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# Education and its Impact on Social Development: A Study of the BRAC Education Program in Northern Bangladesh

Hasin, Shubhana Lina

University of Rajshahi

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**EDUCATION AND ITS IMPACT ON SOCIAL DEVELOPMENT:  
A STUDY OF THE BRAC EDUCATION PROGRAM  
IN NORTHERN BANGLADESH**



**PhD Dissertation**

**By**

**Shubhana Lina Hasin**

A Dissertation

Submitted to the Institute of Bangladesh Studies, University of Rajshahi

In Partial Fulfillment of the Requirements for the Degree of

*Doctor of Philosophy in Sociology*

**Institute of Bangladesh Studies  
Rajshahi University, Rajshahi  
Bangladesh**

**June, 2015**

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**PhD Dissertation**

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**June, 2015**

## DECLARATION

I do hereby declare that the dissertation entitled “**Education and its Impact on Social Development: A Study of the BRAC Education Program in Northern Bangladesh**” submitted to the Institute of Bangladesh Studies, Rajshahi University for the degree of Doctor of Philosophy in Sociology is an original research work carried out by me under the supervision and guidance of Professor Dr. Muhammad Mizanuddin, Department of Sociology, Vice-Chancellor, University of Rajshahi, Bangladesh and Professor Wardatul Akmam, PhD, Department of Sociology, University of Rajshahi, Bangladesh. No part of this dissertation in any form has been submitted to any other University/ Institute for the award of any degree/ diploma. The research is an original one. The sources incorporated in the dissertation have been duly referred, quoted and are acknowledged in citation.

**(SHUBHANA LINA HASIN)**  
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## CERTIFICATE

This is to certify that the dissertation entitled “Education and its Impact on Social Development: A Study of the BRAC Education Program in Northern Bangladesh” is an original work accomplished by Shubhana Lina Hasin. She has conducted this research at the Institute of Bangladesh Studies (IBS), University of Rajshahi. The research work has been supervised by Professor Muhammad Mizanuddin, PhD and co-supervised by Professor Wardatul Akmam, PhD (the undersigned). As far as we know the dissertation has not been submitted (in whole or in part) else where for any degree, diploma or publication. We do hereby recommend her to submit the dissertation for the partial fulfillment of the requirement for the degree of Doctor of Philosophy.

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I would like to acknowledge my indebtedness to all the writers, the writings, papers and documents of whom I have consulted and used for my study purpose. Their names are mentioned at the end of the dissertation in the bibliography section. My special thanks go to the respondents (people who have completed BRAC Education Program) and their parents for their sincere co-operation. Without their help this research could not have been completed successfully. My special thanks are to all those who have supported me with valuable materials and suggestions during my study period. Due to space constraints I could not mention all names and their contributions here but their names are in my memory and I express my deepest appreciations and gratefulness to all those who helped me in this endeavor.

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## **ABSTRACT**

This explorative research work titled “Education and Its Impact on Social Development: A Study of The BRAC Education Programme in Northern Bangladesh” was carried out based on both primary and secondary data. The study aims at exploring the impact of BRAC Education on social development issues in some selected areas of northern Bangladesh (Sariakandi and Shajahanpur upazila in Bogra district) with a view to finding out relationship (if any) between BRAC Education Program and social development.

Education is the process of imparting knowledge, skills and attitude to the learners through teaching-learning interactive activities carried out in the social setting of a school. In the education process, inputs are transferred to the learners by the teachers for the development of the learners and the sum total of these inputs combinedly develop the learners’ human capital. In Bangladesh enrolment in a primary school is ensured almost for all children. However, a large number of these children drop-out from school before completing their primary education upto class five. BRAC Education Program (BEP) specially targets these children and tries to impart basic education (similar to primary level) to them.

The present research was designed to study the impact of BRAC Education on social development in some selected areas in northern Bangladesh. Sariakandi and Shajahanpur were two upazillas of Bogra district that have been selected as the study



area. The reasons behind choosing these two upazillas are mainly that these are remote areas of Bangladesh, where BRAC Education Program was running. Moreover, people of these two upazillas were victims of river erosion. They were forced to migrate from their ancestor's land due to erosion of Jamuna river. The forced migration, brought change in their livelihood, which made them hard core poor. They were deprived of many essential fundamental rights and basic needs. The school age children were also deprived of getting general primary education. Some of those who got enrollment were later dropped out.

BRAC, the largest NGO in Bangladesh runs its Education Program (BEP) at Sariakandi and Shajanpur Upazilas of Bogra district. The researcher as a student of Sociology got interested and inspired to study the impact of BRAC Education Program on social development in the areas mentioned above.

The study is explorative and empirical. Both qualitative and quantitative methods have been used to collect and analyze the data for this study. Social survey, case study and observation methods have been used. The 'BRAC graduates' (312) and those 'never enrolled to school' (30) were the principal respondents. Moreover, the parents/guardians of both groups have been interviewed. Their perceptions about self development and social development have been considered. Statistical tools like frequency distribution, averages and percentages have been used to analyze the data.

Impact of BRAC Education Program on social development has been measured through comparing the BRAC graduates with the 'never enrolled to school group' in terms of some indicators of social development, e.g., empowerment level, health awareness, family aspiration involvement in community affairs and environmental awareness.

The major findings of the study are briefly mentioned here. These are: investment in education is sustainable and gives slow and gradual returns to the educated person. It focuses on the learners' self and self-awareness. It focuses on the social awareness and environmental awareness. It equips the BRAC graduate to grow and to cope with the situation.

Most of the BRAC graduates were continuing education and they did not begin to earn money yet. Therefore, BRAC Education (BEP) did not have any direct impact on income of the graduates. However, it had significant positive impact on other indicators e.g. contributing to decision making, health awareness, self esteem and most of the indicators mentioned above. BRAC Education makes them confident. It helps them to be aware of their self [themselves] and safety.

However, very little impact of BRAC Education Program (BEP) was observed regarding interacting with community people, knowledge of family planning immunization, importance of having similar attitude towards sons and daughters, importance of schooling for both sons and daughters etc.

Based on the findings of the study some recommendations have been given. A few of them are as follows: Investment in education should be enhanced for sustainable social development. Social learning lab should be set up. Establishment of community school for social skill enhancement should also be taken into consideration. Social needs should be assessed and analyzed to formulate learning strategies. Life based education, vocational education and training can be used to produce potential work force. Women and girls deprived of formal education can be brought back to social education network so that they can contribute a lot to their community development.

Social development bank can be set up in the rural areas to disburse loan to the needy people so as to participate economic activities for their better livelihoods. Self awareness, social awareness and community development through community participation can be encouraged and special projects and program can be launched. Social development indicators can be defined and standards can be set as per Bangladesh perspectives. Social development data bank and information management should be kept in every upazila documentation archive and further intensive research can be suggested to be carried out by interested researchers in future.

## **DEDICATION**

This thesis is dedicated to all my teachers who have taught me and made me what I am today, and to my father, A.H.M. Abu Sina and my mother, Shahana Akhter, loving brothers Mostofa Abibul Hasan and Mostofa Akikul Hasan, my only beloved sister, Shuhana Dina Hasin and her husband Md. Shohel Sayed, PhD, and to my loving Rumu who are a constant source of my inspiration and motivation.

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## LIST OF ABBREVIATIONS

AM	Area Manager
APON	Adolescent Poor Organized Network
ARI	Acute Respiratory Infection
AO	Area office
BCDM	BRAC Centre for Development Management
BD	Bangladesh
BEOC	Basic Education for Older Children
BEP	BRAC Education Program
BRAC	Bangladesh Rural Advancement Committee (former name)
BUP	BRAC Urban Program
CAMPE	Campaign for Popular Education
CEP	Continuing Education Program
DANIDA	Danish International Development Agency
DNFE	Directorate of Non-Formal Education
EHC	Essential Health Care
EIGP	Employment and Income Generating Program
EPI	Expanded Program on Immunization
ESP	Educational Support Program
EFA	Education for All
GEP	General Education project
GP	Global Partnership
GQAL	Gender Quality Action Learning
HNPP	Health, Nutrition and Population Program
HRLE	Human Rights and Legal Education
H&FPFP	Health & Family Planning Facilitation Project
IGVGD	Income Generation for Vulnerable Group Development
MED	Micro-Enterprise Development
MELA	Micro-Enterprise Learning and Assistance

MGD	Millennium Development Goal
MOU	Memorandum of Understanding
NCTB	National Curriculum & Textbook Board
NCU	NGO Cooperation Unit
NFPE	Non-Formal Primary Education
NID	National Immunization Day
NGO	Non-Governmental Organization
NSV	Non-Scalpel Vasectomy
PHC	Primary Health care
PSB	Program Support Enterprises
RDP	Rural Development Program
RED	Research and Evaluation Division
REP	Rural Enterprise Project
RHDC	Reproductive Health and Disease Control
RLF	Revolving Long Fund
RSDP	Rural Service Delivery Program
SD	Social Development
SS	Shastho Shebika (Health Care Worker)
SSC	Secondary School Certificate
STD	Sexually Transmitted Disease
TARC	Training and Resource Center
UN	United Nations
VGf	Vulnerable Group Feeding
VO	Village Organization
VSC	Voluntary Surgical Contraception
WFP	World Food Program

## Chapter 1

### Introduction & Background of the Study

#### 1.1 Introduction

Education as a catalyst plays a vital role in social evolution and progressive changes in a society. In the past it was thought that education is imparted only through interaction of teachers and students. In course of time, education is imparted in social environment by the teachers and learners in an interactive way to the fulfillment of the needs of society.<sup>1</sup> Generally there are three components as input- teachers, learners and educational institutions which are equally important factors. In educational institutes, a teacher is to direct the students to discover the world of learning, to explore their life and the society. Education develops human capital for the society. Therefore, education is well connected to its learners and their society. All social problems and economic crises are addressed by education. It produces learning output, which have a positive impact on the society. It brings changes in the behavior of the individuals, brings about general awareness, awareness of health practices, develops abilities of thinking and empowers people to live with freedom and dignity. Therefore, education and social development are interrelated with each other. Education produces human capital and human capital creates the environment for overall national development.

Bangladesh is one of the developing countries in South Asia. It has passed four decades after its independence but the standard of living of the masses is still quite low. High

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<sup>1</sup> Emile Durkheim, *Education and Sociology* (New York: The Free Press, 1956), p. 24.

literacy rate and higher level of education rate among the masses is considered as one of the indicators of a developed nation. Bangladesh is lagging behind in achieving high literacy rate for the people. Compared to her neighboring countries, rates of people who have completed primary, secondary and higher education are quite low in Bangladesh. According to the preliminary Census Report of 2010 the literacy rate of the people of Bangladesh (age seven and above) was 57.53%<sup>2</sup> a very low rate. According to Bangladesh Educational Statistics 2009 (published in December 2010) net enrollment rate in primary education was 93.52 (both sex) and up to grade five the drop out rate was 45.1%.<sup>3</sup> According to the Bangladesh Primary Educational Annual Sector Performance Report (ASPR) 2014, Directorate of Primary Education, Government of the People's Republic of Bangladesh, the average rate of dropout in primary education is 39.8%.<sup>4</sup> This statistics shows that though the enrolment rate is satisfactory but the rate of drop out is also very high. So Bangladesh is lacking in educated people. Most of the people in Bangladesh live below the poverty level. All the compound effects of poverty and illiteracy, like backwardness, unemployment, high dropout rates from school, lower participation of the women in the decision making of a family, lower participation in social activities, unhealthy living status are very familiar pictures in Bangladesh. These factors create a vicious cycle in the development process. Development of human capital can play a vital role in bringing about a positive change in Bangladesh.

After independence, numerous attempts have been taken by the government as well as by non-government organizations to address the key issues of poverty alleviation by

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<sup>2</sup> [www.bbs.gov.bd/Web Test Application/](http://www.bbs.gov.bd/Web%20Test%20Application/), Date: 02/01/2015.

<sup>3</sup> *Bangladesh Educational Statistics 2009, Bangladesh Bureau of Education Information and Statistics (BENBEIS)*, (Dhaka: BENBEIS, December 2010), p.8.

<sup>4</sup> *Bangladesh Primary Educational Annual Sector Performance Report (ASPR) 2014*, Directorate of Primary Education, Government of the People's Republic of Bangladesh (Dhaka: May, 2014), p.36.

adopting different approaches and programs for sustainable development. But both education and development are yet to be attained at the optimum level. Education as a means of poverty alleviation as well as social and national development has been prioritized. As a non-government initiative, Bangladesh Rural Advancement Committee (BRAC) has focused on the long-term issues of poverty alleviation and empowerment of the poor, especially women, in the rural areas of Bangladesh.<sup>5</sup> BRAC is playing an important role in attaining social development through its Education Program.

Northern part of Bangladesh is particularly lagging behind the national level in terms of development. The people of this region are more prone to poverty, illiteracy, unemployment and many other problems. As a less developed area BRAC initiated many programs including BRAC Education Program for the people of this region. The present study attempts to explore the impact of BRAC Education Program on its target community and to assess its impact on social development.

## **1.2 Statement of the Problem**

Bangladesh is one of the developing countries in the world. Since independence in 1971 she has been experiencing multifaceted problems; illiteracy, unemployment, poverty etc. These issues need to be addressed. This country needs to achieve many things like equitable access to resources, quality standard of living for the masses, good governance etc. Education functions as a pre requisite for economic development. Many initiatives have been taken by the government for educating the people and for reducing poverty, illiteracy etc. The education related initiatives are considered only the improvement observed is insignificant referring to the educational

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<sup>5</sup> BRAC, *Annual Report 2000* (Dhaka: BRAC, 2001), p. 9.

scenario of Bangladesh. Styrborn Gustafson (1991'88)<sup>6</sup> has stated that the government primary schools of Bangladesh neither have the intention nor the capacity to reach the poor nor to keep the poor students in school. According to the government policy, government as well as non-government organizations must work together to reduce the social problems so as to develop the society. The level of education in Bangladesh is not up to the optimum level as observed by the experts. High rate of dropout is very alarming in Bangladesh. As it is established that education can address the problems successfully, the initiatives for educating the people of Bangladesh is going on steadily. BRAC works with the poor and backward people. So, in this study, BRAC Education Program (BEP) is examined to find out the role of education in Bangladesh society. Rural Advancement Committee (BRAC) as an NGO has come forward to address some of the major issues in Bangladesh. BRAC, established in 1972, started its programs initially with a view to provide relief and assistance to resettle refugees returning from India.<sup>7</sup> After the War of Independence it focused on the long- term issues of poverty alleviation and empowerment of poor, especially women, in the rural areas of Bangladesh.<sup>8</sup> The stakeholders of BRAC are playing a vital role in changing their condition towards development and thus they contribute a lot to their societies and to increase national production and overall development process of Bangladesh. BRAC introduced Education Program (BEP) and initiated Non Formal Primary Education (NFPE) program in 1985 by setting up 22 one-room schools to provide basic education to the children of poor landless parents.<sup>9</sup> NFPE program has grown to encompass well over 31,000 one-room schools

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<sup>6</sup> Education and child Labor in Developing Countries, Mojibur Rahman Dofori, Published Doctoral Dissertation, submitted to Department of Social Policy, University of Helsinki,2004.p.18 }

<sup>7</sup> BRAC, *Annual Report 2003* (Dhaka: BRAC, 2004), p. 9.

<sup>8</sup> BRAC, *Annual Report 2000* (Dhaka: BRAC, 2001), p. 9.

<sup>9</sup> BRAC, *Annual Report 2000*, p. 10.

providing education to 1.1 million children in whole Bangladesh. BRAC also puts special emphasis on the education of girls and the involvement of families in their children's school life. Therefore, 70% of NFPE's students are girls. BRAC has also set up community based libraries providing various reading materials to provide easy access to the member users focusing on the importance of extending literacy outside of BRAC schools.<sup>10</sup>

BRAC has been running its education programs to achieve the goals and objectives that can ensure the social change and development by educating its target people so that they can be a part of national development as being human resources from the general class of disadvantaged and marginal poor people of mass population.<sup>11</sup>

The education programs which are running as BEP include, BRAC Primary School (since 1985), BRAC Adolescent Primary School (BAPS) (since 1987), Education Support program (ESP) (since 1991), Urban BRAC Primary School (since 1992), Adolescent Development program (ADP) (since 1992), Post Primary Basic and Continuous education (PACE) (since 1995), BRAC Pre-Primary School (BPPS) (since 1997), BRAC Community School (since 1998) etc.

The present study aims at investigating the impact of the education given by BRAC Education Program on social development issues in some selected areas of northern Bangladesh and find out how education impacts on human being and society as a whole.

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<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid*, pp. 35-41.



### 1.3 Review of Related Literature

The present study aims at carrying out an extensive survey and reviewing of literature related to the study is important so as to bring out the research gap. Related literatures have been reviewed through comparing and contrasting.

Numerous research works have been done on BRAC programs and its social development issues, policies, strategies and poverty alleviation and women empowerment at home and abroad which may be partially related to the study. However, as far as I know, this research is the first attempt to study the impact of BRAC Education Program on social development in Bangladesh perspectives as the researcher has investigated and studied so far.

Catherine H. Lovell (1992)<sup>12</sup> has written the book “*Breaking the Cycle of Poverty: the BRAC Strategy*”. She has focused on BRAC’s broad range of activities such as health, nutrition, education, agriculture, rural credit, women and commercial operations. This book covers BRAC’s phenomenal growth, management structure, and financial sources to uncover an abundance of effective NGO management strategies. This book is unique and a worthwhile publication to understand BRAC in-depth. This book is very helpful to the present researcher to conceptualize some ideas for the present research.

Md. Naseer Uddin Jamadar (1992)<sup>13</sup> did his MA in Education and his Master’s dissertation was titled “*Education as the First Step to Development in Bangladesh*”.

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<sup>12</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992).

<sup>13</sup> Md. Naseer Uddin Jamadar, *Education as the First Step to Development in Bangladesh* (Japan: Graduate School of International Development, Department of International Development, Nagoya University, 1992).

Md. Naseer focuses on education's (both formal and non-formal) role in improving conditions, employment, health & nutrition, the environment as well as the political freedom through human resource development and awareness building. This study is concerned with education and overall development in Bangladesh. In this dissertation the writer deals with the problems hampering the development of this country. So, he points out the factors affecting development programs in the last two decades, such as economic constraints, political instability, natural disasters, unskilled manpower, as well as mass illiteracy. This entire master's dissertation has dealt with the barriers that hinder development and examined the education system in the Bangladesh context. The present research is considering education as a catalyst of social development which is not discussed in the master's dissertation. So the researcher thinks this research could be a valuable work related to the current research.

FM Kamal (1993)<sup>14</sup> has done a work on "*Education System in Bangladesh*". He has discussed on principles, administration and management system of education in Bangladesh. But he did not say anything about education and its impact on social development. Therefore, the proposed study aims at working on the gaps of the other researchers that has not yet been addressed and the rationale of undertaking the present study is thereby justified.

Mahammed Samsul Haq (1995)<sup>15</sup> has written the book "*Education, Manpower and Development in South and South-East Asia*". He has discussed education and development aspects that are applicable in south and Southeast Asia. The author has

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<sup>14</sup> FM Kamal, *Education System in Bangladesh* (Dhaka: BRAC Publication, 1993).

<sup>15</sup> Mahammed Samsul Haq, *Education, Manpower and Development in South and South-East Asia* (New Delhi: Sterling Publishers PVT STD, 1995).

discussed about the crisis of education and development. The roots of the crisis, the dynamics of development and education, human capital and education, educational planning approaches described vividly which has been very much helpful to the present research. But the author did not describe education in different dimensions.

Samir R Nath (1997)<sup>16</sup> has done his Masters in Research on the topic “*The Impact of BRAC Education Program on Raising Basic Education Levels for Children of Rural Bangladesh*”. This work submitted to the University of Oxford for his partial fulfillment of the degree Master of Science in Educational Research Methodology. Mr. Nath attempts to explore the impact of BRAC Education Program on raising basic education levels for the children of rural Bangladesh. But he has not mentioned the social development by the impact of BRAC Education Program. So, the present research is an attempt to fill the gap of Mr. Nath’s study.

Md. Kamrul Hasan (1998)<sup>17</sup> has written the article “*Manab Unnayan Dharanar Bikash*” [*Growth of Human Development Concept*]. The writer has focused on human development and the present state of HR in Bangladesh and Asia. He has mentioned the index of Human Development. Those were, average life, education, average income etc. According to the writer and of his writing human being is the centre of all development attempts. It is very difficult to develop a person without constructing a person properly and so it has no alternatives other than education. He has focused on education as an important factor of human development but he did not give emphasis on Education as a catalyst of social development.

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<sup>16</sup> Samir R. Nath, *The Impact of BRAC Education Programme on Raising Basic Education Levels for the Children of Rural Bangladesh* (London: St. Hugh’s College, Trinity Term, 1997).

<sup>17</sup> Md. Kamrul Hasan, “Manab Unnayan Dharanar Bikash” [*Growth of Human Development Concept*], *Samaj Niriksan*, Vol. 67 (February, 1998).

Dr. Md. Delwar Hossain Sheikh (1998)<sup>18</sup> has written the book “*Shikṣa o Unnayan: Unnayanshil Desher Protishruti*” [*Education and Development: Promises of Developing countries*]. This book is about development, its nature and trend, education and its trend, mass education etc. This book is very clear and vivid in its content.

Altaf Hossain, Samir R Nath and AMR Chowdhury (2002)<sup>19</sup> have worked on "*Socio-Economic Impact of BRAC Schools*" and showed how the dropped out students got access to education through BRAC school and the schools of BRAC made the opportunities of enjoying the right of schooling of the rural children that has increased the rate of literacy in rural Bangladesh and discussed the over all impact of socio-economic of Bangladesh. But they did not put emphasis on social development as an outcome of BRAC Education Program (BEP).

Md. Mostafizur Rahman and Samad Abedin (2006)<sup>20</sup> have written the article “*Education, Occupation and Income Mobility: Evidence from a Micro Survey*”. It is prepared on the basis of small survey, which projected that education, occupation and income are more closely related and education has significant influence on occupation and income mobility. This article shows that education provides an expanding pool of skilled manpower that facilitates the achievement of socio–economic development. This work is very helpful for the present researcher to bring out some of the gaps in this field.

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<sup>18</sup> Dr. Md. Delwar Hossain Sheikh, *Shikṣa o Unnayan: Unnayanshil Desher Protishruti* [Education and Development: Commitment of Developing Countries] (Dhaka: Shakil Prokhashoni, 1998).

<sup>19</sup> Altaf Hossain, Samir R. Nath and AMR Chowdhury, *Socio-Economic Impact of BRAC Schools* (Dhaka: BRAC Publication, 2002).

<sup>20</sup> Md. Mostafizur Rahman and Samad Abedin, “Education, Occupation and Income Mobility: Evidence from a Micro Survey”, *Journal of the Institute of Bangladesh Studies*, Rajshahi University, Vol. 29 (August, 2006).

Md. Sadequl Areefin (2007)<sup>21</sup> has done his PhD on "*Empowerment and Rural Poor Marginal Groups: BRAC Contribution*" (PhD Thesis published in 2007, AH Development Publishing House, Dhaka). Dr. Areefin has tried to focus on BRAC activities and programs on the issues of Empowerment of rural poor marginal peoples and has analyzed principles, strategies and approaches towards empowering the target groups but he did not focus on social development issues by the impact of education.

Falak Naz's (2007)<sup>22</sup> doctoral thesis "*Impact of Basic Education on the Rural Development in Barani Areas*" which is submitted in the Institute of Education and Research in the University of Arid Agriculture, Rawalpindi, Pakistan is based on the appraisal of the relationship of basic education with rural Barani area's development like growth of income, participation in social activities, health awareness, use of mass media and acquisition of land, use of fertilizers which enable people to improve their living conditions. Falak Naz focused on education as an important factor in the different development aspects of rural Barani life in Pakistan. The present research is designed to explore the relationship between education and social development like health awareness, awareness for receiving life long education, relationship building with the other members of the society in some selected areas in northern Bangladesh, which is very much related with the thesis of Falak Naz. This work has been very helpful to the present researcher to bring out the correlation between education and social development.

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<sup>21</sup> Md. Sadequl Areefin, *Empowerment and Rural Poor Marginal Groups: BRAC Contribution* (Dhaka: AH Development Publishing House, 2007).

<sup>22</sup> Falak naz, *Impact of Basic Education on the Rural Development in Barani Areas* (Rawalpindi: Institute of Education and Research, Pir Mehr Ali Shah University of Arid Agriculture, 2007).

Mahmudul Alam & Delwar Hossain (2008)<sup>23</sup> have written a chapter on “*Policy Making in Education Sector of Bangladesh: Role of State, Donors and Other Stakeholders*” in the book “*Bangladesh Education in Transition: Policy, Performance*”. The authors have discussed here in their writing about the role of state, donors and other stakeholders in the policy making of education sectors of Bangladesh. But they did not discuss on the impact of education or on the social development.

Mahmudul Alam (1401 BS)<sup>24</sup> has written the article titled, “*Bangladesh er Prathamik Shiksha Khat, 1973/74 theke 1991/92: Arjita Lakhsamatra o Artha-Samajik Nirnayak Samuha*” [*Bangladesh Primary Education Sector, 1973/74 to 1991/92: Achievement and Socio-Economic Agents*]. In this article the writer has dealt with the non-formal education sector of Bangladesh, the intervention of Government, its performance, sustainability and the future expectations. In this discussion the writer has mentioned the name of BRAC as a working partner of the government in the non-formal education sector. But the writer didn’t deal with the total primary sector and its performance.

Md. Abul Bashar (1405 BS)<sup>25</sup> has discussed the private (family) investment in education and gender and other discrimination in Economics in the article “*Shiksha*

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<sup>23</sup> Mahmudul Alam & Delwar Hossain, “Policy Making in Education Sector of Bangladesh: Role of State, Doners and Other Stakeholders”, *Bangladesh Education In Transition: Policy, Performance, Way Forward*, Mahmudul Alam (ed.) (Dhaka: Development Research Network, 2008), pp. 5-18.

<sup>24</sup> Mahmudul Alam, “Bangladesh er Prathamik Shiksha Khat, 1973/74 theke 1991/92: Arjita Lakhsamatra O Artha-Samajk Nirnayak Samuha” [*Bangladesh Primary Education Sector, 1973/74 to 1991/92: Achievement and Socio-Economic Agents*], *Bangladesh Unnayan Samiksa* [Bangladesh Development Review], Vol. 12 (1401 BS).

<sup>25</sup> Md. Abul Bashar, “Shiksha Ksetre Paribarik Biniyog O Linja Boisamma” [Discrimination of Gender Disparity in Educating Children in A Family], *Bangladesh Unnayan Samiksa* [Bangladesh Development Review], Vol. 16 (1405 BS).

*Ksetre Paribarik Biniyog O Linja Boisamma” [Discrimination of Gender Disparity in Educating Children in a Family]*. The writer shows the expenditure towards education is an investment behind boy and girl varies because of gender disparity, causes discrimination of family investment. As a result, girls are deprived of their right to education and become victims of early marriage. But the writer did not emphasize on social development achieved by education.

Reviewing the related literature researcher has gathered much valuable information, knowledge related to education and development of the society. Reviewing the literature helps the researcher to identify the research gap related to development of the society by education. After reviewing these works researcher has come to a decision that impact of the education by the BRAC Education Program on social development can be analyzed more specifically to project the relationship between social development and education.

#### **1.4 Research Question**

- i. How is BRAC Education Program functioning?
- ii. What do the people of the study area understand by the term social development?
- iii. How is BRAC Education Program contributing to the development of society?

#### **1.5 Objectives of the Study**

Overall objective of the study is to explore the impact of BRAC Education on social development in Bangladesh perspective.

***The Specific Objectives are as follows***

1. To explore the nature of BRAC Education Program
2. To explore peoples' perception about social development in their local context
3. To assess the impact of BRAC Education Program on its target population regarding social development, i.e. their
  - i. empowerment level;
  - ii. health awareness ;
  - iii. aspiration regarding improvement of socio-economic condition of family;
  - iv. awareness about the environment;
  - v. involvement in the community affairs

**1.6 Clarification of the Key Terms & Conceptual Framework**

This study deals with two sets of concepts: (I) those related to education including 'education', 'formal education', 'informal education', 'non-formal education' and (II) those related to social development including 'development', 'social development', 'health awareness', 'environmental awareness', 'empowerment of women', 'family aspiration', 'social relationship' etc.

**1.6.1 Concepts Relating to Education**

***Education:*** According to Aristotle education is the creation of a sound mind in a sound body.<sup>26</sup> French sociologist Emile Durkheim considered education as an agent of socialization. He conceptualized education as the influence exercised by adult generations on those that are not yet ready for social life.<sup>27</sup> According to Rabindra

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<sup>26</sup> Professor Dr.A.F.Imam Ali & Professor Dr.Mizanur Rahman Miah,Samaj Chinta O Samajtattik Matabad[Social Thought & Social Theory] (Dhaka:Novel Publishing House,August 2006), p.50.

<sup>27</sup> Emile Durkheim, *Education and Sociology* (New York: The Free Press, 1965), p. 24.



Nath Tagore, the highest level of education is that which does not merely give us information but makes our life in harmony with all other entities.<sup>28</sup> It can be said that education is a process of meaningful interaction between a person and a stimulus resulting in changed behavior. The researcher thinks education is the psycho-physical development of the learners through interaction between inward self ideas with social experiences which constitutes of self realization. There are mainly three types of education, formal, informal and non-formal education. Non-formal education is considered '*education*' in this study.

**Formal Education:** The education with institutionalized schooling system is called formal education. According to Coombs and Ahmed, "formal education refers to the highly institutionalized, chronologically graded and hierarchically structured education system spanning lower primary school and the upper reaches of the university"<sup>29</sup>. This is a formal system of education that takes place in a formal setting of educational institutions and teachers play an important role in this sort of education. Formal education produces the qualified, educated population for a society and a country that can be termed as human capital.

**Informal Education:** A person's life starts with informal education and ends with informal education. People learn many things through their experience in society, environment, and family. These agencies play the role of a tutor.<sup>30</sup> Peoples acquire

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<sup>28</sup> Md. Harun-r-Rasid, *Rabindranath*, (Dhaka: Bangla Academy, May 1994), p.121.

<sup>29</sup> Coombs, Philip H and Manzoor Ahmed, *Attacking Rural Poverty-How Non-formal Education can help*, (Baltimore: The Johns Hopkins University Press,1974), as quoted in Begum, Mariam, Fakhru Islam & Sheikh Shahbaj Riad, *Shikkha Bigyan O Bangladesha Shikkha*, University Grants Commission of Bangladesh, April, 2007, p21.

<sup>30</sup> Begum, Mariam, Fakhru Islam & Sheikh Shahbaj Riad, *Shikkha Bigyan O Bangladesha Shikkha*, University Grants Commission of Bangladesh, April, 2007, p20.

most of their knowledge through informal education. This type of education continues life long in an informal setting.

***Non-Formal Education:*** The concept of non-formal education has expanded in the academic domain during the last decade of the twentieth century and the educationists tried to construct a new stream of imparting education.<sup>31</sup> Non-formal education is that type of education, which has no hard and fast rule in the age of schooling and imposes limited administrative controls<sup>32</sup>. This education system is initiated to serve a special group of students through some flexible system to adjust with the local problems. This education is mainly applied and necessity based and pragmatic as a system. It has flexible curriculum and its duration is short. This is not a certificate-oriented system. Rather it locates closer to the doorstep of the poor. The main objective of non-formal education is to provide the basic education to increase awareness among the students residing in impoverished socio-economic conditions. In Bangladesh over 500 NGOs actively run NFE programs. To contribute to the countrywide expansion of education as the leader amongst the NGOs BRAC has initiated non-formal education model in Bangladesh, which is developing successfully.

BRAC Non-Formal Education is considered as '***education***' in this study.

### **1.6.2 Concepts Relating to Social Development**

***Development:*** K.C. Alexander has said that development is fundamentally a process of change that involves the whole society –its economic, socio-cultural, political and

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<sup>31</sup> Begum, Mariam, Fakhru Islam & Sheikh Shahbaj Riad, *Shikkha Bigyan O Bangladesha Shikkha*, University Grants Commission of Bangladesh, April, 2007, p. 22.

<sup>32</sup> Upali M. Sedere & Zia-Ul-Sabur, *Non-Formal Education in Bangladesh: A Resource Book*, Swiss Agency for Development and Cooperation Bangladesh. May, 1999, p.20.

physical structure, as well as the value system and the way of life of the people.<sup>33</sup> Dr. Amarta Sen comments on it in an interview: “though the economists conceptualize development through economic perspectives but people never relate development with economics. Instead they consider income as one of the important component but with that they consider education, health, dwelling, power, status, security, law and order as the other components of development”.<sup>34</sup> Development is a multidimensional process of structural change. It is inevitably a normative concept, almost a synonym for long-term improvement process. In the words of Professor Williams & Batric “Economic development refers to the process where by the people of a country or regions come to utilize the resources available to bring about sustained increase in per-capita production of goods and services”.<sup>35</sup> Development is the sum total of economic growth, the reduction of inequality and the eradication of absolute poverty. The aim of real development is the enhancement of the capacity of the poorest, their health and nutrition, their education and skills, their abilities, so that they can control their own lives and their opportunities to earn a better livelihood and welfare of the family and of the society.

***Social Development:*** The concept of social development has developed against the concept of “economic development”. “Healthy living”, “self fulfillment” and the like are standard meanings of social development. United Nations played a vital role for originating the concept of social development. The UN organized a summit in 1995 in

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<sup>33</sup> K.C. Alexander, “Dimensions and Indicators of Development”, *Journal of Rural Development*, Vol. 12(3), NIRD, Hyderabad, India 1993, p. 257.

<sup>34</sup> Dr. Khursid Alam, *Bangladesh Unnayan ja Dekhachi ja Shunachi* [Development of Bangladesh: What I saw What I Listened] (Dhaka: Minarva Publications, 2002), p. 2.

<sup>35</sup> Md. Habibur Rahman, “Unnayan Arthanity” [Development Economics], (Dhaka: Walid Publications, 4<sup>th</sup> ed., 2001), p.2.

Copenhagen on social development. According to that summit the ultimate goal of social development is to improve and enhance the quality of life of all people. It requires democratic institutions, respect for all human rights and fundamental freedoms, increased and equal economic opportunities, the rule of law, the promotion of respect for cultural diversity and the rights of persons belonging to minorities, and an active involvement of civil society.<sup>36</sup> According to James Midgley, “social development is a process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development”.<sup>37</sup> Social development is an umbrella term which includes a fundamental aspect of all development. Social Development looks into betterments of lives and living. It is for all out efforts of human well-being and betterment, which increases the active participation of the people in the social activities and the consequent improvement in the quality of life, social habits and abilities and own cultural values. Therefore, social development in this study means, having self awareness, awareness about health and environment, assuring empowerment of people, consciousness about family and perform duty to their family and society, taking part in his/her society, taking care of him/herself and building up social relationship with the fellow members to gain social power and go forward for a complete development needed for them as members of society.

**Empowerment:** Gaining self-sufficiency and Participating in decision making, effective expression of opinions in the family matters are considered as the empowerment in this study. ‘Engagement in social participation and communication’

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<sup>36</sup> United Nations, *World Summit for Social Development: Declaration and Programme of Action*, (New York: 1995), pp. 41-42.

<sup>37</sup> James Midgley, *Social Development* (London: SAGE Publication, 1995), p. 25.

with 'awareness in continuing education have been considered as 'self esteem' in this study. These traits have helped to grow self confidence and self motivation to follow a better personal life style for a sustainable world. Willingness to taking action against inequality in social rights and justice has been considered as one of the most important tools for enhancement of collective consciousness to address development issues of social development.

***Impact of Education on Family:*** It is known that, concern for others grows from the immediate circle. The immediate circle of a person is his/her family. Respect towards all human rights and fundamental freedom is very essential for personal development. Practice of democracy is also important matter for personal development. From the family people learn these values. So, Family is an important factor and behavior practiced in family is considered as one of the factor, for social development in this study. Equal attitude towards male and female child, interest in educating children of the family, liking for the female child was considered as the 'impact of education on family' in this study. Awareness about the optimum number of members in a family is taken as one of the indicators of the impact of education on family in this study.

***Involvement in Community Affairs:*** Concern for others generates co-operations and sharing among people. It increases the participation of people in different matters of the society. People being involved in the society and speaking for others open mindedly, generates commitment to the social justice and equity. So, building up social relationship is considered as one of the issue in this research. Indicators of social impact of education in this study refers to being self and social awareness, taking part in social activities, fostering social values, knowing to live together

harmoniously and coping-up with others, understanding about the importance of taking education and going to school and being aware of social problems like dowry.

***Health Awareness:*** Knowledge about immunization against the deadly diseases, knowledge about the age of immunization, primary knowledge of prevention of the familiar diseases, awareness about hygiene and personal practice in daily life, will bring awareness and willingness to follow a healthy personal life. So these were considered as the 'health awareness' factors in this study. Knowledge about family planning, knowledge about the process of purification of water, selection of the place of seeking treatment and knowledge about AIDS also considered as the indicators of health awareness, which generate from education. The married people's awareness to the health of their spouses also has been considered as another impact on education on health.

***Awareness Regarding Environment:*** Clean environment is very much related with health and nutrition. Knowledge about the place of defecation and knowledge about the current natural disaster have been considered as the indicators of the impact of education on environment in this study.

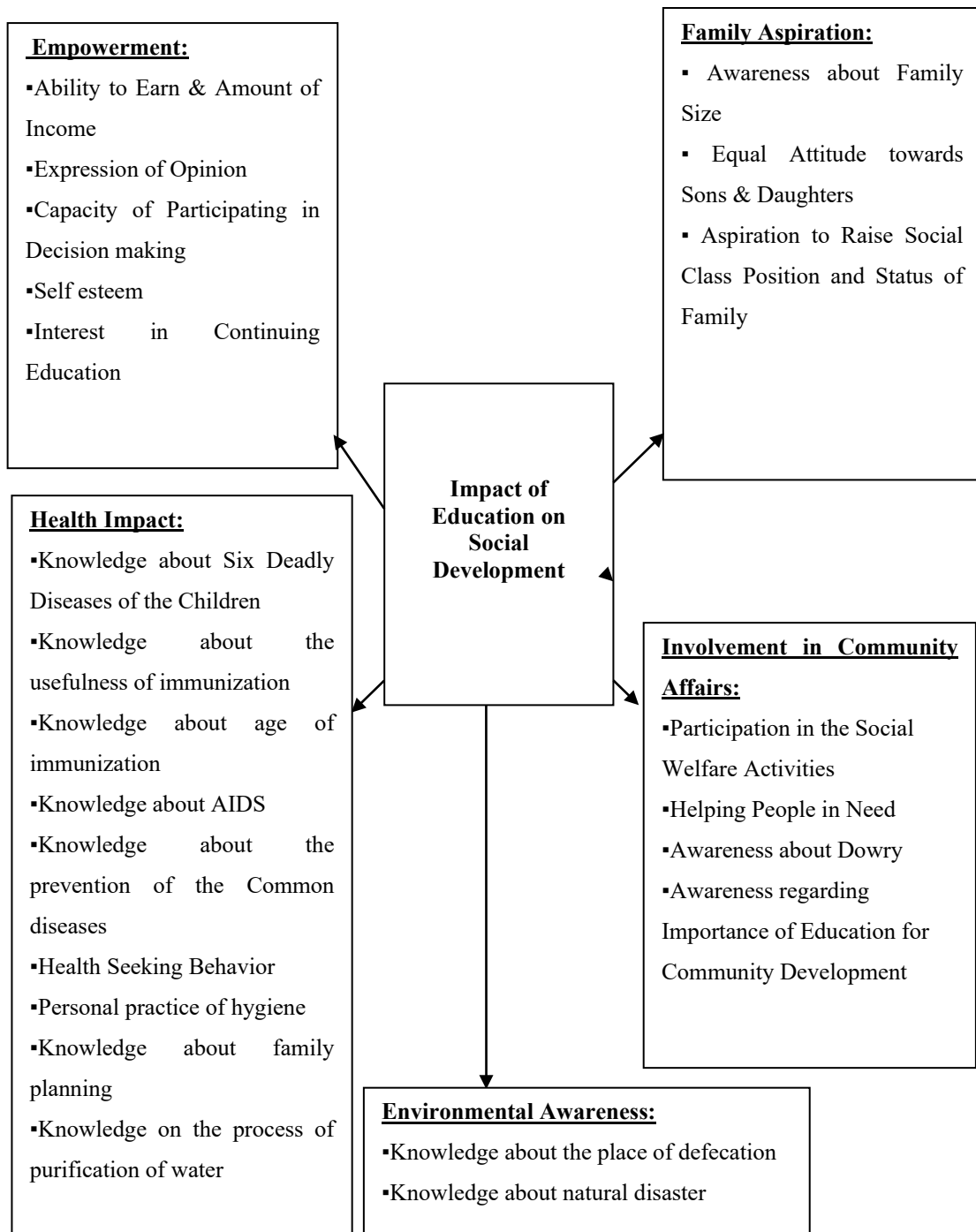
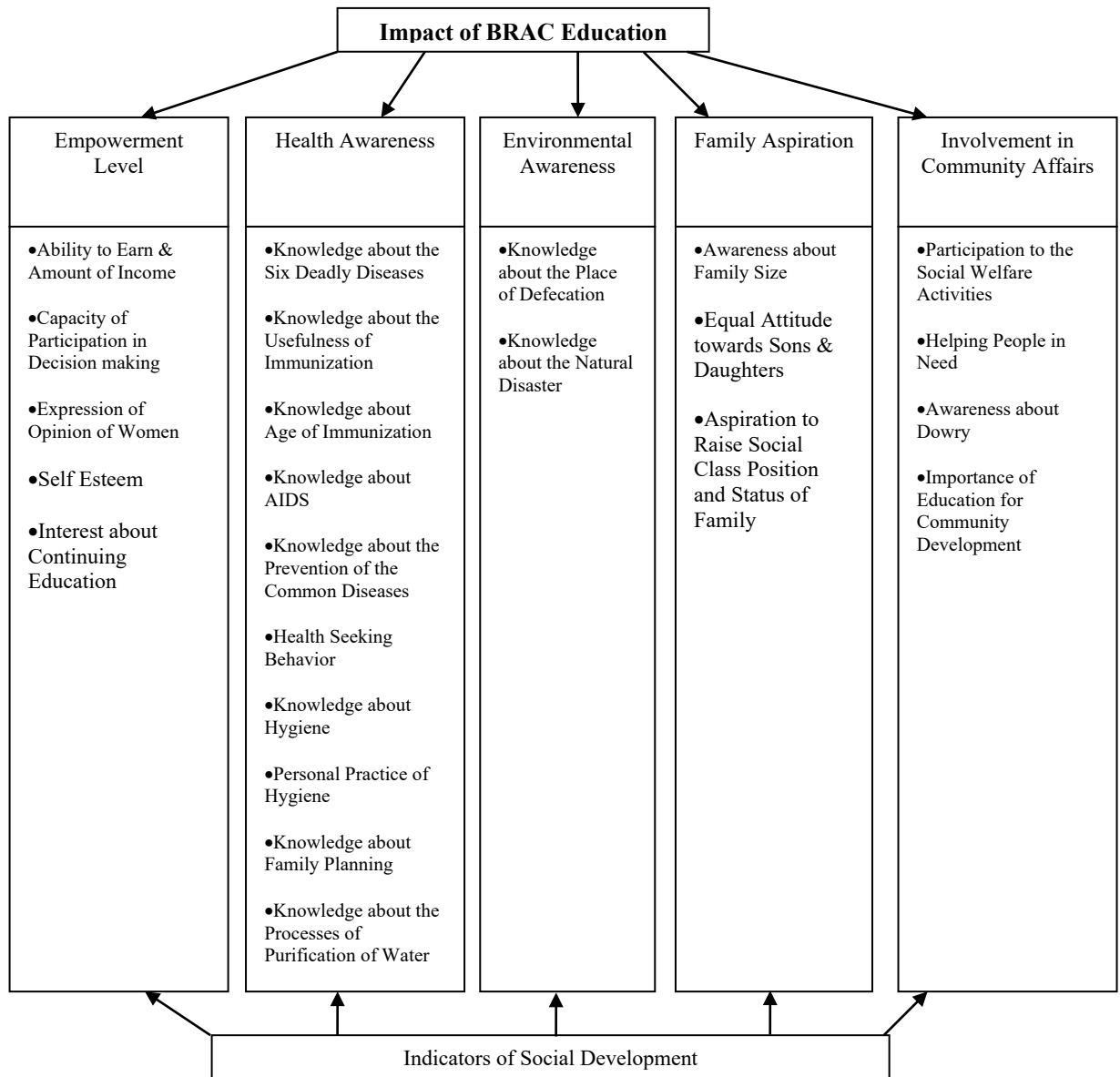


Figure 1.1 Conceptual Framework





### **1.7 Usefulness of the Study**

This study is an important one focusing on the vital issues of social development that are expected to result from education. Therefore, it is of a great value to those who are concerned with education and development studies. The present study is a modest attempt to examine and to explore the BRAC education program to produce human capital in the remote areas of rural Bangladesh to mobilize the human resources and to prepare them to grow as human capitals to form a social capital so that they can be used as the agents of social development process of Bangladesh. This unique approach of one school one teacher of BRAC education program is forward looking future directed program which can contribute to social progress and development of the decadence society of rural Bangladesh to expand and to extend literacy, enlightenment by which rural development and poverty alleviation can be enhanced and the change of sustainable developed society can be attained. Therefore the study is very much useful to identify and to bring about the relationship between BRAC Education and its impact on social development. The study outcome can lead to further research in other areas of Bangladesh.

### **1.8 Justification of the Study**

The present study is an important one. It focuses on social development as an impact of non-formal education. It has explored the key issues of achieving social development and suggested how the issues can be addressed through education. Therefore, the findings and recommendations are of great value and of much usefulness to the development of sociological knowledge. Findings of this study can help the policy makers of social development and education and would contribute a

lot towards extension of knowledge on education, social and national development. Therefore; the study undertaken by the researcher is justified.

### **1.9 Scope and Limitations of the Study**

The study has focused on BRAC Education Program only and it has covered the areas as specified in the statement. Only BRAC Primary School (BPS) and BRAC Adolescent Primary School (BAPS) of the BRAC Education Program have been included in this study and therefore it may not be adequate to come to a broad conclusion about the relation of education and social development in wide perspectives. It has not covered formal education nor whole Bangladesh as the study area due to time and resource constraints. So there is a limitation regarding generalization.

## Chapter 2

### **BRAC and BRAC Education Program (BEP): An Overview**

This chapter describes briefly about BRAC Education Program (BEP) and its overview. BRAC is a non-government development organization that works with development programs in various fields in Bangladesh.<sup>38</sup> This chapter has been developed based on various documents, relevant literatures about BRAC and BRAC Education Program. More over, the researcher went to the study areas most frequently for several times to collect field notes, to observe the target population and to take informal interviews and to make discussions with stakeholders of BRAC Education Program (BEP) so as to conduct the study and to use the tools for data collection. Based upon reading materials and exploring documents about BRAC and BRAC Education Program (BEP), the researcher analyzed the contents of those collected documents to fulfill the study objectives and to find out the key information about BRAC and BRAC Education Program.

The study aims at exploring BRAC Education Program (BEP) and its impact on social development. Rural Advancement Committee (BRAC) is at present a multi- faceted organization with over 42693 usual staff and 53205 BEP teachers working in 69421 villages and 1716 urban slums in the 64 districts to Bangladesh up to 2006.<sup>39</sup> BRAC has been known as a learning institution that learns from experience through

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<sup>38</sup> Ian Smillie, *Freedom From Want: The Remarkable Story of BRAC, The Global Grassroots Organization that's Winning the fight Against Poverty* (Dhaka: The University Press Limited, 2009), p. 29.

<sup>39</sup> BRAC, *BRAC Annual Report 2006* (Dhaka: BRAC, 2006), pp. 4-5.

responsive and inductive process.<sup>40</sup> It formulates its own development model by adopting its development programs at home and abroad.<sup>41</sup> It implements its learning experiences through experiments to address the key issues affecting development process.<sup>42</sup> BRAC focuses on promoting to income generation for the hardcore poor, landless rural people of Bangladesh, through various strategic intervention and programs like micro-credit, health, education and training programs. BRAC's attempts are holistic approaches and innovative interventions and it works integrated ways for rural development in Bangladesh.<sup>43</sup> BRAC Education Program (BEP) is an attempt to develop human resource development by imparting life based education to its target people for the development purposes.

## 2.1 BRAC: A Genesis

The extended meaning of BRAC is Bangladesh Rural Advancement Committee. It was established in 1972 by Sir Fazle Hasan Abed to operate relief and rehabilitation program in a small scale at Sulla in Sylhet district soon after the Independence war in 1971 that gave a birth of a new country Bangladesh.<sup>44</sup>

BRAC had started to work for the hardcore, landless poor peoples, especially women who were living in the remote rural areas of Bangladesh.<sup>45</sup> The programs initially operated by BRAC are to alleviation poverty, to increase adult literacy, to enhance

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<sup>40</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992), p. 4.

<sup>41</sup> *Ibid.*, p.4-5.

<sup>42</sup> *Ibid.*, p. 1.

<sup>43</sup> BRAC, *BRAC Annual Report 2006* (Dhaka: BRAC, 2006), p. 6.

<sup>44</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992), p. 23.

<sup>45</sup> *Ibid.*, p.6.

empowerment and human rights. BRAC, one of the largest NGOs, working in Bangladesh attempting to extend its organizational programs of overall development activities inside Bangladesh as one of the development partners of the government of Bangladesh. BRAC gradually turned its focuses on development issues in other countries as well. BRAC extended its own learning experiences to solve the similar type of development issues at home and abroad. After completion the relief works in Sulla, BRAC had started for long term development works there by setting up 125 community centers (Gonokendras) for adult literacy program. The achievement of the all kinds of rural development programs might have been insignificant without education with group force.<sup>46</sup>

After several years of learning experience of implementation, through many changes in approaches BRAC had extended and expanded its activities from North-Eastern part of Bangladesh. In 1975 BRAC had opened an office at Roumari, Rangpur in Bangladesh where people were dying of starvation due to the scarcity of food.<sup>47</sup> It was BRAC determination that no single person would die due to starving.<sup>48</sup> BRAC started providing food and other support to survival for the destitute. Women in society were an important part and they could contribute a lot to the society. Therefore, something better should be done to bring a positive change among women especially belonging to hardcore poor people of most neglected class.<sup>49</sup> In course of time BRAC had expanded its work into the reality of the lives of the villagers of Rangpur, Jamalpur,

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<sup>46</sup> Ian Smillie, *Freedom From Want: The Remarkable Story of BRAC, the Global Grassroots Organization that's Winning the Fight Against Poverty* (Dhaka: The University Press Limited, 2009), p. 29.

<sup>47</sup> Golam Mortoza, *Falze Hasan Abed O BRAC (BRAC: The Vision of Fazle Hasan Abed)*, (Dhaka: Mowla Brothers, 2006), p. 48.

<sup>48</sup> *Ibid.*, p. 49.

<sup>49</sup> *Ibid.*, p. 50.

Jessor, Comilla and finally the entire Bangladesh. Many transactions had been made in the way of working with the people but BRAC aimed at identifying the causes of the problems. BRAC learnt its lessons by two ways. One way was to interact with the target people and to explore the complexity of their problems and another way was to share with the field workers working for BRAC who were directly involved with the stakeholders of BRAC.<sup>50</sup>

## 2.2 BRAC Vision and Mission

BRAC, one of the biggest NGOs in Bangladesh, working with its organizational societal vision that is stated as,

A just, enlightened, healthy and democratic Bangladesh free from hunger, poverty, environment at degradation and all forms of exploitation based on age, sex, environment, religion and ethnicity.<sup>51</sup>

The main focus of BRAC aimed to deal with ultra poor living with extreme poverty, illiteracy, diseases and other handicaps. BRAC's mission focused on to bring about positive changes in the lives and living of those peoples with the strategic interventions by multifaceted development programs. For the fulfillment of the mission, BRAC had been actively working for promoting human rights, social status and gender equity through poor people's social, economic, political and human capacity building. BRAC put emphasis on individual level of the poor for breaking out of the cycle of poverty and misery. BRAC had attempted to bring about positive changes in the lives of its stakeholders by addressing the issues of poverty reduction for social development through its various activities and program.<sup>52</sup>

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<sup>50</sup> *Ibid.*, p. 51.

<sup>51</sup> BRAC, *BRAC Annual Report 2006* (Dhaka: BRAC, 2006), p. cover page.

<sup>52</sup> *Ibid.*

### 2.3 Goals and Objectives of BRAC

BRAC is one of the largest non-governmental organizations (NGO) in Bangladesh working towards double goals of poverty alleviation and empowerment of women in a holistic approach by following its three major programs. These are: Social development, Health and Education.

BRAC has following principles to achieve its goals and objectives:

- working with the poor, especially for women and children
- engaging in multifaceted development interventions to address the national issues for development
- striving to promote positive changes in quality of life living below poverty level
- doing work towards attaining socially, financially and environmentally for sustainable development
- promoting human rights, human dignity and gender equity actively
- helping shape national and global policies on poverty reduction and social progress
- fostering the development of the human potential for achievements of these targets
- offering professional development opportunities and capacity building for BRAC staff with commitment to achieve the goals and ethics of the organization.<sup>53</sup>

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<sup>53</sup> *Ibid.*

Education is one of the most effective tools used by BRAC for attaining the goal of human development. Many school going children are deprived of basic education for various reasons.<sup>54</sup> Poverty is one of the crucial reasons. BRAC attempts to address the issues of illiteracy by moving to bringing back those who have already been dropped out and are deprived of the right of education. BRAC initiates Non-Formal Primary Education Program (NFPE) for providing opportunities to have access to education for those children deprived of education.<sup>55</sup>

## **2.4 BRAC and its Different Programs and Approaches**

Bangladesh got its independence in 1971 through a nine month long Liberation war. It claimed lives of thousands of people and forced to take shelters ten millions of refugees across the border into India. The entire infrastructure were destroyed and damaged during nine month long Liberation war. Under these circumstances BRAC came to being as a voluntary organization to support relief and rehabilitations to the destitute that lost everything in the war. BRAC came forward to extending its services towards community development of Bangladesh. BRAC was trying to bring about the changes of the lives of more than 110 million people through its various types of program focusing on poverty alleviation.<sup>56</sup> “BRAC focused on the economic, social and environment development issues for its target people. It was found that the poor community required multiple interventions to over come those issues successfully. Poverty alleviation through microfinance investment could not play sufficient role to

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<sup>54</sup> Campaign for Popular Education in co-operation with UNESCO, *Innovation and Experience: In the Field of Basic Education in Bangladesh* (Dhaka: February, 2000), p. 2 & BRAC Education Manual 2005 (Dhaka: BRAC, July 2005), p. 1.

<sup>55</sup> *Ibid.*

<sup>56</sup> BRAC USA, *BRAC USA Fiscal Year 2008: Summary of Activities (October 2007-September 2008)* (Dhaka: BRAC, 2008), p. 3.



address the development issues. Therefore, it required more comprehensive approaches to bring about positive changes of lives and living of the people for whom BRAC was committed to work. Community-based health care, basic education, livelihoods and social enterprise development had become key issues for social development. Major programs of BRAC can be mentioned here as follows:

- BRAC Economic Development Program-credit project and banking services are provided through this program,
- BRAC Education Program designed for the poorest children who are dropped out or never enrolled in main stream education system,
- BRAC Health Program focuses on women and children for health care improving services in assistance with government health system especially in the villages.
- BRAC Social Development includes Human Rights and Legal Service Program.<sup>57</sup>

#### **2.4.1 BRAC Economic Development Program**

BRAC had introduced its micro finance/credit program under its economic development program in 1974 after its four years of operation as a relief organization as instruments for economic support.<sup>58</sup> BRAC conceived the development process by forming credit operations to support the poor. With that other program like Employment and Livelihood for Adolescents, Income Generating Activities were also included in the Economic Development Program. The strength of this program was that it reached to the poor peoples living in remote areas. From the credit program experience it was learned that only credit program was not enough to save villagers

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<sup>57</sup> BRAC, *Annual Report 2008* (Dhaka: BRAC, 2008), p. Cover page.

<sup>58</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992), p. 28.

from the traditional moneylenders, and the borrowers of micro-credit program, it needed to adopt other intervention strategies to follow. So, micro loans, micro enterprise loans and interest free grants were provided to women and coupled with varying packages or services such as skills training. The provision of higher quality inputs, technical assistance and marketing facilities were required. Direct technical assistance was provided to other development organizations to assist implement BRAC's innovative ultra poor microfinance program across the country.<sup>59</sup>

#### **2.4.2 BRAC Health Program**

In Bangladesh health issues are a grave concern. Health services provided by government are not sufficient to meet the demands and the services are very inadequate. The child mortality rate in 2002 is 51.<sup>60</sup> The health problems are usually found like underweight children, nutrition status, maternal mortality rate, early and frequent pregnancy, child mortality. All these need extra care and services. Within 2015 according to MDGs Bangladesh government has set a target to reduce the malnutrition of children under five by 50% and to reduce the mortality rate by 75% with a view to ensuring access of reproductive health services to all.<sup>61</sup> The Bangladesh government has to face the same problems to address the health services as most other least developed countries are facing to meet basic social needs of the people in the health sector. The help and support of non government organization was required to meet the satisfactory level of education, creating employment and jobs and

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<sup>59</sup> *Ibid.*, pp. 47-48.

<sup>60</sup> UNICEF, *Bishaw Shishu Poristhiti 2004 [The State of the World's Children]* (Dhaka: UNICEF Bangladesh, 2004), p. 102.

<sup>61</sup> UNICEF, *Progotir Pathay 2003 [On the Road to Progress 2003]* (Dhaka: Bangladesh Bureau of Statistics, December 2004), p. 13.

promoting for health and nutrition for the upgradation of the essentially deprived women of Bangladesh. There were about 3433(2005-2006) according to the BENBASE report. Key Findings on Non-profit Institutions serving household 2007(uploaded on 02 June, 2009) continuously operating indigenous NGOs in Bangladesh, with very mixed capabilities. BRAC as a development partner of Bangladesh government was working on health sector for the poor marginalized people.

The goal of the health program was to reduce morbidity and mortality among the poor and disadvantaged poor people. The program started in 1972, with war ruined Bangladesh after a long struggling nine month's liberation war. Local community needed to be provided with affordable and accessible curative health services. For promoting the preventative health education and accelerating health interventions to maximize community health care services had been taken into consideration. The first health program of BRAC had begun in 1972 was essentially curative. BRAC's first project at Sulla became a field based for testing 'home made oral rehydration solutions' to prevent death from dehydration of diarrhea. The experimentation undertaken in cooperation with the International Centre for Diarrheal Disease research Bangladesh (ICDDR, B), BRAC developed a home based method for preparing oral saline for the purpose of treating diarrhea and dehydration. Later on, these well experimented strategies for treating diarrhea and dehydration with home made oral saline promoted to use by the target people by the country wide.<sup>62</sup> In early 1980, BRAC launched its nationwide effort to teach oral rehydration therapy to every one of 13 million village

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<sup>62</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992), p. 60.

households in the country.<sup>63</sup> Thus, BRAC extended and expanded its health program country wide through hands on learning and training to its target people with primary health care services and enhancing health awareness for community health care development.

#### **2.4.3 BRAC Social Development, Human Rights and Legal Service Program**

BRAC had been working for social development program, human rights and legal services program with a view to strengthening and ensuring accountability of the local government. These programs were run by BRAC with an aim of creating sustainable changes in the lives and livelihoods of the poor. Women were focused to be empowered with increasing their awareness of legal rights, social rights so that they could find a way out of protecting themselves. The most vulnerable were the women. Their social rights and human rights were upheld by the program initiated.<sup>64</sup> The human rights and legal services programs were also run to protecting and promoting human rights, especially women, through legal aid, legal representation and empowerment. ‘Polli Shamaj’, ‘Union Shamaj’, ‘Issue Meeting’, and ‘Capacity building for Union Parishad Representatives’, ‘Popular Theatre’, ‘Human Rights and Legal Services’ etc were worth mentioning.

#### **2.4.4 BRAC Education Program**

Bangladesh had a commitment to achieve universal primary enrollment of five years by 2010 and of eight years by 2020 giving special emphasis on girls which would help to reduce infant mortality rates and shrink the proportion of very poor in the

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<sup>63</sup> *Ibid.*, pp. 60-61.

<sup>64</sup> BRAC *Annual Report 2006*, p. 42.

population from 36% at present.<sup>65</sup> Non-Formal Primary Education was expected to raise the enrolment rate and reduction of drop out rates and enhancement of education rate. Since 1985 the Education Program of BRAC focused on continuous effort by providing education to make education more accessible to poor children, especially to the girls.<sup>66</sup> BRAC provided non-formal primary education to meet the needs and demands of its target peoples for their education with the present realities of the poor.



Picture of BRAC School

Source: BRAC Annual Report 2006

BRAC's non-formal primary education program had been running more than 38250 schools since 2008.<sup>67</sup> BRAC had started its Non-Formal Primary Education Program (NFPE) to increase children's effective participation in their own socio-economic

<sup>65</sup> World Bank, *Bangladesh Education Sector Review*, Volume I (Dhaka: The University Press Limited, 2000), p. 1.

<sup>66</sup> Samir Ranjan Nath, *Quality of BRAC Education Program: A Review of Existing Studies*, *Research Monograph Series no 29* (Dhaka: Research and Evaluation Division, BRAC, August, 2006), p.4.

<sup>67</sup> BRAC, *Annual Report 2008* (Dhaka: BRAC, 2008), p. 1.

development by increasing the coverage of schools and improving the quality of education.<sup>68</sup> BRAC had developed Primary Schools Models, Pre-Primary Schools, Ethnic Schools and Adolescent Development Programs directing towards the different age groups and for disable children to meet the gaps with ensuring quality of the compulsory basic education.<sup>69</sup>

The objective of the program was to have 70 percent girls in the schools and the attainment had been 65 percent girls for both the younger children and for the older children.<sup>70</sup> Here it is found that the goal of the program was almost near to meet. The schools provided books and other study materials free of cost. BRAC Education Program included with other program likes Pre-Primary school, Adolescent Development Program (ADP), Post Primary Basic and Continuing Education (PACE) and Inclusive Education Program. It was found about 93 percent of the students were admitted into formal schools after completion of non-formal primary education.<sup>71</sup>

In 1988, BRAC made an agreement with the government to improve the quality in the existing Formal Primary Education Program. As a form of experimentation four upazilas were taken as pilot project with achieving the goals to improve the enrollment rates, to reduce the drop-out rate of the students. It was found on to increase daily attendance rates for students along with ensuring the community

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<sup>68</sup> Samir Ranjan Nath, “The Impact of BRAC’s Education Programme on Raising Basic Education Levels for the Children of Rural Bangladesh”, Dissertation submitted to the University of Oxford for partial fulfillment of the degree of Master of Science in Educational Research Methodology, St. Hugh’s College, Trinity Term 1997, p. 8.

<sup>69</sup> Campaign for Popular Education, *Best Practice/Innovation in Education* (Dhaka: Campaign for Popular Education with the support from the Swiss Agency for Development Cooperation and the Royal Netherlander Embassy, Bangladesh, March, 2007), p. 3.

<sup>70</sup> BRAC, *Annual Report 2008* (Dhaka: BRAC, 2008), p. 39.

<sup>71</sup> *Ibid.*, p. 22.

participation. The Government of Bangladesh and BRAC were currently evaluating different alternatives to continuing the program as now continuing and attempting other intervention strategies.<sup>72</sup>

BRAC had also established BRAC University and James P. Grant School of Public Health to provide a high quality bachelor and graduate level education focused on developing future leaders as human capital who can play important role to contribute to the over all development activities in Bangladesh.<sup>73</sup>

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<sup>72</sup> Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* (USA: Kumarian Press, 1992), p. 56.

<sup>73</sup> Golam Mortaza, *Fazle Hasan Abed and BRAC* (Dhaka: Mowla Brothers, 2006), p. 127.

## 2.5 Working Areas of BRAC

BRAC has extended its work beyond the border of Bangladesh. It had expanded its program in the following countries which shown in the table below.

<b>Country</b>	BRAC Bangladesh	BRAC Afghanistan	BRAC Sri-lanka	BRAC Uganda	BRAC Tanzania
<b>Year of Stating</b>	1972	2002	2005	2006	2006
<b>Programs Running</b>	Micro finance Education Health Agriculture & Livestock Social development & Legal Empowerment Disaster Response & Environment Social Enterprises & Investments	Micro finance Education Health Agriculture & Livestock	Micro finance	Micro Finance Health Agriculture & Livestock Adolescent Development Program	Micro Finance Health Agriculture & Livestock

<b>Country</b>	BRAC Pakistan	BRAC Southern Sudan	BRAC Liberia	BRAC Sierra Leone	
<b>Year of Stating</b>	2007	2007	2008	2008	
<b>Programs Running</b>	Micro Finance Education Health	Micro Finance Education Health	Micro Finance Health Agriculture & Livestock	Micro Finance Health Agriculture & Livestock	

Source: BRAC USA, BRAC USA Fiscal year 2008: Summary of Activities (October 2007-September 2008)



## 2.6 BRAC Education Program (BEP)

BRAC had started its literacy program in 1973, with an aim of creating awareness among the people particularly of the women so as to accelerating the process of empowerment. The miserably poor socio-economic condition of Bangladesh was largely due to illiteracy. BRAC had started its educational activities with a functional literacy program for adults. It had been observed that because of illiteracy; people were unable to take part income generating activities, health and other social services. Therefore, educational intervention was required to address. Afterwards BRAC Education Program (BEP) was initiated in those areas where BRAC's development program was being carried out. It was found in National Census Report 1974 that the adult literacy rate was 42% with a huge gender disparity was found between boys and girls after BRAC Education Program (BEP) had started its activities. BRAC could realize that the new curriculum for target group be made as per the needs and demands of time, the BRAC graduates can be human capitals to accumulate the livelihood assets for the betterment of living.<sup>74</sup> In the course of time BRAC decided to initiate an education program as its own namely BRAC Education Program (BEP) for targeting the underprivileged people of Bangladesh in 1985.<sup>75</sup>

BEP's overall aim was to reduce poverty as well as to improve quality of life so as to make a significant contribution to achieve MDG education targets including EFA in Bangladesh through the schooling of poor and disadvantaged children. BEP's Objective was to assist the government to provide education for all by the year 2015

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<sup>74</sup> Samir Ranjan Nath, *Quality of BRAC Education Programme: A Review of Existing Studies, Research Monograph Series No 29* (Dhaka: Research and Evaluation Division, BRAC, August 2008), p.4.

<sup>75</sup> Campaign for Popular Education (CAMPE), *Best Practice/Innovation in Education* (Dhaka: CAMPE, March, 2007), p.3.

in line with the MDG goals. It provided basic education to all children while actively promoting education for those most in need like girls, the disables and the ethnic minority groups. BRAC's Education Program had other objective which was to create and to raise awareness relating to family planning, primary health care through the program of primary education. BRAC Education Program aimed at involving and engaging the community for enhancing the moral values of all persons related with the program for better functioning of BRAC School for the poor children.<sup>76</sup>

### **2.6.1 Target Group**

BRAC Education Program was started with its target group who did have no access to basic education or who were unable to continue their education which made them drop out. This age group was 8-11 years old and adolescence of 11-14 years old from unprivileged, marginal, hard core, poor families.<sup>77</sup> They were generally deprived of availing themselves of the opportunities of education due to various socio-economic and environmental reasons. These were mainly poverty, social disparity, and discrimination and faulty of traditional education system. BRAC Education Program focused on its target group to bring back to education network to produce human capital.

### **2.6.2 Components of the BRAC Education Program**

BRAC launched its (BRAC) Education program (BEP) in 1985 with experimentally starting with 22 non-formal primary schools for children. BRAC had developed two

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<sup>76</sup> Campaign for Popular Education in co-operation with UNESCO, *Innovation and Experience: In the Field of Basic Education in Bangladesh* (Dhaka: February, 2000), p. 2; BRAC Education Manual 2005 (Dhaka: BRAC, July 2005), p. 3.

<sup>77</sup> *Ibid.*, p.8.

separate school models aiming at for children of two different age groups. At present the NFPE was a four year schooling program aiming at 8-10 years old children who had either never attended any school or had dropped out in the initial grade. NFPE provided primary education with a view to incorporating children into formal school system network. The Basic Education for Older Children (BEOC) was another model of BRAC, which focused on children aged 11-14 years. The Basic Education for Older Children (BEOC) program covered up five academic years of curriculum but lasted four years. It was assumed that these students were competent enough to conceptualize the text materials within shorter time period. BEOC provided basic education to those students who were so old that they could not enroll in primary education when they were supposed to be admitted. It was called BRAC Adolescent Primary School (BAPS). BRAC Education Program currently operated a total of 38250 primary schools.<sup>78</sup>

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<sup>78</sup> BRAC, *Annual Report 2008* (Dhaka: BRAC, 2008), p. 1.

The various components of the BRAC education program are shown as follows:

<b>Program</b>	<b>Year of Starting</b>	<b>Selection Criteria</b>	<b>Duration</b>
BRAC Primary School (BPS)	1985	8-10 years children	4 years
BRAC Adolescent Primary School (BAPS)	1987	11-14 years children	4 years
Education Support Program (ESP)	1991	Partner organization	3 years
Urban BRAC primary School	1992	8-10 years children	4 years
Adolescent Development Program (ADP)	1992	Adolescent girls & boys who are Not continuing their education after Being BRAC graduate	
Post Primary Basic and Continuing Education (PACE)	1995	Rural people, non-government Secondary schools of Bangladesh Government under the post primary Basic education program	
BRAC Pre-Primary School (BPPS)	1997	5-5+ children	1 year
BRAC Community School	1998		6 years
BRAC Formal school	1999		6 years
Education for Indigenous Children (EIC)/Ethnic Minority School	1999	Ethnic children	
Government Partnership Program (GPP)	2000		
Inclusive Education (IE)	2001	Children with disability(CWD)	4 years
Children with special Needs (CSN), Included in BPPS	2003		
Partnership with Primary School (PPS)	2005	Government Primary school teachers & Head teachers	

Source: BRAC Education Program Manual 2005 & BRAC Annual Report 2007

### 2.6.3 BRAC School's Location & Setting

BRAC had Introduced BRAC School with one teacher one school. It is known as 'BRAC Model School' with innovative approach. BRAC School is found to be different in type and organization, functional approach from conventional government school in Bangladesh. Almost all BRAC schools are found to be located in the easy reach of the students of the village or urban areas. The villages or urban areas are selected on the basis of the demands and requirements of the local communities, the availability of the target people, school-room and a teacher.<sup>79</sup> No BRAC school can be established with in 3 km of any Government school. The school of BRAC has a typical feature with having a one room school with the size of minimum size of 26'×13'.<sup>80</sup> The school room is usually donated by the local community. A very negligible amount is to be paid as rent for maintenance and repairments. There is a sanitary latrine by the sides of the school-room.

The BRAC schools at the study area were established to function during the year 1995-2010 are shown in the following table.

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<sup>79</sup> BRAC, *BRAC Shiksha karmasuchi, Kormi Unnayan O karmasuchi Bastobion Manual BRAC [BRAC Education Manual 2005]*, (Dhaka: BRAC, July, 2005), p. 8.

<sup>80</sup> *Ibid.*

Year	Number of Schools		
	Sariakandi		Shajahanpur
	Baraikandi	Ghughumari	Jalsukha
2010	-	01	02
2009	-	01	04
2008	01	02	03
2007	01	02	03
2006	-	-	02
2005	01	03	-
2004	04	-	-
2003	-	02	01
2002	03	01	03
2001	02	-	02
2000	01	-	-
1999	01	02	01
1998	03	04	02
1997	01	-	01
1996	03	03	-
1995	01	01	02
Total No of Schools	22	22	26

Source: Based on Field Data of the field Education office of BRAC of the study area.

### 2.6.4 An Overview of BRAC School

Every BRAC school has one room, one school with one teacher. The key features of BRAC School can be mentioned as the following:

- a. One School with a single room. Location of the school would be within the community where students can have easy access to arrive at
- b. Teacher and student ratio would be usually 1:30 and one female teacher would teach all subjects in all classes
- c. 70% Students are girls while 30% students are boys
- d. 8-10 years old students are enrolled who are deprived of being enrolled in govt. primary School or dropped out in the early level
- e. School timing is flexible as per the requirement of the community
- f. There is no long holiday in BRAC School. It maintains long contact hours for the useful and meaningful continuation of the learning.
- g. Teachers-parents meeting are held once a month and the mothers from parents take part in discussion about the problems and academic progress of the learners.
- h. Parents and local elites participate in the management committee. The committee consists of seven members by which the school is run and of which at least four are women
- i. New schools are established as per the necessities of the local community and on the availability of the room
- j. Teacher and the program organizer's visit to absentee pupils' at their homes.<sup>81</sup>

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<sup>81</sup> Samir Ranjan Nath, *Quality of BRAC Education Programme: A review of Existing Studies, Research Monograph Series no 29* (Dhaka: Research and Evaluation Division, BRAC, August, 2006), p. 4.

**Pictures of BRAC School of Jalsukha [Khottapara, Shajahanpur, Bogra]**



BRAC School: Outside view



BRAC School: Inside view



### 2.6.5 Teacher-Student Ratio

Teacher-student ratio can be stated as most important variable in a school. Teacher-student ratio is important because every learner needs teacher's assistance. The ratio is strictly maintained in BRAC Non-Formal Primary School for ensuring the quality education. In most of the cases it is found that the learners who are taking education from the BRAC schools are the first generation in learning. The BRAC schools maintain a ratio of 1:30 on an average.<sup>82</sup> In the study areas of this research, the ratio of the student-teacher is sometimes observed as 1:33 on an average.

Place of BRAC School	Number of the Teacher	Number of the Student	Teacher-Student Ratio
Vill: Ghughumari, Uni: Chandan Baisha, Up: Sariakandi Dist: Bogra	01	33	01:33
Vill: Jalsukha, Vill: Khotta Para, Up:Shajahanpur Dist: Bogra	01	28	01:28

Source: Based on Field Data, Collected on 2010.

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<sup>82</sup> BRAC, *Together for Education: New Horizons in Bangladesh*, p. 18.

### **2.6.6 Teaching-Learning Materials**

There are various learning resources, used for teaching to the students by the teachers for effective learning. Those are books, exercise books, stationeries for the students, other teaching aids like globe, map, charts, manual for the teachers' etc. BRAC provides all study materials to the students free of cost.<sup>83</sup>

### **2.6.7 Innovative Features of BRAC Education Program**

From the document analysis BRAC and BRAC Education Program by the researcher the features of BRAC Education Program was explored by the researcher which can be termed as innovative features of BRAC Education Program as compared to conventional educational system. It can be mentioned as follows:

- BRAC's concern for women's advancement. It reflects in the ratio of male and female students and in the recruitment of teachers
- It is a flexible teaching-learning system for the target population
- This education system is the next chance for the youth and the drop out children to re-enter the education system
- BRAC Education Program offers access to those remote areas where the government initiatives has not been found to reach yet
- The Education Program is conducted at a very low cost
- The participation of the community is very important in this education system. BRAC schools have been found to be developed a good management system. Parents' participation in the management of the school, in supervision of the teacher, in setting the school hours and in setting the school calendar are worth mentioning

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<sup>83</sup> Catherine H. Lovell, *The BRAC: Non-Formal Primary Education Programme in Bangladesh* (New York: UNICEF, December 1989), p. 18.

- The teaching learning process is very effective and enjoyable with the combination of co-curriculum activities, which help to prevent from the possibility of dropout
- The learners sit in a U-shape. Care is always taken to maintain the cleanliness both of the class room and of the learners
- There is a healthy, harmonious and co-operative teacher-student relationship
- The school environment is safe and congenial
- Regular supervision is an important feature of BEP. It helps to maintain standard of the schools in qualitative manner
- BRAC's school program offers both short term and long term training for the teachers and supervisors and training manual is developed for their training.

[Source: Catherine H. Lovell, *Breaking the Cycle of Poverty: The BRAC Strategy* & Samir Ranjan Nath, Quality of BRAC Education Programme: A review of Existing Studies, *Research Monograph Series no 29*]

### **2.6.8 Curriculum: The Structure & Functions**

Curriculum plays a vital role in ensuring quality of any education program. It is observed that BRAC has its own curriculum for its Non-Formal Primary Education Program. It directs up to class three. The overall objective of the NFPE curriculum is to help rural children to achieve basic literacy and social awareness. From class four and five BRAC follows the NCTB, a national curriculum approved by the government of Bangladesh. BRAC follows the public curriculum approved by the government of Bangladesh but BRAC develops its own curriculum for BEP with a view to preparing the students to be self confident. BRAC prepares its own text book for the use of grade IV and V. The total NFPE curriculum is divided into four subject areas: Bangla,

English, Mathematics and Social Studies. The later encompasses health, nutrition, hygiene, sanitation, safety and first aid, ecosystems, community, the country, the world and basic science. Teachers guide for each subjects are also developed for ensuring quality teaching learning classes at BRAC schools.<sup>84</sup>

The BRAC curriculum as approved by the experts and it has developed elaborate materials with a view to meeting the needs of the poor and rural students. The extra curricular activities like physical exercise, singing, dancing, drawing, crafts and games, as well as storybook reading are also included. These help prepare the students intellectually, socially and physically and shape-up them with fostering self confidence. Learning through pleasure approach and special care ensures regular attendance.<sup>85</sup>

In education, materials development is a continuous process. It is important for designing content and grading the syllabuses that includes in curriculum. BRAC develops education materials by the experts. The demands of the target group, the level of their understanding (elements of amusement) gives sufficient consideration in the development of the materials. At present BRAC is engaged in publishing a children's magazine to distribute in the schools.<sup>86</sup> The reading materials like text books, readers exercise books, slates, lap boards, pencils etc. are provided free of cost to the students.

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<sup>84</sup> BRAC, *BRAC Report 1992* (Dhaka: BRAC, 30 June, 1993), p. 38.

<sup>85</sup> Kazi Sameeo Sheesh, "Public Expenditure for Education in Bangladesh", Un-published Master's Dissertation, submitted to the department of Economics and Social Science, BRAC University, Bangladesh, November 2004, p. 29.

<sup>86</sup> Catherine H. Lovell, *The BRAC: Non-Formal Primary Education Programme in Bangladesh* (New York: UNICEF, December 1989), p. 18.

### 2.6.9 Teachers and Teaching Quality

The researcher explored and found the fact that BRAC schools are directed in a learner-centered approach. The teacher directly influences the quality of achievement of learners and contributes to their intellectual and all round development. Eligibility to become a BRAC school teacher depends on requirement as set by BRAC. The teacher must be a married woman with a local resident of the village and she has successfully completed her SSC standard education. They are thereafter trained provided by BRAC to meet the demands of the program. At present 65% of the teachers are secondary school graduates or have higher academic degrees. Ninety-eight percent (98%) of the teachers of BRAC schools were female and they were staying in the same village.<sup>87</sup> In the study area it is observed that few teachers were H.S.C and Bachelor degree holders. Female teachers were found to be more effective in terms of regular attendance and creating a caring environment in the classroom. Usually two persons were kept in reserved in a panel to work as teachers to replace in the event when a working teacher leaves the job. The selected teachers are usually given an initial 12 days training in the BRAC training centre, followed by a periodical training at a beginning of each year to familiarize teachers with the new syllabus. Regular monthly one-day refresher training is imparted to the teacher of the school. Bi-weekly supervisory visits reinforce the continued development of teachers.<sup>88</sup> In the BRAC School, the same teacher teaches the same batch through the entire four years schooling cycle.

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<sup>87</sup> Best Practice/Innovation in Education (Dhaka: Campaign for Popular Education with the support from the Swiss Agency for Development Cooperation and the Royal Netherlander Embassy, Bangladesh, March, 2007), p. 5.

<sup>88</sup> *Ibid*, P.18.

### 2.6.10 Management and Monitoring

“The teachers are mainly in charge of conducting the classroom. They are assisted by the parents, members of the school management committees, resource teachers, program organizers, team incharges, quality managers, regional managers and supervisors. All of the workers related with the BRAC Education Program treated as the facilitator.”<sup>89</sup>

### 2.6.11 School Schedule Management

“From 1997, BRAC is conducting 4-year NFPE, which covers the 5-year duration of the government primary schools. The total contact hour of BRAC is more in volume than the total number of government primary schools.”<sup>90</sup> From class 1 and class 5 the time covered is as follows:

Class 1:	9 months
Class 2:	9 months
Class 3:	10 months
Class 4:	10months
<u>Class 5:</u>	<u>10 months</u>
Total:	48 months <sup>91</sup>

Up to class two, classes are held 3 hours daily. For 3 classes hold for 3:30 hours daily and for class 4 and 5 classes are held 4 hours daily. School working hours are fixed by parents as per their convenient. Normally the classes start in the morning without any special cases. Researcher observed the school schedule in the study area during this research.

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<sup>89</sup> Campaign for Popular Education (CAMP), *Best Practice /Innovation in Education*, CAMPE (Dhaka: March, 2007), pp.12-13.

<sup>90</sup> *Ibid*, p.13.

<sup>91</sup> BRAC, *BRAC Shiksa karmasuchi, Kormi Unnayan O karmasuchi Bastobion Manual 2005* (Dhaka: July, 2005), p. 4.

### **2.6.12 Classroom Management**

The teachers are the main authority of a classroom as found by the researcher at the time of observation. At the teachers are supposed to make sure the cleanliness of the learners. It is found that the learners sit in a U fashion. The walls are decorated with calendars, various charts, wall magazines and drawings are drawn by the children to decorate the room in an attractive manner. The learners do everything with the supervision of the teacher. It is noticed that the faults of the learners always are corrected with language of sympathy and encouragement. The teacher is found to be friendly with the students. Learners at school feel homely environment in the class. Interaction between students teachers at classroom make very effective learning environment. These are found by the researcher at the time of classroom observation during the study period.

**Class Room of BRAC School in Ghughumari (Chandan Baisha, Shariakandia, Bogra)**



The teacher is monitoring the class activities



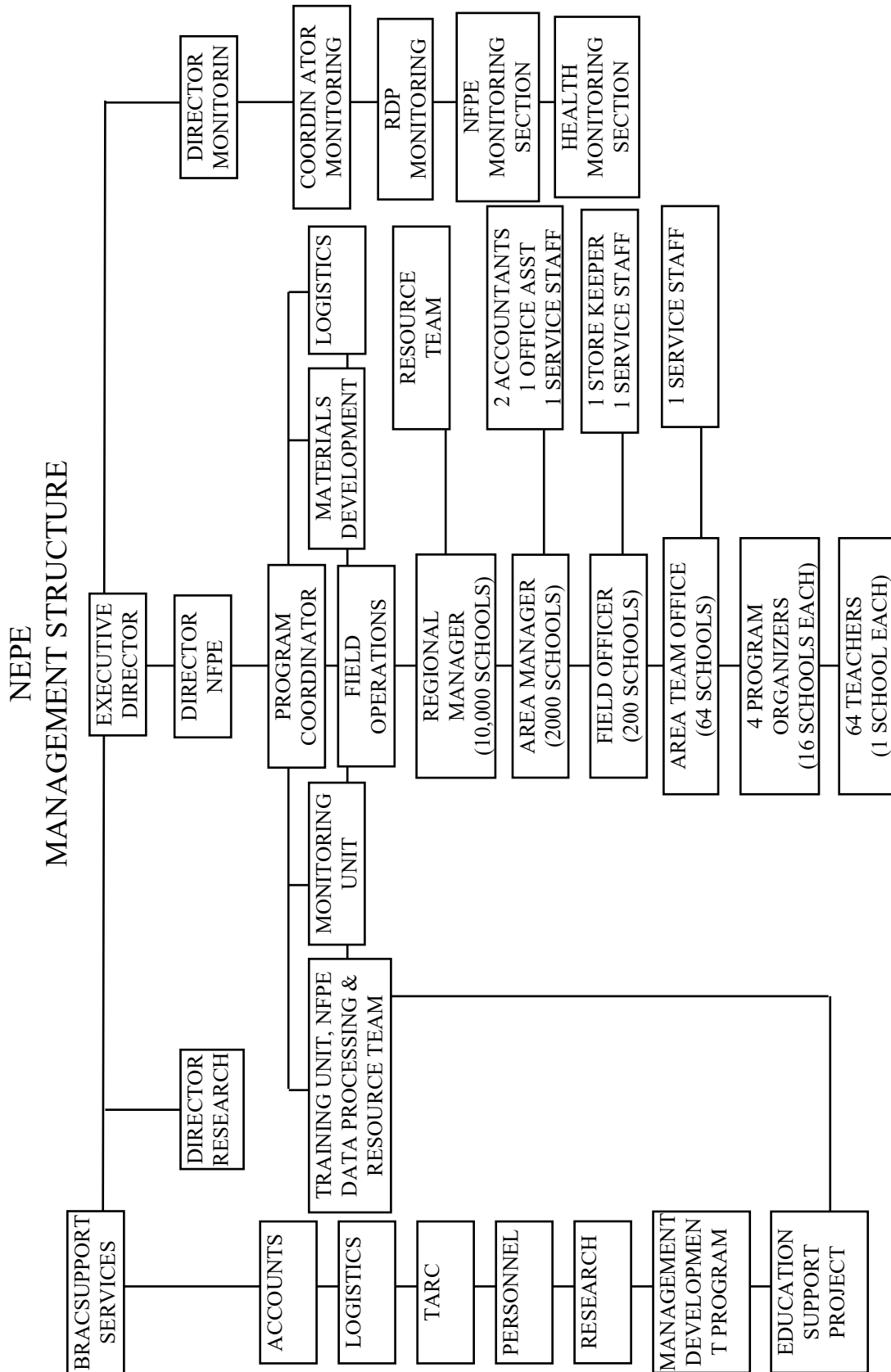
The Students are seen in the class room with their class teacher



### **2.6.13 The Structure of Management**

In the management system is very strictly maintained to be monitored and supervised. It is found that the director is the chief personnel in the implementation and management of the BRAC Education Program. He is in charge of overall supervision. The program organizers are responsible to ensure quality control. The management is run under the guidance of the director. Both the team of field operation unit and quality control unit, work together to ensure the achievements of the goals and objectives of the BRAC Education Program. The field experience of the study about BRAC education management revealed the real picture of the structure of management of BRAC Education Programs' controlling system.

**Organogram of the BRAC Education Program**



#### **2.6.14 Field operation Unit**

A field operation unit at BRAC is assigned to implement the BRAC education program. The team includes Area Education Manager (AM), Team-in-Charge and Program Organizers (PO), Program Assistants (PA) and the Resource Teachers are the key personnel of the field level. Area Education Manager is the main person in the field management. To supervise the team office, planning new school openings, to inspection or visits to schools, to make communication with the quality managers and arranging supply of materials are the main responsibilities of the manager. Area Manager directly reports to the Regional Manager (RM). Area Education manager performs his responsibility from the regional office and the others from the branch offices of BRAC. In the study area it has been observed that the Area Education Manager sits in the BRAC Regional office, Betgari, Bogra. The other personnel perform their duties from the local offices under Betgari regional office. The appointment of “team in charge” is now renamed “branch manager”. Branch Manager looks after of a team office. Program Organizer is the in-charge of 12 to 15 schools. The duties of the Program Officers (PO’s) are to supervise the schools twice a week; and they are supposed to assist the teachers instantly, conduct refresher courses monthly to remedial activities of the faults and difficulties so that necessary guidance can be provided. The Resource persons who are called “teacher”, at present supervise schools and conduct parent’s meeting on regular basis. Besides all the appointments mentioned above there is another type of appointment is found in some of the places called Quality Assurance Specialist (QAS). He inspects the schools, arranges workshop to ensure quality education and helps to achieve over all goal and objectives of BEP.

### **2.6.15 Material Development Unit (MDU)**

The material development unit in BEP is assigned to develop and modify the curriculum and materials of the education program in match with the BRAC schools requirements. The unit is designed for the development of the curriculum and learning materials with a view to ensuring quality control. Quality control is a continuous process. It includes writing, field testing and monitoring the curriculum and learning materials by trying out at the field level.

### **2.6.16 Management of the Schools**

BRAC school management team plays a vital role in managing overall education program in BEP. BRAC education program (BEP) ensures the local peoples participation for management of BRAC schools. BRAC schools are run by the active community participation along with the teachers and workers. Parents participate in the management of the school and in supervision of the teacher, setting school hours and in setting the school calendar.<sup>92</sup> The researcher found that community support and participation of local people had a great role to play which is very significant in the BRAC school management.

### **2.6.17 School Committee**

BRAC School has a school committee. It consists of 7-members school committee by the local people for each of the learning centre. Out of seven four of the members are taken from the parents of male and three of them are female guardian or mothers. The parents of the particular learning centre are selected as the members of the committees

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<sup>92</sup> Ian Smillie, *Words and Deeds: BRAC at 25* (Dhaka: BRAC, 1997), p. 23.

for the schools whatever education they have. Both literate and illiterate members are found in the committee. A community leader and the teacher are chosen as members of the management committee. The chairperson of the committee is nominated from either parent of a student or the chairperson /cashier of the BRAC Association. Thus, the school committee contributes significantly to achieve its goal and objectives. The following table shows BRAC school education management committee.

Serial	Position	Areas are included in RDP	Areas are excluded in RDP	Who Would Be
1	Chair Person		√	Student's father/mother/guardian
	Chair Person	√		Chair person/Cashier of BRAC Association
2	Community leader	√	√	Local Community Leader
3	Member Secretary	√	√	Teacher of the particular school
4	Member	√	√	Mother/female guardian
5	Member	√	√	Mother/female guardian
6	Member	√	√	Mother/female guardian
7	Member	√	√	Father of a student

Source: BRAC Education Program Manual 2005.

The committee members have some responsibilities to carry out. The responsibilities of the committee can be stated briefly as follows:

- to ensure the regular attendance of the learners
- to ensure the regular attendance of the teachers
- to protect school houses and furniture from theft and calamities like flood
- to ensure the necessary repairment and maintenance of the school

- to look after the healthy relationship with the learners and the parents
- to organize regular meeting of the committee to solve diverse problems or issues
- to assist the teacher with special problems if any arises.

Each member of the committee is to visit the respective centre once a week.<sup>93</sup>

### **2.6.18 Parents' Meeting**

Parents' meeting is found to be held on regular basis.

- the parents/guardians are assigned to hold a meeting once in a month
- the school teachers and BRAC staff also attend the meeting
- it ensures the regular attendance of the students
- it decides upon the convenient school-hours
- it reviews the progress of the students.

### **2.6.19 Economic Co-operation of the Parents/Guardians**

From 1998, the parents are to pay taka 5.00 per head per month to meet the expenses for study materials like slate, pencil, khata etc.<sup>94</sup>

### **2.6.20 Monitoring**

It is observed that BRAC has its own internal monitoring unit to monitor its Education Program. The management decides upon the area, time and manner of monitoring. Accordingly, members of monitoring team monitors in random fashion following a prescribed checklist. The management reviews the monitoring report forwarded by

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<sup>93</sup> Catherine H. Lovell, *The BRAC: Non-Formal Primary Education Programme in Bangladesh* (New York: UNICEF, December 1989), p. 22.

<sup>94</sup> Campaign for Popular Education in co-operation with UNESCO, *Innovation and Experience: In the Field of Basic Education in Bangladesh* (Dhaka: February, 2000), p. 7.

the monitoring unit. Upon the reports sent by the monitoring team actions are taken accordingly. The supervision and monitoring system is found to be very strict. It has to be maintained by all the groups as they are responsible for this.

### **2.6.21 Teaching – Learning Process**

The researcher has observed the BRAC schools' classes and found that the major strength of the BRAC School is its ensuring quality education to its learners by ensuring a well experimented teaching methods and approaches which proved to be most effective. Its teaching methods and classroom practices are learners-centered and participatory. It enhances an active learning environment. It also makes the lessons interesting and helps the students understand better. Both group work and individual activities are encouraged. Physical punishment to students is totally discouraged at BEP. Homework assignment is less emphasized. Concepts are learned through activities designed to inculcate creative thinking and problem solving skills. Co-curricular activities like physical exercise, singing, dancing, drawing, crafts, group work, games and story book reading are used to foster the creative thinking process of the learners. In the BRAC schools, a good amount of time spent each day on games and fun activities like singing, dancing, story telling and role-playing, are focused on improving articulation and clarity of learners' speech.<sup>95</sup> All activities as practiced at BRAC School are done in enjoyable and pleasant manners.

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<sup>95</sup>Golam Mortoza, *Falze Hasan Abed O BRAC.BRAC: The Vision of Fazle Hasan Abed* ( Dhaka: Mowla Brothers, 2006), p.120.



A Dancing Student is Seen Engaged in Co-Curricular Activities of BRAC Education Program [Source: BRAC Annual Report 2006]



Co-Curricular Activities of BRAC Education Program: A group Activities [Source: Together of Education: New Horizons in Bangladesh, ND.]



Classes in BRAC schools are held six days in a week. Learning process within the school hours are encouraged and no home works are assigned, because most of the parents are illiterate and thus they are unable to help their children with homework. It is found that three hours are allotted for first three grades and four hours for 5<sup>th</sup> and rest of the grades. Teaching-learning practices in BRAC schools aim to shape up learner's attitude and quality of life. It focuses on the learners' character and behavior for becoming honest and maintaining discipline, patience and self esteem and self-regulation. BRAC School and its education program is directed towards over all development of every student sothat they can grow as being human capital and thus they can contribute a lot to development process of self and of society.

BRAC schools are found to open during Ramadan. Teachers' students contact in school is an important indicator of quality education. Teachers are considered to be one of main catalyst in ensuring quality education. Teachers are from same background and their interactive role in class rooms played significant positive role in enhancing quality in teaching learning activities. Almost all BRAC school teachers are women taken from the same social background from nearby villages where the BRAC Schools are located. The students are inspired to help their parents their work or at home. It indicates that BRAC students are trained up to work in a team as helping agent.

Daily and weekly progresses are evaluated on regular basis. But there was no formal examination system at BRAC School. From 2009 BRAC students are appearing at the Primary School Certificate (PSC) examination after completion of class five.

The following features are found to be the outcomes from the observation by the researcher about the teaching-learning process of the BRAC School. Observation sum up can be stated as:

- positive reinforcement
- peer assistance
- no or least home work
- no long vacation and
- no formal examination except the final terminal examination after completion of class five with the other formal school of the government of Bangladesh, which is the major feature of the formal schools of Bangladesh.

BRAC aims at providing opportunities of education for all the children including those who have been marginalized in Bangladesh. BRAC Education Program has made some progress, it is also found to bring positive change in the community participation, reduce drop out rates and improvement in enrolment rates and ensures equal opportunity of girls and boys in enrollment. Once the children and their parents have experienced enjoyable teaching-learning activities at BRAC School, both parents and students are very much positive to feel ownership of BRAC School. So, they strive for sustaining with BRAC School. BRAC Education Program is found to be well supervised teachers with reasonable class size in low-cost or free schools which are close to their home and provide an environment where success is expected, their attitude toward education is being changed. Having experienced success in the BRAC Schools, they are willing to work hard so that their children can continue their education. These are the unique features of BRAC Education. It is observed that BRAC sets up example of a unique model for education. It can be termed as an innovative example for new education curriculum development with low cost. Therefore, the study explored that BRAC Education Program attempts to grow all the

inner potentialities of the learners so that they can cope up with present reality of lives and shape up their confidence level more positively. The schooling itself motivates the learners to learn and the students are found to be very much enthusiastic to their school. The most striking feature is that BRAC graduates and their parents realize that education is the best assets which can be achieved through using human brain with hard work along with quality use of time and resources and enthusiastic active positive involvement in learning activities.

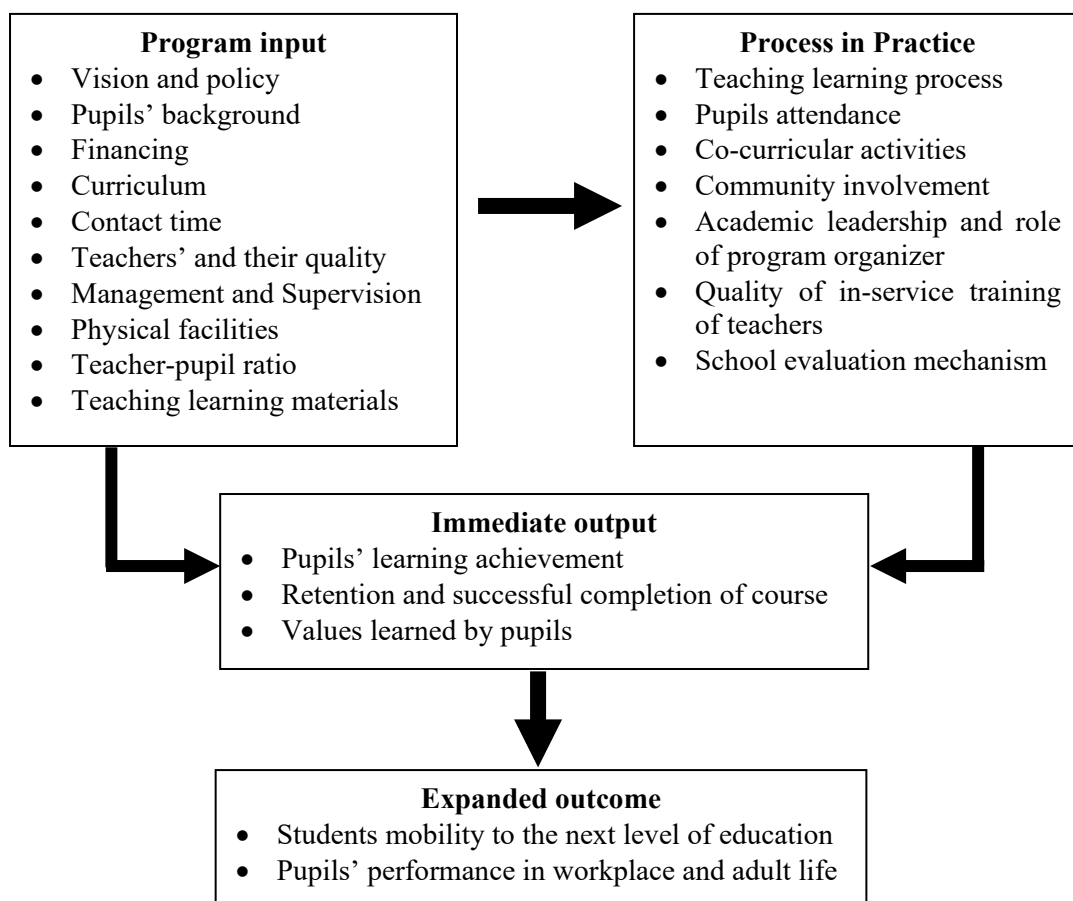


Figure 2.1: The Analytical Framework for Quality Assessment of BRAC Education Program

Source: UNESCO (2005), Mayeer et.al. (2000), Chowdhury et.al. (1997).

[Quoted from: Samir Ranjan Nath, Quality of BRAC Education Programme: A review of Existing Studies, *Research Monograph Series no 29* (Dhaka: Research and Evaluation Division, BRAC, August, 2006), p. 10.]

The Analytical Framework for Quality Assessment of BRAC Education Program shows the complex interaction of BRAC education program inputs interact with the process in practice that produces immediate outputs which ultimately turns into expanded outcome and all these input process in practice immediate output and expanded outcome make a human capital that creates a better livelihood by adding other livelihood assets like social capital, physical capital, environmental capital and financial capital. As a process of being human capital, every human beings are getting well equipped to contribute largely to the society where they live in. and thus social development happens through a complex web interaction of all the components of inputs process and output and outcome. Finally, the over all contribution made by BEP to every sectors in lives and livings of all human beings are worth mentioning. Therefore it is found that BRAC education plays a significant positive role to contribute to the development process.

## **Chapter 3**

### **Methodology and Study Area**

Methodology of a research determines the means of addressing the research questions. There are many ways of doing research work but it is very important to choose the appropriate methodology for a specific one. It depends on the researcher's objectives or what he/she wants to achieve. Different methods need different types of data and different tools to collect such data. A research work depends both on the quality of data and on the way it is processed. This chapter focused on a description of the study area and methodological explanation of what has been done and how it has been done.

#### **3.1 Nature of the Study**

Primarily this study is explorative in nature, because it endeavors to inquire about the impact of BRAC Education on social development in the study area. The researcher has collected and reviewed detailed information about BRAC and its Education Program. So, practically the present research is a combination of explorative and descriptive study. It is an empirical study also. To meet the objectives it was necessary to collect primary data from respondents who had completed their primary non-formal education, imparted by BRAC Education Program and from their guardians.

#### **3.2 Study Area**

Selection of the study area depends on the specific purpose of the study. The selection of appropriate study area is one of the most important parts of a study. Considering the relevance of research quarries, two upazilas from Bogra District have been

selected for the present study. Purposive sampling technique has been followed to select the study areas. There are twelve upazilas in Bogra District, where BRAC Education Program (BEP) is being implemented under the supervision of BRAC Regional Education Office, situated at Betgari, Bogra. Among those, two upazilas have been selected as the study areas for this research. The upazilas are Sariakandi and Shajahanpur. There are thirteen unions in Sariakandi upazila where BRAC worked under two education offices of the NGO (12 unions from Sariakandi and one union from Dhunat). The researcher has chosen two unions out of thirteen. The names of the two unions were Chandan Baisha and Kutubpur. From the mentioned two unions two villages namely Ghughumari and Baraikandi have been selected for the collection of data. Total 901 BEP graduates have completed the education in the thirteen unions given by BEP by 2005. Shajahanpur upazila BEP office covered nine unions as its working areas. Within those the researcher has taken another study area from Khottapara union. From Khottapara one village namely Jalsukha has been selected as another study area for the present study. A total of 662 students have received education given by BEP in this village.

**Map 3.1: Map of the Study Areas Situated in Bogra Zila, Bangladesh**



Map 3.2: Map of Sariakandi Upazila

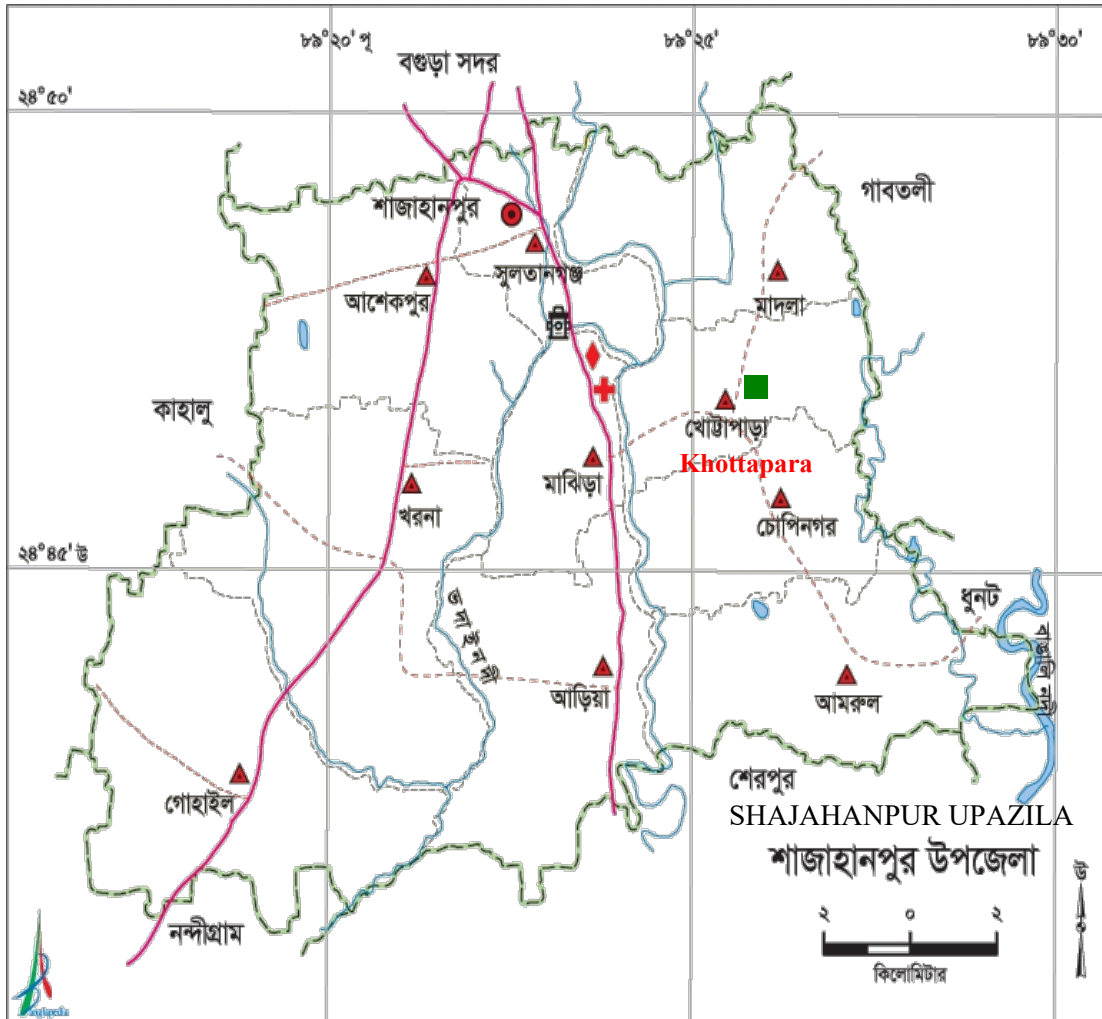
Study Area ■





Map 3.3: Map of Shajahanpur Upazila

Study Area ■



### **3.3 Methods of the Study**

This study has been adopted different methods, tools and techniques of social science research for collecting, tabulating and analyzing the collected data attempting to address the various objectives of the research problem. Both qualitative and quantitative data have been collected to bring out the relationship between education and social development. Social survey is the principal method which has been used to bring out a picture of the impact of BRAC Education Program on social development in the study areas. Case study, content analysis, documentary analyses have also been applied to identify the key features of the BRAC Education Program and its impact on social development.

### **3.4 Sources of Data**

Both primary and secondary data have been used in this research. To determine the impact of the BRAC Education Program on social development an attempt has been made to carry out a comparative assessment, by collecting similar data from the people who have never enrolled to school of the study areas, as well as those who have completed BRAC Education Program. Primary data sources including study areas and sample respondents have been chosen from the two upazilas of Bogra district. Secondary data sources include related books, journal articles and published and unpublished research materials. Both qualitative and quantitative data have been used for this study.

### **3.5 Study Population**

Considering the relevance of research queries the BRAC school graduates living in the two upazilas of Bogra District have been selected as the main respondent

population for the present study. Purposive sampling technique has been followed to select the study areas. Respondents are those who have got the benefit of the services provided. Students who have already completed their study at BRAC School under the BEP 2-10 years back and are at present either engaged in further studies or involved in different economic activities are the main respondents. Without considering the family background, obligations and aspirations it would have been difficult for the researcher to contextualize the respondent's development through education. So the household head, who are one of the beneficiaries, have been interviewed to get the socio-economic background of the BRAC graduates which is mentioned in the study sample in the text. A total of 342 (312+30) household heads were interviewed though they are not the main respondents but they are more important to understand the main respondents deeply.

### **3.5.1 Sample Size**

A total of 342 (312+30) respondents are included in the study from the study areas. Total 901 (2000-2005) students from Sariakandi upazila and 662 (2000-2005) students from Shajahanpur upazila have completed BRAC Education. The researcher purposively has selected three villages Ghughumari, Baraikandi and Jalsukha and tried to include all BEP graduates living in those villages. The number of respondents who have been included in the study is described below:

### Respondents Categories

Types of Respondents	Study Area (village & Union)	Up & Dist	Population	Sample	BRAC Graduates		Total
					Male	Female	
BRAC School Graduate	Vill: Ghughumari Uni: Chandan Baisha	Sariakandi, Bogra	901	180	45	45	90
	Vill: Baraikandi Uni: Kutubpur				45	45	90
	Vill: Jalsukha Uni: Khotta para	Shajahanpur, Bogra	662	132	66	66	132
Total					156	156	312

Types of Respondents	Study Area (Village & Union)	Up & Dist	Male	Female	Total
Never Enrolled to School	Vill: Ghughumari Uni: Chandan Baisha	Sariakandi, Bogra	05	04	09
	Vill: Baraikandi Uni: Kutubpur		04	05	09
	Vill: Jalsukha Uni: Khotta para	Shajahanpur, Bogra	06	06	12
Total			15	15	30

Total 312 BEP graduates have been taken as respondents for this study. The researcher has collected information and data from 30 respondents who never enrolled to any school group (of more or less the same age group and from the similar socio-economic background) for making comparisons with the BRAC graduate group so that the researcher could get a comparative scenario regarding the impact of education on social development from BRAC school and uneducated groups. The number of the respondents from the never-schooled population is only 30, as it is difficult to find people who have never attended any school in the study area. The researcher has collected information and data from the parents of each of the principal respondents.

From family members of principal respondents, informants are selected purposively. The informants selected for informal interview are taken from the same families who have been surveyed as the principal respondents. The sample size of the informants are initially 342 for assessing the perceptions of the local people on social development, but after collecting the data from the field it has been reduced to the number of seventy-three (73) households. Most informants have been found non-responsive to the questions of self and social development. Therefore, after editing of the collected data, information given by some of the informants are discarded. Out of 73 informants 48 are from BRAC respondent households and twenty-five (25) are from never enrolled to school respondent household. Out of 73 informants, 42 are female informants and 31 are male informants. For getting better understanding, the researcher has made a request some of the people to take part in informal group discussion sessions which has been very helpful for researcher to get an over all pictures of BRAC Education and its impact on the stakeholders of BRAC Education Program. It has revealed the mind set of the peoples and their opinions and views have been recorded.

### **3.5.2 Rationale for Sample Size**

It is, therefore, established that the size of sample would be what the researcher can afford and if this is adequate for the study purpose. For exploratory or in-depth work the aim of the researcher is to get a “feel” of the problem. There is no point in using a large sample. So the sample size with in a range of 30-50 is normally enough.<sup>96</sup> This study was explorative in nature primarily. Exploration of the impact of education was

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<sup>96</sup> Paul Nichols, *Social Survey Methods: A Field Guide for Development Workers* (Oxford: Oxfam Print Unit, March 1981), p.53.

the attempted. The researcher collected detailed description to feel the changes that occurred in the lives in the group who received BRAC education. To feel the changes, comparison of the BRAC educated group with the 'never enrolled to school' group was done in the study. Both groups were from similar socio-economic background (discussed in chapter three). For in-depth study informal interviews, case studies were also used to explore the impact. Keeping all the circumstances in mind the sample size of the second group of this study (the never enrolled to school group) was 30. While selecting a sample researcher need to know about how to get access to the target population. Getting the never-enrolled group of the study areas was a hard work. Almost all the people of the age group either went to general primary school or to BRAC School. Researcher had to go door to door to find them. This was one of reasons for keeping the sample size not larger than 30.

### **3.5.3 Justification for Selecting the Study Area**

The study areas were purposively selected by considering few factors. Those were:

- Those areas were representative of the rural underdeveloped areas than the other parts of Northern districts of Bangladesh.
- Those areas are remote rural where peoples are most vulnerable due to flood, river bank erosion. Resettlement and not having easy access to basic rights.
- The areas were easy accessible for the researcher.
- The areas were representative to many remote areas to Bangladesh.

### **3.6 Techniques of Data Collection**

The data for the study were collected during July 2009 to February 2010. Three techniques have been used to collect data and information during the survey work: 1)

interview with the help of unstructured questionnaire; 2) interview using structured questionnaire; and 3) observation. Besides, sociological and anthropological tools were used to collect data. These were informal in-depth interviewing, informal group discussion and case study. Social development indicators empowerment, health impact, environmental awareness, family aspiration and involvement in community affairs have been studied, looked into, assessed and evaluated in the present study. Interviewing was mainly used for gathering the data and information. Case study and informal group discussion have also been used in this research. Secondary data and information have been collected from different published documents and analyzed to get an in-depth understanding about the BRAC Education Program.

### **3.6.1 Social Survey**

A social survey was carried out in the study area among the main respondents and their elder (guardian) family members using a schedule. The villages were Boroikandi, Ghughumari and Jalsuka. The respondents were interviewed for the socio-demographic information; their opinions about empowerment, status of women in the families, level of awareness regarding health, environment, social consciousness and social relationship etc.

There were methodical concerns during conducting interviewing with the BRAC graduates and with their parents. Rapport building and ethical issues have been maintained. The researcher adopted a friendly role in order to build a rapport with the respondents. The researcher built trust with the respondents by expressing positive attitude towards them. The BRAC graduates were generally aged between 14 to 25 years, and the guardian respondents were 27 to 80 years of age. The researcher was

well aware of the fact and careful about protecting the privacy of the respondents. Considering the privacy of the respondents the researcher has not used the real name of the respondents in the case studies presented in this dissertation.

### **3.6.2 Observation**

Most of the interviews were conducted in the home settings of the respondents in the natural environment. That was an opportunity for the researcher for observing the family situation of the respondents. The activities and nature of the respondents and their families were observed directly. Observation technique was applied to identify their real attitude, their real standard of living, their social problems, quality of health, practices of cleanliness of the household and attitude towards their fellow friends. Frequent visit to the study area helped the researcher to develop an idea about the community reality, so as to distinguish between what was ideally said and what was actually found.

### **3.6.3 Informal Interview**

Informal, flexible in-depth interview were carried out by the researcher in this study. In-formal interview of some informants were taken, like the teachers of the BRAC schools, BRAC officials, selected parents of the BRAC graduates and some selected villagers to get their opinions about the BRAC school graduates, about the never enrolled to school respondents and about the social condition of the locality. The informal interviews were carried out at their premises after completing the survey. An un-structured interview schedule was used to collect data from the elder (guardian) family member of the main respondents (informants). Though a guideline was used as an instrument, yet the informants were allowed to talk spontaneously about their



concepts. Almost all the respondents answered multi dimensional aspects of self development and social development. Relevant notes were taken at the time of informal interviews. At the end of the each day the data were checked and necessary corrections were made of the findings and observation. From the informal interview the perception of the local people came out.

### **3.6.4 Case Study**

Through case study the actual life condition of an individual can be explored.<sup>97</sup> The researcher used case studies for a better understanding of the impact of the BRAC Education Program by thoroughly interviewing a few of the BRAC school graduates. Case study research requires rigorous interviews to know regarding the respondents' personal views.<sup>98</sup> Life stories learned through in-depth interviews helped the researcher to navigate into respondents' past, present, future, dreams and the impact of BRAC Education on their lives. It helped the researcher to take decision about the program, about the implementation process and about the changes that have been taken place among the lives of the respondents. It helped the researcher to portray the over all situation of the BRAC Education Program and its effects on the life of the respondents. The researcher used the case study method to get enough information about the changes that took place in life of the respondents after being exposed to education and the changes that took place in their attitude towards the society.

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<sup>97</sup> Jack R. Fraenkel & Norman E. Wallen, *How to Design and Evaluate Research in Education, Fourth Edition* (New York: McGraw Hill, 2000), p.537.

<sup>98</sup> Kenneth S. Bordens & Briuce B. Abbott, *Research Design & Methods: A Process Approach* (California: Mayfield Publishing Company, 1988), p.166.

### **3.6.5 Informal Group Discussion**

This technique was used to get information and data about the pattern of social problems that the villagers were facing, needs of the villagers and about their expected changes in their villages. Informal group discussion gave the opportunity to the researcher to cross check the information gathered through the other techniques. The gathered people were talking frankly about the real situation of their locality.

### **3.6.6 Document Analysis**

One of the objectives of this research was to explore the nature of BRAC Education Program. To investigate the nature of BRAC Education program document analysis method has been used. Data have been collected from related books, documents, reports of BRAC and BRAC Education Program. After reviewing the secondary materials a description has been prepared and presented about BRAC Education Program.

### **3.6.7 Reliability & Validity of the Data**

The researcher ensured the reliability of the data by using standardized methods of interviewing and taking notes. The researcher compared between documents, information gathered through interviews and direct observation and information given by informants (guardian / family members) to ensure reliability and validity of data.

### **3.7 Formulation of the Question Schedule**

The researcher mainly used a mixed question schedule with open and closed ended questions. For collecting the information from the BRAC graduates the schedule was

a mixed one with open and close ended questions. Before finalizing the schedule pre-testing of the questionnaire was carried out in the study areas and necessary corrections were made.

The questionnaire was divided into five parts. The first part of the questionnaire included questions on the socio-demographic characteristics of the family of the students answered by the parents of the respondents, which included age, educational qualification, occupation, religion, yearly income, number of family members, dwelling place, number of homestead animals, number of household materials, place of defecation, and source of drinking water etc.

The second part was about the personal information of the BRAC graduates. This part included questions about occupation, yearly income, age of marriage, year of enrolment in the BRAC School, name of the Program, duration of schooling, and opinion about BRAC education program.

Third part of the schedule contained the questions about the personal information of the uneducated respondents. Questions about present status, monthly income, age of marriage and occupation in this section.

The fourth part of the schedule was arranged with the questions on the awareness of the graduates. The graduates were asked about some current problems to assess their awareness about the present problems and common diseases e.g. Arsenicosis, AIDS were included among the health problems.

Fifth part of the schedule was constructed with the questions on the social awareness, and social relationship of a person in the present situation. About the priority of boys

and girls to go to school, interests of social contact were asked in this section. Questions on women empowerment were also asked in this section. Moreover, questions about management of the natural environment, health management were included in this section.

Some unstructured questions were set for the informants of the study areas to bring out their ideas regarding the self development and social development and to know about constrains for development in the localities (in their views).

Some unstructured question schedules were used for the informal interview for getting information on the areas from some informants to understand the reality and sometimes to verify the answers given by the main respondents.

### **3.8 Techniques of Analysis**

A schedule was used to collect data from the respondents during field survey. After completion of the survey the questionnaires were rechecked and necessary corrections were made. The data from the survey were entered in to Microsoft Excel .The data were analyzed according to the objectives of the study using simple statistical tools and techniques like percentage, mean and frequency distribution. Descriptive analyses were carried out to describe demographic characteristics. For the comparison of objects between two groups Chi-square test (Pearson or Likelihood ratio whichever applicable) has been used. For the comparison of percentage between two groups Z-test for proportions has been used. From the tests, p-values has been reported and significance level has been determined as 0.05. The responses of the informal interview and the data collected from informal group discussion were qualitative in nature. So the information categorized accordingly based on the specific issues, areas and subjects.

### 3.9 Presentation of Results

Frequency distribution, percentage, tables were used for presenting socio-demographic characteristics, health awareness, cleanliness practice, social awareness and empowerment. Descriptions of the findings of the research were also along with the necessary explanation.

### 3.10 A Short History & Cultural Aspects of the Study Areas

The historical and cultural aspects of the two upazilas of Bogra district is described below.

#### 3.10.1 A Brief Description of Bogra District

Bogra district is located in the Northern areas of Bangladesh. Bogra district was constituted in 1821 by Lal bazaar Thana (present name Pach Biwi), Khetlal, Bodolgachi, Gobindo Gong, Dewan Gong, Adamdighi, Bogra, Sherpur Thana and Nawkhila (present name Sariakandi) Thana.<sup>99</sup> Bogra district is the seventh largest district in Bangladesh according to its area and according to the population it is in the fifteenth place in Bangladesh.<sup>100</sup> It has a glorious background, which makes Bogra a legend. Bogra zilla has been named after the Sultan Mohammad Nasirudding Bugra Khan, who was an independent ruler of Bengal during 1279 to 1282 A.D.<sup>101</sup> Bogra district lies between 24.32' and 25.07' north latitudes and between 88.58' and 88.95' east longitudes. It is bounded of the north by Gaibandha and Joypurthat zilas, of the

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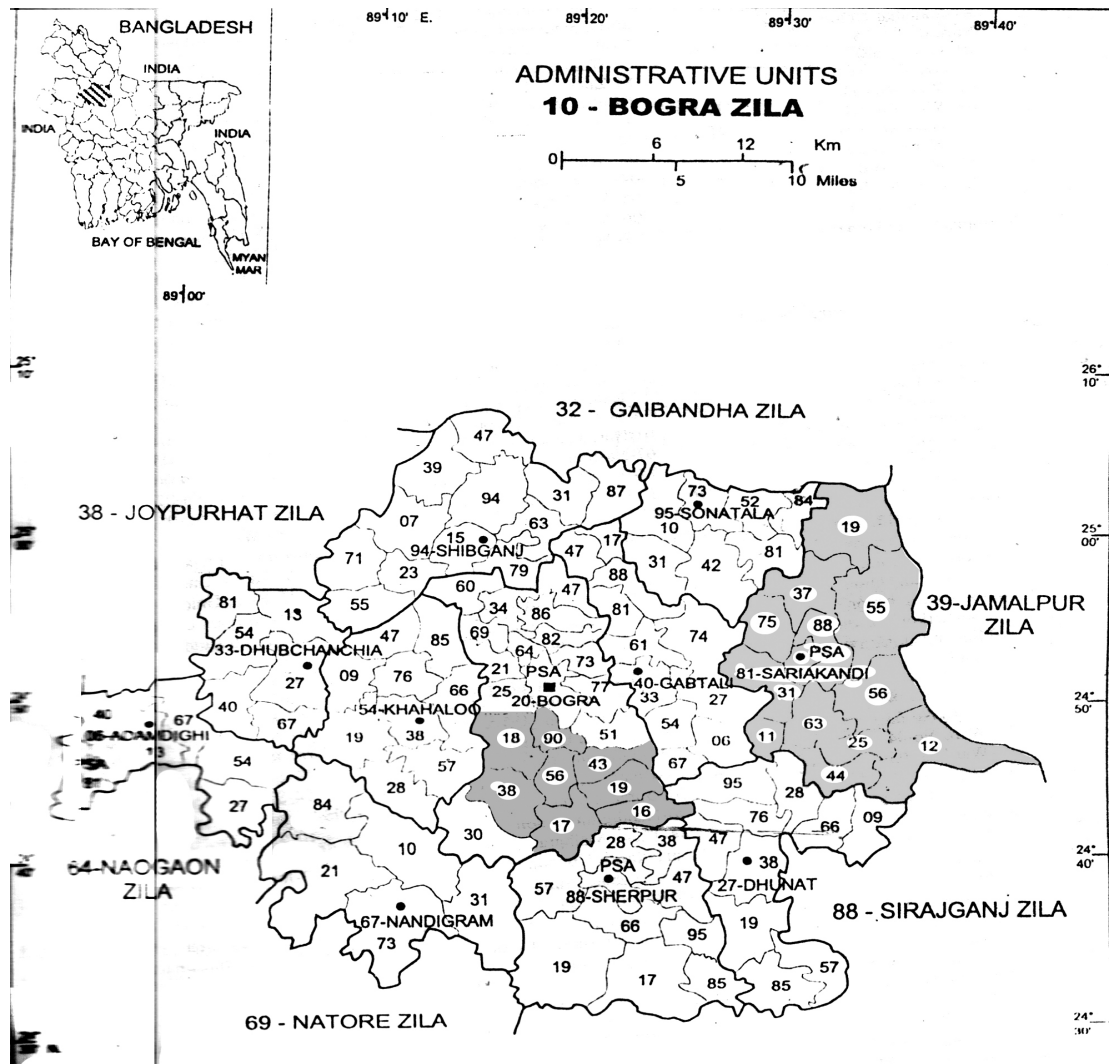
<sup>99</sup> Ministry of establishment of the Peoples republic of Bangladesh Bogra Zila gazateire (Dhaka: 1989), pp. 44, 49.

<sup>100</sup> *Ibid.*, p-49.

<sup>101</sup> Bangladesh Population Census, 1991, community Series, Zila Bogra, Bangladesh Bureau of Statistics, Statistics Division, ministry of Planning, Government of the People's Republic of Bangladesh, complimentary June 1995, p.1.

east by Jamalpur and Sirajgonj zilas, at the west by Naogaon and Joypurhat zilas. With a total area of 2919.90 square kilometers, 92.02 Sq.Km of the district is riverine. There are twelve upazilas in Bogra district. Those are, Bogra Sadar, Shahjahanpur, Sonatala, Dhupchanchia, Shibgang, Sherpur, Nandigram, Kahaloo and Gabtoli. Out of the twelve, two upazilas has been selected for the study, which is representative of the Northern areas of Bangladesh. The upazilas are Sariakandi and Shahjahanpur. Sariakandi upazila has been taken as the representative of the rural community of Bangladesh, which suffers from erosion caused by Jamuna river and an under-developed area of the northern area of Bangladesh. As a sample another upazila of Bogra, Shahjahanpur upazila has been taken which is also considered an under-developed area of northern Bangladesh.

Map 3.4: Map of the Bogra Zila Showing the Study Areas



### **3.10.2 A Short History and Cultural Aspect of Shajahanpur Upazila of Bogra District**

According to the Gazetteer on 04/06/2004 published by the government of peoples Republic of Bangladesh a new upazila was born named Shajahanpur came into being by taking some areas from Bogra Sadar upazila. The geographical location of shajahanpur upazila is 24°40'- 24°50' North latitudes and 89°30' East longitudes. It is bound by Bogra sadar upazila to its north, Sherpur upazila to its south, Gabtoli and Dhunat upazila to its east and Nandigram and Kahaloo upazila to its west.

The upazila was named after Mughal Emperor Shajahan. From the British period this mauza was recorded as Shajahanpur. The total area of this upazila is 221.08 Sq.Km. This upazila consists of ten unions which are namely Ashekpur, Sultanganj, Madla, Majhira, Aria, Kharna, Gohail, Khottapara, Chopinagar and Amrool.<sup>102</sup> There are 178 Villages in these unions. Out of those Jalsukha is one of the villages under khottapara Union which was one of the study area of this research. Korotoa and Mahishaban River flows through shajahanpur upazila. So some parts of this upazila belongs to alluvial soil and some parts belongs to Barendra soil. Various types of crops and vegetable grow here. Main crop of this upazila is rice. Jute, Corn, Potato, wheat, betel-leaf also produce here.

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<sup>102</sup> Collected from upazila Statistical office, Shajahanpur. From the Bangladesh Population Census, 2001, community Series, Zila Bogra, Bangladesh Bureau of Statistics, Planning Division, ministry of Planning, Government of the People's Republic of Bangladesh, Dhaka, Bangladesh, November 2004. The upazila statistics office assembled the information about the unions which constituted Shajahanpur upazila. The researcher collected the mentioned information from them. So, Page no could not be mentioned here.)



Most of the people of this upazila are dependent on agriculture. The peoples are also engaged in other occupations like fishing, Cottage industry, transport labor, construction labor, service, trade/ business etc.. A few small industries are situated here; these are poultry feeds, hatchery etc. Unemployed persons are trying to be self employed using the micro-credit given by government and non- government organization.

There are eighty-four government primary Schools, thirty-three non- government primary schools, one junior high school and thirty- four government high schools are here in this upazila. More than two-thousand and twenty five educational institutes are situated here. The literacy rate of this upazila is 57.7% according to the population census 2011.<sup>103</sup> According to the data of public Health Engineering Directorate, the source of pure drinking water of this upazila is tube well and the coverage of safe latrine is ninety to hundred percent.

### **3.10.3 A Short History and Cultural Aspect of Sariakandi Upazila of Bogra District**

Sariakandi Thana was situated in Naukhila and the old name of Sariakandi Thana was Naukhila. On 20<sup>th</sup> March of 1869 the Thana has shifted in the middle of the Thana in the village namely Sariakandi by the sides of the Dakuria river. On 20 March of 1886 the name of the Naukhila than has been changed to Sariakandi Thana. Pourashabha of the thana was established on 4 November 1999.<sup>104</sup>

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<sup>103</sup> [www.bbs.gov.bd](http://www.bbs.gov.bd), *community Report Bogra Zila*, Bogra at a Glance.

<sup>104</sup> Bangladesh Population Census, 2001, community Series, Zila Bogra, Bangladesh Bureau of Statistics, Planning Division, ministry of Planning, Government of the People's Republic of Bangladesh, Dhaka, Bangladesh, November 2004.

Sariakandi upazila is situated on the eastern boundary of Bogra zilla. It lies between 24°44' and 25°03' north latitudes and between 89°30' and 89°45' east longitude. This upazila is surrounded by Sonatala upazila of Bogra District and Saghatha upazila of Gibandha in its north, Islampur and Motherganj of Jamalpur district and Jamuna River to its east. In south Kazipur Upazila of Sirajganj is situated and Dhunat, Gabtali upazila of Bogra district is situated to its west. Two big rivers Jamuna and Bangali flow through Sariakandi upazila. The distance between Bogra sadar upazila to sariakandi upazila is twenty-four kilometer. The area of this upazila is 409 Sq. Km. This upazila is consisting of one third class pourashabha and twelve unions. There are one twenty three mauzas and two hundred and seven villages are there in Sariakandi upazila. The name of the unions are- Bhelabari, Bohail, Chaluabari, Chandan baisha, Fulbari, Hatsherpur, Kamalpur, Kazla, Karnibari, Kutubpur, Narchi, Sariakandi and the paurashava is Sariakandi Pourashabha.<sup>105</sup>

According to the Population Census of 2011 the population of this upazila is 2,70,719 people and the density of people is 663 people per square kilometer<sup>106</sup>. Eighty-five (85) Sq.Km. out of four hundred and nine Sq.Km are riverine areas. The rivers Manosh, Belia, Dakuria, Shukhdoho, Bangali and Jamuna are very much engaged with the life of the people of Sariakandi.

The rivers have great influence in the communication system of Sariakandi. There is no railway in this upazila. Length of kacha road is 263.66 km, Semi- pucca 10 km. and pucca road 31.19 km. There is traffic of boats with Jamalpur and Narayangonj through the naval base of Sariakandi by the sides of Jamuna River. The

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<sup>105</sup> *Ibid.*

<sup>106</sup> *Ibid.*

communication with the other districts of Bangladesh has developed for the construction of Baily Bridge on Bangali River in Sariakandi in 1996. The roads of Sariakandi become affected every year by the river bank erosion and flood. The people of Sariakandi are affected by flood every year. The history and heritage of Sariakandi is unseparably related with the erosion & shaping of few rivers.

Once upon a time Sariakandi was more advanced in education than the other thanas of Bogra district. According to the Education report of 1952 Sariakandi was residence for educated people in East- Pakistan.<sup>107</sup>

However, according to the primary census report 2001, the education rate of Sariakandi was 25.74% which is the lowest rate within the upazilla's of Bogra. Various educational programs are going on to increase the rate which are-Upabritti, Adult Education, Non- Formal Education etc. According to the population census report 2011 the education rate of Sariakandi is 52.8%.

The people of Sariakandi are poor. Agriculture is the basic occupation of the people. Except that rearing of cattle (animal husbandry), forestry, fish culture, fishing, day labour, business, service etc were the occupations of this area. The main crop of Sariakandi is rice. Depending on rice many rice mills, chatals have developed. Except that led & workshop, welding workshop, saw-mill, Bread factory, Ice cream factory also are there.

Sariakandi upazila is a riverine area and so alluvial and fertile also. But most of the people of Sariakandi upazila suffer from the flood and river bank erosion every year.

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<sup>107</sup> Mohammad Zakir Sultan Sona, Sariakandir Etibrittto [A Brief History of Sariakandi] (Dhaka: Rini Printers, January 2004), P. 55.

Though some work have done to protest the river bank erosion but the people of Chandanbaisha and Kutubpur union are facing those problems every year and loosing their land, house etc. Uprooted many people for the devastation has take in shelter on the long 25km. protection barrage done by water development board. Actually the people of Sariakandi have to fight with the poverty and various natural calamities.<sup>108</sup>

There were two villages of two unions of Sariakandi Upazila used as the study area of this research. The villages were Baraikandi from Kutubpur union and Ghughumri from Chandanbaisha union.

#### **3.10.4 Population Density**

The density of population indicates the development situation of a country Bangladesh is density populated area. The researcher attempts to show the percentage about density of population of the Sariakandi and Shajahanpur upazila. The density of the population was an essential precondition for understanding their situation and behavior of the people. The general outcome of the population density in the two upazilas comparing with the other upazilas of Bogra is presented in the table.

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<sup>108</sup> *Ibid.*

### Density of the Population of Bogra Zila

S.No.	Name of Upazilas	Density of Population in 2011 (Per Sq. Km)	Density of Population in 2001 (Per Sq.Km)		Annual Growth Rate (%) in 2001
		2011	2001	1991	
1.	Adamdighi	1156	1108	1009	0.94
2.	Bogra Sadar	3143	1741	1400	2.20
3.	Dhunat	1180	1093	997	0.92
4.	Dhubchachia	1088	990	918	0.76
5.	Gabtali	1334	1211	1110	0.87
6.	Kahaloo	925	819	767	0.66
7.	Nandigram	682	63	556	1.31
8.	Sariakandi	663	588	531	1.02
9.	Shajahanpur	1307	-	-	-
10.	Sherpur	1125	966	773	2.25
11.	Shibganj	1203	1118	993	1.19
12.	Sonatola	1191	1069	1101	-0.29

Source: Bangladesh Population Census, 2001, community Series, Zila Bogra, Bangladesh Bureau of Statistics, Planning Division, ministry of Planning, Government of the People's Republic of Bangladesh, Dhaka, Bangladesh, November 2004 & Population Census 2011.

#### 3.10.5 Crops Cultivated in the Study Areas

Pundranagar is considered as the glorified region of the prior Urbanization of Ancient Bogra. The civilization of famous Pundra was river karatoa centric. This karatoa river arranged the soil of Bogra district in two categories. The east side to the Karatoa River belongs to alluvial soil where the upazilas Bogra Sadar, Shibganj, Sonatala,

Sariakandi, Gabtali and Dhunat situated. Approximately 54% of agricultural lands are in the class of soil. These lands are suitable for various types of crops. The west portion to Karatoa Rivers belongs to plain Barendra land. The upazilas belongs to this category are Nandigram, Kahaloo, Dhubchachia, Adamdighi and Sherpur which belongs 46% of agricultural land and familiar as paddy area. Shajahanpur upazila is created by taking some portion of Bogra Sadar and Sherpur. So the agricultural land of Shajahanpur is mixed. Paddy is the principle crop of Bogra District. Corn and wheat are getting priority as the grain crop. Capital crop and nutrition crop also occupied one of a major portion of crop pattern of Bogra District.

#### **The Principal Crops Cultivated in the Last Six Years**

<b>Serial</b>	<b>Crop</b>	<b>Group</b>
1	Potato (H.Yield, local)	Kandal
2	Mustard	Oil group
3	Vegetable (Rabi, Kharip)	Vegetable
4	Corn (do)	Grain crop
5	Pepper (Winter, Summer)	Spices
6	Bora Paddy (H. Yield, local)	Grain crop
7	Wheat	Do
8	Ropa Aman Paddy	Do
9	Aush Paddy (H.Yield, local)	Do
10	Jute	Capital crop

Source: Bogra zila er chalaman Krishi karjakram (Running Agricultural Activities of Bogra District).

Bogra: Agricultural Extension Department, March 17, 2010. P.6

Extension of the irrigation facilities, modern technique of cultivation, river bank erosions protection work of Jamuna river have brought a tremendous change in the traditional crop pattern of Bogra District. Potato, mustards also plant in the Rabi-season in Barendra area of this district. Agricultural based small industries have been setting up.

The selected upazilas of this research belongs to the two different characteristics soil area. Sariakandi is in alluvial soil and Shajhanpur mainly in Barendra and partially in alluvial type of soil.

In the passage of time and with the touch of modernization the social and cultural environment the social and cultural environment of Sariakandi and Shajhanpur upazila are getting changed day by day. The use of plough drawn by cows in agriculture is decreased. Instead of this plough driven by machine is used. Change has taken place in the traditional irrigation system also. Modern machineries are being used in agriculture instead of traditional machineries. Change has also come in the tradition of crop pattern. Local Aush- Rice is almost abolished.

Extension of irrigation is influencing the farmers of Barendra soil to produce corn, wheat, potato, mustard, vegetable in summer also. So are doing the farmers of Shajahanpur extensively.

River bank erosion protection work of Jamuna River has changed the attitude of the farmer's of Sariakandi upazila. Flood and erosion have reduced and the farmers are producing crop whole the year. Bangabandhu- Jamuna multi-purpose Bridge has opened a new door for the farmers of North Bengal. The cops and vegetable can be sending to any where in Bangladesh and in abroad. So the farmers are influenced to produce vegetable and crop.

### 3.10.6 River Bank Erosion in the Study Area

There are many small and big rivers, bil, drain, nala; ponds are there in Sariakandi upazila. The rivers are Jamuna, Bangali Shukh daho, Manosh and Dakua. Jamuna is the largest and the others are small rivers. There are 85 square km are water body out of 408.84 square km of Sariakandi upazila.<sup>109</sup>

Jamuna and Bengali River flow parallel. The Rekhown Bil of Sariakandi is the largest. the others are Dubri bil, Dhara- Borsha, Bon-d- Palaner Bil, Daolier bil, Koier bil, Mora Bangali, Molar bil, Morchar bil, Kholshegarir bil, Madar doher bil, Dighle-Morcha bil, Big- Morcha bil etc.



Picture of Jamuna River in the part of Sariakandi Upazila collected from website.

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<sup>109</sup> মোহাম্মদ জাকির সুলতান সোনা, সারিয়াকান্দির ইতিবৃত্ত, রিনি প্রিন্টার্স: জানুয়ারী ২০০৪, ঢাকা, p. 48 [Mohammad Zakir Sultan Sona, Sariakandir Etibritto, Rini Printers: Dhaka January 2004, P. 48.



The most devastating river Jamuna is flowing through Sariakandi and river-bank erosion is one of the major natural disasters of the people of Sariakandi upazila. Approximately 73 percent of land of Sariakandi has gone to the river. By the report of Water Development Board and Upazila Porisod it appears that from 1985-2000 approximately 32 villages has totally or partial and 12 villages are destroyed (data collected from the Bogra Zila Water Development Board office). Five unions out of twelve are totally abolished. The unions are Chaluabari Kajla, Kornibari, Chondon-Baisha and Bohaile. Approximately half of the unions are abolished, which are in Sariakandi and that Sherpur. Partial of the two unions are abolished, which are Kutubpur and Kamalpur.<sup>110</sup>

According to the information of Upazila Porisod it is appeared that from 1991 to 2001 Land reduced 7705 Hector. The economic value of the land erosion would be approximately 2300 crore taka for the last fifteen years.<sup>111</sup>

River Bank Erosion is the great threats to the settlement of the social life causes untold miseries to thousands of people every year living along the banks of the Jamuna River. River erosion has made millions land less people which creates a major social problem. For fulfilling the needs of life most habitants in this area are forced to migrate to the other places mainly in Bogra town. The people who do not have the scope and to resettle in other places they has taken shelter in the nearby villages or on the Jamuna Embankment done by the water development Board. Some of the people lost their land 20 times by the river bank erosion and they had to resettle on the

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<sup>110</sup> জেলা প্রশাসন, বগুড়া, ধনুট থেকে দুপচাঁচিয়া: ঐতিহ্য সমৃদ্ধ জনপদ। শকুন্ডলা: বগুড়া, ২২ এপ্রিল ২০০৯, ৮ বৈশাখ ১৪১৬ পৃষ্ঠা ১৫৮। [District Administration, Bogra, *Dhunat to Dhubchachia: Culturally enriched Zanapad*, (shakuntala: Bogra, April 22, 2009), p. 158.]

<sup>111</sup> তদেব, পৃষ্ঠা ১৫৯। (*ibid.*, p. 159.)

embankment. According to the Upazila Statistics approximately 7000 houses are found on the embankment.<sup>112</sup>



বগুড়া: যমুনা নদীর ভাঙ্গনে সারিয়াকান্দিতে রহদহ বাজার বিলীন হবার পর ডানে লোকালয়ে দেখা দিয়েছে ভাঙ্গন।

Picture of River Bank Erosion of Jamuna River collected from web site.

The river bank erosion has made social and economic impact on the life of peoples living near by Jamuna River. Jamuna River Bank erosion puts peoples a great misery for the loss of lands and property. Environmental degradation, human hazards create a vulnerable life to them. The institutional set-up, like schools, colleges, market, shopping centers, office building, and private enterprises resettle on the protection embankment of Jamuna River. They face challenges to shape their future plan, living

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<sup>112</sup> *Ibid.*,159.

style; changes of occupation, making of dwelling house are at stake by the river bank erosion of Jamuna. People are the victims of forced migration and changes of their livelihood. Therefore the education condition of this area is greatly hampered by the duration.<sup>113</sup> Changing of livelihoods and resettlement by the peoples are the common features of this area in which the study was carried out.

This chapter is the description of methodology used for the present study and about the study area. The tools and techniques along with the approaches have been discussed with the reasons. The sample sizes and the key respondents have also been described with rationale. Moreover, a brief descriptive overview of the study area with its history and cultural tradition gives a clear picture of the study area. More over the researcher has adopted with logic for the purposes of selecting the study areas of Bogra district of northern Bangladesh. The typical description and analytical view of the geographical location of the study area is an integral part of the study.

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<sup>113</sup> তদেব, পৃষ্ঠা ১৫৯। (*ibid.*, p. 159.)

## Chapter 4

### Socio-Economic Characteristics of the Respondents in the Study

#### Areas: Background Analysis

The socio-economic conditions of the respondents have been revealed from the survey. The principal groups of respondents were those who had graduated from BRAC Education Program and involved in any other activities of the society. Matching with this group another group has been taken to be compared with the first group. These respondents were never enrolled in any school and carefully selected from the similar socio-economic background, so that, the impact of BRAC Education on social development can be shown clearly. This chapter describes the socio-economic background of both types of respondents. The socio-economic variables used in this study are: educational qualification of the household head, occupation of the household head, yearly income of the family, size of the family, ownership of agricultural land, condition of the house, access and use of electricity, and sources of drinking water.

**Table No. 1: Distribution of Respondents by Village and Upazila**

Name of villages	Name of unions	Name of Upazilas	Male		Female		Total N=342
			BRAC N=156	Never enrolled N=15	BRAC N=156	Never enrolled N=15	
Ghughumari	Chondonbaisha	Sariakandi	45	05	45	04	99
Boroikandi	Kutubpur	Sariakandi	45	04	45	05	99
Jalshuka	Khottapara	Shajahanpur	66	06	66	06	144
Total Number of Respondents			156	15	156	15	342

Total 342 respondents were selected from Sariakandi and Shajahanpur upazila for the interviews. Among the 342 respondents 171 were male respondents and 171 were female. Heads of the families of both groups were interviewed for this section. The researcher interviewed the guardians of the 342 main respondents. The socio-economic status has been described in this chapter as an obvious part to understand the respondents. It helps to understand the characteristics of the respondents and analyzing them and as a support that the population characteristics are similar here. It is important to mention here that all the selected respondents live in the villages and belong to the low income segment of the society.

#### **4.1 Educational Qualification of the Heads of Household**

Education level of the head of household was accounted by the completion of years of schooling. Ability to sign has taken also been another measurement tool for measuring education of the household head. It was revealed from the survey that 49.69 % of the household head of the BRAC graduates families and 90% of the household head of the never enrolled families were illiterate. The remaining 10% heads of the household of the never enrolled families could sign their names only. Where as, it was 5.45% of the household's heads of the BRAC graduates families could sign their names. Zero point six-four percent (0.64%) household head of the BRAC graduates studied in madrasha. They studied mostly in hafezi madrasha (memorized the holy Quran). On the other hand 24.36 % of the heads of the household of the BRAC graduates families studied in primary level school, 12.18 % studied with in the range between classes 6-10. Four point one seven percent (4.17%) had passed SSC, 2.24% had passed HSC and only 1.28% was graduates among the heads of the households. (Table: 2)

**Table No. 2: Educational Status of the Household Head**

<b>Educational Status</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
Illiterate	155	49.68	27	90.00
Signature Only	17	05.45	03	10.00
1-5 Class	76	24.36	00	00.00
6-10 Class	38	12.18	00	00.00
S.S.C	13	04.17	00	00.00
H.S.C	07	02.24	00	00.00
Graduate	04	01.28	00	00.00
Hafezi	02	00.64	00	00.00
Total	312	100.00	30	100.00

As stated before there were total 1758 (1578+180) family members of the two respondents categories. Average educated members of BRAC graduate families were 3.70 (up to post graduate), whereas, from the never enrolled in school respondent's families the number was 2.07 (up to S.S.C).

#### **4.2 Occupation of the Heads of the Household**

The majority of the rural people work in informal sector. Table 3 is also portraying the same picture. Agriculture (63.46%) found as the most common and prime occupation of the heads of the families of BRAC graduate respondents, and the percentage is 23.33% among the heads of the families of the never enrolled respondent. The household heads of the never enrolled respondent's families were mostly day laborers (33.33%). It also found that 1.28% of the household heads of the BRAC graduate families were engaged in rural transport operators (van/rickshaw pulling) and it was 26.67% for the case of the heads of the household of the never

enrolled respondent's. Out of the rest of heads of the never enrolled respondents families 6.67% were drivers and 10% of them were small business men. On the other hand 0.96% heads of the BRAC graduate families were drivers and 15.71% were small businessmen. (Table: 3).

**Table No. 3: Occupation of the Household Heads**

<b>Name of the Occupation</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
Old /Not Capable	03	00.96	00	00.00
House Wife	05	01.60	00	00.00
Jobless	04	01.28	00	00.00
Farmer	198	63.46	07	23.33
Day Labor	05	01.60	10	33.33
Van/Rickshaw Puller	04	01.28	08	26.67
Driver	03	00.96	02	06.67
Small Business Man	49	15.71	03	10.00
Service	17	04.45	00	00.00
Carpenter	01	00.64	00	00.00
Potter	01	00.64	00	00.00
Black Smith	03	00.96	00	00.00
Mechanic	01	00.32	00	00.00
Barber	04	01.28	00	00.00
Tailor	01	00.32	00	00.00
Mason	07	02.24	00	00.00
Village Doctor	04	01.28	00	00.00
Boat Man	02	00.64	00	00.00
<b>Total</b>	<b>312</b>	<b>100.00</b>	<b>30</b>	<b>100.00</b>

The other occupations of the household heads of the BRAC graduate respondent's were service, carpenter, potter, black smith, mechanic, barber, tailor, mason, village doctor and boat man. From the scenario it is shown that all the jobs had very low income professions. From this table the financial background of the respondents can be predicted that they belong to the poor segment of Bangladesh society. Very insignificant number of the other members of the respondents' families was involved in some other income generating sources, but their occupations were also similar to their head of the families.

#### **4.3 Annual income of the Household Heads**

Of the two categories of respondent, average number of the family members of BRAC graduates families and the never enrolled in school families were 5.06 and six (6) respectively. From each family of BRAC graduate respondents, on an average 1.51 members were involved in income. On the contrary on an average 1.97 members were involved in income generating activities among the never enrolled in school respondent's families. The head of the household remains regular and main earning member of the family. Table 4 shows the yearly income of the heads of the families of the respondent's.



**Table No. 4: Annual Income of the Household Heads**

<b>Yearly Income (In Taka)</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
3000-10000	05	01.60	00	00.00
10000-25000	45	14.42	00	00.00
25000-36000	68	21.79	06	20.00
36000-50000	53	16.99	05	16.67
50000-75000	61	19.55	06	20.00
75000-100000	27	08.65	02	06.67
100000-150000	32	10.26	08	26.67
150000-200000	16	05.13	03	10.00
200000-350000	05	01.60	00	00.00
Total	312	100.00	30	100.00

Income range for most of the head's of the houses of the BRAC graduates was yearly BDT 25001-36000 and it was about BDT 100001-150000 for the case of never enrolled in school group. The highest income range among the heads of the houses of BRAC graduate respondent's was BDT 200001-350000 and for the never enrolled group it was BDT 150001-200000. With the household head some other members were involved in income generating activities. Naturally, the family income should be considered to understand the socio-income background of the respondents. The mean yearly income of the BRAC graduate respondent's families and never enrolled to school group the amount was BDT 64058.65 (yearly) and BDT 82390 (yearly) respectively. From this picture it is clear that they are from poor class. It also indicates that BRAC works with hard core poor people of the society. From the above table it is ensured that both groups were homogeneous from the aspect of their financial

capability. So, they could be compared with each other in various social development aspects.

#### **4.4 Size of the Respondents' Families**

In Bangladesh family is the core social unit, where people live, share, consume, educate and take decision together. So, family is the most important place for an individual. In Bangladesh society, family plays the vital role to ensure all the requirements of the members. Therefore, family size is a factor to judge standard of living of a family. The respondents were categorized into twelve groups. From the survey it was revealed that the family size of the never enrolled respondents could be organized in eight categories. Most families consisted of four (4) members for both the groups. Almost 29% of the BRAC graduate respondent families and 26.67% of the 'never enrolled in school' respondents' families were in this group. Highest number of the family members of the never enrolled in schools respondents families was eleven (11), which consisted of 6.67% of the total number. For the BRAC graduate respondents families with highest number of family members had seventeen (17) members (0.32%).

**Table No. 5: Distribution of the Size of the Respondent's Families**

Number of Family Members	BRAC			Never Enrolled			
	Frequency N=312	%	Mean	Frequency N=30	%	Mean	
02	01	00.32	05.06	00	00.00	06.00	
03	42	13.46		05	16.67		
04	90	28.85		08	26.67		
05	84	26.92		03	10.00		
06	50	16.03		04	13.33		
07	25	08.01		00	00.00		
08	06	01.92		02	06.67		
09	04	01.28		04	13.33		
10	06	01.92		02	06.67		
11	02	00.64		02	06.67		
12	01	00.32		00	00.00		
17	01	00.32		00	00.00		
Total	312	100.00			30		100.00

#### 4.5 Ownership of Agricultural Land

The villagers of Bangladesh are very much connected with agricultural land, directly or indirectly. To get the socio-economic scenario of the village people it is necessary to get the picture of the ownership of agricultural land. Considering this land ownership status of the respondent's families has been presented in this chapter (see Table 6). From the table it is clear that major portion of the respondents' families were landless. The percentage of landless families from BRAC graduate families was 39.74% and percentage of the never enrolled respondent's families was 76.67%. Ten Percent (10%) of never enrolled respondent's families had 51-100 decimals of

agricultural land. This was the highest amount of land owned by this group of respondents.

**Table No. 6: Distribution of Ownership of the Agricultural Land**

<b>Agricultural Land (In Decimal)</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
No land	124	39.74	23	76.67
6-20	35	11.22	00	00.00
21-35	35	11.22	03	10.00
36-50	22	07.05	01	03.33
51-100	49	15.71	03	10.00
101-150	14	04.49	00	00.00
151-200	20	06.41	00	00.00
201-300	06	01.92	00	00.00
Above 300	07	02.24	00	00.00
Total	312	100.00	30	100.00

Analyzing between the groups, it can be revealed that the both groups had similarities by the consideration of the financial status. So, living status of the both groups was similar.

#### **4.6 Types of Houses**

Housing was categorized by several types: mud made house, tin shed house, semi-pucca (made of mud and brick and tin shaded roof) house, thatched (straw) house and pucca (made of bricks). Majority of the houses were tin shaded, 92.95% of the BRAC graduate respondent's families, 0.32% were pucca (made of bricks) houses and the rest of the houses was either semi-pucca (made of mud & bricks) or thatched (straw)

houses. All the houses (100%) of the never enrolled respondent family's were tin shed.

**Table No. 7: Types of Houses**

<b>Types of the Houses</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
Mud House	06	01.92	00	00.00
Tin Shed	290	92.95	30	100.00
Semi-Pucca	12	03.85	00	00.00
Thatched House	03	00.96	00	00.00
Pucca House	01	00.32	00	00.00
Total	312	100.00	30	100.00

Table 7 revealed that the respondents are from poor and similar group.

#### **4.7 Electricity Facilities**

To summarize the socio-economic condition of the respondents' households their electricity facilities were measured. Electricity facilities were categorized as 'having an electricity connection' and 'not having a connection to get electricity'. The respondents have been surveyed about the electricity facilities with the measurement tools 'yes' and 'no', for having the electricity facilities and for not having the facilities. In rural Bangladesh, use of electricity is rare. Usually in villages electricity is mostly used for irrigation purposes and only a small proportion of population use electricity in home. To them using electricity at home is a luxury. The villagers' use of electricity at home was quite limited.

**Table No. 8: Description of the Electricity Facilities**

<b>Electricity Facilities</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
Yes	113	36.22	19	63.33
No	199	63.78	11	36.67
Total	312	100.00	30	100.00

Most of the BRAC graduate families did not have electricity facilities (63.78%). However, majority of the never enrolled respondents' families had electricity facilities (63.33%).

#### **4.8 Source of Drinking Water**

Source of drinking water is an indicator of socio-economic condition.

**Table No. 9: Description about the Sources of Drinking Water**

<b>Sources of Drinking Water</b>	<b>BRAC N=312</b>	<b>%</b>	<b>Never Enrolled N=30</b>	<b>%</b>
Tube-Well	310	99.36	30	100.00
Cannel/Pond	02	00.64	00	00.00
Total	312	100.00	30	100.00

From the survey it was revealed that almost every respondent used tube wells as their source of drinking water (Table 9).

The socio-economic condition of the respondents has been described in this chapter. Both the groups are poor, with similar occupation. They have similar income range and land ownership. Electricity in use among both groups was limited and almost all of them used tube wells as source of drinking water. Thus it is observed that the respondents of both groups have the similar socio-economic conditions.

## **Chapter 5**

### **Perception of the Local People about Social Development: A Critical Analysis**

The perception of self development and social development of the local people of the study areas have been described in this chapter. Understanding of the people about development of a person and about society is important and related to the study. Understanding of development among people regulates their activities accordingly towards development. When these questions were asked to the respondents it was very difficult for them to answer. They didn't have any constructive answers in their mind to these questions. After taking long time and being asked again and again they tried to understand the question and answered. So, for the researcher that was a challenge to bring out the perceptions of the respondents about self development and social development. Thus the number of respondents was different for each of the questions discussed below. In this chapter opinions of the guardians or senior members of the families of the principal respondents were considered as the respondents (informants).

#### **5.1 Perception of Self Development by the Respondents**

Perception about self development is totally socially constructed. The answer to the question 'how to develop', involves their family attitudes towards them, economic condition of the families, social condition, facilities available in the locality, family size and health matters.

Most of the informants from BRAC graduates families mentioned financial ability as the basic indicator of self development. According to them education was needed but with that economic development was a must for a developed person. The persons who had a job, wealth were mentioned as a 'developed person' in their views. From the informal interview it was revealed that though most of the never enrolled to school respondents opined the same but they considered education as a very strong means of 'development of a person'. The differences between the informants of BRAC graduate families and never enrolled to school families was that BRAC informants gave more emphasis on economic ability. According to their opinion they could understand the other barriers faced by persons having education. Health also considered as one of the indicators among the informants of BRAC graduate family's. People with good health were considered as developed persons in their eyes.

Table 10 shows that 95.83% of the informants from BRAC respondent's families and 48% informants from never enrolled families opined about their perception related to self development with economic matters. Cent per cent (100%) BRAC female informants expressed their views about self development and they thought that self development referred to achieving economic successes like, acquiring wealth, getting jobs, combined farming, cultivation and animal husbandry towards a higher income and better livelihoods by enhancing trade and business and developing saving habits.

Among the family members of the never enrolled to school group, 50% male of the informants, and 46.15% of the female informants expressed the same views towards economic matters as viewed by BRAC informants families.



**Table No. 10. Perception about Self Development by the Informants Related to Economic Matters**

Perceptions	BRAC			Never Enrolled		
	Male % N=19	Female % N=29	Total % N=48	Male % N=12	Female % N=13	Total % N=25
Acquiring Wealth	10.53	41.38	29.17	08.33	07.69	08.00
Getting Jobs	68.42	34.48	47.92	00.00	07.69	04.00
Combined Farming, Cultivation & Animal Husbandry	57.89	89.66	77.08	25.00	15.38	20.00
Towards a Better Earnings & Increase Income	10.52	06.90	08.33	16.67	15.38	16.00
Engagement in Trading & Business	31.58	13.79	20.83	00.00	00.00	00.00
Developing Saving Habits	00.00	03.45	02.08	00.00	00.00	00.00
Overall Perception on Economic Matters	89.47	100.00	95.83	50.00	46.15	48.00

Table 10 also presented in figures given below.

### Perception about Self Development by the Informants Related to Economic Matters

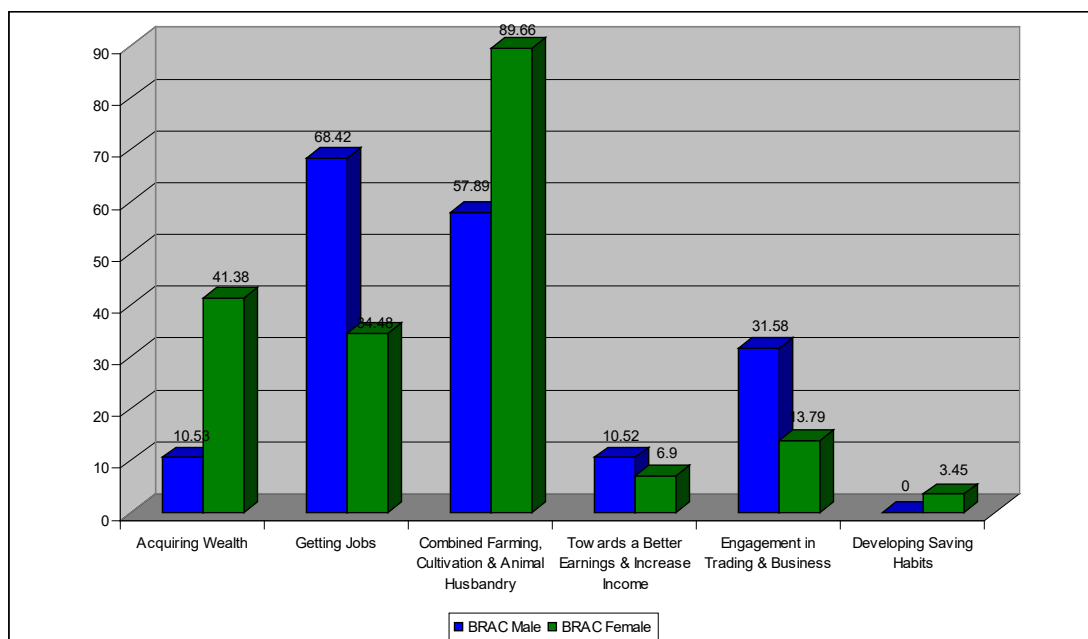


Figure 5.1: Perception about self development by the informants of BRAC respondents’ families related with economic matters

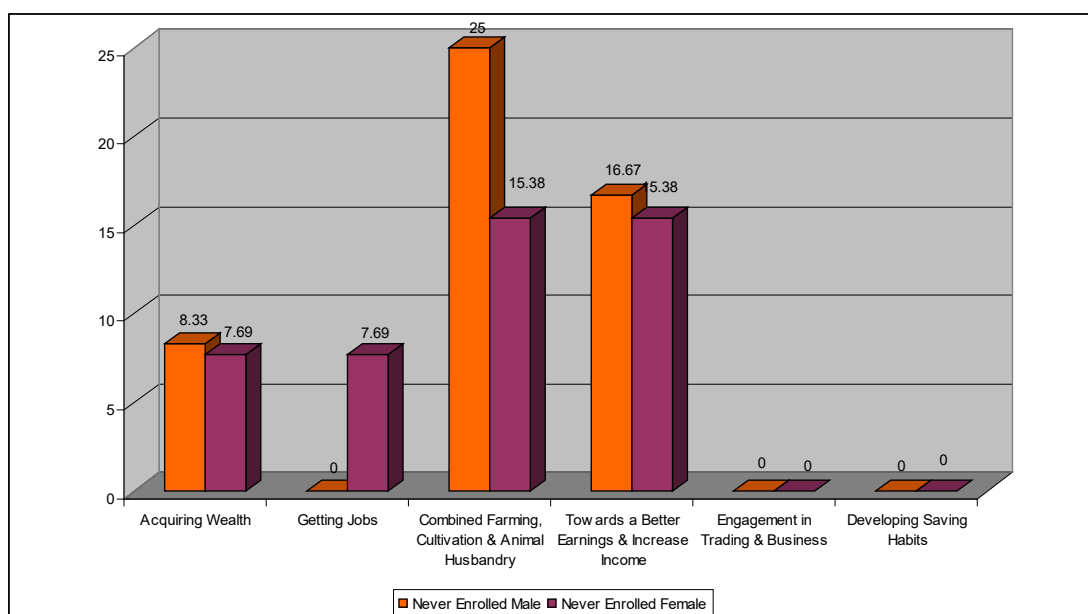


Figure 5.2: Perception about self development by the informants of never-enrolled to school respondents’ families related with economic matters

Table 11 describes about self development related with education. In this table male informants from BRAC respondent's families was 73.68% and female was 55.17%. On the other hand, informants from the never-enrolled group male was 66.67% and female was 46.15%. A few of the informants gave more than one answer. The statements focuses on in Table 11 are as follows: 'person being educated himself/herself', 'person getting her/his children educated', 'person taking initiatives to eradicating illiteracy from family' and 'being interested to be trained in skills enhancement'. In total 62.50% of the informants from the BRAC respondent's families and 56.00% informants from the never enrolled respondent's families expressed views about their perception of self-development related to education.

**Table No. 11: Perception about Self Development by the Informants Related to Education**

Perceptions	BRAC			Never Enrolled		
	Male % N=19	Female % N=29	Total % N=48	Male % N=12	Female % N=13	Total % N=25
Person being educated herself/himself	73.68	37.93	52.08	00.00	07.69	04.00
Person getting her/his children educated	10.52	06.90	08.33	16.67	15.38	16.00
Person taking initiatives to eradicating illiteracy from Family	00.00	06.90	04.17	50.00	23.08	36.00
Being interested to be trained in skills enhancement	00.00	03.45	02.08	00.00	00.00	00.00
Overall Perception Related with Education	73.68	55.17	62.50	66.67	46.15	56.00

### Perception about Self Development by the Informants Related to Education

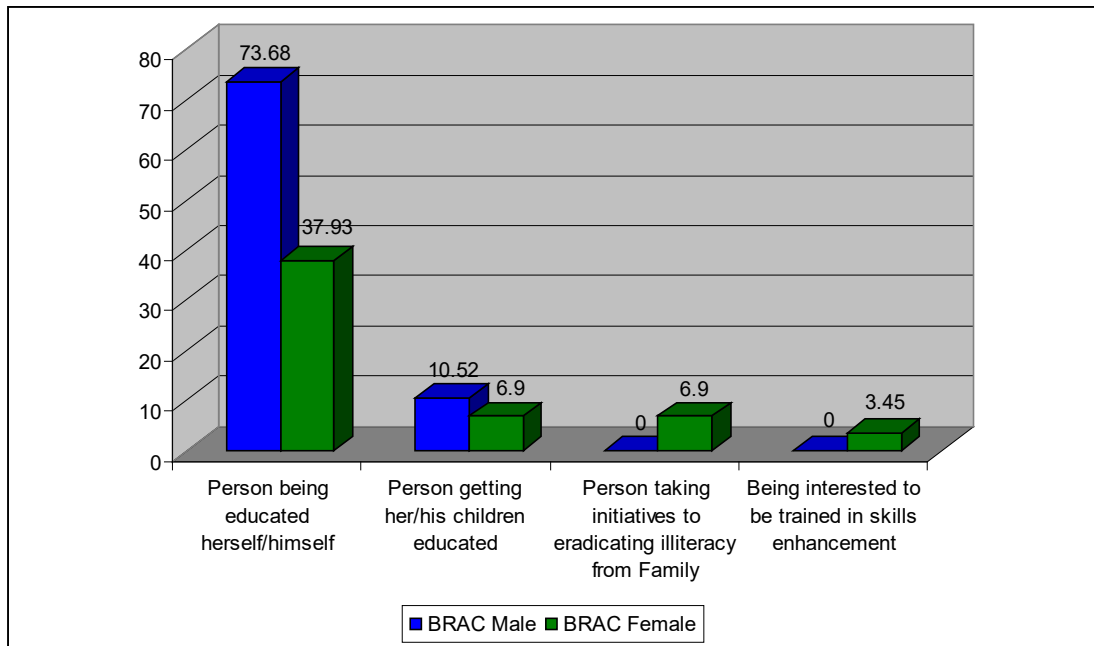


Figure 5.3: Perception about self development by the informants of BRAC graduate respondents' families related with education

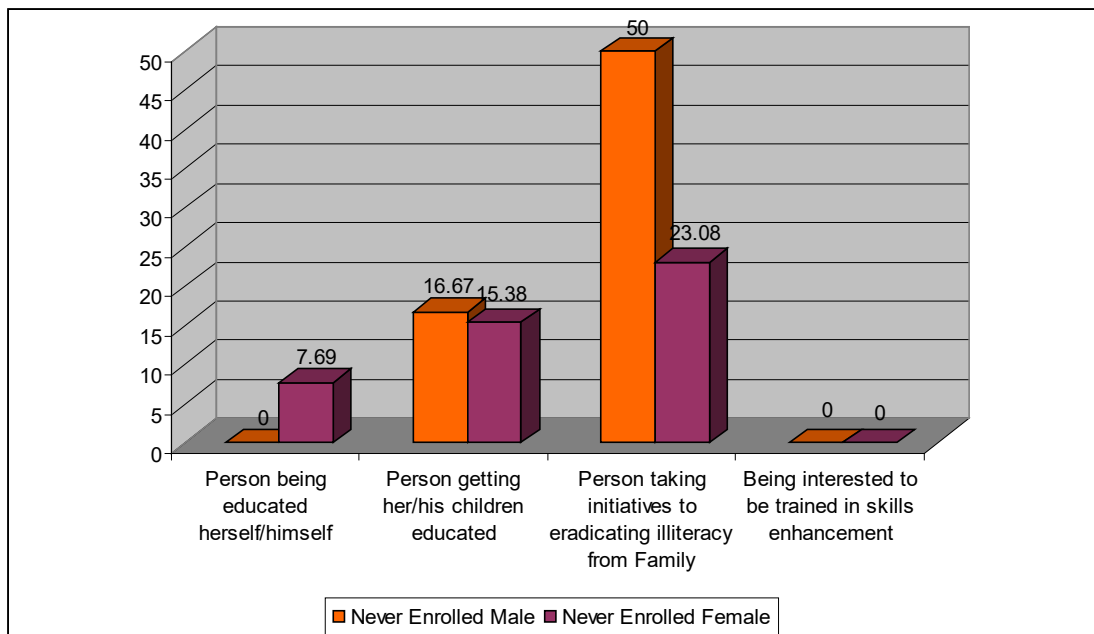


Figure 5.4: Perception about self development by the informants of never-enrolled to school respondents' families related with education

Table 12 shows the perception about self development related with consciousness. The statements about consciousness were as follows: ‘having no prejudiced’, ‘no discrimination between girls and boys’, ‘behaving well with others and giving values to other’s opinion’, ‘playing pioneer role in all works’, ‘being able to decide and plan to keep family small’ and ‘using sanitary toilets and dinking pure and safe water’.

In the following Table 12, there were 48 informants from BRAC families and there were 25 informants from the never-enrolled respondent’s families. Table 12 showed that overall 04.17% of the informants from BRAC group gave their views. None from the male group gave their opinion. Rather 52% of the informants from the never enrolled group opined about self-development related with consciousness.

**Table No. 12: Perception about Self Development by the Informants Related to Consciousness**

Perceptions	BRAC			Never Enrolled		
	Male % N=19	Female % N=29	Total % N=48	Male % N=12	Female % N=13	Total % N=25
Having No Prejudiced, No Discrimination Between Girls and Boys	00.00	00.00	00.00	33.33	15.38	24.00
Behaving Well With Others and Giving Values to Other’s Opinion	00.00	00.00	00.00	08.33	23.08	16.00
Playing Pioneer Role in All Works	00.00	03.45	02.08	16.67	07.69	12.00
Being Able to Decide and Plan to Keep Family Small	00.00	03.45	02.08	25.00	07.69	16.00
Using Sanitary Toilets and Drinking Pure and Safe Water	00.00	00.00	00.00	00.00	15.38	08.00
Overall Perception Related with Consciousness	00.00	06.90	04.17	66.67	38.46	52.00

Table 13 highlights perception about self- development related with fulfilling own needs. In the following table the overall perception showed 02.08% informants from BRAC group and 4% informants from never-enrolled group. From the below table it is viewed that only male informants from the both group mentioned about the perception related with fulfillment of own needs.

**Table No. 13: Perception about Self Development by the Informants Related with Fulfilling Own Needs**

Perceptions	BRAC			Never Enrolled		
	Male	Female	Total	Male	Female	Total
	% N=19	% N=29	% N=48	% N=12	% N=13	% N=25
Being able to provide basic needs of foods, cloths, Medicare; making insurance for own family and releasing mortgage of lands	00.00	00.00	00.00	08.33	00.00	04.00
Being able to manage households' appliance	05.26	00.00	02.08	00.00	00.00	00.00
Overall Perception Related with Fulfilling Own Needs	05.26	00.00	02.08	08.33	00.00	04.00

From the above analysis of Table 10 to Table 13 it was revealed that financial ability was the main indicator to the informants of never enrolled group for personal development. Never enrolled group also thought that there was a strong 'magic' in education; though they did not have education they could feel it. They thought most of the problems of their lives could be solved through education as they expressed themselves at the time of informal in-depth interview. Consciousness or awareness and fulfilling own needs were mentioned as the other two of the indicators of personal development as the never enrolled group mentioned. Informants of BRAC graduate

family's also mentioned four indicators: economic ability, education, consciousness and fulfilling own needs.

## **5.2 Perception about the Means of Development of an Individual**

The variables derived from the perception of the self development were financial establishment, education, awareness, small family size, good health and enthusiasm. Table 10 revealed that most of the informants of BRAC graduate families thought that 'self development' meant a person who was financially established.

### **5.2.1 Perception about the Means of Economic Development of an Individual**

Most of the informants of BRAC graduates' families opined that people need to be industrious for self development and for their families. If every person had started doing hard work their income would increase and people would live a better life. By doing agricultural work a person and her/his family could bring development in their lives. They suggested many ways like, agricultural work, growing potato, planting flowers for sale, fruit gardening, agricultural farming, animal husbandry, fish culture etc., this is how a person can be financially developed.

Informants of the BRAC graduate's families also opined that good and well paid job, doing business and employment of each and every young person would help to develop a person and the family. For the women they suggested sewing 'nokshi katha' as a job. They said that the ladies needed training on sewing so that they could do the work after completing their household work. The informants stated that living together had a strong impact on self development and for the development of the families. According to their opinion if all the members of the families live together

and all the members earn for the families then it would give a strong base for development. Few informants thought that a person can develop her/his life through life insurance schemes and by saving money in the banks.

Few informants thought was in this way that if the children gave physical and economic support to their parents the family would be developed and with the families the lives of the persons of the families would be developed. External support, especially financial support could help in developing lives of people. If any person gets a loan or donation from any government and non-government organizations the person could increase their income.

Few informants opined that if the persons have tangible or intangible wealth she/he could develop her/his lives. If they had enough agricultural land, enough money in their hands, ponds, sewing machine, rickshaw, van etc their lives would be developed by using these wealth. In this way a person can develop her/his life and the family also can live a better life than the present state.

The other group of respondents (never-enrolled to school) also mentioned similar means but most of the informants of this group put emphasis on getting financial help from government and non-government organizations. They did believe that by getting loan or donation from outside of the families a person could change her/his life. They put emphasis on the income of the female members more than the informants of BRAC graduate families. They also thought sewing was the best work for the ladies to earn extra money.

As they did not have any academic background; they were not confident to get any job. To them only literate persons could get a job. Keeping their situation in mind



very few informants of the never-enrolled to school respondent's family mentioned that good job could develop a person's life.

They didn't believe that living together could bring any change in the lives of people. Rather they opined that life insurance schemes and bank balance could bring changes in her/his life.

Industry set up in the study areas could bring changes in the lives of the people of the locality as mentioned by some of the informants. The people could get jobs in their areas and could change their lives. These were the ways the informants suggested for the development of a person's life.

**Table No. 14: Perception about the Means of Economic Development of an Individual**

Code of the Perceptions	BRAC			Never Enrolled		
	Male % N=19	Female % N=29	Total % N=48	Male % N=12	Female % N=13	Total % N=25
Code 1	42.11	58.62	52.08	25.00	15.38	20.00
Code 2	36.84	20.69	27.08	00.00	00.00	00.00
Code 3	05.26	24.14	16.67	08.33	07.69	08.00
Code 4	21.05	10.34	14.58	16.67	15.38	16.00
Code 5	15.79	00.00	06.25	00.00	00.00	00.00
Code 6	00.00	06.90	04.17	08.33	15.38	12.00
Code 7	00.00	06.90	04.17	08.33	07.69	08.00
Code 8	05.26	03.45	04.17	25.00	23.08	24.00
Code 9	00.00	03.45	02.08	00.00	00.00	00.00
Code 10	00.00	00.00	00.00	00.00	23.08	12.00
Overall Perception about the Means of Development	94.74	96.55	95.83	83.33	76.92	80.00

Titles of the perception about the means of economic development of an individual are shown in the following with code numbers. These are as follows:

<b>Perceptions</b>	<b>Code No</b>
Being Industrious =	Code 1
Cultivation and Animal Husbandry =	Code 2
Good Service & Good Income =	Code 3
Sewing 'Nokshi Khatha' by the Female Members of the Families =	Code 4
Living together in Joint Families =	Code 5
Having Insurance Schemes & Saving Money in the Bank =	Code 6
Giving Economic and Physical Support to the Parents during Student Life =	Code 7
Getting Economic Support & Increasing Family income =	Code 8
Tangible & Intangible wealth =	Code 9
Setting-up Industries =	Code 10

## Perception about the Means of Economic Development of an Individual

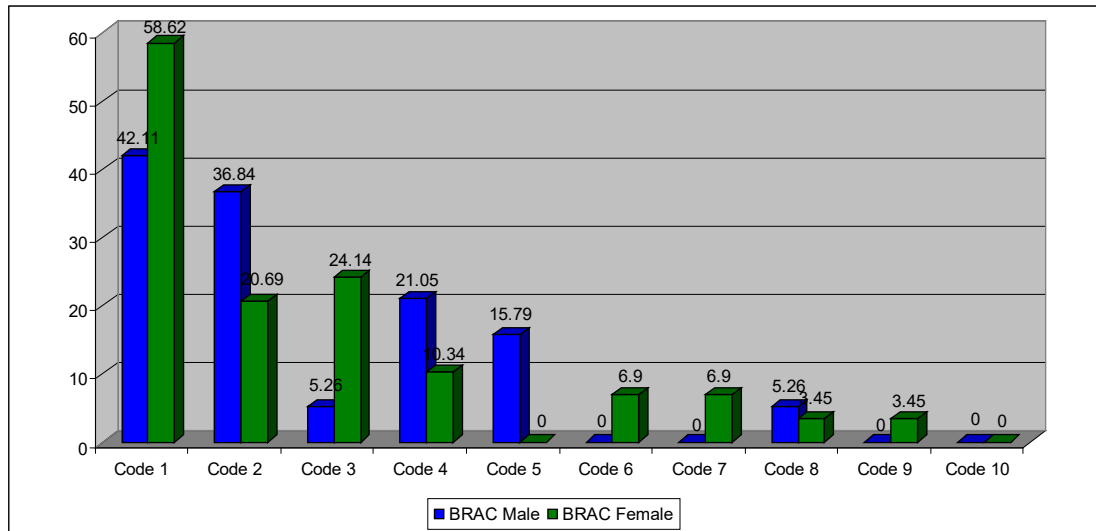


Figure 5.5: Perception about the means of economic development of an individual by the informants of BRAC respondents' families

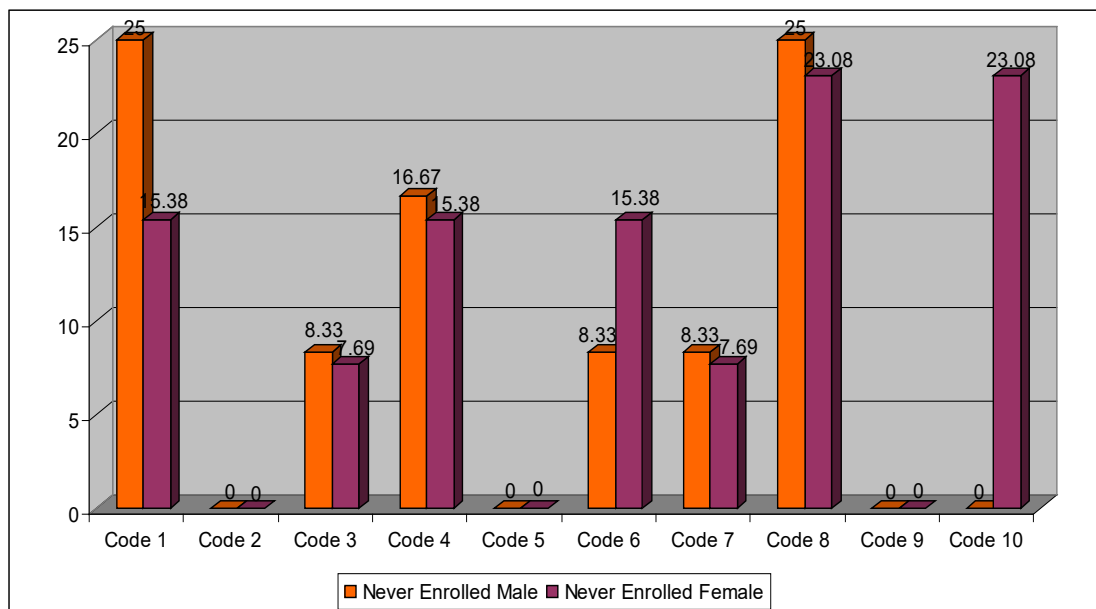


Figure 5.6: Perception about the means of economic development of an individual by the informants of never-enrolled to school respondents' families

### **5.2.2 Perception about the ‘Other Means’ of Development of an Individual**

Education, awareness, small family, good health and enthusiasm were the other variables of self development mentioned by the informants. How people fulfill the criteria for self developments were mentioned by the informants which are presented in Table 15. Among other means of self development the informants mentioned, sending children to the schools, driving away illiteracy from the families, ensuring education for all the members of the families, spending more money for education by the families, educating mothers.

The informants expressed their perception of awareness building in terms of driving away blind faith and prejudice. Building consciousness would stop child marriage and could bring equal attitude towards male and female child in the families.

Small family was used as a criterion for self development by the respondents. People need to plan about the size of the family and a small family helps people to get a developed life.

Good health was another criterion mentioned by the respondents of this study. For good health, source of pure drinking water and healthy toilet was needed to be used by the people. Treatment facilities needed to be reachable to the people of the study areas.

Ten point five-two percent (10.52%) of the male informants of BRAC graduates’ families described only the problems of their families. They spoke of food, clothing and treatment problem need to mitigate in the families as they were asked about their perception about the means of self development. They think the problems needed to be mitigated for self development.

**Table No. 15: Perception about the ‘Other Means’ of Self Development of an Individual**

Perceptions	BRAC			Never Enrolled		
	Male % N=19	Female % N=29	Total % N=48	Male % N=12	Female % N=13	Total % N=25
Acquiring Education	36.84	27.59	31.25	66.67	46.15	56.00
Educated Mother	00.00	00.00	00.00	08.33	23.08	16.00
Awareness Building	00.00	00.00	00.00	33.33	23.08	28.00
Keeping Family Small	00.00	00.00	00.00	25.00	15.38	20.00
Treatment, Safe Water, Healthy Toilet	00.00	06.90	04.17	00.00	00.00	00.00
Enthusiasm	00.00	00.00	00.00	08.33	00.00	04.00
Help from Government & NGOs	00.00	00.00	00.00	00.00	07.69	04.00
Food, Clothing & Treatment Problem in the Families Need to be Mitigated	10.52	00.00	04.17	00.00	00.00	00.00
Overall Perception about the Other Means	47.37	34.48	39.58	100.00	100.00	100.00

From Table 14 and Table 15 it is revealed that as means of self-development informants of the BRAC graduates’ families emphasized on economic aspects rather than education. The informants of never enrolled group mentioned economic and educational means with equal importance. The second group mentioned importance of mothers’ education for educating children. They have a fascination for education, something they do not have. Comments of informants reveal that their perception generated from their society and culture.

### **5.3 Confusing Perceptions of Self Development**

The informants were asked about their perception about self development as well as achieving self development. The answers had come based on the above mentioned ideas which were found to be confused. For example 06.67% of the of the never enrolled respondents' guardians answered that selling assets of the household and releasing mortgaged land could be a way of self development. But there is no relation between selling things from home with self development. From the above it is found that the informants had no clear idea about self development nor even into the examples they put forward to mean self development.

The other answer was that, low electricity bill could bring self development. Electricity is an important infrastructure for a locality. But it does not have direct relationship with self development. Therefore, it is evident that a few respondents had no perception about self development.

### **5.4 Perception about Social Development**

Regarding social development the informants of the study areas had given a few ideas. Most of the informants from the both groups thought that 'social development' refers to an area with good infrastructures. According to the UN summit (1995) held in Copenhagen social development means to improve and enhance the quality of life. Keeping that sense in mind good infrastructures enhances the quality of life. So this statement by the informants was considered as a good perception about social development. Most of the informants thought that social development means 'an area with good infrastructure', with low risk of lose occurred by natural disasters. Strong and good infrastructures could minimize risks of lose of the people of the areas.

The perception about social development presented in Table 16 is related with good infrastructure of an area. From the mentioned table it is found that, overall 100% Informants of the BRAC Graduate's families is with the perception of social development while 75% informants of the never-enrolled families have given the same perception.

**Table No 16: Perception about Social Development related to infrastructures**

Code of Perceptions	BRAC			Never Enrolled		
	Male % N=18	Female % N=28	Total % N=46	Male % N=11	Female % N=13	Total % N=24
Code 1	100.00	100.00	100.00	90.90	100.00	95.83
Code 2	61.11	100.00	84.78	09.09	30.77	20.83
Code 3	16.67	17.86	17.39	00.00	00.00	00.00
Code 4	11.11	14.29	13.04	00.00	00.00	00.00
Code 5	22.22	35.71	30.43	00.00	00.00	00.00
Code 6	22.22	35.71	30.43	27.27	23.08	25.00
Code 7	05.56	35.71	23.91	00.00	07.69	04.17
Code 8	05.56	21.73	15.22	09.09	07.69	08.33
Code 9	00.00	03.57	02.17	00.00	00.00	00.00
Code 10	00.00	07.14	04.35	00.00	00.00	00.00
Code 11	00.00	00.00	00.00	00.00	07.69	04.17
Overall Perception Related with Infrastructures	100.00	100.00	100.00	63.64	84.62	75.00

Titles of the perception about social development related to infrastructures are shown in the following with code numbers. These are as follows:

<b>Perceptions</b>	<b>Code No</b>
Well built roads for better communication =	Code 1
Various Educational Institutes like School, College, Madrasha =	Code 2
Mosque =	Code 3
River Bank Erosion Management and Drazing =	Code 4
Supply of Power and Electricity =	Code 5
Handloom Industry, Small and Cottage Industry =	Code 6
Clinic, Dispensary and Hospital =	Code 7
Hygienic Toilet, Safe Drinking Water and Tube well =	Code 8
Safe Dwelling Places and Homes =	Code 9
Bank, Insurance and Micro finance Distribution Centers =	Code 10
Post Office and Police Station =	Code 11



### Perception about Social Development related to infrastructures

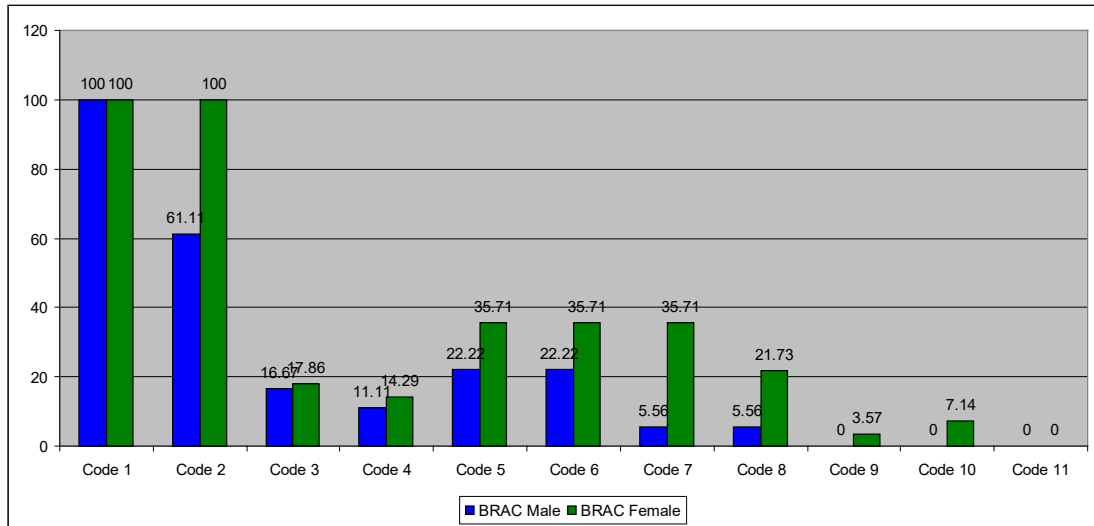


Figure 5.7: Perception about the social development related with infrastructures by the informants of BRAC respondents’ families.

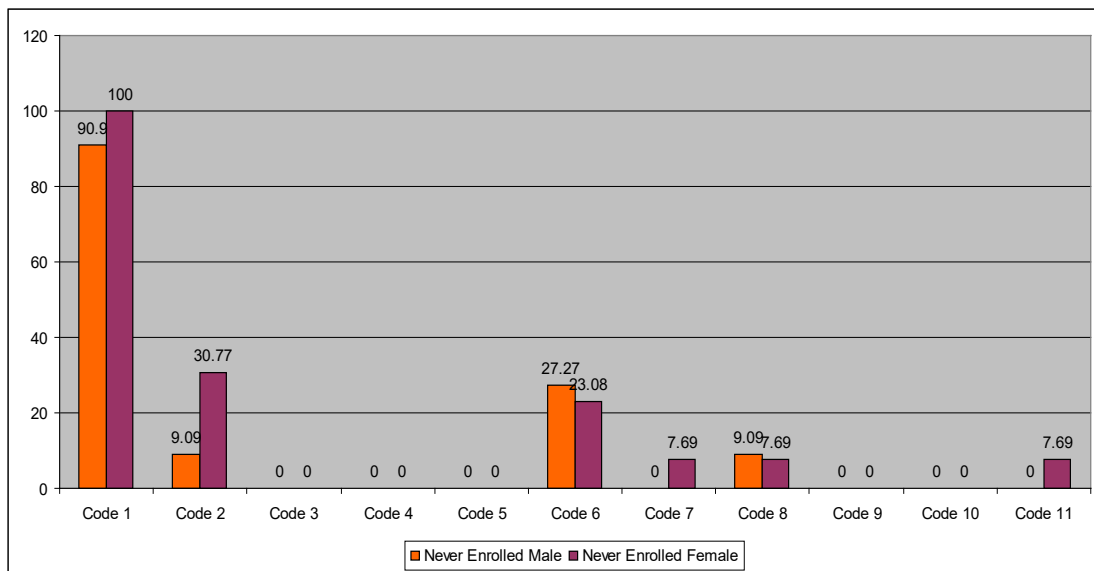


Figure 5.8: Perception about social development related with infrastructures by the informants of never-enrolled to school respondents’ families

Again, social development does not mean development of any distinct sector. Rather it refers to the fundamental development of a society. As such, the other variables indicating social development were safe social environment, eradication of social problems like dowry, child marriage, violence against women, and having awareness, conscious, people who cherished values of the society and worked together.

**Table No 17: Perception about Social Development related to Social Phenomenon**

Perceptions	BRAC			Never Enrolled		
	Male	Female	Total	Male	Female	Total
	% N=18	% N=28	% N=46	% N=11	% N=13	% N=24
Safe Social Environment	16.67	14.29	15.22	00.00	07.69	04.17
A Society free from Social Injustice, Crime, Offence and Exploitation	00.00	14.29	08.70	00.00	00.00	00.00
Social Consensus against Dowry	00.00	21.73	13.04	00.00	00.00	00.00
Social Consensus against Child Marriage	00.00	14.29	08.70	18.18	00.00	08.33
Social Consensus against Violation of Women Rights and Tortures	00.00	14.29	08.70	00.00	00.00	00.00
Social Awareness and Social Stigma free Society	11.11	07.14	08.70	09.09	15.38	12.50
Social Co-operation and Harmonious Social Life	22.22	10.71	15.22	09.09	15.38	12.50
Social Co-operation and Assistance towards Needy and Helpless People	38.89	28.57	32.61	00.00	00.00	00.00
Overall Perception related with Social Infrastructures	72.22	75.00	73.91	36.36	30.77	33.33

### Perception about Social Development related to Social Phenomenon

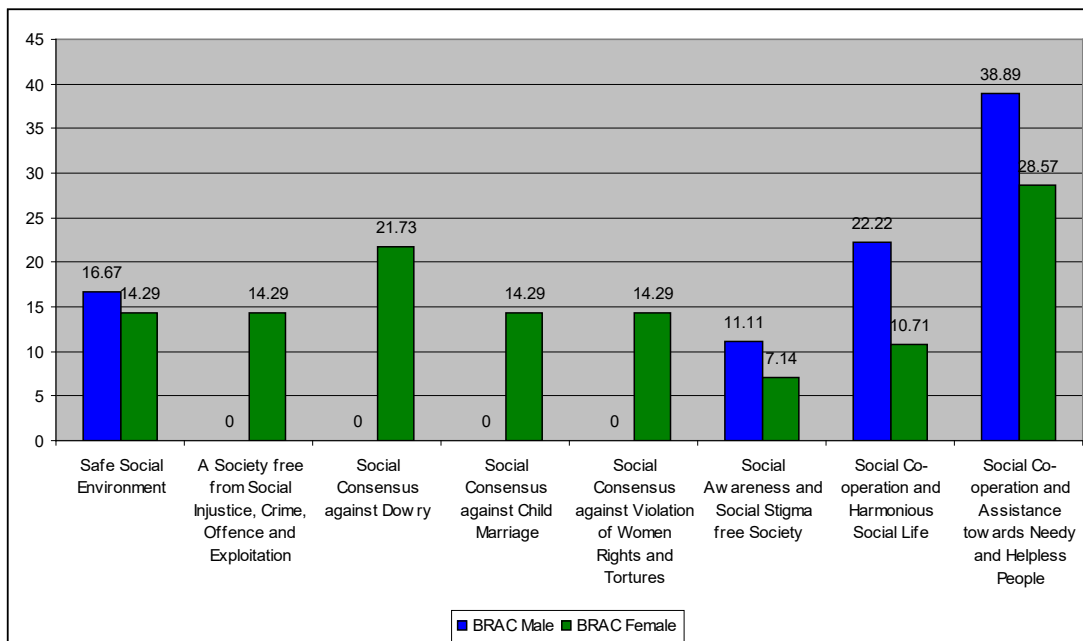


Figure 5.9: Perception about social development related with social infrastructures by the informants of BRAC respondents’ families

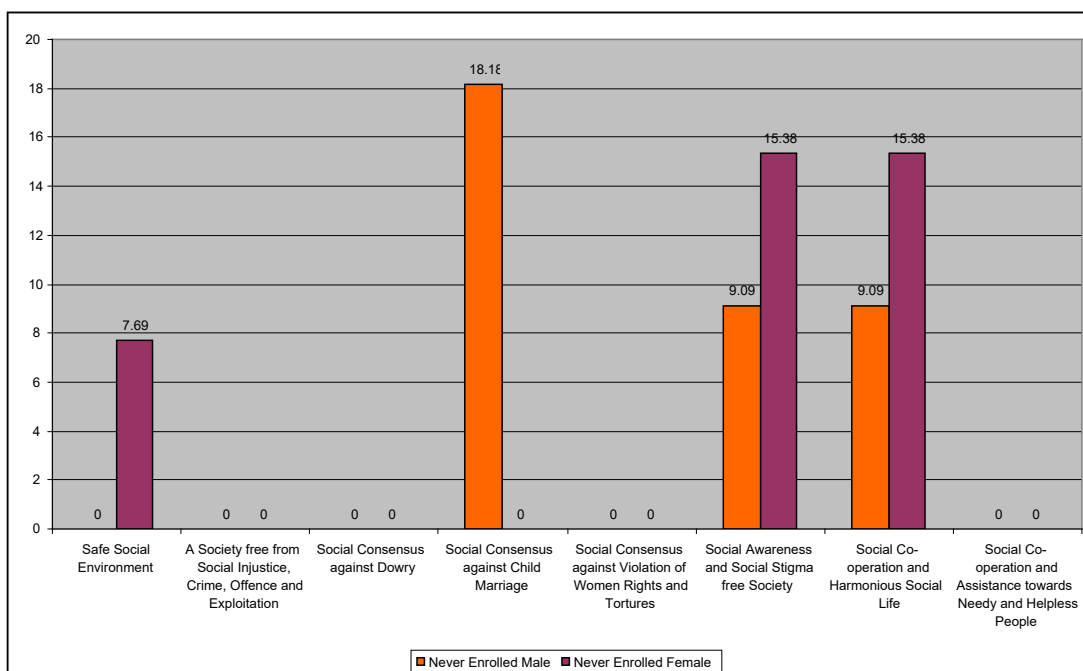


Figure 5.10: Perception about social development related with social infrastructures by the informants of never-enrolled to school respondents’ families

Table 17 shows perception about social development by the informants. The overall 73.91% from the BRAC group and 33.33% from the never-enrolled group mentioned about the perception of social development related to social phenomenon.

The other variables indicating social development were fulfillment of the primary needs of the people, Good leader, good citizen; high education rate, low population growth and child mortality were considered as some indicators of social development by the informants. Presence of a good political and community leader in the society was described by the informants as a part of social development. With a good leader the people would be good citizen. Low rate of population growth and child mortality were also mentioned as social development by them. According to some informants literacy rate should be cent percent. In the opinion of the informants that was social development.

Training and employment were considered as the other means of social development by the respondents.

**Table No 18: Perception about Social Development related to Achieving the Social Development Targets by Fulfillment of the Common Aspirations as Viewed by the Respondents**

Perceptions	BRAC			Never Enrolled		
	Male	Female	Total	Male	Female	Total
	% N=18	% N=28	% N=46	% N=11	% N=13	% N=24
Fulfillments of the primary needs of the people	44.44	28.57	34.78	18.18	38.46	29.17
Cent percent Education Rate	05.56	00.00	02.17	00.00	00.00	00.00
Good Political & Community Leader & Good Citizen	11.11	10.71	10.87	09.09	15.38	12.50
Low rate of Population Growth & Child Mortality	00.00	03.57	02.17	00.00	00.00	00.00
Trained People and Job for all	05.56	00.00	02.17	00.00	00.00	00.00
Overall Perception Related with the Fulfillment of the Common Aspiration	38.89	32.14	34.78	27.27	38.46	33.33

### Perception about Social Development related to Achieving the Social Development Targets by Fulfillment of the Common Aspirations

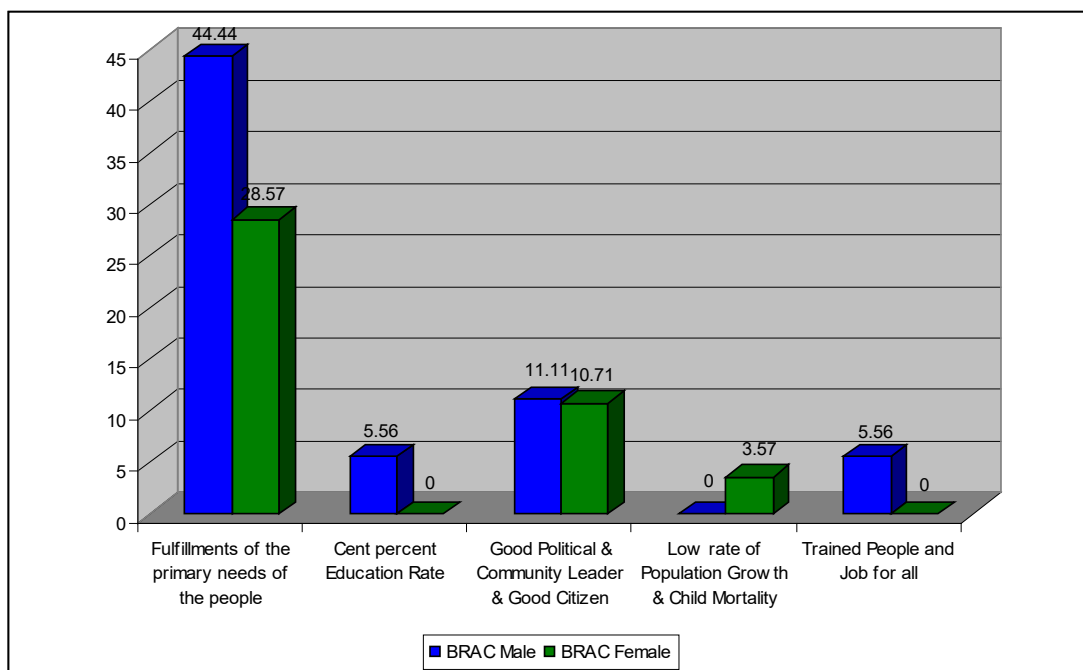


Figure 5.11: Perception about social development related with fulfillment of the common aspirations as viewed by the informants of BRAC respondents' families

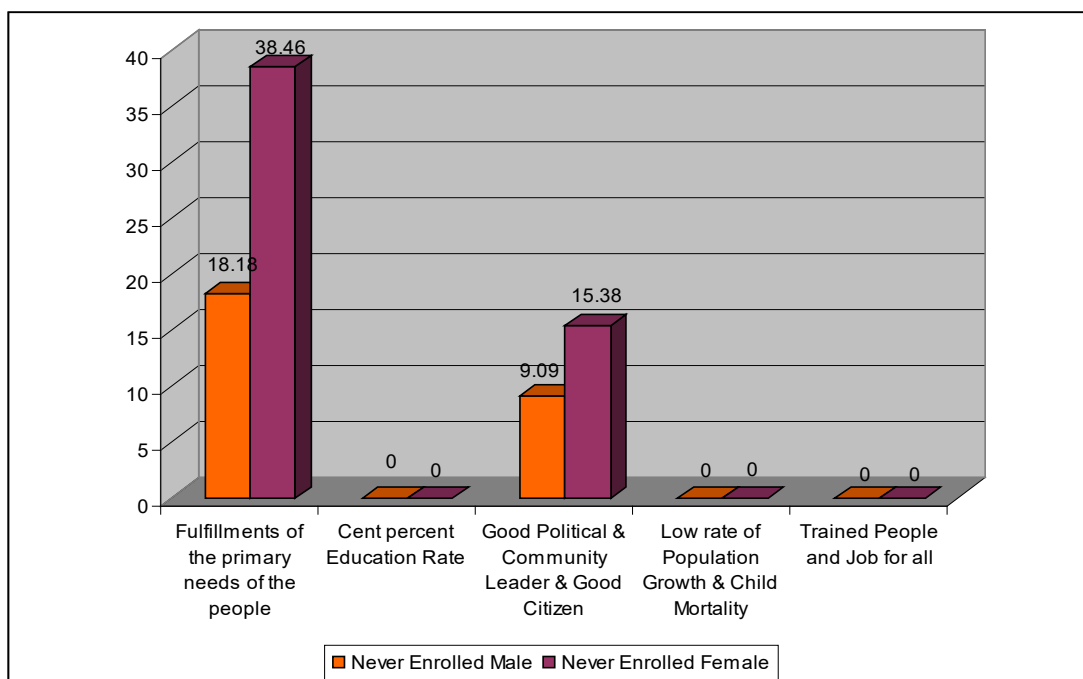


Figure 5.12: Perception about social development related with fulfillment of the common aspiration as viewed by the informants of never-enrolled to school respondents' families

### **5.5 Perception about the Means of Social Development**

According to the parents or senior members of the BRAC graduate's families the indicators of social development were 'good infrastructure', 'fulfillment of the primary needs', 'awareness', 'upholding social values', 'eradication of social problems', 'good political leaders', 'good citizen', 'low population growth rate' and 'low child mortality'.

Informants of the never-enrolled to school group also used similar indicators to express their perception on social development. But this group did not use 'low rate of population growth', 'low rate of child mortality', 'high literacy rate', 'trained people' and 'jobs for all' for social development. The indicators used by this group were 'good infrastructure', 'fulfillment of the primary needs', 'awareness of the people', 'absence of social problem' in the society, 'good political and community leader' with 'good citizens', 'safe house with good premises' and 'having electricity'.

In the answers to the question how social development could take place in their locality, they suggested to develop the infrastructures of the localities, which in turn would consist of construction of roads, carpeted road, development of communication and modern marketplaces. With that establishing Thana, post office, hospital and schools for higher studies and for increasing the literacy rate needed for the localities for social development. Tube wells in sufficient numbers needed for safe drinking water. Beautification of the areas also needed for social development according to the respondents. River bank erosion and flood were crucial natural calamities of Sariakandi upazila. The informants of this upazila said that 'dredging rivers', 'stopping river bank erosion' were needed for this upazila.

Establishment of industries would bring the opportunities of work for the local people, which were one of the means of social development according to the respondents. 'Cottage industry', 'business opportunities' were also helpful for social development.

In the study areas most of the people were engaged in agriculture. These 'farmers needed training' for 'growing more crops', 'animal husbandry' and 'fish culture'. For availability of the irrigation and animal husbandry and fish culture 'digging ponds' was important for the local people.

Job opportunities alone were not enough for the people, 'opportunities of loan' was also needed for establishing business, cottage industries and for continuing education. For the loan opportunities 'establishment of NGOs', 'co-operative organization', 'social welfare banks', 'commercial banks' are needed. Co-operative organizations were very much needed for working together. If people work together, development of the society would come easily. To work together, a 'good leader' is needed. People should 'come out of petty politics' and should be unanimous on the grounds of local welfare. If the people can be united and get a good leader, the locality would be free from corruption and terrorism. People would be aware if they become educated, and get a job; the social problem like dowry, child marriage, violence against women would be decrease. Population growth, child mortality should be minimized also among the non-conscious people of the societies.

Besides, the teachers were not punishing students to correct them. There was no television in every home. By watching cultural programs on television development



would be brought about in the society. According to them, these lackings were hampering social development.

Some respondents mentioned that ‘exchanging household things among the families’, ‘earning money by both the parents’ and ‘cash money to start a business’ could bring social change. The government helps poor people to repair their houses that could bring social development. Poor people need tube wells, healthy toilet. So government should give tube well and healthy toilet to them for the social development.

**Table No. 19: Perceptions about the Means of Social Development**

Code of Perceptions	BRAC			Never Enrolled		
	Male % N=18	Female % N=28	Total % N=46	Male % N=11	Female % N=13	Total % N=24
Code 1	22.22	53.57	41.30	45.45	53.85	50.00
Code 2	05.56	07.14	06.52	00.00	07.69	04.17
Code 3	33.33	39.29	36.96	18.18	46.15	33.33
Code 4	33.33	21.73	26.09	00.00	23.08	12.50
Code 5	11.11	00.00	04.35	00.00	07.69	04.17
Code 6	05.56	03.57	04.35	00.00	15.38	08.33
Code 7	11.11	00.00	04.35	00.00	07.69	04.17
Code 8	05.56	00.00	02.17	09.09	00.00	04.17
Code 9	00.00	07.14	04.35	00.00	07.69	04.17
Code 10	22.22	14.29	17.39	18.18	38.46	29.17
Code 11	00.00	03.57	02.17	09.09	00.00	04.17
Code 12	05.56	03.57	04.35	00.00	00.00	00.00
Code 13	05.56	00.00	02.17	00.00	00.00	00.00
Code 14	05.56	00.00	02.17	00.00	00.00	00.00
Code 15	22.22	03.57	10.87	00.00	00.00	00.00
Code 16	38.89	07.14	19.57	18.18	30.77	25.00
Code 17	05.56	00.00	02.17	00.00	00.00	00.00
Code 18	33.33	25.00	28.26	81.82	53.85	66.67
Code 19	00.00	03.57	02.17	00.00	00.00	00.00
Code 20	05.56	07.14	06.52	18.18	15.38	16.67
Code 21	00.00	00.00	00.00	18.18	30.77	25.00
Code 22	00.00	03.57	02.17	00.00	00.00	00.00
Code 23	11.11	00.00	04.35	00.00	00.00	00.00
Code 24	00.00	03.57	02.17	00.00	00.00	00.00
Code 25	11.11	03.57	06.52	00.00	00.00	00.00
Code 26	11.11	00.00	04.35	00.00	00.00	00.00
Overall Perceptions	94.44	96.43	95.65	81.82	84.62	83.33

Titles of the perceptions about the means of social development are shown in the following with code numbers. These are as follows:

<b>Statements</b>	<b>Code No</b>
Developing Infrastructures =	Code 1
Establishing Thana, Post office & Mosque =	Code 2
Establishing Educational Institutes =	Code 3
Establishment of Treatment Facilities & Safe Source of Water =	Code 4
Plantation for Beautifications of the Area =	Code 5
Remaining above Petty Politics & not Engaging in Student Politics =	Code 6
Stopping River Bank Erosions & Releasing Water of the Over Flooded Areas =	Code 7
Setting-up of Industries & Disbursing Loan =	Code 8
Cultivation & Digging Ponds =	Code 9
Establishing Banks & NGOs =	Code 10
Good Community Leader/Upazila Chairman/Good & Intelligent Citizen =	Code 11
Stopping Corruption & Create Terror Free Area =	Code 12
Ensuring 100% Literacy Rate =	Code 13
Organizing Training Programs & Ensuring Job for all =	Code 14
Being United & Working Together, Exchanging Household Things Among the Families =	Code 15
Being Aware, Conscious & Cherishing Values of the Society =	Code 16
Helping Poor & Sick People =	Code 17
Stopping Dowry, Child Marriage & violence against Women & Vulnerable People =	Code 18
Decreasing Child Mortality, Population Growth =	Code 19
Social Security & Fulfillment of the Primary Needs of the People =	Code 20
Punishment should be Given by Teachers to Correct Students =	Code 21
By Watching Television & Cultural Program =	Code 22
Bringing Change in the Society =	Code 23
Doing Business with Cash Money (If Available) =	Code 24
Both the Parents Need to Earn =	Code 25
Helping Poor People Giving Tube-well& Repairing their Houses =	Code 26

### Perceptions about the Means of Social Development

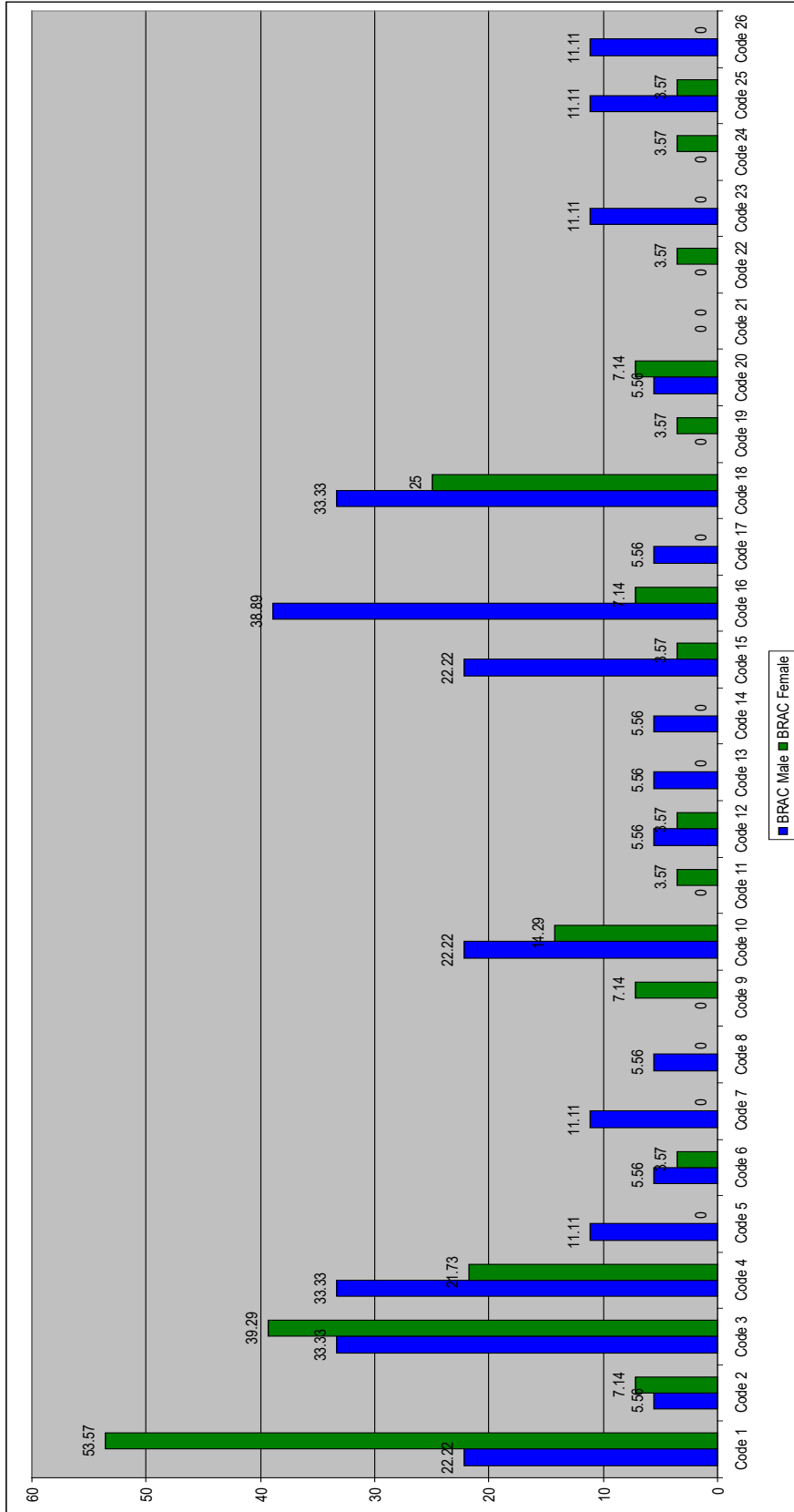


Figure 5.13: Perception about the means of social development by the BRAC Graduate informants

### Perceptions about the Means of Social Development

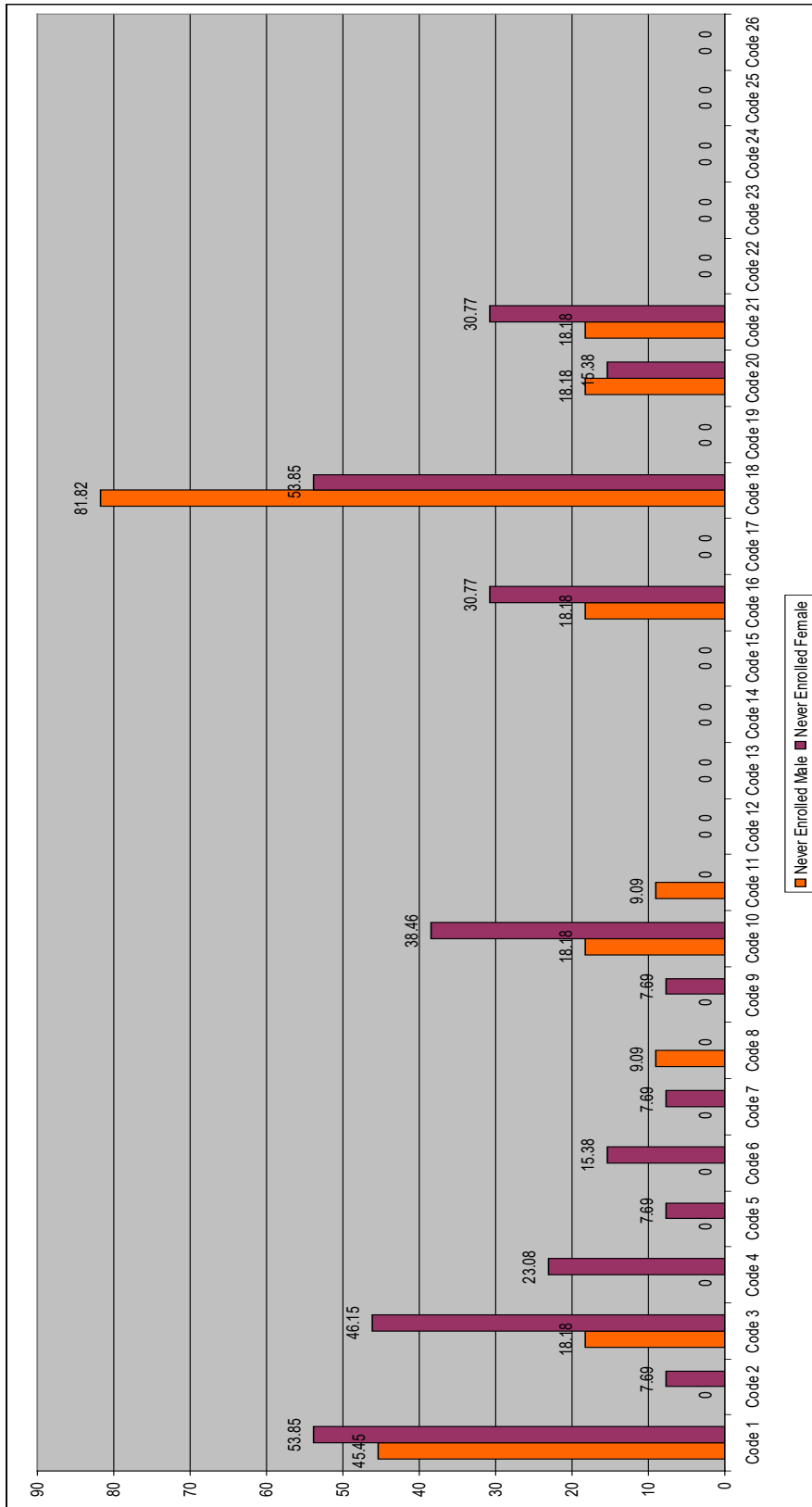


Figure 5.14: Perception about the means of social development by the Never Enrolled to School informants

### 5.6 Irrelevant Perceptions about Social Development

Few of the perceptions about the means of social developments were indistinct. It was stated before that the respondents did not have distinct answers to these questions. The researcher explained the question again and again to them. Respondents also asked many questions to understand the issues.

Even after administering such sessions a few irrelevant answers had come: ‘dowry should be given to the poor families as donation by the rich people’, ‘dearth of utensils for using in the marriage ceremony, like upper cover (*chanda/ Samiana*) for sitting arrangements and want of large cooking pots (*dekchi*)’ were interrupting the social development according to a few of the respondents.

More than 2 % of the respondents mentioned that ‘everything is alright’. To them their society was functioning correctly, no change were required. These concepts were considered as confusing because the relevance of the comments with the theme of social development was very low. These perceptions are presented in Table 20.

**Table No. 20: Irrelevant Perceptions of Social Development**

Statements	BRAC			Never Enrolled		
	Male % N=18	Female % N=28	Total % N=46	Male % N=11	Female % N=13	Total % N=24
Lack of Upper Cover ( <i>Samiana</i> ) & Large Cooking Pot ( <i>Dekchi</i> ) For Marriage Function	00.00	03.57	02.17	00.00	00.00	00.00
Have to Pay Dowry as a Donation to the poor people	00.00	03.57	02.17	00.00	00.00	00.00
Everything is Alright	00.00	03.57	02.17	00.00	00.00	00.00
Overall Perceptions	00.00	10.71	06.52	00.00	00.00	00.00

The people of the study areas faced many difficulties in their personal and social life. Poverty, lack of job opportunities, no/low level of education, and dearth of facilities were haunting their lives. Experiences they gathered in their lives had consequences in the perceptions held by people of the locality. Their perceptions were constructed on what they had experienced. So, most of the informants talked about good job, which means self development and fulfillment of the primary needs, getting loan, industries establishing in the areas as means of social development. A few of them had good perception, such as awareness of people, 100% literacy, health facilities, good community and political leader, good citizen, low rate of population growth and child mortality can bring about social development. A few of the respondents gave vague conceptions, like, by selling few household things people can bring about development in their lives. By helping poor people, giving loan, dowry people would bring social development.

## Chapter 6

### **BRAC Education Program (BEP) & Social Development in the Study Areas: Impact Analysis**

The background characteristics of the BRAC graduates and never enrolled in school respondents are presented in the previous chapter. This chapter describes the impact of BRAC Education. The following presents the comparison of the improvement in the skills of the personal and social life between BRAC Education Program graduates and the persons who had never been to school. Table 21 shows status of the respondents. Most of the BRAC graduate respondents were students (60.58%), 21.15% were job less, 14.10% respondents were employed and 4.17% were student with job. In the never enrolled in school group most of them were employee (60%), 40% of the respondents were jobless and none were students among the group.

**Table No. 21: Present Status of the Respondents**

Present Status	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Student	30.13	30.45	60.58	00.00	00.00	00.00
Student with Job	04.17	00.00	04.17	00.00	00.00	00.00
Job Less	02.88	18.27	21.15	00.00	40.00	40.00
Employed	12.82	01.28	14.10	50.00	10.00	60.00
Total	50.00	50.00	100.00	50.00	50.00	100.00



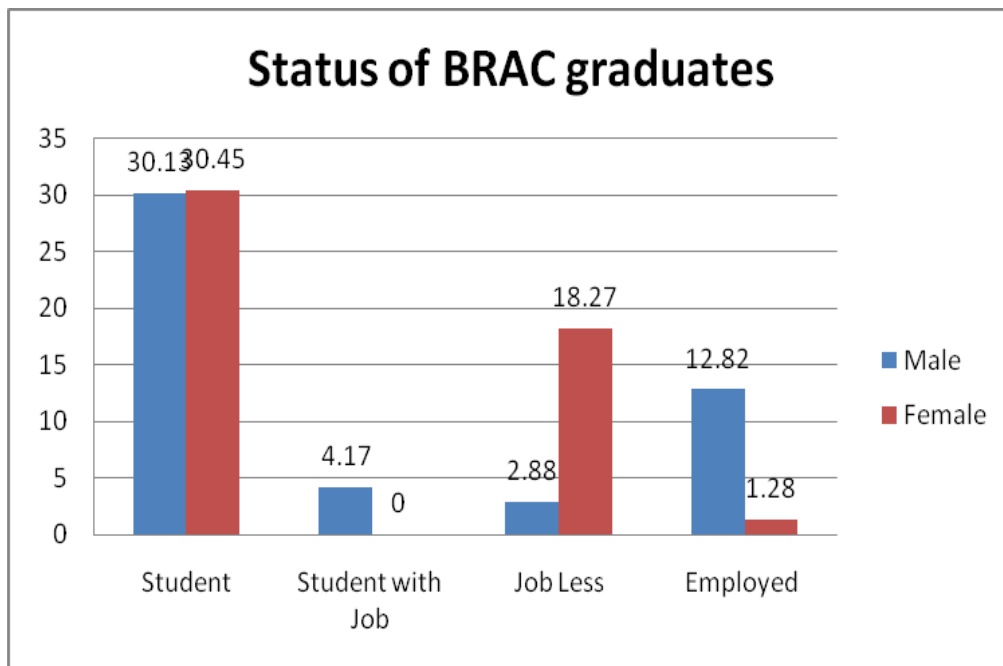


Figure 6.1: Present status of BRAC graduates in percentage.

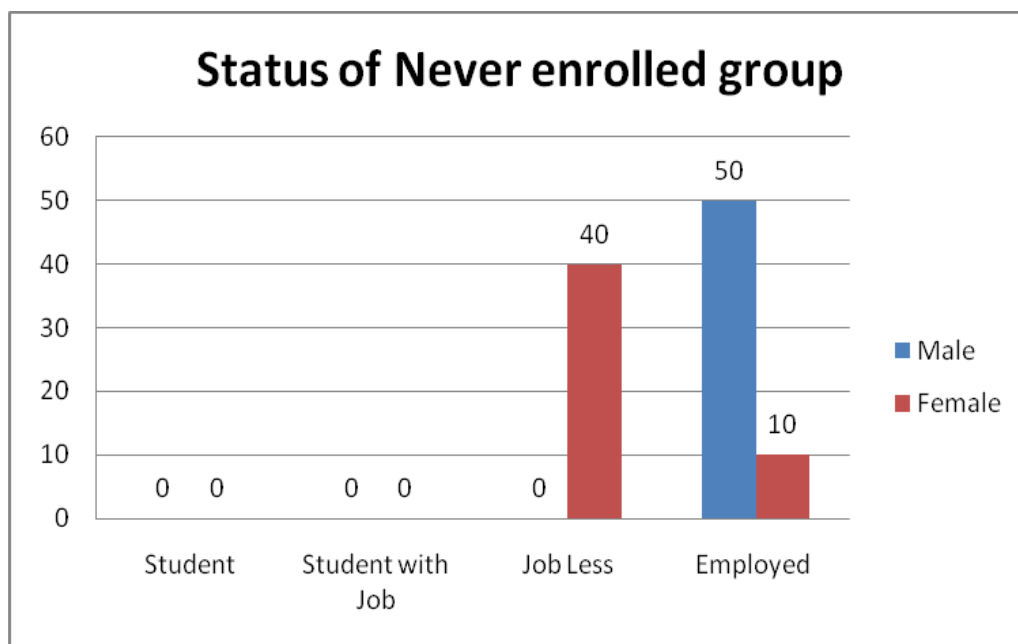


Figure 6.2: Present status of Never Enrolled group in percentage.

## 6.1 Empowerment

Impact analyses of the BRAC education on the graduates have been analyzed in this chapter. Empowerment measured through the indicators like ability to earn and amount of income, ability to expression opinions, capacity of participating in the decision making, self esteem, have been discussed here.

### 6.1.1 Ability to Earn & Amount of Income

According to the definition of empowerment used in this study, ability to earn and the amount of income have been studied. In comparison of non-earning respondents were not considered in this part of the study. According to the Table 21, there were 189 (60.58%) students from the BRAC graduate respondent group and 13 (4.17%) were students with job. There were no students in the other group. Fourteen point one percent (14.10%) from the BRAC and 60% from the never enrolled in school respondents were earning for their families. The rest (40%) of the never enrolled respondents (mostly female) were not earning. According to Table 21, only 10% of the females were earning for their families and others were involved in household works of the same group. From the BRAC graduate respondents 21.15% were not engaged in earning. Respondents who had more than one status (4.17%) they were also considered in the earning member's category (Table 22). The non-earning members' were 81.73 % and 40% respectively for BRAC and never enrolled to school group. Most frequent range of income from the BRAC graduate group was BDT 1000-3000 range groups. Highest range of income was more than BDT 8000 per month. The other range was BDT 3001-5000 per month, which was 03.21% of the respondents. BDT 5001-8000 per month was only 0.64% and only one respondent found earned BDT 50, 000 (fifty thousand) per month (*this respondent had all the*

modern agricultural machineries for cultivation. He extends his services to the other farmers on rent). In the never enrolled to school group 10% of the respondents earned BDT 5001-8000 per month, 26.67% of the respondents earned BDT 3001-5000 per month and 23.33% of the respondents earned BDT 1000-3000 per month. The percentages shown in the Table 22 indicate significant differences in income of the two groups of respondents with p-value <0.001. Most of the respondents' were found involved in the jobs like, farming, day-labor, van-driver, small business/service, barber, tailor, mason, house-tutor, village-doctor etc. The respondents also mentioned that they have hardly any better opportunities in the villages for earning.

**Table No. 22: Monthly Income of the Employed Respondents**

Range of Income (Monthly in BDT)	BRAC			Never-Enrolled		
	Male	Female	Total	Male	Female	Total
	% N=156	% N=156	% N=312	% N=15	% N=15	% N=30
Nil/Not Applicable	74.36	97.44	85.90	00.00	80.00	40.00
1000-3000	18.60	01.28	09.94	26.67	20.00	23.33
3001-5000	05.13	01.28	03.21	53.33	00.00	26.67
5001-8000	01.28	00.00	00.64	20.00	00.00	10.00
> 8000	00.64	00.00	00.32	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	<0.001			<0.001		
p-value**	<0.001					

Note: \*p-value is for comparing status of respondents to gender

\*\*p-value is for comparing status of respondents to BRAC graduates and never enrolled to school

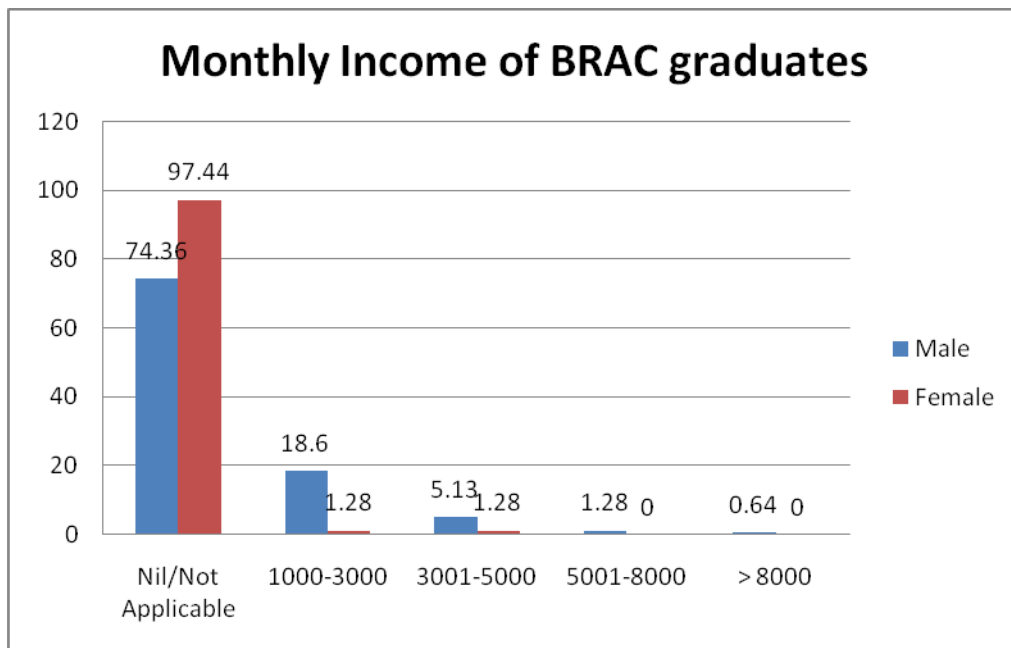


Figure 6.3: Monthly income of BRAG graduates

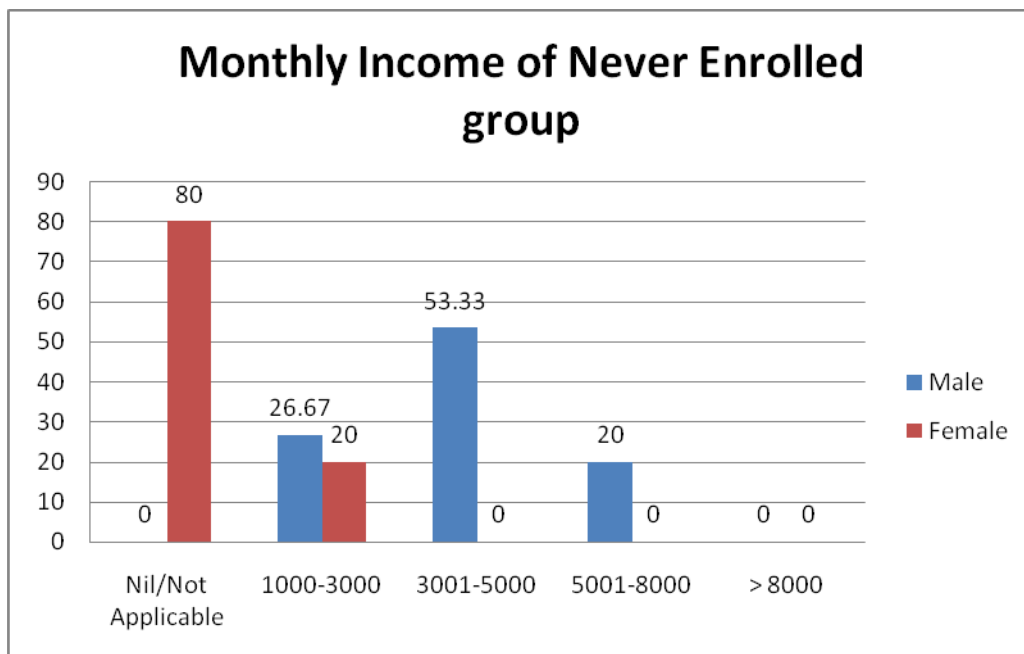


Figure 6.4: Monthly income of the never-enrolled to school respondents

### 6.1.2 Participation in Decision Making

The performance of ability of decision making in the families in the two categories is presented in Table 23, Table 24 and Table 25. Most of the decisions are family decisions and it takes place in home and is based on the customs of society. Normally in the families of the villages of Bangladesh decision is taken by the head of the house (a male member). In this study education is considered as a changing factor of life of the people. Table 23, Table 24, and Table 25 demonstrated the fact that prime decision maker of the family is the head of the household but the other family members (BRAC graduate respondents) may put forward their opinions in taking the decisions in family matters.

Table 23 shows who takes decision about marriage of the family members. In most of the families decisions of marriage is made by the parents of the never enrolled to school respondents. In case of the BRAC graduate respondents a few of them (2.88%) were asked of their own opinion before marriage by parents in case of their own marriage. However, in the never enrolled in school group none had such opportunity (0%). Though the percentage rate is low but it can be found that the BRAC graduate respondents are getting more priority in their families as an educated member. Thus there is significant difference between the two groups with p-value <0.001.

**Table No. 23: Decision Making Members in Family Affairs like Marriage**

Decision Taking Member	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Father/Household Head	11.54	10.90	11.22	40.00	53.33	46.67
Mother/Housewife	03.85	02.56	03.21	06.67	00.00	03.33
Both Parents	58.97	65.38	62.18	46.67	46.67	46.67
Every Members of the Family	19.87	19.23	19.55	06.67	00.00	03.33
Bride-groom & Bride	00.64	01.28	00.96	00.00	00.00	00.00
Parents Consider My Decision	05.13	00.64	02.88	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.240			0.515		
p-value**	<0.001					

Note: \*p-value is for comparing decision making family member to gender

\*\*p-value is for comparing decision making family member to BRAC graduates and never enrolled to school.

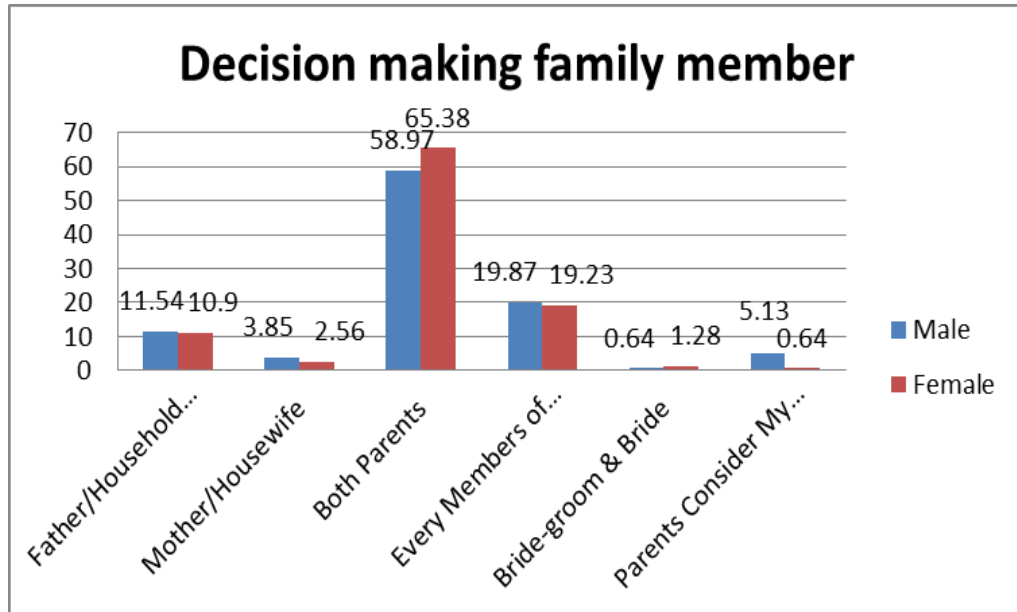


Figure6.5: Decision making family members among the BRAC graduate respondents

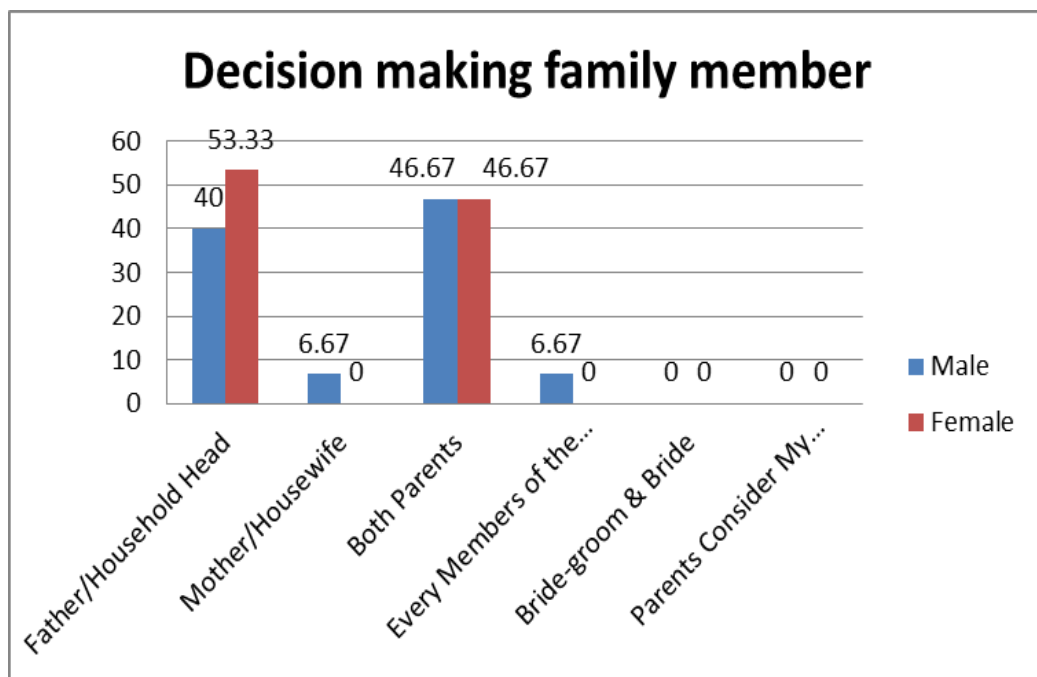


Figure 6.6: Decision making family members among the Never Enrolled respondents

Normal scenario in the villages is that head of the household takes all the decisions for the other members of the families but they have greater influence of their partner as well. Often decision is made jointly with their spouse. Table 24 reaffirms such a scenario. Schooling is an important and may be life changing factor of human life, especially of the children. To continue with education or not to continue with education is very important aspect for decision making. A few of the BRAC graduate respondents claim that their parents consider their opinions or ask them to make their own decisions. From Table 24 it is also revealed that none of the never enrolled respondents have got the opportunity to participate in making decisions on family matters like 'schooling for children'. There is significant difference between the two groups regarding members who make decisions on schooling of children in their families (p-value <0.001).

**Table No. 24: Decision Making Members about Schooling of the Children**

Decision Taking Member	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Father	08.33	08.33	08.33	26.67	60.00	43.33
Mother	11.54	11.54	11.54	00.00	06.67	03.33
Both Parents	76.28	79.49	77.88	73.33	33.33	53.33
Parents Consider Respondent's Decision	03.85	00.64	02.24	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.298			0.075		
p-value**	<0.001					

Note: \*p-value is for comparing decision making member in the family to gender of respondents

\*\*p-value is for comparing decision making member in the family to BRAC graduates and never enrolled group.



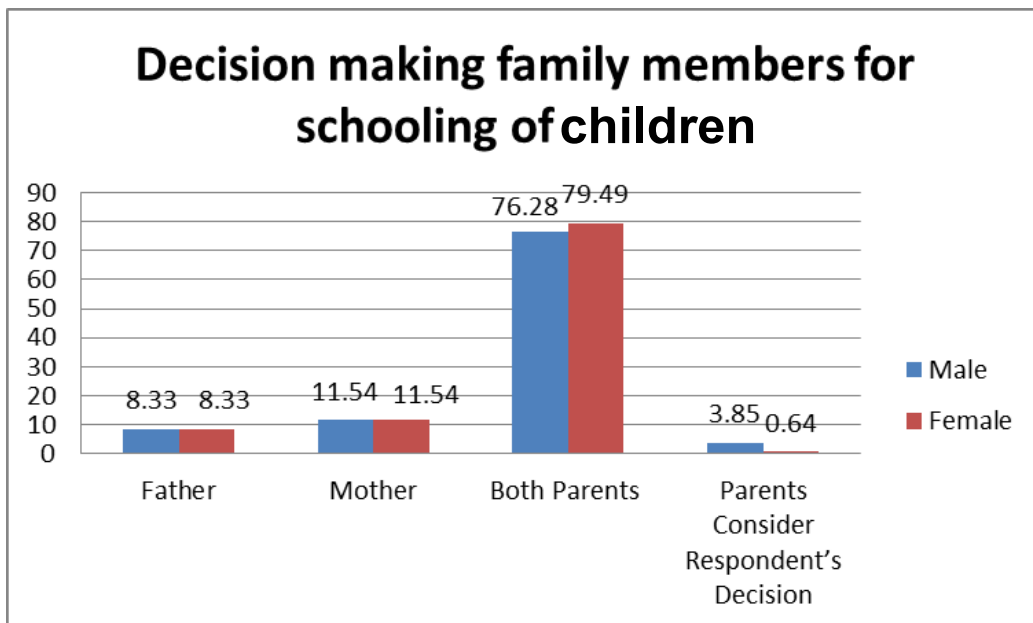


Figure 6.7: Percentage of decision making family members for schooling of children for the BRAC graduates group.

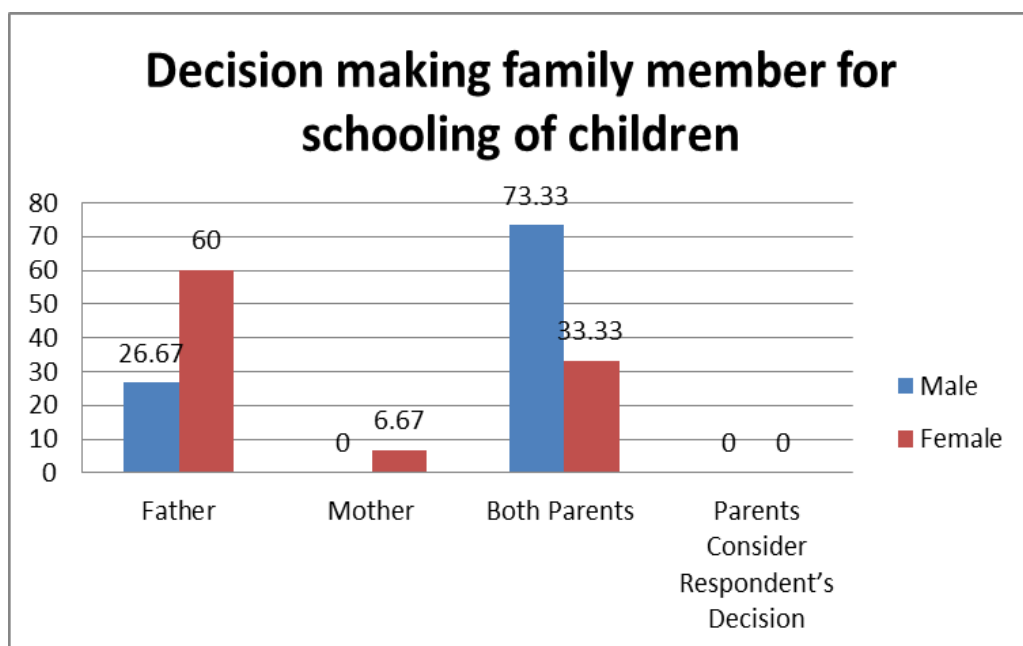


Figure 6.8: Family members of Never enrolled group who make decisions on schooling of children

Table 25 reveals that, decision about the higher study was taken by the parents in most of the cases. It was due to the spending money for higher education by the parents. Few respondents also claimed that parents asked their opinion regarding higher studies like where to study, what to study etc. The percentage was 4.49% from the BRAC graduate respondents and it was 0% in case of the never enrolled respondents.

**Table No. 25: Member Responsible for Taking Decision on Higher Study of the Children**

Member Responsible for Taking Decision	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Father/ Head of the Household	08.97	05.13	07.05	40.00	60.00	50.00
Mother/Housewife	08.33	09.62	08.97	00.00	06.67	03.33
Both	78.85	80.13	79.49	60.00	33.33	46.67
Parents Consider My Decision	03.85	05.13	04.49	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.557			0.254		
p-value**	<0.001					

Note: \*p-value is for comparing decision making family members of respondents to gender

\*\*p-value is for comparing decision making family members of respondents to BRAC graduates and never enrolled to school.

The respondents were poor, lack of facilities. Besides all these constrains parents of the BRAC graduate respondents consider them capable of taking decisions in family matters like marriage, schooling and higher study. From the above three tables it is shown that to their families they were the persons with whom parents can discuss any problem and can seek their advice. This is a very good achievement of a person for self development and for any society. It would make the person confident, courageous and helped the person to be attached to the society.

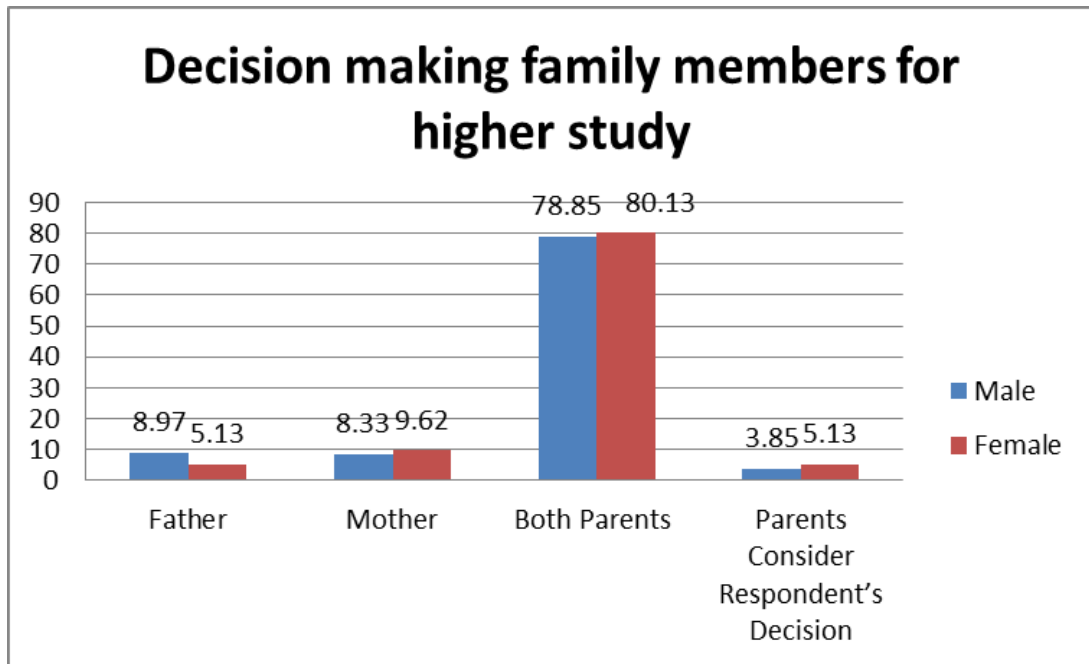


Figure 6.9: Percentage of decision making family members for higher study of children for BRAC graduates group.

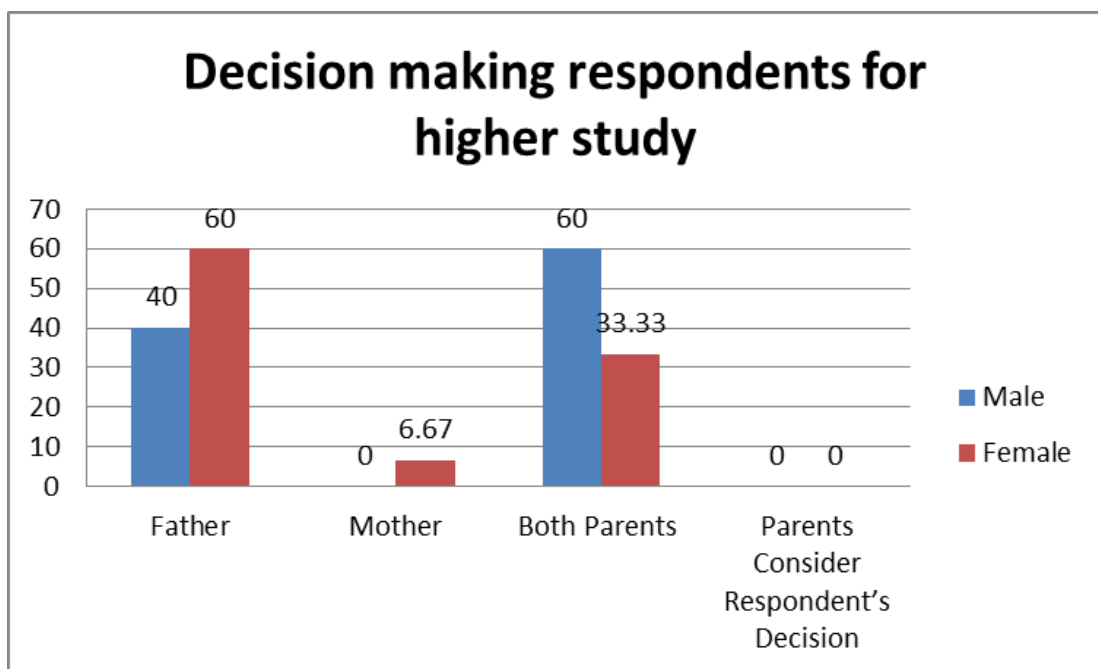


Figure 6.10: Percentage of decision making family members for higher study of children for never enrolled group.

### **6.1.3 Expression of Opinion among Women in the Decision Making Process**

Bangladesh is a male dominant society by its social practice and by culture. Women do not enjoy as much freedom of movement and opinion a male do in a family. Most of the time opinions of the female members of a family either devalued or not considered, especially in the rural areas of Bangladesh. Devaluations of the opinion are seriously impacting the empowerment of the women. Devaluation of the opinions creates barriers for the person to be confident, to develop the ability of taking decision on any issue of his or her life. They feel themselves as less valued members of the family, which can bring about social isolation. In this section, only the female respondents' opinions were considered and Table 26 highlights the state of valuation of the opinions of female members in the family. The female respondents of both categories were asked if they can express opinions in the family matters or not. Majority (83.97%) of the BRAC Graduate female respondents mentioned that they can express opinions in the families. For the never enrolled female respondents the picture was different. Majority (73.33%) of the respondents expressed that they were not valued to opine in their families. It has been found that consideration of the opinions of the female respondents by their family differs significantly to the two groups with p-value <0.001.

**Table No. 26: Consideration of the Opinions of the Female Respondents by their Families**

Evaluation of the Opinion by the Family Members	BRAC		Never-Enrolled	
	No of Respondents N=156	%	No of Respondents N=15	%
Yes	131	83.97	04	26.67
No	25	16.03	11	73.33
Total	156	100.00	15	100.00
p-value*	<0.001			

Note: \*p-value for chi-square test

The study reveals that most of the female BRAC graduates enjoy positive evaluation in their families. Among the female BRAC respondents 16.03% of them do not get expected positive response from their family. In the case of the never-enrolled female respondents, only 26.67% received desired evaluation of their opinions by their family members. It showed that BRAC female graduates are better evaluated in their families than the never enrolled female respondents.

The female respondents who were valued by their family members were asked why their opinions were positively evaluated. Their comments were the following: “*I contribute financially to the family*”, “*I am aware about my rights in the family*”, “*for my education father/husband’s mind has been changed towards me*”, “*for the sake of peace of the family*”, “*I co-operate with the other members of the family*”, “*decision makers evaluate me as a member of the family*”, “*for trust and love*”, and “*due to the increased consciousness & values of the family*”. Most of the BRAC graduate respondents expressed that they were conscious about their rights, so they were

valued by their families, but none of the respondents from the never enrolled group claimed that they were conscious about their rights. Among the female BRAC graduate respondents 37.18% opined that they were valued by their families because of their education. Table 27 portrays that the women understand the importance of education, also believes that it can upgrade their status in their families.

Few respondents opined that for the sake of peace, love, trust and considering as a family member the other members consider the respondents opinion. Those were the responses from 2.56% and 0.64% of the BRAC graduate group and from 13.33% and 13.33% of the respondents of the 'never enrolled' group respectively.

**Table No 27: Causes for Considering the Opinion in the Family Decision in the Respondents' Family**

Statements	BRAC		Never-Enrolled		p-value*
	No of Respondents N=156	%	No of Respondents N=15	%	
Family do not Consider My Opinion	25	16.03	11	73.33	<0.001
I Contribute Financially to the Family	01	00.64	00	00.00	0.756
I am Aware about My Rights	63	40.38	00	00.00	0.002
For My Education, My Father/Husband's Mind has been Changed	58	37.18	00	00.00	0.004
For the Sake of Peace of the Family	04	02.56	02	13.33	0.030
I Co-operate with the other Members of the Family	01	00.64	00	00.00	0.756
Evaluate Me as a Member of the Family	04	02.56	02	13.33	0.030
For Trust and Love	01	00.64	00	00.00	0.756
Upgraded Consciousness & Values of the Family	01	00.64	00	00.00	0.756
Overall statements	156	100.00	15	100.00	--

Note: \*p-values are for comparing two proportions, --cannot be calculated.

### 6.1.4 Self Esteem

A few variables e.g. ‘*whether the respondents can communicate with others or not*’, (if the answer is no) ‘*what are the causes of it*’, ‘*how they feel while mixing with the others*’ and ‘*how far they (the respondents) want to study*’ were selected to evaluate the self-esteem of the respondents. The answers of the respondents were presented in Table 28 to Table 31.

The respondents were asked whether they could interact with other person easily. The answers of the respondents are presented in Table 28. Almost all respondents said that they were comfortable in interacting with other people of the society. The opinion does not vary significantly between the two groups (p-value=0.751).

**Table No 28: Capacity of Interacting with the Other Persons Comfortably**

Can Interact with People Comfortably	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Yes	46.79	44.87	91.67	43.33	50.00	93.33
No	03.21	05.13	08.33	06.67	00.00	06.67
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value*	0.220			0.143		
p-value**	0.751					

Note: \*p-value is for comparing (chi-square test) capacity of interacting with the other persons comfortably of respondents to gender

\*\*p-value is for comparing (chi-square test) capacity of interacting with the other persons comfortably of respondents to BRAC graduates and never enrolled to school



The respondents were also asked that what she/he thought about herself/himself when she/he was in a team. The measurement was set in few statements. Those were, “*one of the leader of our team*”, “*very popular but not leader*”, “*not much popular but go with the flow*”, “*not a member of any union*”, “*stay alone*”. The answers of the respondents were presented in the Table 29. Highest number of respondents opined that they were “not much popular but could go with the folk”. From the BRAC graduate respondents, 6.41% considered themselves as ‘the leader’ of the team. On the contrary none of the never enrolled respondents had much evaluation regarding themselves. Ten percent (10%) of the never enrolled in school respondents answered that they were comfortable alone. Among the BRAC graduate respondents 8.01% felt better to stay alone. Three point three-three percent (03.33%) of the never-enrolled respondents said that they were very popular but not leader and it was for 37.82% of the BRAC graduate respondents. From the responses recorded in Table 29, conclusion can be drawn that the BRAC graduates have got more leadership quality than those of who never enrolled group of respondents. It also shows that BRAC graduate group is more concerned with the society. The difference is also found to be statistically highly significant ( $p < 0.001$ ).

**Table No 29: How the Respondents Feel while Interacting with the People**

Statements	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
One of the Leader of our Team	08.33	04.49	06.41	00.00	00.00	00.00
Very Popular but not Leader	37.82	37.82	37.82	00.00	06.67	03.33
Not much Popular but Go with the Flow	40.38	39.74	40.06	60.00	33.33	46.67
Not a member of any union Genuinely	07.69	07.69	07.69	26.67	53.33	40.00
Stay Alone	05.77	10.26	08.01	13.33	06.67	10.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.439			0.143		
p-value**	<0.001					

Note: \*p-value is for comparing (chi-square test) respondent's feeling at the time of interacting with people to gender

\*\*p-value is for comparing (chi-square test) respondent's feeling at the time of interacting with people to BRAC graduates and never enrolled to school.

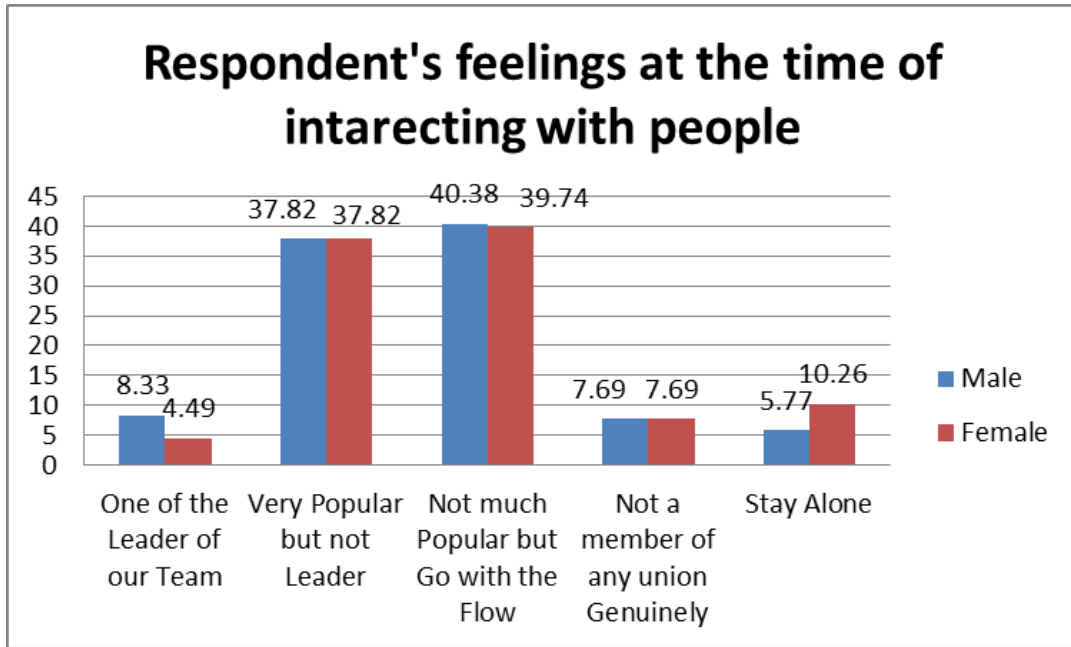


Figure 6.11: Respondent's feeling at the time of interacting with people for BRAC graduates group

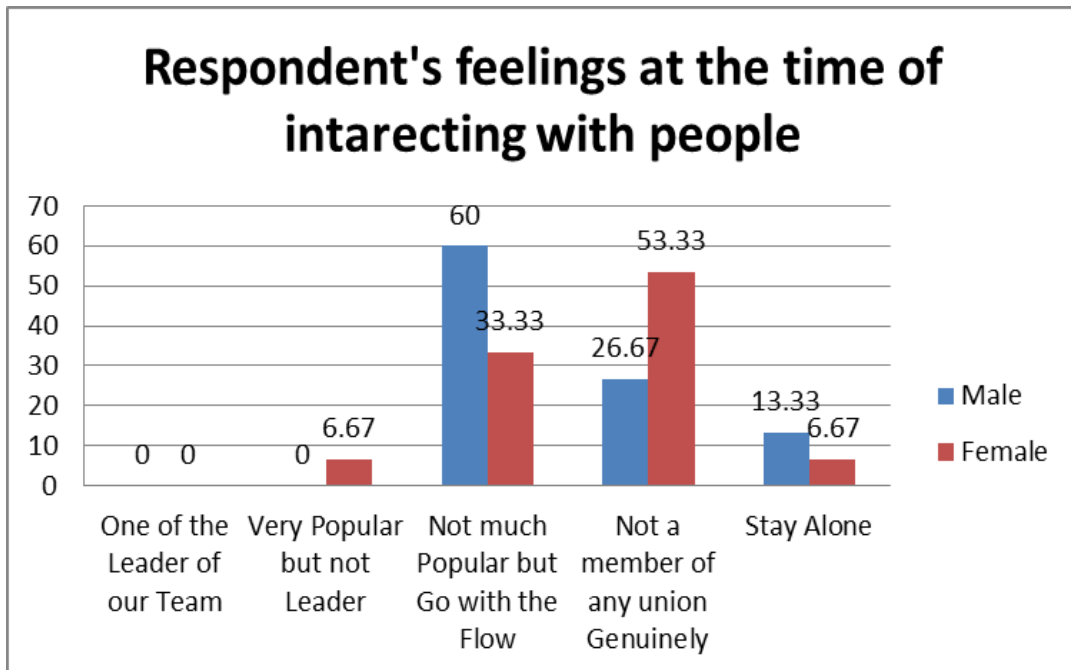


Figure 6.12: Respondent's feeling at the time of interacting with people for never enrolled group

Only for the BRAC graduate respondents a question was set- 'whether they want to continue their education up to graduation level or not'. The measurement was set as 'yes' or 'no'. Sixty-eight point five nine percent (68.59%) of the respondent desired to continue their education, up to Bachelor's level. This represents their positive mentality created by education.

**Table No 30: Desire to Complete Education up to Bachelor's Level by the Educated Respondents**

Desire of Completion of Education	Male		Female		Total	
	No of Respondents N=156	%	No of Respondents N=156	%	No of Respondents N=312	%
Yes	120	38.46	94	30.13	214	68.59
No	36	11.54	62	19.87	98	31.41
Total	156	50.00	156	50.00	312	100.00
p-value*	0.002					

Note: \*p-value is for comparing desire of respondents to gender.

To judge the actual interest about education, the respondents were also asked another question- if under any circumstances they had to discontinue her/his education and if sometimes later they get the opportunity to be back to their studies what will be their decision. As measurement few statements were taken like: "I can not be back to my study", "I am approximately sure that I will not be back to my study", "If I get a good job I will not be back to my study", "I must try to be back to my study", "If possible I must be back to my study", "not applicable". The answers of the respondents are shown in the Table 31. The respondents who opined 'not interested to complete their

study' (Table 30), were considered in the 'not applicable' category in Table 31. Most of the respondents (32.05%) wanted to be back in their studies, 24.36% respondents shown strong desire to be back to their studies.

**Table No 31: Taking Decision either for Job or for Continuing Education**

Decision of the Respondents	Male		Female		Total	
	No of Respondents N=156	%	No of Respondents N=156	%	No of Respondents N=312	%
I can not be Back to My Study	07	02.24	05	01.60	12	03.85
I am Almost Sure that I will Not be Back to My Study	04	01.28	02	00.64	06	01.92
If I Get a Good Job I will not be Back to Study	10	03.21	10	03.21	20	06.41
I Must Try to be Back to My Study	50	16.03	26	08.33	76	24.36
If Possible I Must be Back to My Study	49	15.71	51	16.35	100	32.05
Not Applicable	36	11.54	62	19.87	98	31.41
Total	156	50.00	156	50.00	312	100.00
p-value*	0.008					

Note: \*p-value is for comparing decision for job or continuing education of respondents to gender.

## **6.2 Health Matter**

Life skill issues are a major part of BRAC education. So, if education cast impacts on the students then they are supposed to be aware of the health issues. So, to know about the impact of education on some health issues knowledge on six deadly diseases of the children, knowledge about the age of immunization, knowledge on AIDS, knowledge on the prevention of the common diseases, health seeking behavior, personal practice of hygiene, knowledge on family planning issues and knowledge on the process of purification of water were inquired.

### **6.2.1 Knowing about the Names of the Six Deadly Diseases of the Children**

The respondents were asked if they knew the names of the six deadly diseases from which children suffered. More than 80% of the respondents from the each group answered 'yes' to the question. Almost 14% of the BRAC respondents and 23.33% of the never enrolled to school group answered they did not know about it. Then they were asked to tell the names of the diseases. The answer summary is presented in Table 32. The correct answers were Tetanus, Diphtheria, Whooping Cough, Polio, Measles, and Mumps. Eighty-three point zero one percent (83.01%) of the BRAC graduate respondents could answer all. However, 23.33% of the 'never enrolled' respondents could mention all correctly. Three point two one percent (3.21%) of the BRAC graduate respondents gave wrong answers and 53.33 % respondents of the never-enrolled respondents group gave wrong answers to the question. Difference between the knowledge of these two group of respondents is statistically highly significant (p-value<0.001).

**Table No 32: Respondent's Knowledge about Names of the Six Deadly Diseases**

Naming about the Six Deadly Diseases	BRAC			Never-Enrolled		
	Male	Female	Total	Male	Female	Total
	% N=156	% N=156	% N=312	% N=15	% N=15	% N=30
Correct Answer	82.05	83.97	83.01	13.33	33.33	23.33
Wrong Answer	01.92	04.49	03.21	53.33	53.33	53.33
Do not Know	16.03	11.54	13.78	33.33	13.33	23.33
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.249			0.257		
p-value**	<0.001					

Note: \*p-value is for comparing knowledge to gender

\*\*p-value is for comparing knowledge between BRAC graduates and never enrolled group

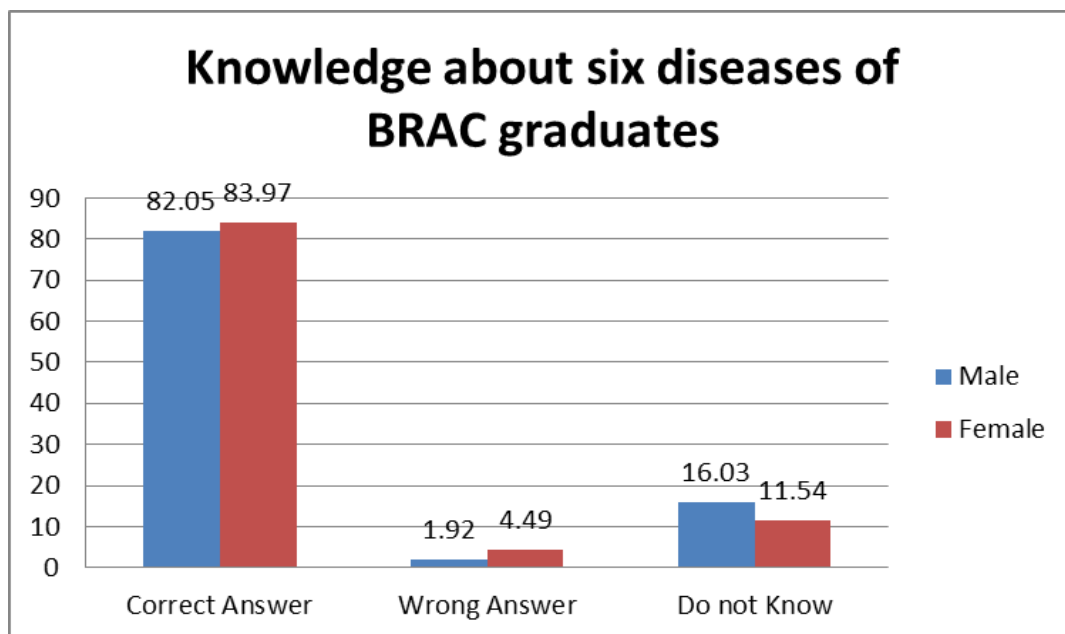


Figure 6.13: Knowledge about six diseases of BRAC graduates.

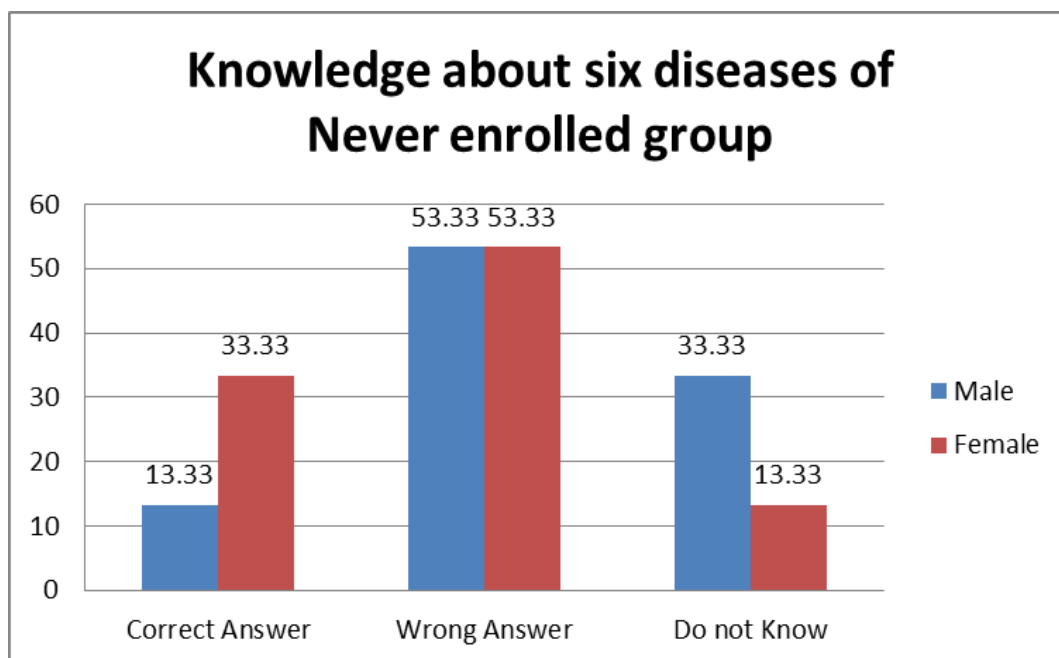


Figure 6.14: Knowledge about six diseases of Never enrolled group.



### 6.2.2 Knowledge about the Usefulness of Immunization of Children

The respondents were asked if they knew why the immunization for the children was important. The correct answer was to prevent the diseases. The measurement was set as 'Correct answer', 'Wrong answer' and 'Do not know'. Ninety point seven one percent (90.71%) of the BRAC graduate respondents answered correctly. The other 7.05% of the respondents gave wrong answer and rest 2.24% didn't know about the usefulness of immunization. On the other hand 70% of the never enrolled to school respondents have gave correct answers and 30% gave wrong answers. The difference between knowledge about the usefulness of the immunization of the children between the two groups of respondents differs statistically highly significant (p-value<0.001).

**Table No 33: Knowledge about the Usefulness of the Immunization of the Children**

Usefulness of Immunization of the Children	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Correct Answer	88.46	92.95	90.71	66.67	73.33	70.00
Wrong Answer	07.69	06.41	07.05	33.33	26.67	30.00
Do not Know	03.85	00.64	02.24	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.140			0.691		
p-value**	<0.001					

Note: \*p-value is for comparing knowledge of immunization to gender

\*\*p-value is for comparing knowledge of immunization between BRAC graduates and never enrolled group

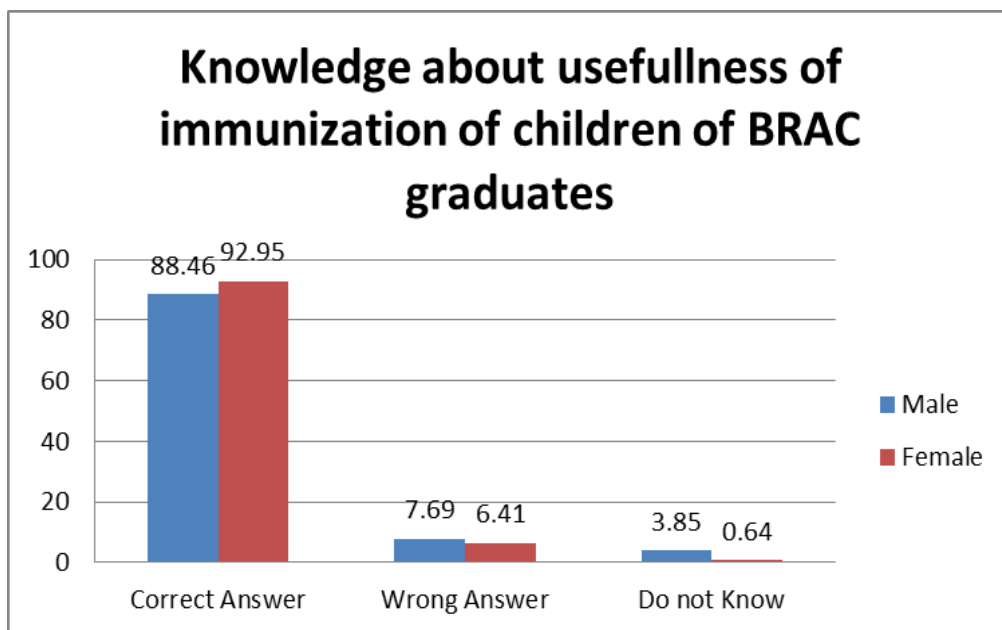


Figure 6.15: knowledge about usefulness of immunization of children among BRAC group.

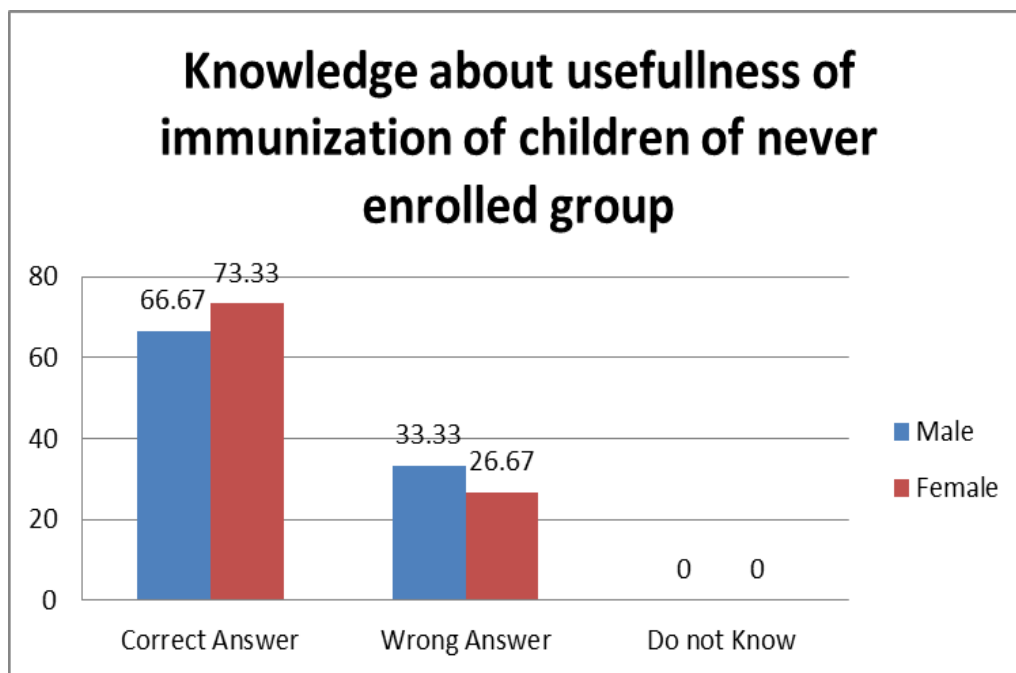


Figure 6.16: knowledge about usefulness of immunization of children among never-enrolled group.

### 6.2.3 Knowledge on Age of Immunization of the Children

The next question asked to the respondents was about the age of immunization of the children. The correct answer is 0-1 year. The measurement category was set as ‘Correct answer’, ‘Wrong answer’ and ‘Do not know’. The percentages of the answers are presented in the Table 34. Seventy-nine point four nine percent (79.49%) of the BRAC respondents answered correctly, 12.82% of the respondents gave wrong answers and 7.69% of the respondents did not know about it. Among the never enrolled respondents 36.67% gave correct answer, 53.33% gave wrong answer and the rest 10% of the respondents did not know the answer. The difference between knowledge about the age of range of immunization of the children between the two groups of respondents differs statistically highly significant ( $p$ -value $<0.001$ ).

**Table No 34: Knowledge about the Age Range of Immunization of the Children**

Knowledge about the Age Range of Immunization of the Children	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Correct Answer	79.49	79.49	79.49	26.67	46.67	36.67
Wrong Answer	10.90	14.74	12.82	60.00	46.67	53.33
Do not Know	09.62	05.77	07.69	13.33	06.67	10.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.301			0.301		
p-value**	<0.001					

Note: \*p-value is for comparing knowledge about age of immunization to gender

\*\*p-value is for comparing knowledge about age of immunization between BRAC graduates and never enrolled group.

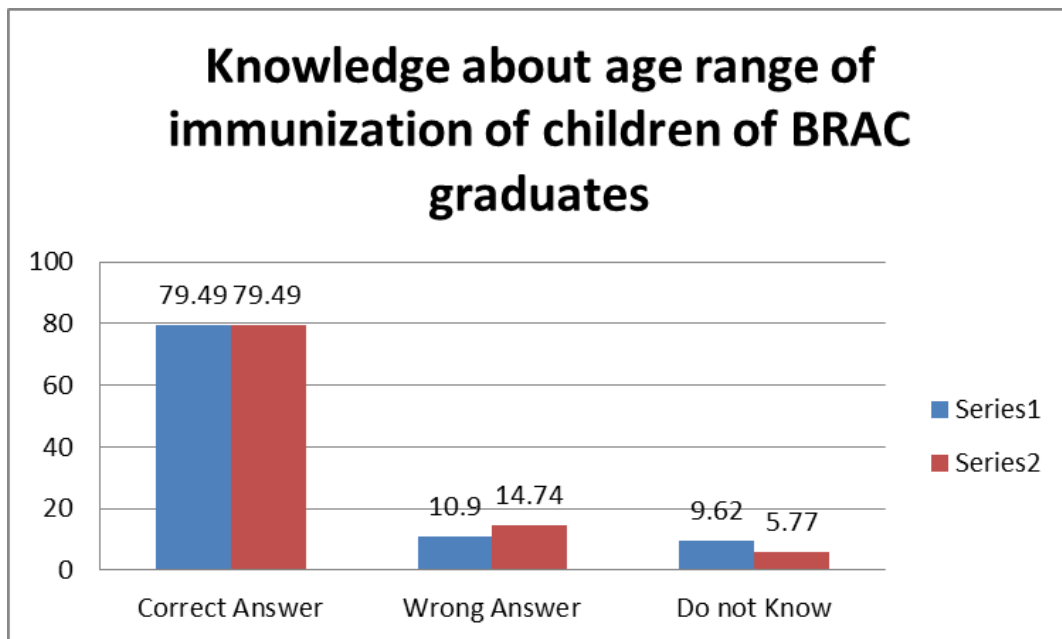


Figure 6.17: knowledge about age range of immunization of children among never-enrolled group.

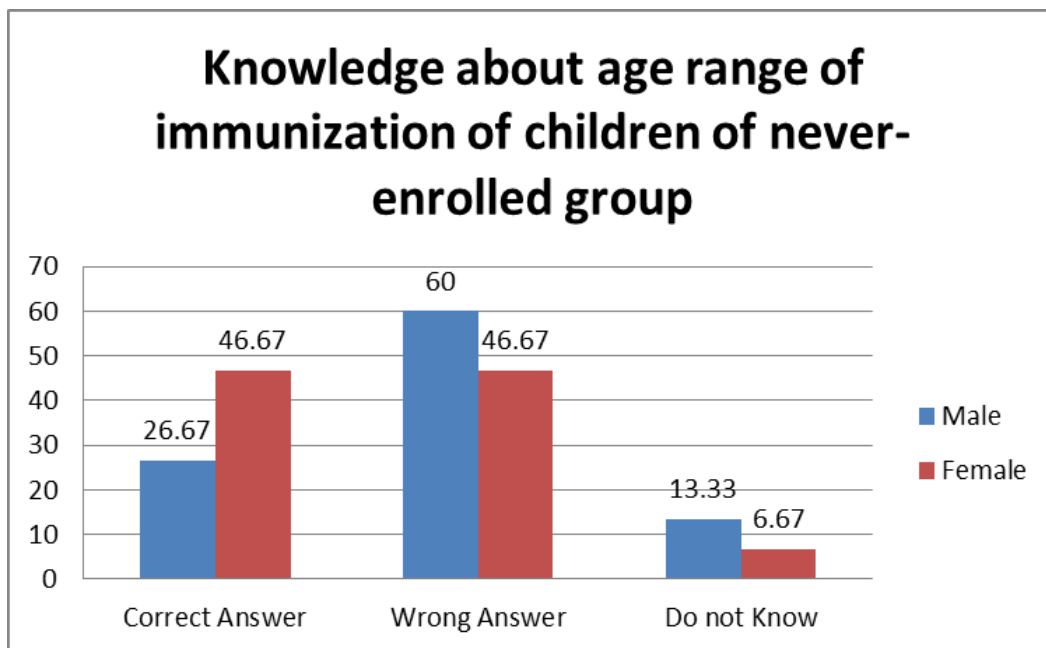


Figure 6.18: knowledge about age range of immunization of children among never-enrolled group.

### 6.2.4 Knowledge about AIDS

In this section question the respondents were asked whether they knew about AIDS or not. This question was asked to understand that if they were aware about the new diseases coming from out side of Bangladesh or not. It was a simple ‘yes’ or ‘no’ question. The answers of the respondents are presented in Table 35. Among the BRAC graduate respondents 83.33% answered ‘yes’ and another 16.67% answered ‘no’ in response. On the contrary among never-enrolled respondents 16.67% answered ‘yes’ and ‘83.33%’ answered ‘no’ to the question. Results are completely opposite and statistically significant for the two groups.

**Table No 35: Knowledge about AIDS**

Statements	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Yes	43.27	40.06	83.33	10.00	06.67	16.67
No	06.73	09.94	16.67	40.00	43.33	83.33
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value*	0.128			0.625		
p-value**	<0.001					

Note: \*p-value is for comparing knowledge about aids to gender

\*\*p-value is for comparing knowledge about aids between BRAC graduates and never enrolled group

### **6.2.5 Knowledge about the Prevention of the Common Diseases**

To summarize the impact of education some other health related questions were asked. The questions were to test the basic knowledge on treatment of diarrhea and what are the food items that prevent night blindness. This knowledge is a life saving skill. In response to the question of diarrhea 94% -100% answered correctly. They mentioned the treatment as oral saline. Means they knew about drinking oral saline during the period of diarrhea. Both the never enrolled to school group and BRAC graduates answered the question correctly.

The food items that prevent night blindness are green and red leafy vegetable and fruits, small fish and vitamin A. The measurement is set as 'correct answer', 'wrong answer' and 'do not know'. In response to the prevention of night blindness 93.91% of the BRAC graduate respondents answered correctly and 2.56% of the respondents gave wrong answers. Forty percent of the never-enrolled to school group answered the question correctly, 46.67% of the respondents gave wrong answer and rest 13.33% of the respondents did not know the answer. The difference is found to be statistically significant.

**Table No 36: Respondents' Knowledge about the Food Items that Prevents Night Blindness**

Knowledge about the Food Items for Prevention of Night Blindness	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Correct Answer	95.51	92.31	93.91	33.33	46.67	40.00
Wrong Answer	01.92	03.21	02.56	60.00	33.33	46.67
Do not Know	02.56	04.49	03.53	06.67	20.00	13.33
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.493			0.224		
p-value**	<0.001					

Note: \*p-value is for comparing knowledge about food items to gender

\*\*p-value is for comparing knowledge about food items between BRAC graduates and never enrolled group

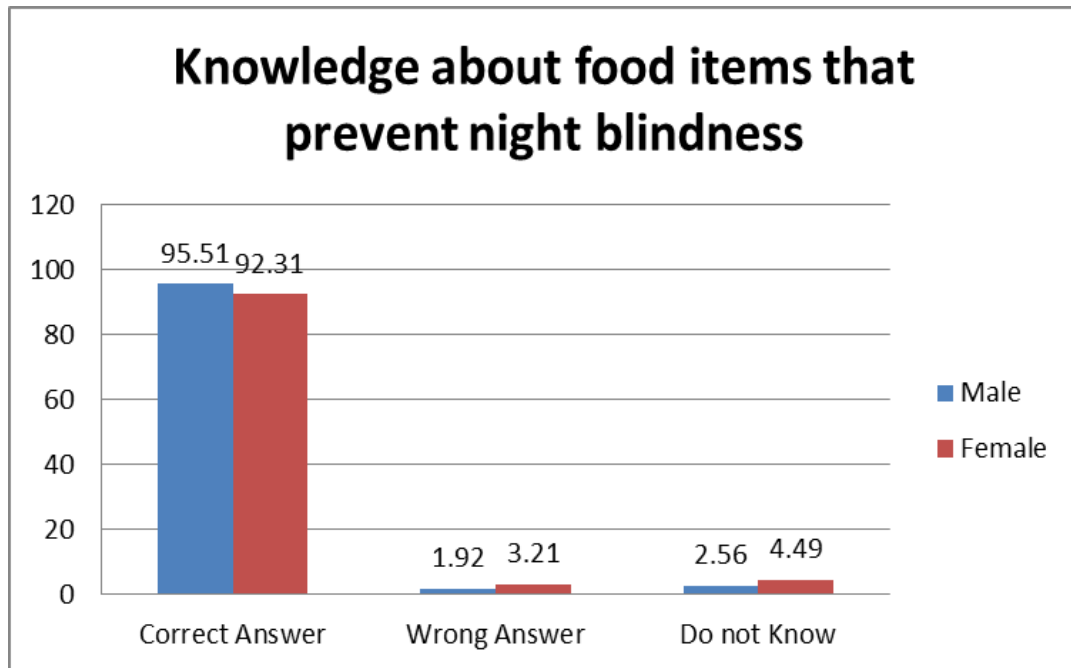


Figure 6.19: Knowledge about food items that prevent night blindness among BRAC graduates.

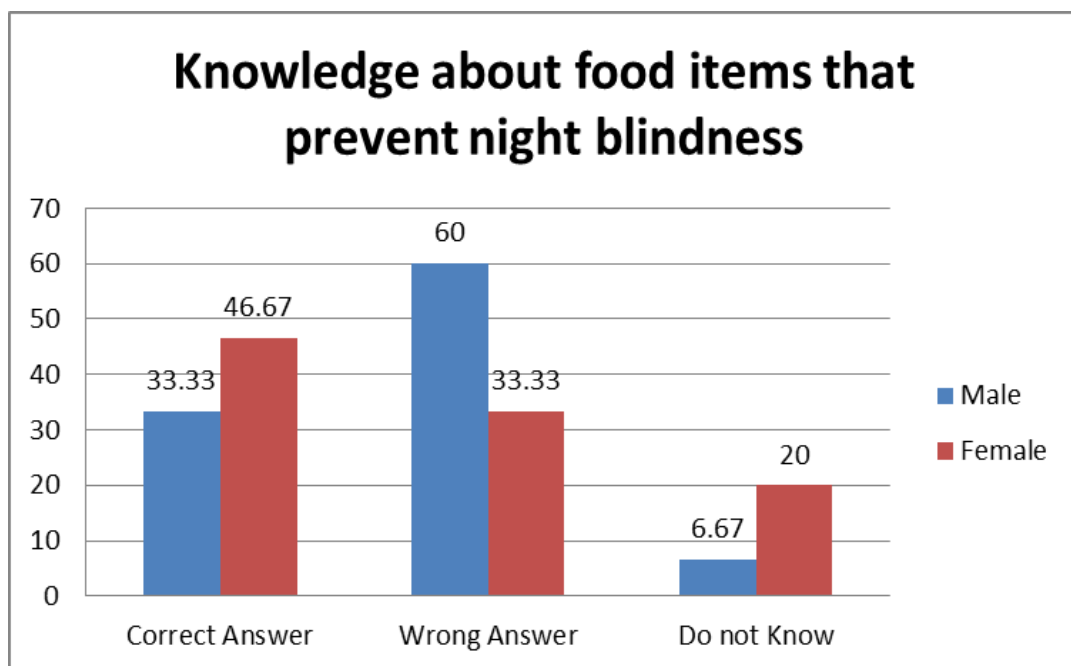


Figure 6.20: Knowledge about food items that prevent night blindness among never-enrolled group.



### 6.2.6 Health Seeking Behavior

In every upazila there is a health complex from which the people can get required treatment. Normally the villagers take treatment from the local healer and often they fall a victim to wrong treatment. This wrong treatment may sometimes cause death to the patient. Therefore, it is important to be aware of the available hospital from where they can take better treatment. The respondents were asked where they took treatment when they were sick. The responses of both the groups are stated in the Table 37.

**Table No 37: Where Respondents Sought Treatment when they were Ill**

Preference of Seeking Treatments for Sickness	BRAC				Never-Enrolled				p-value**
	Male %	Female %	p-value*	Total %	Male %	Female %	p-value*	Total %	
	N=156	N=156		N=312	N=15	N=15		N=30	
Hospital	85.90	89.10	0.393	87.50	66.67	73.33	0.691	70.00	0.062
Local Healer	14.10	12.82	0.740	13.46	33.33	26.67	0.691	30.00	0.086
Aiurbed /Herbal Doctor	00.64	00.00	0.317	00.32	00.00	00.00	--	00.00	0.826
Overall Comments on Seeking Treatment	100.00	100.00	--	100.00	100.00	100.00	--	100.00	--

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

It was revealed that 30% of the never-enrolled respondents took treatment from local healer and 13.46% of the BRAC graduate respondents took the treatment from the same place. Among the BRAC respondents 87.50% and 70% of the never enrolled respondents took treatment from the upazila hospital. The rest 0.32% of the respondents of BRAC graduates took treatment from a herbal doctor.

The female respondents were asked if they had taken tetanus vaccine or not. Unmarried women and married women who still did not have a child were asked about this. Among the BRAC graduate respondents 89.75% had taken tetanus vaccine. Only 10.26% of the BRAC graduate female respondents did not take the tetanus vaccine.

**Table No 38: Tetanus Vaccine Taken by the Respondents (Unmarried Women/ Married Women who were yet to Bear a Child)**

Answers about Taking Vaccine of Tetanus	BRAC		Never-Enrolled	
	No of Respondents N=156	%	No of Respondents N=15	%
Yes	140	89.74	00	00.00
No	16	10.26	15	100.00
Total	156	100.00	15	100.00
p-value*	<0.001			

Note: p-value is for comparing two groups.

Note: Out of 156 female BRAC respondents 140 respondents said 'yes' (89.75%), and 16 respondents said 'no' (10.26%). Out of the 15 never-enrolled respondents no one said yes in response to the question. Actually all the respondents were married

and mother of children. So, the question was not applicable for any of the 'never enrolled' respondents.

This question was for the female respondents who were married and had children. They were asked if they had completed the course of tetanus vaccine at the time of their pregnancy. Most of the respondents had taken vaccine of tetanus.

Among the female BRAC graduate respondents 108 were unmarried and 10 were married without children. So, 118 respondents were considered as 'not applicable' respondents. The rest, 38 respondents including two divorcee respondents with children replied that they had completed the course at the time of pregnancy. On the other hand 100% female respondents [(09+06=15) 15 respondents] of the never-enrolled group were married and had children. All the respondents had taken the vaccine at the time of the pregnancy.

The male respondents who were married and had children were asked the next question. They were asked if they co-operate with their wives to complete the course of tetanus vaccine at the time of pregnancy or not. Sixty-eight point four two percent (68.42%) of the BRAC graduate male respondents helped their wives to complete their tetanus vaccine at the time of pregnancy but 31.58% of these husbands did not help their wives. From the never enrolled respondents 61.54% of the respondents helped their wives and 38.46% of the respondents did not help their wives to complete their tetanus vaccine during pregnancy.

**Table No 39: Assistance & Co-operation of Husbands to their Wives for Completion of the Course of Tetanus Vaccine at the Time of Pregnancy**

Co-operation to Wife for Completion the Course of Tetanus Vaccine at the Time of Pregnancy	BRAC		Never-Enrolled	
	No of Respondents N=19	%	No of Respondents N=13	%
Yes	13	68.42	08	61.54
No	06	31.58	05	38.46
Total	19	100.00	13	100.00
p-value	0.687			

Note: p-value is for comparing two groups.

Note: Nineteen of the BRAC graduates female respondents were married and the rest 137 respondents were unmarried and they are not considered in this table. Similarly 13 never-enrolled respondents were married and the rest 2 were unmarried. So, they are not considered in this table. So, 19 BRAC graduates and 13 never-enrolled respondents are considered to bring out the picture of husbands helping their wives to take tetanus vaccine.

The unmarried male respondents were asked if they had heard of the name of the tetanus vaccine or not. The measurement was set as yes or no. Out of 137 unmarried male BRAC respondents 85 (62.05%) said 'yes' to the question and 52 (37.96 %) respondents said 'no' to the question. Among the 2 never-enrolled unmarried respondents out of 2 respondents one said 'yes' and the other said 'no' to the question.

**Table No 40: Awareness about the Tetanus Vaccine**

Awareness about Tetanus Vaccine	BRAC		Never-Enrolled	
	No of Respondents N=137	%	No of Respondents N=02	%
Yes	85	62.04	01	50.00
No	52	37.96	01	50.00
Total	137	100.00	02	100.00
p-value	0.728			

Note: p-value is for comparing two groups.

Note: Among the BRAC graduate respondents 19 males were married. So they were not considered in this table. Excluding the married respondents total 137 male respondents were considered in this table. On the other hand out of 15 never-enrolled respondents 13 were married. So, they were not considered here. Excluding the married 13, the rest 2 unmarried never-enrolled male respondents are considered here to present the table.

All the male respondents were asked if they knew about the importance of taking tetanus vaccine for the pregnant woman. The correct answer is that vaccine prevents tetanus. The measurement was set as know correctly, know partially, do not know correctly and do not know.

Out of 156 BRAC graduates 50 (32.05%) respondents knew fully about the importance of taking tetanus for the pregnant woman. On the other hand only 6.67% never enrolled respondents knew fully about the importance of taking tetanus during the pregnancy of the woman. Among the BRAC graduates 28.21% (44 respondents) and 60% (09 respondents) of the never enrolled respondents said that they partially knew about the importance of taking tetanus. Incorrect answers about the importance of taking tetanus were given by 5.13% of BRAC respondents and 33.33% never enrolled respondents. From the BRAC

respondents 34.62% did not know the answer and among the never enrolled respondents none had any idea about the importance of tetanus vaccine during pregnancy.

**Table No 41: Awareness about the Importance of Tetanus Vaccine at the Time of Pregnancy (By the Male Respondents only)**

Awareness about the Importance of Tetanus Vaccine in the Time of Pregnancy	BRAC		Never-Enrolled	
	No of Respondents N=156	%	No of Respondents N=15	%
Know Correctly	50	32.05	01	06.67
Know Partially	44	28.21	09	60.00
Do not Know Correctly	08	05.13	05	33.33
Do not Know	54	34.62	00	00.00
Total	156	100.00	15	100.00
p-value	<0.001			

Note: p-value is for comparing two groups.

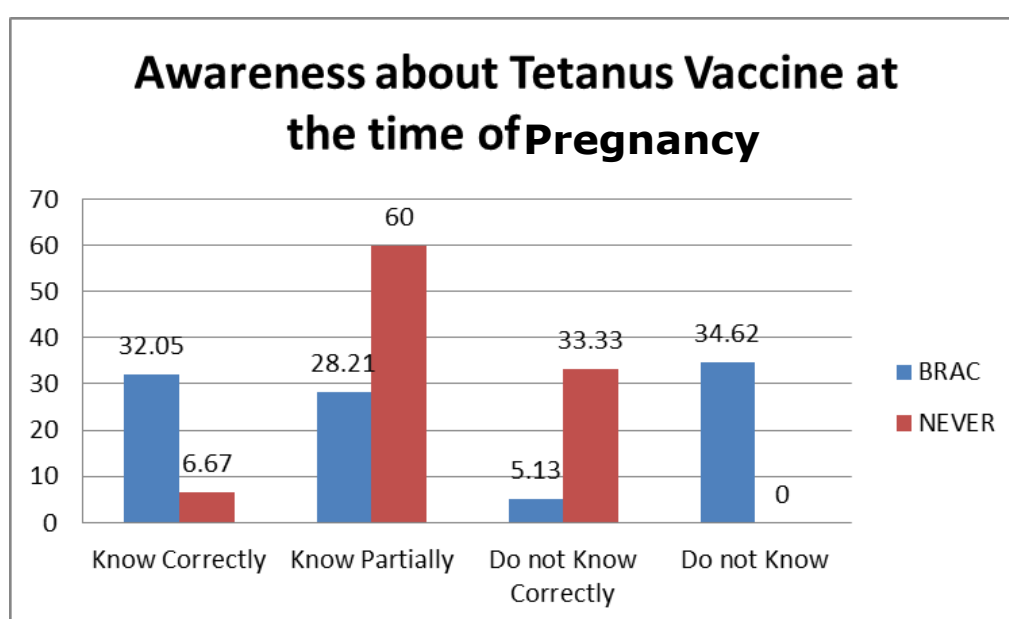


Figure 6.21: Awareness about Tetanus Vaccine at the time of pregnancy for BRAC graduate group and never enrolled to school group

### **6.2.7 Personal Practice of Hygiene**

The respondents were asked if they washed their hands after returning from toilet. All the respondents answered 'yes'. When they were asked how they washed their hands returning from toilet, 91.99% of the BRAC graduate respondents and 73.33% of the never enrolled respondents said that they used soap for washing their hands. Among the BRAC graduates 17.63% respondents and of the never enrolled respondents 23.33% used ash for washing hands. Seven point three seven percent (7.37%) of the BRAC graduate respondents and 46.67% of the never-enrolled to school respondents used mud to wash their hands after returning from toilet.(Some Respondents have given more than one answers.)

### **6.2.8 Knowledge about Family Planning**

The respondents were asked if they knew about family planning or not. The measurements were set as 'yes' and 'no'. More than 93% of the never enrolled respondents and 79.17% of the BRAC graduate respondents knew about family planning. Percentages of the 'never enrolled' respondents were larger than BRAC graduates. All the never enrolled were married and had children. So, they were experienced in the matter than the BRAC graduate respondents. Although the difference between the two groups is not significant (p-value=0.062).

**Table No 42: knowledge about Family Planning**

Knowledge about Family Planning	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Yes	39.74	39.42	79.17	46.67	46.67	93.33
No	10.26	10.58	20.83	03.33	03.33	06.67
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value*	0.889			1.000		
p-value**	0.062					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

### 6.2.9 Knowledge about the Process of Purification of Water

The respondents were asked about the means by which water can be purification to make it drinkable. The answer of the question is to use fitkiri, boiling water; using water purifier tablet etc to purify water to make it drinkable. The measurements were set as correct answer, wrong answer, and don't know. From the BRAC graduate respondents 94.23% and 46.67% of the never enrolled to school respondents answered the question correctly. Only 4.49% of the BRAC graduate respondents and 36.67% never-enrolled to school respondents answered the question wrongly. One point two eight percent (1.28%) of the BRAC respondents and 16.67% of the never-enrolled to school respondents told that they did not know the answer. However, the difference between the two groups is highly significant ( $p\text{-value} < 0.001$ ).



**Table No 43: Knowledge about the Process of Purifying Water**

How to Make the Water Drinkable	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Correct Answer	95.51	92.95	94.23	40.00	5.33	46.67
Wrong Answer	03.85	05.13	04.49	46.67	26.67	36.67
Do not Know	00.64	01.92	01.28	13.33	20.00	16.67
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.512			0.029		
p-value**	<0.001					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

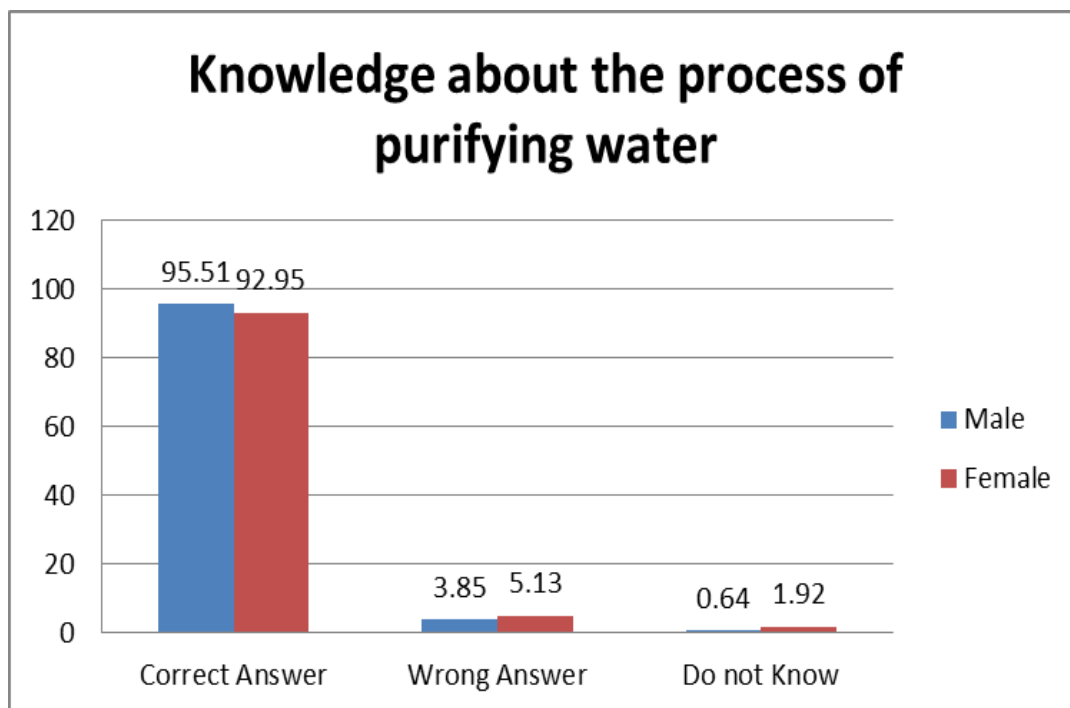


Figure 6.22: Knowledge about the process of purifying water among BRAC graduates

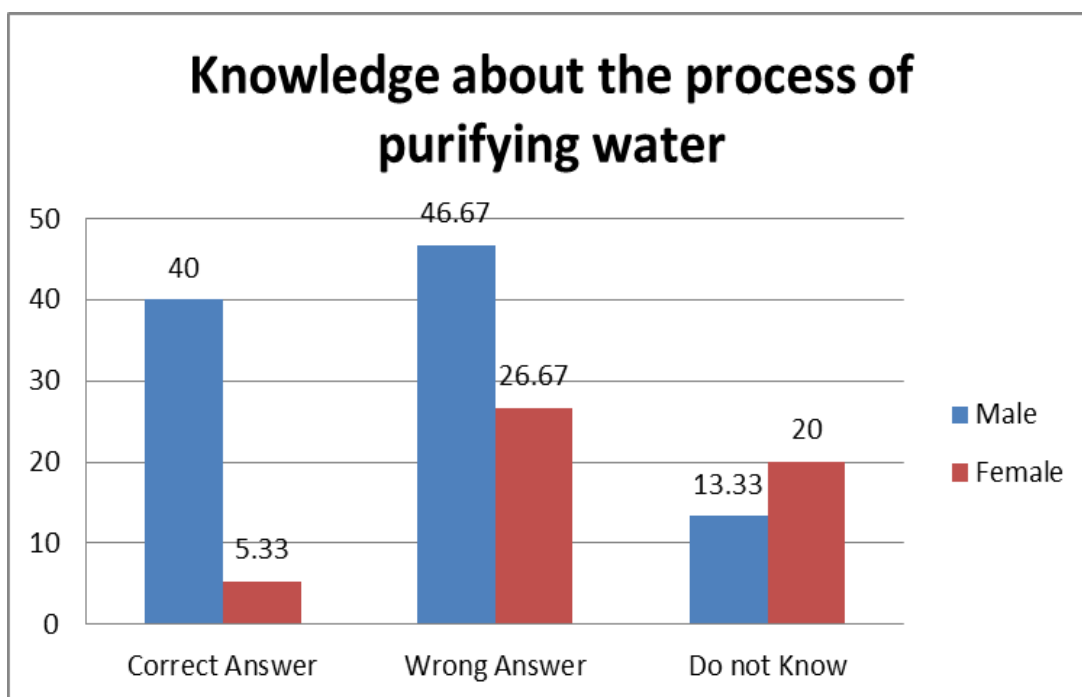


Figure 6.23: Knowledge about the process of purifying water among never enrolled group

### **6.3 Impact on Family**

There were four variable used as predictors of the impact on family. The variables were '*awareness about family size*', '*equal attitude towards sons and daughters*', '*interest in children education*' and '*aspiration to raise overall family status*'. The analyses are presented in the Tables 44-47.

#### **6.3.1 Awareness about Keeping Family Size Small**

Population control is one of the aims of BRAC Education Program. The possibilities of acquiring life skills through BRAC Education Program were estimated by analyzing the answers of the respondents. The respondents were asked about their personal opinion about the number of children reasonable for a family. The measurements were set as 'only one child', 'two children' and 'more than two children'. Among the BRAC graduate respondents 80.13% opted for two children, 17.63% opted for one child, 2.24% opted for more than two children. Comparison has been done with 'never enrolled' group. Majority of the never enrolled group also opted for two children (76.67%). Twenty percent to have one child, 03.33% wanted to have more than two children. Awareness does not vary significantly between the two groups (p-value=0.875).

**Table No 44: Awareness about the Ideal Family Size**

Awareness about Ideal Family Size	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Only One Child	20.51	14.74	17.63	40.00	00.00	20.00
Two Children	76.28	83.97	80.13	53.33	100.00	76.67
More than Two Children	03.21	01.28	02.24	06.67	00.00	03.33
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.188			0.004		
p-value**	0.875					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

### 6.3.2 Equal Attitude towards Sons & Daughters

Equal attitude towards sons and daughters indicate one of the values that BRAC Education wishes to promote. There were two indicators used to measure the equal attitude towards sons and daughters like whose schooling is important between boys and girls and the other indicator was preference between the boy and girl child.

#### 6.3.2.1 Importance of Schooling for Sons & Daughters

In the survey 93.59% of the BRAC graduate respondents and 96.67% respondents of the never enrolled group answered that schooling for both (boy & girl) are important. That only girls' education was important was opined by 1.60% of the BRAC graduate respondents and 3.33% of the never enrolled respondents. The idea of 'boys'

education was more important' than that of girls as expressed by the BRAC graduate respondents was 2.24% but respondents from the never enrolled group was none.

**Table No 45: Respondent's Perception about the Importance of Schooling for Brothers & Sisters (Boys & Girls)**

Perception about Importance of Schooling for	BRAC			Never Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Sister/Girl	01.92	01.28	01.60	06.67	00.00	03.33
Brother/Boy	01.92	02.56	02.24	00.00	00.00	00.00
Both	94.87	92.31	93.59	93.33	100.00	96.67
None	01.28	00.00	00.64	00.00	00.00	00.00
Do not Know	00.00	03.85	01.92	00.00	00.00	00.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.078			0.317		
p-value**	0.748					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

### 6.3.2.2 Positive Attitude towards Female Children

The respondents were asked which child (boy or girl) they like more. Most of the respondents' opinions went for 'both'. The 'never enrolled to school' respondents had shown more preferences towards the male child (Table 46). In the survey more 16.67% of the 'never enrolled' respondents liked 'male' child than BRAC graduate respondents (5.77%). Likings for female child also higher in 'never enrolled' group than the BRAC graduate group. Among the BRAC graduate respondents 89.42% and

among never enrolled group 73.33% liked both children. So, from Table 46 it was revealed that BRAC graduate respondents had more equal attitude towards male and female child and the difference is found to be statistically significant ( $p$ -value=0.030).

**Table No 46: Gender Preference Regarding Children among Parents**

Gender Preference among Parents	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
	Male	07.69	03.85	05.77	26.67	06.67
Female	04.49	05.13	04.81	13.33	06.67	10.00
Both	87.82	91.03	89.42	60.00	86.67	73.33
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.341			0.144		
p-value**	0.030					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.

### 6.3.3 Aspiration to Raise Overall Family Status

To assess the respondents' aspiration for good life, they were asked about their future dreams. The answers are presented in Table 47. From the survey 13.14% of the BRAC graduate respondents and 10% of the 'never enrolled' respondents did not have any dream about their lives. Sixty-five point seven one percent (65.71%) of the BRAC graduate respondents and 3.33% from the never enrolled respondents aspired to be well established financially. They wanted to get a good job or do business with a good educational background. Among the BRAC graduate respondents 5.45% wanted

to drive away poverty from their family and wanted to bring about welfare for their families and 3.33% of the never-enrolled respondents dreamt the same. In the survey 0.32% of the BRAC graduate respondents wanted to fulfill the dream of their parents. From the never enrolled to school none wanted to fulfill their parents' dream. Another dream of the BRAC graduate respondents was to be a good person. One point nine two percent (1.92%) of them dreamt to be a good person but this concept does not prevail among those in the never enrolled group. In the survey, 4.17% of the BRAC respondents and 3.33% of the never enrolled to school respondents dreamt of living a respectful and peaceful family life. Buying land, car and building beautiful houses was opined as a dream by 1.60% from BRAC graduate respondents and 10% from the never enrolled to school group. Fifty percent (50%) of the never enrolled respondents dreamt such a life for their children but not for them. They dreamt to educate their children; they wanted to give their children access to higher study and wanted to see them as a doctor, engineer. Among the BRAC graduate respondents 6.73% dreamt to educate their children, 8.65% of the BRAC graduate respondents wanted to acquire higher study, 0.32% of the respondents wanted to continue their study. Among the never enrolled respondents 6.67% dreamt to see their children in a good position and 0.64% of the BRAC graduates dreamt the same dream for their children. In the survey 16.67% of the never-enrolled respondents wanted their children to be a good person who could speak well, interact well in the society. One point six percent (1.60%) of the BRAC graduate respondents dreamt the same dream. Among the BRAC graduate respondents 0.64% and among the never-enrolled respondents 3.33% dreamt of having a good marriage and of a baby girl. A few of the respondents had dreams to serve the country and society and a few dreamt to be a

humanitarian leader for the betterment of the country. Among the BRAC graduate respondents 7.69% wanted to serve their country and society being a good citizen and 3.33% of the never enrolled respondents had the same dream. In the survey 0.32% of the BRAC graduate respondents wanted to be humanitarian leader of the country but none of the never enrolled group had such dream. Summarizing from the Table 47 it was revealed that 82.37% of the BRAC graduate respondents dreamt for them to be established in life through being educated, a good person and a good earning person. However, only 16.66% of the never enrolled to school respondents dreamt for themselves. This means that they did not want to try further for their own development. An analysis of Table 47 also reveals that 5.45% of the BRAC graduate respondents had dreams for their families and only 3.33% of the never enrolled to school group had dream for their families. Almost eight percent of the BRAC graduate respondents dreamt to serve their society and country. The percentage from the other group was 3.33%. Among the never enrolled group 76.67% and 9.61% from the BRAC graduate respondents dreamt for a better future of their children.



**Table No 47: Dreams Dreamt by the Respondents**

Dreams of the Respondents	BRAC			Never-Enrolled			p-value
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30	
No Dream	10.26	16.03	13.14	13.33	06.67	10.00	0.624
Make Parents Happy & Fulfill Their Dream	00.64	00.00	00.32	00.00	00.00	00.00	0.756
Alleviation of poverty & Welfare of Family	03.85	07.05	05.45	06.67	00.00	03.33	0.619
Be a Good Person	01.92	01.92	01.92	00.00	00.00	00.00	0.444
Well Established with Good Job or Business with Good Education	75.00	56.41	65.71	06.67	00.00	03.33	<0.001
Higher Study	07.69	09.62	08.65	00.00	00.00	00.00	0.093
Returning to Education	00.00	00.64	00.32	00.00	00.00	00.00	0.756
Live Honorable and Beautiful Family Life	04.49	03.85	04.17	00.00	06.67	03.33	0.825
Buying Land , Car & Building Beautiful House	00.64	02.56	01.60	06.67	13.33	10.00	0.004
Serving to the Country & Society, being a Good Citizen	07.69	07.69	07.69	06.67	00.00	03.33	0.381
Being Humanitarian Leader	00.64	00.00	0.32	00.00	00.00	00.00	0.756
Being the Mother of a Baby Girl & giving her a Marriage in time	00.64	00.64	00.64	00.00	06.67	03.33	0.131
Educate Children and prepare them for Higher Study, Doctor, Engineer & Gather Knowledge About Hadit, and Holy Quran	02.56	10.90	06.73	60.00	40.00	50.00	<0.001
Good Future of the Children	00.00	01.28	00.64	00.00	13.33	06.67	0.003
Children will be Good Person & would be able to Speak Nicely and Could Communicate with Others	00.00	03.21	01.60	00.00	33.33	16.67	<0.001
Over all Description of dream given	89.74	83.97	86.86	86.67	93.33	90.00	0.624

Note: p-value is for comparing percentages of BRAC graduated and Never-enrolled group

## **6.4 Impact on Environment**

To assess the life skill of the BRAC graduates, which was one of the major issues of the BRAC Education Program, some questions on the environment were asked. To analyze the impact on environment, two questions were put the respondents. The first question was 'where to defecate', the other question was 'whether or not knew about arsenic problem'. Arsenic problem was a current environmental problem of Bangladesh and to face the problem people needed to know about the problem.

### **6.4.1 Knowledge about the Place of Defecation**

One of the aims of BRAC Education Program is to enhance the positive influence of education on public hygiene and health. Therefore, the respondents were asked about the place of defecation. Almost hundred percent (99.68%) of the BRAC graduate respondents answered that they should defecate in water sealed sanitary toilet and 0.32% respondents answered for open air toilet. From the never enrolled respondents 90% answered in favor of water sealed sanitary toilet and 10% of them chose 'open air toilet'. However, the difference in knowledge about place of defecation between the two groups is highly significant (p-value<0.001).

**Table No 48: Knowledge about the Place of Defecation**

Place of Defecation	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Water Sealed (Sanitary Toilet)	100.00	99.36	99.68	86.67	93.33	90.00
In the Open Air	00.00	00.64	00.32	13.33	06.67	10.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value	<0.001					

Note: p-value is for comparing two groups.

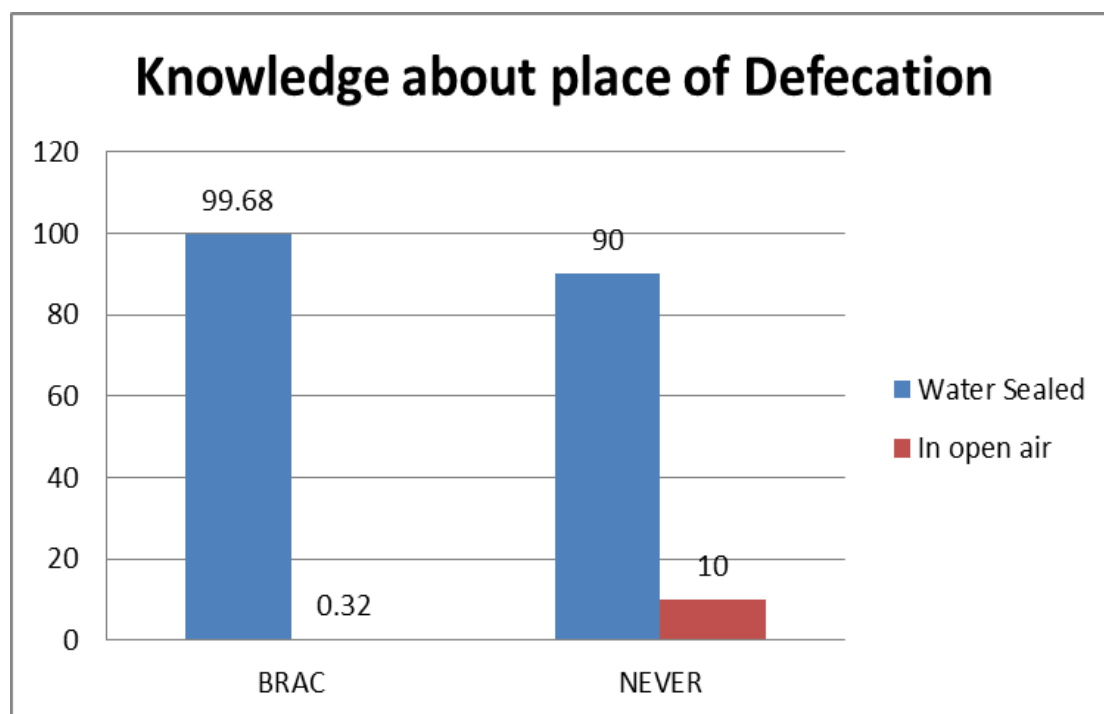


Figure 6.24: Knowledge about place of defecation of the two groups.

### 6.4.2 Knowledge about the Natural Disaster

Arsenic problem is affecting the life of the rural people of Bangladesh. To remain healthy people need to know about the arsenic issue. The respondents were asked if they knew about the arsenic problem or not. Answers to the question are presented in Table 49. In the survey 58.33% of the BRAC graduate respondents and 26.67% of the never enrolled to school respondents answered that they knew about the problem. However, 41.67% of the BRAC graduate respondents and 73.33% of the never enrolled to school respondents didn't know about arsenic problem. However, the difference in knowledge about arsenic problem between the two groups is highly significant (p-value=0.001).

**Table No 49: Knowledge about Arsenic Problem**

Knowledge about Arsenic problem	BRAC			Never-Enrolled		
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30
Yes	27.88	30.45	58.33	13.33	13.33	26.67
No	22.12	19.55	41.67	36.67	36.67	73.33
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value	0.001					

Note: p-value is for comparing two groups.

### 6.5 Involvement in Community Affairs

The students of the BRAC School acquired skills on how to communicate with others. Respondents' helped each other for their studies even after returning from school and conducted group study. In BRAC Program 'kishori club' also helped the participants

live an effective social life. The parents were also encouraged to interact with each other through BRAC.

### 6.5.1 Participation in the Social Welfare Activities

The respondents were asked if they were involved in any other social organization or not. Among the BRAC respondents, 4.17% were engaged in the social welfare organizations. None of the never enrolled to school respondents were engaged in any other social organization or any other committee. From Table 50 it is revealed that 95.83% of the BRAC graduate respondents were not involve in any committee or organization. In the survey, 13 (4.17%) of the BRAC graduate respondents were engaged in different social organizations and committees. The types of the organization and committees they were involved in included youth committees of the localities. Out of 13, 6 were female respondents. This means that, of the members of different organization 46.15% were female and 53.85% were male respondents. However, the difference between the two groups is not significant (p-value=0.254).

**Table No 50: Membership of Social-welfare Organization**

Whether Member of Social-welfare Organization or Not	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Yes	02.24	01.92	04.17	00.00	00.00	00.00
No	47.76	48.08	95.83	50.00	50.00	100.00
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value	0.254					

Note: p-value is for comparing two groups.

Out of all 13 members of the organizations, 84.62% attend the organization's meetings regularly which are presented in Table 51. Only 15.38% didn't attend the meetings. Table 51 reveals that most of the members, who were involved in the social welfare organizations, were active members. However, the difference between the two groups is not significant (p-value=0.906).

**Table No 51: Attendance in Meetings of the Organizations**

<b>Attend the Meeting of the Organizations</b>	<b>Male % N=07</b>	<b>Female % N=06</b>	<b>Total % N=13</b>
Yes	46.15	38.46	84.62
No	07.69	07.69	15.38
Total	53.85	46.15	100.00
p-value	0.906		

Note: p-value is for comparing two groups.

### **6.5.2 Helping People in Needs**

Two groups of respondents were assessed to know about the impact of BRAC Education on social involvements. The respondents were asked whether they help other people in their need or not. In response to this question, greater number of 'never enrolled' respondents answered 'yes' than BRAC graduate respondents. Among the never enrolled respondents 73.33% and from the BRAC graduate group 71.15% of respondents said that they helped other people at the time of their need. It indicates 'never enrolled' respondents were also aware about the needed voluntary social relationships. Possibly, this may a part of the culture of the society or the impacts of the motivation projects/campaigns of the different GO, and NGO's.

**Table No 52: Helping People in Needs**

Helping People in Needs or Not	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Yes	35.26	35.90	71.15	36.67	36.67	73.33
No	14.74	14.10	28.85	13.33	13.33	26.67
Total	50.00	50.00	100.00	50.00	50.00	100.00
p-value	0.801					

Note: p-value is for comparing two groups.

The respondents were asked how they extended their help to the people. They mentioned that the types of help they extended to others were giving loans, serving the blind or the old, giving labor for the people in need, giving advice, giving moral support, stopping child marriage, giving free tuitions etc.. It has been found that the difference between the two groups is not statistically significant (p-value=0.801).

### 6.5.3 Awareness about Dowry

Awareness about dowry was considered as one of the variables to analyze the social impact of BRAC Education. The respondents were asked regarding their opinions on dowry. The measurements were set as '*obligatory*', '*bad practice but necessary*' and '*bad practice and should stop it*'. Majority of both the groups opined that dowry is a bad practice and it should be stopped. More than ninety percent (93.59%) of the BRAC graduate respondents and 43.33% of the never enrolled respondents opined that dowry was a bad practice and it should be stopped immediately. Most of the

never enrolled' respondents identified dowry as a bad but a necessary practice. To this statement 4.81% of BRAC graduate respondents agreed. None of the never enrolled respondents identified dowry as necessary social practice. Among BRAC respondents 1.60% opined about dowry as an essential rituals for the society. There were few BRAC graduate respondents who supported dowry as a social ritual but more than 90% of them mentioned it as a bad practice. So, from the Table 53 it was revealed that BRAC graduates were more aware than never enrolled respondents about this matter. However, the difference between the two groups is not statistically significant (p-value=0.123).

**Table No 53: Perceptions about Dowry**

Perceptions	BRAC			Never-Enrolled		
	Male %	Female %	Total %	Male %	Female %	Total %
	N=156	N=156	N=312	N=15	N=15	N=30
Obligatory	02.56	00.64	01.60	00.00	00.00	00.00
Bad Practice but Necessary	03.85	05.77	04.81	100.00	13.33	56.67
Bad Practice and Should Stop it	93.59	93.59	93.59	00.00	86.67	43.33
Total	100.00	100.00	100.00	100.00	100.00	100.00
p-value*	0.302			0.002		
p-value**	0.123					

Note: \*p-values are for comparing proportions to gender

\*\*p-values are for comparing proportions to BRAC graduates and never enrolled group.



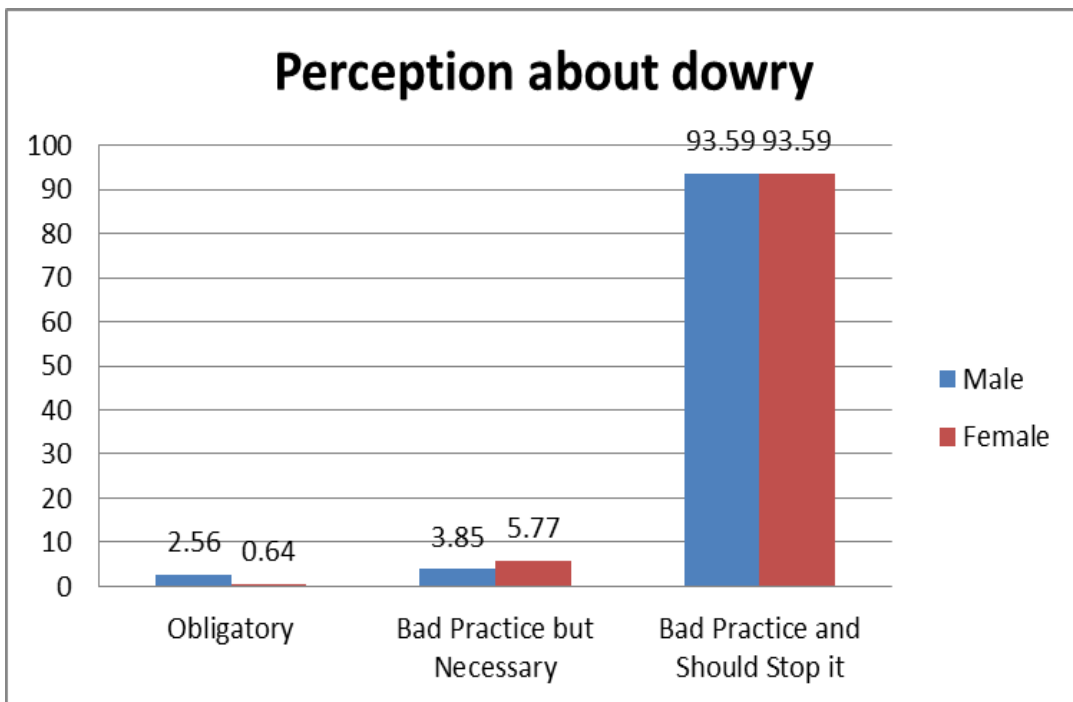


Figure 6.25: Perception about dowry for BRAC graduates

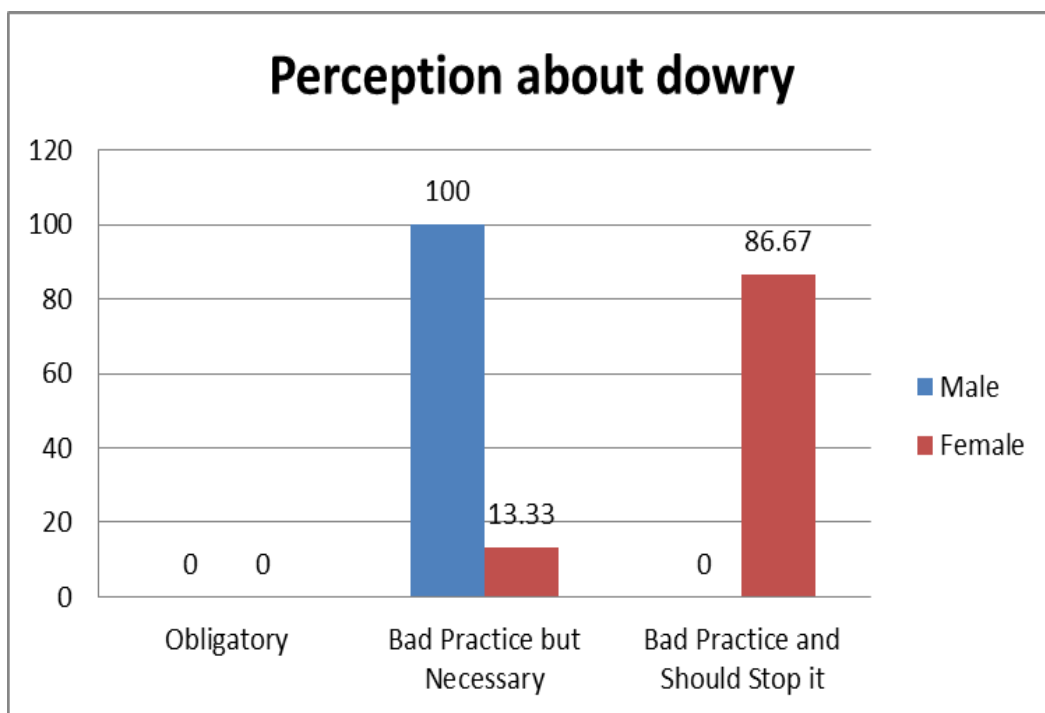


Figure 6.26: Perception about dowry for never-enrolled group

#### **6.5.4 Awareness Regarding Importance of Education for Community Development**

This was an open question where the respondent's views on the importance of education for the children were asked. Different types of opinions were received. Responses were summarized and shown in Table 54. Among the BRAC graduate respondents 12.18% and of the never enrolled respondents 20% did not reply to this question. Nine point nine four percent (9.94%) of the BRAC graduate respondents answered that if the children are educated then the social change would take place. People would be good citizens; they would work for the society and the country and would contribute to the overall development of the country. Among 'never enrolled' respondents the percentage was zero (0%). None of them commented on this statement. Among the BRAC graduate respondents 27.24% opined that education enhances knowledge and this knowledge can be focused or directed to eliminate illiteracy from the society. Among the never enrolled group 23.33% expressed similar opinions. According to the Table 54, 6.73% of the BRAC graduate respondents and 20% of the never enrolled respondents commented that a good and secured future would be achieved through education. 'After getting education' more people may be able to avail government job, this was opined by 29.49% of the BRAC graduate respondents. To the villagers government job was much desired as they said informally at the time of interview. According to the survey results 16.67% of the never enrolled respondent also opined that after getting education people in greater number may avail government jobs. Twenty point one nine percent (20.19%) of the BRAC graduate respondents and 13.33% of the never enrolled respondents have said that education would help the people to be aware about their rights. Among the

BRAC graduate respondents 9.62% could take right decision and 36.67% of the never-enrolled respondent also said that the educated people could take right decision. The other comments were like the education would make them a good person, it would assist them in acquiring wealth, would enable them to take care of their parents, they could nurture their children well, it would enhance the honor of individual in the society, it would help in making digital Bangladesh etc. Few respondents expressed a philosophical opinion that, people should study for obeying Allah. Few respondents opined that, as the government made it compulsory, people should endeavor to achieve education.

**Table No 54: Perception about Importance of Education for Community Development**

Perceptions of the Respondents	BRAC			Never-Enrolled			p-value
	Male % N=156	Female % N=156	Total % N=312	Male % N=15	Female % N=15	Total % N=30	
No Opinion	10.26	14.10	12.18	20.00	20.00	20.00	0.222
Social Change & the Country will be Developed	09.62	10.06	09.94	00.00	00.00	00.00	0.070
Knowledge will be Achieved	13.46	27.56	27.24	26.67	20.00	23.33	0.645
Good & Secured Future would be Achieved	06.41	07.05	06.73	20.00	20.00	20.00	0.010
Could get Government Service	23.08	35.90	29.49	13.33	20.00	16.67	0.137
Could be Aware about Rights	21.79	18.60	20.19	06.67	20.00	13.33	0.366
Could take Right Decision	12.18	13.46	09.62	40.00	33.33	36.67	<0.001
Will be Good Person	07.05	01.92	04.49	13.33	13.33	13.33	0.038
Will be Financially Established & can Achieve Wealth	09.62	07.69	08.65	46.67	20.00	33.33	<0.001
For Making Digital Bangladesh	13.46	14.74	20.83	00.00	00.00	00.00	0.005
Could be Good Parent & Can Educate Children	08.97	03.21	06.09	26.67	20.00	23.33	0.001
Can Take Care of Families	09.62	08.97	09.29	46.67	53.33	50.00	<0.001
People will Honor	05.77	03.21	04.49	00.00	00.00	06.67	0.589
Government Makes it Compulsory	00.00	00.64	00.32	00.00	00.00	00.00	0.756
For Following the order of Allah	00.64	00.00	00.32	00.00	00.00	00.00	0.756
Overall Perceptions	89.74	85.90	87.82	100.00	100.00	100.00	0.043

Note: p-value is for comparing total percentage between the two groups.

From Table 54 it is revealed that BRAC graduate respondents were more focused on the society and country. The never enrolled group focused only on the personal and family lives.

## **6.6 Case Studies**

Here are some case studies of the BRAC students. Data were collected during July 2009-February 2010.

### **Nazma Khatun**

Nazma (pseudonym) is a student of class ten at Mathura Para B.K.High School, Baraikandi. She was a student of BRAC School during 2001-2004. Before going to BRAC School, she attended Govt. Primary School at Baraikandi in class one. She dropped out from Govt.primary School as the teachers of Govt.Primary School identified her as one of the slowest learners and professed that she would not be able to study any further. In the next year (2001) she enrolled in BRAC School (Kishor-Kishori School) at Baraikandi. She adjusted with the BRAC School and she liked the system of education at BRAC School. She enjoyed her schooling at BRAC School. She participated in co-curricular activities with her education at BRAC School. She turned to be a good student from the slowest learner. Now she is the first girl of her class in high school. She is good at learning. She hopes to be well educated and dreams to be an engineer and to contribute a lot to her family and society as well.

### **Sohrab Hossain**

Sohrab Hossain (pseudonym) is a First Year (Honors) student of Sociology department in Jagannath University. Shahed Ali is his father and Massammat Rokhsana Khatun is his mother. Shahed Ali is a hawker (feriwala) by profession and Sohrab Khatun is a housewife. They have no land except their homestead. Shahed Ali and Sohrab Khatun have two sons- Sohrab Hossain and Farid Hossain. Shahed Ali and Sohrab Khatun have dreams and challenges in life with extreme poverty. They can not realize their dreams due to poverty. Shahed Ali had a desire to send his two sons to school, but he could not do that. It was a perception of Shahed Ali that ‘school and education’, was for the children of rich men who could spend money for their children (in his own voice- *Hamra ki hamagere chol-pol ek porabar pamu bar? Ogle borolok gere, jara teka khoroch korber pabi.*). Shahed Ali dreams but does not think it can be turned into reality. One day, BRAC set-up a BEP school in his village Ghughumari. BRAC School took the responsibility of educating his two sons. Sohrab completed his education at BEP School and was awarded scholarship through the competitive Primary Scholarship Examination. He wanted to continue his studies and got himself admitted into a high school located at the near by village. In class Eight Sohrab got Junior Secondary Scholarship and finally he got GPA 5 (A+) in the S.S.C Examination. Sohrab was crying when he was describing how he faces challenges of life due to poverty and other social barriers. Sohrab’s father Shahed Ali could not arrange money for Sohrab at the time of S.S.C Examination to complete the official formalities. One of the school teachers of Sohrab’s school gave him money for that purpose. Meanwhile Sohrab got ‘Medha Bikash Scholarship’ from BRAC. He got ‘A’ in H.S.C Examination. Sohrab was selected for admission in to Jagannath University,

Dhaka. Sohrab and his parents,' now believe that for human being, 'brain' is the best resource. If brain can be used for education it will solve all the problems of life and better livelihood can be ensured (According to his voice- *ami poralekha kore boro chakri korbo. Aamar baba j koshto korche poralekha korle shei koshto amak korte hobe na.*). BRAC School has opened up a new horizon of life by which they can distinguish right from wrong. Sohrab recalled with honor that the teacher of BRAC School [Apa (madam)] motivated her students towards learning that creates better opportunities for further education. Sohrab's parents were convinced by that BRAC School teacher to send Sohrab and his brother to go to school. To meet all challenges Sohrab seems to be very much confident.

### **Jamila Khatun**

Jamila Khatun (pseudonym) is a student of B.S.S (Honors) at Government Azizul Haque College of Bogra. She was a BRAC graduate. Before joining BRAC School, she was a helping maid and dropped out from Government Primary School. A BRAC school teacher brought Jamila to BRAC School at Baraikandi village. Jamila proved her extra ordinary talents while attending BRAC Education Program. She completed her primary education at BRAC Education Program. She got Primary School Scholarship. She got GPA 4.3 in S.S.C Examination. She completed her H.S.C Examination with GPA 4.4. She got herself admitted to Bogra Government Azizul Haque College in the department of Economics. Poverty could not curb her speed of progress in education when she could realize that education is the key to human resource development. She now does not run after income rather she focused on completing her higher studies first then she will think of her marriage and career (in her own voice: *poralekha shesh kore tar por bie r chakri. Bhalo kore poralekha na*

*korle bhalo chakri o paoa jabe na, shoshur barite o dam thakbe na*). From her statement, it was revealed that once she was a house maid and education specially BRAC Education had brought her back to main stream education and made her strongly motivated to achieving the highest goals of education. Here it is found that education is shaping her personal development that leads to formation of human capital. After completing education, Jamila hopes to contribute to the development of the country.

### **Beauty Begum**

Beauty Begum (pseudonym) is a shop keeper in the village Jalsukha. She had completed P.S.C Examination. She could not continue her further study due to poverty and other constrains in her family but she feels happy for her achievement and for her present state. She is a daughter of Ramjan Ali. Ramjan Ali is a day labor. He works in the field to earn for his family. His family members did not have enough food to eat. They sometimes starved. They were the extreme victim of poverty. Beauty was deprived of her primary education. She worked with her mother in the field as a day labor. Mrs. Shahida Khatun, a teacher of BRAC School at Jalsukha village came to the house of Ramjan Ali and Majeda Khatun and requested them to send Beauty to BRAC School. Beauty liked school and she coped well with the BRAC Education system. Beauty passed P.S.C Examination from BRAC School. After PSC she could not continue her study. Because she believes that she needs to earn for her family and opened a shop in their village. She feels proud for her education. Because of her education she can run her business successfully and she is one of the decision makers in her family. She believes poverty cannot stop development in life if access to education can be ensured for the poor helpless girls



like her. Beauty says that if she had not studied at BRAC School, she would have been given in marriage at a minor age. Beauty is now aware of herself, her health, sanitation and safety and security. She feels that living with others in peace and harmony is essential for life. She is determined to contribute to her family and help her parents. She hopes to be a good business woman in future.

From the direct response of the respondents of both groups, it was explored that a few life skills were found among the both the groups. These could be the impact of media, different awareness development programs and social interaction which were not assessed here. In comparison between the two groups BRAC graduates found to be better than the never enrolled group.

## Chapter 7

### Summary and Conclusion

#### 7.1 Discussion

This study aims at exploring impact the BRAC Education Program on social development in some selected areas of northern Bangladesh. This study is explorative in nature. Bangladesh is a country where all the compound effects of poverty, illiteracy, unemployment, lower participation of the women in the decision making of a family, lower participation in social activities, health hazard are very familiar. Human capital can play a vital role to form social capital. Education extends and enhances the learner's cognitive domain, affective domain and psychomotor domain and improves the learners' critical thinking and analytical abilities to solve the real life problems of self and society. Education mainly transforms human beings into human capital. Human capital acts with other capitals like social capital, physical capital and environmental capital to create the opportunities of forming integrated assets to produce the goods and services to increase national income. Education equips the learners with learning that changes their behavior with positive attitude.<sup>114</sup> To explore the impacts of education, a comparison was made in this study between BRAC graduates and a group who never enrolled to school in the study areas. BRAC graduates represented the educated group in this study. Social survey, informal interview with the respondents along with observation by the researcher revealed the findings stated below:

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<sup>114</sup> John Field, *Social Capital* (New York: Routledge, 2010), pp.48-49.

The head of the family or a senior member of the principal respondent of both groups were interviewed to know the socio-economic background of the respondents. It revealed that mean of the yearly income of the BRAC graduate families was BDT 64058.65/- (yearly) and BDT 82390/- was the mean yearly income of the uneducated group.

Family size of both the groups was larger than optimum size (4 in nuclear family). The average of the BRAC graduates' families was 5.06 and the average of the never enrolled families was 6.00.

More than three quarters of the families were landless. The proportion of the landless in the uneducated group was 76.67% and from the BRAC graduates families the percentage was 39.74%.

Most of the houses were tin-shed among both groups. Regarding 'having electricity connection' more of the uneducated respondents families used electricity in their houses than BRAC graduate families (63.33% from the uneducated group and 36.22% from the BRAC graduate group). Almost all the families every family of the respondents of both groups collected drinking water from tube wells.

From the socio-economic assessment it was revealed that families of the two groups were from the very poor group of the study area.

One of the aims of this study was to explore the perception of social development among the residents of the study area. To understand this, parents/guardians of the main respondents' families were interviewed. They have been termed as 'informants'.

The perception about self development meant to them, 'having wealth', 'becoming financially established', 'engaging in trade and business', 'being employed', 'being educated', 'being conscious' and 'a person who could meet his/her own needs'. However, ideas regarding self development among a few of the respondents were not compatible with the general concept of development. Among guardians/respondents of BRAC graduate respondents none spoke of vague ideas. From uneducated group it was 10%. Their understanding of the issue was peculiar. Those were as follows: 'by selling assets of the families and releasing the mortgaged land' a person can be developed, 'electricity bill was too high' etc. It was revealed that understanding of some informants of the uneducated respondents were far away from the concept of self development according to the general perception of the locality.

By the term social development the respondents meant 'good infrastructures', ideas related to 'social phenomena' like-'presence of social security', 'absence of social problem like dowry, child marriage, violence against women and vulnerable people in the community', 'awareness among people' and 'fulfillment of the common aspirations' like-'good leader', 'good citizen', 'low population growth and child mortality' 'high literacy rate' and 'job for all'. This concept was locally established. They advised also regarding how to bring about social development but a few of the BRAC graduate family's informants and uneducated family's informants spoke of some irrelevant issues (Table 20). From which it gets that some of the respondents have misconception about the ways of social development. Those were as follows: 'no large cooking pot for marriage ceremony', 'dowry should be given to help the poor'. According to them those could bring social development. Among the educated respondents 2.17% opined that everything was alright etc.

Comparison of empowerment between the two groups shows that the mean of the monthly income of BRAC graduate group was BDT 1159/- and the mean of the never enrolled group was BDT 2833/-. Most of the BRAC graduates were students and did not engage themselves in full-time earning. The study titled *The Interface between Employment and Education in India: The Need for a Discourse* by Padmini Swaminathan takes a critical look at the superficial nature of engagement and the inability of relating employment to higher education. The study referred to some statistical data presenting the possession of marketable skills and schooling level. From this study it was found that in several countries there are some schools that enable students to join income generating work through vocational education and apprenticeship systems.<sup>115</sup>

About capacity of participation in decision making in family BRAC graduate were more valued than the never enrolled to school group. Parents/guardians of the never enrolled to school group asked them for their opinions at the time of taking decisions about the children's marriage, schooling and higher studies. However, 2.88%, 2.24% and 4.49% of the BRAC graduates have said that their opinions were taken into account when making decisions of marriage; schooling and higher studies respectively (Tables 23, 24 and 25).

The performance of educated and uneducated groups varied in expression of opinion of women in the decision making process of the families (Table 26). About expression of the opinion of women in their families, educated group performed in the desired

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<sup>115</sup> Padmini Swaminathan, "The Interface between Employment and Education in India: The Need for a Discourse", *Education and Social Change in South Asia*, Ed. by: Krishna kumar & Jochin Oesterheld, (Orient Longman Private Limited: New Delhi, 2007), p.332.

way (83.97%) as shown in the Table 26. However, only 26.67% of the uneducated group could take part in the decision making process of their families.

From Table 27 it is viewed that most of the uneducated respondents did not have their right to express their opinions in their families. As they stated 13.33% of the uneducated female respondents were valued by the families both ‘for the sake of peace’ and for ‘as a member of the families’. On the contrary the BRAC graduate group expressed that they were valued in their families especially because they were educated and conscious about their rights along with the other causes which the uneducated group mentioned. It revealed that education had brought confidence within women in expressing their ideas and opinions.

By custom Bangladesh has a patriarchal and patrilineal social system. Such a system upholds a rigid division of labor that controls women’s mobility, roles and responsibility (ADB 2001).<sup>116</sup> In this situation the educated female respondents are valued in their families and mentioned education as one of the factors for the status. In SriLanka the colloquial equivalents of Mr and Mrs. (*Mahattya and Nona*) were added to the titles to the school teachers, clerks, medical doctors, lawyers, administrative officials and village level state functionaries. People set them apart from ordinary and liberally accorded honorific titles irrespective of their family status. The primary means of acquiring such positions was education. (Ryan 1953)<sup>117</sup>

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<sup>116</sup> Syeda Tonima Hadi, “Gender Stereotypes about College Majors: Prevalent Perceptions of Bangladeshi undergraduates”, Education and National Development: *Selected Papers from the 2008 and 2009 Conferances on Bangladesh at Harvard University*, Ed. Syed Saad Andaleeb, Halimur R. Khan, Manzoor ahmed, The University Press Limited (Dhaka:2011). pp.170-171.

<sup>117</sup> S.T. Httige, “Modernization, Education and Social Justice in SriLanka, *Education and Social Change in South Asia*, Ed. by: Krishna kumar & Jochin Oesterheld, (Orient Longman Private Limited: New Delhi, 2007), p.332.

Regarding interacting with other people of the society the performance were almost the same in the two groups, 91.67% from the educated group and 93.33% from the uneducated group said 'yes' to the question (Table 28). Result showed that BRAC Education did not have any impact on mixing with the people of the society. This may be the part of the culture of the society.

The respondents were assessed on self esteem. They were asked about the position they thought they were in within the group. Table 29 portrayed that 6.41% of the educated group considered themselves as leaders of the team and 37.82% of them thought that they were popular. But none of the uneducated group considered them leaders of their team and only 3.33% of the same group thought they were very popular in their group. Both percentages were lower than the educated group. It revealed that education had an impact on confidence building and leadership building. BRAC education was working desirably in this regard.

Only the educated respondents were asked if they wanted to complete their education to assess their interest regarding achieving higher level of education. Among the respondents 68.59% wanted to continue and complete higher studies (Table 30). To assess the level of interest about completion of education two scales were used .One extreme position was "strongly willing" and the other extreme position was "strongly unwilling". By the assessment it was found that 56.41% of the respondents expressed their strong will to complete higher education. In a study titled, *Education, Self-Perception and Identity: The Experience of the Pulaya Christians of Kerala 1860-1930* by George Oommen it is noted that as an effect of education imparted by the missionary schools Christian Pulayas experienced a form of "self awaking" and they

were taking more interest in the education of their children.<sup>118</sup> Findings of the present study support the above result.

The respondents were asked about the six deadly diseases of the children. More than 80% of the respondents from both groups said that they knew about the diseases, but while naming the diseases, the educated group performed better than the uneducated group (Table 32). Among the respondents of the educated group 83.01% answered correctly. However, only 23.33% of the uneducated group were able to answer correctly. Similarly they were assessed about usefulness of immunization and the age of immunization. On these points 90.71% and 79.49% from the educated group gave correct answer respectively (Tables 33, 34). On the contrary correct answers were given by 70% and 11% of the uneducated group respectively. BRAC Education had positive impact on these points. It is well known that there is a large and persistent association between education and health. In the working paper of Lucia Breierova & Esther Duflo it is found that paternal education has a strong causal effect on the reduction of child mortality, likelihood of obtaining immunization and on child health.<sup>119</sup>

The respondents were asked about AIDS. On this issue also the educated group performed better than the uneducated group (Table 35).

Regarding the knowledge of the foods that prevent night blindness educated group scored higher than the uneducated group (Table 36). Regarding going to the hospital

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<sup>118</sup> George Oommen, Education, Self-Perception and Identity: The Experience of the Pulaya Christians of Kerala 1860-1930, in *Education and Social Change in South Asia*, Ed. by: Krishna kumar & Jochin Oosterheld, (Orient Longman Private Limited: New Delhi, 2007), p.113.

<sup>119</sup> Lucia Breierova & Esther Duflo, *The Impact of Education on Fertility and Child Mortality: Do Fathers Really Matter Less Than Mothers?*, Working Paper 10513, National Bureau of Economic Research (Cambridge: May, 2004), [http://www\\_nber.org/paper/w10513](http://www_nber.org/paper/w10513).



for treatment, educated group scored higher than the uneducated group. Very few of the BRAC graduate respondents went to local healer as compared to the never enrolled group (Table 37). Findings of this study indicate that health awareness of the BRAC graduate respondents was satisfactory.

Knowledge of the tetanus vaccine among male respondents of the educated group was better than the uneducated group (Table 41). From the BRAC graduates 32.05% of the male respondents knew about the importance of taking tetanus vaccine and only 6.67% from the never enrolled group knew it correctly. Almost all female respondents had taken tetanus vaccine from both groups. Both groups performed well regarding knowledge of family planning. Possibly these were the impact of government and non-government initiatives and campaign on the two issues.

The educated group performed better than uneducated group regarding knowledge on the process of purification of water. In the educated group 94.23% answered this question correctly but from the uneducated group 46.67% succeeded.

The findings of a research by David M. Culter and Andriana Lieras-Muney shows that individuals with higher level of education had lower morbidity from the most common acute and chronic diseases (heart condition, stroke, hypertension, cholesterol, diabetes, asthma attacks, ulcer). The better educated are substantially less likely to report themselves in poor health. Mr. David and Mrs. Andriana showed in their study that, four years of education lowers five years of mortality. The better educated are more likely to exercise and to obtain preventive care such as flue shots,

vaccines etc.<sup>120</sup>. This research was done in the United States. This research finding also supports that education has a very close relations with the state of health.

Regarding impacts of education on families five points were assessed. Those were, awareness about the family size, equal attitude towards sons and daughters, relative importance of schooling of sons and daughters, positive attitude towards the female child and aspiration to raise overall family status. Regarding the awareness about the family size the perception of the educated respondents were better than the uneducated group, but the differences were not very prominent. Small differences were observed. Regarding the perception of the importance of schooling among male and female child the differences were also not prominent. Rather it showed very small difference (Table 45). On the point, of 'positive attitude towards female children', 89.42% from the educated group and 73.33% from the uneducated group liked both male and female children (Table 46). It was revealed from Tables 44, 45 and 46 that there was no vivid difference between educated and uneducated group. Both the groups showed positive attitudes towards small family size and female child. Possibly these were the results of the awareness building programs, campaigns on family planning and women empowerment by the government of Bangladesh and the non-government organizations working in the villages of Bangladesh.

Everyone had a dream and aspiration to raise the family status. For assessing this matter the respondents were asked about their dreams of life. From the educated group 65.71% dreamt of becoming well established with a good job or business after completing education. In total 82.37% of the respondents of the educated group had

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<sup>120</sup> David M. Culter and Andriana Lieras- Muney, *Education and Health: Evaluating Theories and Evidence*, Working Paper 12352, National Bureau of Economic Research, (Cambridge: June, 2006). <http://www.nber.org/papers/w12352>.

dreams for themselves, 9.61% of the educated respondents had dream for their children, 5.77% had dreams for their families and 8% for their society and country. The Uneducated group also had many dreams. Among the uneducated respondents 76.67% had dreams for their children. They wanted to bring up their children with good education, so that they could hope for a good future (Table 47). From the same group of respondents 3.33% dreamt for their families and 3.33% for their society and country. The rest (16.66%) of the respondents dreamt for themselves. Dreams could bring changes to their lives. So; having a dream for execution is a positive matter in life. It revealed that the educated persons were aware of themselves and dreamt for themselves. Comparatively the uneducated respondents had few dreams for themselves. It means BRAC Education had a positive impact in this matter.

Awareness of the respondents about keeping the environment tidy was assessed. More than 90% of the respondents from both groups expressed that people need to defecate in water sealed (sanitary) toilet. Therefore, no direct impact of education was found regarding this matter (Table 48). Awareness about natural disaster was assessed by asking if they knew about arsenic problem (Table 49). On this point the impact of BRAC Education was portrayed clearly. In the survey 58.33% of the educated group knew about arsenic problem. However, only 26.67% of the uneducated respondents knew about this problem.

Regarding involvement in the community affairs it was observed that 4.17% of the BRAC graduate group were engaged in different social welfare organizations. From the never enrolled to school group none was involved in any social welfare organization (Table 50). Of the respondents who were involved in different organizations 84.62% of the educated group attended the meetings of the

organizations (Table 51). From Table 50 and Table 51 it is clear that the educated respondents were more involved in the community affairs than the uneducated group. It shows that BRAC Education was playing a positive role in this regard.

Regarding helping people in need both the groups performed almost a similar role. This may be part of the culture of the village society of Bangladesh. On this point the impact of BRAC Education was not so distinct.

Regarding awareness about dowry, the impact of BRAC Education was clear (Table 53). More than ninety percent (93.59%) of the educated group mentioned dowry as a bad practice and it should stop. However, 56.67% of the uneducated respondents mentioned dowry as a bad practice but thought it was necessary for them. The positive impact of BRAC Education is revealed from Table 53.

Perception about the importance of education for community development was assessed. Many positive outcomes were observed. Most of the educated respondents mentioned that by education good government service could be obtained, they could take care of families, they could become aware of their rights, could take right decision etc. Both the groups achieved similar score (Table 54).

The above discussion proves that in the matters of life skills like, expression of opinions, health matters, birth control BRAC education had a positive impact on its students. BRAC Education also had a positive impact on environmental awareness and involvement in community affairs.

A few life skills were found to be acquired by the members of the uneducated group. These could be the impact of government and non government initiatives, electronic

media, which were not assessed in this study. Between the two groups the educated group performed better than the uneducated group. Attitude of the educated group towards personal life, family and to the society also portrayed a positive impact of BRAC education.

## **7.2 Conclusion**

Major findings of the study are mentioned below:

BRAC education system focuses on the learners' self, self awareness, social awareness and environmental awareness. It equips the BRAC graduates to grow, to cope up with others in a certain situation. BRAC education makes them confident and it helps them to be aware of their self and safety. Finally BRAC graduates are self motivated towards harnessing their hidden capabilities and potentialities. BRAC education does not directly reflect on their income patterns because they have not yet been involved with economic earnings. It enhances to stimulate changes in their capabilities and potentialities and helps to materialize those potentials.

It is found that BRAC education has significant, positive impact on its target population. Therefore, education needs to be life skilled based, need based and goal oriented. These pragmatic approaches adopted in BRAC Education Program facilitates the learners to grow intellectually, emotionally, socially and physically to develop human capital as most potential resources of family and society. They are active participants to bring positive changes of themselves, to their environment and to the society. Society needs assets but not burden, social enhancement, progressive social change with moral and ethical value system can make the learners social citizen of most reliable and responsible conscious self of human capital to produce social

goods and services for the advancement of the society. Therefore, the study has found the positive impact of BRAC Education Program on social development. Finally, the study found significant positive co-relation between BRAC Education Program and social development in the areas where the study was carried out.

### **7.3 Recommendations**

On the basis of the findings of the study the following policy implications are suggested:

- 1) Investment in education should be enhanced for sustainable social development.
- 2) Community school for social skills enhancement program should be taken into consideration so that this non-formal program of education can boost up social learning with community based participation of education towards social development.
- 3) Social needs should be assessed and analyzed to formulate learning strategies.
- 4) Life based education, vocational education and training can be imparted to produce active work force. The women and girls who have been deprived of formal education can be brought back to the social education network.
- 5) Social development bank can be set up in the rural areas to give loan to the needy people so that they can start their economic activities with their human capitals and social capitals for the betterment of their lives, living and livelihoods. Thus poverty reduction strategies can be enhanced.

- 6) Self awareness, social awareness and community development through community participation may be encouraged and special projects and program may be launched.
- 7) In education and health sector budget allocation should be increased to address the issues of rural health and education coverage network.
- 8) Rapid social development can be made possible through imparting quality education to the learners living in the remote villages of Bangladesh.
- 9) Social development indicators should be defined and standards should be set as per Bangladesh perspectives so that it can be measured scientifically time to time to assess and to ensure positive growth.
- 10) Social development data bank and information management should be kept in every upazila documentation archive.
- 11) Further intensive research need to be carried out to address the issues all over Bangladesh.

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## Appendix 1

### Questionnaire

**TITLE: EDUCATION AND ITS IMPACT ON SOCIAL DEVELOPMENT: A STUDY OF THE BRAC EDUCATION PROGRAM IN NORTHERN BANGLADESH**

Researcher: Shubhana Lina Hasin, IBS, University of Rajshahi

Research Questionnaire

(Prepared for research purposes only)

Respondent Type [Please Mark the Tick]

- BRAC BEP Graduate's Father/Mother
- Never Enrolled to School Respondents' Father/Mother
- BEP Graduate Boys  Girl
- Never Enrolled to School Boys  Girl

### Part One

BEP/ Never Enrolled to School Respondents' Family in or make

1. Place of Interview :
- House no (if any) :
- Village :
- Union :
- Police Station/ Upazila :
- District :
- Phone/ Mobile No (if any) :

## 2. Respondent/ Name of Head of the Family

Age :

Educational Qualification :

Job/occupation (main) :

(Occasional) :

Religion : Islam  Hindu

Christian  Bandit  Other

Caste (if any) :

Income (Annual) :

## 3. Family Information

Sl No	Name of Family Members	sex	Relation of had of Family	Age	Marital Status	Income earners	Job/occupation		Income (Years)	Educational Qualification
							main	occasional		

4. Type of Family : single  Joint  Extended

## 5. How many children go to school (if school going)

Boy  Number

Girl  Number

Total  Number



6. Who earns from permanent source?

Father

Mother

Both

Other member (boy/girl)  Specify:

7. Mother's annual income limit (it any) :

8. Do you have own house : Yes  No

(If not) then whose do you live in.....

9. Type of house

Clad built  Tin shed  Semi Pucca

Straw built  Brick built

10. How much land do you have?

House  Decimal

Cultivating land  decimal

Others (pond, garden, etc)  decimal

11. Please tell me about your domestic animals

Cow/buffalo  Goat/lamb  Duck/hen

Birds  others  Specify  None

12. Please tell me your tangible assets

Rickshaw  Van  Shallow tube well

Deep tube well  Power pump  Tractor

Husking Machine  Taka deported  Specify

Others

13. Where did you get those assets?

- Self purchased                       got by dowry   
 Got by govt. project                       Got by Non govt. project   
 Other please specify

14. Do you have electricity supply at your home?

- Yes                       No   
 If yes where do you use it?  
 Only at home                       Home and firm   
 Agriculture                       other please                       specify

15. Which of the following do you have at your home?

- TV                       Radio                       CD Player   
 motor cycle                       Cassette player                       VCD player   
 Mobile phone                       Computer

16. Which type of latrine do you use?

- Water sealed toilet                       Kacha toilet                       open toilet

17. Where do you collect drinking water for your family?

- Tube well                       Pond                       Canal   
 River                       Supply                       Other

18. How do you maintain you family expenditure?

- Surplus                       Deficit                       No surplus No deficit

19. Do your children have any problem for learning?

- Yes                       No

20. If yes, please specify it

Poverty	Gender parity	Environment of school	Difficult lesson
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## Part Two

### BRAC Graduates' Information

1. Name of the Respondent :  
 Father/ husband :  
 Age :  
 Sex : Male  Female   
 Marital States : married  Unmarried  Divorced  Widow   
 Present job status : learners  Unemployed  Involved in a  
 job
  
2. If employed which is the occupation?  
 Farmer  Day labor  Tailor   
 Service holder  Fisherman  Mason   
 carpenter  potter  blacksmith   
 Cobbler  van/rickshaw puller  Hawker   
 Driver  Others  Specify
  
3. Monthly Income-
  
4. (If married) when did you get married and what was your age at that time?
  
5. When did you get enrolled in BRAC School?
  
6. What was your age at the time of admission at BRAC school
  
7. Before BRAC School, did you go to govt. primary school? Yes   
 No
  
8. If yes, where and when?

9. what differences do you find between BRAC school and the school you attended before

i

ii

iii

10. Which program of BRAC Education you attended?

BRAC primary school

Kishor- kishori primary school

11. How long did you take education from BRAC?

12. How did you feel at BRAC School?

Enjoyable  Boring  Comfortable  Uncomfortable

Tensed

13. What do you think about BRAC School?

Science Based

Technical

General

14. What do you think about BEP Education, is it appropriate? Yes  No

15. Please tell us about the logic of your opinion

16. What is your recommendation about BRAC School?

i

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iii

17. Did you get involved in the next education activates? Yes  No

18. How far have you got education?

Junior secondary

Secondary

Higher Secondary

Higher education

Others

Please specify.....

**Part Three  
For Illiterate Respondents**

1. Name of the Respondent :

- i. Name of Father/ Name of Husband :
- ii. Age :
- iii. sex : male  Female
- iv. Marital States : married   
 Unmarried   
 Divorce  widow
- v. Present Status of employment  
 Unemployed  employed

2. (If employed) what occupation are you in?

- Farmer  Day labor  Serviceman  Fishman   
 Carpenter  Cobbler  Blacksmith  Hawker   
 Rickshaw puller  Small businessman  Driver  Barbra   
 Mechanics  Others  specify

3. Monthly income

4. If married, when are you got married and what age were you at the time at marriage?

**Part Four**  
**Questions about Awareness**

1. Do you know about arsenic?

Yes  No

(If yes) what is the problem with arsenic?

2. Do you know about AIDS?

Yes  NO

**Part Five**

**Question about Social Awareness**

**(Social relations and social responsibility)**

1. Who should go to school?

Sister/girl

Bother/boy

Both

None

I do not know

2. Are you a member of any social organization? Yes  No

3. (If yes) what type of organization please specify

school committee	Social organization	Others

4. Do you attend the meetings of organization? Yes  No

5. Did you help any helpless people? Yes  No

6. It yes, where and how?

7. Can you mix with others?

Yes

No

(If not) then what is the reason?

Poverty

little education

Shyness

Others

8. Which of following statement is appropriate for you when you mix with the people?

I am a leader of my team

I am very popular but not a leader

I am not that much popular but I go with them

I am not a member of any union genuinely

I have no friendly team

9. What is your idea about dowry?

It is essential

It is non essential

It is a bad practice but it is needed for us

It is a bad practice we must stop it

10. Do you know about family planning?

Yes

No

11. How many children do you think a family should have?

Only One  two

More than two  it depends on heaven

12. Which children do you like more?

Boy

girls

both

## Questions about Family Life

### (Women Empowerment)

1. Who takes decision about marriage in your family?

Father/head of the family

Mother/ house wife

Both

Takes decision of all family members

Parents value my decision

2. Who take decision about schooling of the children?

Father

Mother

Both

My decision is valued

3. Who takes decision about higher education in you family?

Father

Mother

Both

My decision is valued



**[Only for Female]**

4. Do you think your family gives value to your opinion?

Yes  No

(If yes) specify the reasons:

Do you play role in economic activity of your family?

You are aware of your right

The attitude of your father/ husband has been changed with your education?

Other reason  please specify...

**(Question on external environment management)**

1. Where are we to defecate?

In the well built toilet

In the open sky

I do not know

2. How water can be purified to drink?

[Boiling/ using fitkiri/ using water purifying tablet]

Right Answer

Wrong Answer

I do not know

**(Question on Health Management)**

1. What is the benefit of immunization?

[To prevent diseases]

Right Answer

Wrong Answer

I do not know

2. What is the better and easy treatment of Diarrhea?

ORS

Salt water

Normal water

Sugar mixed water

I do not know

3. Do you wash your hands after using toilet?

Yes

No

[If yes] what do you use to wash you hands?

Soap

Ash

Soil

Water

Others

4. Which Food is preventive for night blindness?

[Vegetables (green, red), fruits, small fish and vitamin A]

Right Answer

Wrong Answer

I do not Know

5. Do you know the names of the six deadly diseases of children? Yes  No

(If yes) then what are these discuses?

[Tetanus, diphtheria, whopping cough, polio, measles, pox]

Right Answer

Wrong Answer

I do not know

6. Do you know the time of children vaccination? ( Starting to ending duration )

[0-1 years]

Right Answer

Wrong Answer

I do not know

7. Where do you take treatment when you become sick?

Hospital

Local Healer

Aiurbed/ Herbal

**[Only for Women]**

**[If married but no issue is yet born]**

8. Have you taken vaccine of Tetanus

Yes  No

9. Did you complete the course during your pregnancy

[If married and have children]

Yes  No

**[Only for Male]**

10. (If married and father of children) did you help your life to get Tetanus vaccine?

Yes  No

11. Have you hard the name of Tetanus ( if unmarried)

Yes  No

12. Do you know where Tetanus vaccine in essential for pregnant mother?

[To prevent Tetanus]

Known Correctly

Do not know correctly

Partially known at all

Do not know at all

**Questions about Intellectual Life (Completion of Education)**

13. Do you want to continue your education?

Yes

No

14. (If yes) then what level?

Secondary

Higher secondary

Higher Education

**(Those who are in Advanced Studies)**

15. If you get an offer of a job with TK 4000 salary at this moment. For this you have to leave your study, and then what will you do?

I must accept the offer of job

I will think about job serenity and I can leave education

I will think over it and I prefer education

I must prefer my education

16. If you have to leave your education for job, will you come back to study to complete?

I must not back to study

I am certain that I won't be back to study

If I get a good job, I would be back to study

I must try to back to my study

I will try if is possible

17. make a list on the importance of sending children to school or to study

i

ii

iii

iv

v

18. Do you have any dream? Please describe.

Thanks from the researcher

Researchers' comments on with observation (with Date):

### **Questionnaire for the Informants**

Q1. What is your idea about self development?

Q2. How is self development possible?

Q3. What do you mean by Social Development?

Q4. How can social development make possible?