

# Wings of Change on Char Education

An  
Experience  
at Paratoly  
Union





Published by:

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Supported by:

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## **Wings of Change on Char Education** An Experience at Paratoly Union

**Published on:** September 2019

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**Graphics Designed & Printed by:**

Dreamland Computer's  
Bhairab, Kishoreganj.

**Published by:**

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**Supported by:**

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# Preface

Child education in Bangladesh is one of the creative fields where a nation can be portrayed itself on its own ways. This task belongs an array of initiatives concerning on the primary school aged children mainly focusing on the children from poor or destitute families.

Addressing this reality, PAPRI has been bearing a bucket of experiences through implementing different projects focused on children education at char areas since 2006. The current project named 'Children Education Program through Community Mobilization (CEPCM)' has been running at Paratoly Char Union of Narsingdi district since July 2015 which will be phase out by September 2019. The main target group of this project is those primary education aged char area children who are enrolled in Govt. Primary Schools (GPS) or dropped out from there. Project has acted on right based approach focusing community mobilization linking with SMC, Local Govt. and Upazila Education Office to support those children, so that, they can stay in school and successfully complete their primary education. All efforts are centered to the GPSs.

This booklet named '**Wings of Change on Char Education**' has been compiled keeping up learning with real situation of char education associated with other key major messages including project initiatives, outcomes, learning and recommendations.

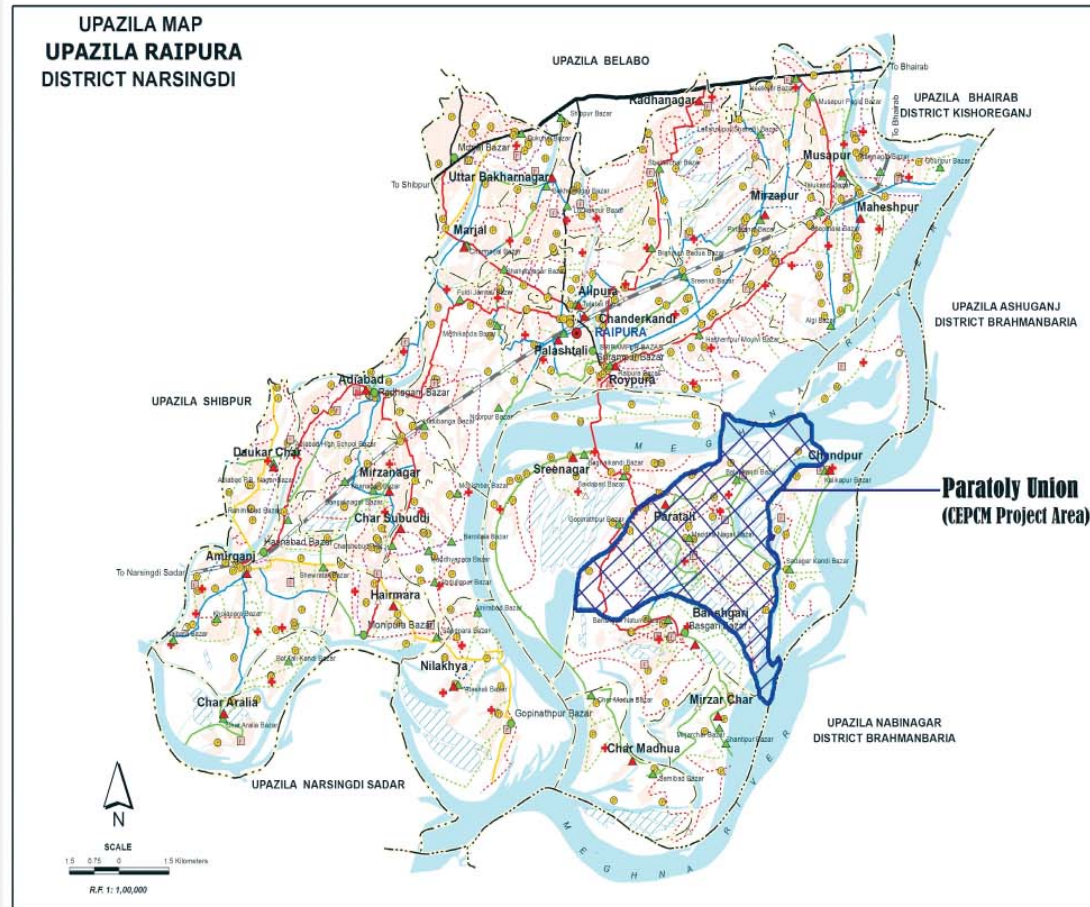
This booklet is also viewing various information aims to share the project learnings and recommendation regarding primary education at char area to its

## OBJECTIVE OF THIS BOOKLET

- **To compile all major initiatives and achievements during intervention of CEPCM project.**
- **To share good practices, learning and recommendations regarding primary education at Char area with Union, Upazila & District level local Govt. representatives, Govt. officials of service providing departments, donor agencies and other relevant stakeholders.**

Preface

agencies bearing the goal on char primary education as well as quality education for sustainable development which may lead to accelerate the government initiative in terms with **SDG-4 Quality Education- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**



**Map of CEPCM Project Area**

### Major Beneficiaries & Stakeholders @ CEPCM Project

- ✓ Primary School Aged Children
- ✓ Govt. Primary Schools (GPS)
- ✓ School Management Committee (SMC)
- ✓ Teachers of GPSs
- ✓ Parents of GPS Students
- ✓ Community People
- ✓ Union Parishad
- ✓ Upazilla Education Office
- ✓ District Education Office
- ✓ Upazilla Administration
- ✓ District Administration

## Message from Executive Director, PAPRI



PAPRI (Poverty Alleviation through Participatory Rural Initiatives) is a non-profitable and non-government development organization has been working since 1999 in the area of poverty alleviation, child education, basic literacy, women empowerment, adolescent development and mainstreaming for the persons with disabilities and destitute.

In favor of child education at char area, PAPRI completed several projects at Bashgari & Mirjarchar union in between 2006 to 2015 and having a long journey with char area PAPRI acquires a close understanding with char people in terms of their emotions, thoughts and expectations especially focusing on the field of child education. In this regard, in 2015 PAPRI launched 'Children Education Program through Community Mobilization (CEPCM)' project bearing with the goal 'All targeted children are under the primary education without repetition'.

CEPCM Project mainly sprinkling the different tires and GPS stakeholders where project brings a glimpse of light by building a platform for common interest for SMC, UP, teacher, Guardian and Community people in term with child education at char. So, we believe that it brings a moral duty for PAPRI to disseminate this learning's describing key tools behind the success of the project for all where someone can get touch of its latent essence. In this connection PAPRI intends to produce a booklet where Booklet speaks for the major aspect of CEPCM project, its outcomes, learning and recommendation.

This booklet "Wings of Change on Char Education" is prepared by PAPRI CEPCM project and supported by SHAPLA NEER-Citizens' Committee in Japan for Overseas Support. I would like to thank SHAPLA NEER for their expert suggestion and encouragement throughout this booklet preparation.

I pay my gratitude to CEPCM project & PAPRI's staff and all respective SMC & UP members, teachers, Guardians and Community people of Paratoly union who showed remarkable dedication towards their children's education. I would like to thank to the District and Upazila administration including Upazila education department for their continuous support throughout the project period.

Last but not the least, I pay my highest gratitude to Ms. Tomoko UCHIYAMA, the Country Director of SHAPLA NEER, Bangladesh Office for her devotion on it.

Abu Based  
Executive Director  
PAPRI

## Message from Country Director, SHAPLA NEER



We are glad that we can publish the experience of the project as a booklet and share it with interested people.

Since the beginning of CEPCM (Children Education Program through Community Mobilization) project from July 2015 at Paratoly Char Union in Narsingdi district, it mainly focused on community participation for the development of primary education for the children at char area. During this period, the project has accumulated many experiences, achievements and learning that might be helpful for all responsible stakeholders of primary education to think effective ideas for ensuring primary education for all children at char area.

We hope this booklet 'Wings of Change on Char Education' would be a good reference for all of us who aspire to create an inclusive and sustainable primary education for all children that not a single child will be left behind. We believe that this booklet is also a specific documentation for GO-NGO and Community Collaboration to create a supportive environment at GPS for all children.

Last but not least, I would like to thank all CEPCM project staffs to put their continuous efforts to make this booklet. And also thank PAPRI management to provide all necessary supports to the project staffs to realize their efforts.

内山智子

Tomoko UCHIYAMA  
Country Director  
SHAPLA NEER Bangladesh Office

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## Acronyms

AUEO	Assistant Upazila Education Officer
CEPCM	Children Education Program through Community Mobilization
COT	Community Organizer cum Trainer
GO	Government Organization
GPS	Government Primary School
NGO	Non Government Organization
PAPRI	Poverty Alleviation through Participatory Rural Initiatives
PEC	Primary Education Completion
SDG	Sustainable Development Goal
SMC	School Management Committee
SN	SHAPLA NEER
UEO	Upazila Education Officer
UP	Union Parishad

## Background of CEPCM Project

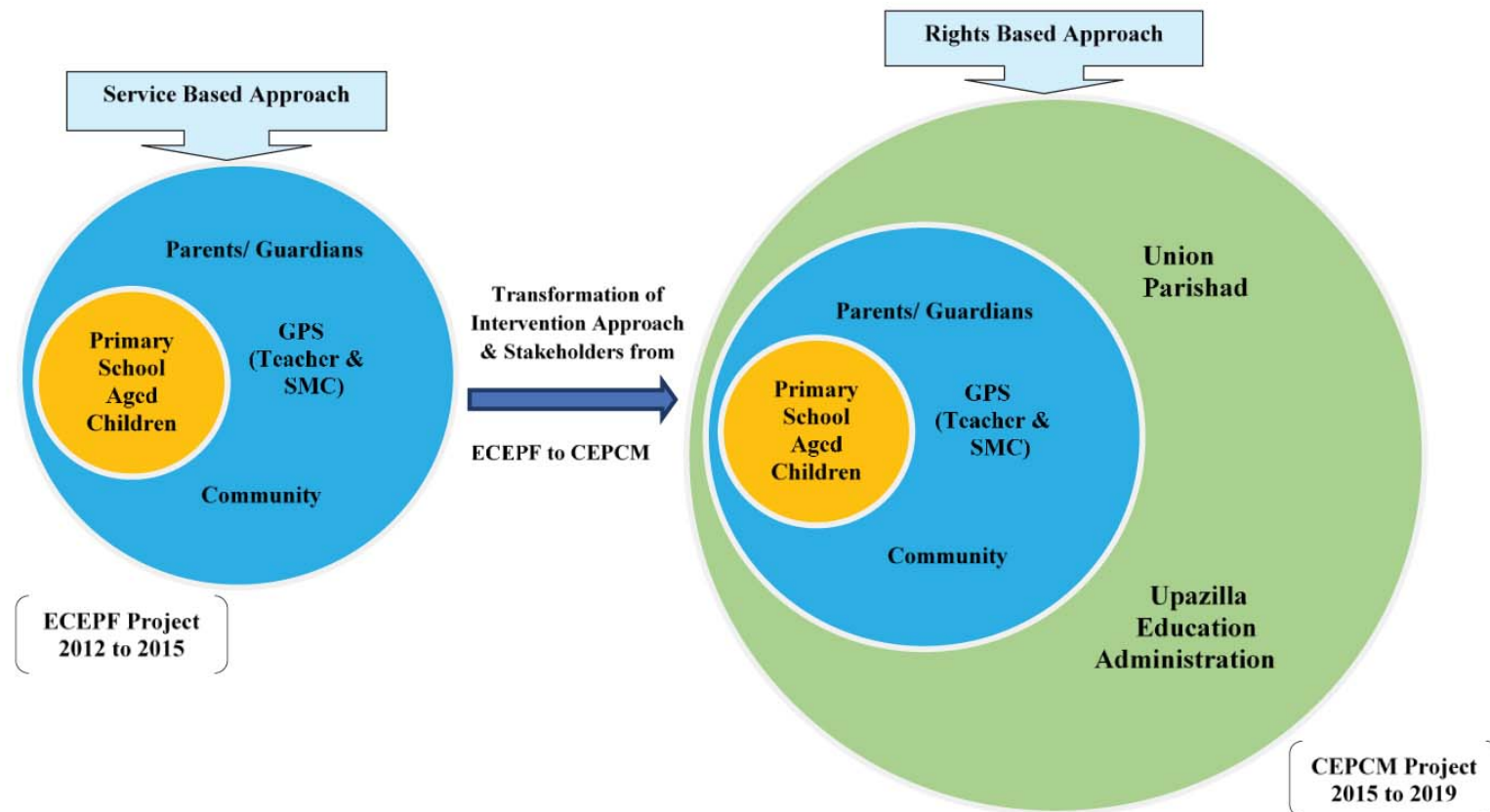
PAPRI has been implementing on the child education program since 2006 and towering its extensive activities at char area (Bashgari and Mirjarchar Union) for nine years under three different projects aiming to enroll all children in primary education through providing tuition and education material support focusing on the children especially those are from poor and ultra-poor families. Meanwhile, PAPRI has got experience working with School Management Committee (SMC), guardians, community under the previous project for consecutive 3 years named **Enhance Children Education of Poor Families at Char area (ECEPF)** and has made evaluation recommendation signifying the SMC as the most important stakeholder in promotion of primary education in char area and playing a vital role in promoting primary education as SMC leads as a rooted in the community having certain degree of power over school management and access to other relevant stakeholders such as guardians, local elites and local government.

Bashgari & Mirjapur union experience hailed up only direct support are not sufficient for the children in schooling where it also requires support to activate SMC, UP and other relevant stakeholders. Apart from this, it is revealed that there are paucity of proper initiatives among SMC, local government institution, teacher and personnel's of education department. Again, project evaluation insisted that respective stakeholders need to be more active to flourishing the child education at char area. PAPRI took it as learning for further initiatives.

Later on, PAPRI came to learn about Paratoly union where situation of school aged children was showing less caring not only by their community also their parents as well as school management committee. Less conscious of education among the community people have made problem of school enrollment. A lot of school aged children are not listed in child survey conducted by school. Parents are not aware on their child education. Every school had SMC showing less attention in school activities. As a result, schools were showing less functioning in term with children survey, enrollment, and co-curriculum activities etc. These situations are created due to government primary school, community people's role and guardian's participation showing less attention on children education where government education department pay less attention to char area schools.

Under these circumstances, it has shown imperative to take some initiatives in order to develop SMC capacity, guardian's awareness and community people's participation. Also, it requires to bring all relevant stakeholders under one umbrella including local government institution and department of upazila education administration.

To this end by bringing a conducive environment for char children **PAPRI** launched **Children Education Program through Community Mobilization (CEPCM)** at char area under Narsingdi district in 2015 addressing the Goal-'All Targeted Children are under the primary education without repetition' at char area (Paratoly Union) under Narsingdi district.



## At a Glance: CEPCM Project

S.No.	Area of Concern	Baseline Status on 2015-2016	Present Status on 2018-2019
01	Enrollment of 6-10 years children who never enrolled in any primary education institution	Project found 313 non-enrolled children in project area	91% (285) of those children has been enrolled in different primary education institutions
02	Enrollment rate in Class 1 at 12 GPS	Enrollment rate was 76%	Enrollment rate is 99%
03	SMC members know their roles & responsibilities and participate in school activities	Only 23% SMC members knew their roles & responsibilities and 31% participated in school activities	Now, 100% SMC members know their roles & responsibilities and participated in school activities
04	Students group forming for national anthem singing and oath recitation at 12 GPSs	There was NO such a group at any GPS	All 12 GPSs now has own student group consisting 8 students for national anthem singing and oath recitation
05	Sample Attendance Rate in 12 GPSs	Sample Attendance Rate was 68%	Sample attendance rate is 75%
06	Birth Reg. Certificate collection rate for Class 1 students at 12 GPSs	Birth Reg. Certificate collection rate was 57%	Birth Reg. Certificate collection rate is 95%

## At a Glance: CEPCM Project

S.No.	Area of Concern	Baseline Status on 2015-2016	Present Status on 2018-2019
07	Pass rate of Class 1 to 5 students at 12 GPSs (passed students compared to appeared students in exam.)	Pass rate was 84%	Pass rate is 91%
08	Promotion rate of Class 1 to 5 students at 12 GPSs (passed students compared to total students of classes)	Promotion rate was 70%	Promotion rate is 77%
09	Re-petition rate in 12 GPSs	Re-petition rate was 9%	Re-petition rate is 5%
10	Re-admission of Drop-out students	Project found 243 drop out students in 12 GPSs	72% (175) of those students has been re-admitted in different primary education institutions
11	Drop-out rate in 12 GPSs	Drop-out rate was 13%	Drop-out rate is 11%

## Major Issues and Outcomes through CEPCM Project

Various initiatives have been taken through CEPCM project to support primary education for children at Paratoly Char Union. These initiatives bring many positive outcomes, as well as, necessary experiences and learning for future development of primary education in char area's perspective.

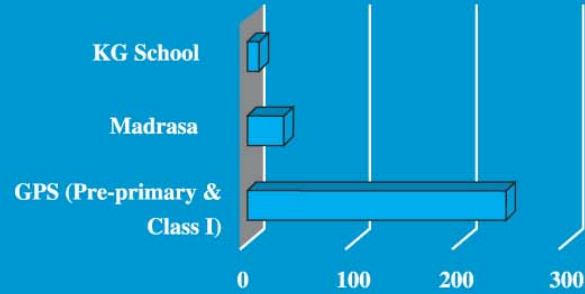
### (i) Enrollment of Primary School Aged Children

From the very beginning, CEPCM project intended to assist GPS to increase the enrollment of primary school aged children. During baseline information collection of CEPCM project in 2015, 313 primary school aged (6+ to 10 years) children were found who were not enrolled for primary education till then. **Through project initiatives, 91% (285) of these never enrolled children admitted in different primary education institutions at pre-primary and Class 1 in 2016, among them 65% (186) admitted at targeted 12 GPSs.** Besides this, project staffs motivated guardians and community people of Paratoly Union to send their children in nearby GPSs, as well as, every year, besides GPSs, project staffs also collected primary school aged children data from targeted 12 GPSs' catchment areas and share it with GPS teachers and SMC members. As a result, **enrollment rate of primary school aged children in Class 1 at GPSs in project area has been increased significantly.**

**"Admission in school has been increased as PAPRI staffs visit door to door at the community and motivate guardians."**

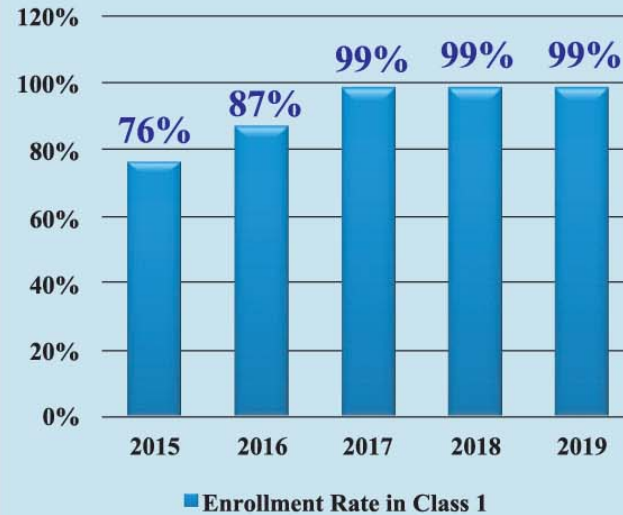
*- Mr. Yusuf Miah, Ex. UP member and SMC member of Sonabalua GPS*

**First Time Admission of 285  
Never Enrolled Children in 2016**



	GPS (Pre-primary & Class I)	Madrasa	KG School
Series1	243	35	7

**Enrollment Rate in Class 1**



**Year wise Number of  
Enrolled Students at  
12 GPSs in Paratoly  
Union-**

2015- 999 out of 1312  
2016- 965 out of 1110,  
2017- 844 out of 850,  
2018- 754 out of 762,  
2019- 756 out of 767

**(ii) Capacity Building of School Management Committee (SMC)**

SMC is one of the key stakeholders in primary education system. Most of the SMC members are selected from nearby local community. They possess great capacity to make a bridge between school and local community. CEPCM project concentrated on this point and started to assist targeted GPSs at Paratoly char for capacity building of SMC through various initiatives during its project period. From the beginning, project staffs maintained regular communication with SMC members of all 12 GPSs at Paratoly. Project found many SMC members had very poor knowledge and skill regarding their roles and responsibilities as part of school management. Initially, project arranged exposure visit for a group of Paratoly SMC members at Bashgari GPS where PAPRI had their previous

education project. During that visit, SMC members of Bashgari GPS shared their knowledge, experiences and learnings with SMC representatives of Paratoly Union. Besides this, project also took initiatives to assist GPS and boost up capacity of SMC members.



SMC member of Bashgari Digholiakandi shared his experiences with SMC Representatives of Paratoly Union during Exposure Visit

**“We learnt many things from project and now we are able to monitor school and can share our ideas with school teachers for school development activity.”**

**- Mr. Shafiqul Islam, SMC member of Singrapur GPS**

During project period, project assisted targeted 12 GPSs at Paratoly Union to arrange 120 SMC meetings where project staffs were also present. Through these meetings, project staffs motivated less active SMC members to participate in school activities, as well as, provided technical support to SMC members to make them understand formal rules and regulations, roles and responsibilities and meeting conduction procedure as per need. Besides this, project also initiated a unique idea of arranging Central SMC Meeting where selected SMC members of targeted 12



GPSs gathered and shared their own experiences, learning and challenges with other SMC members of Paratoly Union. It also inspired SMCs to do good practices in their schools.



Project staffs participated in a SMC meeting at Alinagar GPS



SMC Representatives took part in Central SMC Meeting organized by CEPCM Project

As SMC have been skilled regarding school management, now SMC members are very much engaged with various development initiatives for their own GPSs and participated financial and non-financial activities of schools along with school teachers. They also sometimes visit irregular/ repeater/ drop out students' home and try to motivate them for schooling and encouraged their parents to send or readmit their children in GPSs. in some cases, SMCs provide exam fees or education materials to those children whose family cannot bear children education expenses. **Thanks to the project, as a result, where during baseline information collection period only 23% SMC members knew their roles & responsibilities and 31% participated in school activities, now 100% SMC members know their roles & responsibilities and participated in school activities.**

### (iii) Promoting Co-curricular Activities

Before project intervention at Paratoly Union, there was very less co-curricular activities in GPSs for the students. CEPCM project took this issue seriously and provided financial and technical support to the 12 targeted GPSs for promoting co-curricular activities in schools. Annual sports and cultural sports for the students has been organized very gorgeously by collective efforts of school teachers, SMC members, local community people and project during project period. **Project not only provided financial support to these sports and cultural program, but also motivated SMC members, UP members and local community people to actively support GPSs in this regard.**



Students participated in Annual Sports program at 82 no. Kacharikandi GPS



A group of Prize Winning students of 77 no. Paratoly GPS in Annual Sports & Cultural Program with Project Manager

Besides organizing Annual Sports and Cultural Program for students, all 12 GPSs formed a group for national anthem singing and oath recitation in schools as per suggestion and motivation of CEPCM project staffs. School teachers guided and monitored them. **Project also contributed to assist GPSs to celebrate International Literacy Day at Paratoly Union through Rally and Discussion Session.** Students, teachers, SMC members and local community people participated in day observation programs very enthusiastically. These initiatives have been highly appreciated by school authorities, local community people, Upazila Education Department and Local Govt. Administrations.



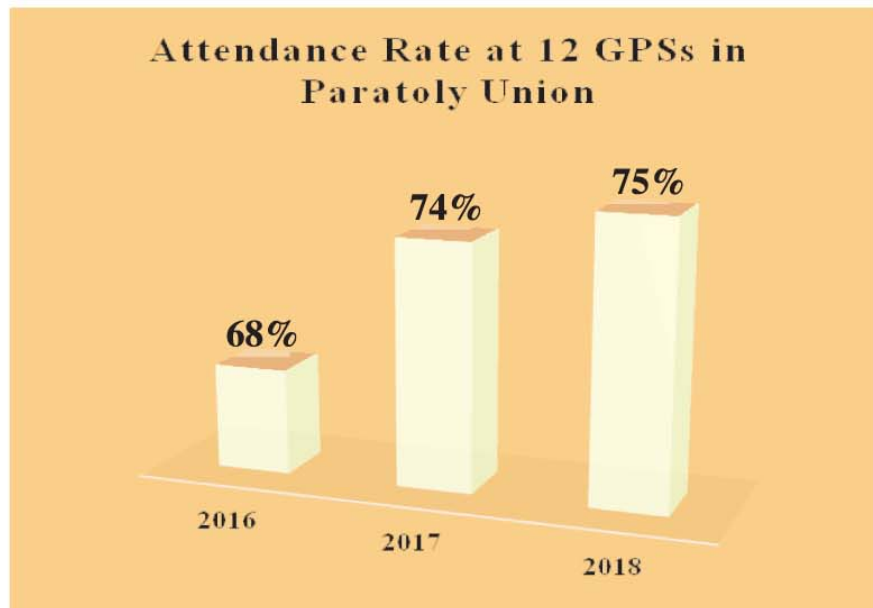
Student Group for National Anthem singing and Oath Recitation performed in Annual Sports program at 82 no. Kacharikandi GPS



Rally of students and teachers of Azizpur GPS for the first time to observe International Literacy Day

#### (iv) Home visit

During intervention period, project staffs always tried to assist GPS through home visit of drop out and at-risk students (repeaters and irregular students). Project staffs collected list of drop out students, repeaters and irregular students' information from GPS teachers. Project also organized 121 meetings with school teachers during project period. Project staffs visited drop out students, repeaters and irregular students' home, found out the reasons and tried to motivate those students and their parents as they can continue their primary education. After knowing the reasons, project staffs also shared it with school teachers and SMC members, so that they could take necessary steps when necessary. **Especially, for the irregular students, project staffs continued their home visit all over the year. As a result, students' attendance rate at GPSs (directly counted by project staffs- monthly sample basis) in Paratoly Union has been increased during project period.**



One at-risk student's home visit by project staffs to find out reason and motivate for regular schooling at Sonabalua GPS village

### (v) Awareness Raising in Community

To raise awareness on primary education, project staff kept a sound communication with local community through organizing different awareness meeting with community people, such as- project arranged 54 village meeting and 119 group discussion meeting during its intervention period. Besides this, project staffs also continued one-to-one communication with local elite persons who has good influence in society. Through these initiatives, **project staffs interacted with parents, guardians and community people and motivated them to admit/ re-admit/ send their children at GPSs. Project staffs also motivated the parents to ensure a good environment at home too, so that students got chance to practice her/ his lessons at home.**



Sharing with community people by project staff during community visit in Singrapur village

"PAPRI's project was necessary for our char area. By the cooperation of project, we have improved children attendance in each class; appear rate in examination, organizing mother meeting, SMC meeting and organizing annual sports at school. We identified the irregular students and given that information to project, they visited door to door, motivated guardians and also participated in the school programs where they convinced all stakeholders in the community to involve in school activity. SMC awareness, responsibilities, teachers initiatives, guardian's communication to schools have been increased by the project support."

- Mr. Ismail Hossain, Head Teacher, Madhyanagar Uttarpara GPS

## (vi) Community Participation in GPS Activities

Previously, in Paratoly Union, school visit by guardians and community people were unusual. Project identified this problem and by the motivation of project staffs, guardians and community people were encouraged to visit GPSs and shared with school teachers about their children's study progress. On the other hand, project assisted GPSs to organize mothers' meeting at schools, so that teachers could share their opinion and suggested students' guardians easily and mothers also got chance to follow-up her/ his child's education progress directly from teachers. Thus way cooperation between community people and GPS has been increased. **As a result, through project motivation, community people started to contribute both financially and non-financially regarding school activity and development of GPSs by land filling for ensuring students' playground near to GPS, providing community work purpose collecting money for school development, financially supporting in programs and day observations arranged by project- such types of activities were held by the community people during project intervention period all over the project area, i.e. elite persons of Paratoly Union contributed 36,000/- Tk. to 12 GPSs for annual sports and prize giving ceremony purpose in 2019, community people of Azizpur contributed 1,50,000/- Tk. to Azizpur GPS for soil filling in school field and so on.**



Teachers sharing children's progress and giving suggestions in a Mother's Meeting arranged by 78 no. Baluakandi (1) GPS



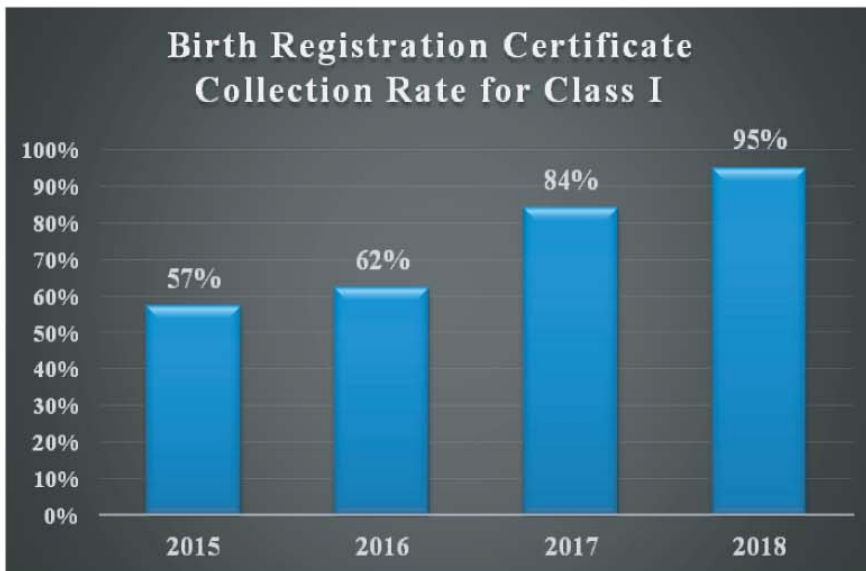
Ex-Teacher of this school motivating mothers in a Mother's Meeting arranged by Madhyanagar Madhyapara GPS

## (vii) Enhanced Cooperation of Union Parishad (UP)

As per Govt. rules, an UP member must be included in SMC of GPS. So, involving UP in school activity is not tough. But it was not regular practice to engage UP in GPS activities at Paratoly Union before CEPCM project intervention. By the effort of project, relation between UP and GPS has been strengthened significantly. From the very beginning, project continuously communicated and shared primary education situation with UP through project inception and sharing meetings, rapport build up and regular communication with UP Chairman and members. **Thanks to the project, participation of UP members in SMC meeting, decision making process and financial or non-financial activities of GPSs has been increased.**



UP Chairman sharing opinion at UP Education and Health Standing Committee Meeting in 2017



**Through project support, an Education and Health Standing Committee was formed at Paratoly UP. 02 formal meetings of UP Education and Health Standing Committee were organized during project time by the support of project where committee members discussed for the present scopes and future plan for the development of GPSs at Paratoly Union.**

As a result, UP has increased its budget allocation for supporting GPSs, i.e. UP allocated some funds to repair school fields for students' usage, provided benches and solar panel to GPSs, etc. Now UP Chairman and members actively participate in annual sports and cultural program, textbook distribution and mother's meeting of GPSs. **By project regular communication and suggestion, UP also support all school aged children at Paratoly Union by providing Birth Registration Certificates in a quick process, especially for those students who enroll for the first time in schools. As a result, Birth Registration Certificate collection rate for Class I students of 12 GPSs has been increased 38% during project period.** Moreover, GPS teachers have found UP as a platform where they can rely for school development besides education department.

### **(viii) Bridging among Major Stakeholders**

**The most significant role of CEPCM project is to make a successful bridge among all major stakeholders responsible for primary education at Paratoly Union.** For the development of children's primary education and GPSs, project took many initiatives to ensure knowledge and experience sharing among Upazila Education Office, Local Govt. (UP) and Community. Project arranged inception meeting in Union, Upazila and District level at the beginning of project intervention where project shared their ideas and activities with Govt. Service Providing Departments and Local Govt. Authorities. Project also arranged project orientation meeting with SMC and teachers of targeted all 12 GPSs where project tried to ensure participation of UP members and representatives from Upazila Education Office. Besides this, **project also arranged many sharing meeting during project years where they tried to make scopes of interaction among SMC members, teachers, UP and Upazila Education Office.**





Project Inception Meeting at District Level



Project Inception Meeting at Upazila Level



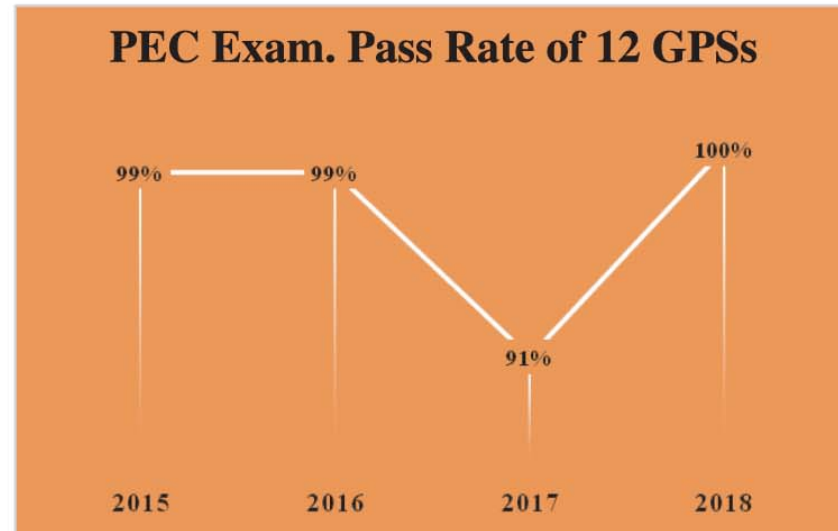
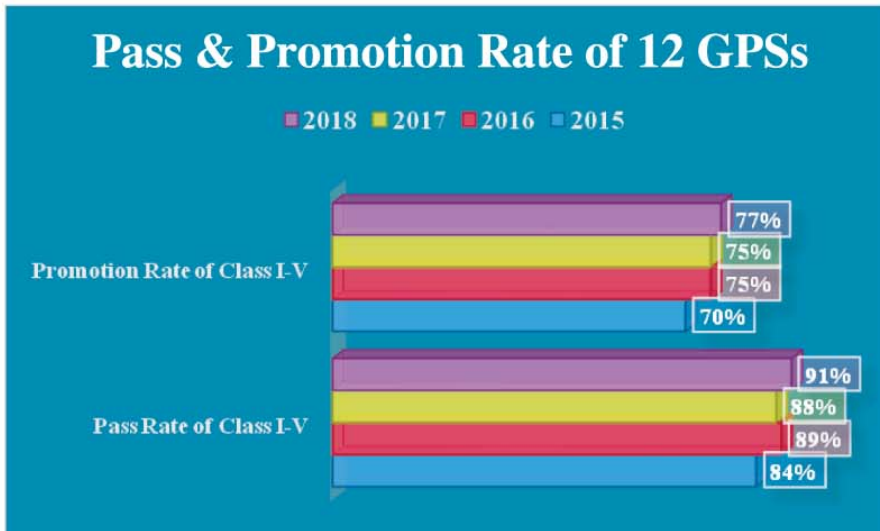
Project Inception Meeting at Union Level



Project Orientation Meeting at Singrapur GPS

**(ix) Impact on promotion, repetition and drop out status**

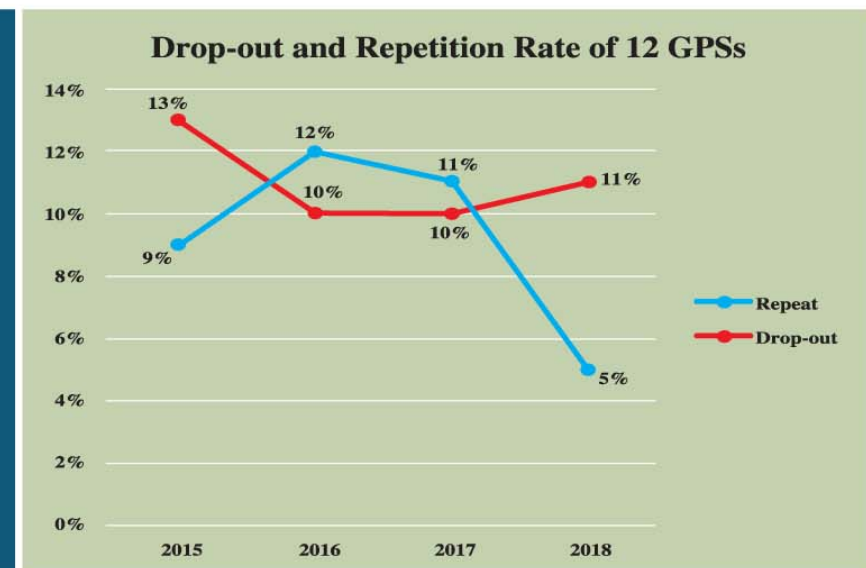
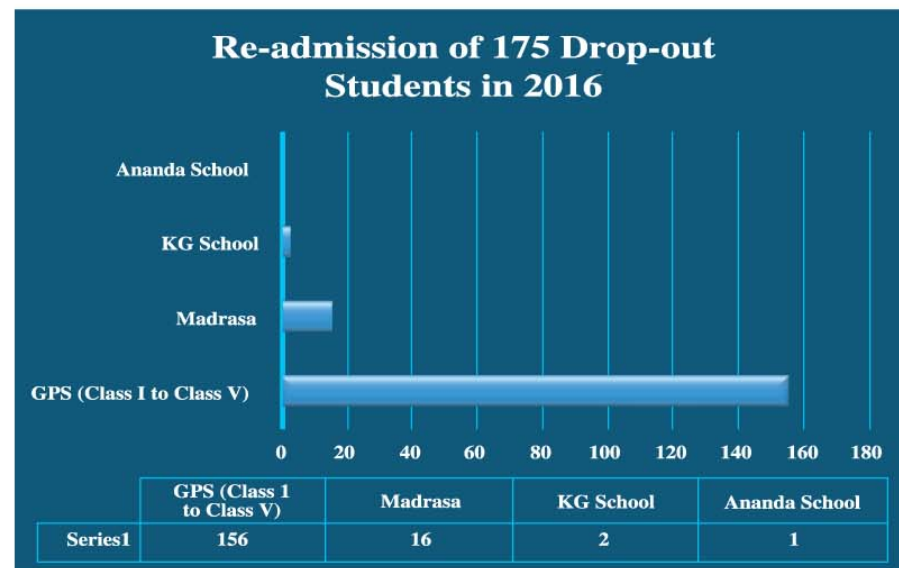
Through various initiatives of CEPCM project, GPSs have been more enjoyable to students and that impact on promotion, repetition and drop-out status of students. Besides teachers, SMC members are now very much caring for students of GPSs. Many SMC members are now communicating with drop out and at-risk students' parents and try to motivate both students and parents to continue primary education, at least pass PEC exam. They try to assist teachers more than that of previous time. They try to contact both with UP and Upazila Education Office in need of GPSs and raise their voice for the benefit of students. Now both teachers and SMC members try to take Para Teacher in schools through collective decision when there is teacher shortage in school. UP also try to accommodate ultra poor students' family under its many safety net programs, so that the family can keep their children in primary education. Community people try to assist school in many aspects to ensure good environment at schools for the students.



Pass rate (compared to appeared students) and promotion rate (compared to total enrolled students) of Class I to Class V students of targeted 12 GPSs at Paratoly Union has been increased 7% from 2015 to 2018. 100% students passed in PEC exam in 2018. In 2017, PEC examination result decreased to 91% because at that year every school had serious teacher shortage.

Upazila Education Office could not allocate necessary teachers in Paratoly Union due to overall teacher shortage in Upazila and sometimes unwillingness of teachers to join and continue in char area schools due to road and communication problem.

When CEPCM project started at Paratoly Union at 2015, 243 students were found at char area who dropped-out from GPSs and quit their education. By the efforts of project staffs, 72% (175) of them re-admitted in different primary level schools and classes in 2016. Though situation of Repetition and Drop-out of students in this 12 GPS has not significantly changed, collective efforts of major stakeholders bring out positive change that can be understood if you watch out the situation at beginning and ending stage of project duration. It shows that in 2018, drop-out rate of Class I to V students was 11% when in 2015, it was 13%. From 2015 to 2016, rate of repeating students were 9%, but from 2018 to 2019, it decreased to 5%. It clearly shows that if the collective efforts GPS, community, UP and Upazila Education Office can be maintained in a good way and support students properly, situation of primary education at char area must be changed gradually.



## Rashed goes to school again



Rashed miah, now he is 13 years old, fathers name is Akbar Hossain, Mothers name is Rina Begum, village- Baluakandi and their home stead was at Mozaffar Munshi bari. Rashed was enrolled in class one at 78 no. Baluakandi GPS in 2014 and he dropped in 2015 when he was in class two. Rashed's position was three out of his two brothers and one sister. His father was a day labor. As family members were 05 and had little income, his father had to face difficulties to bear family expenses. Project staffs listed his name in drop out list. COT Mr. Nazrul Islam communicated in several times with his parents and inspired them to admit him in school. Rashed's father avoided COT's proposal. But the mother of Rashed accepted COT Nazrul opinion and got motivated herself to admit her son again in school.

Then Rashed's mother communicated to school for admission of her son Rashed. But unfortunately, school teacher did not admit her son. Then COT Nazrul Islam advised Rashed's mother to communicate with SMC member Mr. Jahidul Islam. After having communicated to SMC member, Jahidul Islam visited school with Rashed and discussed with the teacher about his admission. Later, school teacher got admission of him in class two in 2016. On the other hand, SMC member Jahidul Islam strongly suggested to Rashed's mother for sending her son to school regularly. Rashed got the new textbook from school. Though, the family was running having with financial crisis although his parents sent him to school. Beside Rashed, his younger brother was also admitted by his mother. Now both brothers go to school. Rashed's mother sometimes goes to school to monitor her children activity. Rashed is regular in school. At present he is in class five.

## Rumi is regular in school now



Rumi, now she is 9 years old girl. She was enrolled in class one at Singrapur Government Primary school in 2017. Her father is Liton miah and mother is Selina begum and they lived in Singrapur serar bari. Rumi had four brothers and one sister. She was in the 2nd position of her brothers and sister. Her father was a little earning person who worked in fishing. Her elder sister had been appeared in PEC examination last year under Singrapur GPS. Parents are not careful to their child, otherwise they face financial crisis to bear family expenses. For that reason Rumi stopped going to school though she got government text book from GPS after admission in 2017. Volunteer Alam mia collected her name and wrote her name in his irregular list. Then project staffs visited her home in a view of discovering the real problem of stopping school. Having asked to her mother about Rumi's schooling, Rumi's mother disclosed the main cause of family that is finance problem.

Resulting of discussion with Rumi's mother on education importance then her mother agreed to send her child in school again. From that time Rumi started for schooling. Rumi never stopped schooling resulting of project staffs supervision. Mention here that, Rumi was absent in the 1st terminal examination. But after regular in school she appeared in 2nd terminal and final examination. Her mother communicated two times in school in the month of December 2017 for taking follow up of her child. PAPRI staffs have known from her mother that Rumi is attentive in studying and schooling. Otherwise Rumi's father also takes care to Rumi. Rumi's mother has given thanks to the CEPCM project staffs for returning Rumi in school. Now Rumi is in class three.

## SMC functioning well in Baluakandi GPS



78 no. Baluakandi Government Primary School was one of the char schools in PAPRI project area. Before the intervention of project, SMC could not find out agenda to discuss in school meeting. They were little knowledge on monitoring class, checking attendance in examination, knowing Pass rate in the examination, teacher's duty, school starting and closing time, day observation, children recreation in school, safe water and hygienic latrine and awareness mothers regarding children study. SMC Chairman Dr. Mr. Sirajul Islam (Suruj miah) was a man of cooperative

and interested in education. By the support of project, all SMC members of this school had been activated to administer school. By the cooperation of project and sharing these issues in the SMC meeting SMC realized their responsibility and started to apply. Project believed that it is possible to develop school if collective efforts can be made. The community responded positively and the stakeholders worked together.

SMC members cooperated with project staffs, participated in SMC meeting and through these activities they realized how they should manage school. SMC member Mr. Malek miah observed that teachers use mobile phones during class conduction, He shared it and finally teachers stopped to use mobile in class. SMC thought that furniture are needed in school, they collected some table and chair and ensured electricity connection in school by their own initiatives. Newly joined Head teacher accepted warmly the PAPRI's project activities and he cooperated with project staffs. By the new Head teacher assistance, Co-curricular activities were started regular in school. Now school participates in upazila based competition programs like song competition, national anthem singing competition etc. Head teacher made some students group like small doctor group, scout group in the school. SMC appointed 02 Volunteer teachers for regular class holding. By the communication of SMC Chairman, Head teacher and project staffs, UEO and AUEO participated in the annual sports at school in the month of February 2019. UEO committed to give one teacher to school. SMC chairman provided awards to scholarship students in each year and given necessary supports to school. Students and school teachers practiced keeping school with neat and clean. Regular assembly and day observation are being practiced in school. New school building is going to develop, UP chairman committed to provide a solar panel to school. SMC, teachers are lobbying to establish a boundary wall for school. SMC and school teachers committed to make school best at District level.

## Major Learning through CEPCM Project

- If SMC members know the rules and responsibilities of SMC properly and actively take part in financial and non-financial activities of schools, it accelerated the overall development activities of GPSs in favor of their students.
- Experience sharing among SMC members of different GPSs assist GPSs to initiate and promote good practices for ensuring better learning environment in schools for their students.
- Sharing between SMC representatives and UP is very helpful for ensuring more support in favor of GPSs.
- UP fund can be a good source of fund for school development.
- Strong communication and linkage between SMC representatives and UEO/ AUEO help GPSs to raise their needs and voice to the Govt. officials of Education Department in an effective way.
- Financial contribution and participation of SMC members and local community help GPSs to create better opportunities and enthusiasm for their students.
- Guardians and social elite persons can play a role of pressure group for teachers and SMC members to perform their respective roles and responsibilities for the development of GPSs.
- AUEO/ UEO participation in school activity is very much helpful for community mobilization in favor of children education.

## Major Learning through CEPCM Project

- Mothers meeting at GPSs is very effective as teachers and SMC members can share students' progress with their parents and motivate parents to arrange necessary support for their children.
- Meeting with parents of class five students is helpful to ensure all students in PEC examination. Regular assembly at school helps to improve student attendance in school.
- During social conflict, seasonal agricultural work and bad weather, students' attendance is less in school.
- Some students loss their interest to regular schooling because they cannot prepare their study at home.
- In some cases, Teachers are found having tendency to avoid SMC meeting as they have to respect and follow SMC suggestions.



## Challenges Still Exist in Paratoly Char

- Ensuring continuation and completion primary education cycle of all enrolled students.
- Reducing repetition and drop out students from GPS.
- Including all students in DR list.
- Ensuring all DR listed students' participation in PEC examination.
- Ensuring all students appearing in school examination.
- Transport communication for teachers in Char area.
- Char school teachers leaving char despite of teacher shortage in school.
- Teachers been transferred from char school by Govt. order without ensuring substitution.
- Scope of increasing monitoring and supervision visit frequency of AUEO/ UEO along with other relevant stakeholders.
- Home guidance or support for poor family children to prepare lessons of schools.
- Ensuring joyful co-curricular activities for students and providing financial support for it.
- Structural development (i.e. Classroom, playing field etc.) of GPSs for ensuring joyful learning environment for students.

## Recommendation

- Keeping SMC active and centre of collaboration with all relevant stakeholders would be more beneficial for the development of primary education.
- Community ownership and support towards GPS is very much necessary in char area for creating better learning environment for school aged children.
- GO-NGO close collaboration will increase the scopes to sort out problems and solutions for education of char area children with other relevant stakeholders.
- Increasing monitoring and supervision visit frequency of AUEO/ UEO along with other relevant stakeholders in char area GPSs will enhance quality of education in primary level.
- Govt. should develop one/two schools in each cluster as a model school so that other school can replicate them.
- Govt. should support poor families through UP or other local govt. institutions to encourage poor parents/ guardians for ensuring their children's attendance at school.
- Union based education fair may encourage children for schooling.
- Sufficient teacher are needed for char area's schools.
- Govt. may provide support for ensuring easy and quick transport communication for teachers in Char area.
- Innovative and enjoyable co-curriculum activities are needed in each school for keeping students' interest for education.
- Structural development (i.e. Classroom, playing field etc.) of GPSs will promote joyful learning environment for students.
- Char areas school teachers should be appointed in char schools.
- More innovative education projects are required in scattered areas like char.

## Conclusion

Children are considered as a dream of modern Bangladesh and government is doing a lot in this regard by taking different initiatives across the country where it has achieved a lot with some exception. In spite of major achievement there are some space still remaining especially in the remotest untouched char area where it requires extra attention from different corner. Through this project **PAPRI** accumulated some extensive support like SMC workshop, Exposure visit, village meeting, home visit, recognition and sublime local volunteers, advocacy and counseling with UP, education administration etc in subtle ways that ease the total environment congenial and convenient for char children in schooling. So, basis on the moral responsibility **CEPCM** project trying its best portraying its observation and learning's in terms of child education at char area through this booklet. Here it speaks not only mentioned the challenges but also pictured a lot of initiatives are being performed by SMC, teachers, community after getting touch of project interventions where project are being played a platform to create a conducive environment for child education at char area. Project vehemently believes that whatever resources and capacity bearing the school and possess ongoing support from government may ensure the children in schooling if the concern authorities including SMC and UP are playing significantly as there are scopes and possibilities. Here, this booklet mostly speaks all experience in briefly with few ideas in terms with child education at char area which may consider as an imperative measure those are in the field with same interest for the child education. In this regard, PAPRI hopes government primary school and all its relevant stakeholders will take out all initiatives under the surveillance of the concern authority and will address the global initiatives following **SDG-4 Quality Education- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**