

Role of the NGOs for Primary Education in Bangladesh: A Study on Mohanpur Upazila, Rajshahi

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Abstract: *A non-governmental organization (NGOs) in Bangladesh constitutes the country's non-profit private sector in development. Their activating embraces various fields of development and largely geared to sustainable development. In this study, I search to answer the questions with the objectives to identify the needs of the education in primary school in Bangladesh to identify the service offered by the children for them and to assess the effectiveness of child and institutional setting in meeting the needs of the children in primary education. The study applied a mixed method approach, where quantitative data was collected from 272 respondents using a face to face interview schedule, participation observation and observation checklist from students in seven areas at Mohanpur in Rajshahi district. The findings would be an important guideline to the governmental and non-governmental organizations (GOs and NGOs) to formulate development policies in primary educational activities.*

Keywords: NGOs, Primary education, Role of NGOs and Bangladesh

1. Introduction

Education is a basic human right while literacy is the first step to education in the life-long learning process of all human beings. Education is the foundation of all skills and a prerequisite for economic development, promoting human values and quality of human resources. In the context of Bangladesh, the lack of basic education amongst a vast number of the population, especially the rural poor and slum dwellers, is a major hindrance to the progress of human development. NGO believes that in order to mount a literacy movement successfully at all levels, it is crucial to have cooperation among different stakeholders, particularly the government. Bangladesh government introduced universal primary education for all after the independence (CAMPE, 2009).

The education that facilities the children of 6-11 years age group to amplify their mental behavior and attitude is called Primary Education (Jalaluddin, 1999). This primary education is the foundation of all education. Since the mid-1980s, particularly since the Jomtien conference¹, a number of new initiatives have been undertaken by the public, private, and non-governmental organization (NGO) sectors to promote primary education in the country. Among these policies and programmes are:

- a) Free and compulsory primary education for all children;
- b) Free education for girls up to grade eight; free books for all children at primary level;
- c) Scholarship for girls reading in rural secondary schools including financial incentives to the schools themselves;
- d) A food-for-education program that provides a food ration to about 20 percent of poor primary school children in rural areas;
- e) A proliferation of non-formal education programs by NGOs, and

- f) Creation of a separate Primary and Mass Education Division (PMED) headed by a secretary to the government. (Chowdhury et al., 2001).

Primary education in Bangladesh has expanded in recent years, but quality did not pace with quantity. There are eleven types of primary schools that run in the country. These ranges from formal to non-formal, and secular to religious oriented. Duration of primary education is five years and children aged 6-10 years are suppose to enroll in the primary education institutions. The importance of primary education in our practical life or in every sphere of life can hardly be over-emphasized. A nation cannot make progress if a large section of her people remains illiterate because illiteracy is a curse. Those who are deprived of primary education lag behind in life. Primary education assists to prosper in life. It presents a good nation as well as a prosperous country. In this cutout position-NGOs primary schools plays a supplementary role for primary education and their achievement is remarkable. Due to these reality researcher thinks that present research is very essential for educational uplifting of the nation. So role of NGOs for primary education in Bangladesh is important field of research.

2. Literature Review

Bangladesh has large number of NGOs that runs different primary education program. Some implement the government program but other especially the larger NGOs, design and develop their own material and training programs independently. They engage their children in different work to earn money to support their family considering all these problems primary education should be made true and compulsory. Despite of functioning a substantial number of educational institutions, students are lag behind to get proper educational facilities as most of the schools are providing education with a minimum quality such as lack of teachers and their quality is too much poor of them, poor infrastructure, weak administration, insufficient furniture,

¹ The 1990 declaration of the World Conference on Education for all, held in Jomtien, Thailand.

long distance from house to school, poor monitoring from the top hierarchy, lack of consciousness of guardians, unskilled teachers, drop out, lack of supervision and monitoring, etc. Besides the above mentioned challenges political instability, cultural conflicts, fatalism, overpopulation, lack of commitment of the national leaders and inadequate, scatters education policy, planning and programme of non-governmental organizations and government education projects sometime the situation become bad to worse and worse to worsen. After independents of Bangladesh many government primary nongovernmental school has been established. But quality of education could not be ensured at primary level. It was observed that many problems remained at primary level education. It is essential for quality. Uniforms and common education system. It was found that some problems are prevailing are primary level such as that rate of student school drop-out from formal schools is also high, due in part to poverty as the expenses involved in accessing education are high, poor attendance, a shortage of trained teachers and student- teacher relation as high cases, poor teaching techniques, poor examination procedures, population high etc. The wide scope of basic learning needs has long been recognized. There are emerging aspirations and expectations of individuals and communities to implement program interventions in the education sector that systematically and continuously upgrades knowledge, skills, capabilities to address problems etc. Individuals and communities also expect that these program interventions will also promote development. In the light of these expectations and aspirations, the challenge in the future for economists, analysts, specialists working in the education sector will be to increase allocation of resources to the education sector, strengthen the process of policy analysis and choice, enhance institutional capabilities of service providers to offer access to quality education.

In Bangladesh, the research on role of the NGOs in focused on **Ali and Hossain (2010)** in the article entitled this paper attempt to draw the picture of the problems and prospects of Primary Education in Bangladesh. During the 5 years cycle of primary education (Age 6 to 10), students acquire the basic skill of reading and writing with comprehension and computation, which equip them for the world of work and for attaining further and higher level of education. Universal Primary education is necessary to fulfill the constitutional obligation. Bangladesh it a signatory to the UN convention on "Education for all by the year 2000" and to fulfill it is pledge to the international community universalization of primary education is necessary. In this article we have to find out the historical background, problems and prospects of primary education in Bangladesh.

Hossain, Nath& Choudhury (2002) in his titled "Socio-economic impact of BRAC² schools" BRAC is the pioneer of non-formal primary education (NFPE) in our country. BRAC developed NFPE program for those children who had no access to schooling or for those who dropped out. It was expected that NFPE would help them participate effectively

in their own socio-economic development by increasing their literacy, numeracy and required life skills.

Alam and RabAbdur M. (1991) in "Basic education and life skills at non-formal primary level in Bangladesh" have tried to analyze how students in this system are performing in terms of cognitive skills in comparison with the students of formal schools ii) what are the factors that affect the learning achievement of the students in this system. Non-formal students mostly have edge over formal school students, female students performed better compared to their male counter parts. Parents' occupation and level of income were not found to be significantly correlated with the learning achievement of the Basic School System (BBS) students but these variables affect learning achievement level of formal school students. Parent's occupation, level of income and motivation of the teachers and incentives given to teachers were found to be important determinates in the learning achievement of the students.

Chowdhury et al (1999) their study "Hope not complacency" state of primary education in Bangladesh 1999" have tried to give and assessment of the primary education system in Bangladesh, giving emphasis on enrolment rate, dropout rate and quality of primary education among other factors. A multistage sampling procedure design was adopted to collect the data. Later on systematic random sampling with probability proportional to size was applied. Various statistical techniques like correlation and regression analysis were applied to analyze data. The study shows a meagre 29.6% satisfied the minimum level of basic education. Boys did better than girls did, the percentage being 31.3 and 27.9 respectively. Statistically significant difference was also found in the performance level of rural and urban children. The children of urban areas did much better than the children of rural areas. The study showed that learning achievement of the children was highly correlated with the level of education of the parents, food security status of the family, having private tutor or extra coaching. Media played a significant role in the achievement or learning achievement of the primary level students, the more access to media the better was the learning achievement of the students.

Ardtet al., (2005) in their report "Report on Primary Education in Bangladesh: Challenges and Successes" A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge. Primary education must receive a great amount of attention in developing nations for this reason.

In Bangladesh the expansion of primary education is crucial, just as it is in other developing nations within South Asia and beyond. Bangladesh's low literacy rate of 39% (Chowdhury et al, 2002) is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development. Primary education has been a priority in Bangladeshi politics since independence from Pakistan in 1971: basic measures to implement universal primary education were taken from the outset. However up

² BRAC is a local NGO with its development programs spread all over Bangladesh. It is one of the largest NGO in the Country.

until recent times, enrollment, as well as government spending on the education sector, has remained very low; little progress was seen in the primary education sector throughout the 1970s and 80s.

The Government of Bangladesh itself took many initiatives in the years following the WCEFA (World Conference on Education for all), including: the 1993 Compulsory Primary Education Act, which made the five-year primary education program free in all government schools and declared education for girls in rural areas free through grade eight; the establishment of the ministry for Primary and Mass Education in 1992, which set as its objective the universalization of primary education as well as the elimination of the gender- and poverty-gaps; demand-side interventions such as the Female Stipend program, the Food for Education (FFE) program; and most recently the Primary Education Development Program (PEDP II), a six-year program beginning in the year 2000 which aims to increase access, quality and efficiency across the board in the primary education sector.

These measures have resulted in impressive gains in the achievement of Bangladesh's primary education goals. Nationwide enrollment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socioeconomic groups, and the gender gap has literally been removed at the primary level. Girls have actually *overtaken* boys in rates of enrollment, completion, and attendance in primary schools (Kabeer et al, 292).

However, Bangladesh still faces obstacles towards the long-term success of its education system. For example:

- Government expenditure on education in Bangladesh is currently the lowest in South Asia (2.3 of GNP, compared to 3.5 regional averages [MGD Issues (Millennium Development Goal]).
- Net enrollment rate is still only 80% (Chowdhury et al 16). This means that about three million children 6-10 years old are currently not enrolled in school (Dhar, 2005).
- At least 15% of primary school age children never enter the educational system. Most of these children are poor. When this figure is combined with the 25% primary school dropout rate, it is seen that 40% of Bangladeshi children never receive a full primary education (USAID, 2005).
- Bangladesh is over-reliant on NGOs to reach the disadvantaged groups.

NGOs and primary education in Bangladesh

Primary education is the process by which people acquire basic knowledge, skills, habits, values or attitudes. All sorts of affirmative expectations depend on the quality or standard of primary education. But in our country basic primary education is divided in three stage like- General, Madrasah and English Medium which is divided our people mentally and socially from the beginning of life (BNEF, 2009). The majority of the students enroll in the state owned schools and the non-formal schools are mostly run by the non-governmental organizations (NGO). BRAC operates the largest share of such non-formal primary schools in Bangladesh. NGOs in Bangladesh are involved in many areas of public services, and are documented as being one of

the most active in the world (Sukontamarn, 2003). In the area of primary education, NGOs in Bangladesh have been heavily involved in the provision of primary education, particularly to children from economically disadvantaged families. At present, about 1.4 million children, or 8% of the children enrolled in primary schools attend non-formal primary schools provided by NGOs (Alam and Hossain, 1999). Non-formal primary education was initiated in the middle of 1980s because it was perceived that primary education provided by the government could not reach the poorest children in remote areas. Currently, more than 400 NGOs are involved in non-formal primary education. The largest NGO working in the field of education in Bangladesh is the Bangladesh Rural Advancement Committee (BRAC), which provides non-formal primary education to 1.2 million children out of 1.4 million children currently receiving non-formal education (Sharafudin, 1998). Though BRAC and other NGOs have been operating non-formal education since 1980s, but they have least notable efforts in the formal education system. They did not invest enough money for permanent schools, school infrastructures, and classroom development. In 2005 there were only 289 formal primary schools, where 37690 pupils were taught by 1175 teachers, i.e. only 0.23 % primary school students were enrolled in the NGO schools (Baseline Survey, 2005). This shows trivial participation of NGOs in the formal primary education in Bangladesh. On April 23, 2008, the government decided to give BRAC the responsibility of monitoring all the primary schools, including government, private and community schools in 30 Upazilas³ across the country. Experience suggests that BRAC had launched its experimental Education Program with 22 one-room primary schools in 1985. The BRAC Education Program is now providing non formal primary education to underprivileged children out of the formal education system. BRAC schools work to build the skills and confidence level of the children and motivate them to continue their education through the formal system. BRAC Education Program currently operates several types of primary schools such as BRAC Primary schools, BRAC Adolescent Primary Schools, Educational Support Programs Schools and Urban Cluster Schools and Education for Indigenous Children Schools. BRAC arranges monthly refreshers, year ending and subject –based training for its primary teachers. But all these programs are related to the non-formal education. Nevertheless, a strong protest was enthused among the teachers of the primary schools and the leaders of the primary schools. They apprehended that country's primary educational system supervised by 'such inexperienced institution like BRAC' would bring about further mismanagement in the rural areas. The pilot program of BRAC will assist government's second phase of Primary Education Development Program (PEDP II) and monitoring of the government program on primary has not been given to BRAC or any other NGO (The New Nation, June 4, 2008). It is irrefutable that BRAC has least experience in the management of formal education management rather they have a vast experience in the training matters. Therefore, it would be better if the partnership in this regard continue only for training of the teachers, rather than in academic supervision or monitoring of the teacher's activities.

³ A Sub-district renamed as Upazila, Previously called Thana (a administrative unit)

3. Study Methods and Data

3.1 Objectives and framework of the study

The ultimate objective of the study is to explore the role of NGOs in primary school in Bangladesh. The specific objects are to know the changed happen after NGOs involvement in primary educational activities. The realized the study objectives both descriptive and comparative techniques were used. Empirical data were collected through face to face interviewed from the field survey. This frame work of the research work of the study has been designed considering the pathway through which role of NGOs for primary education in Bangladesh. In the frame work the researcher has tried to find out, the objectives to identify the role of NGOs for primary education, to know the involvement of NGOs primary education activities in Bangladesh, to investigate teaching method of NGOs in spreading of primary education.

3.2 Selection of the study area

A study was conducted on Mohanpur upazila of Rajshahi district during January to July 2014. The upazila are situated on the north western part of Bangladesh. In Mohanpur number of government primary schools and NGOs primary

schools are established. Mohanpur upazila has an easy access and well communicated by bus and other vehicles.

3.3 Research Method

The study used a mixed method approach concurrently consisting of both qualitative and quantitative by nature. A qualitative method is used to explore the objectives and some quantitative procedures were followed to support the qualitative data. It is also descriptive in its literature reviewing strategies. We collected our data through interviews, focus group discussions (FGD), observation (observer cheklists) and documentation surveys. We visited and observed for seven months during field visits, where community mapping and observation methods were frequently used in order to see the outcomes of NGOs interventions on the components of education, and how these interventions facilitated primary education program. Along with surveys, a numbers of qualitative methods were employed in this study. Qualitative investigations create a lens through we can looks at household network, trust, emotion and needs that are linked to after implementation of education program. We reviewed relevant literature such as books and journal articles including annual reports, office files, and research reports of the NGOs.

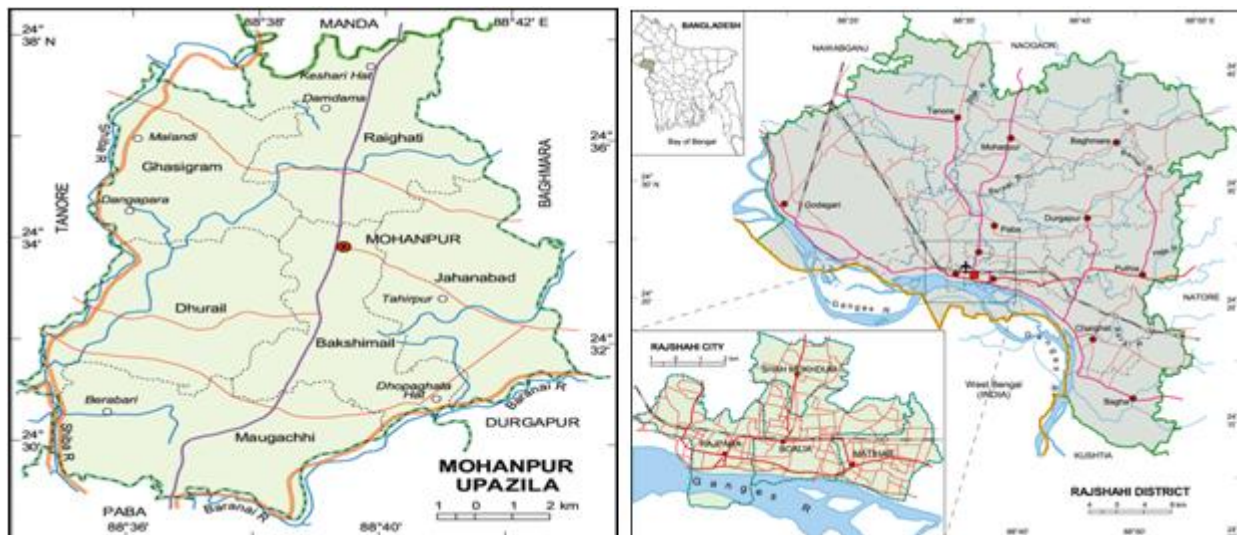


Figure 1: Location map of the study area

3.4 Sample size

During data collection 272 (Student, Guardian, Teacher) were had been interviewed. Among the nineteen schools of Mohanpur, purposively selected from *Dhurail, mogasi, Baksimol, Gasigram, Jahanabad, Raigati, and Kesorhatprosova* considering proximity and convenience. A multistage sampling procedure was used. Firstly seven (7) local government areas in which nine NGOs operated were purposively selected. Secondly, A total of 123 children (students) from 19 schools were selected randomly keeping gender balance for number of boys and girls. 26 teachers from respective schools were selected for the study. A questionnaire was prepared to ascertain teachers' views through interview. Two observation checklists were constructed for gathering information about facilities provided in the NGOs schools classrooms and their use by

teachers. Thirdly for 123 Guardian of the students from NGOs School were randomly selected.

Table 1: Study sample at a Glance

Local Government area	Respondent Categories			Total
	Student	Guardian	Teacher	
Dhurail	33	33	7	272
Mogasi	10	10	2	
Baksimol	5	5	1	
Gasigram	23	23	5	
Jahanabad	9	9	2	
Raigati	14	14	3	
Kesorhatprosova	29	29	6	
Total = 07 area	123	123	26	

3.5 Data analysis procedures

During the field study a lot of data and information has been collected. All the data collected obviously are not directly useful for the study as some of them are indirectly related to the research problem. So, collected data and information needs to be scrutinized well before analysis. This scrutinization refers to the process of selecting; focusing, simplifying, abstracting are transforming the data came into view in written up field notes, and transcriptions. In the statistical approach, use the different types of statistical technique and software like statistical package for social scientists (SPSS), MS Excel, MS Word also used to analyze the qualitative and quantitative data.

4. Result and Discussion

From collected data total sample size of our study were 272, where 123 students, 123 guardians, 26 teachers were respondent. Data have been tabulated statically and those data have proved. The data were classified and tabulated according to the objectives of the study. The numbers of respondent were different for presenting.

- 1) Students those are enrolled in NGOs schools in the study area
- 2) Guardian those whose children are admitted in NGOs schools
- 3) Teacher whose are involved in teaching in NGOs schools

Educational background of the household head

Guardians of students are important person for learning. Those guardians are taken proper care of their child. Education of the parents of NGOs school student is one of the most affecting factors that significantly play a vital role on the issue of primary education. However, the findings of the study reveal that very poor education status of the parents of the NGOs school students.

Table 2: Literacy levels of the family heads

Level of education	No. of respondent	Percent
Illiterate	30	24.39
Can sign only	20	16.26
Up to Class five	22	17.89
Below SSC	24	19.51
SSC	17	13.82
Others	10	8.13
Total	123	100

Sources: Field survey

Attainment of education is not expected to be very high among the household head (Guardian). Only 17 household out of our sample 123 had S.S.C. level education. Only 17.89% of these household head had an education of primary level. Among head 8.13% H.S.C holders, and 19.51% primary or above level education. In this research (table -2) thus education does not seem to be a necessary prerequisite to act as a driving force to promoting offspring in education.

Agents of student's enrollment in school

In order to create awareness among the people regarding primary education and removal of illiteracy, mass communication and publicity media like radio, poster, billboards, Television, short films, dramas and musical

sessions can play the vital role. Celebratory events, such as, the primary education week and international literacy day are also observed every year when numerous awareness activities receive special emphasis. In order to encourage awareness the whole nation has to be aroused.

Table 3: Role of agents on increasing school learning in the NGOs school

Media	No. of respondents	Percent
Parents	3	2.44
NGO worker	45	36.59
School authority	30	24.39
Teacher	20	16.26
Relative	25	20.32
Total	123	100

Sources: Field survey

Table 3 shows that influenced to increase school learning of the student's only 2.44% parent's play their role in admitted of children in school. As we know children are highly associated with their parents 'in Bangladesh. Interesting that enrollment of student in school NGOs involved is 36.59%. Finding indicates that NGOs play positive role in school enrollment.

Student teacher relationship

Teacher student relationship is a vital factor in enhancing student learning. NGOs believe that education shall be free, at least in the elementary and fundamental stages. Every citizen of Bangladesh has enjoyed the constitutional right of free educational since in 1991, but the poor have to spend in significant proportion of their income to secure that right. Scattered home work or no home work as most of their parents are not capable to assist student in the study. This kind of facilities is built up close teacher pupil relationship. NGOs school has adopted group teaching methods in its classrooms which allow the teacher to pay equal attention to each and allows the children develop according to their own ability and speed.

Table 4: Student teacher relationship in NGOs school

Statement	Categories	No. of Case	Percentage
Do you read in coaching center	Yes	8	6.5
	No	115	93.5
Have any house tutor	Yes	37	27.6
	No	89	72.4
How does your teacher teach you	Single	4	3.3
	Jointly	119	96.7
How do you call your teacher in the class room	By name	85	69.10
	By registrar name	25	20.33
	By good conduct	13	10.57
	Troubled them	0	0
	Others	0	0
If you remain absent in class how your teacher behave with you	To collect information from classroom	104	84.6
	Home visit	16	13
	Inform parent's about absence	3	2.4
Faced problem in curriculum	Yes	9	7.3
	No	114	92.7

Sources: Field survey (multiple response)

The table (4) shows that 93.5% NGOs school students think that they have no study in any coaching center 72.4%, school

students said that they have house tutor 96.7%, school students said that teacher taught class jointly 69.10%, NGOs school students said that they have teacher called byname 84.6%, school students think that they have absent student home visit by present student 92.7%, NGOs school student said that there have no problem in curriculum followed.

Class room observation of NGOs primary school (Checklist)

Education is a very important factor related to human life. It is important not only in personal life but also is social and national life. Development of a nation is to a great extent determined by the level of standard of education. So role of education in national development is very vital. The classrooms in term of space, ventilation and light could not be considered ideal as learning environment for young children. Classroom contained one door and two windows. There was no electricity supply. Classroom observation check list is important method to data collect.

Table 5: Class room observation of NGOs primary school (Checklist)

Opinion	Very good		Good		Not so good		Total	
	Case	(%)	Case	(%)	Case	(%)	Case	(%)
Development of Education	120	97.6	1	0.8	2	1.6	123	100
Teaching method	114	92.7	5	4.1	4	3.3	123	100
Development of presenting in class	103	83.7	7	5.7	13	10.6	123	100
Opportunity for girls	96	78	18	14.6	9	7.3	123	100
Time maintain schedule	91	74	21	17.1	11	8.9	123	100
Educational environment	91	74	23	18.7	9	7.3	123	100
Conductive of behavior	105	85.4	8	6.5	10	8.1	123	100
Maintainance of discipline	107	87	10	8.1	6	4.9	123	100
Proper care of students	105	85.4	11	8.9	7	5.7	123	100
Result of the school	92	74.8	16	13	15	12.2	123	100

Sources: Field survey

The comparisons of classroom observation checklist after admitted in NGOs school are given in (table 5) only 21 student reported schedule break which is only 17.1 of the whole. We think that it is justified to consider that the NGOs generate educational activities because NGOs catalytic role as students had made positive endeavor in tacking education.

Results of student's interviews are analyzed statistically. It was observed that those students are admitted in NGOs school are older age than government primary school, most of the NGOs students are females, maximum of the students of NGOs schools are come from nuclear family most of the NGOs worker influenced to increase school learning of the students. From the classroom observation it was observed that most of the NGOs schools environments are positive for teaching and learning and the result of NGOs schools are good.

Guardians opinion about NGOs school

Guardians of students are important person for learning. Those guardians are taken proper care of their child; they

earn good result in the schools. Guardian comments positive to NGOs education. Education system in NGOs school is attractive than other school. Opinion of the guardian about NGOs school has been discussed. Say for example NGOs school programs should be increased, NGOs education program in Bangladesh operated willingly, needs to control the NGOs school program, reading process of NGOs school are good, NGOs schools role to develop in education, NGOs schools increase the rate of education etc.

Table 6: Opinion of the guardian about NGOs schools

Opinion	Yes		No		Do not know		Total	
	Case	(%)	Case	(%)	Case	(%)	Case	(%)
NGOs school programs should be increased	105	85.4	2	1.6	16	13	123	100
NGOs education program in Bangladesh operated willingly	79	64.2	32	26	12	9.8	123	100
Needs to control the NGOs school program	104	84.6	11	8.9	8	6.5	123	100
Reading process of NGOs school are attractive	104	84.6	13	10.6	6	4.9	123	100
NGOs schools role in quality education	104	84.6	13	10.6	6	4.9	123	100
NGOs schools increasing enrollment	109	88.6	11	8.9	3	2.4	123	100

Sources: Field survey

88.6% opinion of guardian about NGOs schools are educated rate is increasing and 8.9% said not increasing. Guardian wants to good result for their child and for this they find famous schools. From the study it was seem that NGOs schools environment are good for learning their child. From the opinion of the guardian about NGOs school it was observed that was school role to develop in education NGOs school program should be increased.

Facilities of NGOs school

Where the potential learners from the villages lived, NGOs carried out programs in rented houses, identified with the help of the community people. NGOs schools are usually one room mud or bamboo buildings with tin roofs that are rented for a small fee. The school building is a minimum expense. Communities are involved in deciding locations and schedules of schools as well as providing labor and materials to build schools. As found in the present study we tried to identify what kind of facilities given by NGOs. A Blackboard was placed in front of the classroom, pre-reading and materials such as story books, note books, pencil chalk, duster and pointer were kept on the table, shelf, or bench in one corner of the room. The children should be provided free books, papers, slate and pencil to encourage them in the school. As found in the present study we tried to identify what kind of facilities given by NGOs. It is seen that 64.34% respondents answered that students books from the NGOs school.

Table 7: Facilities of NGOs school

Opinion	No. of respondent						Total	
	Teacher		Student		Guardians		Case %	
	Case	(%)	Case	(%)	Case	(%)	Case	(%)
Book	10	38.46	85	69.11	80	65.04	175	64.34
Pen/Pencil	5	19.23	13	10.57	10	8.13	28	10.29
Dress	1	3.85	4	3.25	6	4.88	11	4.04
Food	1	3.85	5	4.06	4	3.25	10	3.68
Transport System	2	7.69	6	4.88	6	4.88	14	5.15
Scholarship	5	19.23	4	3.25	13	10.57	22	8.9
Others	2	7.69	6	4.88	4	3.25	12	4.41
Total	26	100	123	100	123	100	272	100

Sources: Field survey

Teacher's opinion regarding NGOs school achievements

The teachers, 26 of whom were interviewed range of academic qualifications, from 9 to master's degree. None had previous training in primary education teaching. The teachers appeared to enjoy teaching, were happy to be with their student and spend time in the classroom. They had positive view about the children; they thought the students had potential which had to nurtured and nourished. Conversation with teachers showed that different types of teaching - learning activities and strategies were employed in the classroom. Although the teachers did not specifically express grievances about remuneration and working conditions in the school.

The table (7) shows that 92.31% opinions of teacher about NGOs school are interested of teaching and 7.69% is not interested, 100% opinions of teacher about NGOs school are developed of teaching, 100% opinions of teacher about NGOs school are good lesson, 92.31% opinions of teacher about NGOs school are relation of teacher and student good and 7.69% is not good relation, 100% opinions of teacher about NGOs school should be keep program in future.

Table 8: Opinions of teacher about NGOs school

Opinion	Yes		No		Do not know		Total	
	Case	(%)	Case	(%)	Case	(%)	Case	(%)
Interesting in teaching at school	20	76.93	2	7.69	4	15.88	26	100
Quality of teaching to be developed	15	57.69	5	19.23	6	23.08	26	100
Attractive	20	76.93	4	15.88	2	7.69	26	100
Relation of teacher and student of this school is good	15	57.69	6	23.08	5	19.23	26	100
Program should be run in future	20	76.93	2	7.69	4	15.88	26	100

Sources: Field survey

Teacher teaches the student in NGOs schools better than the primary school of government in Bangladesh. 100% of teacher of NGOs school are women who are married most teacher NGOs school come from that the school is in.

Comparison analysis between student and guardian Opinion

In this comparison analysis, various aspects of the respondents are found. NGOs school vs. government primary school has been discussed here. We found that teaching of the school student, role of NGOs school, satisfaction of

student and guardian, results of last examination in the school of the students, role of NGOs school, (opinions of guardian about NGOs school vs Govt. primary school), result of last examination in the school, primary education contribute for the society, infrastructure of the school, the result of the students of both schools in higher education, role of primary education (NGOs and Govt. primary school situation).

Table 9: Satisfaction of student and guardian

Statement	Student		Guardian		Total	
	C	%	C	%	C	%
Yes	29	23.58	24	19.51	53	43.09
No	94	76.42	99	8.49	193	156.91
Total	123	100	123	100	246	200
Chi-Square Value =96.652 Df=1 Significant=.000						

Sources: Field survey

The difference in satisfaction is highly significant with 0.0 levels with a high chi-square value of 96.652. It is seen that about 53 out of 123 of the students had some kind of disagree with others. Although proportion is not very high, the important point is that, out of 193 guardians from 99 while the rest 94 are student. In above findings indicate that.

Spending on Education

It costs about 20 US dollar for a year of schooling in a BRAC school. This cost is paid for by the school rather than the family. This is considerably less expensive when compared to government schools which also require private costs. Everything is paid for by BRAC accept for the maintenance of the classroom, which is the responsibility of the community. BRAC schools are much more cost efficient than government programs (Haiplink, 2002).

Access to Education

NGOs is flexible and accommodating to make it possible for as many children as possible to have the opportunity to attend school. Children in rural villages are needed to plant and harvest crops during certain parts of the year. By making the school schedule work around the schedule of the community, more students are able to attend school. Classes might start at 6 in the morning or 10 at night. Some schools have two shifts of classes to accommodate for more students. Schools are often located in the center of villages so they are easily accessible (Eenet, 2005).

Curriculum

The Curriculum for NGOs schools has been adjusted to meet the needs of children from rural lifestyles. More recently schools have been built in urban slums and curriculum is adjusted there to meet the needs of the slum children. It takes five years for a child to complete the NGOs primary education schooling. 90% of students who complete their primary schooling though NGOs continue into secondary education (education, 2005).

Teacher Training and Supervision

97% of teachers in NGOs schools are women who are married, but 100% teachers female in study area. Most teachers in NGOs schools come from the village that the school is in. They are required to have completed nine years of schooling and attend a 15 day teacher training before they

are allowed to teach in a NGOs school. There is also an annual training and day long refresher training sessions are offered monthly. More extensive training sessions are required for teachers teaching higher grade levels. Teachers frequently meet with local managers and supervisors who are able to help and guide them.

Flexible hours

Government-run schools have fixed hours of operation. However, children in rural areas are often needed by their parents for labor purposes, especially during peak harvesting seasons. This is a major factor in low enrollment rates as well as dropout rates in government school.

Incentives

Most NGOs offer some sort of incentive for children to come to school every day. Often cultural, sporting, entertainment, and other extracurricular activities are organized. Additionally food is often used as an incentive—some NGOs distribute food to students daily; others use it as a surprise or a treat. Other strategies used by NGOs to attract students are awarding pupils for good scores and attendance, providing basic necessities such as clothing and shoes, and offering health care services (Kabeer, 2003). Government schools have also offered incentives in the form of demand-side interventions such as the Food for Education program and the Female Stipend program, but these have not been nearly as far-reaching or effective as the NGO programs (Hossain, 2004).

Classroom management

The classroom has a range of furniture and this is placed in a corner of the classroom. There is a mat on the floor of the classroom. The learners assemble on the mat at the beginning of a class. On entering the classroom the teacher asks the children to spread it on the floor. Learners use the mat during roll-call and story-telling. Teachers' reported, which was confirmed by classroom observation, that different of activities related to physical and motor development, communication and language, and socio-emotional development had been practiced in the classroom through pair work, group work or whole class involvement. Teachers engaged children in activities by telling stories in their own words, reciting poems, singing, imitating animal sound, identifying first sound or letter of own name, and making words to enrich children's language and communication skills. Various social and cultural activities like dance, singing, poem recitation, storytelling, acting and drawing were practiced in all the centers. It was found that a collection of different types of material related to different learning content was available in the class

In order to teach at a government school in Bangladesh, teachers have to attend a yearlong training at a Primary Teachers Institute (PTI). The duration of raining period of BRAC is only 15 days, and it is meant to assure a high standard of teacher competency. NGOs adapted some western teaching learning methods to the local setting.

5. Other findings

Now a day's NGOs play a significant role in education in Bangladesh. Those who are deprived of primary education

lag behind in life primary education assists to prosper in life. It presents a good nation as well as a prosperous country. The number of people who are conscious educationally can play vital role in this field. They should make the people understand the sweet fruit educations. Their whole hearted endeavors' can make the program efficacious. The research has identified same findings, which role of NGOs for primary education in Bangladesh. The following were the main findings of the study which covered all other minor findings.

- Improve enrollment rates;
- Reduce dropout rates of students;
- Increase daily attendance rates for teachers and students; and
- Ensures community participation.

Recommendation and policy implication

The researcher recommends the following points to be taken immediately.

- It is recommended that sufficient space and seating arrangements should be increased students in every school.
- There is a discrimination of salary between government primary school teacher and NGOs school teachers. We have recommended that the salary and other advantages of the teachers would be satisfactory which is helpful to develop the standard of education.
- Student teacher ratio has to be immediately improved.
- Quality of primary education should be improved.
- Though free and compulsory education is a fundamental right in the constitution of the people's republic of Bangladesh, yet it is not properly implemented. So it is suggested that urgent effective efforts to be taken to strengthen free and compulsory education programs all over the country, parents of the working children are to be motivated and convinced to send their children to school.
- Education is the free but additional costs of schooling, like dress, tiffin, bags etc. should also be free-otherwise the poor children will not be able to go to school punctually.
- Revise and update curricula with a view to making them relevant to the needs.
- Improving the quality of teacher training, supervision, management and monitoring system.
- To increase coordination between different NGOs schooling program and government interfere.
- To formulate an educational policy.
- To increase NGOs coverage for all spare of people.
- To establish sufficient institutions specially and to take programme for promoting the positive role of the NGOs beside GO.

6. Conclusion

An aspect of a prevailing unequal society is that existing institutions are far from just and for most disadvantaged people there are no real alternatives to improve their quality of life. In that respect, it appears that NGOs fill in the vacuum to some extent to deliver appropriate services to the disadvantaged groups. NGOs have the potential to be important catalysts for change. Over the 44 years of Bangladesh political independence, NGOs have been the vanguard of the development community, and now many of their ideas and philosophies have entered the mainstream of

development thinking. In the 1990s, it has become accepted wisdom that NGOs are strategically placed to deliver programs and projects needed to bring about sustainable human development. There have been considerable achievements by NGOs and they have been able to get recognition and praise from international leader and intuitional for their outstanding work. Through their work in social sectors especially in education a link has been established between national and mutual benefits. Many international agencies view some of the activities of NGOs in Bangladesh as model for their developing country.

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