

**ROLE OF NGOS IN PRIMARY EDUCATION SPECIAL REFERENCE TODHAKA,
BANGLADESH**

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ABSTRACT

The non-profit private sector for development in Bangladesh is made up of non-governmental organizations (NGOs). Their activation covers a range of development areas and is mostly focused on environmental sustainability. In this study, I attempt to provide answers to all the questions with the goals of identifying the educational needs of schoolchildren in Dhaka, Bangladesh, as well as the services that children provide for them and the performance of the organizational and child settings in addressing those needs.

KEYWORDS: Dhaka, primary education, NGO,

Introduction

Non-governmental Organizations (NGOs) have grown fast in the regional, nationally, and worldwide development arenas as a fundamental service supplier to society's most vulnerable citizens, particularly in the previous two decades. Advice due and awareness raising are important tasks of such groups in terms of promoting social progress. NGOs work in a wide variety of areas, such emergency service, democracy development, conflict mediation, cultural protection, environmental activism, policy recommendations, research, and sharing of information.

A non-legislative association (NGO) is a gathering that capabilities freely of any administration. It is typically non-benefit. NGOs, some of the time called common society associations, are laid out on local area, public, and worldwide levels to serve a social or political objective like a helpful goal or the security of the climate. The variety of NGOs strains any straightforward definition. They incorporate many gatherings and foundations that are altogether or generally free of government and that have fundamentally philanthropic or agreeable as opposed to business goals.

The activities of NGOs have a significant impact on society and have led to social change for the betterment and advancement of society. It has been demonstrated that these organizations' are active around the world and are carrying out their missions to benefit mankind and other noble causes. It is crucial that the organization's staff employees are knowledgeable, motivated, and enthusiastic about carrying out their duties in a responsible manner.

Research Review

A huge size of nongovernmental organization's that various elementary education programmes. Some carry out government programme But others, particularly bigger nongovernmental organisations, do not.

In Dhaka, research on the function of non-governmental organizations (NGOs) has concentrated in the article named the study, which attempts provide an overview of the difficulties and opportunities of basic education in the country. In during five-year period of primary school (ages six to ten), children learn the fundamental skills of literacy and writing, as well as understanding and math, which prepare children for the universe of job and thus further schooling. To meet the process that ensures, universal primary education is required. Bangladesh is a party the United Nations Convention," being of elementary education is required to meet its obligation to the global community. In this essay, we will discuss We need to learn about the history, issues, & future possibilities of elementary schooling in Bangladesh.

Alam and RabAbdur M. (1991) attempted to examine why pupils in the run perform contrast to

students in formal schools. ii) How are the elements influencing learners' learning performance in this system? Informal and non - formal pupils outperformed formal school kids, while female students outperformed their male peers. The profession and income levels of parents also weren't find too substantially connected with reading accomplishment of pupils, they did impact the learning level of achievement of formal school pupils.

Chowdhury et al. (1999) early education excellence, among other aspects, in their paper Hope without misery condition of basic in Bangladesh 1999. To acquire the data, a multiblock sampling approach was used. Later, random sampling systematically was used with a probability proportionate to size. To evaluate data, several statistical approaches such as correlation and regression analysis were used. According to the report, just 29.6% of people met the minimal level of basic education. Boys outperformed girls, with percentages of 31.3 and 27.9, respectively. There was also a meaningful scientifically significant variation in the effectiveness of rural and urban youngster.

Hossain, Nath & Choudhury (2002) according to his paper titled "Sociocultural effect of BRAC2 institutions." BRAC created the NFPE programmer for children who did not have access to education and had left out. It was intended that NFPE might assist people in actively participating in their personal employment creation by strengthening their language, mathematics, and necessary life qualities

Reasons for the fast expansion of non-governmental organizations in Dhaka, Bangladesh

Despite a scarcity of funds and experience, the government of Bangladesh is voluntarily giving products and services from government departments to his people. However, the services were not successful owing to corruption, political favoritism, and a poor managerial structure. Aside from that, the Gov. has been unable to provide enough services due to the country's fast population increase. Furthermore, the state places a greater emphasis on developing macro-level facilities such as highways, hospitals, schools, and bridges. As a result, it is extremely difficult for the government to provide welfare care at the grass roots. NGOs, on the other hand, can readily contact the grassroots people to provide services. As a result, foreign donor agencies prefer NGOs to distribute funds in the field of finance.

Primary Education in Bangladesh

While secondary education lasts four years, primary school lasts 8 years. Public exams are given at the end of every level of higher schooling, which is separated into a lower level and a higher level. The Ministry of Elementary and Mass Education (MOPME), established as a Ministry in 1992, is in charge of managing primary education on an overall basis. While MOPME is engaged in the design of policies, the Directorate of Primary Education (DPE), which is led by such a Director General, is in charge of carrying them out. The management and oversight of elementary education are primarily the responsibility of the Directorate of Primary Education (DPE) and its subordinate offices in the district and upazila. Recruitment, posting, and transfer of teachers and other personnel are among their duties. They are also in charge of organizing in-service training for instructors, distributing inexpensive books, and supervising schools. Development, maintenance, and furnishing of schools are the DPE's responsibilities, which are carried out by the Local Government Engineering Department (LGED).

What is Bangladesh's educational challenge?

The most serious problem in Bangladesh's quality education is a lack of quality.

Overcrowding and insufficiently qualified teachers have resulted in high school dropouts at the elementary and secondary levels. In reality, whereas primary enrolment is 98%, it declines dramatically to 22% at the secondary level.

Such as natural catastrophes, child labour, familial income, infirmity, gender abuse Underage marriage, and inadequate sanitation, can limit safe access to school.

Poor nutrition, poor health, inadequate sanitation, and a shortage of safe, safe drinking water - few

medical services are available. Low education level (as low as 58.5% for women) with inadequate school availability Cost of tuition are not a concern for disadvantaged families; a lack of understanding of the value of schooling in this region of Bangladesh means that several kids are employed like day laborers with their families.

STATEMENT OF THE PROBLEM

Contributions of NGOs towards primary education with special reference Dhaka, Bangladesh.

THE STUDY'S OBJECTIVES

The fundamental goal of this work endeavor is to go and investigate the core of the difficulties and weaknesses in Bangladesh's primary education system, and therefore to analyses, assess, and illustrate their future and possibility.

Furthermore, the following aims of this study may be present: Identify and explain main difficulties and restrictions in educational growth, as well as elements connected to the problems; talk about the current state, regulatory frameworks, and recent developments in Bangladesh's school system; and Summarize and non-governmental reactions to problems.

NAME OF THE NGOS WORKING FOR CHILDER PRIMARY EDUCATION

NAME	EST YEAR
BRAC	1972
CARE Bangladesh	1949
Ek Ronga Ek Ghuri	2008
Academy for Educational Development	1978
Education and Development Foundation	1999

FRAME WORK

The study's final framework is to look into the influence of non-governmental organizations' (NGOs) in elementary schools in Dhaka, Bangladesh. The particular goals are also to learn about the changes that occur as a result of NGOs' engagement in basic learning programmers. Both comparison and descriptive methodologies were employed to achieve the study goals. Facial landmark interviews first from survey method were used to acquire actual research. This structure of the study's investigative activity was been established with the function of NGOs in elementary schooling in Dhaka in mind. The investigator attempted to discover, in the context, the aims of identifying the function of NGOs in early schools, knowing the engagement of NGOs in early education activities in Dhaka.

1.1 How did you start the NGO?

By asking this question they answer that they were involved with different volunteering activities regarding child rights, that's how the ngo came to be

1.2 Where from your NGO is being funded?

When the researcher questioned about where from the ngo is funded then almost all ngos reply,

- Local and international Fund
- organizing funding programmers and activities.

1.3 What objectives and goals does this Organization have in regards to improving the standard of basic school?

Below are the common goals to which each NGO has responded:

- By implementing contemporary teaching methods;
- Offering appropriate educational opportunities and facilities for cutting-edge learning in remote locations.
- Offering the village youngsters a high-quality education in accordance with the demands of the day.
- Holding awareness campaigns in communities and schools to educate parents on the value of

education.

- Employing skilled and diplomatic instructors to give students in remote schools a higher standard of instruction.

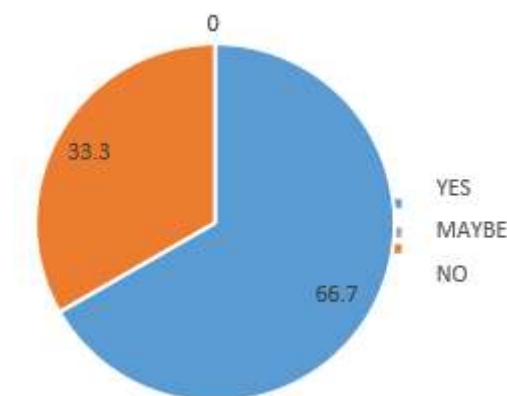
1.4 What more money you've so far gathered towards the improvement of early schools?

They exclusively solicit money from their membership to support their events and projects; they never request money from the government, roughly 14/15 lakhs.

1.5 What achievements has your organisation made even further to the field of early education?

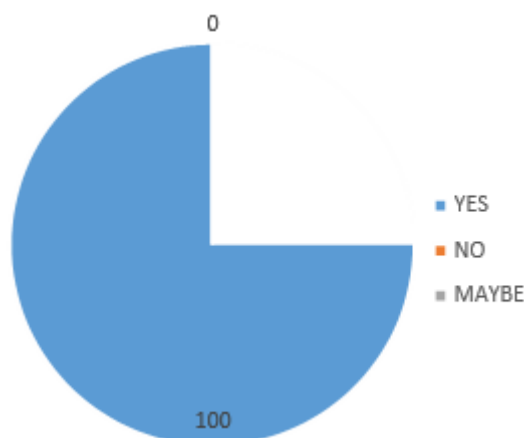
The majority of Charities contributed massively by building or upgrading the various school Bookstore so that the children would have access to high quality literature, according to an analysis of all the comments that the NGOs have supplied. Most NGOs have donated various stationery items, including pencils, pens, books, copies, cardstock knapsacks, shoes, and outfits for the kids. Families who are unable to afford to take their kids to school may be inspired by seeing their kids in class.

1.6 Do you think that NGOs may be a vehicle for ensuring that almost all kids attend academy?



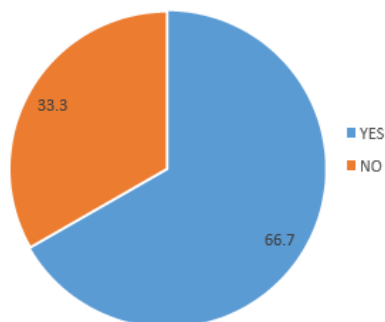
According to the pie chart above, 66.7% of NGO Members answered "YES" to this question, 33.3% said "MAYBE" and 0% said "NO." NGO Members so unanimously concur on the point that: "NGO's can be a tool to get all kids in school," says the statement.

1.7 Do you think significant efforts are being made by the government to enhance early education?



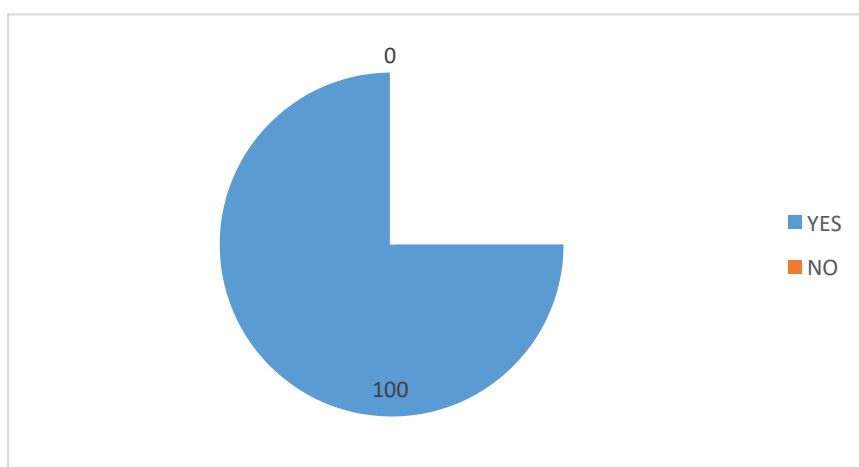
When the researcher questioned about the government effort for the primary education 100% of respondents said that they are agreed on that the government is making efforts.

1.8 Have your NGO been ever funded by the Government?



When the researcher questioned participants about had there NGO ever funded by the government then 66.7% said YES and 33.3% said NO.

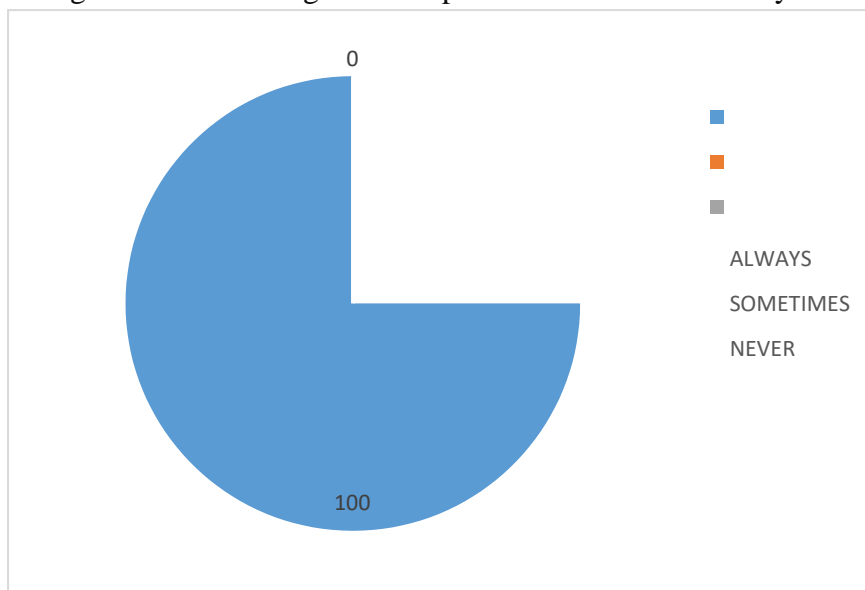
1.9 Have your Since when has an Organisation been partnering with the government to boost elementary school?



When asked that had their NGO been working in collaboration with the Government for providing better education in Primary sector 100% respond YES.

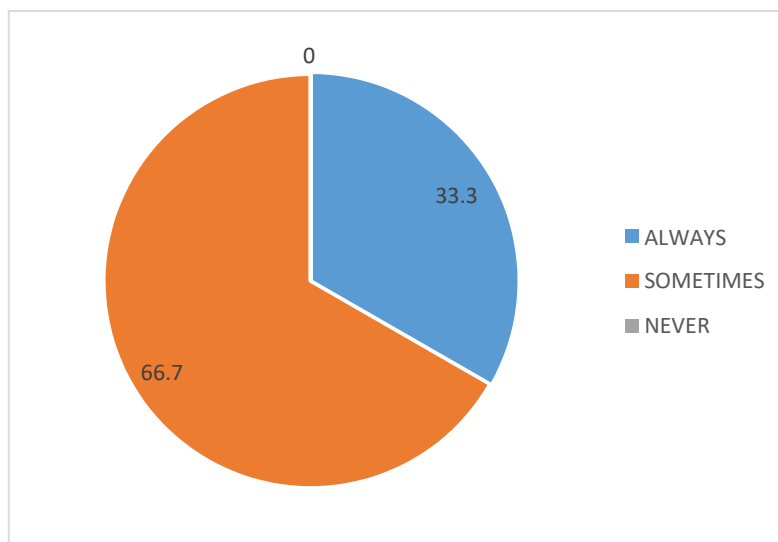
1.10 Does your organization give the financed institutions access to a variety of essential items such books, photocopies, pens, and notebooks?

By asking about do their organization provide different stationary facilities like book, copies, pen,



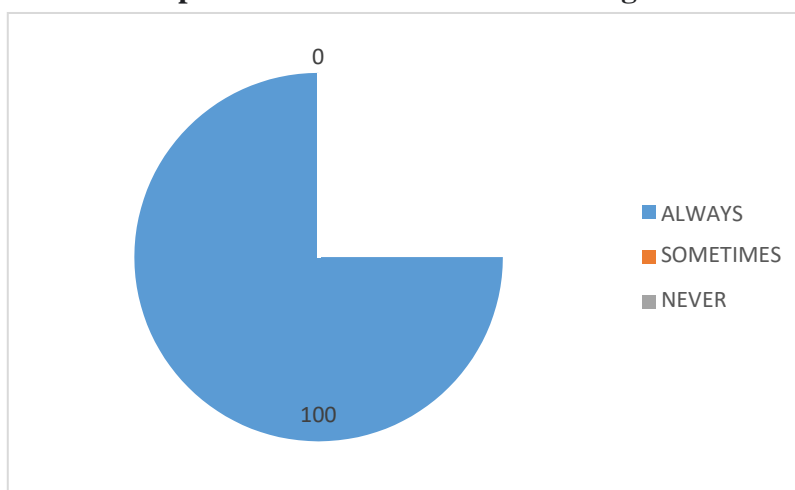
pencils etc to the funded schools 100% responded ALWAYS, 0% SOMETIMES, 0% NEVER.

1.11 Does your organization provide the funding schools access to facilities for midday meals?



When the questioned asked to them that their organization provide mid-day meal facilities to the funding schools 66.7% responded SOMETIMES, 33.3% ALWAYS and 0% NEVER.

1.11 Does your organization provide the financing school access to different social change and social, such as those that promote sanitation and wellbeing?



Above pie chart 100% respondent ALWAYS, 0% SOMETIMES.0% NEVER for providing various awareness programs such as health and hygiene awareness programs etc. to the funding school.

LIMITATION OF THE STUDY

The goal of the current study is to better understand how NGOs contribute to elementary education. The investigation has to be restricted to only a few topics due to various limitations and shortages.

- On the internet, there were various names of NGOs, although most of the NGOs when Calls made and attempts to reach them were completely irrelevant and out of date.
- Since it was difficult to meet with some NGO members to gather comments, information was obtained through emails.

CONCLUSION

Each and every person should place a high priority on their primary education because it serves as the cornerstone for all subsequent educational endeavors. Every child will eventually receive free and obligatory education, but there are still some ambiguous gaps that must be filled. Due to those NGO's actively working for the cause of providing high-quality education, filling all those gaps that the various government initiatives could not achieve in the procedure of providing, a remarkable

conversion can be observed. The very formation of the NGO's is the failure of the state to just provide top notch education to the youngsters improved instruction in specific subjects. The investigator has learnt and seen new things by conducting this research on the issue of NGO contributions to primary education, including how a few little changes can result in significant advancements.

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