EDUCATION FOR HARD-TO-REACH CHILDREN: STRATEGIES USED BY NGO SUROVI TO PROVIDE PRIMARY EDUCATION TO CHILDREN LIVING IN URBAN SLUMS

A Masters Thesis

By

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DEDICATION

This thesis is dedicated to my beloved mother Mrs. Musfeequa Islam and father Serajul Islam. It is also dedicated to my husband Majedul Haque for his constant encouragement, support and inspiration that made me accomplish this study.

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ABSTRACT

The study titled "Education for hard-to-reach children: Strategies used by NGO SUROVI to provide primary education to children living in urban slums" explored the strategies and initiatives being used and implemented by NGO SUROVI for ensuring primary education to the underprivileged children living in the urban slums. The nature of the study was qualitative. The research site was the SUROVI School situated in Dhanmondi, Dhaka. For gathering data I conducted   interviews with executive director, Head teacher and teacher, FGD with students and parents, document review and informal discussion with teachers, parents and students. The study found that SUROVI School provides the primary education in a non-formal education setting that follows the NCTB curriculum. It also offers vocational training to the underprivileged children of urban slums. The study revealed that infrastructural development of the school is needed and also there is crisis of funds. It was also found that more teachers training are required. However, teachers are very passionate about their teaching. Children living in urban slums have their particular problems but NGO SUROVI started its journey with a view to ensuring education, skill training and basic needs of the working underprivileged children. NGO SUROVI has been working with a vision of society where there will be no neglected deprived children in the society.

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ACRONYMS

APSC	Annual Primary School Center
ASPR	Annual Sector Performance Review
BANBIES	Bangladesh Bureau of Educational Information and Statistics
BIDS	Bangladesh Institute of Development Studies
CMES	Center for Mass Education and Science
CREATE	Consortium for Research on Educational Access, Transitions and Equity
DPE	Directorate of Primary Education
ECCD	Early Childhood Care and Development
EO	Education Officer
ESARO	East and Southern Africa Regional Office
FGD	Focus Group Discussion
FIVDB	Friends in Village Development Bangladesh
IPEC	International Programme on the Elimination of Child Labour
MDG	Millennium Development Goals
NCTB	National Curriculum & Textbook Board
NGO	Non- Government Organization
PEDP	Primary Education Development Program
PO	Program Organizer

ROSC   Reaching Out of School Children

TO   Technical Officer

TWB   Teachers Without Borders

UCEP   Underprivileged Children's Education Program

UNICEF   United Nations International Children's Emergency Fund

UNIQUE   Unique Intervention for Quality Primary Education

WB   World Bank

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction:

Primary education in Bangladesh has shown great success and it is visible through the increasing accessibility of primary education among the underprivileged groups such as girls, children from rural areas and poor community of urban areas. Bangladesh showed remarkable achievements over the decades by ensuring access to education, especially at the primary level. The country's net enrollment rate at the primary school level increased from 80 per cent in 2000 to 98 per cent in 2015 (World Bank [WB], 2016). Furthermore, the WB(2016) highlighted, "The primary enrolment and completion rates have reached 97.9 per cent and 79.6 per cent, respectively" (p.2). The annual primary school Census (APSC) 2016 was conducted by the Directorate of Primary Education (DPE) and the data shows that Bangladesh primary education system has a huge number of students. In 2016 there were "18.602 million students, among them government primary school alone covered 13.911 million (74.78%) students" (BANBIES, 2016) (p.25).

Despite a large number of students at the primary level, there are still a number of challenges in this sector. One of the common problems faced in this sector is that the schools are located very far away from the primary level children's home. One of the case studies of UNICEF (n.d.) explored the situation of limited access to government primary schools in the poorest urban areas. The report identified that some of the schools have a long distance from the places where the poorest children live. According to UNICEF (n.d.) one of the reasons behind this is, "most slum areas were not recognized as legitimate settlements and therefore were not included in urban planning processes"(p.10). Moreover, the children whose family cannot enroll their children in the pre-primary or primary schools are deprived of education. In other cases,

children are sometimes enrolled but drop out because of various reasons. Besides, in some remote areas schools do not have proper facilities to make the primary education effective.

Many government and non- government organizations have been taking initiatives to minimize the mentioned situations and ensure primary education by setting up schools in hard-to-reach areas. According to Hendry and Polson(2007), hard-to-reach means the "underserved, in other words, there are either no services available for young people or the current services present a significant barrier to them or young people fail to access the services that are available" (p.3). NGOs have been taking a responsible role to enhance primary education in such areas and educate the children of the poor. NGO programs are designed to reach the unreached out of school children (Hossen,n.d.).

If the urban areas of Bangladesh are considered, children living in slums do not have easy access to education. In the line of this, UNICEF (2012) denoted, "children face hardships on a daily basis that includes hunger, poor access to clean water, education and protection"(p. 3). Children living in slums are not encouraged to go to school as their parents engage them to stay at home and look after their siblings or do some work to earn money for the family.

Some non-government organizations are trying to help these children so that they can get their education. As a voluntary non-government organization SUROVI started its journey with a view to ensuring education, skill training and basic needs of the working and underprivileged hard-to-reach children. SUROVI has been working with a vision of a society where there will be no neglected deprived children and every child will enjoy their rights and flourish their full potential which will lead them to contribute to the society. SUROVI aims to play an important role in changing the social, economic and cultural behavior towards underprivileged children

living in urban slums by helping them to build their capacity, to utilize their own potential and by educating them on various issues (Taher, 2013).

This research explored how NGO SUROVI is addressing the needs of education of urban slum children, what the initiatives are taken by them and also how it helps to overcome the problems and improve the situation of these deprived slum children.

1.2 Research topic:

Education for Hard -to -reach Children: Strategies Used by NGO SUROVI to provide primary education to children living in an urban slum.

The hard-to-reach children project of SUROVI targets the children who are living in slums and do not have access to primary education. Their target populations also include street and marginalized children, orphan, children with special needs, working children, vulnerable women, slum dwellers and floating people and disaster victims in affected areas. They provide support and undertake different types of programs to promote education and other development programs such as Early Childhood and Development, Education Primary and Secondary, Child Sponsorship Program, Livelihood, Health & Nutrition, Water & Sanitation, Poverty Eradication, Skill Enhancement and Employment, Child Rights and Protection, Advocacy & Network (Annual Report, 2016).

This research tried to explore the strategies which are used by the NGO SUROVI to provide primary education.

1.3 Statement of the problem

An estimated one-third of the Dhaka city's population lives in slums (CUS et al., 2006). The slums have low-quality housing, overcrowded dwellers, very poor infrastructure and environment and lack of access to basic services such as water and sanitation and other health services. The people who live in slums lack wealth, power and social connections; and many other facilities. They are also deprived of one of the most important and fundamental rights which is education.

Government primary schools have the lowest cost to spend for education (Cameron, 2010). However, there are many challenges for hard-to-reach children's primary education such as population, low income, distance, child labour, migration, involvement in household work etc.LO/IPEC, UNICEF, WB and UCW (2011) identified that in Bangladesh, child labour is a major challenge in achieving Education for All because their family involve them in child labour and they cannot attend the school. Furthermore, urban migration also plays a significant role to get access to primary education. According to Cameron(2010), "the proportion of children who never enroll in school in the urban sample (15%) is double that of the rural sample. Among enrolled students, one in ten pupils drops out before reaching Grade 5. A large proportion of children are 'silently excluded' from education, meaning that they attend infrequently, repeat years of schooling and have poor achievement" (p.vi). After completing primary education very few children can reach to secondary schools.

1.4 Research Questions:

This study aims to know about the situation of primary education for hard-to reach-children and how the NGO SUROVI is providing primary education for them. Review of different related literature has guided to find out the research questions. They are as follows:

Research Question 1: How NGO Surovi is helping the hard-to-reach children living in urban slums to attain primary education?

Research Question 2: How do the stakeholders view this initiative of NGO Surovi?

1.5 Purpose of the study

Many urban slum children cannot participate in the mainstream education system. They also struggle to receive primary education. There are many factors behind their struggle. The purpose of the study was to look at the strategies taken by NGO SUROVI to provide primary education for the children who are living in urban slums. This qualitative research explored the situation of hard-to-reach children and their access to primary education. This study explored different factors which created many barriers for those children to receive primary education and how those issues were addressed by SUROVI School.

1.6 Significance of the Study:

This research is important because children living in an urban slum area have their own particular problems. They are deprived of getting their basic education although in the national development agenda education has become a more prominent issue. To provide primary education to the urban slum children government of Bangladesh has taken many necessary steps. For strengthening the national education system NGOs and civil society organizations are also engaged in many ways. SUROVI is one of those NGOs who have been working for the disadvantaged people of the country. It is hoped that the result of the study would encourage the

government for approving more NGOs like SUROVI who are working for the underprivileged children. It will also help educationists, policy makers, and researchers etc. to have an understanding of the issue of providing primary education to the urban slum children by NGOs. Therefore, this research may play an important role by critically looking at the initiatives of SUROVI School for providing primary education to slum children.

CHAPTER II: LITERATURE REVIEW

This chapter provides an overview of related literature used in this study. Consequently, this chapter elaborated the following topics: definitions of hard-to-reach children, the importance of primary education, initiatives of NGOs.

2.1. Definition of hard-to-reach children

The World Bank (2016) stated, "Reaching Out-of-School Children, or ROSC, are an innovative response to the large, but steadily dwindling cohort of Bangladeshi children about 5.5 million, as late as 2010, who didn't start primary school when they should have" (p.2).

Hard-to-reach children are basically those children who do not get the education and other services because of living in the slums. They are the children who are at risk due to poverty, distance and deprived of their basics rights in order to earn their livelihood. According to Hendry and Polson (2007), "By hard to reach, we mean young people who are not engaged with or are disengaged from the usual range of education or other services for children and young people, activities or constructive leisure pursuits" (p.3). In a similar context, Save the Children (2016) identified, "There are still many excluded children, who suffer from chronic poverty and still lack opportunities to grow" (p. 1).

2.2. Hard-to-reach children living in urban slums in Bangladesh

According to CREATE(2010), "The urban areas is 6% and the urban population has increased six-fold. 12 million people live in the capital, Dhaka and it is projected to grow to 22 million by 2015. 35% of the population of Bangladesh's six main cities lives in slums" (p.1). There are a huge number of slums in Dhaka city and most slum dwellers are migrated from rural areas.

A report finds that the living condition of urban poor is significantly poor due to their low socio-economic condition. Socio-economic status of the slum dwellers is characterized due to low income. The urban slums are mostly located in low lying environmentally hazardous area and are very poor in condition. They lack many basic facilities like proper shelter, food, sanitation and health. Most of the slum dwellers are mainly: rickshaw puller, cooks, plumbers, weavers, cleaner's etc. It is very tough for them to send their children to schools and consequently, they have inadequate education (Akter, [n.d.]).

CREATE's (2010) research confirmed that the "Primary net enrolment rates in the slums were around 70% – 65% for boys and 73% for girls. Furthermore, 18% of children aged 6-11 had never been to school and 5% had been but had dropped out" (p.2).

CREATE's (2010) report further clarified that the 30% of children are out of school. There are around 300 government primary schools in Dhaka to serve around 800,000 primary-aged children. The government is offering double shifting still a huge number of children are out of school or studying in NGO schools. Furthermore, it was found that the children who were out of school or in NGO schools had poorer household conditions than who was in government or private schools. Children of slum dwellers are deprived of their basic rights. Education becomes less important for them when survival is at stake.

2.3 The importance of ensuring primary education for hard-to-reach children

In Bangladesh the development of primary education is essential. The literacy rate of 39% (Chowdhury et al, 2002) has been a matter of concern from the beginning of 21st century. However, with time the enrollment rates in schools have increased and dropout rates have reduced. Significant changes have been shown in raising the quality of access for different

geographical and socio-economic groups. In primary education gender gaps has reduced. Girl's enrollment rate and attendance have increased in primary schools (Kabeer et al, 2003).

Increasing the accessibility of primary education was not only a concern of Bangladesh but also a concern of the whole world. "The net and gross enrollment ratio has increased and number of out-of-school children decreased. The length of compulsory primary education has changed up to grade VIII. The third phase of PEDP (2011-2016) emphasizes the quality of education along with expansion" (Nath, Choudhury & Ahmed, 2015,p. 29).

The World Bank reported that by 2002, nearly 17.7 million students were enrolled in 78,000 primary schools across the 484 Upazilas.Yet, 50 per cent is the average dropout rate while the net enrollment rate (NER) is 80 per cent in primary level. Above 3 million primary school age (6-10years) old children were out of school because either they had never enrolled or dropped out (TWB, 2013).

A study report of CREATE (2010) showed that almost 300,000 primary-school-aged children are living in slums in central Dhaka. There are 10,000 children who are out of school. Consequently, there is an urgent need to ensure primary education for hard-to-reach children. In order to attend the national goals such as universal primary education the government, NGOs and donors in Bangladesh need to work together and ensure children's educational right especially for those who are living in slums (CREATE, 2010).

2.4 Initiatives taken by the government of Bangladesh for ensuring primary education for hard-to-reach children

Different initiatives are taken by the government to promote education to the hard to reach deprived slum children. "The national education policy 2010 aims to ensure enrollment of all children in a recognized primary educational institute and to provide them quality education.

It also aims to address existing discriminations among schools in regard to facilities and overall educational environment" (Fafo, 2015,p.9).

UNICEF articulated about the government's Primary Education Development Program (PEDP):

The formal primary sector supported about 17 million students, yet still could not bring many children back to school. The Second Primary Education Development Programme (PEDP-II, 2004-2011) was commenced that aims to ensure the quality of Primary education for ALL children in the country through increasing primary school access, participation and completion. It also aims to improve the quality of students' learning achievements while ensuring the Primary School Quality Level standard. PEDP-II implemented in all the 64 districts covering approximately 17.7 million children and 280,000 teachers in 61,000 schools. (UNICEF, updated, 2009) (p.4).

According to the Bangladesh Primary Education Sector Performance Report (ASPR-2012), over 18 million students are enrolled in 89,712 schools. About 2.6 million children who are aged between 6 and 10 are still being deprived of the light of education (Multiple Indicator Cluster Survey, 2006).To address the situation, the government with the help of development partners including UNICEF adopted Primary Education Development Programme- PEDP III for five years from July 2011 (Khan, 2012).

Since 2014, the ROSC project offers access to learning opportunity for out-of-school children by providing stipend allowances to students and grants to learning centres. ROSC project provided "second chance" primary education to over 790,000 out of school children in more than 23,000 learning centres (BIDS, 2014).

2.5 Initiatives taken by NGOs for ensuring primary education for hard-to-reach children

Many non-government organizations (NGOs) have been playing an important role to reach hard-to-reach children of marginalized and grass root level for providing primary education. For instance, Save the children, BRAC, PROSHIKA, Dhaka Ashania Mission, FIVDB, CMES, UCEP, and Nijarshikki have their own primary education programs. The final report of Save the Children SHIKHON (2015-2018) stated that,

> Save the Children has successfully implemented SHIKHON Project, an innovative non-formal primary education program for 155,000 out of school vulnerable children across Bangladesh since 2007. The Project successfully demonstrated a cost-effective model for reaching out-of-school children and children who had never been enrolled in school with quality educational services from 2007 to 2011 and started the second phase with additional activities(P.1).

BRAC, the largest NGO in the world, has long experience in non-formal primary education and is committed to the development of the poor especially the women and girls (BRAC, 2010). According to BRAC (2010),

> 42 per cent of the villages in Sylhet have no primary schools. In terms of literacy rate also it lags far behind the national average. The literacy rate for 7 plus populations is 40.7 per cent and for the adult population it is 44.4 per cent but national rates are 48.5 per cent and 52.1 per cent respectively. (p.2).

The Boat School Project of BRAC offered primary education to the children who were out of school and were excluded from traditional schooling due to seasonal flooding or other water-based barriers. The Boat School project was successful because of its innovative approach to provide primary education to the children who were mostly from underprivileged families and faced challenges because of natural barriers.

2.6 The hard-to-reach children education program practiced in different countries

There are many initiatives which have been taken to offer many educational programs for hard-to-reach children in different countries.

In Sudan, UNICEF (n.d.) helped to strengthen the education systems by making more data available for children in hard-to-reach areas. Some innovations were also made to use new technologies in education such as putting math lessons on durable tablets powered by open-source software. Another report highlighted that Uganda has one of the highest percentages of primary school dropouts in the world. The statistics says that nearly 1 in 20 children of school age have never enrolled in school. Children who have never registered for school remain invisible and this is the reason for non-enrolment. These children along with those who drop out of school are likely to be the most disadvantaged and hard to reach (UNICEF, [n.d.)In some of the districts and sub counties, communities have come up with bye-laws and ordinances which obligate the caretakers and parents to ensure that all children of school going age stays at school and those that are to be enrolled are taken to school(Mpyangu, Ochen, Onyango and Lubaale (2014).

To support countries for reducing the number of children who are out of school and improve equity in education, ESARO provided technical support to countries relating to out-of-school children, girls' education, and inclusive education (UNICEF, 2015).

According to UNICEF (n.d.), in Pakistan,

> Over 52,000 children (20,800 girls) enrolled in primary schools in FATA areas of return due to social mobilization efforts, the establishment of school management committees and the provision of school tents and education supplies. Fifty-three temporary school shelters were established. Sixty-four girls' primary schools were upgraded to middle level in FATA to increase access for girls to post-primary education and increase the pool of potential local female teachers (p.3).

2.7 An overview of NGO SUROVI

The non-government voluntary development organization SUROVI came into operation in 1979 with a view to ensuring education, skill training and basic needs of the working and disadvantaged children and adolescents to bring them out from the vulnerable situation and to prepare them as human resources so that they could be able to establish themselves and contribute to the society. SUROVI further aims to extend its services in hard-to-reach geographical locations under 23 districts across the country both in urban and rural areas. The mission of SUROVI is to reduce human sufferings through enhancing the socio-economic status of the poor, deprived and underprivileged people especially the children and establish their rights in the society (Annual Report, 2016).

Major programs or projects of SUROVI concentrated on education. Along with that SUROVI implemented social development programs targeting to achieve Millennium Development Goals(MDG). SUROVI works for Reaching Out-of-School Children (ROSC)

phase II. One of the major objectives of SUROVI is to create the scope of primary education for deprived children. SUROVI works for the projects like Unique Intervention For Quality Primary Education (UNIQUE II) which aims to create opportunity and enable an environment for the out-of-school children and school drop-outs to access in primary education to achieve MDG 2(Education for All) goal by 2015(SUROVI, 2013). The programmes or projects of SUROVI focus on quality primary education for urban, disadvantaged children. The main components of the projects are: 1. Preschool programme (ECCD), 2. Quality primary education programme, 3. Junior high school programme.

2.7.1 Vision & Mission of NGO SUROVI

SUROVI was established with a view to ensure education to the deprived children and also ensure their basic needs and prepare them as human resources so that they are able to contribute to the society and also establish themselves. NGO SUROVI has its own vision and mission. The vision of SUROVI is- A society where there will be no neglected deprived children and every children and every child will enjoy their rights to flourish their full potential which leads them to be human resources and contribute to the society. To reduce human sufferings through enhancing socio-economic status of the poor, deprived and underprivileged people especially the children and establish their rights in the society is the mission of NGO SUROVI (Annual Report, 2016).

2.7.2 Approach and Objectives of the NGO SUROVI

The approach of NGO SUROVI is to ensure participation of targeted children and women with development initiatives and support their efforts to take responsibilities of their own lives and make them aware regarding their rights and responsibilities. SUROVI also ensures

stakeholders' involvement in the planning, implementation, monitoring and evaluation of SUROVI's development endeavor (Annual Report, 2014).

The objectives of SUROVI:

- Provide support and undertake a different type of projects to promote child rights

- Provide education, training, and awareness on various issues, enhancing knowledge, increasing skills and changing attitude for the empowerment of children and women

- Taking integrated intervention like skill training, linkage service, micro-finance and health education and services, for contributing poverty alleviation.

- Provide relief among poor people in different natural disasters and others for reducing the suffering of the victims.

- Support programs for the meritorious and ultra poor family's children for supporting their further studies and livelihood support. (Annual Report, 2014).

2.7.3 Quality Primary Education Programme by NGO SUROVI

Ensuring quality primary education is still a big challenge. To access and continue in education poor, vulnerable and children in different ability have to face many significant barriers. Even after enrollment it is very difficult for children to continue their education. SURUVI not only address the children who are not enrolled or not included in education but they also ensure quality education for those who are already in the education system. SUROVI has implementing UNIQUE INTERVENTION FOR QUALITY PRIMAY EDUCATION (UNIQUE II) project since December 2011 to ensure quality primary education in non- formal approach. This project generates access the out of school children in primary education system. The project is implementing at urban slums in Dhaka City, Narayangonj City Corporation, Tongi City

Corporation, Sabuzbagh, Khilgaon, Rampura & kamrangirchar Thana and Manda and

Dakkhingaon Union (Annual Report, 2016).

CHAPTER III: METHODOLOGY

This chapter is divided into twelve sections: Research approach, case study, research participants, data collection methods, interview, focus group discussion, and document review and data analysis. The purpose of writing this chapter is to give the readers an overall idea about the set of procedures that were followed to do this research.

3.1 Research Approach:

The methodology adopted for this study was qualitative. Qualitative research is " an inquiry process of understanding the asocial or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting" (Creswell, 1994. p.2083; Fatima &Haider, 2011).As qualitative research emphasizes the importance of looking at variables in the natural settings in which they are found, this approach was considered more appropriate to explore different the areas of the NGO and Primary Education.

There are four types of qualitative research approaches such as grounded theory, ethnography, case study and phenomenological research. In this study, a case study was incorporated to understand the life, culture and views of the participants. This approach was used to know about the situation of the participants and what they are going through.

3.2 Case study:

According to Rossman and Rallis (2003), case studies focus on a specific case and to understand the larger phenomenon. Case studies are descriptive, holistic, heuristic, and inductive. "Most case studies are descriptive or explanatory; that is, they depict events, processes and perspectives as they unfold" (p.104). The strength of case studies is their details, complexity and use of multiple perspectives.

3.3 Research site:

According to the research topic, the target group was the children living in urban slums. NGO SUROVI was selected as the research site. It is located at Dhanmondi in Dhaka. This NGO SUROVI is working with the hard-to-reach children and they have classrooms in their Dhanmondi office to conduct classes for the working children. They have different types of programs. For example, they have a quality primary education program for urban underprivileged children.

3.4 Research participants:

For conducting research work, research participants were selected from those who were involved in this process of providing primary education to hard-to-reach children such as students, teachers, parents, community peoples, program personnel of NGO SUROVI. Two interviews were conducted and one of them was with the Head teacher and another one with a SUROVI teacher. Two Focus Group Discussions (FGD) were also conducted with selected SUROVI school students, parents and community people. They were selected through purposive sampling.

3.5 Data collection methods:

Qualitative researchers rely on four methods of gathering information such as participation in the setting, direct observation, in-depth interviewing and analyzing document, material culture and these create the core of qualitative inquiry (Marshall and Rossman (1999). (p.105).

Interview, focus group discussion, informal observation, some document review were used in this study which is considered as the most effective methods for gathering information and learning details about the participants.

3.6 Interview:

As interview method is flexible and questions can be done according to the need, it was very much appropriate for the qualitative research process. According to Marshall and Rossman (1999), qualitative researchers trust in an in-depth interview. Interviews had particular strengths as an interview is a useful way is to get large amounts of data. Khan and Cannell(1957) describe interviewing as "a conversation with a purpose" (as cited in Marshal and Rossman, 1999, p.149). Interviewing can be varied on the priority of construction and responding to question.

The interview was selected as one of the research tools to collect detailed information through conversation to answer the research questions. After getting a letter of consent, participants were interviewed. All the detailed instructions were given to them and the purpose of the interviews was briefed to them. It was also informed that the conversation will be recorded. Note taking and recording the conversation was done at the same time. By following the field plans and interview guides properly, a large amount of data was collected in a meaningful way.

3.7 Focus Group Discussion (FGD):

Focus group interview identifies the trend of perception and opinions expressed which are revealed through systematic analysis (Krueger, 1988, p.18). Advantages of focus group interviews are it is socially oriented, can study the participants in an atmosphere more natural than artificial experimental circumstances (Morgan 1997; as cited in Marshall and Rossman 1999, p.115).

Two FGDs were arranged: one with the children who are living in slum areas and getting education from the NGO and another one with the slum children's parents and community people. From the discussion with the parents, two important information were collected: the

opinions about their children's education and also what they suggest for the development of this schools.

3.8 Document review:

The documents were reviewed to find out the past scenario of the problem and what initiatives are taken in recent years by the government and also by non-government organizations. A lot of information was extracted from the documents which helped the procedure of the research. The document were newspaper articles, administrative documents or any relevant to the research.

3.9 Data analysis:

"Analyzing and interpreting qualitative data is the process deep immersion in the interview transcripts, field notes and other materials; systematically organization these materials into salient themes and patterns. Bringing the meaning of these so that the themes tell a coherent story" (Rossman& Rallis, 2003, p.315).

Data were collected through interview, focus group discussion and also document review. After collecting the data next step was to analyze them in a systematic process. Rigorous analysis of the data was done to get the necessary information of the study. While collecting and analyzing the data necessary steps were followed so that it is relevant to the research topic and research questions. The data was reviewed several times to make sure that there occurs no problem while summarizing them.

3.10 Role of a researcher:

In qualitative research, the researcher plays an active and important role. The researcher is the key instrument who interacts and conducts the research. In this regard, Rossman and Rallis (2003) stated that the "researcher needs to know who he is and what he is doing in the setting".

Anthropologists have labelled the researcher's perspective as the etic or outsider perspective. They refer to the perspective of the participants as the emic or insider, perspective. In this study, the researcher tried her best to make the interviewee feel free to talk. Moreover, the researcher was bias-free and had respect for all the views and thoughts of the participants.

3.11 Ethical issues and concerns:

In qualitative research, the ethical issues are of great concern. A researcher should be honest, impartial and dedicated. According to Rossman and Rallis (2003), "Ethical dilemmas are not solvable but are reason through moral principles" (p.73). Furthermore, they said in the qualitative research "the researcher promises confidentiality to the participants. The two elements: protecting their privacy (identities, names and specific roles) and holding in confidence what they share" (p.73-74).

From the researcher's side, ethical issues have been given the most importance. It has been made sure the participants were fear free and they had their liberty to withdraw themselves any time they want from the procedures. The researcher also ensured transparency while doing the research.

3.12 Limitations of the study:

The study confined its area to primary education for the hard-to-reach children living in urban slum areas. Moreover, the complexity of the phenomena of providing primary education to the urban slum children worked as a challenge and it is difficult to find out all the complexities in such a research. The study is based on the available and accessible secondary information derived through the interview, limited scope, time and resources as well as inaccessibility to appropriate subjects. The reliability and validity of data gathered from news, sources which often count on official sources might pose questions. Availability of the resource person, the political

situation of the country also worked affective factors for the study. However, the most authentic

sources had been sought for gathering the data for the study.

CHAPTER- IV: RESULTS

4. RESULTS:

In this study, I tried to explore the initiatives taken by NGO SUROVI to provide education for the hard-to-reach urban slum children of Bangladesh. In this chapter, the findings of the study are presented on the basis of the data collected by different data collection methods, such as in-depth interviews, FGD, document review. The study was guided by two research questions and the data have been presented under some main themes that came up from data analysis.

4.1. Primary education provision for the urban slum children by the NGO SUROVI

NGO SUROVI has been implementing Primary education since its conception in 1979. Primary education is a major focus of SUROVI's education programs. SUROVI has been running primary education in school-based approach and centre based approach. These provisions were applied to the target groups. SUROVI School mainly enrolls the children from urban slums and streets who are involved in labour, marginalized and from vulnerable families and also from the age group of 6 to 14.

While discussing the selection criterion of the particular groups, the Executive Director stated:

> After the baseline survey, we select the learners. The baseline survey was focused to find out that on a particular area how many children are deprived, working, disable and/or not going to school. From the findings, they brought those children to school. SUROVI Staffs used to go to learners home to bring them to school and make their parents aware. (Personal Communication: Interview#5, 2.8.2018).

4.2 Implementation process of the urban slum children education program by the NGO SUROVI

SUROVI Primary education has been following two systems: School-based approach and Centre-based approach. School-based approach has a school campus with Pre-primary to Grade eight level education and class-based teachers. Centre-based education is run by one teacher in a room with 25-30 learners (Annual Report,2014).

In this context the Executive Director mentioned:

SUROVI provides primary education following the non – formal education system. They follow the formal curriculum which is given by the NCTB. It is called non-formal because the time is flexible for the learners as they are working children. Another reason is, SUROVI does not have any permanent campus and centre. (Personal Communication: Interview#5, 2.08.2018).

4.2.1 School-based Primary Education:

The schools are situated in the urban slums where the children have no other option to have primary education. The schools enroll children inclusively in their catchment areas regardless of religion, gender, cast and ethnicity, physical and mental disability. The school-based primary education program follows the national primary education curriculum. Moreover, the school ensures co-curricular activities for the learners of school-based education curriculum. SUROVI provides all education materials free of cost to the students. The Head Teacher mentioned that "SUROVI is working in non-formal approach. (Communication Interview # 3, Date: 1.08.2018).

4.2.2 Criteria of selecting teachers for SUROVI

In the context of selecting teachers for SUROVI, the Executive Director mentioned:

> SUROVI selects the teachers who have a minimum qualification of HSC. There are
> procedures of Written test and Viva for teacher selection. However, adjustments and
> managing with the underprivileged children is not easy. Before the final selection, the
> teachers have to show a demonstration class. There are also many teachers in
> SUROVIwho have B.Ed. and Masters Degrees (Personal Communication: Interview #5,
> 02.08.2018).

4.2.3 Curriculum

The curriculum is generally considered as the whole course's directions that facilitate students to accomplish the goals and the objectives of education including learner's engagement, teaching and learning and environment.In Bangladeshi curriculum, the primary education comprises of Class I-Class V. The primary school curriculum aims to provide a broad learning experience to the students and encourages a rich diversity of approaches to teaching and learning that provide a solution to the different needs of the individual student.

The curriculum of SURUVI School has been mainly following the national primary education curriculum of Bangladesh, textbooks, supplementary materials etc. (Annual Report, 2016). While asked about the curriculum, one of the participants articulated:

> This campus-based school is following the National curriculum and textbooks. We are
> also using supplementary reading materials for the students to develop their reading
> skills. Each classroom has one teacher. This school is offering co-curricular activities and
> vocational skill training such as doll making and tailoring. (Personal Communication:
> Interview # 03, Date: 1/08/2018).

Another respondent mentioned, "Along with prescribed national board subjects of Bangla, English and Maths, SUROVI is offering extra two compulsory classes. Those are Songs and Art classes for class-I and class II. These classes are free of cost". In further discussion, he added, "We are following the board curriculum from class III-V. (Personal Communication: Interview# 5, Date: 01/08/2018).

Fundamentally, SUROVI follows the NCTB syllabus. However, for class I and II they provide some extracurricular activities. Such as dance class, singing class, art class, poetry recitation class also some extra books that they need to study. There is a monthly evaluation system for these activities. Some supplementary books are there also and from those books the learners give written and oral tests. They follow the participatory method to conduct these extracurricular activities.

Similarly, one of the respondents mentioned, "School gave us all the board books and we study those books" (FGD # 1, Students,31.07.2018). One of the teachers explained, "We follow all the textbooks and use supplementary materials. We prepare our lesson plan following the curriculum". (Interview# 2, Teacher, 31.07.2018).They also have computer classes which were mentioned by one of the participants, "SUROVI School offers compulsory computer classes and practices for class V" (Personal Communication: Interview#2, Date: 31.7.2018).

4.2.4 Teaching learning process

Teaching learning process deals with the procedures regarding how and what the teacher teaches the students, what the students should learn and how teachers support students' learning. In this context, the Head Teacher explains how the teachers follow the teaching-learning process of SUROVI School:

In the daily classroom practice, lesson plans are followed. Each day the teacher asks about the previous lesson and checks homework. Then the teacher starts with the new lesson. When the teacher starts new lessons, she invitesthe students in the front to read out the lesson first (Personal Communication: Interview # 03, Date: 1.8.2018).

In a similar discussion about the lesson plan, the Head Teacher added,

A good lesson plan is important for a teacher. This can help any teacher to teach a successful lesson. The teacher should begin with clear instructions so that students can understand about the class lessons and discipline but the teacher has to ensure that all the students are paying attention(Personal Communication: Interview# 3, Date: 1.8.2018)

A challenge was mentioned by the teachers regarding the lesson plan. The teacher shared that she could not follow the exact written lesson plan because students did not study at home and could not complete the homework in the given time. So the teacher had to spend time to revise the previous lessons for the irregular and less attentive students (Personal Communication: Interview # 2, Teacher, 31.07.2018). These data indicate that the teacher cannot keep pace with the daily lesson plan for the irregularity of the students.

In the focus group discussions, one of the students shared the experience of the classroom:

At first, our teacher asks us questions from the previous topic. If all can give the answers properly our teacher starts a new topic. When the teacher introduces the new topic she writes the related questions and answers on the board and we copy them. Then we memorize the question answers in the classroom (FGD # 1, Students, Date: 31.7.2018).

It is prevalent that the teacher engages the students by asking questions about the previous and new topic.

4.2.5 Assessment

Assessment is an integral part of the teaching-learning process to evaluate the performance of the students. Classroom assessment is a teaching process which is applied while the teacher is teaching. At the end of each lesson unit, the assessment also takes place to test what students have learned. Until the teacher assesses the students, it is not completely possible to know whether the students have learnt the lessons or not. In primary education, each class teacher is responsible for the assessment and evaluation of student's progress and achievement.

The Teacher and students explained about the assessment system of SUROVI School and from their comments, it is seen that this school mainly follows the summative assessment system. One of the teachers expressed,

> The school assessment system mainly follows the summative assessment. The assessments happen half yearly and at the end of the year (also known as final term). In half yearly exam, there is one class test for 20 marks and another exam for 80 marks. Similarly, they follow one class test for 20 marks and another exam for 80 marks in the final term. For each subject, the total mark carries 100 marks. For examination 33 is the pass marks. For class V, the students need to give two more extra model tests. (Personal Communication: Interview # 02, Date: 31.07.2018).

One of the students expressed similar responses in FGD, "In class five we have to give two class Tests and one Half-Yearly and one Final Term Exam. We appear for Model Test". (FGD # 1, Students, 31.07.2018).Furthermore, the teacher mentioned, "Along with all the other tests students have to sit for the Primary School Certificate (PSC)".

Regarding the assessment of class I & II, the teacher indicated, "For I & II, along with board textbook of Bangla, English and Math; SUROVI offers General Knowledge and Art class test which carry 50 marks for each subject. However, the assessment takes place as an Oral test".

4.2.6 Teachers Training

The Head teacher and other teachers expressed their views on teacher training which are very important for this study as they are the direct recipient of the teacher training. The Head teacher and the teachers got different types of training such as need-based training, inclusive pedagogy etc.In this context, the Executive Director highlighted:

There is a basic Teacher Training program for new teachers. The duration of basic training is for 9 days. I think that it is better if the duration is for 21 days. Nevertheless, the teachers are not willing to do the training for 21 days, so they do it for 9 days. For providing basic training SUROVI hires the venue like Podokhep, Apon etc. For other types of training, we use office space. Every month there is a refreshers training for the teachers to improve their teaching methods. There is also need-based training which is done every 3 and 6 months. (Interview # 5, Executive Director, 2.08.2018).

In a similar context, the Head teacher of SUROVI School identified the importance of teacher's training,

Teacher's training is very important for teachers. Teacher's knowledge and proficiency are important to teach in the class. Without a doubt, it is important to develop a teacher's quality by providing them with proper training. SUROVI School Plan aims to improve

primary education through providing teachers' training based on teacher's competencies and needs for training(Personal Communication: Interview # 3, Date: 1.8.2018)

The teachers training are provided basically as in-service training. It is based on the performance and needs of the teacher. The training venue is selected based on the duration. According to a teacher,

> Once or twice in a month, there isin-service training for teachers. All the teachers get the opportunity to join in the training. If there is one-day training then after school teachers do their training but if the training is for three or four days then we select the teachers according to their performance and according to their needs. Our head teacher observes and selects those teachers. Then they do the training inside the school. At times teachers go to Mohammadpur for training. (Personal Communication: Interview # 2,31. 7.2018).

In a similar context, the Head teacher said, "I observe the classes and try to find out what types of support the teacher needs as SUROVI provides need-based training for the teachers". (Personal Communication: Interview # 3, Date: 1.8.2018).The Executive Director mentioned:

> SUROVI follows three Modules to train the teachers. According to that module, the teachers work in the fields. Those are: a). Teaching-Learning Methods and Procedures. Duration: 9 days, b). Teachers Training Instructions. (Basic training) – 1st part. Duration: 9 days, Teachers' Training Manual: basic training – 2nd part. Duration: 4 days.

Furthermore, the Executive Director elaborated about Trainers:

> SUROVI has its own trained trainers. The trainers of SUROVI provide all type of training to the teachers. There is an Education Officer known as (EO). Under EO, there

are one Program Organizers known as (PO). There is also a Technical Officer (TO) who provides the Pedagogical training to the teachers. (Personal Communication: Interview # 5, Date: 2.08.2018).

4.3 Strategies taken by the NGO SUROVI to provide Primary Education to the urban slum children

NGO SUROVI has been taking different strategies to ensure primary education to urban slum children. The participants of this study mentioned various strategies that SUROVI has been applying for Primary education. These are discussed below:

4.3.1 Coaching for students

SUROVI School provides coaching for the students who sit for PSC and JSC exams. Regarding coaching practice, one of the students said in FGD, "There is a coaching system for the PSC and JSC students to take the preparation for their exams" (FGD # 1, Students, 31.07.2018).

One of the parents mentioned in the FGD:

Students who appear in PSC, JSC and SSC have coaching classes after school. For the coaching classes, they have some charges. For class V they charge 300 taka and for class VIII and X, they charge 400 taka. If any student's parents are in too much financial crisis then the school does not charge anything. If any student does very good result and wants to study further in any good school than SUROVI pays 50% tuition fees of that student.(FGD # 4, Parent, 1.08.2018).

These data indicate that SUROVI School is providing extra care along with NCTB curriculum which is very exceptional and useful for the students according to the participants.

4.3.2 Vocational training

The school also provides vocational training to the students. According to one of the teachers:

SUROVI School is also trying to give them vocational training if the parents want or give them permission. There is an opportunity for the children to work in doll making which is organized in SUROVI School.Children are paid a monthly salary for their time and work.But no children work for long hours. (Personal Communication: Interview # 2, Date: 31.7.2018).

These data express that SUROVI has taken many initiatives for the urban slum children and their families along with providing free education. Vocational training to gain hands-on skills and earn money through it is one of the examples of those initiatives.

4.3.3 Support Projects

The education program of SUROVI has many supportive programs for the families of disadvantaged, vulnerable and urban poor children to ensure primary education. SUROVOI School provides many supports to the urban slum children and their families in different festivals to celebrate. The Headteacher of the school mentioned:

SUROVI have two support projects such as Ramadan Support project and Zabiha Project. In Ramadan Support Project school provides many things to the students such as rice. pulse, powder milk, sugar, vermicelli, salt, oil etc. They also provideSalwar and Kamiz

for girls and shirt pants for boys.(Personal Communication: Interview # 3,Date: 1.8.2018).

She added, "In Zabiha Project School provides meat to all the poor and needy students' family who are not in a position to sacrifice animals on the occasion of Eid-ul- Adha" (Personal Communication: Interview # 3, Date:1.08.2018).Besides these, SUROVI offers other supports too. One of the students said in FGD, "The orphan children get an allowance from the SUROVI School" (Personal Communication: Interview # 01, Date: 31.07.2018).

4.4 Stakeholders views regarding the primary education program for the urban slum children

The stakeholders of the primary education program of SUROVI were from urban slums. The stakeholders viewed different important factors related to the primary education program of SUROVI School. Those are as follows:

4.4.1 Strength of the program

The program of primary education of SUROVI has strengthened the education of deprived children who do not have schooling facilities. One of the respondents mentioned, "SUROVI is improving the teacher's skills by organizing workshops and also they arrange parent-teachers meetings" (Personal Communication: Interview # 3, Date: 1.8.2018).

In this regard, the Executive Director mentioned the strength of SUROVI program:

SUROVI has a proper structure.There is an executive committee. After every two years, this committee is changed and reorganized. This committee helps the NGO to run for a long time.They have their constitution and law that they maintain and follow. Furthermore, capable management is another strong side of the NGO. (Personal Communication: Interview # 5, Date: 2.8.2018)

Regarding the strengths of SUROVI Primary School program, one respondent mentioned:

The program approach creates a welcoming environment for the out of school children to access primary education. Every year these children get the opportunity to be in the mainstream formal education system as NCTB curriculum and supplementary materials are used for the learners (Personal Communication: Interview# 2, Date: 31.07.2018).

4.4.1.1 Outcome

SUROVI Primary Education Program aims that at the end of the Primary Educational experiences, each student should achieve their basic primary education. Through camp intervention, intensive support is also provided to the slow learners of formal primary school. A significant number of learners from non-formal education program are mainstreamed to the formal education system. Out of school children living in the slums, streets and marginalized groups like ethnic, children in special need are considered in the primary education program.

According to the Annual Report (2016), SUROVI School had 500 children in primary education (p.13).

One of the respondents said, "The school helps the graduates to enroll into other institutions for higher education" (Personal Communication: Interview# 2, Date: 31.7.2018). Another respondent mentioned that "My school is very effective and I feel very happy especially when I find one of my teachers was actually a student of SUROVI School. After completing her education, she joined in this school to teach". (FGD# 1, Student, 31.7.2018).

The Executive Director provided the information about the outcome of SUROVI Program:

> From SUROVI, many children get their education and they are doing good jobs. Some of them joined in Bangladesh Army and Navy, Bank etc. The students know how to write a letter to their mother. Students' behavior is changed after getting an education. These are the success and outcome of the program.

These data indicate that the overall outcome of SUROVI program is successful when the students can learn to read and write, understand what is bad and what is good. Life has been changed for those underprivileged children because of SUROVI programs.

4.4.2 Suggestions for improving the program

There are many suggestions noted from the stakeholders' opinion such as development of infrastructure, improvement of teaching-learning process, increasing the number of schools and so on.

4.4.2.1 Infrastructural Development

Infrastructural development is important for SUROVI School. Most of the participants identified the need to improve the infrastructure of the school. One of the students said:

The condition of the classroom roof is not in good shape now. If the authority replaces

the new tins of the roof then it will be convenient especially in the rainy season. We will

be happy if our classrooms are built with bricks. (FGD # 1, Students, 31.7.2018).

In FGD, parents discussed how students are affected during the rainy season:

We find that SUROVI is a very good and nice school. But during the monsoon season, it

is difficult for the students to do classes. Because during rainy season water gets inside

the class and children face problems. The infrastructure of the classes should be improved

(FGD # 4, Parents, 01.8.2018).

These data indicate that the development of SUROVI School is urgently needed.

Especially during the rainy season, the regular classes are hampered. Along with these, according

to the teacher, "The primary classrooms of SUROVI need some more extra benches".

Regarding the school environment issues, one respondent mentioned:

Our washroom is used very frequently so it needs to be improved. For drinking water, we

have water and water purifier but every month there is a cost of maintaining these. So we

face a problem. Also, the cleanliness of our classroom and surroundings needs to be

improved. (Personal Communication: Interview # 2, Date: 31.7.2018).

These data explain that most of the respondents identified some infrastructural problems which

are needed to improve to run the school smoothly.

4.4.2.2 Improvement of teaching-learning

Improvement of teaching-learning is one of the important aspects of successful teaching and learning. Effective teaching may require appropriate teaching methods, teaching styles and lesson activities.

In this context, one of the respondents mentioned, "For the primary level students, the teaching style should be changed. Primary School students should be taught by playing and doing fun activities. Then I think they will be more interested in learning" (FGD # 2, Parent, 1.8.2018). One of the participants added, "If my teacher shows more practical materials in the classroom then I can understand the lessons more clearly" (FGD # 1, Student, 31.07.2018).Alternatively, one of the teachers said," The learners should spend time to complete their homework at their home" (Personal Communication: Interview# 2, Date: 31.7.2018).

4.4.2.3 Increasing the number of schools

Most of the participants of this study suggested that the number of schools should be increased for accommodating the huge number of urban slum children. According to the teacher, "SUROVI School is providing education to low-income families. There should be more schools like SUROVI who can provide free education to the lower income families" (Personal Communication: Interview # 2, Date: 31.07.2018). Furthermore, the parents mentioned in the FGD, "Many poor children are not going to school because of less number of schools. The poor children need more schools that provide free education."

4.4.2.4 Change in the education system

The participants of the study realized that some changes are necessary for primary education. According to the Head teacher:

There is an urgent need to bring changes in the education system. This change should be done by the government. The system of creative method should be changed. First, this system should be experimented by the teachers. Teachers need to give exam on the same creative method. If teachers can complete these questions within the time then the method should be applied to the students (Personal Communication: Interview # 3, Date: 1.8.2018).

These data indicate that according to SUROVI teachers, the creative method which Government introduced needs modifications. Teachers should practice and understand better about the creative method before they apply it in their classroom.

Also the parents want better quality of education from the school as they want their children to be educated. One of the parents said "We want our children to be educated and have the qualities of a good human being." (FGD# 4, Parents,1.8.2018). According to another, "We work whole day so they can study in SUROVI School and do good results for their better future." Another mother said, "When I was a kid I didn't get the scope to study. I don't want that the same thing will happen with my children. I want them to go to school and study. (FGD # 4, Parents, 01.8.2018).

4.4.2.5 Community Support

Community support is very much important for running NGO like SUROVI. In this regard, the Executive Director mentioned:

SUROVI is facing a lack of volunteer support. No one is much willing to give support to these deprived children as volunteer work. If the community can give some time and talk to the children, children can be motivated and bring change in their behaviour. Renowned people from the community can come to the school to share their valuable experiences

with the students. It would be a great help for SUROVI. (Personal Communication: Interview # 5, Date: 2.8.2018).

These data indicate that SUROVI needs community supports as additional support.

4.5 Challenges faced by the NGO SUROVI in implementing the program

SUROVI School has been facing many challenges and barriers because of student's attendance. Irregularity, poor financial condition, early marriage were found as the major challenges and barriers for students attendance.

4.5.1 Reasons for students irregularity

The financial conditions of the urban poor families make their children irregular in attending regular school. According to the teacher:

Most of the time we have seen that due to high house rent and the daily expenses many families go back to their villages and for this, they cannot continue their education in this school. Some of their parents need some time to recover their financial condition. So in some cases after a long time, some of them come back to school (Personal Communication: Interview# 2, Date: 31.7.2018).

4.5.2 Fund Crisis for SUROVI

Fund crisis has become a major challenge for SUROVI to sustain. In this regard, the Executive Director mentioned:

The fund is a vital factor of SUROVI in the present situation. As SUROVI is running without any donor and such funds, so it becomes a big challenge for SUROVI to survive. However, if the community people help together then it will not be a factor (Personal Communication: Interview # 5, Date: 2.8.2018).

4.5.3 Early Marriage of the students

Early marriage is one of the barriers to student's regularity. The Head teacher mentioned that SUROVI School provided different types of awareness programs for children, especially for the girls. She also told that there were many pieces of evidence which showed that the girls cannot continue their study because of early marriage. This becomes one of the serious reasons to drop out of school. According to the Head Teacher:

SUROVI School initiated some awareness program on the child's rights and early marriage. So the underprivileged children get to know about their basic rights. They know the consequences of early marriage. Though we organize awareness programs on early marriage, it is still found that many families arrange an early marriage for the girls. Sometimes a few girls get married without informing their parents (Personal Communication: Interview # 3, Date: 1.8.2018).

4.5.4 Teacher Drop Out

Teacher drop out becomes a challenging issue for SUROVI school. In this context, the Executive Director mentioned: "One of the main challenges SUROVI faces is teacher drop out. The teacher should feel and take it as a moral responsibility and an affectionate relationship with the students should be there" (Personal Communication: Interview# 5, Date: 2.8.2018).

4.5.5 Parents Dealings:

Dealing with the parents to send their children to School become a concerning issue for SUROVI School. In this regard, the Executive Director mentioned:

Parents' dealing is another big challenge. Many of the parents do not want to send their children to school. They do not want their children to continue education. They want their

child to work and earn and contribute to their families. Parents should be more aware of

the whole system (Personal Communication: Interview# 5, Date: 2.8.2018).

CHAPTER V: DISCUSSION& CONCLUSION

5.1 Discussion

In this section, the findings of the study will be discussed. This particular study explored how NGO SUROVI provides primary education to children living in urban slums. The results reflected some new knowledge regarding the topic.

SUROVI is a very renowned and old established NGO that has been working to ensure the basic rights of education for children. Underprivileged children are given free education, skill training and other benefits of education by them. Their target age group is from 6 to 14 and they are selected through a baseline survey. The approach of SUROVI program creates a welcoming environment for the out of school children so that they can access the primary education. Every year these children got the opportunity to be in the mainstream in the formal education system.

SUROVI has been following two education systems of School-based approach and Centre-based approach. The School-based approach has a campus with Pre-primary level to Grade eight level education and class-based teachers. On the other hand, the Center based approach is run by one teacher in a room with 20-35 students. This study was based on their School-based approach.

It was found that the criterion of selecting teachers is that the teacher must have a minimum qualification of HSC. Candidates need to attend a written test and viva as well as a demonstration class also takes place to determine whether the teacher will be able to handle the underprivileged children.

SUROVI schools provide the primary education in a non-formal education setting that follows the NCTB curriculum, national textbooks and supplementary materials. Along with that, SUROVI offers extra two compulsory classes which are Songs and Art for class I and Class II

with free of cost. They encourage extracurricular activities like dance class, singing class, art class, poetry recitation class and also provide some extra books that they need to study. Additionally, SUROVI schools also offer vocational skill training such as doll making and tailoring to the underprivileged children.

The teaching-learning process was one of the important factors to study in this research. Shekh (2005) stated, "A healthy and appropriate teaching-learning process is crucial to ensure active participation of the teachers and students in the classrooms" (p.5). The teacher should ensure that all students pay attention and follow the instructions. Besides these, the successful teaching-learning process depends on the classroom size and environment, sitting plan, teaching techniques, time management by the teachers. It was found that the teaching practice in SUROVI schools follows a very traditional way. However, the daily lesson plans are properly followed. Mullick and Sheesh (2008) stated, "Teaching and learning start from a student's current understanding of a subject. Therefore, a teacher's first task is to determine the completeness and accuracy of what students currently know about key topics" (p.77). From the findings, it is seen that in SUROVI schools everyday teachers ask the students about the previous lesson and check their homework. When a teacher starts new lessons, he/she welcomes the students to come to the front of the class and ask them to read out the lessons first.

Some challenges were mentioned by the teachers regarding the lesson plan. Due to less attendance, sometimes it is difficult to complete the written lesson plan on time. A regular extra class should be arranged for absent students.

Another issue of concern was the memorization practice of the students In SUROVI schools. In this regard, Lujan and DiCarlo (2006) also pointed out "learning does not mean to memorize lots of facts but to find, to evaluate, and to apply information with resources and that it

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is active processing of information that leads to learning" (as cited in Chen, Yang and Lin, 2016) (P.628).

Some respondents realized that teaching styles and techniques should be improved. As primary level students are still young, so the teachers need to teach through fun activities. According to them, to make the lessons interesting and effective fun activities are necessary.

Assessment is an essential part of the teaching-learning process. It depends on the teachers, schools and curriculum what methods of assessment they choose. Roy (2016) emphasized on the two major types of assessment and evaluation techniques. Among them, assessments are used as two types formative and summative. Students can be assessed what they learn from their lessons following the textbooks and other activities, homework and co-curricular activities. Furthermore, students can be assessed regarding their grade level skill and activities. The teachers of SUROVI schools evaluate the students' learning at the end of some instructional components or lessons and the assessments are mainly for half yearly and final term. These assessments are used to know whether the students have achieved the learning objectives or not. Regarding the assessment of class I & II, along with the Board textbook of Bangla, English and Maths; written tests were taken. According to Mullick and Sheesh (2008), "Assessing student learning with written exams, teachers also require students to write research reports, make oral presentations, build models, and engage in problem-solving activities" (P. 78). In this regard, it was found that SUROVI offers General Knowledge and Art class test which carry 50 marks for each subject. There is also a monthly evaluation system for Song and Arts activities. Oral tests are taken from the supplementary books.

From the findings, it can also be seen that SUROVI teachers are aware of the importance of teacher training. Teacher training is a continuous process that develops teachers' teaching

skills, knowledge of teaching methods and new expertise which sequentially help them to evolve as a better teacher. Though the teachers of SUROVI Schools receive different types of teacher training, they feel that these are not enough. They need frequent training about current methods and techniques of teaching.

Many participants raised the issue of changing the teaching-learning process. The study finds that there is an urgent need to bring some changes in the education system of SUROVI School. Regarding the use of creative questions, it has been suggested that this system should be experimented by the teachers first. Teachers need to sit for the exam on the same creative method and should have proper knowledge of how to prepare questions and answers. If teachers can complete these questions within the time, then the method should be applied to the students.

NGO SUROVI has been taking different strategies to ensure a better education for the students who sit for PSC and JSC exams. Special care for the students is one of the essential strategies to do good results in such exams. Moreover, if any student shows very good result and wants to study further in any better school then SUROVI pay 50% of their tuition fees. In addition, SUROVI School provides vocational training when the guardians allow their children. If the students do any work, they are paid monthly salary for their time and work. However, they do not have to work for long hours.

SUROVI School provides many supports to the urban slum children and their families during different festivals. For example, they have Ramadan Support project and Zabiha Project for Eid-Ul-Adha. In addition to some other supports, SUROVI supports the orphan children with some allowance from the SUROVI School.

Furthermore, SUROVI aims to develop the teaching through arranging workshops and parent-teachers meeting. It was also found that SUROVI has a proper structure and capable management which is a great strength to run the organization.

The study reflected that a number of learners could enrol from non-formal education program to the mainstream formal education system. In this context, the SUROVI Annual Report (2016) highlighted that out of school children living in the slums, streets, marginalized groups and children in special need are considered for the primary education program and SUROVI School had 500 children in primary education. (P.13). This information indicates that the overall outcome of SUROVI program is successful as the students are learning how to read and write, understanding what is bad and what is good. The life of these children has been changed because of SUROVI programs.

The findings of the study also include some suggestions from the respondents for the improvement of the program. The main suggestion for improvement was to focus on infrastructure development of SUROVI School such as the development of classroom roof, benches, sanitation. Most of the respondents expected that classrooms should be built with bricks. From the FGD, it was found that during the rainy season water gets inside the class and children face the problem. The washroom was used very frequently so it should be developed by keeping the importance of proper sanitation in mind. Regarding drinking water, though there is a water purifier, due to financial constrain every month proper maintenance is not ensured. Moreover, the overall suggestion was that the cleanliness of the classroom and surroundings should be improved.

SUROVI should increase the number of schools for urban slum children for accommodating more students. According to UNICEF (2015) "Slum populations increasing at

almost double the rate of urban areas in general." (p.15). SUROVI should open more schools to provide free education to children from lower income families. The results reflected that community support could play a strong role in the development and sustainability of SUROVI School. It was found that SUROVI does not have enough volunteer supports. The authorities expect that if the renowned people from the community become involved with SUROVI and share their valuable experiences with the students, it would help them to ensure a better education for those children.

The findings explored some challenges in implementing the program. Student's irregularity, poor financial condition and early marriage were found as the major challenges and barriers. As they work for their family, they become irregular in school. Another major issue is the early marriage of the female students which is one of the major barriers for student's regularity. The study finds that awareness programmes are provided by the school. However, more steps should be taken in this regard so that early marriage could be stopped. The financial conditions of the urban poor families make their children irregular in attending regular school. Due to high house rent and daily expenses, many families go back to their villages to recover the financial condition and stay in the village for a long time. Consequently, this becomes a huge gap in the student's learning. Furthermore, due to financial crisis parents do not want to send their children to school. Many children had to work after school time and even in some cases during class time. So the children miss school. According to Rabbi (2018), "children of primary school from the poor family background are generally needed to work while they are required to be at school. If children go to school they cannot go to work or cannot contribute to the family. So the family suffers a lot of valuable daily maintenance" (p.23).

It has been found through the study that the fund crisis has become a major challenge for the sustainability of this school. Fundraising could be a great help for SUROVI in the present situation as it is running without any donor and such funds. However, if the community people come forward to help them financially, then the sustainability of school would be ensured.

Teacher drop-out is another challenging factor for SUROVI School. Teachers are not so much motivated, especially to do a volunteer job or as a low paid job. Furthermore, dealing with the parents in order to send their children to school becomes another challenge for them. The parents want their child to work, earn and contribute to their families. Parents' motivation is very important. The study suggests that SUROVI should organize more motivational and awareness program for the parents about the benefits of their children's education so that they send their children to school.

5.2 Conclusion

The aim of NGO SUROVI is to reduce human sufferings by enhancing the socioeconomic status of the poor, deprived, underprivileged people, especially the children and establish their rights in society. The purpose of the study was to find out the strategies of NGO SUROVI to provide primary education to the urban slum children. The study used the qualitative method and the data was collected from the parents, teachers, students and the head teacher. Reviewing the research findings, it is found that with a non-formal approach SUROVI school is providing a free primary education program for hard-to-reach children who are from the age group of 6-14.

The study explored how NGO SUROVI implemented a primary education program for urban slum children. The study found that there were many strengths and challenges regarding curriculum, teaching-learning, assessment, teacher training, fund, and infrastructure and so on.

The primary education program for urban slum follows the national curriculum, textbooks and different learning materials. The assessment system follows using class tests and summative assessment. Teachers were found very passionate and trained. However, teachers also expected more teachers training programs.

The study found many challenges and barriers like student's irregularity, financial crisis and early marriage of the students. Different suggestions were identified from the participants for improving the SUROVI primary education programs. The suggestions are infrastructural development, improvement of the cleanliness of classroom and surroundings, maintenance of water purifier, developing awareness and so on. The teaching-learning style should be modified and more fun activities should be incorporated. The study found that the number of schools should be increased for accommodating and enrolling urban slum children so that they can achieve free education.

5.3 RECOMMENDATIONS

The study provides some of the valuable recommendations based on the findings which are as follows:

• Child centered and joyful activities need to be included in the teaching-learning process. As primary level students are very young and love to play, so to create students' interest and curiosity these activities are more essential.

• School authority should organize more teacher training program to upgrade the teaching methods and techniques so that they can manage children of different backgrounds such as urban slums, streets, involved with labour, marginalized and vulnerable children.

• The infrastructural development needs to be done especially to repair the classroom roof for the rainy season.

- Every day many families are migrating to urban cities. There are a huge number of children who are not getting the opportunity to attend school. There is a need for increasing the number of schools for hard to reach children as free of costs.

- Parents motivation should be implemented more to stop irregularity in school. More parents 'awareness programs are needed for the wellbeing of their children.

- Early marriage still is a critical issue for urban slum children. Early marriage is hindering the continuation of their education and hampering their golden future. NGO SUROVI should organize more awareness program on early marriage for the parents and students.

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APPENDIX

<u>Letter of Consent</u>

Date: ….. June, 2019

Dear Mr….

Subject: Informed letter of consent to be a participant of the interview.

Dear sir/ Madam,

I am Manisha Islam is a participant of Master of Education (MEd) in Institute of Educational Development of BRAC University. Research is the part of this program. The research topic is "Education for hard-to-reach children: Strategies used by NGO SUROVI to provide primary education to children living in urban slums".

I am interested to know about the approaches and techniques of SUROVI School. For this reason, I want to do an interview session with you. The interview will be about your experience and challenges that you face for providing primary education to the urban slum children. I would like to request your consent to give me your valuable views that is useful information for my thesis.

The interview will take about one hour and with your permission, I want to record your interview. I will protect the identities of participants- both you and the students. All data will be stored in secure location. Please understand that you may withdraw from the study at any time.

I appreciate your willingness and kind support.

Signature: signature:

Name of data collector: Manisha Islam   Name of participant:

Student ID:14157018 Designations:

Date: Date:

GUIDE for Focus Group Discussion with Parents and Community

Date: ………………. Time: …………………………. Duration of FGD:

………………………………….

No. of Participants: ……………………… Male: ………………….. Female:

……………………….

Learning Center's name and address:

……………………………………………………………………………………….

1. What is the living condition of slum dwellers?

2. Where do the children of your slum area take their primary education?'

3. What made you admit your child in SUROVI School?

4. What is your opinion about SUROVI School?

5. Do you think that your child is getting benefited by attending the School?

6. What type of support your children get from SUROVI School?

7. How do you support your children with their education in the School?

8. How do you feel about the teaching-learning practice of the SUROVI School?

9. How are the teachers of the SUROVI School?

10. How do your children feel about going to SUROVI School?

11. What are your feelings about SUROVI School?

12. What do you expect from SUROVI School?

13. How SUROVI School help your child to continue their studies?

14. What kind of steps can be taken by the SUROVI to improve the present practice of

    teaching-learning?

15. Do you want to add anything that we have not discussed yet?

GUIDE for Focus Group Discussion with SUROVI Students

Date: ………………. Time: …………………………. Duration of FGD:

………………………………….

No. of Participants: ……………………… Male: ………………….. Female:

……………………….

School's name and address:

……………………………………………………………………………………

1. Why did you admit to SUROVI School?

2. How do you feel about SUROVI School?

3. What do you do at school?

4. How do you learn? How do you get promoted to the next grade?

5. What support do you get from SUROVI School?

6. If you are absent what help you get from SUROVI School?

7. How are your teachers?

8. What do you expect from your teacher?

9. What do you expect from your SUROVI School?

10. Is there anything you want to change about the SUROVI School?

Interview Guide for SUROVI Head Teacher

Date: ………………. Time: …………………………. Duration of Interview: ………………..

Name of Interviewee: ……………………… Age/Date of birth: ……………………………….

Designation: ………………………………… Male/Female: ……………………..............................

Educational Qualification: …………………..Professional Experience: ………………………..

Name of Institution: ………………………………………...

Interviewer: …………………………………………………………………..

(Rapport building and use following Semi-structured Guided Questions with probe question if needed)

1. Why has SUROVI taken the project of providing primary education to the urban slum children?

2. How does SUROVI give supports to the education of the underprivileged children living in slums?

3. Howdoesthelearningcentremeetthelearningneedsofurbanslumchildren?

4. How do you follow up on the programme? Please explain.

5. How do you involve different stake holders such as community people ,parentsetc?

6. What type of training do you provide to your teachers?

7. How these programmes/Schools create awareness among society?

8. What is the evaluation system of the teachers?

9. How do you develop your teaching-learning process?

10. Do you take any initiatives to help the slum children to join in mainstream schooling?

11. Why did SUROVI establish this School?

12. Who are the learners of the School? How do you select them?

13. Who runs the SUROVI School?

14. How did you design your curriculum?

15. What are the core subjects and what is the duration?

16. How do you help the teachers in building their capacity?

17. What are your criteria for selecting teachers?

18. How do you recruit teachers?

Interview Guide for SUROVI Teacher

Date: ………………. Time: …………………………. Duration of Interview: ……………..

Name of Interviewee: ……………………… Age/Date of birth: ………………………………

Designation: ………………………………… Male/Female: …………………….......................

Educational Qualification: …………………..Professional Experience: …………………….

Name of Institution: ………………………………………...

Interviewer: ……………………………………………………………………..

(Rapport building and use following Semi-structured Guided Questions with probe question if needed)

1. What is the role of SUROVI School in providing primary education for urban slum children?

2. What is the school timing of SUROVI?

3. What factors do you think that creates barriers for them to join schools?

4. What is the attendance rate of your school?

5. How do you re-admission this type of irregular students to continue their education?

6. What are the criteria for selecting students?

7. What is the assessment system of students?

8. What type of strategy do you apply to cope with students in the SUROVI School?

9. What type of support do they get from SUROVI School?

10. How do you involve parents, community people in your school?

11. How do you keep records of students?

12. How do you track your absent or irregular students?

13. How do the slum children adjust themselves to your classroom?

14. Do you ever feel pressure from parents?

15. How do you engage your students in participating class activities?

16. What strategies do you follow to retain your students in the school?

17. What type of training and support do you get from the authority?

18. What type of alternative method do you use to teach your students?

19. What type of teaching material do you use in the class?

20. What support do you feel that is needed to run the school?

Interview Guide for SUROVI Executive Director

Date: ………………. Time: …………………………. Duration of Interview: ……………..

Name of Interviewee: ……………………… Age/Date of birth: ………………………………

Designation: ……………………………… Male/Female: ………………….......................

Educational Qualification: …………………..Professional Experience: …………………….

Name of Institution: ……………………………………...

Interviewer: ………………………………………………………………………..

(Rapport building and use following Semi-structured Guided Questions with probe question if needed)

1. Can you please explain to me about the background of NGO SUROVI? And also can you tell me about-

   - Establishment of NGO SUROVI?

   - Who was the founder of this NGO?

   - How He / she has started this NGO?

   - What was the dream of the founder?

2. Please tell us about the objectives and approach of NGO SUROVI?

3. What are the objective that SUROVI follows?

4. Who was the target group and what was the purpose of selecting that particular group? Selecting that particular group:

5. What is the system that SUROVI follows in providing primary education?

6. What curriculum do you follow?

7. How do you help the teachers to get training?

   Training material:

   Trainers:

8. How do you follow up the program?

9. What is the outcome of the program?

10. What are the strength of the program?

11. Criteria of selecting teachers?

12. Do you give any vocational training for the primary level students?

13. Challenges faced by NGO SUROVI