

A SWOT ANALYSIS OF PRE-PRIMARY PROGRAM IN SLUMS OF DHAKA CITY RUN BY SUROVI (NGO)



A thesis presented to the
BRAC University Institute Education Development

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**A SWOT ANALYSIS OF PRE-PRIMARY PROGRAM IN SLUMS OF
DHAKA CITY RUN BY SUROVI (NGO)**



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Submitted By

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1. Source of population

2. Does the study involve (yes, or no)

1. Physical risk to the subjects
1. Social risk
2. Psychological risk to subjects
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3. Will subjects be clearly informed about (yes or no)

1. Nature and purpose of the study
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3. Will precautions be taken to protect anonymity of subjects

5. Check documents being submitted herewith to Committee:

1. Proposal
2. Consent Form
3. Questionnaire or interview schedule

ETHICAL REVIEW COMMITTEE

Research Authorization

Title: A SWOT analysis of pre-primary program in slums of Dhaka city run by SUROVI (NGO)

The Research Checklist indicates:

- ☐ Approved without amendments
- ☒ Approved with advice to research
- ☐ Not Approved. Resubmission is required

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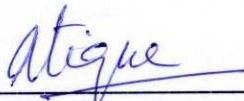
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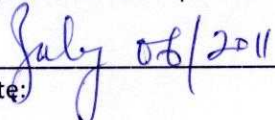
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Executive Summary

It is widely believed that Pre-primary education ensures the well being of children, their physical and mental development and effective participation in primary education. Considering the importance of pre-primary education this study was conducted to explore the strength, examine the weaknesses, identify the opportunities and find out the challenges of pre-primary program run by SUROVI in the slum area of Dhaka City and recommended certain measures/actions for improving pre-primary services. Two pre-primary schools were selected as sample for conducting the study out of thirteen schools run by SUROVI in the slums at bawniabandh D and E block of Dhaka City. The data were collected from twenty four parents of pre-primary pupils through two FGDs. Moreover ten teachers of the pre-primary schools participated in the other FGDs to provide input for the research. In addition, I attended two classes as participatory observer to grasp the classroom reality of the pre-primary schools. I have taken structured and unstructured interviews of three resource persons, two head teachers and the director of SUROVI, related to the schools and the programme to draw a precise opinion and conclusion for the study. This study is based on a qualitative method and case study approach. Respondents were selected purposively from two the locations. To conduct the FGD, a guideline and checklist were developed to facilitate the study. Two different questionnaires were also made to conduct the interviews.

The findings of the study regarding strength show that all parents appreciated pre-primary schooling as an important and helpful tool for their children to initiate their academic interest and induced them to a dream of higher education. They opined very positive about the system of pre-primary management of SUROVI. The children are getting opportunity to make friends leading to their social and psychological development. They get peers and pals, which are absent at home in most of the cases. Sufficient play materials work as a crucial incentive to bring the students to the schools. They learn to share things and develop a habit of discipline and decency. Most of the parents reported that children are being inured to wash hands regularly before taking food and after using toilet. The study found some further strength of the programme in the form of physical facilities of the schools, professional capacity of the teachers and learning activities and child performance in the classroom. The authority carefully maintained of personal health and hygiene of pre-school children. The pre-school activities promote child's physical, social, emotional and intellectual development. Teachers allow parents to give their opinions and suggestions at any time for the improvement of the programme. SMC meeting is held regularly and operating matters of pre-primary school are discussed to address any issue regarding school management. Some

weaknesses were found such as paintings of the school buildings were not good and attractive. Classroom has only one electric fan, which cannot cover the whole room generating uncomfortable environment for the student and teacher alike in the summer. There is no display board in the pre-school classroom to display their own creativity of arts and other things. Lack of scope of recreation outside the classrooms appeared to be a major hindrance for their composite development and awareness. SUROVI avails some opportunities provided by other NGOs like free health and hygiene support from DSK, RADDA. The Government and other related officials are also helpful and positive to assist the schools in running their programme. Some threats were also detected such as local community people do not come forward to help the schools with financial support. Since the parents are poor, they can't fulfil financial obligations like monthly tuition fee, admission fee *etc.* The school infrastructures are used as shelter during flood or heavy rainfall or on any other natural calamity.

The study had its inherent limitation to cover all the aspects of pre-primary schooling in general and pre-primary schooling programme run by SUROVI in particular. It is widely accepted and firmly advocated that pre-primary education is a seed of successive successful academic pursue of a nascent citizen. Proper importance and sufficient preference should be given to this sector to build a civilized nation for the future. An undivided attention and total commitment of public and private policy planners to this cause are the pre-requisites for its continuous progress and advancement. While mentioning the very limited scope of this investigation in a small geographic area of pre-primary school and unable to examine the teacher's role in classroom, standard of academic curriculum, age appropriateness of playing materials and toys and school-feeding impact on learning and behaviour, a further comprehensive study and research covering all areas is strongly recommended to explore its problems and find out its solutions.

The study concludes by suggesting that it did not reveal all matters related to SWOT analysis of pre-primary program run by SUROVI in slums of Dhaka city. Moreover, other issues that have been involved from this study require further investigation like teacher's role of pre-primary class, need assessment of pre-primary children, curriculum of pre-primary, age appropriateness of play materials and toys and school feeding impact on pre-primary education.

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Acronyms

BRAC	- Bangladesh Rural Advancement Committee
BSA	- Bangladesh Shishu Academy
BU-IED	- BRAC University-Institute of Educational Development
CAMPE	- Campaign for Popular Education
CEDAW	- Convention on the Elimination of All Forms of Discrimination against Women
CRC	- Convention on the Rights of the Child
CMC	- Centre Management Committee
DFA	- Dakar Framework for Action
DAM	- Dhaka Ahsania Mission
DPE	- Directorate of Primary Education
ECCE	- Early Childhood Care and Education
ECD	- Early Childhood Development
ECDRC	- Early Childhood Development and Resource Centre
EFA	- Education for All
FGD	- Focus Group Discussion
GoB	- Government of Bangladesh
GPS	- Government Primary school
ICDDR,B	- International Centre for Diarrhoeal Disease Research, Bangladesh
IER	- Institute of Education and Research
MDGs	- Millennium Development Goals
MoPME	- Ministry of Primary and Mass Education
MoWCA	- Ministry of Women and Children Affairs
NCPE	- National Committee on Primary Education
NGO	- Non-Government Organization
PEDP II	- Second Primary Education Development Program
PP	- Project Proposal
PPE	- Pre-Primary Education
PRSP	- Poverty Reduction Strategy Paper
SMC	- School Management Committee
SOWT	- Strength Weakness Opportunity and Threat
UNICEF	- United Nations Children's Fund

CHAPTER-I

INTRODUCTION

1.1 Introduction

Pre-primary education for children of the age group of 3-5 years ensures the well being of children, their physical and mental development and effective participation in primary education. Pre-primary has a positive correlation with further learning. Many NGOs are running pre-primary education programme in Dhaka city. SUROVI is one of them. Dhaka is one of the most densely populated cities in the world and livelihood here is very much challenging for most of the people (Wikipedia, 2010). It has a population about 15 million (Statistical Pocket Book, 2008). Dhaka City began with a manageable population of 2.2 million in 1975, which reached 12.3 million in 2000 (UN, 1998). The capital city of Bangladesh receives more than a million rural migrants a year (Democracy watch, 2002). People migrate from rural areas to Dhaka City in search of employment to meet their minimal requirements. Most are forced to live in the many slums, which have grown over the years in an unsanitary condition (Democracy watch, 2002).

1.2 Background and Literature Review

Historically, some early childhood education has been provided in Bangladesh in the Mosques and Maktabas. Baby classes have been in operation in some GPS and have been recognized by the GOB through an order in 1994. Bangladesh Shishu Academy (BSA), Islamic Foundation and some NGOs have also been running baby classes, with some authorized to start baby classes in formal primary educational institutions. To improve quality of primary education PEDP-II was undertaken by the government. In 2004 Government been a large programme named Second Primary Education Development Program (PEDP-II) in order to quality improves in primary sector. During PEDP-II it is anticipated that community groups will be encouraged to organize baby classes through the Innovative Grants scheme (PP, PEDP-II). As there are no approved curriculum and textbooks the institutions or the organizations followed different books and activities at this stage.

The constitution of Bangladesh makes it mandatory for the state to provide education for all. Access to education is considered as the right of all citizens. The country is fully committed

to achieving EFA Goals by 2015. The policy initiatives declared by the present Government envisage 100 percent enrolment of all school-age children in primary schools by 2011 and removing illiteracy from the country by 2014. Pre-primary education (PPE) is being expanded as strategies to reach all the unreached to ensure equitable access and achievement of quality completion by all primary school-age children.

There are impressive indicators of progress in primary school enrolment (80% NET, up 64% in 1991). But the dismal indicators for actual attendance (58%), primary school completion (less than 60%) and the achievement of prescribed competencies (1.6%) illustrate the difficult challenges facing the country in the next phase of second primary education development (PEDP II 2004-1010). Formidable problems remain to be overcome in developing more effective and efficient approaches to educating 19 million children in primary sector of Bangladesh.

From a perspective of educational development, pre-primary education is a new concept in Bangladesh. Although government and non-government organizations run many pre-schools, there is a lack of integration between government and non-government organizations' policies and activities such as in curriculum, educational resources, teacher training, and teaching-learning practices, which affects the quality of pre-primary education (Govt. - 2008). Another important problem is lack of quality teachers for pre-primary education in Bangladesh. Both government and non-government organizations seem to face this problem equally, which has an effect on the quality of teaching and learning. For policy development, effective coordination and establishing regulations and standards, MoPME will be the focal ministry for pre-primary education. It is proposed that a unit at the DPE, headed by a Director, will have the core responsibility for taking the lead and facilitation of planning, coordination, setting standards, and promoting pre-primary education working closely with other concerned agencies in the government, non-government service providers and academic and research institutions (Operational framework-2008).

However, Bangladesh has improved a lot in the quantity of educational institutions and now trying to increase their quality in different sectors. So, by doing this research it will be able to identify the gaps in practices, which if present would help to ensure the quality of education in the country and then initiatives can be taken to fill up those gaps.

In the Pre-primary education program of SUROVI participants come from extremely disadvantaged urban slum areas. The slum areas of Dhaka city are large density populated characterized by overcrowding, low education, and inadequate facilities. Lack of spaces and

poor accommodation a big number of residents are migrated from different parts of the country. The main occupation of the family head is rickshaw pulling, day labour, petty business, mill and factory work (PP- SUROVI).

1.3 Research question

The study is driven by the following research question:

- a. What is the present status of the pre-primary education program in slum of Dhaka city run by SUROVI?
- b. How the strengths of this program can be further enhanced?
- c. How the weaknesses of this program can be overcome?
- d. What might be the learning for the Government of Bangladesh from this program for the policy making and pre-primary education?

1.4 Significance of the Study

Pre-primary education is a widely researched topic but a few on pre-primary educations are available in Bangladesh. Considering the dismal scenario, the study is expected to identify the basic needs of the children of the existing pre-primary education program in slum area of Dhaka city run by SUROVI. Role of teachers and facilitators is crucial in the pre-school context. Teacher's creativity, initiative and quality teaching process can improve the classroom environment. Child friendly teaching learning process and play materials are the important pre-requisites for quality pre-primary education. This research will examine the active engagement and creativity of teacher and the availability of age-appropriate materials of the concerned NGO's pre-primary education program. The study will describe and analyse the role of caregivers and teachers in the private sector pre-primary education programs. In line with that the study will offer a general direction for policy makers, pre-primary & ECD service providers, practitioners and professionals to further draw out action plan and strategies aiming to contribute in implementing pre-primary education. This research may add some values in pre-primary education program. The study is expected to be a basic research document for the policy makers and academicians to explore more and to undertake further research on pre-primary education.

Finally, the findings of the study will infer significant implications for policy makers and practitioners to rethink the policies of pre-primary education. The findings will help

conceptualise the findings of pre-primary education system and indicate as to how NGOs can play vital role in achieving desired pre-school improvement needed in slum areas of Dhaka city.

1.5 Objectives of the Study

Many children in Bangladesh are not able to come to school because of poverty. Development of a child begins within the family and mostly depends on the parents' outlook and attitude towards the society with their socio-economic conditions for catering children's need and aspirations. Educated parents are able to prepare their child for the smooth entry into formal education. As many of our parents are uneducated, they are unable to prepare their children adequately for school. The lack in school readiness makes it difficult for children to adapt themselves to school and have a tendency to drop out. The objectives of the study are to recommend actions for inspiring pre-primary services of SUROVI by undertaking a SWOT analysis. The study will

- a. Explore the strength of the pre-primary program run by SUROVI in slums of Dhaka city
- b. Examine the weaknesses in the program
- c. Identify the opportunities for improvement in the program, and
- d. Find out the threats to further improvement of the program

1.6 Definitions of concept/terms

The study is concerned with strength, weakness, opportunity and threat in a pre-primary education program. These terms are defined below:

A SWOT (Strength, Weakness, Opportunity and Threat) analysis is used to identify need for change in programs. It is a listing of strengths and opportunities as well as the weakness and threats of the current and future status of programs. It is used to consider if the strengths and weakness of the proposed future state create a compelling need for change when compared to the strengths and weakness of the current state.

Strength: According to the dictionary strength mean power, force and potency. Strengths can relate to the group, to the environment, to perceptions, and to people. 'People' elements include the skills, capabilities and knowledge of participants. Other aspects of people strengths include friendly, cooperative and supportive attitude and also appropriate levels of involvement of people through delegation and trust.

Weakness: In the dictionary weakness means failing or limitation of any program. In relation to 'People' these include poor communication, inadequate leadership, lack of motivation, too little delegation and no trust toward agenda or plan. The researcher tried to focus a factor, which are likely to have a negative effect on or become a barrier to achieving the pre-primary program objectives of SUROVI.

Opportunity: Opportunity means chance, occasion, opening or prospect of many things. This element is designed to assess the socio-economic, environmental and demographic factors, as well as to evaluate the benefits i.e. the availability of new technology. Bear in mind just how long opportunities might last and how the group may take best advantage of them. It refers to external factors that are likely to have a positive effect on achieving or exceeding the pre-primary program objectives, or goals not previously considered by SUROVI.

Threat: As per dictionary threat means danger, hazard or risk of anything. The opposite of opportunities, these are things, which may, with a shift of emphasis or perception, have an adverse impact. Weighing threats against opportunities is not a reason to indulge in pessimism. It is rather a question of considering how possible negative experience may be limited or eliminated. The same factors may emerge as both a threat and an opportunity, for example, Information Technology. Most external factors are in fact challenges, and whether the group perceives them as opportunities or threats is often a valuable indicator of morale. In this study threat is treated as external factors and conditions that are likely to have a negative effect on achieving the pre-primary program objectives, or making the objective redundant or un-achievable.

Pre-primary: The definition of pre-primary education, which stated in Operational Framework for Pre-Primary Education-2008, has been found to be relevant and useful. Pre-primary education in the Operational Framework for Pre-Primary Education-2008 has been defined as *"the developmental and educational support provided to the child in the age range of 3 to below 6 years in order to ensure the child's right to protection, care, survival and preparation for school education through play, amusement and introduction to literacy and numeracy, irrespective of the child's physical, mental and social status"* (GOVT. - 2008).

A more general definition of pre-primary given by UNESCO is *"the initial stage of organized instructions is designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school-based atmosphere"*

1.7 Limitation of the study

Although I tried my best to make this study meaningful I must acknowledge that it still has some limitations. Time was a significant limitation for this study. This study was a part of my masters program and I was given about two months to do this study. Within the given short time it was really a great challenge for me to do a quality study

Though there were some limitations, I tried to overcome those limitations through focusing on the concerned areas and working intensively to find out the underlying meaning of the leadership role of Supervisors. Despite the limitations, I believe that the study has been successful in analyzing situation and find out Strength, Weakness and Threat & Opportunity of pre-primary program in slums of Dhaka city run by SUROVI.

CHAPTER-II

METHODOLOGIES

There are many methods and techniques usually applied to conduct a research. The methods are survey, observation, FGD, use of key informants and case study. Besides to conduct research usually use sampling for the selection of setting and population of the research. Based on the objective specific methods and techniques are used to conduct a research. In this study some specific methods and techniques such as FGD, observation and survey are used to achieve the objectives, which are given in detail below. This study aims to undertake a qualitative study of the SUROVI pre-school program by using the SWOT framework.

2.1 Study design

Qualitative approach and quantitative approach are the two paradigms of research followed in various research fields such as sociology, anthropology, psychology, and education. In this study I have adopted a qualitative research paradigm. Qualitative research is different from a quantitative approach in many ways. The purpose of quantitative research is to generalize about phenomena, while that of qualitative research is to provide in-depth descriptions of settings and people. Quantitative research involves collecting and analyzing numerical data from tests, questionnaires, checklists, and surveys. Main characteristics of quantitative research are hypotheses that predict the results of the research before study begins; control of contextual factors that might influence the study; collecting data from samples of participants; and using numerical, statistical approaches to analyze the collected data (Creswell, 1994; Creswell, 2002; Gay & Airasian, 2003).

In contrast, qualitative research involves collecting and analyzing non-numerical data obtained from observation, interviews, tape recordings, and documents. Key features of qualitative research include defining the problem, but not necessarily at the beginning of the study; studying contextual factors in the participants' settings; collecting data from a small number of purposely selected participants; and using non-numerical, interpretive approaches to provide narrative descriptions of the participants and their contexts (Creswell, 1994; Creswell, 2002; Gay & Airasian, 2003). In this study I have adopted qualitative approach for my study.

There are many methodologies or common approaches within the genre of qualitative research such as case study, ethnography, ethologic, grounded theory, phenomenology, action

research, and historical research (Patton, 1990). Among different methodologies or common approaches of qualitative research I have adopted a case study approach.

2.2 Study setting

Pre-schools run by a NGO (SUROVI) in slums area of Dhaka city have been selected as the setting for this study. SUROVI is mainly working on the issue of education as right of the children. SUROVI targeted the poorest community in the urban slum and poverty stricken areas. That prefer children's work for family earning rather to education is strictly followed for reducing dropout and increasing children attendance in the education centres. SUROVI has been implementing Quality Primary Education Project since 1996 in collaboration with Plan Bangladesh., Dhaka Urban Program Unit is working in ten big slums named Amlirtec, Adabor, Kallyanpur, Bauniaband, Muktijodha, Kurmitola, Geneva Camp Khilgaon and City Polly.

2.3 Population of the Study

The population of the study are pre-primary children, teachers, SMC members, parents, and community people of concerned pre-primary school, which is run by SUROVI in slums area of Dhaka city. Concerned NGO people are also population of the study. The population selected purposively.

2.4 Sample

Two pre-primary schools were selected out of 13 pre-primary schools that are run by SUROVI in slum's area in Dhaka city. So sample size is 2. Purposive sampling also referred to as judgment sampling. Sample elements judged to be typical are chosen from the population. Consequently, the study is using purposive sampling. Because of its low costs and convenience. Researcher conducted 3 FGDs, 2 for parents and 1 for teachers in bouniabandh slum area of Dhaka city. Two observations have done in separate two pre-primary schools in same area. In line with that researcher has conducted three interviews 2 for head teacher of SUROVI formal school and 1 for Executive Director (ED) of SUROVI. *Details participant list have given in separate 03 tables in 2.9 sections.*

2.5 Data Analysis Plan

All data have checked for normality and processed manually in computer. Collected data analyzed as descriptive way as it is. After conducting interview, observations and FGD, researcher has categorized and classified for convenience of analysis. The data have been examined to generate a description of the program presented through charts, diagrams and graphs.

2.6 Ethics:

Ethics are important and present in every research. Ethics of research provide the human and legal dimension to research. Most social research involves humans; therefore it is very important to respect human rights. In this study based upon observation must have respected the privacy and psychological well being of the participant.

Confidentiality and anonymity is a great concern to the participants. Participant names could not be mentioned and it could be kept hide. Research objectives (why the research in) purposes and procedure have exposed to the participants, otherwise they did not feel free to give information. Obtaining participants consent is prior issue to conduct my research. All participants have informed about the procedure and the risk (if is there any) for the participation. Mutual trust plays vital role for close and deep interaction with participants.

2.7 Timeline of the study:

Activity	December-2010				January-2011				February-2011			
	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week
Literature rev.												
Data collection Interview//Observation/FGD												
Data analysis												
Report: First Draft												
Final Draft												

2.8 Research instrument

Instruments of the study are I) a guideline of FGD based on objectives II) interview questionnaire and II) observation checklist these was used as data collection instrument for this qualitative research. It was tested before final data collection from the field.

2.9 Data collection procedure:

Data collection and analysis is a simultaneous activity in qualitative research. Observation, interview and focus group discussion methods have used for collecting data. Literature review is an also important part of the study. Researcher has reviewed pre-primary related book, journal, publication, study findings and etc. When I observed the targeted people, I have used guiding observation checklist, which has prepared on the based on the objectives of the study. Similarly interview schedule has used for interviewing. The observation checklist and interview schedule have validated before implementation. 3 focus group discussions (FGD) have conducted in this study.

In this study I did some activities simultaneously which were part of my analysis: collecting data from the field considering my conceptual framework and research questions, sorting and coding information into categories, formatting the information into a picture, and writing the qualitative report. After following this procedure finally, I wrote the results and discussion sections of the study.

FGD: I have conducted 03(three) focus group discussions 2 for parents in separate two pre-primary schools and 1 for teacher. First parents FGD was held in SUROVI school D block, bawniabandh, mirpur-11, Dhaka. Participants were 10 parents of pre-primary children. Second parents FGD was held in SUROVI school E block, bawniabandh, mirpur-11, Dhaka. Participants were 15 parents of pre-primary children. Third FGD was held in SUROVI school D block, bawniabandh, mirpur-11, Dhaka. Participants were 10 pre-primary teachers. Participants talked maintaining the sequence and given floor for all participation. The discussion topic was not repeating during FGD. It has taken care that no sensitive issue may arise during FGD conduction.

Sample for FGDS

SI No.	Participant	Place	No. of participant	Occupation	Age
1	Mothers & Grand mother	D block, Bawniabandh, Mirpur, Dhaka	11	House wife, Maid servants & Petty business	22-56 Year
2	Mothers, Fathers, Brothers & Grand mother	E block, Bawniabandh, Mirpur, Dhaka	13	House wife, Maid servants, Student & Petty business	19-58 Year
3	Pre-primary Teachers	D block, Bawniabandh, Mirpur, Dhaka	10	Teacher ship	24-40 Year

At first I welcomed to all parents to join in the FGD and introduced each other. Then I expressed my objective regarding FGD. I myself moderate the FGD and started discussion with very general open question. I had an expert assistant who has taken note. Participants talked maintaining the sequence and given floor for all participation. The discussion topic was not repeating during FGD. It has taken care that no sensitive issue may arise during FGD conduction. They were assured about the confidentiality of information that the information would only be used for research purpose without mentioning name of respondents in report. The time and venue of FGD were selected to the choice of parents. They were asked to give informed verbal consent and were reassured that they could withdraw from the discussion at any time. I took 50-minute time for each FGD. After completion of each FGD I have given some chocolate to everybody.

Observation: In this study I have done 2 observations in two separate pre-primary school of SUROVI, which are situated D and E block of Bawnibandh in mirpur-11, Dhaka. During observation period I followed the details observation checklist, which have prepared earlier and I myself took notes. I observed many things like physical facilities; drinking water & toilet facilities; toys & play materials; health and hygiene; teachers' capacity & support; learning activities & children performance etc.

Sample for Observation

SI No.	Participant	Place	Present Student No.
1	Pre-primary children	SUROVI school D block, Bawniabandh, Mirpur, Dhaka	28
2	Pre-primary children	SUROVI school E block, Bawniabandh, Mirpur, Dhaka	27

Interview: I have conducted three interviews 2 for Head Teacher of SUROVI formal school and 1 for Executive Director (ED) of SUROVI to get clear reflection and finding from different perspective regarding pre-primary education which is run by SUROVI in slum area of Dhaka city. I have followed questionnaire during interview period. I myself conduct the interview face to face and fill up the questionnaire. Before conducting the interview I exchange greeting among them and orient the objective of the study and assure the

confidentiality. I carefully handle three interview and maintained sequences. I wrote actual opinion of the interviewer and always avoid biasness.

Sample for Interview

SI No.	Participant	Place	No. of Participant
1	Head Teacher of SUROVI school	D block, Bawniabandh, Mirpur, Dhaka	01
2	Head Teacher of SUROVI school	E block, Bawniabandh, Mirpur, Dhaka	01
3	Executive Director	Dhanmondi, Dhaka	01

Document analysis: I have reviewed at least 20 pre-primary related documents like Book, Journal, publications, PP etc to explore the idea on overall pre-primary situation in developed and developing countries. I have explored different Internet website to identify the pre-primary strength and weakness as well as opportunity & threat. Analysis, observations and differences those are relevant with the research objective has been referred and described in the research documents. *Detail books and documents list have given in reference section-5.*

2.10. Data analysis and processing

In the perspective of data analysis, qualitative analysis clearly differs from the quantitative approach (Creswell, 1994). There are specific steps to analyze and interpret qualitative data. The process includes deep immersion in the interview transcripts, field notes, and other collected materials; systematically organizing these materials into salient themes and patterns; bringing meaning from themes that tell a coherent story; and writing the report (Rossman & Rallis, 2003). In a qualitative study data analysis begins at the same time a study does - at the conceptual stage. "The conceptual framework of the study, the strategy for research and design, and the genre to which your study links – all these provide preliminary foreshadowing of the analysis" (Ross man & Rallis, 2003, p. 270).

I followed the following steps to analyze the data for this study: (a) organizing the data; (b) generating categories, themes, and patterns; (c) coding the data; (d) testing the emergent understanding; (e) searching for alternative explanations; and (f) writing the report.

All data has discussed and presented in descriptive way as it is a qualitative study. The qualitative techniques have used in the study. After conducting FGD, interview, observation and document review researcher has categorized all information and organize then as prioritisations. All data has described as descriptive manner. The nature of the data of this study is qualitative. The researcher have emphasized on the qualitative data analysis.

2.11 Validity of the study

The researcher has taken highest care to conduct this research project with minimum facilities. Before conduct the FGD, interview and observation researcher validated FGD guideline, interview questionnaire and observation checklist. All feedback has incorporated as per need. Researcher has applied appropriate methods and techniques of the data collection, so that the data is accurate and authentic and it is valid.

CHAPTER-III

FINDINGS

The strengths, weaknesses, threats and opportunities of pre-primary schools, which are run by SUROVI, have been described based on FGD, observation and interview. The findings from the opinion of parents and teachers and observations of researcher have described in qualitative form. General information, historical perspectives, physical and other facilities of SUROVI's pre-primary schools has been focused in the findings chapter. The qualitative findings provide an in-depth understanding of strengths, weaknesses, threats and opportunities of pre-primary schools run by SUROVI. On the basis of the objectives and research questions of this qualitative study all collected data were processed, analyzed and finally the findings have been explored. Thus the study demonstrates subsequent discussions and thereby draws conclusion.

3.1 The study Findings

3.1.1 The socioeconomic background of the parents

In the pre-primary education program run by SUROVI, participants come from extremely disadvantaged urban slum areas. The slum areas of Dhaka city are large and densely populated characterized by overcrowding, lack of education and inadequate facilities. As a big number of residents are migrated from different parts of the country to these areas the inhabitants are living in poor and inhuman condition. Poor accommodation, scarcity of electricity and water, lack of sanitation facilities are the dismal features of these slum areas. The main occupation of the family heads rickshaw pulling, day labour, maidservant, petty business, labourer of mills and factories.

The researcher has conducted two FGD for parents and guardian of pre-school children. The low-income parents and guardian participated in these FGD and they gave opinion during FGD on pre-primary program of SUROVI. The age ranges of these participants were 16-55 years. The participants live in Bawnia Bandh slum area of Mirpur-11 in an urban setting of Dhaka city. Most of the participants live in cheaply rented house.

3.1.2 General information of Pre-primary education program that is run by SUROVI

SUROVI has been implementing Quality Primary Education Project since 1996 in collaboration with Plan Bangladesh. Dhaka Urban Program Unit is working in ten big slums named Amlirtek, Adabor, Kallyanpur, Bauniaband, Muktijodha, Kurmitola, Geneva Camp, Khilgaon and City Polly. At present there are 13 schools running in the above slum areas.

01. Surovi School Bawnibandh- Block A. (BBA) Polloby, Dhaka
02. Surovi School Bawnibandh- Block -D (BBD) Polloby, Dhaka
03. Surovi School Bawnibandh- Block -E (BBE) Polloby, Dhaka
04. Kurmitola Camp Surovi School (KTC) Polloby, Dhaka
05. Muktijoddha Complex Surovi School (MJC) Mirpur, Dhaka
06. Kallyanpur Surovi School (KLP) Mirpur, Dhaka
07. Amlirtek Surovi School (ALT) Mohammadpur, Dhaka
08. Surovi School Adabor (ADB) Mohammadpur, Dhaka
09. Sunibir Surovi School (SUB) Mohammadpur, Dhaka
10. Geneva Camp Surovi School (GVC) Mohammadpur, Dhaka
11. City Polly School Dhalpur, Demra, Dhaka.
12. Rampura School Golshan, Dhaka.
13. Khilgaon Mitijheel, Dhaka.

At the same school venue there are 33 Pre-school are running to prepare children to go for primary education. These schools are following NCTB curriculum to address the quality education. Education does not only mean to impart the students some knowledge on reading, writing and math but also to prepare them for better and further education in future to ensure their rights. This intervention is contributing in increase of children performance in classroom situation as well as in the protection of dropout from schools. Quality Primary Education will surely unfold the inner qualities of human being. It is all round development of body, mind and soul. In SUROVI's primary education program participants come from extremely disadvantaged urban slum areas. The slum areas are large and densely populated characterized by overcrowding, lack of education and inadequate facilities. Lack of spaces and poor accommodation is a common scenario as big number of residents are migrated from different parts of the country. The program is the continuation of ongoing Quality Primary Education in collaboration with Plan- Bangladesh a reputed national NGO.

3.2 Strengths

All parents mentioned that pre-primary education is essential and very helpful for their child aiming to advance for the formal education. They explain the system of pre-primary management is satisfactory. The children are getting opportunity to make friends that accelerates their socialization. Though children sometimes quarrel among themselves, but most of the time they remain disciplined in pre-primary class. They get peers outside their home. There are lots of play materials in pre-primary schools. Children are disciplined and more organized. Most of the parents reported that children are used to wash hands regularly before taking food and after toilet. Researcher has identified some strengths of pre-primary education program run by SUROVI through observation, interviews and FGDs which are demonstrated sequentially.

3.2.1 Physical facilities

- ☐ The pre-primary is operating in their own building, which is one storied.
- ☐ The space of classroom is adequate, well ventilated & decorated for pre-primary.
- ☐ Classrooms have enough light and an electric fan.
- ☐ The source of drinking water is filter water.
- ☐ School have open space.
- ☐ Schools have boundary wall and protected by gate

3.2.2 Availability of age appropriate toys and play materials

- ☐ A lot of play materials that's found in pre-primary class such as doll, bus, truck, wooden blocks, utensils, pump animals and rattle.
- ☐ There are available space for art and creative corner.
- ☐ Play materials are colourful, made by plastic and wooden.
- ☐ All toys are safe, attractive and colourful as well as age appropriate.
- ☐ The educational kits like alphabet books, puzzles, khata, pencils; colour pencils, scale, different chart and storybooks are good as well as sufficient.

3.2.3 Maintained of personal health and hygiene

- ☐ Toilet facilities is good and provision of keep soap is there for after use of toilet
- ☐ Teacher and parents reported that immunization program runs regularly.

- ❑ The first aid box is available caring of minor injury and provides primary medicines like savlon, cotton, bandage etc.
- ❑ The height and weight of child are taken one/two time in a year by NGO officers.

3.2.4 Teacher's professional capacity and support

- ❑ Teachers are trained regarding pre-primary, health & hygiene and child protection.
- ❑ Teachers promote child creativity.
- ❑ Teachers able to follow all activities as per lesson plan.
- ❑ Teachers are very proactive with their student. They listen to children's speech and appreciate them.

3.2.5 Learning activities and child performance

- ❑ Quarterly performance report has preserved every student of pre-primary class
- ❑ Child performance evaluation process have done continuously
- ❑ Pre-reading, pre-writing, pre-math, rhyme, song, art & craft and storytelling have included in weekly lesson plan of pre-primary class.

3.2.6 Availability if curriculum, teacher's manual, registers

- ❑ Researcher has observed the daily activities are administered based on the PP.
- ❑ The activities promote child's physical, social, emotional and intellectual development.
- ❑ Teaching material free.
- ❑ The creative activities of preschool age children song, rhymes, language and art have included in their curriculum.
- ❑ The attendance register of teacher, student and staff are available and maintained regularly.

3.2.7 Provision for consultation with parents and inclusiveness

- ❑ Parents -Teacher's interaction is very good.
- ❑ Teachers allow parents to give their recommendation and suggestions any time.
- ❑ Monthly meeting held regularly and parents share their opinion with teacher and school authority.
- ❑ SMC meeting held regularly and operating matter of pre-primary school have discussed in this meeting.

3.3 Weaknesses

Though the pre-primary school of SUROVI have various strengths but on the contrary I found some weaknesses as well, these weaknesses are discussed as follows:

3.3.1 Physical facilities

- ❑ The space of classroom is adequate, but painting of its wall is not good and attractive.
- ❑ Classroom has only one electric fan that's not cover whole room. It is very uncomfortable for student and teacher in summer.
- ❑ Having waste basket but not clean
- ❑ The source of drinking water is not safe and pure in one school.
- ❑ Two-school buildings are made by tin shade and two pre-primary classes have no heat-protected ceiling. So student and teachers feel uncomfortable in summer.
- ❑ Having a wall clock but it is out of order.

3.3.2 Availability of age appropriate toys and play materials

- ❑ A lot of play materials that's found in pre-primary class such as doll, bus, truck, wooden blocks, utensils, pump animals and rattle but preservation system like trunk, self-etc is not well.
- ❑ Play materials are made by plastic and wooden sometimes it is little bit harmful for student.
- ❑ There are no display board in the pre-school class. Children cannot display their created arts and other things in the classroom.

3.3.3 Teacher's professional capacity and support

- ❑ Teachers promote child creativity but it's very difficult to manage those (30 children) for one teacher.
- ❑ Teachers cannot visualize properly the text related matter because there are no big charts regarding this.
- ❑ There is no provision of Tiffin for children.

3.3.4 Learning activities and child performance

- ❑ There is so limited scope of outdoor play for pre-school children.
- ❑ There is no scope of recreation outside of the classroom for pre-primary student.

3.3.5 Availability if curriculum, teacher's manual, registers etc.

- ❑ Authority does not allow any textbook and other books to take children home.
- ❑ Blackboards are not clean.

3.4 Opportunities

I have found some opportunities of the pre-primary system, run by SUROVI through FGD, observation, literature review and interview these are as follows:

- ❑ Others NGO are providing free health & hygiene support like DSK, RADDA.
- ❑ Community people are very helpful to operate the pre-primary school.
- ❑ Location of school is very good.
- ❑ Communication is very good.
- ❑ Parents of the children are also very helpful.
- ❑ Water supply and sewerage system are good.
- ❑ Government and other related official are cooperative to operate pre-primary school.

3.5 Threats

The findings of the study pose some threats of the pre-primary system of SUROVI through FGD, observation, literature review, and interview these are mentioned sequentially:

- ❑ Community people do not help in terms of financial matter.
- ❑ Parents of the children are not very aware regarding education.
- ❑ Parents are poor so they do not want to pay financial matter like monthly fees, admission fees or something like that.
- ❑ School infrastructures are used as shelter during flood or heavy rainfall.
- ❑ Electricity problem is very acquitted in summer.

CHAPTER-IV

DISCUSSION AND RECOMMANDATION

Analysis and discussion is an important part of a study. In this section, analysis and discussions have been presented based on the findings. Some inconsistencies, similarities among the findings and document-based evidence have been discussed. As a qualitative study all discussions and analysis are presented as descriptive mode furnished with some table. The references from different books, journals, guidelines and research documents have been linked to support the discussions. All discussion points are focused on the objectives. The strength, weakness, opportunity and threat have analyzed.

4. 1 Discussion

SUROVI is operating pre-primary education in slum areas of Dhaka city. The people of those areas are very poor and their children are getting opportunities of education through the program of SUROVI. It is a very programmatic initiative by this NGO which is not yet established in government sector. Such type of program promotes child rights which accelerate the achievement of the MGD goals.

Medical check up and health check up of the pre-primary children are not done regularly. This service is provided only one or two times in a year. According to the ECCD program principle "Early childhood program should be developed within a broad conceptual framework that is the part of a comprehensive, multifaceted strategy; they should not be developed in isolation of other social services" (Evan J. L. Myres R. G, ECD Count pp-24).

SUROVI is operating the pre-primary education in their formal school. In this school a teacher works about 8 hours every working day. Pre-primary class is a part of the total job responsibilities. The teacher takes other class daily. But their salary package is not satisfactory. So it is very important to offer better salary packages for the teachers in order to getting better service.

Building and classroom is not colourful. Colourful room creates attractive environment for pre-primary education. So, joyful learning environment should be created in pre-primary school.

In SUROVI pre-primary school, each class has 30 students and one teacher. Sometimes teachers face some problem to manage 30 children. If the teacher student ratio would be 1:20 then that would be quite manageable for a teacher. The government approved operational

framework for pre-primary education indicates the number of students and teacher for operating pre-primary education Number of children in each centre or class: Ideally, there should be no more than 20-30 children in each class with preferably two teachers/facilitators. However, actual number of children may vary based on the available space in the learning centre for organizing learning sessions in a child friendly environment and resources for facilitators (Operational framework-2008).

Most of the parents are unaware of their children's education in the SUROVI convergent slum areas of Dhaka city. Teachers play very important role in timely presentation of the pre-primary education in the class. They visit the children's home regularly. During the first three months, teachers face some difficulties to manage the children. Some children have no school dress. The students who have no school dress feel inconvenience. The authority may provide such types of support and thereby student attendance will be satisfactory. This issue also discussed in the operational framework for pre-primary education which is identified as drawing attention to children with social, economic and other disadvantages (Operational framework-2008) .

4.2 Recommendations

The findings of the study will have implications on our policy making process and may improve pre-primary education programme run by SUROVI in the slum areas of Dhaka City.

Therefore the following recommendations are emanated from the findings of the study.

- ❑ The beneficiaries of pre-primary education program run by SUROVI are from lowest strata of the society *i.e.* they come from extremely disadvantaged urban slum area. The slum area of Dhaka city is densely populated characterized by overcrowding, low education, and absence of basic amenities of life. Extreme poverty induced by natural calamity and lack of opportunities in rural areas generate continuous migration of rural people to the City. The main occupation of the family head is rickshaw pulling, day labour, petty business, mill and factory work. So the authority may consider providing some financial support to their pre-primary children to sustain their study and relieving already burdened parents.
- ❑ Each pre-primary class is composed of thirty children and one teacher. It becomes difficult for the teacher to pay adequate attention to thirty students at a time and

managing a class turns to be a nightmare to him/her. The size of the class should of twenty to ensure quality and care for the students (Operational framework-2008).

- ❑ Teacher's honorarium should be at minimum level of satisfaction.
- ❑ Building and classroom should be colourful and attractive. So that children feel encouraged to go to class and enjoy the environment of learning.
- ❑ Each pre-primary classroom has a single electric fan while the classroom is big. The authority should provide two fans and sun heat protected ceiling in the classroom.
- ❑ There is hardly any scope for recreation outside of the classroom for pre-primary student. The management should arrange some program for recreation of pre-primary children like picnic, study tour, site viewing etc time to time.
- ❑ Duration of pre-primary session is two and half hours to three hours. Children of this very tender age - considering their social background and nutritional capacity, have become very hungry and tired in the last hour. So the authority may arrange some kind of Tiffin to keep them in the class and to address their nutritional deficiency.
- ❑ At present, pre-primary school authority (SUROVI) does not allow the children to take the text book to their home. However, the management may consider this issue in other way round and allow them to take the textbook home to remain busy even while they are out of class to develop a good habit of study.
- ❑ The lack of preserving children's painting/drawing/art work should be addressed. Children will be motivated if they find their creative work displayed and appreciated.

Finally, the study concludes by suggesting that it did not reveal all matters related to SWOT analysis of pre-primary program run by SUROVI in slums of Dhaka city. Moreover, other issues that have been involved from this study require further investigation.

These are as follows:

- ❑ Teacher's role of pre-primary class
- ❑ Need assessment of pre-primary children
- ❑ Curriculum of pre-primary education
- ❑ Age appropriateness of play materials and toys
- ❑ Community participation and perception
- ❑ Tiffin impact on pre-primary education

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APPENDICES

- A. Focus Group Discussion (FGD) guideline**
- B. Pre-Primary School observation guideline/ checklist**
- C. Interview questionnaire/schedule for Teacher**
- D. Interview questionnaire/schedule for Director of NGO**

Appendix-A

Focus Group Discussion (FGD) guideline

1. What is your opinion about Pre-Primary?

2. What are the things you do like (4 positive practice) in Pre-Primary and why?

3. What are the things you do not like (4 negative practice) in Pre-Primary and why?

4. How do you see the future of Pre-Primary?

Good for future.....

Bad for future

5.What are the problems in Pre-Primary?

Appendix-B

Pre-Primary School observation guideline/ checklist

1. General Information

a. Name of the Pre-Primary School:.....

b. Address of the Pre-Primary School:

c. Opening date:.....

d. Located in: Own building Rented building others (specify)

e. Yearly estimated budget:.....

f. Distribution of expenditure:

Accommodation.....Teachers salary..... staff salary.....other material..

g. Teachers/Staff details:

SL No	Name of Teacher/ staff	Post	Age	Qualification	Duration of service years
1					
2					
3					
4					

2. Physical facilities

a. Type of building: one storied multi storied others (specify)

b. Description of floors

Sl.	Spaces	Units
1	# of rooms	
2	# of verandas	
3	# of open spaces	
4	# of stores	
6	# of toilet/bathrooms	
7	# of fan in the Pre-Primary	

c. Condition of Room (give tick)

- | | | |
|---|---|---------------------------------------|
| ☐ Well ventilated | ☐ Well decorated | ☐ Mat |
| ☐ Enough light | ☐ Enough space | ☐ None |
| ☐ Electric Fan | ☐ Chair | ☐ Utensils |
| ☐ Neat and clean (both inside and out side)? | ☐ Table | ☐ Refrigerator |

d. Provision of safe drinking water, toilet and bathroom facilities

1	Number of toilet and bathroom facilities	1	2
2	Neat and clean bathroom \ toilet	Yes	No
3	Available toiletries	Yes	No
4	Bathroom and toilet fittings are user friendly	Yes	No
5	Children use the soap and towel?	Yes	No
6	Is there any provision for safe drinking water?	Yes	No
7	Children and caregiver use safe water in washing, bathing?	Yes	No

e. Source of drinking water: (give tick)

- | | |
|------------------------------------|---------------------------------------|
| ☐ Tap | ☐ Flask |
| ☐ Tube well | ☐ From parents |
| ☐ Bottle | ☐ Others |

f. Play space

1	Provision for games in daily routine	Yes	No
2	Provision of games for specific time and space	Yes	No
3	Provision of out door play space	Yes	No
4	Provision of in door play space	Yes	No
5	Physical exercise	Yes	No

3. Availability of age appropriate toys and play materials

a. Class room

1	Display board is available	Yes	No
2	Child's work displayed on the board	Yes	No
3	Classroom is decorated with colourful posters	Yes	No
4	Available space for art and creative work	Yes	No
5	Available colour pencils and drawing sheets in art and creative corner	Yes	No
6	Sufficient toys for children	Yes	No

b. Description of toys

- | | |
|--|--------------------------------------|
| ☐ Age appropriate | ☐ Attractive. |
| ☐ Stimulating | ☐ Colorful |
| ☐ Safe | ☐ Others |

C. Down toys name

I. Indoor-----

II. Outdoor -----

5. Maintains of personal health and hygiene

1	System of immunization	Yes	No
2	Availability of first aid in case of minor injuries	Yes	No
3	Health card for individual child?	Yes	No
4	System of referral case	Yes	No
5	Regular health visit by health professional	Yes	No
6	Height and weight taken regularly	Yes	No

6. Teachers professional capacity and support**A. Teachers capacity**

1	Teachers are well trained on child care and development	Yes	No
2	Teachers behaved well with children	Yes	No
3	Teachers appreciate children	Yes	No
4	Teachers listen to children's speech	Yes	No
5	Teachers talk with children	Yes	No
6	Teachers address child's individual need	Yes	No
7	All teachers well trained on child care and development	Yes	No
8	Teachers promote child's creativity	Yes	No
9	Teachers able to follow all activities as per lesson plan	Yes	No
10	teachers guide children with special need	Yes	No

B. Supervision and monitoring

1	Officers visit centre	Yes	No
2	Pre-Primary officers provide oral and written feedback	Yes	No
3	Supervisor uses monitoring check list	Yes	No
4	Pre-Primary officers share the on going progress with management	Yes	No
5	Is there any supervisors check list	Yes	No
6	Is there any monitoring format/ observation check list to measure child's outcomes	Yes	No
7	Is child's progress report well documented	Yes	No

C. Access to training

1	Receive professional training from any institution	Yes	No	
2	If yes, what types of training have been received?	Child dev	Pre-Primary management	None
3	Training is relevant with service	Yes	No	

D What is the name of the institution / department?

E. Training duration (long term/short term)

1. ----- 2. ----- 3. -----

7. Availability of Curriculum, Teachers manual, register etc.

a. Availability of Teachers manual, register and monitoring check lists (give tick)

- Register
- Attendance of child and teachers
- Teachers manual
- Food
- Play and others materials

b. If yes----- (give tick)

- Age appropriate
- Promote child development
- Creative
- Flexibility
- Address level of child
- Well lesson plan to carry out the activities

8. Learning activities and child performance

1	Rhyme	Yes	No
2	Song	Yes	No
3	Art and craft	Yes	No
4	Stimulating indoor play	Yes	No
5	Outdoor play	Yes	No

6	Story telling session	Yes	No
7	Pre reading	Yes	No
8	Pre writing	Yes	No
9	Pre math	Yes	No
10	Measure child performance	Yes	No
11	Child performance is well documented	Yes	No

9. Provision for consultation and interaction with parents

1	Provision for sharing meeting with parents	Yes	No
2	Has management committee	Yes	No
3	Committee is active	Yes	No
4	If yes, have activities	Yes	No
5	Others		

10. Inclusiveness

.....

.....

6. What are the remedies to improve Pre-Primary?

7. Do you have opportunity to provide recommendation in developing Pre-Primary (about child, quality, -----)?

8. What are the changes seen in child's attitude, behaviour before and after getting admission in Pre-Primary?

Appendix-C

Interview questionnaire/schedule for Teacher

1. General information

- ☐ Name:
- ☐ Educational qualification:
- ☐ Working Experience:
- ☐ Family members:

2. What is the opinion about Pre-Primary?

3. What are the things children has learnt from Pre-Primary?

4. What are the benefits you getting from Pre-Primary?

5. What are the strengths of Pre-Primary?

6. What are the weaknesses of Pre-Primary?

7. Is any Environmental (heavy rain water logging and hot) effect to implement Pre Primary?

8. What are the opportunities that you can use for the betterment of Pre-Primary (From parents and Govt. perspective perspective?

9. What are the challenges to guide children at Pre-Primary?

10. Does child affect in contaminated disease?

11. If yes what are the preventive measure taken by her and how?

12. Is there any guideline to take preventive measure of contaminated diseases?

13. If any injury happens, what are the measures taken by teachers?

14. Is the Pre-Primary environment safe from fire, accidents and to her hazards and how?

15. Is there any effect of urbanization or nuclear family trends on Pre-Primary?

Appendix-D

Interview questionnaire/schedule for Director of NGO

- ☐ **Name:**
- ☐ **Working Experience:**

- 1. What is your feeling about Pre-Primary?**
- 2. What are the strengths of Pre-Primary?**
- 3. What are the weaknesses of Pre-Primary?**
- 4. Is any Environmental (heavy rain water logging and hot) effect to implement Pre-Primary?**
- 5. If yes what happen -----**
- 6. Is all internal staff well sustaining and have internal capabilities?**
- 7. How does effect Pre-Primary in management level change**
- 8. What are the opportunities that you can use for the betterment of Pre-Primary (From parents, development sectors and Govt. perspective?**
- 9. Do they conduct survey to assess the need of Pre-Primary in urban settings?**
- 10. Is there any legislative effect in implementing Pre-Primary and how?**
- 11. If yes what are they.....**
- 12. Is there any effect on Pre-Primary of urbanization or nuclear family trends?**
- 13. Do they use the facility of technology to improve Pre-Primary and how?**
- 14. Do you evaluate/ research on Pre-Primary to disseminate information?**
- 15. Do they develop partnerships with other agencies to hire technicalities and how?**