

**Factors affecting the discontinuation of learners  
in grade III in formal primary schools and  
*Ebtedayee Madrasahs***

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## ABSTRACT

This study aimed to follow-up the learners who discontinued from grade III in primary school and Ebtedayee *Madrassah*. The specific objectives were to determine their socioeconomic background, identify the reasons for their discontinuation, look at their employment status and examine possibilities for their further enrollment in any type of school. The learners of the selected grade were chosen purposively from three rural-based primary schools and one Ebtedayee *Madrassah* located in two districts with low literacy rates. Twenty-five learners and their parents, 19 cohorts of the selected learners, 22 teachers of the selected schools and *Madrassahs* and 62 community people were interviewed through informal discussions using unstructured checklists. Major findings show that the tendency of discontinuation tends to be higher among the children of the extreme poor and illiterate families. Some socioeconomic and school-related factors such as lack of necessary guidance and support from families and the teaching-learning system in government primary schools were associated with such discontinuation. The rate of discontinuation of the learners in the formal primary schools may be reduced by modifying the teaching-learning system, which would be appropriate especially for the children of poor and illiterate families. To do this, the existing physical infrastructure may need to be extended or the discontinued learners may be served by promoting the non-formal primary education model operated by different NGOs.

## **Introduction**

Education is recognized as an essential basis for economic, social and cultural development. It is the single most essential pre-requisite for ensuring suitable development and promoting quality of human resources.

Bangladesh is constitutionally bound to a) establish a uniform, mass-oriented and universal system of education b) extend free and compulsory primary education to all of its children and c) remove illiteracy within the stipulated time. The government was committed to provide education to its entire citizen by the year 2000, but could not achieve the goal within the time. Although, the enrollment rate is increasing, the problem of universalising primary education lies in the high redundancy due to a high dropout rate. The completion rate increased from 20% in 1980 to 61% in 1995, and the dropout rate reduced from 80% in 1980 to 39% in 1995 (Huq, 1999). Despite the progress in the enrollment and completion rates in education in the last one-and-a-half decade, these still lag behind compared to some other South Asian countries (UNICEF, 2000).

Considering the poor literacy situation, the government of Bangladesh has given high priority to and is committed to the principle of Universal Primary Education (UPE). The commitment has been further strengthened with Bangladesh's participation in the World Conference on Education for All (EFA) held in Jomtain, Thailand in March 1990, and the World Summit held in New York in September 1990. Bangladesh is also committed to implement the summit Declaration of Education for All of Nine High Population Countries held in Delhi in December, 1993. The government, however, introduced many progressive policies to overcome the problems in primary education. In 1990, the government of Bangladesh made primary education compulsory for all children eligible for schooling, and education was made free especially for rural girls up to class VIII. In addition to these measures, the government has also introduced a stipend programme especially for the girls of poor families in rural areas and a food for education programme to cover the disadvantaged children with its literacy efforts. Bangladesh,

however, as a signatory to the World Declaration of Education on Education for ALL, prepared a Plan of Action to implement the EFA goals (Chowdhury, at el., 1999).

Despite the government's high priority and efforts in education, 23% of the school-aged children are not yet enrolled in school. More than 26% of those who enrolled left school before they complete primary school cycle (Chowdhury, at el., 1999).

### **Objectives of the study**

The objective of this study was to follow-up those learners in primary level who discontinued in grade III. The study aimed to know the socioeconomic background of the discontinued learners, identify the major reasons behind their discontinuation, and see whether they have engaged in any economic activities, and examine possibilities for their further enrollment in any type of school.

The rationale for studying the learners of this grade is that the rate of discontinuation was higher in grade III compared to other grades (Chowdhury, et al, 2000) and most of these children may satisfy the BRAC criteria to be enrolled in BRAC schools in terms of their age and enrollment status. In this regard, it should be mentioned here that BRAC enrolls in its school children aged 8 - 14 years who dropped out before finishing grade III. It is, however, expected that this study will give indications to the policy makers of the BRAC Education Programme how and whom to cover through its education programme(s)<sup>1</sup>.

### **The term 'discontinuation'**

The term 'discontinuation' is used in this study to label the former learners who left school before completing the full cycle of schooling. The specific targets of this study are those learners who had left

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<sup>1</sup> Along with non-formal primary education, BRAC also operates some other types of education programme such as formal education, adult literacy, pre-primary school, and community schools

school in grade III but did not further enroll in any school during the data collection period (from 5 November - 24 November 2000).

## **Methodology**

**Study area, sample population and sampling procedure:** The study was conducted mainly on learners who discontinued in grade III of formal primary schools and Ebtedayee *Madrassah* located in two districts of Bangladesh. The districts were chosen purposively based on lower literacy rates compared to other districts in Bangladesh. From the selected districts, three rural-based primary schools and one *Madrassah* were chosen. As the number of primary schools and learners in rural areas were significantly higher compared to urban areas, only rural-based schools have been covered in this study.

Primarily, lists of discontinued learners were collected from the selected schools and *Madrassah*. Following the lists, twenty-seven former learners (16 boys and 6 girls from the selected government primary schools, and 3 boys and 2 girls from the *Madrassah*) who discontinued in grade III and their parents were targeted to be interviewed. Along with these, some 19 cohorts of the selected learners and a total of 87 community people in the study areas were also interviewed. The classmates of the former learners were chosen purposively from the neighbours who were personally familiar with the former learners. The community people were chosen from a spot interview as they gathered and showed interest in discussing the issues. The classmates were interviewed to find out information about the schooling of the discontinued learners, and the community people were interviewed to discuss their views on government primary schools. The concerned teachers in each school and *Madrassah* were also interviewed. Altogether, 188 people were interviewed.

**Data collection technique and instrument:** The discontinued learners and their parents were interviewed individually using checklists. The school teachers were interviewed in-groups following the focus group discussion method (FGD) using a separate checklist. The meetings with the teachers were

scheduled before the day of interview. The classmates of the selected learners and the community people were interviewed separately both in-groups and individually through informal discussions.

**Field activities and quality of the data:** I myself have collected the information for the study. I asked some common and relevant questions to all types of respondents to triangulate information.

**Problems in data collection:** I have faced great difficulties in collecting data. To have the list of the study population, I gave a form to each selected school and *Madrassah* that contained specific columns to provide required information such as the names of learners and their parents, the names of villages and the locations of the households. The school authorities could provide the names of the selected learners along with names of their fathers and villages, but failed to provide the specific location of the households. Moreover, the majority of the learners and their parents maintained two names - the nickname and the official or full name. During enrollment in schools, most learners and parents recorded their official or formal names but these names were not familiar to their neighbours. As they were more familiar in their nicknames, most often the villagers could not help me find the person I had asked for.

## **Findings**

### **Socioeconomic characteristics of the study population**

Most of the selected learners were aged between 11 and 14 years. Almost all of their fathers were engaged in such kind of occupations that yielded very low income, such as rickshaw pulling, selling manual labour, small farming, small trading, etc. Similarly, most of their mothers were either housewives or engaged in income-earning activities that also yielded no monetary income or very low income such as working as a maidservant, selling manual labour, and begging. The majority of their fathers and almost all of their mothers were illiterate. Amongst the fathers, a few were literate but none of them had more than 10 years of schooling. The family size of the majority of respondents ranged from 4 to 5 and their average per capita monthly earning (cash and kinds) ranged from Tk. 200 to Tk. 400. Apart from homestead land, most of them had no cultivable land (Table 1 and 2 in Appendices).

On the contrary, it was observed that of the learners who were found to be enrolled in class IV and V (classmates of the discontinued learners), most of them came from economically well off families and most of their parents had at least primary education. Their parents were engaged in occupations that yielded comparatively higher income such as farming (both marginal and big), service holding, advocacy, advocate's assistant, businessman, etc. Although their family size seemed to be similar compared to that of discontinued learners, it was revealed from rough estimate that their per capita income and size of cultivable land were comparatively higher. In general, the parents of both continuing and discontinued learners as well as community people conceived similar views.

### **Reasons behind discontinuation**

It was realized through the investigation that not a single factor was responsible for such discontinuation of learners in grade III of formal primary schools and *Ebtedayee Madrassahs*. It was further realized that except one, factors for discontinuation in grade III were similar to factors for discontinuation in other grades in primary level. However, the identified major factors can be divided into three broad areas; socioeconomic, school-related, and other factors that included the attitude of the community towards education and government run primary schools. The identified factors are discussed below.

**Socioeconomic factors:** Amongst the identified socioeconomic factors, poverty of the respective families and illiteracy of the parents seemed to be the most influential factors for discontinuing especially from formal primary schools, but these were not directly associated with such discontinuation, but rather were linked with a series of confounding factors that will be discussed thoroughly.

The interviews revealed that most parents of the discontinued learners were extremely poor, had no cultivable land, and were engaged in low income earning activities. As such they were unable to provide necessary educational materials for their children other than essentials for survival. Thus, some children blamed their parents for their discontinuation saying that their parents did not provide them with educational materials such as exercise books, pens, pencils etc., and did not pay the school dues such

as admission fees, examination fees, or different donations charged by schools. Thus, they were rebuked by the teachers as well as their classmates, and felt discouraged to continue further schooling.

For economic activities, the fathers or guardians of the discontinued learners had to spend most of the day outside their homes. Moreover, most of them were illiterate. They neither had adequate time to guide their children nor could help them at home with their home assignments. They were also unable to bear the cost of private tutor to assist their children for preparing daily lessons. Consequently, their children were found to be poor performers in classes and were irregular at school. Some parents said that although they tried to send their children to school regularly, their children were reluctant to go.

The classmates of the sample learners (discontinued learners) also reported that the discontinued learners were irregular in school and their class performance was very poor. Interestingly, the teachers and even some parents commented that this group of learners did not seem very intelligent. They also failed to keep minimum school attendance for having food support from the food for education programme. As a result, their schooling did not continue further as the regular pupils did.

Due to very low income of the household heads, some learners were found to be engaged in different income-earning activities. It should be mentioned here that due to the lack of physical growth, some of the sampled learners were physically unfit to be engaged in income-earning activities.

An interesting finding was that most parents of the discontinued learners were sufficiently aware of the positive benefits of education, but they were not seemed to be confident that their children would be educated at a higher level. They further expressed that as they did not have the ability to provide support for higher education, their children would not be continuing at higher classes - thus a little education (reading and writing ability) was sufficient for their children. The finding however reveals that higher education is conditional to economic circumstances and the literacy level of the concerned families.

Another interesting observation was that the trend of discontinuation at the primary level seemed to be higher among boys than girls. According to the respondents the rural girls were given special attention by the government for retention. The government provides free education for rural girls up to class VIII, and girls are given a stipend on monthly basis. Moreover, they have less scope to be employed in the village compared to boys. Some parents of girls thought that if their daughters would be educated, they could be married as educated brides without or with a lesser amount of dowry. The finding indicates that parent's attitude towards girls' education has recently changed.

**School-related factors:** It became evident in the investigation that some school-related factors were also responsible for discontinuation. Most of the community people and even some teachers in the primary schools expressed that the teaching-learning system in formal primary schools did not favour the children of poor and illiterate families. The majority of all respondents reported that the system encouraged children to learn their daily lessons at home rather than in school and thus their children had to seek the support of a private tutor.

In response to the related question, some teachers informed that government in primary schools has introduced a new teaching system entitled 'Ideal Project'. In this system, lessons would be taught in classrooms and thus children would not need to be given home assignments, but in fact, the system was not effective. The reasons for this, as the teachers explained, due to large class sizes, inadequate space in classrooms, a shortage of teachers, a shortage of benches and an inadequate number of classrooms, they could not properly implement the system. For the same reason, the teachers could not take necessary measures for the poor performers in the classroom. The findings indicate that due to lack of physical facilities in formal primary schools, the innovative teaching-learning system could not be applied. Thus, traditional teaching-learning system was continued in primary schools.

In this connection some teachers complained that their assignments were not confined to teaching and related activities, but they also had to perform some additional activities such as distributing food of the Food for Education Programme, preparing voter lists and census, collecting data on sanitation, distributing books and surveying. They also had to go for home visit once a month to contact irregular and discontinued learners. They pointed out that there was a lack of suitable accommodation for teachers in the villages. So, they had to travel a long distance to attend schools. They were thus unable to fulfill the assignments given to them by the authorities. The teachers were not satisfied with the duties they had been assigned to do, which was de-motivating and affected their abilities to perform their duties regularly and sincerely.

Although the learners of poor families were given food support under the government's Food for Education Programme, it was conditional as 85% attendance rate and a minimum of 50% marks to be obtained in school examinations. However, the programme seemed to be effective especially for children enrolled in grades I and II, but at the same time there was a high incidence of discontinuation in grade III. Since, the children enrolled in grades I and II did not need to attend school examinations, the problem only appeared in grade III where they do have to attend. This may be a dominant factor for high extent of learners' discontinuation in grade III. As the children of the poor and illiterate families did not attend school regularly and could not obtain marks as they required for having food support or to be promoted to the next grade, they did not continue their schooling. It should be mentioned here that according to the procedure of the Food for Education Programme, repeating students were not allowed for food support.

With some exceptions, reasons for discontinuation in *Madrassah* were no different from the reasons for discontinuation in formal primary schools. The teachers in *Madrassahs* informed that with exception of four *Madrassahs* in Bangladesh, all were registered. The government did not provide free textbooks to the learners enrolling in these *Madrassahs*. Each year the concerned management committee themselves purchase necessary books for poorer children. Unfortunately, most of the time they cannot afford

necessary books. The teachers said that approximately 20% of the learners at the primary level leave school due to lack of books. In addition to the subjects taught in formal primary schools, *Ebtedayee Madrassah* has introduced additional three subjects such as *Akida*, *Quran* with grammar and Arabic literature in its course curriculum. This seemed to overburden the children at primary level.

**Other factors:** Some additional but major factors were observed that seemed to be associated with the discontinuation of the learners at primary level.

***Parents and community's attitude towards education:*** It was realized in the discussions with parents and the community that their attitude towards education was positive. At the same time they associated education with a higher-level income and office-based jobs but they were concerned about the present employment crisis in the job market especially for higher educated people. In this regard, they showed factual evidence of some unemployed higher educated people in their villages who could not find any employment after completing their education. They argued that a higher educated person does not perform any odd jobs like rickshaw pulling, day labour, small trade, etc.,. Moreover, they need to be well dressed and have pocket money for maintaining fellowship within their circle of friend. On the other hand, a person with little or no education can easily be engaged in any kind of job and can earn something for their families. They also agree that ability of reading and writing is always useful for any kind of income-earning activity. The finding however indicates that rural people, especially the poor and illiterate, prefer little education that requires little investment and has immediate benefits, rather than an uncertain investment. Thus, most of them were found to be interested in educating their children at least up to primary level but due to the existing problems discussed did not favour their children to remain in school beyond that.

***Parent's and community's attitudes towards formal primary school:*** It was observed that the attitude towards formal primary schools of most parents of both regular and discontinued learners was not positive. It was realized from their expression that the existing teaching-learning system in formal

primary schools could not help their children in learning their daily lessons. Some teachers of the schools and *Madrassahs* also conceived a similar view and gave similar reasons mentioned earlier in this paper.

***Personal problems at family level:*** Not only socioeconomic and school related factors, but also some personal problems of the concerned families were responsible for learners' discontinuing in formal primary schools. It was found that although parents of some children were interested in educating their children, due to personal problems such as physical and mental disability, chronic illness, etc., the children could not continue their schooling.

### **Present employment status of the discontinued learners**

An attempt was made to look at whether the discontinued learners were engaged in any income-earning activities. It was found that more than half (16 of 27) of the sampled children were not engaged in any income-earning activities (Table in Appendices). The majority of the former learners did not have the physical ability to be employed in any income-earning activities. Amongst the employed, boys (7 of 18) were found to be engaged as assistant carpenter and cowboys and girls (4 of 9) were found to be engaged in handicrafts<sup>2</sup> and as maid servant (Table in Appendices). However, it is worth mentioning here that most of the former learners who were engaged in income-earning activities, did not leave school to be employed in such activities, but rather they looked for employment after they left school.

### **Possibilities for further schooling:**

An attempt was also made to examine the possibilities for further enrollment of discontinued learners in school, and to know what form of education could be offered. Related questions were asked mainly to parents, community members and teachers of the selected schools and *Madrassahs*. In response, a few of the parents (5 of 27) showed no interest for further enrollment of their children in school, they preferred to involve their children in income-earning activities instead. Although some parents could not express a meaningful response as has been mentioned above, they had a positive attitude towards

education but some (6 of 27, all of them were the parents of the former learners of *Madrassah*) required some sort of economic and material support for schooling of their children such as food security, clothes, books and other educational materials. Some children also expressed similar views and added that they would go to school if their requirements were met. Additionally, they required a private tutor to support them in preparing home assignments. The findings indicate that possibilities of schooling for discontinued learners is conditional on fulfilling their learning needs, so that they would not be differentiated from the learners in their classes in terms of class performance and school examinations.

In response to the question what kind of school they preferred, the parents especially who were familiar with BRAC school showed positive interest to enroll their children in BRAC school. The community people and even some teachers of the selected schools and *Madrassahs* reported that BRAC's education method was appropriate especially for children of poor and illiterate families. The respondents mentioned some major characteristics of BRAC schools such as; lessons are taught in schools so the children need not to study at home. The class size is small. The teachers and BRAC staff always communicate with the parents. The schools organize extra curricular activities on a regular basis, which create a joyful environment in schools, so the learners feel interest to attend schools regularly. It was observed that some learners who discontinued from formal primary schools enrolled in non-formal schools. The findings indicate that the non-formal education system favour the children of the poor and illiterate families.

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<sup>2</sup> In Jamalpur area some girls were found to be involved in Kantha sweeing in Ayesha Abed Foundation.

## **Discussions and conclusions**

To achieve the EFA goal by the year 2000 AD, the government of Bangladesh undertook series of steps in the education sector but failed to attain the goal within the set time. One of the major reasons includes a considerable number of learners leave schools before completing primary cycle. The rates being higher in grade III (Chowdhury et., al., 1999). This study, however, deals with the discontinued learners focusing their socioeconomic background, reasons behind discontinuation, present employment status, and possibilities for their further enrollment in school.

The findings indicate that the children of socioeconomically backward families in terms of per capita income, literacy, households land holding and profession, deprived from education especially from the formal primary schools. A study (Begum, 1992) show that the underprivileged parents of the children suffer from extreme poverty - thus they cannot adequately feed their children and hence the question of providing education does not arise at all.

An Indian study (Subrahmanian, 1999) also pointed out some reasons on the same issue stated that *“children from poor households miss school for long period in the year when they accompany their parents during migration, or attend irregularly because of involvement in household activities. Some parents say that despite their insistence, their children refuse to go to school, and for working parents it is impossible to monitor their children’s activities.”* The findings of the Indian study, however, seems to be resembled to the case in Bangladesh especially for the learners of grades IV and above, but not fully resembled to the case for the learners below this grades (Class I - III). As because, beyond some exceptions, majority of the children below grade IV did essentially not help their parents at home or at the field. As because, most children of these grades did not seem to be physically fit for activities at home or field. Thus, the findings of this study contradict with the findings of the above mentioned studies with an empirical example of non-formal primary education programme run by different NGOs. The NGO's non-formal primary education programme covers the children of poor and illiterate families who successfully complete full cycle of schooling.

From the example, it can be assumed that some factors may exist in formal primary schools that do not favour the children of poor and illiterate families. In formal primary school, rote learning is generally used in the classes as the teaching-learning method and books are deemed to be the only sources of knowledge and intellect (Plan International, 1999). It was further noted by Avolas (Avalos, 1986) about teaching-learning system in formal primary schools that it is based on recitation, dictation, and copying from the board and language was learned by endless copying of the same words into their notebooks. Thus, the formal primary education is characterised by Freire (1972) as a dominant model and a vertical approach of education where dialogue between teachers and learners is absent. He noted "*without dialogue, there is no communication and without communication there cannot be true education.*" Through the system, however, children cannot learn properly from school - thus, they required extensive assistance with home assignments. As the illiterate and poor parents cannot afford necessary support to their children, they cannot continue further schooling. The so-called education system was criticized by Ministry of Education, Republic of Zambia, 1976;

***The education system is like a train.....***

*which travels on a single track bound for one destination, but which ejects most of its passengers, without stopping, at several points along the route. In other words, the system favours small minorities who are believed to be the most able academically, at the expense of the vast majority of others. By doing so, it promotes a spirit of selfishness, since material wealth and the comfortable life seem to be the goal at the end of the academic ordeal.*

Along with the problems in the education sector, the above statement also indicates that problems exist not only in Bangladesh but also in other developing countries. Although, the situation has recently been improved in Bangladesh, an extent of learners still does not complete at least full cycle of primary education.

In this context, the case of BRAC's non-formal primary education programme can be cited as an example. Although, BRAC recently has introduced monthly tuition fee in its schools as material cost, the retention rate still is higher than the formal primary schools. The reasons behind this achievement among others are: limited number of children enrolled (about 30-33), lessons are taught in school through innovative teaching method, learner-centered classroom, both large and small group methods are applied for more effective teaching-learning, and recruits mainly women teachers from among the community. The schools are set-up close to the learners' homes and offers flexible school timing. To ensure community participation, management committees are formed from among the community. Parents attend monthly meetings where learners' progress and other relevant issues are discussed. The schools are supervised by experienced and well-trained BRAC staff at least twice a week. They provide necessary guidance to the teachers regularly. The teachers attend a refresher course on a monthly basis, where necessary directions are given on the lessons to be taught in the next month. Besides, BRAC schools are supported through internal and external monitoring and research system (Ahmed, 1993, Khan, 1995, Khan and Chowdhury, 1995, Imam and Khan 1998).

On the contrary, most of the above-mentioned structural and teaching-learning mechanisms (which proved effective) are absent in the formal primary schools. The formal primary schools suffer from lack of required number of teachers, proper supervision and monitoring system. Most of it has very poor physical infrastructure and has no effective community involvement (Chowdhury, et.al., 1999). For the same reasons, the operational strategy of 'government's 'Ideal Project' is not functioning properly.

From the above discussions it can be suggested that the mode of operational strategy of the formal primary schools needs to be reviewed that may help retain the children especially of the poor and illiterate households. To implement the suggestion, the present physical facilities of the primary schools and some measures i.e., more classroom, more teachers, limited class size, active community involvement, learner-centered teaching method, etc., may need largely be extended that will require major investment in primary

education sector. An alternative suggestion may be that the children of poor and illiterate families can be covered through promoting the model of non-formal primary schools.

Finally, it can be concluded that unless schools take the leading responsibility in teaching daily lessons from classrooms, the extent of discontinuation of children especially of the poor and illiterate may not be covered through the formal system. To achieve the goal of education, lessons learnt from non-formal models can be adopted. To form a concrete decision in this regard more comprehensive action researches need to be conducted.

### **Suggestions for the government**

1. As the poor and illiterate guardians cannot provide the high cost of private tutor or cannot assist their children in preparing home assignments, daily lessons should be taught in schools. Light home assignment can be given to the learners. Thus, mode of teaching learning in formal primary schools should be reviewed to make classroom 'learner-centered' rather than 'teacher-centered'. Teaching-learning system in non-formal model can be introduced in formal primary schools.
2. As the classrooms in government primary schools, especially in rural areas, are overcrowded, the number of learners in the classroom should be reduced to 40. Thus, existing physical facilities of primary schools should be extended, i.e., classrooms and number of teachers, benches, drinking water facility, etc., should be increased. This will require increased government allocation for education.
3. Community involvement with the school system should be made effective.
4. The food support for the children of hard-core poor should not be conditioned to their attendance and marks obtained in examinations.

5. If the government due to lack of fund cannot take the above measures, the government may extend its cooperation to NGOs for expanding its non-formal primary education programme throughout the country. NGOs and the government can undertake collaborative programme in non-formal primary education

### **Suggestion for BRAC Education Programme**

1. More non-formal primary school can be opened to cover the children who discontinued from the formal system.

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**UNICEF. 2000. State of World Children. 6. Appendices**

## Appendices

### Socioeconomic background of the learners

Sl. No.	Name of the learners	Age	Sex	Working status	Father's occu.	Mother's occu.	Father's edu.	Mother's edu.	Family size	Monthly income Tk.	Land size (dec.)
School - 1 (govt. primary school)											
1	Jwel miah	11	Boy	Asst. Carpenter	Rickshaw puller	Labourer	Nil	Nil	4	250	0.08
2	Rabi miah	14	Boy	Asst. carpenter	Van driver	House wife	Nil	Nil	5	300	0.05
3	Shahadat	12	Boy	Does nothing	Fishing	Beggar	Nil	Nil	5	250	0.05
4	Ariful Islam	12	Boy	Does nothing	Rickshaw puller	House wife	8	Nil	5	300	0.30
5	Apu Ghosh	14	Boy	Does nothing	Small Trader	House wife	9	Nil	5	400	0.05
6	Shahinur Rahaman	14	Boy	sales oil	Rickshaw puller	House wife	Nil	Nil	4	375	-
School - 2 (govt. primary school)											
7	Shahida	11	Girl	Does nothing	Expired (Rickshaw)	Small shop	Nil	Nil	4	250	0.07
8	Mainul Islam	13	Boy	Does nothing	Mason	House wife	9	Nil	9	390	Nil
9	Firoz Ali	10	Boy	Does nothing	Day labourer	Maid servant	10	Nil	4	275	0.04
10	Shefali**	13	Girl	Maid servant	"	"	"	"	"	"	"
11	Jalimon	12	Girl	Does nothing	Farmer (lending)	House wife	Nil	Nil	5	600	0.05
12	Hazrat Ali	13	Boy	Does nothing	Small trader	House wife	Nil	Nil	6	750	0.02
13	Jaminur*	11	Boy	Does nothing	Labourer*	House wife	5	Nil	16	750	0.95

\* One of his elder brother is a baby taxi driver and two of his elder brothers are schooling.

\*\* Shefali is the elder sister of Firoz Ali, so her background information is similar to Firoz Ali.

Contnd: Socioeconomic background of the learners

Sl. No.	Name of the learners	Age	Sex	Working status	Father's occu.	Mother's occu.	Father's edu.	Mother's edu.	Family size	Monthly incomeTk.	Land size (dec.)
School - 3 (govt. primary school)											
14	Laily	12	Girl	Kantha sewing	Day labourer	Housewife	Nil	Nil	7	220	0.09
15	Joydul	11	Boy	Cow boy	Day labourer	Housewife	Nil	Nil	6	280	0.02
16	Monwara	12	Girl	Kantha sewing	Ferrywala	Housewife	Nil	Nil	4	300	0.00
17	Chameli	13	Girl	Does nothing	Jewelry maker	Kantha sewing	Nil	Nil	6	670	0.05
18	Habiluddin	13	Boy	Day labourer	Day labour	Maid servant	Nil	Nil	4	250	0.00
19	Faruk Hossain	11	Boy	Carpenter	Farming	Housewife	Nil	Nil	6	330	0.70
20	Sabuz Miah	12	Boy	Labourer	Daylabour	Housewife	Nil	Nil	5	360	0.10
21	Shahida	11	Girl	Does nothing	Expired (Rickshaw)	Small shop	Nil	Nil	4	250	0.07
22	Mainul Islam	13	Boy	Does nothing	Mashion	House wife	9	Nil	9	400	Nil
School - 4 (Ebtedayee Madrassa)											
23	Akbor Ali	11	Boy	Does nothing	Farmer	House wife	8	Nil	5	375	0.04
24	Farzana	13	Girl	Maid servant	labourer	Housewife	Nil	Nil	Nil	279	0.15
25	Ferdowsi	11	Girl	Does nothing	Farmer (lending)	House wife	Nil	Nil	5	500	0.25
26	Ashraf Ali	12	Boy	Does nothing	Small trader	House wife	Nil	Nil	6	450	0.10
27	Karim*	12	Boy	Does nothing	Rickshaw puller	House wife	5	Nil	16	350	0.85

\* He is mentally disabled. One of his elder brothers is a baby taxi driver and two of his elder brothers are schooling.