



**Impact Evaluation Study  
Of  
Reaching Out of School Children (ROSC) Project of  
the Ministry of Primary and Mass Education**



*Carried out by*  
Evaluation Sector  
Implementation Monitoring and Evaluation Division (IMED)  
Ministry of Planning, Government of People's Republic of Bangladesh

*Conducted by*  
Bangladesh Institute of Development Studies (BIDS)

*June 2014*

# **Impact Evaluation Study of the Project “Reaching Out of School Children (ROSC) Project of the Ministry of Primary and Mass Education”**

## **BIDS Professionals**

- 1. Dr. S. M. Zulfiqar Ali**  
Senior Research Fellow
- 2. Dr. Mustafa K. Mujeri**  
Director General
- 3. Badrun Nessa Ahmed**  
Research Associate

## **With Assistance from,**

- 1. Nadia Farnaz**  
Research Officer
- 2. Md. Faizul Islam**  
Research Officer

## **IMED Officials**

- 1. Ms. Salma Mahmud**  
Director General
- 2. Mr. Md. Abdul Quiyum**  
Director
- 3. Quamrun Nessa**  
Director
- 4. Mr. Md. Mosharaf Hossain**  
Deputy Director

*Carried out by:*

### **Evaluation Sector**

Implementation Monitoring and Evaluation Division (IMED)  
Ministry of Planning, Government of People’s Republic of Bangladesh

*Conducted by:*

### **Bangladesh Institute of Development Studies (BIDS)**

E-17 Agargaon, Sher-e-Bangla Nagar  
Dhaka-1207, Bangladesh

June 2014

## FOREWORD

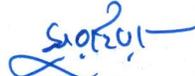
Department of Primary Education under the Ministry of Primary and Mass Education implemented the project titled “The Reaching Out of School Children (ROSC)project” with the aim of achieving national goal of Education for all (EFA). The Government of Bangladesh, with support from development partners has undertaken this project in 2004 to give a chance to educate the children who dropped-out of school or never went to school for primary education ever.

As the project has now moved on to its second phase and upon request from the Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning (MoP), the current evaluation study has therefore been undertaken by the Bangladesh Institute of Development Studies (BIDS).

Findings from the impact evaluation indicated that despite the fact that there have been some bottlenecks in implementing the project activities, it has been successful in creating some significant positive impacts upon its target beneficiaries in case of increasing school enrollment, reduction in dropout rate, providing schooling to children from poor and disadvantaged households and children with disability due to ‘close proximity’ and ‘flexible school timing’.

I sincerely congratulate BIDS team for conducting the evaluation and successfully completed the report in time. I also thank Ms. Salma Mahmud, DG (Evaluation Sector) along with her colleagues to provide necessary support and cooperation to the BIDS team members throughout the study.

I am very hopeful that the recommendations of the study will be much helpful to everyone involved in the design and implementation of similar projects in the future for higher efficiency, effectiveness and sustainability.

  
(Suraiya Begum ndc)  
Secretary  
IMED, Ministry of Planning

## PREFACE

Evaluation Sector of the Implementation Monitoring and Evaluation Division (IMED), Ministry of Planning undertook an Impact Evaluation Study for the “The Reaching Out of School Children (ROSC) project”. The Project was implemented by the Department of Primary Education under the Ministry of Primary and Mass Education during July 2004 to June 2013, has been carried out by the Bangladesh Institute of Development Studies (BIDS).

The main objectives of the evaluation study were to i. investigate whether the project activities were fully implemented as was targeted in the DPP; ii. review the present functional status of major inputs/activities of sampled areas and to identify the reasons for any deviation and/or bottlenecks ; iii. examine the procurement process was done as per provision of PPR 2008; iv. assess the outputs and impact of the project activities with respect to enrollment, attendance and retention of disadvantaged children.

The findings of the evaluation study indicate that despite some bottlenecks in implementing the project activities, it has been successful in creating some significant positive impacts upon its target beneficiaries in increasing school enrollment, reducing dropout rate, providing schooling to children from the poor and disadvantaged households and children with disability due to ‘close proximity’ and ‘flexible timing’, increasing primary school pass rates and giving priority to females in getting teaching jobs in these schools.

The team of BIDS deserves appreciation for conducting the evaluation. I also express my thanks to the IMED officials for completing the report in time and the officials of Department of Primary Education for their sincere co-operation. Thanks are also due to all members of Technical and Steering Committee especially to the Secretary, IMED for providing us valuable advice and guidance I hope that the lessons learnt and recommendations would contribute to improve the quality and effectiveness of the similar projects to be implemented by the Department of Primary Education in future.



**Salma Mahmud**  
Director General  
Evaluation Sector, IMED  
Ministry of Planning

## **ACKNOWLEDGEMENT**

The study “Evaluation of the Reaching Out of School Children (ROSC) Project” of the Ministry of Primary and Mass Education” has been conducted by the Bangladesh Institute of Development Studies (BIDS) for the Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning. The study would not have been possible without the active and continuous support from IMED. We are, therefore, thankful to IMED for putting trust on us and for giving us the opportunity to accomplish such an interesting and important assignment. The study team would also like to express its gratitude to the Steering and Technical Committee Members of the study. We are also very thankful to project officials of ROSC for providing necessary support throughout the progress of the study.

We greatly appreciate the cooperation of the Upazilla Education Officers (UEO) who were extremely cordial and supportive to the study team members. We are also thankful to the Teachers of all the schools visited during the study for their excellent support not only in providing school data but also in establishing linkage with the community. We would also like to thank the CMC members for their participation in the discussion at such a short notice.

We are grateful to the children and their parents for being very cooperative. We would also like to thank the local government representatives who participated in this evaluation as individual and also provided valuable information which otherwise would not have been available.

We highly appreciate the efforts and hard work of all the members of the study team especially the enumerators and the facilitators who had taken real trouble of traveling some really remote and inaccessible areas of the country.

While credit goes to all, errors and omissions are entirely of the study team.

**Dr. S. M. Zulfiqar Ali**  
Senior Research Fellow and  
Study Coordinator, BIDS

# Contents

ABBREVIATION.....	3
EXECUTIVE SUMMARY.....	4
CHAPTER ONE: INTRODUCTION .....	7
1.1 Background.....	7
1.2 Overview of the ROSC Project .....	9
1.3 Objectives and Scope of the Current Assignment/Study .....	11
<i>Objectives of the Study</i> .....	11
<i>Scope of the Study</i> .....	12
<i>Evaluation Challenges and Limitation of the Study</i> .....	12
CHAPTER TWO: .....	13
ANALYTICAL FRAMEWORK AND METHODOLOGY .....	13
2.1 Research Questions .....	13
2.2 Issues and Indicators.....	13
2.3 Analytical Framework .....	14
<i>Measuring the Program Impact</i> .....	15
2.4 Sampling and Coverage .....	16
<i>Sample size determination</i> .....	17
CHAPTER THREE: .....	19
IMPLEMENTATION STATUS OF THE PROJECT .....	19
3.1 Implementation Status .....	19
3.2 Procurement under the Project.....	22
CHAPTER FOUR: SOCIO-ECONOMIC CHARACTERISTICS OF SAMPLED HOUSEHOLDS .	23
CHAPTER FIVE: IMPACT OF ROSC TO BRING OUT OF SCHOOL CHILDREN TO SCHOOL	29
5.1 Impact on Enrollment:.....	29
5.2 Impact on School Dropout.....	31
5.3 About the School, Gender Parity and Employment.....	32

5.4 Primary School Pass Rate .....	34
5.5 Quality of Education in the ROSC Learning Centers .....	34
5.6 Proportion of Ananda School Students Graduated to Secondary Level .....	35
CHAPTER SIX: MAJOR FINDINGS AND LIMITATIONS .....	36
CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS .....	38
<i>APPENDIX</i> .....	41

## **ABBREVIATION**

BBS	Bangladesh Bureau of Statistics
BIDS	Bangladesh Institute of Development Studies
CMC	Center Management Committee
DPE	Directorate of Primary Education
DPP	Development Project Proposal
EFA	Education for All
ESP	Education Service Provider
FGD	Focus Group Discussion
GoB	Government of Bangladesh
IMED	Implementation Monitoring and Evaluation Division
IDA	International Development Association
KII	Key Informants' Interview
LC	Learning Centre
LGED	Local Government Engineering Department
MDG	Millennium Development Goal
MICS	Multiple Indicator Cluster Survey
MoPME	Ministry of Primary and Mass Education
NEP	National Education Policy
NER	Net enrollment rate
NGO	Non-government Organization
OSC	Out of School Children
PPR	Public Procurement Rules
SDC	Swiss Agency for Development & Cooperation
UEO	Upazila Education Officer

## EXECUTIVE SUMMARY

The Government of Bangladesh, with support from development partners (International Development Association, Swiss Agency for Development & Cooperation (SDC) and other Development Partners) has undertaken the “**Reaching out of School Children (ROSC) Project**” in 2004 to give a chance to be educated to the children who dropped-out from school or never went to school for primary education ever. The project blends formal education with non-formal means of delivery to the young learners, providing them with an opportunity to complete grade five and transition to secondary education.

The project has now moved on to its second phase and, hence, it is important to evaluate the impact of phase one of the project. The current study has therefore been undertaken by the Bangladesh Institute of Development Studies (BIDS) for Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning (MoP). The study specifically designs with the aim of rigorously evaluate the outputs and impact of the project activities with investigating any major difficulties and flaws that impeded the proper implementation and management of project activities.

Major components of the ROSC project include the following: improving access to quality education for out of school children, communications and social awareness, project Management and Institutional Strengthening and monitoring, Evaluation and Research. In consequence with PEDPII, the key objective of this project was to use demand-side mechanisms to support the Government of Bangladesh towards achieving its National Education for All (EFA) goals. In particular the project aims to provide access to primary education and ensure retention of disadvantaged children who are currently out-of-school, improve the quality and efficiency of primary education specially for these children and strengthening the capacity of and building of learning centers and related organizations.

The methodology of impact evaluation included: household survey, key informant interview, Focus group discussion, reviewing implementation status using secondary data and discussion with concerned officials. The study selects 25 percent of upazilas where the ROSC project is being implemented. Hence, a total of 23 upazilas are selected (out of 90 upazilas) which cover 10 districts. Among these 23 upazilas 50 percent of the upazilas (11 upazilas) are selected from ROSC phase one which is completed and the rest 50 percent of the upazilas (12

upazilas) covers the ongoing phase two of ROSC project. In the next stage, a total of 12 learning centers (one from currently implementing 12 upazilas) are chosen and 23 villages/communities where the learning centers are/were situated are chosen for data collection. In addition, another 23 villages/communities are chosen from the same 10 districts as control villages/communities which possess the common socio-economic characteristics to that of the learning center villages/communities. Households that have children aged 7-14 years are chosen for data collection from both the groups of villages/communities. It may be mentioned here that in selecting the learning centers and the associated villages/communities, both the on-going and previous learning centers (which are not in operation now) are taken into consideration.

The study finds that the project was implemented fully in terms of numbers but not quite as per the rules and regulations of the project. Schools were established without taking the need of the community into consideration in many places and school management and monitoring were also weak in most cases. Several GO and NGO agencies were involved in implementing the project and there were co-ordination problem between them. However, new phase is trying to take care of the problem faces during phase-I implementation.

Despite the fact that there have been some bottlenecks in implementing the project activities, it has been successful in creating some significant positive impacts upon its target beneficiaries in case of increasing school enrollment, reduction in dropout rate, providing schooling to children from poor and disadvantaged households and children with disability due to 'close proximity' and 'flexi -time', increasing primary school pass rates and giving priority to females in getting teaching jobs in these schools. However, there are still OOSC children in the project areas.

Some observations also emerged from the results of our assessment of the ROSC Project. The number of out of school children is still a major cause of concern in the project area. One time admission process in Ananda school is the main reason behind failure of targeting 100 percent of out of school children of any particular area. Hence, adjusting some of the major criteria of school setup and continuation and ensuring the responsibilities of communities as a whole, this model (in rural areas) can go further to provide second chance education to all disadvantaged children in the country. The adjustment can come through relaxing one time cohort admission of 30 students and allowing yearly admission to incorporate as many as out of school children, reducing class size, providing technical training (i.e. electrician, master

mason, cow fattening, livestock rearing etc.) through vocational education with formal schooling.

At the same time, in implementation process, before setting up any Ananda School, there should be a survey done to justify the need of schools in any particular area. This justification can be done through identifying the areas with highest number of out of school children. Finally, ensuring proper and timely inputs/logistics to the school and communicating these with all the relevant stakeholders is also important so that it can draw attention and support from them in all stages of implementation.

# **Evaluation of the Reaching Out of School Children (ROSC) Project of the Ministry of Primary and Mass Education**

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background**

Bangladesh achieved major gains in education despite a very low starting point in terms of socioeconomic development at the time of independence and considerable challenges related to its geography and climate. The country has made significant progress in education in the last two decades, especially in respect of increasing access to both primary and secondary education. Net enrollment rate (NER) at the primary level has increased from 64% in 1981 to 98% now. Gender parity has also been achieved. Initiatives have also been taken to introduce pre-school education to prepare the children for formal schooling. The Constitution of Bangladesh has provision for free and compulsory primary education in the country. The government is now in the process of implementing the comprehensive National Education Policy (2010) to achieve its objectives. However, estimates showed that a good number of children have been remaining out-of-school. This number included children who had never been enrolled in school, dropped-out from the formal primary education system, street children, and children of disadvantaged families.

According to the Multiple Indicator Cluster Survey (MICS)<sup>1</sup>, 1.1 million children of pre-primary school age (5 years), 2.6 million children of primary school age (6-10 years), and 3.0 million children of junior secondary school age (11-13 years) were out of school.

A recent report titled “Child Equity Atlas: Pockets of Social Deprivation in Bangladesh” of 2013 produced by the Bangladesh Institute of Development Studies (BIDS), Bangladesh Bureau of Statistics (BBS) and UNICEF Bangladesh based on the Population Census 2011 illustrated that even in the best performing upazila, 13 out of 100 children were out of school

---

<sup>1</sup> Multiple Indicator Cluster Survey was carried out by the Bangladesh Bureau of Statistics (BBS). Financial and technical support was provided by the United Nations Children’s Fund (UNICEF).

while 45% children were not attending school in the worst performing upazila. Attendance in pre-schools was also “fairly low” with only about two out of ten children under five attending pre-school. In terms of school attendance, some parts of the country are performing well while some are performing poorly, it said.

In the primary educational level, the following characteristics were linked with low school participation as pointed out by several studies:

- The rate of out of school children is twice as high among children age 6 (24%) than among 8 year-olds (12%). This suggests that there is a problem with late entry. Indeed, among children attending class 4, at least 25% are two years or older than the expected age.
- More boys are out of school than girls.
- The percentage of out of school children does not differ particularly between urban and rural areas.
- There are, however, more visible differences between regions.
- Access to education is lowest in specific areas with high concentrations of poor and vulnerable people due to a combination of geographic, climatic and socio-economic factors.
- Low levels of maternal education are very closely associated with the probability that the child is out of school. For example, a child whose mother is not educated is three times more likely to be out of primary school.
- Households with low levels of wealth also face significant challenges in getting their children to school. A child from the bottom quintile of the wealth index is two times more likely to be out of primary school compared to a child from the top quintile.
- The challenges of children living in disadvantaged areas are also not only related to access but also to progression. Repetition and drop-out rates in upazilas situated in adverse geographic condition were higher than average.

Given this context, the Government of Bangladesh, with support from development partners has undertaken the “**Reaching out of School Children (ROSC) Project**” in 2004 to give a chance to be educated to the children who drop-out school or never went to school for primary education ever. The project blends formal education with non-formal means of

delivery to the young learners, providing them with an opportunity to complete grade five and transition to secondary education.

The project has now moved on to its second phase and, hence, it is important to evaluate the impact of phase one of the project. The current study has therefore been undertaken by the Bangladesh Institute of Development Studies (BIDS) for Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning (MoP). The study specifically designs with the aim of rigorously evaluate the outputs and impact of the project activities with investigating any major difficulties and flaws that impeded the proper implementation and management of project activities.

## **1.2 Overview of the ROSC Project**

In 2004, nearly 1.5 million primary school-aged children were out of school in Bangladesh. The government's Primary Education Development Program focused on the formal primary sector that supported about 17 million students, yet still could not bring many children back to school. These were the children who had missed out schooling at the right age or had been forced to drop-out, mainly because of poverty. The ROSC project offers access to learning opportunity for out-of-school children by providing stipend allowances to students and grants to learning centers. From its initiation of the Reaching out of School Children (ROSC) project in 2004, it has provided "second chance" primary education to over 790,000 out of school children in more than 23,000 learning centers. Receiver students are mostly girls and come from the 90 poorest upazilas of the country. Between 2005 and 2012, over 790,000 out-of-school children, more than half of them girls, enrolled in more than 23,500 learning centers. The pass rate of ROSC students that appeared in the nationally-conducted grade five terminal examinations has risen to 83 percent in 2012, from 73 percent in 2011, providing ample opportunity to students with primary completion equivalency for a transition to secondary education. Initially the project was made operational in 60 Upazilas which had been chosen based on the following variables - net enrollment rates, cycle completion rates, gender disparity and poverty range. Specifically the following criteria had been applied a) Upazilas that had the enrollment rate of 80% or less; b) Upazilas where the gender gap in net enrollment was at least two percentage points (i.e. boys enrollment exceeded girls enrollment by at least two percent); c) Upazilas where the cycle completion rate at the primary was 50% or less; and d) Upazilas whose head count poverty was about 30%. It was decided that the selected

Upazias should have the Net Enrollment Rate (NER) criterion plus any two of the remaining three criteria. Upazilas which met these specified criteria had been identified. The project duration was extended up to 2013 to enable all existing cohort of students to complete primary education cycle. A short summary of the project is presented in the following box.

### **A short summary on the Reaching Out of School Children (ROSC) Project**

The Reaching out of school children project (ROSC) was sponsored by ministry of primary and mass education with the aim of supporting Government of Bangladesh (GoB) towards achieving its national goal of Education for all (EFA). Besides the national goal, the aims of this project were to provide access to primary education to those children who are out of school and ensure retention of disadvantaged children. At the same time, it targets to improve the quality and efficiency of primary education by strengthening the capacity of learning centers and related organizations. At first, this project started implementing in 60 upazilas of 34 districts. Then additional 30 new upazilas were selected for scaling up ROSC activities. These additional upazilas belong to 17 districts.

ROSC created an opportunity for 7,80,000 children to complete their primary education cycle through 23,000 learning centers (LCs) which are known as Ananda Schools (Schools of Joy). Every LC is meant to provide non-formal education to 30 children through one teacher (Source: World Bank (2013) Implementation Completion and Results Report).

The original project was implemented during July 2004 to 30 June 2010 with a 3<sup>rd</sup> term revision from July 2004 to 30 Jun 2013. The original project was co-financed by IDA and SDC and GoB allocation. But for the extended period of July 2010 to June 2013, the financing was balanced from grants and soft term credits.

The total cost of the project was Tk. 68432.29 lakh of which Tk. 3670.43 lakh came from GoB and the rest Tk. 64761.86 was financed from grants (Tk. 40786.86 lakh) and credit (Tk. 23975.00 lakh).

### ***Major Components of the Project:***

Major components of the ROSC project include the following:

- Improving access to quality education for out of school children;
- Communications and social awareness;
- Project Management and Institutional Strengthening; and
- Monitoring, Evaluation and Research.

Component wise allocation and expenditure of the project are presented in Appendix-A.

### ***Objectives of the Project:***

In consequence with PEDPII, the key objective of this project was to use demand-side mechanisms to support the Government of Bangladesh towards achieving its National Education for All (EFA) goals. In particular the project aims to:

- Provide access to primary education and ensure retention of disadvantaged children who are currently out-of-school;
- Improve the quality and efficiency of primary education specially for these children; and
- Strengthening the capacity of and building of learning centers and related organizations.

## **1.3 Objectives and Scope of the Current Assignment/Study**

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

Given the above, it is important to have a timely assessment of the ROSC project to see whether the project components have been implemented properly or not; and whether and to what extent the project have been able to make positive impact upon its beneficiaries. Keeping this in perspective, the objectives of the current assignment include the following:

- To investigate whether the project activities were fully implemented/achieved as targeted in the DPP.
- To review the present functional status of major inputs/activities of sampled areas and reasons for any deviation and/or bottlenecks.

- To examine whether the procurement process (Invitation of tender, evaluation of tender, approval procedures, contract awards etc.) of the packages (goods, works and services) under this project was done following PPR'08.
- To assess the outputs and impact of the project activities with respect to:
  - i. Enrollment, attendance and retention of disadvantaged children by gender;
  - ii. Quality learning of these children through education allowances, dresses, sanitation, etc.;
  - iii. Teachers' teaching capacity and efficiency of imparting education to the children;
  - iv. Improved management capacity of learning centers and related organizations;
  - v. Employment opportunity especially of women as teachers; and
  - vi. Improvement in poverty status.
- To investigate any major difficulties and flaws that impeded the proper implementation and management of project activities.
- To provide specific recommendations for more effective management and sustainability of project activities.

#### *Scope of the Study*

With the objectives outlined above, the study has two major sub-components: (i) assessment of impacts; and (ii) review of the implementation of project components and activities. Component (ii) has been addressed through reviewing various documents and reports as well as carrying out interviews with the Project and respective other officials. Component (i) has been addressed through carrying out a primary survey (both quantitative and qualitative).

#### *Evaluation Challenges and Limitation of the Study*

This study faces a couple of challenges during the evaluation period, which impose a certain limitation over our study. The limitations of the study relates to the challenges during evaluation time that may impacted or influenced the interpretation of the results of the study.

- ✓ This phase of the project completed almost three years ago.
- ✓ Most of the ROSC schools under this face no longer exist.
- ✓ Absence of project officers and availability of CMC members in some of the program villages.

## **CHAPTER TWO: ANALYTICAL FRAMEWORK AND METHODOLOGY**

### **2.1 Research Questions**

To assess the implementation and impact of the project under consideration, we need to seek answers of the following questions:

- What were the primary objectives of the project?
- Which groups of people were targeted and how would the project affect those groups?
- What are the differences within and between the groups which might lead them benefiting from the project in different ways and how could these be addressed?
- What types of impacts would the project activities have, in particular for the vulnerable groups identified?
- If the project activities have positive effect, how these positive effects are achieved and how they could be improved further?
- Would the programme contribute to the achievement of MDG goals and targets? If yes, how this was achieved and whether the position can be improved further? If no, can anything be done so that it does contribute to the achievements of goals and targets?

### **2.2 Issues and Indicators**

To address the above mentioned research questions, the following issues and indicators have been taken into consideration in the present study:

- Enrollment in learning centers (LCs);
- Project implementation status;
- Academic achievement of children in LCs;
- Facilities available for children in the LCs;
- Capacity and management efficiency; and
- Achievement, challenges and way forward.

## **2.3 Analytical Framework**

Assessment of impacts of any intervention on the target beneficiaries requires both quantitative and qualitative information with emphasis on the former due to the techniques of measurement and other related indicators. The study, therefore, entails both quantitative and qualitative exercises using cross-sectional data. In the former, comparisons of achievements have been made between the experimental and the control groups. The summary indicators broadly correspond to educational indicators, such as, enrollment, drop-out, completion, literacy, educational attainment, etc. along with some household level indicators like parental education, asset and income, etc. In addition to this quantitative approach, qualitative methods have also been used to understand the processes.

The evaluation has been carried out keeping the initial goals and objectives in perspectives. It has been carried out in several steps. First, the inputs given into the process of implementation of the project have been taken into consideration. Second, outputs achieved against original plan that are quantifiable have been looked into. Third, the processes through the project activities have been implemented have also been critically reviewed. And, fourth, attempts have been made to investigate the overall outcomes of the project at the beneficiary, community and overall level. The diagram below presents the framework of the evaluation.

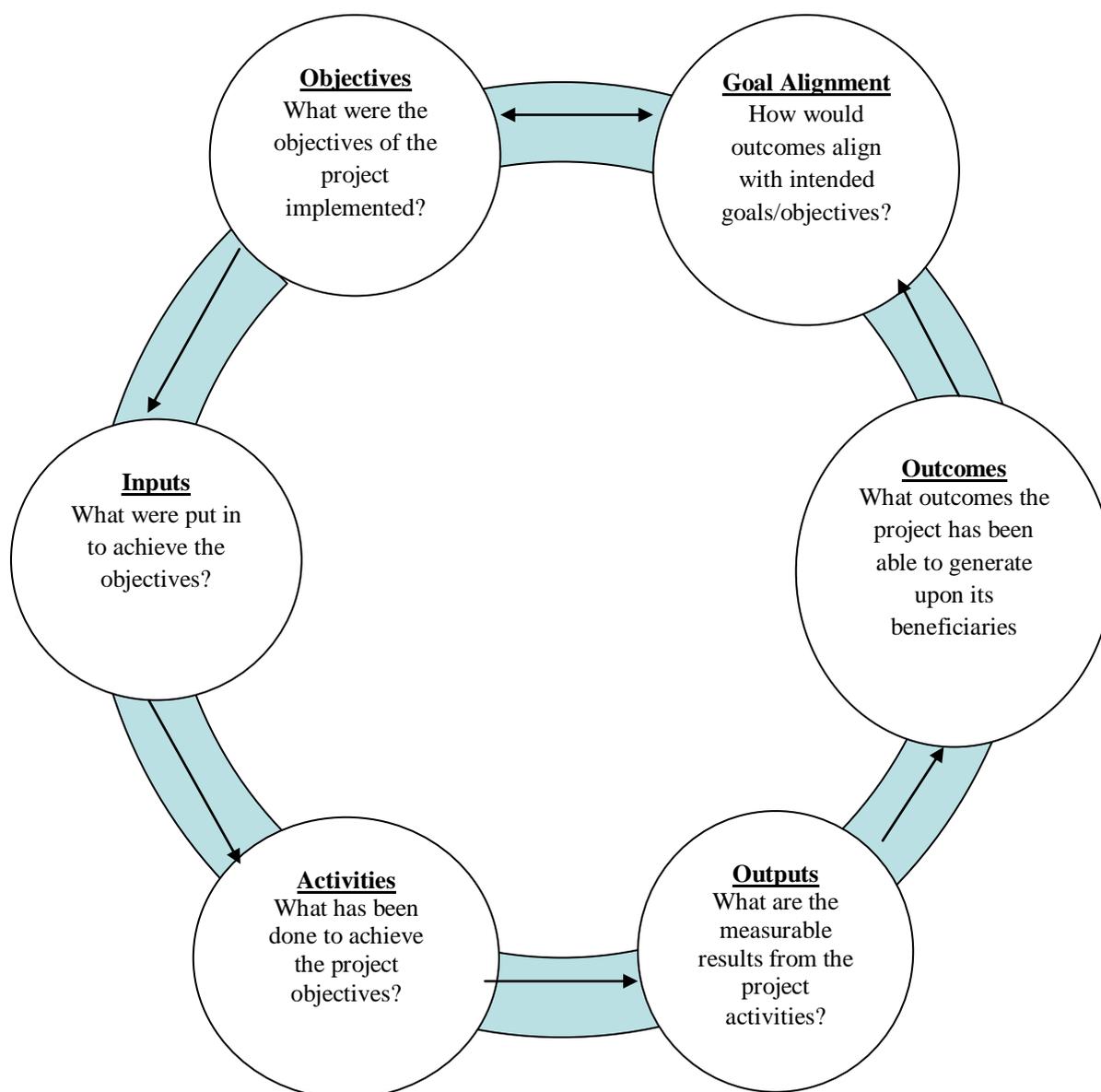


Figure 1: Framework of the proposed evaluation

### ***Measuring the Program Impact***

A program's effect can be measured accurately only if one knows what would have happened without it. Because one obviously cannot observe the outcomes for the participants themselves had they not enrolled in the programme, a proxy group of non-participants must therefore be identified. Determining this hypothetical non-treatment (or counterfactual) state is the crux of designing an evaluation exercise. The study therefore collected information for groups/households in both the treatment and the control groups. This has enabled us to

measure the size of the impact by comparing post program outcome indicators with pre-program outcome indicators, and also match comparisons in which the post-program behavior of the participants are compared with the behavior of a group of individuals who were similar to the participants before they enrolled in the program. Hence, this compares the outcomes before and after ROSC interventions among a group benefited by the project (i.e., experimental group) to a group not benefited by the project (i.e., control group).

## **2.4 Sampling and Coverage**

It goes without saying that the impact assessment survey coverage must be of adequate size, relative to the goals of the study. It must be large enough so that an effect of such magnitude is of statistical significance. It is just as important, however, that the coverage should not be too big, where an effect of little scientific importance is too statistically burdensome. Sample size is important for economic reasons as well. An under-sized study can be a waste of resources for not having the capability to produce useful and representative results, while an over-sized one uses more resources than are necessary.

Keeping this in consideration and following the Terms of Reference, the study selects 25 percent of upazilas where the ROSC project is being implemented. Hence, a total of 23 upazilas are selected (out of 90 upazilas) which cover 10 districts. Among these 23 upazilas 50 percent of the upazilas (11 upazilas) are selected from ROSC phase one which is completed and the rest 50 percent of the upazilas (12 upazilas) covers the ongoing phase two of ROSC project. In the next stage, a total of 12 learning centers (one from currently implementing 12 upazilas) are chosen and 23 villages/communities where the learning centers are/were situated are chosen for data collection. In addition, another 23 villages/communities are chosen from the same 10 districts as control villages/communities which possess the common socio-economic characteristics to that of the learning center villages/communities. Households that have children aged 7-14 years are chosen for data collection from both the groups of villages/communities. It may be mentioned here that in selecting the learning centers and the associated villages/communities, both the on-going and previous learning centers (which are not in operation now) are taken into consideration. Detailed list of selected upazilas is presented in Appendix-B.

### *Sample size determination*

There are several approaches to determining the sample size. However, probably the most suitable and widely used sample size determination process for household surveys considers a simple but efficient way. In this approach, one first specifies two critical considerations: (i) desired width of a confidence interval; and (ii) the level of certainty with which inference can be drawn about the population characteristics.

Based on the above, the sample size (n) can be determined using the following formula:

$$n = \frac{Z^2 * (p) * (1 - p)}{d^2} \quad (1)$$

where,

Z = Z value (e.g. with a normal distribution the value is 1.96 for the 95% confidence interval)

p = target parameter (30% in this case).

d = precision level.

Now, given that the 95 percent confidence interval is most widely used and given that the 5% level of significance is recognized as fairly precise (we have however used here even less than 5%, i.e, 3% level of significance), we work with a sample of 1,075 households (considering design effect at 1.2 in this) from both the project and control villages/communities from the selected districts and upazilas.

Hence, a total of approximately 30 households (that have children aged 7-14 years) from each of the villages has been interviewed for data collection. Selection of households from each of the villages has been made using the systematic random sampling technique. It may be mentioned here that cautions is made in selecting the project as well as control villages so that no other similar interventions are in place. This enables us to assess the impact of the project fairly objectively. The number of sample districts and upazilas are shown in Table 2.1.

Table 2.1: Number of Sample Districts, Upazilas and Unions by Division

Division	Sample Districts	Sample Upazilas	Sample Villages	No. of Respondents	
				Program	Control
Dhaka	2	6	12	6 x 30 = 180	6 x 15 = 90
Chittagong	2	5	10	5 x 30 = 150	5 x 15 = 75
Rajshahi	4	8	16	8 x 30 = 240	8 x 15 = 120
Khulna	1	2	4	2 x 30 = 60	2 x 15 = 30
Sylhet	1	2	4	2 x 30 = 60	2 x 15 = 30
<b>All</b>	<b>10</b>	<b>23</b>	<b>46</b>	<b>690</b>	<b>345</b>

The present evaluation study employs a variety of methods such as questionnaire survey, KII and FGDs.

**Household Survey** has done in the sampled upazila based on systematic random sampling technique. For applying the systematic random sampling, a list is prepared of all households having children of the age group 7 to 14 in that particular village. Then a systematic random sampling technique<sup>2</sup> is applied to select the pre-determined sample from that list.

**Focus Group Discussions (FGDs)** are carried out with the representatives from both the learning centers (CMC, Teachers, etc.), the respondents from the associated villages/communities and parents of dropout children. A total of 23 FGDs are carried out in each upazila to collect information in addition to collecting data from the learning centers and the household surveys. Focus group discussions are carried out with 10-12 participants in each.

**Key Informants Interviews (KII)** are also carried out with project officials, the representatives from the project Office, school teacher and CMC chairman. A total of 23 KIIs (excluding interviews with the project officials) are carried out to collect information.

Data are also collected from the selected **learning centers** on number of children, their attendance and schooling environment and facilities available for the students in LCs. Besides, review of all relevant documents of this project plays an important source of information behind this evaluation.

---

<sup>2</sup> In systematic random sampling, the researcher first randomly picks the first item or subject from the population. Then, the researcher will select each n'th subject from the list.

## **CHAPTER THREE:**

### **IMPLEMENTATION STATUS OF THE PROJECT**

The key objective of the ROSC Project is to bring the out-of-school children, especially, the disadvantaged children to school. To achieve this objective, a large number of Learning Centers (LCs) are established in different upazilas and stipend allowance to students and grants to LCs are provided. Besides, a large number of local NGOs are involved in the different operational stage of the project to strengthen the capacity of local institutions for the provision of quality education. The LCs that are established under the ROSC project are called “*Ananda School*”<sup>3</sup>.

#### **3.1 Implementation Status**

*Ministry of Primary and Mass Education* (MoPME) is the responsible ministry for oversight of the Project and implementing agency is the Directorate of Primary Education (DPE). A ROSC unit is set up in DPE headed by a Project Director (PD) for day to day implementation of the project.

At the Upazila level, the Upazila Education Office (UEO) processes applications for establishing *Ananda* schools, facilitates disbursements of educational allowances and grants, and coordinates monitoring of teacher and student attendance at *Ananda* schools. The UEO reports directly to the PD, ROSC on project related matters, and shares project related information with the District Primary Education Officer.

Center Management Committee (CMC) is responsible for managing each *Ananda* school. In order to strengthen the involvement of local communities the CMC is composed of parents or guardians of children, female ward member, Upazila Education Office (UEO), Education Service Provider (ESP) and the *Ananda* school teacher. Here, UEO works as representative of the Government and school teacher as the member secretary to the CMC.

At the local community level, CMCs are responsible for managing the *Ananda* schools with support from Education Service Providers (ESPs) to assist in the day-to-day running of

---

<sup>3</sup> ROSC created an opportunity to out of school children to complete their primary education cycle through learning centers (LCs) which are known as *Ananda Schools* (Schools of Joy). Every LC is meant to provide non-formal education to 30 children through one teacher.

*Ananda* schools in accordance with agreed terms and conditions. The ESPs are agencies (i.e. NGOs) that lead community mobilization efforts to identify the target population, encourage the CMC to start a school, and help to organize the appropriate *Ananda* schools. The criteria of selecting ESPs are:

1. they could be NGOs or other educational institutions;
2. Should have a multi-district or national presence; and
3. Extensive experience in primary education, teacher training, and curriculum development.

ROSC MIS Cell at Local Government Engineering Department (LGED) is responsible for the services of data processing and monitoring of the activities. They work through the Monitoring Officers under ROSC unit stationed in the upazilas to directly monitor activities at the field level.

The ROSC Project is implemented on a limited scale in 20 Upazilas in 2005. By early 2006, the project has expanded to 60 planned Upazilas and another 30 upazilas are added in 2010. Hence, a total of 23 thousand LCs are opened in 90 upazilas (out of 483 rural upazilas in Bangladesh) which created education opportunity for 7 lac 80 thousand children from poor and disadvantaged families (ROSC 2012).

A large number of *Ananda* schools are established in different upazilas many of which didn't follow the project criteria for the setup of *Ananda* School. The upazilas should have been selected with poor performance based on selected indicators of net enrollment rates, gender gap in enrollment, primary cycle completion rates and poverty level. There is also an Upazila Education Committee responsible for deciding the feasibility to setup *Ananda* School in that upazila. But in many cases preference of local and political influential, suggestions from elected representatives of the local constituencies, choice of UEO are given priority. Hence, the committee turns to be largely inactive during the whole implementation period. It is also reported that some of the upazilas having less out of school children got the permission of settling up *Ananda* school depriving some other deserving ones.

Involvement of NGOs as ESPs was a major cause of concern in the project in the first phase. They were responsible for making the list of out of school children in communities, monitoring the school and ensuring attendance of teachers and students in the school. ESPs receive a service fee of Tk. 100 per students per month for monitoring. As a result the tendency of showing and registering the name of fake students were noticeable in the LCs.

However, local people, community leaders and member of the CMC were not happy with the service of NGOs. Majority of the NGOs fails to provide services whenever required despite the substantial share of project cost incurred by them. During ROSC preparations, it was totally infeasible to neither justify all such NGOs' capacities nor assess their provisions for receiving funds (and accounting for how the money would be spent) since the NGOs could not be identified in advance; indeed, some of them were even established instantaneously upon hearing that ROSC was launched and there is a scope to be associated with it make money out of it. According to the design of the project, CMC is expected to select the responsible ESPs. In practice, however, it is decided from outside in most of the cases.

The idea of operating the LCs with oversight support from CMCs is a challenging decision where a sizable portion of the membership was illiterate. The ROSC turns to be far more ambitious assigning CMCs the responsibility of selecting teachers from the local community. This challenging role is also played by Upazila Education Officer (UEO) in most of the cases. CMC seems to be a committee of implementing the decision of UEO. In some of the cases CMC enters into contracts with NGOs for services to help manage LCs and train the teachers. For ROSC, DPE's Upazila level administration is expected to provide support for management and capacity building to LCs and visit them regularly, but these functions are not usually in the UEO's mandate. Hence, monitoring of Ananda school is an additional responsibility in UEO's regular activity and turns to be an over burden for them. As a result, most of the UEO visit Ananda school on the way back from their official visit of own assigned work not as a part of regular monitoring activity.

According to parents, *Ananda* school teachers play a vital role in providing information regarding sending their children in Ananda School and their participation in the project. However, during the project running time a sizeable share of students in some places left other schools and enrolled in the Ananda Schools due to its flexible timing. If this pattern continues then the ability of ROSC project to reduce number of out of school children may be compromised.

*Ananda* school teachers do not receive their salary regularly on a monthly basis. Usually they receive their honorarium 4 to 6 months after. The payment is channeled through their bank account. But some of the school teachers reported that the CMC members take away some percentage of their honorarium after withdrawing from bank account.

At the local community level, CMC is responsible for managing the day-to-day running of Ananda schools. However, the performance of CMCs is rather unsatisfactory. Most of the CMC members do not monitor the activities of school regularly. Usually the visit occurs one or two month after. Some of the CMC chairman report that NGOs are responsible for monitoring the day to day running of Ananda schools and the responsible officers of those NGOs were not playing their monitoring activities regularly. Similarly, the CMC members meet irregularly 2 to 3 months after for reviewing project activities if it is needed. It is reported that committee's meeting usually happens when any visitor comes from outside. In some areas, CMC seems a committee only in paper. In reality, we did not find any proof of their meeting after checking the regulation and monitoring book and having conversation with the school teacher.

## **3.2 Procurement under the Project**

There is no procurement reported through international competitive bidding. The major portion of Grant proceeds comprises allowances for out-of-school children and grants transferred to CMCs, who has the primary responsibility for procuring materials and hiring teachers. Remaining procurement consisted of buying four new cars and some furniture for the ROSC unit. There is no additional procurement planned and all procurements and purchases have done following the Public Procurement Rules (PPR).

## CHAPTER FOUR: SOCIO-ECONOMIC CHARACTERISTICS OF SAMPLED HOUSEHOLDS

This chapter represents a discussion of socio-economic conditions of the households which have 7-14 years aged children. We continue the discussion between program and control households using selected number of parameters.

### *Profile of survey households*

We start our analysis with some basic characteristics of the survey households i.e. gender and educational status of household head, household size, average income and expenditure per household to have some general idea about the socio-economic condition of these households where children live. It has been seen from table 4.1 that the gender distribution of household is almost similar between program and control village considering gender of household head. In program households, around 96 percent of the households are headed by male while only 4 percent are headed by female, which is true for control households also.

4.1: Distribution of Households by Gender of Household's Head

Gender	Program		Control	
	Number	Percentage	Number	Percentage
Male	660	95.7	331	95.9
Female	30	4.3	14	4.1
Total	690	100	345	100

\*Note: Some of the responses are dropped due to missing information.

If we look at Table-4.2, we see that children in ROSC village are more likely to live in households that have less educated household head. Above 50 percent of households head has no formal education while only 1.3 percent has education level Honours and above. In control village statistics are somewhat worsen than that of program village. Around 54 percent of household's head has no formal education while only 0.9 percent has honours and above education level.

#### 4.2: Distribution of Households by Level of Education of Household's Head

Level of Education	Program		Control	
	Number	Percentage	Number	Percentage
No Education	355	51.4	185	53.6
Class I to V	168	24.4	98	28.4
Class VI to IX	97	14.1	42	12.2
SSC	37	5.4	10	2.9
HSC	24	3.4	7	2.0
Honours	7	1.0	2	0.6
Masters	2	0.3	1	0.3
Total	690	100	345	100

\*Note: Some of the responses are dropped due to missing information.

In case of income earnings, households derive their incomes from three major sources: agriculture, wages and salaries received in exchange for labor and business. Agriculture earnings come from sources like agricultural production, livestock and poultry rearing and fish cultivation and catching. Around 31 of household income come from this major source. 27.4 percent come from wages (agri and non-agri) and 14.3 percent from business. For control households, about 36 percent of household income receives from sources relates to agriculture, 24 percent receive in the form of wages and 11.6 percent from business (Table 4.3).

Table 4.3: Main Income Earning Source by Program participation

Income Sources	Program		Control	
	Number	Percentage	Number	Percentage
Agriculture	161	23.3	90	26.2
Rearing Livestock	21	3.0	16	4.7
Rearing Poultry	3	0.4	4	1.2
Catch Fish/Fish Sale	29	4.2	12	3.5
Agri. Labour Wage	121	17.5	64	18.6
Non-Agri. Labour Wage	68	9.9	29	8.4
Small Occupation	27	3.9	8	2.3
Small Business	61	8.8	29	8.4
Middle/Large Business	38	5.5	11	3.2
Service/Salary	45	6.5	24	7.0
Foreign Remittance	37	5.4	24	7.0
Gift/Donation	2	0.3	1	0.3
Other	77	11.2	32	9.3
Total	690	100.0	344	100.0

Findings from Table 4.4 suggest that both the program and control village respondents have similar socio-economic characteristics in case of household size, income and expenditure. The average household size is similar for both program and control households; 5.24 for the program household compared to 5.26 for the control households. The average monthly income of program households (Tk. 8784.74) is slightly higher (1.71%) than that of control households (Tk. 8634.74); while the average monthly expenditure is only 3.92 percent higher for program compared to control households. The mean difference<sup>4</sup> of the selected outcomes between program and control village shows that there is no significant difference between control and program households which confirms the proper selection of control village among all other alternative villages.

Table 4.4: Salient Characteristics of Households

Category	Program	Control	Mean difference
<b>Averages</b>			
Household size	5.24	5.26	-0.026 (0.855)
Land holding size (in decimals)	39.79	32.37	7.42 (0.14)
Average household income (monthly in Tk.)	8784.74	8634.74	150.0 (0.707)
Average household expenditure (monthly in Tk.)	7971.37	7658.43	312.94 (0.415)

Note: \*All values of mean comparison test are statistically insignificant.  
\*p values of mean comparison tests are given in the '()'.  
\*p values of mean comparison tests are given in the '()'.

According to our survey, the total child population aged 7-14 years is 1597, of them 1070 belong to program households and 527 belong to control households. The male and female ratio of children in the sample households is almost equal across program and control villages. The data presented in Table 4.5 also include the distribution of the child population for selected age categories. In the program households, the number of children of age 10 and 12 are highest, i.e. above 14 and around 16 percent of total children in program villages while in control the highest number of children lies in age category 7 and 10, i.e. around 15 percent of total children in control villages.

<sup>4</sup> Mean difference test is the t tests on the equality of two group's means to determine if the difference between the groups is statistically significant, that is, if the difference is due to something other than random chance.

Table 4.5: Age-gender distribution of children in the sample villages (aged 7-14)

Age	Program			Control		
	Male	Female	Total	Male	Female	Total
7	70 (53.44) [13.11]	61 (46.56) [11.38]	131 (100) [12.24]	37 (46.84) [13.26]	42 (53.16) [16.94]	79 (100) [14.99]
8	70 (54.69) [13.11]	58 (45.31) [10.82]	128 (100) [11.96]	38 (52.78) [13.62]	34 (47.22) [13.71]	72 (100) [13.66]
9	61 (46.92) [11.42]	69 (53.08) [12.87]	130 (100) [12.15]	36 (56.25) [12.9]	28 (43.75) [11.29]	64 (100) [12.14]
10	76 (50.33) [14.23]	75 (49.67) [13.99]	151 (100) [14.11]	44 (57.14) [15.77]	33 (42.86) [13.31]	77 (100) [14.61]
11	61 (52.14) [11.42]	56 (47.86) [10.45]	117 (100) [10.93]	28 (53.85) [10.04]	24 (46.15) [9.68]	52 (100) [9.87]
12	75 (44.64) [14.04]	93 (55.36) [17.35]	168 (100) [15.7]	32 (45.07) [11.47]	39 (54.93) [15.73]	71 (100) [13.47]
13	52 (46.02) [9.74]	61 (53.98) [11.38]	113 (100) [10.56]	27 (48.21) [9.68]	29 (51.79) [11.69]	56 (100) [10.63]
14	69 (52.27) [12.92]	63 (47.73) [11.75]	132 (100) [12.34]	37 (66.07) [13.26]	19 (33.93) [7.66]	56 (100) [10.63]
Total	534 (49.91) [100]	536 (50.09) [100]	1,070 (100) [100]	279 (52.94) [100]	248 (47.06) [100]	527 (100) [100]

\*() indicates row percentage and [] indicates column percentage.

To determine households' poverty status, three groups are created following the upper and lower poverty line income of the poor as reported in the household income and expenditure survey 2010.

1. Extreme poor: Households' per-capita income falls below the lower poverty line income.
2. Moderate Poor: Households' per-capita income falls within the lower and upper poverty line income.
3. Non-poor: Households' per-capita income is above the upper poverty line income.

The poverty status of the sample households shows that over forty percent of the households in both the program and the control villages belong to the category of poor households (Table 4.6 and Table 4.7).

Table 4.6: Household's Poverty Status using Income

Poverty Status	Participation Category		
	Program	Control	Total
Extreme Poor:	183 (63.99) [26.52]	103 (36.01) [29.86]	286 (100) [27.63]
Moderate Poor	104 (66.67) [15.07]	52 (33.33) [15.07]	156 (100) [15.07]
Non Poor	403 (67.96) [58.41]	190 (32.04) [55.07]	593 (100) [57.29]
Total	690 (66.67) [100]	345 (33.33) [100]	1,035 (100) [100]

Note: Poverty Status are determined using upper and lower poverty line income reported in the HIES 2010. ( ) indicates row percentage and [ ] indicates column percentage.

Besides, a sizeable number of household falls under the category of extreme poor and some belongs to moderate poor category. According to per-capita income, around 27 and 30 percent of the households in program and control villages fall under extreme poor category. The number is 24 percent in case of per-capita expenditure of program and control village's households.

Table 4.7: Household's Poverty Status using Expenditure as a Proxy for Income

Poverty Status	Participation Category		
	Program	Control	Total
Extreme Poor:	166 (66.14) [24.06]	85 (33.86) [24.64]	251 (100) [24.25]
Moderate Poor	80 (63.49) [11.59]	46 (36.51) [13.33]	126 (100) [12.17]
Non Poor	444 (67.48) [64.35]	214 (32.52) [62.03]	658 (100) [63.57]
Total	690 (66.67) [100]	345 (33.33) [100]	1,035 (100) [100]

Note: Poverty Status are determined using upper and lower poverty line income as reported in the HIES 2010. ( ) indicates row percentage and [ ] indicates column percentage.

Which is interesting is that program and control village households' poverty status are quite similar. As the selection of the control village is based on similar socio-economic background of program village, there exists no significant difference between the socio-economic characteristics of program and control villages.

## CHAPTER FIVE: IMPACT OF ROSC TO BRING OUT OF SCHOOL CHILDREN TO SCHOOL

The Reaching Out-of-School Children (ROSC) Project is a new initiative by the government to develop interventions to encourage the most disadvantaged out-of-school children to attend Learning Centers that are designed to provide quality primary education to these children.

### 5.1 Impact on Enrollment:

A thorough evaluation of the ROSC Project through the analysis of the household level data indicates that there is considerable variation in enrollment rates across project and control locations. Around 92 percent of the children in program households are currently enrolled in school where in control only 83 percent of them are currently enrolled (Table 5.1). That means the prevalence of primary school-aged out-of-school children is considerably lower in the program areas compared to that of the control areas.

Table 5.1: Number of Students currently attending school by Participation Category

Currently going to school	Program		Control	
	Number	Percentage	Number	Percentage
Currently Going	983	91.87	440	83.49
Not Going	87	8.13	87	16.51
Total	1070	100	527	100

Primary schools in rural Bangladesh include government school, semi-government school, private school, community school, *madrassa* (Islamic education school), non-formal schools run by NGOs, and the recently introduced *Ananda* school. Majority of the students (48 and 55 percent in program and control villages respectively) are currently attending Government school. Table 5.2 shows the percentage of all school students by program participation category. Above 11 percent of students in all ROSC project areas go to *Ananda* school that are currently running under ROSC phase II. Besides, students are also attending semi-government and *Madrassa* school.

Table 5.2: Type of School Currently Attending by Participants Category

Type of School	Program (%)	Control (%)
Ananda School	11.39	-
Government	48.02	55.00
Private	6.71	8.18
Semi-Government	18.41	17.95
Madrassa	12.00	13.86
NGO School	2.14	4.32
Others	1.32	0.68

Parents of the students from Ananda School mention that provision of allowances given to the parents is the main reason behind the attraction of more children to attend *Ananda* school. As majority of them belong to poor family, education stipends as well as distribution of free books, stationery and school uniforms lessen the educational cost burdens on children families. Besides, the distance of nearest primary school comes out as second major reason of Ananda school participation. The rest (above 21 percent) replies the flexible timing of Ananda School to suit the need of under privileged children as another reason behind Ananda school participation (Table 5.3).

Table 5.3: Reason for attending Ananda School reported by Parents

Reasons	N	%
Distance of Primary school	37	33.04
Flexible timing	24	21.43
Stipend of Ananda school	49	43.75
Others	2	1.79
Total	112	100.00

This finding suggests that the incentive of education allowances provides to families to send their children to Ananda schools is probably successful in attracting out-of-school children to school along with setting up schools in close proximity with flexible timing.

## 5.2 Impact on School Dropout

One of the main reasons behind establishing Ananda schools is to attract out of school children (OSC) who are away from formal schooling system. But still there is a sizable proportion of out of school children prevails in program and control villages. Above 93 percent and 77 percent of the children in program and control villages are currently out of school that have attended school previously but dropped out for various reasons. This indicates that while ROSC has been successful in some respect to bring out of school children to school, it has not been able to contribute much in reducing the overall dropouts of school aged children in the respective areas.

Table 5.4: proportion of children went to school earlier by program participation

Whether went to school?	Program		Control	
	Number	Percentage	Number	Percentage
Went to School	81	93.10	69	77.53
Never been to School	6	6.90	18	20.69
Total	87	100	87	100

The problem of out of school children is still a major cause of concern in the project area as well in other areas. One time admission process in Ananda school is the main reason behind failure of targeting 100 percent of out of school children of a particular area. Participants from various FGDs mentioned that provision of only 30 students per school for the entire duration and non-provision of yearly admission provide schooling opportunity to three-fourth of total out of school children of the targeted upazilas. Still one-fourth out of school children do not get the opportunity even at the time of school establishment, which certainly increases over the time of five years period of the project, let alone afterwards.

From the survey, we tried to find out the reasons behind their drop out from school. Around 21 percent of the OSC are currently engaged in different work (Appendix Table C1), i.e. work related to agriculture, household work with and without pay, work related to petty business and work outside the locality as migrant worker. Above 20 percent of children's guardian mention failure of bearing the cost of schooling as another main reason of children's drop out from school. There are also reasons that are related to children's poor performance in exam and unwillingness to go to school (Table 5.5).

Table 5.5: Reason for Dropping Out from Schools as Reported by Parents

Reasons	Percentage
Don't want to go School	18.2
Not well in Exam	15.6
Engaged in work	20.8
Not possible to bear the schooling expenses	20.3
Unavailability of school in the locality	2.6
Preferred religious school	2.1
Siblings are going to school	1.6
Schooling is not important	1.0
Work in household chores / look after household members	5.7
Handicapped/ill or need special arrangement	2.2
Walking towards school is not safe	1.0
Others	8.9
Total	100

### 5.3 About the School, Gender Parity and Employment

Ananda schools are single classroom and single-teacher schools. The average size of the class is 23 students among which 14 (63 percent) come from extreme poor household and 1 (6 percent) belong to the category of disable or special child (Table 5.6).

Female empowerment is one of the most marked achievements of ROSC. Over three-fourths of the teachers of the LCs are female. In addition to the equity achieved in female and male enrollment rates in the LCs, a greater proportion of female children (53 percent) than male are actually enrolled in the LCs.

ROSC contributes to the creation of new job opportunities for women in rural areas directly through employing teachers for LCs, and in the longer term, by encouraging female children (males as well) to complete their primary education, moving on to secondary school and then to remunerative employment.

The multiplier effects of educating poor children especially poor girls leading to a positive impact on their career opportunities could have a far-reaching impact on Bangladesh's economic and social development, especially in terms of poverty reduction.

Table 5.6: Detail Information about Ananda School

<b>Information</b>	<b>Number/%</b>
Average Size of the class (Number)	22.67
Students from extreme poor family (Number)	14.17
Number of special children	1.25
% of student aged above 14	16.67
% of student below 7	0
Average Size during Establishment (Number)	33.67
% of female students	53
% of female teacher	75
Primary school pass rate (%)	98
<b>Facility</b>	<b>%</b>
Have black board in the school	100
Sitting arrangements:	100
• Sitting arrangement on bare floor	16.67
• Sitting arrangement on jute burlap or mat	66.67
• Sitting arrangement on bench	16.67
Have toilet facility	0.00
Have facility for drinking water in the nearest/neighbor's house	100
Have sufficient space	27.27
Have sufficient light	81.82
Have attendance register in the school	100
<b>Attendance rate</b>	<b>%</b>
School attendance rate	85.67
Average days of attendance per month (female)	23.75
Average days of attendance per month (male)	22.5

Basic facilities for conducive learning environment are not encouraging in most of the Ananda Schools. Although in all Ananda Schools, almost all are observed to have black board, chalk and attendance registration book, they suffer from lack of sufficient space, proper sitting arrangements, lack of toilet and other facilities.

## **5.4 Primary School Pass Rate**

The study findings reflect that enrollment in Ananda school is satisfactory with highly satisfactory primary school pass rate (98 percent). The rate is higher than average national rate of primary school completion examination, because not all the students enrolled in Ananda School get the chance of attending primary school completion exam. There is a selection process based on previous performance to identify who may pass the exam. Only those who qualify are allowed to sit for the final exam. On an average around 12-15 students among all 30 enrolled students sit for the exam. Hence, the primary education completion rate for the Ananda school students turns out to be about 45%. Teachers of Ananda school report that a large number of children put into the schooling process could not come out with desired level of achievement.

The large number of dropouts from the system has created big gap between enrolment and completion rate. Again the quality of school performance is affected by various factors like lack of adequate infrastructure and attractive teaching learning environment, lack of appropriate teaching materials, shortage of trained teachers, crowded classrooms, lack of supervision and monitoring, lack of community participation and the passive role of CMCs.

## **5.5 Quality of Education in the ROSC Learning Centers**

The quality of education of Ananda Schools may be assessed by evaluating the primary school pass rates of the selected schools. For Ananda Schools, primary school pass rate is highly satisfactory. About 98 percent of students of Ananda schools who appeared in primary school completion exam passed successfully.

Although the achievement is satisfactory, students of Ananda School need to go through several adverse circumstances to sit for completion exam. Some of the school teachers reported that students of Ananda schools who sit for primary school completion exam sit in the nearest primary school but in the floor as there is no arrangement of seats for the Ananda school students in those schools. It also come out through focus group discussions that students of Ananda school need to go through several checking for entering into exam hall as some of them are looked aged than usual primary school students. In some cases, the checking goes up to police, also sometimes for the possibility of identifying fake students.

However, despite the fact that the Ananda schools are doing relatively well and the communities are also largely welcoming these schools, there are also challenges and barriers that emerged from all the focus groups discussions. The one resounding complaint across all focus groups is lack of educational environment such as, adequate classrooms, no bench for students, etc. Our survey data also indicate that facilities provided in Ananda school is not quite satisfactory. About 84 percent of *Ananda* students sit on the floor (on mat, jute burlap, or bare floor). Students do not have any toilet facility and drinking water facility. All students use the water source of nearest neighbor for drinking and use the neighbor's toilet for defecation.

## **5.6 Proportion of Ananda School Students Graduated to Secondary Level**

One of the primary objectives of ROSC project is to give education opportunity to out of school children so that they can complete the primary school cycle and graduate to secondary level. To capture this graduation rate to secondary level several questions have been asked.

Of the total students enrolled in Ananda schools, about 45% completes primary school cycle with successfully passing the Primary School Certificate (PSC) examination. Those who completes PSC, only about 30% of them get enrolled in the secondary level. Hence, a total of only about 13-14% of the Ananda students graduate to the level of secondary schools.

## **CHAPTER SIX: MAJOR FINDINGS AND LIMITATIONS**

The study identifies major findings of the project based on its strengths and weaknesses that come out from review of secondary materials, discussion with beneficiaries, discussion with project officials, key informant interview and focus group discussions. These findings of the project are very important to prepare and implement similar project in the near future.

### ***Implementation status***

- Implemented fully in terms of numbers
- But not quite as per the rules and regulations of the project
- Schools were established without taking the need of the community into consideration in many places
- School management and monitoring were also weak in most cases
- Several GO and NGO agencies were involved in implementing the project and there were co-ordination problem between them.
- New phase is, however, trying to take care of the problem faces during phase-I implementation

### ***Present Functional Status***

- Phase-I schools do not exist in most cases
- Few schools that started towards the end of phase-I are, however, still in operation under the new phase
- These schools are doing better than the earlier ones as it came through some learning experiences
- However, they are still facing some problems, such as: class rooms, logistics, monitoring etc.

### ***Procurement:***

- Not much procurement was done under the project apart from buying four vehicles and some logistics
- Procurements and purchases have been done following the PPR'08.

### ***Project Impacts:***

Despite the fact that there have been some bottlenecks in implementing the project activities, it has been successful in creating some significant positive impacts upon its target beneficiaries as follows:

- School enrollment has increased
- Dropout rate has fallen
- OOSC from poor and disadvantaged households and children with disability are now getting the school opportunity due to ‘close proximity’ and ‘flexi –time’
- Quality of teaching and learning is also quite encouraging; primary school pass rates of these schools are good
- Females are getting priority in getting teaching jobs in these schools
- However, there are still OOSC children in the project areas.

### ***Limitations of the Project:***

- Poor selection of place for Ananda School
- Fake enrollments in Ananda School
- Overlapping enrollment in some places
- One-time enrollment in Ananda School
- Inadequate logistics for students in Ananda School
- Delay in transferring funds and providing logistics
- Lack of proper monitoring in all stages of project implementation
- Co-ordination problem with different agencies involved as well.

## **CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS**

ROSC creates a new dimension of alternative practices and methods in the delivery and management of primary education. Although it faces some difficulties during project implementation stage, the objectives and design of ROSC were and are still fully relevant to the country strategy. There should be the provision of alternative practices of primary education delivery because of several reasons including: remote and inaccessible areas that still exists in the country (such as, Chittagong Hill Tracts, char lands, haor and coastal areas, etc.), non-existence of primary schools in close proximity, inability of the children of some of the families to attend schools during standard school timing, sending children to work by many poor families, social stigma and lack of awareness of many poor and disadvantaged parents as well. So, as alternative learning mechanism, the idea of ROSC is very much relevant for the country like Bangladesh and is also appreciated by the local communities.

The Government of Bangladesh with support from development partners devotes a significant amount of money to provide incentives to poor rural families to send their children to school. This initiative makes good progress in the level of primary education since it's inception. The achievements of this education intervention have been impressive as good proportion of out of school children, particularly from poor and disadvantaged families are now attending and enjoying school.

The analysis of data indicates that there is considerable variation in enrollment rates across project and control locations. Flexible timing, schools in close proximity and incentive of education allowances provided to families are emerged as important factors in attracting out-of-school children to school. Besides, the primary school pass rate is also highly satisfactory for Ananda school students although the facilities provided to them are so poor. ROSC also contributes to the creation of new job opportunities for women in rural areas directly through employing teachers for LCs.

Although the project takes some time to gain momentum, ROSC clearly performs well in expanding access and making significant advances on education quality. But this innovative approach of community-led learning centers and no-cost schooling incentives for the poor children and former drop-outs come through some drawbacks also. Majority of the criticisms

belongs to selection and set up of Ananda Schools, the performance of CMCs, selection of school teachers, responsibility of upazila education officers, etc.

A large number of Ananda schools are established in different upazilas without following the selection criteria for the setup of Ananda School. Involvement of NGOs as ESPs and their roles and responsibilities were also major cause of concern in the project implementation stage. At the same time the performance of CMCs was unsatisfactory. Most of the CMC members do not monitor the activities of school regularly.

Some observations also emerged from the results of our assessment of the ROSC Project. The number of out of school children is still a major cause of concern in the project area. One time admission process in Ananda school is the main reason behind failure of targeting 100 percent of out of school children of any particular area. Hence, adjusting some of the major criteria of school setup and continuation and ensuring the responsibilities of communities as a whole, this model (in rural areas) can go further to provide second chance education to all disadvantaged children in the country.

But the way it is implementing need some major change to attract and admit more out of school children to school. According to various focus group discussion and interviews with other stakeholders this changes can come through:

- Relaxing one time cohort admission of 30 students and allowing yearly admission to incorporate as many as out of school children.
- Class size can be reduced to 15 to 20 depending on student availability. This will allow the placement of Ananda School in inaccessible and remote areas, where out of school children are not that much.
- Technical training (i.e. electrician, master mason, cow fattening, livestock rearing etc.) through vocational education can be provided to students who are above 10 year old. So that if for some reason they are dropped out from school they can engaged with some kind of income generating activities.
- Hence, the concept of one teacher in one school may be relaxed due to the demand of vocational training. Additional teacher can be recruited who is expert of giving vocational training.

- Before setting up any Ananda School, there should be a survey done to justify the need of schools in any particular area. This justification can be done through identifying the highest number of out of school children of the areas.
- Ensuring proper and timely inputs/logistics to the school
- Communicating these with all the relevant stakeholders so that it can draw attention and support from them.

## APPENDIX

### Appendix A: Component-wise Allocation and Expenditure (as per latest approved PP)

Item of Works (as per PP)	Unit	Target as per PP		Actual Progress	
		(Taka in Lakh)		(Taka in Lakh)	
		Finance	Physical Quantity	Finance	Physical Quantity
1	2	3	4	5	6
<b>1. Manpower</b>	20 person	336.09	20	320.81	20
<b>2. Grant</b>	22482 LC	36529.6	22482 LC	35244.80	22482 LC
<b>3. Education Allocation</b>	750000 student	21418.73	750000 student	21401.23	750000 student
<b>4. Vehicle (Motor Car)</b>	5	86.72	LS	86.72	5
<b>5. Equipment</b>	LS	33.97	LS	33.97	LS
<b>6. Furniture</b>	LS	4	LS	4	LS
<b>7. Local Training / Workshop</b>	3515 pm/ 267 unit	823.5	0	741.26	3515 pm/ 267 unit
<b>8. Study Tour</b>	40 mm	250	40 mm	241.07	38.04 mm
<b>9. Consultant (Local)</b>	446 mm	366.57		1292.85	446 mm
<b>10. Stationary</b>	LS	16.59	LS	16.59	LS
<b>11. Goods (Printing)</b>	LS	84.21	LS	63.7	LS
<b>12. Fuel</b>	LS	68.37	LS	64.91	LS
<b>13. Maintenance</b>	LS	57.08	LS	54.8	LS
<b>14. Registration of Vehicle</b>	LS	1.54	LS	1.54	LS
<b>15. Monitoring (LGED)</b>	LS	1728.01	LS	1722.01	LS
<b>16. Operating Cost of Education Allowances &amp; Grants</b>	LS	1485.04	LS	1484.66	LS
<b>17. Traveling Allowances &amp; Others</b>	LS	27.78	LS	23.19	LS
<b>18. Tax</b>	LS	1.53	LS	1.52	LS
<b>19. Contingency</b>	LS	180.68	LS	145.98	LS
<b>20. Miscellaneous</b>	LS	38.17	LS	38.15	LS
<b>Total</b>	-	64538.18	-	62983.77	-

Source: IMED, Ministry of Planning, GoB: 'Project Completion Report; IMED 04/2003 (Revised)'.

## Appendix B: List of Selected Districts and Upazilas

Division	District	Upazila	Union	Village
Dhaka	Manikgonj	Daulatpur	Chak Mirpur	Chandra Khola
			Chak Mirpur	Mulkandi
		Sibaloy	Ulail	MuktaNagar
			Ulail	HafezNagar
		Manikganj Sadar	Krishnapur	ImamNagar
	Saturia	Saturia	Koujuri	
	Tangail	Bhuapur	Aloya	Bil Amula
			Aloya	Golabari
		<b>Gopalpur</b>	Dhopakandi	Jangalia
			Dhopakandi	Shajanpur
<b>Kalihati</b>		Narandia	Tarabari	
		Kokdohra	Ghaturia Bari	
Chittagong	Cox's Bazar	<b>Mohishkhali</b>	Kutub Jom	Horiaghona
			Kutub Jom	Tajia Kata
		<b>Ukhia</b>	Holdia Palang	Keorachori
			Rajapalang	Digalia
		<b>Teknaf</b>	Shabrang	Fateh Ali Para
			Teknaf	DakkhinLangurBil, Adarsho Gram
	Comilla	Chandina	KeronKhal	Kuyarpar
			MaijKhar	Bamni Khola
		<b>Nangalkot</b>	Peria	Khosarpar
			Mokrabpur	Mokrabpur
Rajshahi	Naogaon	<b>Atrai</b>	Kalikapur	Baipur
			Sahagola	Mirapur
		Manda	Manda	Bholam
			Paranpur	Fetgram
		Porsha	Nitpur	Jugi Danga
			Nitpur	Kalaibari
	Rajshahi	<b>Bhaga</b>	Gargari	Bramman Danga
	Bogra	BograSadar	Rajapur	Rajapur (Mathpara)
			Baghopara	Sultanpara
		Gabtoli	Torupmeru (Dakkhin)	Torupmeru 7 no.
Naruamala			Mendipur	
Nilphamari	<b>Jaldhaka</b>	Koimari	Mouyamari (Chowdhurypara)	
		Kathali	Poschim Kathali (Daktarpara)	
	<b>Syedpur</b>	Botlagari	Majhipara	
		Botlagari	Uttar Sonakhuli	
Khulna	Khustia	Daulatpur	Daulatpur	Bejpur Uttarpara
			Hogalbaria	Taragunia Kacharipara
	Mirpur	Bohalbaria	Sathbaria Malithapara	
		Bohalbaria	Naoda Khadimpur Malithapara	
Sylhet	Moulvibazar	<b>Kamalganj</b>	8 no. Madhabpur	Nurjahan Tea Garden (6 no. Line)
			8 no. Madhabpur	Nurjahan Tea Garden (Gangpar)
		MoulvibazarSadar	Kamalpur	Raipur
			Kamalpur	Goykhor
<b>5</b>	<b>10</b>	<b>23</b>	<b>46</b>	<b>46</b>

\*Highlighted ones denote currently implementing ROSC phase II upazilas.

## Appendix C: Additional Tables

Table C1: Occupation of OOSC

Activity	N	%
Agri. Work	6	18.75
Household work	4	12.5
Maid servant (with pay)	2	6.25
Work outside locality	14	43.75
Business	3	9.375
Other	3	9.375
Total	32	100

### D: Matrix form of FGDs

Issues/Questionnaire	Response from FGDs	Percentage
১. এলাকায় পরিচালিত আনন্দ স্কুলটি সম্পর্কে ধারণা।	১. সবাই ভালোভাবে জানে	86.96
	২. মোটামোটি জানে	13.04
২. আনন্দ স্কুলের শিক্ষার্থীদের ধরণ। (কারা স্কুলের শিক্ষার্থী)	১. অতি দরিদ্র পরিবারের শিশু	47.83
	২. দরিদ্র পরিবারের শিশু	82.61
	৩. ৭-১৪ বছর বয়সী শিশু	60.87
	৪. স্কুলে না আসা শিক্ষার্থী	39.13
	৫. ঝরে পড়া শিশু	73.91
	৬. প্রতিবন্ধী	4.35
	৭. সুবিধা বঞ্চিত	4.35
	৮. কর্মজীবী দরিদ্র শিশু	4.35
৩. শিক্ষার্থীদের নির্বাচন প্রক্রিয়া।	১. জরীপের মাধ্যমে	13.04
	২. শিক্ষিকা বাড়ি বাড়ি গিয়ে সংগ্রহ করেছে	34.78
	৩. স্কুলের প্রতিষ্ঠাতা বা উদ্বোধক (যার বাড়ি স্কুল) সংগ্রহ করেছে।	8.70
	৪. অভিভাবক বা স্বউদ্বোধক ভর্তি করেছে	21.74
	৫. দরিদ্র ও হতদরিদ্র নির্বাচন করে	8.70

	৬. জানে না	4.35
	৭. NGO কর্মীদের জরিপের মাধ্যমে	17.39
	৮. দরিদ্র ও বারে পড়াদের প্রাধান্য	13.04
	৯. উপজেলা শিক্ষা অফিসার ও ROSC-এর মাধ্যমে	4.35
৪. নির্বাচন প্রক্রিয়া নিয়ে কি সন্তুষ্ট ?	১. হ্যাঁ	100.00
	২. না	0.00
৫. হ্যাঁ হলে সন্তুষ্টির কারণসমূহ ।	১. শিক্ষার্থীদের নির্বাচন প্রক্রিয়া স্বচ্ছ ছিল	17.39
	২. যারা ঝড়ে পড়েছে মূলত তাদেরকেই চিহ্নিত করা হয়েছে	47.83
	৩. হতদরিদ্রদের প্রাধান্য দেওয়া হয়েছে	30.43
	৪. NGO বাড়ী বাড়ী গিয়ে সঠিক বাচ্চাদের চিহ্নিত করেছে	13.04
	৫. সরকারী প্রাইমারী স্কুলের শিক্ষক দ্বারা লিষ্ট হয়েছে	26.09
	৬. প্রতিবন্ধী শিশুরা ভর্তির সুযোগ পেয়েছে	4.35
	৭. যারা কখনও স্কুলে যায় না তারা সুযোগ পেয়েছে	30.43
	৮. ৬ বছরের কম বয়সী শিশুরা ভর্তির সুযোগ পেয়েছে	17.39
	৯. সুবিধা বঞ্চিত দরিদ্র শিশুরা পড়ার সুযোগ পাচ্ছে	47.83
	১০. নির্ধারিত ৩০ জনের বেশী শিক্ষার্থী ভর্তির সুযোগ পেয়েছে ।	8.70
	১১. শিক্ষক এবং Management যেভাবে কাজ করেছে তাতে আমরা সন্তুষ্ট	17.39

৬. না হলে অসম্ভবতার কারণসমূহ ।	--	-
৭. শিক্ষকদের নির্বাচন প্রক্রিয়া ।	১. মৌখিক পরিষ্কার মাধ্যমে	17.39
	২. অভিজ্ঞতার আলোকে	13.04
	৩. শিক্ষাগত যোগ্যতা	26.09
	৪. অন্যান্য NGO-এর শিক্ষকতার অভিজ্ঞতা	4.35
	৫. উপজেলা শিক্ষা অফিস নিয়োগ দিয়েছে	43.48
	৬. রাজনৈতিক ব্যক্তিদের সুপারিশ	4.35
	৭. মাদার স্কুলের প্রধান শিক্ষকের সুপারিশে	8.70
	৮. SSC পাশ	21.74
	৯. HSC পাশ	13.04
	১০. প্রভাবশালী	4.35
	১১. আত্মীয়করণ	8.70
	১২. জানে না	17.39
	১৩. নিয়োগ বিজ্ঞপ্তির মাধ্যমে লিখিত ও মৌখিক পরীক্ষা দিয়ে	13.04
	১৪. আনন্দ স্কুলে শিক্ষাকতা করার অভিজ্ঞতা	4.35
	১৫. অন্যান্য স্কুলে শিক্ষাকতা করার অভিজ্ঞতা	8.70
	১৬. NGO'কর্মকর্তাদের সুপারিশে নিয়োগ	4.35

	১৭. ভদ্রতা দেখে	8.70
৮. স্কুলের শিক্ষকদের অভিজ্ঞতার ধরণ।	১. Brac স্কুলে দশ বছর শিক্ষকতার অভিজ্ঞতা	4.35
	২. Foundation and Ref. Training প্রাপ্ত	4.35
	৩. শিক্ষকতার পূর্বে কোন অভিজ্ঞতা নাই	13.04
	৪. স্কুলে শিক্ষকদের অভিজ্ঞতা ভালো	17.39
	৫. প্রশিক্ষণের অভিজ্ঞতা	43.48
	৬. শিক্ষাকগত যোগ্যতা	26.09
	৭. মোটামুটি	8.70
	৮. অন্যান্য NGO স্কুলে শিক্ষকতার ১০-১৫ বছরের অভিজ্ঞতা	13.04
	৯. প্রথম পর্যায়ে আনন্দ স্কুলে পাঠদানের অভিজ্ঞতা	34.78
	১০. কোচিং সেন্টারে পাঠদানের অভিজ্ঞতা	4.35
	১১. স্কুলের শিক্ষকদের SSC থেকে B A পর্যন্ত পাশ শিক্ষক ছিল যারা ইতোপূর্বে অন্য কোন NGO শিক্ষকতা করেছে।	17.39
৯. শিক্ষকদের শিক্ষাদানের গুণাগত মান বাড়ানোর উপায়।	১. ট্রেনিং এর মাধ্যমে	56.52
	২. শিক্ষা উপকরণের মাধ্যমে	13.04
	৩. প্রশিক্ষণ বৃদ্ধি	34.78
	৪. বিষয় ভিত্তিক প্রশিক্ষণের ব্যবস্থা	13.04
	৫. শিক্ষকতায় অভিজ্ঞতাকে প্রাধান্য দেওয়া	8.70

	৬. শিক্ষকদের বেতন বৃদ্ধি	13.04
	৭. পাঠ্যপুস্তক পরিবর্তনের সাথে সাথে ঐ বিষয়ে প্রশিক্ষণ দিতে হবে	8.70
	৮. Monitoring জোরদার করতে হবে	4.35
	৯. স্কুল শিক্ষিকার বাড়ি থেকে অন্যত্র স্থানান্তর করতে হবে	13.04
	১০ শিক্ষকদের ইংরেজী, অংক বিষয়ে রিফ্রেশার্স ট্রেনিং	4.35
	১১. শিক্ষকদের বেতন নিয়মিতভাবে (বিলম্ব ছাড়া) দিতে হবে	4.35
	১২. আনন্দ স্কুলে একাধিক শিক্ষক নিয়োগ দিতে হবে	4.35
১০. আনন্দ স্কুলের কার্যক্রম কি পর্যবেক্ষণ করা হয় ?	১. হ্যাঁ	95.65
	২. না	4.35
১১. এই কার্যক্রম পর্যবেক্ষণের ধরণ ।	১. নিয়মিত	56.52
	২. অনিয়মিত	39.13
১২. কারা পর্যবেক্ষণ করে ?	১. NGO কর্মীরা	43.48
	২. উপজেলা শিক্ষা অফিসার	30.43
	৩. প্রকল্প কর্মকর্তা	13.04
	৪. মাদার স্কুলের প্রধান শিক্ষক	17.39
	৫. এলাকার জনপ্রতিনিধিগণ	4.35
	৬. Training Coordinator	26.09
	৭. সহকারী শিক্ষা অফিসার	39.13

	৮. অভিভাবক	21.74
	৯. শিক্ষা অফিস	26.09
	১০. LGED অফিস	4.35
	১১. CMC	69.57
	১২. ঢাকা থেকে Monitoring Officer	17.39
১৩. আনন্দ স্কুলের শিক্ষার্থীরা নিকটস্থ প্রাথমিক বিদ্যালয়েও যায় কি ?	১. হ্যাঁ	4.35
	২. না	95.65
১৪. পরিচালনায় অব্যবস্থাপনাসমূহ ।	১. অব্যবস্থাপনা ছিল না	8.70
	২. CMC আর শিক্ষকরা টাকা আত্মসাৎ করত	4.35
	৩. শিক্ষা উপকরণ ঠিক মত না দেওয়া	17.39
	৪. স্কুলের জন্য বরাদ্দকৃত অর্থ সময় মত না পাওয়া	39.13
	৫. শিক্ষকদের বেতন সময় মত না দেওয়া	43.48
	৬. মনিটরিং ব্যবস্থা অনিয়মিত	34.78
	৭. CMC কমিটির সদস্যদের অযোগ্যতা	39.13
	৮. NGO কর্তৃক পরিচালনা	8.70
	৯. সকল মিটিং ROSC-এর প্রতিনিধি উপস্থিত না থাকা	8.70
	১০. ভালো পরিবেশে পাঠদানের ব্যবস্থা না থাকা (স্কুল ঘরের আয়তন, আলো বাতাসের ব্যবস্থা)	47.83
	১১. স্কুল উপকরণ রাখার পর্যাপ্ত ব্যবস্থা না থাকা	13.04

	১২. স্কুল প্রতিষ্ঠায় NGO দের অনিয়ম	8.70
	১৩. উপবৃত্তি থেকে টাকা কেটে রাখা হয়	4.35
	১৪. CMC গঠনে স্বজনপ্রীতি	13.04
	১৫. CMC কমিটিতে শুধুমাত্র মহিলাদের নেওয়া হয়েছে	8.70
	১৬. এক বছরের পোশাক অন্য বছরে প্রদান করা হয়	4.35
	১৭. বরাদ্দকৃত অর্থ সঠিকভাবে ব্যবহার না করা	17.39
	১৮. শিক্ষকের বেতন এবং ছাত্র উপবৃত্তি সময় মত ছাড় দেওয়া হয় না	21.74
	১৯. নিম্নমানের শিক্ষা উপকরণ সরবরাহ করা হয়	8.70
	২০. স্কুলে সাইন বোর্ড নেই	4.35
	২১. বেঞ্চ ও টেবিলের ব্যবস্থা নেই	21.74
	২২. স্কুলের ঘর শিক্ষকের বসত ঘরে স্থাপন করা হয়েছে	13.04
	২৩. স্কুল ঘর বনের মধ্যে ফলে সবার দৃষ্টি গোচর হয় না।	4.35
১৫. অব্যবস্থাপনা দূরীকরণের উপায়।	১. মিটিং এ সকলের উপস্থিতি নিশ্চিতকরণ	4.35
	২. ভালো পরিবেশে পাঠদানের ব্যবস্থা করা	8.70
	৩. স্কুলের উপকরণ রাখার জন্য আলমারীর ব্যবস্থা করা	4.35
	৪. প্রয়োজনীয় শিক্ষা উপকরণ সরবরাহ করতে হবে	17.39
	৫. CMC কে শক্তিশালী করা	56.52

	৬. মাসিক মিটিং নিয়মিত করা এবং প্রকল্পের সবকিছু সাধারণ মানুষকে জানানো	8.70
	৭. নিয়মিত মনিটরিং এর ব্যবস্থা করা	39.13
	৮. শিক্ষকদের বেতন সময়মত দেওয়া	4.35
	৯. স্কুলের জন্য বরাদ্দকৃত টাকা সময়মত পাওয়া	34.78
	১০. জানে না	4.35
	১১. স্বজন প্রীতি মুক্ত CMC গঠন	17.39
	১২. স্কুলের জন্য বরাদ্দ বৃদ্ধি করতে হবে	13.04
	১৩. শিক্ষকদের জন্য ট্রেনিং এর ব্যবস্থা	17.39
	১৪. শিক্ষকদের বেতন, উপবৃত্তি ও উকরণের টাকা সময়মত ছাড়	21.74
	১৫. বেঞ্চ টেবিলের ব্যবস্থা করতে হবে	21.74
	১৬. আনন্দ স্কুলে বিদ্যুতের ব্যবস্থা করতে হবে	13.04
	১৭. স্কুল ঘরের আয়তন বৃদ্ধি করতে হবে	13.04
	১৮. মনিটরিং ফি বৃদ্ধিকরণ	13.04
	১৯. মনিটরিং ব্যবস্থা জোরদার সরকারী মনিটরিং ব্যবস্থা	4.35
	২০. আনন্দ স্কুলের জন্য নির্ধারিত জমিতে স্কুল দিতে হবে	17.39
১৬. স্কুলের সুযোগ সুবিধা আরো বাড়ানোর / ঝড়ে পড়া বা স্কুলে না আসা শিক্ষার্থীদের আকৃষ্ট করার	১. স্কুলের জন্য নির্দিষ্ট জায়গার ব্যবস্থা	26.09
	২. শিক্ষকের সংখ্যা বাড়াতে হবে	17.39

উপায়।	৩. মনিটরিং বাড়তে হবে	4.35
	৪. বেতন বৃদ্ধি করা	30.43
	৫. শিক্ষা উপকরণ বৃদ্ধি করা	21.74
	৬. ভালো শিক্ষক নিয়োগ	4.35
	৭. ছাত্র-ছাত্রীদের উপবৃত্তি বৃদ্ধি করা	39.13
	৮. সাংস্কৃতিক অনুষ্ঠানের আয়োজন করা	4.35
	৯. আন্দোলন প্রতিযোগিতার ব্যবস্থা	34.78
	১০. পূর্বের ন্যায় ছাত্র-ছাত্রীদের জন্য প্রাইমারী স্কুলের ১টি রুম বরাদ্দ রাখা	4.35
	১১. প্রতি বছর ছাত্র-ছাত্রীদের ভর্তির ব্যবস্থা রাখতে হবে।	13.04
	১২. বেঞ্চ চেয়ার টেবিলের ব্যবস্থা	21.74
	১৩. CMC-এর সদস্যগণের অভিভাবকদের সাথে যোগাযোগ রক্ষা করা	4.35
	১৪. টিফিনের ব্যবস্থা	56.52
	১৫. খেলাদুলার ব্যবস্থা করা	26.09
	১৬. লেখাপড়ার জন্য বড় ঘর দেওয়া	8.70
	১৭. প্রাইমারী স্কুলের সমমান উপবৃত্তি বৃদ্ধি	17.39
	১৮. উন্নত কাপড়ের ড্রেসের ব্যবস্থা করা	21.74
	১৯. স্বাস্থ্য সম্মত টয়লেটের ব্যবস্থা	13.04
	২০. পানি পানের ব্যবস্থা	13.04

	২১. স্কুল ঘরটিতে পর্যাপ্ত আলো বাতাস আছে কিনা তা দেখা	8.70
	২২. ফ্যানের ব্যবস্থা করা	8.70
	২৩. ঘর ভাড়া বৃদ্ধি করতে হবে	8.70
	২৪. আনন্দ স্কুলে ২ জন শিক্ষক নিয়োগ দান	4.35
	২৫. শিক্ষকদের প্রশিক্ষণ প্রদানের ব্যবস্থা	13.04
	২৬. গরীব শিক্ষার্থীদের পরিবারকে উপার্জন বৃদ্ধিতে সহায়তা করতে হবে	8.70
	২৭. সেনিটেশনের ব্যবস্থা	4.35
	২৮. বিশুদ্ধ খাবার পানির ব্যবস্থা	13.04
	২৯. পোশাকের মান বৃদ্ধি করতে হবে	13.04
১৭. ROSC প্রকল্পটির অসুবিধা বা ত্রুটিসমূহ।	১. CMC-র কমিটির গঠন প্রক্রিয়া মনিটরিং এর অব্যবস্থা	26.09
	২. সময়মত বরাদ্দকৃত অর্থ না পাওয়া	21.74
	৩. শিক্ষক নিয়োগ প্রক্রিয়া	8.70
	৪. স্কুলের জন্য বরাদ্দকৃত অর্থের পরিমাণ কম	26.09
	৫. ৫ বছর পর স্কুল বন্ধ হয়ে যায়	13.04
	৬. মাত্র ১ জন শিক্ষক দ্বারা শিক্ষা কার্যক্রম পরিচালনা	17.39
	৭. নতুন ঝড়েপড়া শিক্ষার্থীদের পুনরায় ভর্তির ব্যবস্থা না করা	8.70
	৮. স্কুল ঘরের জন্য পর্যাপ্ত বাজেট না থাকা	4.35

	৯. যথাসময়ে শিক্ষকদের বেতন পরিশোধ না করা	21.74
	১০. প্রকল্পের স্কুলগুলোতে আলোর স্বল্পতা ছিল	8.70
	১১. ৩০ জন এর বেশী ছাত্র-ছাত্রীদের ভর্তির ব্যবস্থা না থাকা	17.39
	১২. নিয়মিত স্কুল পরিদর্শনের ব্যবস্থা না থাকা	4.35
	১৩. শিক্ষার্থীর তুলনায় শিক্ষক কম	4.35
	১৪. রাজনৈতিক বিবেচনায় আনন্দ স্কুল স্থাপন	13.04
	১৫. শিক্ষার্থীদের উপবৃত্তির টাকা সময়মত না পাওয়া	13.04
	১৬. NGO দের স্কুল স্থাপনে অদক্ষতা	17.39
	১৭. প্রকল্পের স্কুলগুলোতে কোন নির্ধারিত ঘর ছিল না	17.39
১৮. অসুবিধা বা ঐগটিসমূহ দূরীকরণের উপায়।	১. শক্তিশালী CMC গঠন করতে হবে	39.13
	২. মনিটরিং ব্যবস্থা জোরদার করতে হবে	52.17
	৩. স্কুল ঘরটিতে আলো বাতাসের ব্যবস্থা আছে কিনা তা লক্ষ রাখতে হবে	26.09
	৪. শিক্ষার্থীদে উপবৃত্তির টাকা সময়মত দিতে হবে	21.74
	৫ শিক্ষকদের বেতন সময়মত দিতে হবে	13.04
	৬. ফ্যানের ব্যবস্থা করতে হবে	8.70
	৭. স্কুলের কার্যক্রম চলমান থাকা দরকার	4.35
	৮. শিক্ষকের সংখ্যা বৃদ্ধি করা	8.70

	৯. পর্যাপ্ত শিক্ষা উপকরণ সরবরাহ করা	8.70
	১০. একাধিক ক্লাসের ব্যবস্থা করা	4.35
	১১. স্কুলের জন্য পর্যাপ্ত বাজেটের ব্যবস্থা করা	8.70
	১২. সময়মত বরাদ্দকৃত অর্থ দেয়ার ব্যবস্থা করা	8.70
	১৩. স্থানীয় জনপ্রতিনিধি ও গণ্যমান্য ব্যক্তিদের প্রকল্পভুক্ত করতে হবে	4.35
	১৪. দলীয় বিবেচনায় স্কুল বরাদ্দ না দেওয়া	8.70
	১৫. ROSC প্রকল্পের জন্য নির্ধারিত জমিতে ঘর তৈরী করতে হবে	17.39
	১৬. ROSC প্রকল্পের স্কুলগুলোতে ছেলে-মেয়েদের বসার জন্য বেঞ্চের ব্যবস্থা করতে হবে	43.48
১৯. এলাকার শিক্ষা ব্যবস্থার উন্নয়নে ROSC প্রকল্পটির ভূমিকা।	১. দরিদ্র ও হতদরিদ্রদের আর্থিক সহযোগিতা	43.48
	২. ঝরে পড়া বাচ্চাদের লেখাপড়ার সুযোগ	39.13
	৩. যারা স্কুলে যেতে চাইত না তাদের স্কুলমুখী করা	34.78
	৪. কর্মজীবী শিশুরা লেখা পড়া করতে পারছে	8.70
	৫. শিক্ষার হার বৃদ্ধিতে সহায়ক ভূমিকা পালন করছে	30.43
	৬. আনন্দ স্কুলে পড়া শেষে হাই স্কুলে লেখা পড়া করছে	4.35
	৭. সন্দ্বনদের দূরের স্কুলে পাঠানোর ঝুঁকি কমেছে	8.70
	৮. মেয়ে শিশুদের অন্ডত পঞ্চম শ্রেণী পর্যন্ত পড়ার সুযোগ তৈরী হয়েছে	8.70
	৯. অমনোযোগীর শিক্ষার্থীরা মনোযোগী হয়েছে	8.70

	১০. দরিদ্র শিশুদের লেখাপড়ার সুযোগ	4.35
২০. আনন্দ স্কুলের পাঠদানের গুণাগত মানের মূল্যায়ন।	১. ভালো	13.04
	২. মোটামুটি	17.39
	৩. শিক্ষা হার বৃদ্ধি পেয়েছে	26.09
	৪. দরিদ্র শিশুরা পড়ার সুযোগ পেয়েছে	26.09
	৫. আনন্দ স্কুলের ছাত্র-ছাত্রীরা সমাপনী পরীক্ষায় ভালো করছে	30.43
	৬. আনন্দ স্কুল শেষ করে অনেকে হাই স্কুলে পড়ালেখা করছে	26.09
	৭. অন্যান্য প্রাইমারী স্কুলের চেয়ে পাঠদান ভালো	13.04
	৮. প্রতিবন্ধী ছেলে-মেয়েরা নিকতম আনন্দ স্কুলের শিক্ষা গ্রহণ করতে পেরেছে	4.35
২১. স্কুল বন্ধ হওয়ায় শিক্ষার্থীদের কি অসুবিধা হয়েছে ?	১. হ্যাঁ	47.83
	২. না	0.00
২২. হ্যাঁ হলে কি ধরনের অসুবিধা ?	১. শিক্ষার হার কমে এসেছে	4.35
	২. কর্মজীবী শিশুরা স্কুলে লেখাপড়া থেকে বঞ্চিত হচ্ছে	4.35
	৩. বাল্য বিবাহ বৃদ্ধি পেয়েছে	13.04
	৪. ঝরে পড়া বৃদ্ধি পেয়েছে	26.09
	৫. শিশু শ্রম বৃদ্ধি পেয়েছে	4.35
	৬. শিক্ষা উপকরণ থেকে গরিব পরিবার বঞ্চিত হচ্ছে	13.04

	৭. দরিদ্র পরিবারের শিশুরা শিক্ষার সুযোগ থেকে বঞ্চিত হচ্ছে	13.04
	৮. প্রাথমিক বিদ্যালয় দূরে হওয়ায় শিশুরা কষ্ট করে স্কুলে যাচ্ছে	30.43
	৯. অমনোযোগী ছাত্র-ছাত্রীদের সংখ্যা বাড়ছে	13.04
	১০. অনেক শিশু স্কুলে যাবার উপযোগী কিন্তু স্কুলে যায় না	13.04
	১১. আর্থিক অসুবিধা হয়েছে	8.70
	১২. স্কুল বন্ধ হবার প্রতি পাঁচ বছরে ২০টি ছলে মেয়ে পঞ্চম শ্রেণী পাশ করতে পারবে না	4.35

**E: Survey Questionnaire**

# **Evaluation of the Reaching Out of School Children (ROSC) Project**

## **খানা জরিপের প্রশ্নমালা**

(এই জরিপের মাধ্যমে সংগ্রহীত সকল তথ্য গোপন রাখা হবে এবং কোন ব্যক্তির নাম বা ঠিকানা রিপোর্টে প্রকাশ করা হবে না। সংগ্রহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে। উক্ত জরিপ কার্যক্রমে আপনার সার্বিক সাহায্য ও সহযোগিতা একান্তভাবে কাম্য।)

**এপ্রিল ২০১৪**

**বাংলাদেশ উন্নয়ন গবেষণা প্রতিষ্ঠান (BIDS)**

**ই-১৭, আগারগাঁও, ঢাকা-১২০৭**

## খানা জরিপের প্রশ্নমালা

(যে সকল খানায় ৭-১৪ বছর বয়সী শিশু আছে)

১. খানা প্রধানের নামঃ

খানা কোডঃ

২. পিতার নামঃ

৩. গ্রাম/মহল্লাঃ

ইউনিয়ন/ওয়ার্ডঃ

উপজেলা কোডঃ

জেলা কোড :

৪. এই খানাটি কার অধীনে :

[১. Program village ২. Control village]

৫. উত্তরদাতার সম্পর্কিত তথ্যাবলী

ক্রমিক নং	প্রশ্নমালা	কোড বসান/সঠিক উত্তরে ✓ চিহ্ন দিন
৫.১	উত্তরদাতার নামঃ	
৫.২	উত্তরদাতার লিঙ্গ	১. পুরুষ      ২. মহিলা
৫.৩	খানা প্রধানের লিঙ্গ?	১. পুরুষ      ২. মহিলা
৫.৪	খানা প্রধানের প্রধান পেশা?  [কোডঃ ১= কৃষক, ২= কৃষি শ্রমিক, ৩= অকৃষি শ্রমিক, ৪= চাকুরী, ৫= ক্ষুদ্র পেশাজীবী (কামার/কুমার/তাঁতী/জেলে ইত্যাদি), ৬= ক্ষুদ্র ব্যবসা, ৭= মাঝারী/ বড় ব্যবসা, ৮= চিকিৎসক/আইনজীবী/শিক্ষক, ৯= রিক্সা/ভ্যান/গাড়ি চালক, ১০= বেকার/কিছু করে না, ১১= অন্যান্য উল্লেখ করুনঃ _____]	
৫.৫	খানা প্রধানের শিক্ষাগত যোগ্যতা?  [Completed years of schooling]	
৫.৬	খানার সদস্য সংখ্যা কতজন?	পুরুষ _____ জন মহিলা _____ জন

৬. আর্থ-সামাজিক তথ্যাবলী

ক্রমিক নং	প্রশ্নমালা	কোড (সঠিক উত্তরে √ চিহ্ন)
৬.১	খানার নিজস্ব মালিকানাধীন কৃষি জমির পরিমাণঃ	_____ শতাংশ
৬.২	খানার মালিকানাধীন বাড়ির প্রকৃতিঃ [কোডঃ ১= নিজস্ব, ২= ভাড়া, ৩= অন্যের বাড়িতে, ৪= অন্যান্য উল্লেখ করণঃ _____]	
৬.৩	বাড়িতে কি কি সম্পদ আছে? (একাধিক উত্তর হতে পারে) [কোডঃ ১= মোটরসাইকেল, ২= সাইকেল, ৩= টেলিভিশন, ৪= রেডিও, ৫= মোবাইল ফোন, ৬= গরু/মহিষ, ৭= ছাগল/ভেড়া, ৮= হাঁস/মুরগী, ৯= ট্রাস্টার, ১০= সেলাই মেশিন, ১১= নৌকা, ১২= খাট/চৌকী, ১৩= চেয়ার ও টেবিল, ১৪= আলমারী, ১৫= অন্যান্য উল্লেখ করণঃ _____]	
৬.৪	আপনার খানার আয়ের প্রধান উৎস কি? [কোডঃ ১= কৃষি, ২= গরু/ছাগল লালন পালন, ৩= হাঁস/মুরগী লালন পালন, ৪= মাছ ধরা/বিক্রয়, ৫= কৃষি মজুরী, ৬= অকৃষি মজুরী, ৭= ক্ষুদ্র পেশাজীবী (কামার/কুমার ইত্যাদি), ৮= ক্ষুদ্র ব্যবসা, ৯= মাঝারী/বড় ব্যবসা, ১০= চাকুরী/বেতন, ১১= রেমিটেন্স (বিদেশ থেকে), ১২= উপহার/দান, ১৩= অন্যান্য উল্লেখ করণঃ _____]	
৬.৫	গত ১২ মাসে খানার গড় মাসিক আয় কত ছিল?	টাকা _____
৬.৬	গত ১২ মাসে খানার গড় মাসিক ব্যয় কত ছিল?	টাকা _____
৬.৭	সারা বছরের খাদ্য গ্রহণ বিবেচনায় আপনি আপনার খানাকে নিম্নোক্ত কোন শ্রেণীভুক্ত করবেন? [কোডঃ ১= সারা বছর ঘাটতি, ২= কখনও কখনও ঘাটতি= ৩. ঘাটতিও না, উদ্বৃত্ত না, ৪= উদ্বৃত্ত]	

৭. শিক্ষা সংক্রান্ত তথ্যাবলী

৭-১৪ বছর বয়সী ছেলে/মেয়ের ID Code	৭.১	৭.২	৭.৩	৭.৪	৭.৫	৭.৬
	বয়স	লিঙ্গ ১. পুরুষ ২. মহিলা	সে কি বর্তমানে স্কুলে পড়ে? (কোড) [১. হ্যাঁ, ২. না। (যদি উত্তর না হয় তবে সেকশন ৯-এ যান)	হ্যাঁ হলে, কোন ক্লাসে পড়ে? (ক্লাস)	কোন স্কুলে যায়? (কোড) (যদি উত্তর আনন্দ স্কুল না হয় তবে প্রশ্ন ৭.৮-এ যান)	আপনার সন্তানকে প্রাথমিক স্কুলে না দিয়ে কেন আনন্দ স্কুলে দিয়েছেন? (কোড)

স্কুলের ধরন কোড (প্রশ্ন ৭.৫): ১= আনন্দ স্কুল, ২= সরকারি, ৩= বেসরকারি, ৪= আধা-সরকারী, ৫= মাদ্রাসা, ৬= এনজিও স্কুল, ৭= কারিগারি স্কুল, ৮= অন্যান্য উল্লেখ করুন \_\_\_\_\_।

আনন্দ স্কুলে দেবার কারন কোড(প্রশ্ন ৭.৬) : ১= প্রাথমিক স্কুল দূরে, ২= আনন্দ স্কুলের সময়টা প্রাথমিক স্কুলের মত বাধা নয়, ৩= আনন্দ স্কুলে যাবার জন্য টাকা দেয়া হয়, ৪= অন্যান্য উল্লেখ করুন \_\_\_\_\_।

ক্রমশ:

৭-১৪ বছর বয়সী ছেলে/মেয়ের ID Code	৭.৭	৭.৮	৭.৯	৭.১০
	স্কুলের শিক্ষার গুণগত মান কেমন? (কোড)	আপনার সন্তান স্কুলে কেমন করছে? (কোড)	বর্তমান স্কুলে ভর্তি হওয়ার পূর্বে আপনার সন্তান কি অন্য কোন স্কুলে পড়েছে? (কোড) [১. হ্যাঁ, ২. না।]	হ্যাঁ হলে, কোন স্কুলে পড়েছে? (কোড)

স্কুলের গুণগত মান (প্রশ্ন ৭.৭): ১= এলাকার সবচেয়ে ভালো স্কুল, ২= ভালো স্কুল, ৩= মোটামুটি, ৪= এলাকায় অন্যান্য স্কুলের তুলনায় খারাপ।

বাচ্চারা স্কুলে কেমন করছে (প্রশ্ন ৭.৮): ১= খুব ভালো, ২= ভালো, ৩= মোটামুটি, ৪= তত ভালো না, ৫= খারাপ।

স্কুলের ধরন কোড (প্রশ্ন ৭.১০): ১= আনন্দ স্কুল, ২= সরকারি, ৩= বেসরকারি, ৪= আধা-সরকারী, ৫= মাদ্রাসা, ৬= এনজিও স্কুল, ৭= কারিগারি স্কুল, ৮= অন্যান্য উল্লেখ করুন \_\_\_\_\_।

৮. স্কুলে অধ্যয়নরত ছাত্র-ছাত্রীর জন্য

৭-১৪ বছর বয়সী ছেলে/মেয়ের ID Code	৮.১	৮.২	৮.৩	৮.৪	৮.৫	৮.৬	৮.৭
	গত বছর কি সরকার/ আনন্দ স্কুল /অন্য কোন প্রতিষ্ঠান থেকে নিম্নোক্ত জিনিস পেয়েছেন?						
আপনার ছেলে/মেয়ে গড়ে সপ্তাহে সাধারণত কতদিন স্কুলে যায়?	নিয়মিত স্কুলে না গেলে তার কারণ কি?  (কোড)	আপনার বাচ্চা কি কোন বৃত্তি পায়? ১. হ্যাঁ ২. না (যদি উত্তর না হয় তবে প্রশ্ন ৮.৫ -এ যান)	যদি হ্যাঁ হয় তবে, গত ১২ মাসে কত টাকা পেয়েছে?  (টাকা)	স্কুলে কি কোন ধরনের খাবার/টিফিন প্রদান করা হয়? ১. হ্যাঁ ২. না	বই? ১. হ্যাঁ ২. না	বিনামূল্যে পোশাক? ১. হ্যাঁ ২. না	

স্কুলে না যাবার কারণ কোড (প্রশ্ন ৮.২) ১= অসুস্থতা, ২= বাহিরে কাজ করতে যায়, ৩= ঘরের কাজ করে/পরিবারের সদস্যদের দেখতে হয়, ৪= স্কুল দূরে, ৫= স্কুলে যেতে চায় না, ৬= স্কুল ভালো লাগে না, ৭= অন্যান্য উল্লেখ করুন \_\_\_\_\_।

৯. ঝরে পড়া/লেখা-পড়া বন্ধ করা শিশুদের জন্য

৭-১৪ বছর বয়সী ছেলে/মেয়ের ID Code	৯.১ যদি বর্তমানে স্কুলে না যায় তবে কখনো কি স্কুলে গিয়েছিল? ১. হ্যাঁ ২. না  (যদি উত্তর না হয় তবে এই খানাতে জরিপ শেষ)	৯.২ কোন স্কুলে গিয়েছিল? (কোড)	৯.৩ কোন ক্লাসে থাকা অবস্থায় স্কুলে যাওয়া বন্ধ করেছে? (শ্রেণী)	৯.৪ কি কারণে স্কুলে যাওয়া বন্ধ করেছে?  (কোড)	৯.৫ আপনার বাচ্চা স্কুলে পড়ালেখায় কেমন ছিল? (কোড)	৯.৬ বর্তমানে সে কি করেছে?  (পেশা কোড)

স্কুলের ধরন কোড (প্রশ্ন ৯.২): ১= আনন্দ স্কুল, ২= সরকারি, ৩= বেসরকারি, ৪= আধা-সরকারী, ৫= মাদ্রাসা, ৬= এনজিও স্কুল, ৭= কারিগারি স্কুল, ৮= অন্যান্য উল্লেখ করুন \_\_\_\_\_ ।

স্কুল বন্ধ করার কারণ কোড (প্রশ্ন ৯.৪) ১= স্কুলে যেতে চায় না, ২= পরীক্ষায় ভালো করেনি/ফেল করেছে, ৩= কাজে নিয়োজিত, ৪= স্কুলের আর্থিত ব্যয় বহন সম্ভব নয়, ৫= কাছে কোন স্কুল নাই/স্কুল দূরে, ৬= স্কুলের অবস্থা ভালো না/শিক্ষার মান ভাল না/সুযোগ সুবিধা ভালো না, ৭= কেবলমাত্র ধর্মীয় স্কুল/মাদ্রাসায় পড়াতে ইচ্ছুক, ৮= অন্যান্য ভাই-বোনেরা স্কুলে যাচ্ছে তাই এর পড়া বন্ধ রয়েছে, ৯= স্কুলে যাওয়াটা গুরুত্বপূর্ণ নয়, ১০= ঘরের কাজ করে/পরিবারের সদস্যদের দেখতে হয়, ১১= শিক্ষকদের পাঠদান মানসম্মত নয়, ১২= প্রতিবন্ধী/অসুস্থ তাই বিশেষ ব্যবস্থা দরকার, ১৩= বিবাহিত/গর্ভবতী/ ছোট বাচ্চা আছে, ১৪= স্কুলে যাবার বয়স হয়নি, ১৫= স্কুলে হেঁটে যাওয়াটা নিরাপদ নয়, ১৬= অন্যান্য উল্লেখ করুন \_\_\_\_\_ ।

বাচ্চারা স্কুলে কেমন করেছিল (প্রশ্ন ৯.৫) ১= খুব ভালো, ২= ভালো, ৩= মোটামুটি, ৪= তত ভালো না, ৫= খারাপ

পেশা কোড (প্রশ্ন ৯.৬) ১= কৃষি কাজ, ২= ঘরের কাজ (পানি আনা/রান্নাবান্না/অন্যান্য সদস্যদের দেখাশুনা), ৩= বাসা বাড়িতে কাজ করে (টাকার বিনিময়ে), ৪= ঘরের বাহিরে/এলাকার বাইরে কাজ করে, ৫= ব্যবসা করে, ৬= অন্য জায়গায় থাকে কিন্তু কি করে তা অজানা, ৭= বাসায় থাকে কিন্তু কিছু করে না, ৮= অন্যান্য উল্লেখ করুন \_\_\_\_\_ ।