict in our rules of selecting students	1	2	3	4	5
11	We provide support to get admission in formal secondary school	1	2	3	4	5
12	We give them support to get further education free of cost	1	2	3	4	5
13	We provide them learning material for further education	1	2	3	4	5

14	We give them scholarship according to their academic performance	1	2	3	4	5
15	We arrange some vocational training as they can earn some money beside study to support their family	1	2	3	4	5
16	We supervise them so that they can't go to ruin	1	2	3	4	5
17	We prefer to provide Microcredit and vocational training of the parents of our students for earnings so that they can send their students to school regularly	1	2	3	4	5
18	BRAC School reduce/prevent early marriage in the area	1	2	3	4	5
19	Students have attained life quality competencies for BRAC Education	1	2	3	4	5
20	Children, specially Adivasi, get opportunity to access to basic education for BRAC school	1	2	3	4	5

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BRAC Institute of Governance and Development (BIGD)
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<u>Questions to the students (FGD):</u>

1) How do you feel in BRAC School?..
2) If BRAC school is not available, will you go to school or not?
   …………..
3) What do you learn in the school?
   …………...
4) What do you learn beyond the textbook?
   …………………………………………………………………………………………
5) What do you do after school?
   …………………………………………………………………………………………
6) Why don't you go to school earlier?
   …………………………………………………………………………………………
7) Why have you dropped out from the school before?
   ………………………………………………………………………………………….
8) What do you do when your classmates fall into danger?
   …………………………………………………………………………………………
9) What problems do you feel in the classroom?
   …………………………………………………………………………………………

10) Students' Daily Behavioral Activities Before and After Joining BRAC School.

Option	Before Education			After Education		
	Always	Sometimes	Never	Always	Sometimes	Never
Using sanitary latrine						
Using sandals at latrine						
Wash hands properly before meal and after using latrine						
Use safe water for drinking and daily use						
Help parents in their household task						
Cut nails regularly						
Wear clean cloths daily						
Respect parents and elders						

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Information related to school:

1) Location of the school…………………………………………………………………

2) Type of school   i) G-1   ii) G-2   iii) G-3   iv) G-4   v) G-5

3) Are there any toilet facilities for the students and teachers?   i) Yes   ii) No

4) Ventilation Facilities: i) Number of doors: ii) Number of windows:

5) Fan Available?   i) Yes   ii) No

6) Is sufficient lighting there in the room for reading and writing?   i) Yes   ii) No

7) Is pure drinking water available for students and teachers?   i) Yes   ii) No

8) Type of sitting arrangement: ....

9) Number of Teacher(s) in the school: i) One teacher   ii) Two teachers   iii) More than two

10) Number of Students in the school: i) Total Students…………..

Sl. No	Student types	Total	Boys	Girls
01	Mainstream students			
02	Children with Special Needs			
03	Ethnic students			

11) Types of ethnicity:

Sl. No	Student types	Total	Boys	Girls
01	Chakma			
02	Garo			
03	Marma			
04	Hajong			
05	Others (specify………………)			

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<u>**Case Study Checklist:**</u>

1) Name of the student:
2) Age: 3) Gender: Male   Female   4) Ethnicity:…………………....
3) Family Members:
4) Father's Name:………………………………6) Father's Occupation…………………
7) Mother's Name: …………………………8) Mother's Occupation…………………
10) Are your parents educated:
11) What Class do you read now?.....................................12) Class Roll:...........................

13) What class have you finished from BRAC School?...

14) Where did you read before BRAC School?..
15) Are you a dropped out student from that school?   i) Yes   ii) No
    If Yes, Why……………………………………………………………………………….
16) What are the good sides of BRAC school?
    ………...
    …………………………………………………………………………………………
17) What are the weak sides of BRAC school?
    ………..
    …………………………………………………………………………………………
18) How do you come at this stage, tell me the story?
    ………...
    …………………………………………………………………………………………
19) What do you want to be in the future?..
20) Do you think that BRAC School plays crucial roles in education Adivasi children in your area, How ?...