

Formative Evaluation Study of School Readiness Programme in Chittagong Hill Tracts Districts

**Final Report
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EXECUTIVE SUMMARY

1 Introduction

The Formative Evaluation of the school readiness programme in the Chittagong Hill Tracts (CHT) districts was carried out to assess how the programme is being implemented, employing its strategies and using the supports/assistance provided to it, to achieve its stated goals. Data for the assessment were collected through Classroom Observations at the sampled Para-centres and through in-depth interviews with the respondents drawn as samples from among people involved in the pre-school component of the ICDP.

1.1 A brief description of school readiness programme

Chittagong Hill Tract Development Board (CHTDB) with financial support from UNICEF has been implementing the Integrated Community Development Project (ICDP) since 1996. The Para Centre covering on an average 30 families is the main service delivery outlet of ICDP. A Para Kendro (Centre) is run by a Para-Worker (PW), a locally recruited part time worker with a minimum of grade VIII academic qualification. More than 95 % of PWs are women. The job description of the PW includes conducting a two hour pre-school six days a week and a wide range of community activities including promotion of immunization of children, ensuring that each house has a sanitary latrine, every family is able to manage diarrhea and ARI, and educating mothers on breastfeeding, consumption of iodized salt and child nutrition among others.

A Para Kendro has a management committee to guide and oversee its activities. The committee consists of members drawn from people resident in the concerned para. For every 10 Para Kendros, there is an organizer to supervise and monitor the Para Workers' activities. Besides the organizers, ICPD has 14 trainers to impart basic/refresher training to Para Workers on pre-school teaching at the Para Kendro.

School readiness (Pre-school) is one of the main components of ICDP. The objective of pre-school is to expose "children of 3-6 years age group.... to participate in learning activities appropriate for them". It is expected that through this exposure children will acquire basic competencies that would help them cope with the new environment better when they graduate to primary schools.

The present modified phase of pre-school component introduced in 2003 covers 885 Para Kendros in 9 upazilas of the three CHT districts, Rangamati, Bandarban and Khagrachari. It follows an earlier attempt to run a one-year course covering 2220 Para Kendros aimed at achieving the defined objectives using the Multiple Ways of Teaching and Learning (MWTL) method and materials. It is expected that through the modified pre-school system it would be possible to overcome some of the limitations experienced in the application of the earlier initiative for achieving learner achievements/competencies by the children.

As per modified package, three types of lessons are taught in pre-school, one type for 3-5 years old children, one type for 5-6 years old children, and one type for all children

regardless of their age. The lessons taught for all children and those for children in a specific age group are listed below.

For all children:

- Rhymes
- Songs

3-4 years old children:

- Pre-reading: Sound practice (phoneme), picture reading, assembling different parts of a picture, playing with various materials
- Pre-writing: Drawing as one likes, drawing patterns
- Pre-math: Idea on (a) right & left, (b) small & big, (c) inside & outside, (d) up & down, (e) near & far, (f) front & back, (g) middle, (h) long & short, (i) fat & thin, (j) difference with others.

5-6 years old children:

- Bangla letter writing & reading: Drawing as one likes, drawing patterns, letter reading using pictorial letter chart, letter writing using pre designed letter khata, letter writing practice.
- Math: Idea on (a) right & left, (b) small & big, (c) inside & outside, (d) up & down, (e) near & far, (f) front & back, (g) middle, (h) long & short, (i) fat & thin, (j) difference from others, (k) different size & shapes, (l) counting & writing numbers from 1-20, (m) addition not more than 10, (n) deduction not more than 9.

Major, supportive activities undertaken so far for the school readiness (pre-school) component include, among others, the followings: Development of the modified package for the pre-school component, Conducting of a 6-day 'Training of Trainers (TOT)' on the modified package, Conducting of a 7-day 'Training of Para Workers' for 885 Para Kendros, Supplying of Materials to Para Kendros for use by the Para Workers and children, and Conducting of a 4-day orientation on supervision and monitoring of pre-school activities at Para Kendras for the District/Upazila/Union level managers of ICDP who supervise Para Workers' tasks, supplying of teaching materials to each Para kendro for use by the Para worker and children. Ongoing, supportive activities include Refresher Training of Para Workers.

1.2 Methodology of assessment

The assessment was carried out collecting data over a sample of 120 Para-centres, with 40 Para centres randomly included from each of the following three Upazilas of the three CHT districts: Sadar Upazila of Rangamati District, Lama Upazila Of Bandarban District and Sadar Upazila Of Khagrachari District. Classroom observations were conducted in each of the sampled 120 Para-centres. In-depth interviews were conducted with all the 120 Para Workers (teachers) of the sampled Para-centres; 238 PCMC members, 110 primary school teachers, 10 trainers, and 9 organizers. In addition, a sample of 515 children, including an average of about 4 children from a sampled centre, was interviewed to evaluate their learning progress.

Fieldwork for data collection was carried out during the period from 17 April 2005 to 18 May 2005, by deploying 5 interviewing teams. A team consisted of one supervisor and two interviewers. The interviewers and supervisors were given one week training on the study methodology and the questionnaires, from 6 April 2005 to 13 April 2005. Data were collected using the following assessment tools.

- Questionnaire for Para-workers
- Questionnaire for PCMC Members
- Questionnaire for primary school teachers
- Questionnaire for Trainer
- Questionnaire for Organizers
- Check List for classroom observations
- Check List for examining children

Subsequent presentations contain the major findings from the study

2 Para-centres and Para-workers

A wide range of information was collected pertaining to Para-centres and Para-workers, conducting in-depth interviews with the sample of Para-workers and through the observations of facilities and activities at their Para-centres.

2.1 Physical characteristics of Para-centres

As observed in the survey, Para-centre houses usually were built with tin roofs, bamboo walls and earth floors. Para-centre houses were generally in good or moderately good conditions. Three fourths of Para-centres in the sample were situated in a safe and secure place and another 23 percent situated in a moderately safe and secure place. But, the percentage of Para-centres situated in a safe and secure place was only 53 percent in Rangamati, compared to 75 percent in Bandarban and 95 percent in Khagrachari. Conditions of roads to Para-centre were noted as good for 49 percent of Para-centres and moderately good for another 40 percent. Thus, some 10 percent of Para-centres in the sample were found to have roads in poor condition, with 10 percent of those in Bandarban and a larger 23 percent in Rangamati. There was no Para-center with poor road condition in Khagrachari.

2.2 Available Water sources and sanitation facilities at Para-centres

Most Para-centres (78 percent) had a tubewell or a ring-well or a super tara-well as a source of drinking water. However, in Rangamati, a large 35 percent of Para-centres used a dug well for drinking water, while it was only 10 percent using a dug well in Khagrachari and 8 percent in Bandarban. Only half (49 percent) of Para-centres in the sample had a latrine, with 38 percent having a pit latrine and 11 percent a pucca latrine.

2.3 Background characteristics of Para-workers

Para-workers in Rangamati and Khagrachari were generally from the tribal communities, mostly from the Chakma community followed by the Tripura community and

the Marma community. But in Bandarban, 80 percent of the Para-workers were from the (non-tribal) Bangali community. By religion, 61 percent of Para-workers were Buddhist, 27 percent Muslim, 9 percent Hindu and 3 percent Christian. Over 70 percent of the Para-workers in the sample were in the age groups from 20 to 34 years, 16 percent in the youngest age group, 15-19 years, and 13 percent in the oldest age groups from 35 to 49 years. Seventy eight percent of Para-workers in the sample were married while 22 percent were never married. Never married Para-workers were much more common in Rangamati than in Khagrachari and Bandarban.

2.4 Education and experience of Para -workers

In the overall sample, 66 percent of Para-workers had an education up to class viii or class ix while only 29 percent had a completed secondary education or above. The proportion of Para-workers with a completed secondary education or above was only 20 percent in Bandarban, compared to 33 percent in Rangamati and 35 percent in Khagrachari.

In the overall sample, over 60 percent of Para-workers reported that they had been working as a Para-worker for 5 years or more, with another 18 percent working for 3-4 years and another 9 percent for less than one year. The proportion of Para-workers working for 5 years or more was highest at 78 percent in Khagrachari, intermediate at 60 percent in Rangamati and lowest at 53 percent in Bandarban.

2.5 Routine common work of Para workers

Types of work the Para-workers most commonly reported to be doing were conducting *child development and pre-school activities* were the most commonly reported work usually carried out by a Para-worker-- reported by more than 9 in 10 Para-workers in every sample upazilas.

Other activities widely carried out by Para-workers were *Motivating women to get immunization vaccines for themselves and their children* (reported by 88 percent of Para-workers), *Administering Vitamin A capsules to the mother of newborn baby* (82 percent), *Organizing PCMC meetings* (80 percent), *Creating awareness of using sanitary latrines* (77 percent), and *Creating awareness of prevention of diarrhea and ARI* (73 percent). Next most widely carried out activities of Para-workers were *disseminating knowledge of child nutrition* (69 percent), and *Encouraging consumption of iodized salt* (64 percent). There were no marked variations in widely carried out usual activities of Para-workers among the sample upazilas.

2.6 Training

Most Para-workers reported having received the following training as a Para-worker: 28-day long core training, training on multiple ways of teaching and learning, and training on administering vitamin A capsules to the mother of new born baby. Nearly 8 in 10 (78 percent) of Para-workers in the sample reported having received the 28-day long core training, nearly 8 in 10 (76 percent) the training on multiple ways of teaching and learning, and more than 7 in 10 (73 percent) the training on administering vitamin A capsules to the mother of new born baby. Next most widely provided trainings were the training on child development and pre-school activities (64 percent) and the training on nutrition (61 percent).

Few Para-workers were found to have received the full course of training. Para-workers' trainings had generally less coverage in Bandarban among the three sample upazilas.

For child development and pre-school activities, almost every Par-worker reported having received the 7-day long training. Also a high 76 percent of Para-workers stated having received the 5-day long training on those activities, with 80 percent of Para-workers in Rangamati and Khagrachari and 73 percent of those in Bandarban. But only 40 percent of Para-workers in the sample reported having received the training on parenting of 0-3 years old children. Para-workers were less likely to have received this training in Khagrachari (28 percent) than in Rangamati (45 percent) and Bandarban (50 percent).

Almost all (97 percent) of the Para-workers in the sample stated that they needed further training. Retraining on child development and pre-school activities was the most sought after training, followed by the training on methods of imparting lessons to the children. Among Para-workers seeking further training, more than 90 percent stated that they needed re-training on child development and pre-school activities while 50 percent stated that they needed the training on methods of imparting lessons to the children. Demand for any other type of training was not as pronounced, sought by less than 30 percent of Para-workers seeking further training.

2.7 Steps Taken to enroll children in Para -centre

When asked what steps the Para-workers took in getting children enrolled and come to a Para-centre, every Para-worker in the sample said that she went to parents of 3-6 years old children, and motivated them to send their children to the Para-centre, describing the purposes and benefits of the child development and pre-school preparedness programme. A large 44 percent of Para-workers also mentioned that they went to children and motivated them to come to the Para-centre. The proportion of Para-workers going to children and motivating them to come to the Para-centre was higher in Rangamati and Bandarban than in Khagrachari. But the reverse was true in case of the proportion for Para-workers going to the village heads, appearing higher in Khagrachari than in the other two upazilas.

2.8 Starting time of Para-centre

Nearly 50 percent of Para-centres in the sample reportedly start in the early morning hours between 6.00 A.M and 7.00 A.M., 17 percent in the late morning between 8.00 A.M. and 10.00 A.M. and 32 percent in the afternoon between 1.00 P.M. and 3.00 P.M. Among the three sample upazilas, the majority of Para-centres in Rangamati and Khagrachari start in the morning hours while the majority of those in Bandarban start in the afternoon hours. However, every Para-worker everywhere reported running the Para-centre for 2 hours every working day.

2.9 Guide Book

Every Para-worker in every upazila in the sample had the guidebook with her and said she followed it in imparting lessons to children. But, when questioned how frequently they followed the guidebook, only 23 percent of Para-workers said they followed it always. The others, comprising the vast majority (77 percent), were found to be occasional users of the guidebook, with 31 percent saying that they followed it sometime and 46 percent saying that they followed it when needed. The proportion of Para-workers always following the

guidebook was however much higher as 50 percent in Bandarban, compared to only 10 percent in each of the other two upazilas. There were no data collected in the current study to examine district-wise differences in the implementation of the school readiness programme. Future studies may investigate the underlying reasons of these differences.

2.10 Number of children

The average number of children enrolled per Para-centre was 17.5 in the total sample, while the figure for a sample upazila was 13.6 for Khagrachari, 14.5 for Rangamati and 17.5 for Bandarban. Fifty six percent of the children were in the 3-5 years age group and 44 percent in the older 5-6 year age group. Higher proportions of younger than older children were noted in every sample upazila. The proportions of boys and girls were almost equal in the older age group. But, there were relatively more girls than boys in the younger age group in every sample upazila. The reasons for why more girls than boys in the younger age group were enrolled were not investigated in the current study.

2.11 Additional supports

For additional supports to carry out the pre-school activities more successfully, 93 percent of Para-workers said that their salary should be raised in order for them to be able to carry out the Para-centre activities more successfully. Next most sought after additional supports were they should be given more materials and they needed more training. There were generally no remarkable variations in seeking of additional supports among the sample upazilas.

Additional materials most commonly sought by Para-workers were dolls (64 percent), kitchen utensils (54 percent) and motor vehicles (53 percent), followed by telephones (45 percent) and balls (44 percent). Para-workers were more likely to ask for additional materials in Rangamati than in the other two upazilas.

2.12 Receipt of Materials

Most Para-workers in the sample had received the materials, in due time, supplied at the start of Para-centre activities. Only 13 percent of the Para-workers reported not having received the first supply in due time. The percentage not receiving the first supply in due time was higher 23 percent in Khagrachari, compared to 13 percent in Bandarban and 5 percent in Rangamati. Most Para-workers did not receive any subsequent supply of materials after the first supply given at the start of Para-centres. Only 28 percent of the Para-workers reported having received a subsequent supply of materials.

2.13 Materials collected/made by Para-workers

Most Para-workers in every sample upazila said that they gathered (teaching) materials locally for their Para-centres. Most commonly gathered materials locally were *leaves* followed by *bamboo canes/sticks* and *seeds*. Almost all the Para-workers in the sample said they made some materials themselves for their Para-centres, such as toys like stoves/kitchen utensils, mangoes/jackfruits/bananas/papayas, etc.

2.14 Method of supply

Most Para-workers preferred that materials for Para-centres be centrally procured/made and then supplied to the centres.

2.15 Preservation of materials

Almirhas/shelves/cupboards/ trunks were used to preserve materials in most Para-centres in the sample-- trunks in 81 percent of Para-centres and almirhas/shelves/cupboards in 70 percent of Para-centres. Sacks also were used to preserve materials in a sizeable 35 percent of Para-centres. Most Para-workers in every sample upazila said they had no problems in preserving materials in their Para-centres.

2.16 Organizer's visits

As reported by Para-workers, most of the Para-centres-89 percent- were visited by the organizer every month; others were visited mostly every two months. Few centres, located mostly in Khagrachari, were visited less often than every two months.

2.17 Meetings

Almost every Para-worker reported holding meetings with the Para Management Committee (PCMC) every month. But when the records of meetings were checked, it was noted that most (78 percent) of the Para-workers in the sample had the last meeting with the PCMC 3- 6 moths ago. Only 20 percent of the Para-workers had the last meeting held less than 3 months ago. Meetings with the PCMC were held more frequently in Rangamati than in the other two sample upazilas.

2.18 Parents' visits

Almost every Para-worker everywhere in the sample stated that parents of children made visits to the Para-centre. Most commonly reported reasons of a parent's visits were she/he wanted to know if her/his child could read, reported by 81 percent of Para-workers. Next most commonly reported reasons were she/he wanted to know if her/his child attended the centre. Some 21 percent of Para-workers mentioned of Parents visiting the centre to check if their child was crying for any reason. Few Parents appeared to be visiting the centre to know about the centre's development. There were no discernible variations in reported reasons of Parents' visits among the sample upazilas.

2.19 Drop out children

Most Para-centres (82 percent) did not have any (enrolled) children dropping out in the year preceding the survey. Only 18 percent of Para-workers reported having children dropping out from their centres in the preceding year. Where children dropped out, it was mostly due to lack of parents' awareness of the importance of pre-school teaching.

2.20 Completion of pre-school course and enrollment in primary school

Five or fewer children per Para-centre were reported to have completed the Para-centre course the last year before the survey in 61 percent of Para-centres, and 6-10 children in another 35 percent of Para-centres. The mean number of children completing the course was 5.0 in the total sample, and 4 in Rangamati, 4.3 in Khagrachari and higher 6.7 in

Bandarban. Among children who had completed the course last year, most (94 percent) were enrolled in a primary school. Only 6 percent in the total sample could not be enrolled. Most (93 percent) of Para-workers in the sample had reportedly tried to get their students enrolled in a primary school. Among the steps taken to get the children enrolled, 75 percent of the Para-workers reported having taken them to primary schools, 69 percent reported having persuaded their parents and 60 percent reported having kept contacts with the primary school teachers. There were little variations in taking these steps by Para-workers among the sample upazilas.

3 Para centre management committee (PCMC)

3.1 Characteristics of President and Members of PCMC

Nearly one-fifth (18 percent) of the president and members of the PCMC have no education, while two-third have the educational level of class V and above; PCMC president/members from Khagrachari are more likely to be educated than the other two districts. Most of them live in the locality where PCMC is located.

3.2 Responsibilities of President and Members of PCMC

The most common responsibility borne by the president and members of the PCMC is to take care of para-centre (74 percent), followed by attending monthly meetings (58 percent), extending overall cooperation for bringing children to Para-centers (55 percent) and supervise the Para-workers' duties (54 percent). Most of the president and members (61 percent) of the PCMC did not receive any training on matters related to para-centre.

3.3 Para Centre Management

Most of the (60 percent) para-centre was established between 1996 and 2001, except Bandarban. About 95 percent of the para-centres have 5-member management committee and majority of them are male. Bandarban shows the higher proportion (33 percent) of female members in the PCMC and Rangamati the lowest (3 percent).

3.4 Dropout of children from para centre

About 90 percent of the respondents reported that there was no dropout in para-centres. Dropout rate is slightly higher in Bandarban than in the other two districts. Lack of awareness of parents (52 percent), followed by long distance of para-centre from house (29 percent), communication problem (24 percent) and temporary migration undertaken by the family to work for Joom cultivation away from home (24 percent) appeared as the main reasons for dropping out of children from para-centres. In bringing back the dropped out children to para-centres, all the respondents (100 percent) stressed upon visiting the households of the dropped out children and convincing their parents to send their children in para-centres.

3.5 Para worker management

PCMC president and members are generally aware of the duties and responsibilities of the para-workers. They were found highly satisfied with the way the para-workers were running the para-centres. More than seventy percent (72 percent) of them consider effective teaching method as the most successful characteristic of a para-worker, followed by good conduct and conformity to social norms (63 percent), regularity in work (44 percent) and eagerness to work (37 percent).

3.6 Attendance of children in para-centre

There is seasonal cause for low attendance of children in Para-centre. Monsoon is the most low attendance season as mentioned by more than 90 percent of the respondents across the three districts. Low attendance in monsoon is mainly due to inclement weather and poor communication, as mentioned by 44 percent and 54 percent of the respondents respectively.

3.7 Characteristics of Community

In Rangamati, waterway (51 percent) is the main mode of communication, followed by concrete road (37 percent). In Khagrachari, main mode of communication is concrete road (53 percent), while in Bandarban, the main mode of communication is path for traveling on foot (71 percent). In Rangamati, agriculture, fishing and business are the main sources of livelihood, while in Khagrachari and Bandarban, agriculture, business and service are the major source of livelihood. Immunization centre is available in most of the locality (88 percent) of the three districts. Immunization centre is less available in Rangamati district. Most of the mothers in the three districts are very much aware of matters related to breastfeeding. The results indicate that the people of the three districts generally use iodized salt. Most of the people in the three districts are using pit latrine. Sanitary condition seems to be poorer in Bandarban. Tube well is the main source of drinking water in Khagrachari and Bandarban, while in Rangamati, ringwell/super tara tubewell and other sources such as lake, pond or river are the main source of drinking water.

4 Primary school teachers

4.1 Profile of primary school teachers

Most of the teachers are aged 30 and above. Among the teachers, 47 percent are from the Buddhist community, followed by 34 percent from the Muslim community, 18 percent from Hindu community and less than one percent from the Christian community. Bandarban shows the higher proportion of Muslim teachers (78 percent) compared to the other two districts. Ethnically 47 percent of the teachers are Chakma, while 46 percent are Bengali and 7 percent are either Tripura or Marma. Bengalee teachers are numerous (94 percent) in Bandarban, while Chakmas are in Rangamati (79 percent) and Khagrachari (58 percent). More than sixty percent (64 percent) of the teachers are either S.S.C. or H.S.C. passed and nearly one-third are graduates. About five percent of the teachers have less than S.S.C. level education and they are from Rangamati and Khagrachari. Teachers from Bandarban are more likely to be higher educated than in the other two districts.

4.2 Knowledge of primary school teachers about a para-centre and its curriculum

Most of the teachers are aware of Para-centre and perceived that Para-centre teaches pre-school lessons, while 56-79 percent reported that Para-centre teaches rhymes, songs and dances. Most of the teachers reported that the program in para-centre include teaching alphabet (72 percent) followed by songs, dances or stories (70 percent) and recitation of rhymes (51 percent).

4.3 Communication with para workers

More than half (57 percent) of the teachers reported that they maintain contact with the para-workers. Nearly 90 percent of the teachers reported that the para-workers used to come to them to get children admitted to primary school. About half of the teachers reported that para-organizers come to them for admitting of children to primary school.

4.4 Performance social and mental development in the children of para-centres

Slightly more than half (53 percent) of the teachers reported that the children coming from para-centre were doing well in their studies compared to the other students in the schools. The rate varies from 41 percent in Bandarban to 71 percent in Rangamati. As regards social behaviour such as courtesy, mixing with classmates, conduct with teachers and working in groups, most of the teachers reported that children coming from para-centres are relatively better than other students.

4.5 Impact of pre-school activities in para centres

Almost all teachers of the selected schools from three districts opined that the formation of pre-school activities through para-centre have positive impact on school readiness program. However, to increase the school enrollment they have suggested taking more care while imparting lessons to children and para-workers should maintain regular contact with the teachers of the primary schools.

5 Trainers

A primary focus in the formative evaluation study was ascertaining the profile of trainers employed to impart training to Para-workers and organizers, their roles and performances in the implementation of child development and pre-school activities. Pertinent data were collected by conducting in-depth interviews with all of the ten trainers engaged in the programme.

5.1 Background data

All the trainers were male. They were in the age range from 31 to 49 years, with 5 of them being below age 40 and the other 5 above age 40. Regarding their education, 6 had an MA degree and another 2 a BA degree. Two trainers were not graduates, with one having an education up to the Higher Secondary Certificate (HSC) level and one having an education up to the Secondary School certificate level. Seven out of the 10 trainers reported working as a trainer for 5 years or more; the remaining 3 trainers were recent recruits recruited two years ago.

5.2 Routine common work

Trainers' most commonly carried out usual activity was 'Teaching Para-workers practically how to conduct the different sessions in the Para-centre'. Their next most commonly carried out activities were 'Discussing the guide book with Para-workers in order to facilitate its use by them' and 'Imparting training to organizers'. Only 3 of the 10 trainers reported teaching Para-workers how to develop materials for para-centres. Also, only 3 trainers reported teaching Para-workers how to use and preserve materials of para-centres.

5.3 Training

Every trainer or almost every trainer reported having received the trainings on: Child development and pre-school activities, multiple ways of teaching and learning (MWTL), Gender issues, Administering of vitamin A capsules to the mother of newborn baby, and Nutrition. Next most commonly received trainings, received by 5-7 of the 10 trainers, were on: Creating of awareness about health issues (Facts for Life), Management, ARI/Diarrhoea, and Child rights/Child care/Child welfare. Only one or two trainers reported having received training on Supervision and monitoring, and Sanitation issues.

For the child development and pre-school activities, 7 trainers reported having received the special training on Child rights/child care/Child welfare, while 5 trainers reported having received the special training on material development provided by the PLAN International. Only 4 trainers reported that they had received the 3-day long refresher training provided for the child development and pre-school activities. Three or fewer trainers reported having received any other special training provided for the child development and pre-school activities. When asked, every trainer stated that he needed more training as a trainer for the child development and pre-school activities.

5.4 Batch of trainees

Para-workers are given training by a trainer in batches, with a batch including 20-25 Para-workers. In the last year before the survey, a trainer on average offered training to about 7 batches, with 3 trainers each training 10 batches and another 3 trainers each training 5-6 batches. There were three trainers who offered training to only 2-4 batches, each in the last year.

As reported by the trainers, basic training of Para-workers was provided in 7 days and their refresher train was provided in 3 days. The following two subjects were taught in the training by every trainer or almost every trainer: Activities and curriculum of the child development and pre-school programme, and methods of teaching. Other subjects taught included Material collection and –development, Use and preservation of materials, Parenting of 0-3 year old children, organizing monthly meetings. But they were not taught by most trainers.

5.5 Materials and training manual

Every trainer stated receiving the materials needed for the training, in due course.

Every trainer had the Training Manual with him. But only 2 trainers said they always followed the manual in offering the training. Most others said they used it only when needed.

5.6 Training of Organizers

Eight of the 10 trainers interviewed in the survey had the responsibility for offering training to both the Para-workers and the organizers. The other two said their responsibility was only to offer training to Para-workers. Thus, information about organizers' training, collected in the survey, was relevant to the performances of the 8 trainers only, not of all the 10 trainers.

One of the 8 trainers did not offer any training to organizers in the last year before the survey. The 7 others each, on average, offered training to about 48 organizers in the last year before the survey, with a trainer training a minimum of 50 organizers and a maximum of 62 organizers. The training was offered in different durations by the different trainers, ranging from 3 days to 7 days. There were also variations in the types of training provided by the different trainers. Some trainers offered the 5 daylong core training, some the 3 daylong refreshers' training and some the other types of training.

5.7 Joint responsibility as a Trainer and an Organizer

At the end of the interview, a trainer was asked to state the positive aspects of a person holding joint responsibility of trainer and organizer. Most commonly reported positive aspects were he would be able to better describe in the training class the problems he had identified by visiting the Para-centres.

6 Organizers

In ascertaining Organizer's profile, and their roles and performances in the implementation of the child development and pre-school activities, in-depth interviews were conducted with all 9 of the Organizers employed in the programme.

6.1 Background characteristics

Out of the 9 Organizers interviewed, six were from the Chakma community, two from the Bangali community and one from the Tripura community. By religious classification, 6 were Buddhist, 2 were Muslim and one was Hindu. Organizers were in the age range of 34-56 years, with five being between 40 and 50, two below 40 and another two above 50. Five of the Organizers had a BA degree, and one an MA degree. One Organizer had an education only up to Higher Secondary Certificate (HSC) level. Every Organizer reported working as an Organizer for at least six years, with two Organizers working for over 20 years.

6.2 Routine common work

Organizers mostly work as Supervisors of Para-workers. They are full time workers. Their commonly reported usual activities, reported by 6 or more of the 9 Organizers, were: *Conducting child development and pre-school activities, Checking whether Para-centres were being run regularly, Organizing PCMC meetings, Attending PCMC meetings, Holding Yard-meetings, Preparing monthly reports, Enrolling 6+ children in primary schools, Visiting Para-centres regularly, Holding Cluster-meetings, Reviewing Para-worker's monthly reports, Creating awareness of prevention of diarrhea/ARI, Creating awareness of breast-feeding, Disseminating knowledge of child nutrition, and Administering vitamin A capsules to the mother of newborn baby.* Among activities reported by 5 or fewer of the

trainers were *supervising Para-workers, Assisting Para-workers in various ways, Motivating women to get immunization vaccines for themselves and their children, Encouraging consumption of iodized salt, etc.*

6.3 Training

Out of the 9 Organizers, 7 or more reported having received the trainings on: Child development and pre-school activities, Multiple ways of teaching and learning (MWTL), and Nutrition. Next most commonly received trainings, received by 4-6 of the 9 Organizers, were on: ARI/Diarrhoea, Administering of vitamin A capsule to mother of newborn baby, Gender issues, Sanitation issues, Management, ARI/Diarrhoea, and Child rights/Child care/Child welfare. Only 2 or 3 Organizers reported having received training on Supervision and monitoring, and Creating awareness about health issues (Fact for Life).

For supervision of the child development and pre-school activities, 7 of the 9 Organizers reported having received the 5-day long core training, while 5 of the Organizers reported having received the training on Child rights/child care/Child welfare. Only 2-3 Organizers reported that they had received the 3-day long refresher training and the training on management, provided for the supervision of the child development and pre-school activities. Every Organizer said they he needed more training for supervision of the child development and pre-school activities.

6.4 Additional supports

In recommending steps to be taken to conduct the child development and pre-school activities more successfully, 8 of the 9 Organizers suggested that the salary of Para-workers be raised. Other commonly suggested steps were: more training to be organized, more materials to be supplied, training allowances/daily allowance to be increased, and retraining of Para-worker to be arranged.

6.5 Materials

Four of the 9 Organizers stated that they received, in due time, the materials they needed to administer the child development and pre-school activities under their supervisions. The others reported having received the materials later than the due time. The supplies of materials needed were reported as inadequate by 7 of the 9 Organizers.

6.6 Number of Para -centres

There were variations in the number of centres assigned to different Organizers for supervision. Some Organizers were assigned to supervise 25 centres, some 36-39 centres and the others 42 centres or more. Thus the number of Para-centres placed under the supervision of an Organizer found to be varying widely from a minimum of 25 centres to a maximum of 55 centres. The Organizers stated that they could not visit as many centres a month as they were supposed to. This was because they were busy with imparting training as well as with office work. More over, an Organizer was assigned too many centres to visit a month.

6.7 Things usually observed during supervision

During their supervisory visits, Organizers commonly observed the ways the Para-worker conduct the class and the methods of teaching that she follow, attendance of children in the class, the activities carried out by the Para-worker, the extent she follow the guidebook and the extent she follow the class routine in imparting lessons. Next most commonly, they looked at the cleanliness of the Para-center. Most Organizers said they were satisfied with the way the Para-workers run the Para-centres. Only 2 of the 9 Organizers said they were not satisfied with activities of the Para-workers they supervised. Their main reasons of dissatisfactions were the Para-workers do not attend their centres regularly and/or they were not qualified to work as Para-workers.

6.8 Attendance of children

All the 9 Organizers, except one, reported the average rate of attendance of children in the Para-centres they supervised as 75-80 percent. The exceptional Organizer reported the average rate of attendance in his Para-centres as poor as only 20 percent.

7 Classroom Observations

The classrooms of the selected para-centres (120) were observed to find out the actual situations in three aspects-namely availability of facilities, classroom activities and learning achievement of the children.

7.1 General Observation

- (i) 100% para workers were found present at their centres on time
- (ii) Average number of children per centre was 17.5 and out of them 13.1 children on average per centre was found present on the day of visit.
- (iii) Hanging materials such as class routine, environmental chart, vowel chart and consonant chart were found in all the districts but the percentage of their availability varied item to item and district to district. For example, class routine was found in 100% centres of Rangamati and 70% centres of Bandarban. Vowel and consonant charts were found available in 55% and 47% centres of Khagrachhari respectively, although in other two districts these were available in 92% - 97% centres respectively. Pictures drawn by the children were found in only 17.5% centres.
- (iv) Different Corner: Regarding the presence of the children in each corner varied district-wise as well as corner-wise.

In Rangamati district the number of children found playing/working was mainly within the range 1 – 4, but in other two districts the range was even up to 7 children. Moreover, no child was found in 22.5% Block and Movement corners, 37.5% Water and Sand corners and 50% Book and Drawing corners of Khagrachhari district.

7.2 Availability of Materials for the Corners

In the imagination corner the stock position of materials was found better. All materials except Toy stove were found present in this corner at all the centres.

Regarding Block and Movement corners, the position of stock of 10 items out of 17 was found in a good state (80% to 94% centres). Skipping rope was found in 30% centres and various kinds of seeds in only 17.5% centres. Steps should be taken to update the stock portion of materials of this corner in all the districts.

The overall position in respect of Water and Sand corners as well as Book and Drawing corners was not found fully satisfactory. More interesting items such as plastic tortoise, fish, duck for water and sand corners, crown and mask, different kinds of picture books for Book and Drawing corners should be made available for each and every centre.

7.3 Activities of children in the corners

The overall present position in respect of different kinds of activities of the children in the different corners proved that they liked the corners and the activities. If more interesting materials are supplied or prepared locally by the Para-workers and the guardians jointly, the program will be surely benefited.

The para workers were found sincere and active but the participation of the parents was found very low. Orientation of the parents, on the different activities, preparation of materials locally as well as on their benefits might be organized under this program.

7.4 Position of teaching-learning activities

The overall position in respect of following rules, participation of children and joyfulness of the children was not found fully satisfactory. The tables in this respect show that in conducting most of the activities the rule of teaching learning was completely followed in around 60% centres and moderately followed in around 35% centres. In respect of participation of children the tables show that in 70 – 80% centres all children were found to participate in the Learning activities but in few cases, around 40% children got high pleasure in being involved in the class activities.

So appropriate steps should be taken to make the learning more joyful and participatory through identifying effective teaching-learning processes and refreshers training regularly.

7.5 Achievement of Children

The results of the achievement test conducted in the centres show that in respect of reciting rhymes, matching shapes, telling names of fruits, flowers, natural objects etc. the achievement of the children was very good. Even in calculation with the help of objects they showed good achievement. These indicate that the children were in general participated well in various sessions conducted in pre-schools. But their achievement in reading alphabets and mathematical numbers was poor, although in writing alphabet, it was moderate. Regarding development of social behaviour, it was found that almost all respond to greeting as a group but only 22% children respond to greeting in one to one interaction. This might be due to the age factor and social/family environment and culture.

Chapter 1

Introduction and Methodology

The Formative Evaluation of the school readiness programme in the Chittagong Hill Tracts (CHT) districts was carried out to assess how the programme is being implemented, employing its strategies and using the supports/assistance provided to it, to achieve its stated goals. Data for the assessment were collected through Classroom Observations at the sampled Para-centres and through in-depth interviews with the respondents drawn as samples from among people involved in the pre-school component of the ICDP.

1.1 A brief description of school readiness programme

Chittagong Hill Tract Development Board (CHTDB) with financial support from UNICEF has been implementing the Integrated Community Development Project (ICDP) since 1996. The Para Centre covering on an average 30 families is the main service delivery outlet of ICDP. A Para Kendro (Centre) is run by a Para-Worker (PW), a locally recruited part time worker with a minimum of grade VIII academic qualification. More than 95 % of PWs are women. The job description of the PW includes conducting a two hour pre-school six days a week and a wide range of community activities including promotion of immunization of children, ensuring that each house has a sanitary latrine, every family is able to manage diarrhea and ARI, and educating mothers on breastfeeding, consumption of iodized salt and child nutrition among others.

A Para Kendro has a management committee to guide and oversee its activities. The committee consists of members drawn from people resident in the concerned para. For every 10 Para Kendros, there is an organizer to supervise and monitor the Para Workers' activities. Besides the organizers, ICPD has 14 trainers to impart basic/refresher training to Para Workers on pre-school teaching at the Para Kendro.

School readiness (Pre-school) is one of the main components of ICDP. The objective of pre-school is to expose "children of 3-6 years age group.... to participate in learning activities appropriate for them". It is expected that through this exposure children will acquire basic competencies that would help them cope with the new environment better when they graduate to primary schools.

The present modified phase of pre-school component introduced in 2003 covers 885 Para Kendros in 9 upazilas of the three CHT districts, Rangamati, Bandarban and Khagrachari. It follows an earlier attempt to run a one-year course covering 2220 Para Kendros aimed at achieving the defined objectives using the Multiple Ways of Teaching and Learning (MWTL) method and materials. It is expected that through the modified pre-school system it would be possible to overcome some of the limitations experienced in the application of the earlier initiative for achieving learner achievements/competencies by the children.

As per modified package, three types of lessons are taught in pre-school, one type for 3-5 years old children, one type for 5-6 years old children, and one type for all children regardless of their age. The lessons taught for all children and those for children in a specific age group are listed below.

For all children:

- Rhymes
- Songs

3-4 years old children:

- Pre-reading: Sound practice (phoneme), picture reading, assembling different parts of a picture, playing with various materials
- Pre-writing: Drawing as one likes, drawing patterns
- Pre-math: Idea on (a) right & left, (b) small & big, (c) inside & outside, (d) up & down, (e) near & far, (f) front & back, (g) middle, (h) long & short, (i) fat & thin, (j) difference with others.

5-6 years old children:

- Bangla letter writing & reading: Drawing as one likes, drawing patterns, letter reading using pictorial letter chart, letter writing using pre designed letter khata, letter writing practice.
- Math: Idea on (a) right & left, (b) small & big, (c) inside & outside, (d) up & down, (e) near & far, (f) front & back, (g) middle, (h) long & short, (i) fat & thin, (j) difference from others, (k) different size & shapes, (l) counting & writing numbers from 1-20, (m) addition not more than 10, (n) deduction not more than 9.

Major, supportive activities undertaken so far for the school readiness (pre-school) component include, among others, the followings: Development of the modified package for the pre-school component, Conducting of a 6-day ‘Training of Trainers (TOT)’ on the modified package, Conducting of a 7-day ‘Training of Para Workers’ for 885 Para Kendros, Supplying of Materials to Para Kendros for use by the Para Workers and children, and Conducting of a 4 day orientation on supervision and monitoring of pre-school activities at Para Kendras for the District/Upazila/Union level managers of ICDP who supervise Para Workers’ tasks, supplying of teaching materials to each Para kendro for use by the Para worker and children. Ongoing, supportive activities include Refresher Training of Para Workers.

1.2 Methodology of assessment

The assessment was carried out collecting data over a sample of 120 Para-centres, with 40 Para centres randomly included from each of the following three Upazilas of the three CHT districts: Sadar Upazila of Rangamati District, Lama Upazila of Bandarban District and Sadar Upazila of Khagrachari District. Classroom observations were conducted in each of the sampled 120 Para-centres. In-depth interviews were conducted with all the 120 Para Workers (teachers) of the sampled Para-centres; 238 PCMC members, 110 primary school teachers, 10 trainers, and 9 organizers. In addition, a sample of 515 children, including an average of about 4 children from a sampled centre, was interviewed to evaluate their learning progress.

Fieldwork for data collection was carried out during the period from 17 April 2005 to 18 May 2005, by deploying 5 interviewing teams. A team consisted of one supervisor and two interviewers. The interviewers and supervisors were given one week training on the study methodology and the questionnaires, from 6 April 2005 to 13 April 2005. Data were collected using the following assessment tools.

- Questionnaire for Para-workers
- Questionnaire for PCMC Members
- Questionnaire for primary school teachers
- Questionnaire for Trainer

- Questionnaire for Organizers
- Check List for classroom observations
- Check List for examining children

Chapter 2

Findings from Para-Worker Interviews

PARA-CENTRES AND PARA-WORKERS

A wide range of data was collected pertaining to Para-centres and Para-workers, conducting in-depth interviews with the sample of Para-workers and through the observations of facilities and activities at their Para-centres.

Set-up of Para-centres

Physical characteristics and physical environment, as observed during the assessment, are described in this section. Specific things observed included: Para-centre's housing characteristics, water sources and sanitation facilities, location, and the availability of play ground in the centre and the conditions of road to the centre

Housing characteristics

Housing characteristics were observed in terms of materials used in the construction of the house of the centre and in terms of current conditions of the house.

As shown in Table 2.1, a Para-centre' house usually was built with tin, bamboo and earth. Almost all of the para-centre houses in the sample were found to be built with tin roofs, over 90 percent found to be built with floors made of earth, and over 80 percent found to be built with walls made of bamboo. However, exceptionally, a sizeable 18 percent of Para-centre houses in Khagrachari had floors made of cement/tiles, compared to none or few of those in the other two upazilas. Likewise, a sizeable 25 percent of Para-centre houses in Bandarban had walls made of earth, compared to none in the other two upazilas.

Para-centre houses were generally in good or moderately good conditions, as observed by the interviewer (Table 2.2). Roofs were found to be in good or moderately good conditions in every Para-centre in the sample, floors in good or moderately good conditions in 94 percent of the centres, and walls in good or moderately good conditions in 92 percent of the centres. However, in Bandarban, a sizeable 18 percent of Para-centers were found to have their walls in poor conditions and 10 percent their floors in poor conditions, while these figures were only 3 percent and 5 percent respectively for Rangamati and 5 percent and 3 percent respectively for Khagrachari.

Table 2.1 : Percent distribution of Para -centres by housing materials.				
Housing materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Roof				
Tin	100.0	97.5	100.0	99.2
Pucca/cement/tiles	-	2.5	-	0.8
Total	100.0	100.0	100.0	100.0
Wall				
Leaves/straw	-	-	2.5	0.8
Earth	-	-	25.0	8.3
Bamboo-fence	100.0	90.0	62.5	84.2
Tin	-	2.5	5.0	2.5
Pucca/cement/tiles	-	7.5	5.0	4.2
Total	100.0	100.0	100.0	100.0
Floor				
Earth	100.0	80.0	95.0	91.7
Bamboo-fence	-	2.5	-	0.8
Pucca/cement/tiles	-	17.5	5.0	7.5

Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Housing conditions	District			Total
	Rangamati	Khagrachari	Banderban	
Roof				
Good	90.0	97.5	65.0	84.2
Moderate	10.0	2.5	35.0	15.8
Poor	-	-	-	-
Total	100.0	100.0	100.0	100.0
Wall				
Good	30.0	60.0	37.5	42.5
Moderate	67.5	35.0	45.0	49.2
Poor	2.5	5.0	17.5	8.3
Floor				
Good	57.5	77.5	60.0	65.0
Moderate	37.5	20.0	30.0	29.2
Poor	5.0	2.5	10.0	5.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Water sources and sanitation facilities of Para-centres

Most Para-centres (78 percent) had a tubewell or a ring-well or a super tara-well as a source of drinking water (Table 2.3a). There was however wide variation in sources of drinking water among the three upazilas. In Rangamati, only 60 percent of Para-centres had a tubewell or a ring-well or a super tara-well, compared to 90 percent of those in Khagrachari and 85 percent in Bandarban. In Rangamati, a large 35 percent of Para-centres used a dug well for drinking water, while it was only 10 percent using a dug well in Khagrachari and 8 percent in Bandarban.

Only half (49 percent) of Para-centres in the sample had a latrine, with 38 percent having a pit latrine and 11 percent a pucca latrine (Table 2.3a). There were little variations in the likelihood of a Para-centre having a latrine among the three upazilas. But there were considerable variations in the type of latrine used by a Para-centre among the upazilas. The use of pit latrine was highest at 48 percent of Para-centres in Rangamati, intermediate at 40 percent in Kagrachari and lowest at 28 percent in Bandarban, while the reverse was true for pucca latrine used by 3 percent of Para-centres in Rangamati, 8 percent in Khagrachari and 23 percent in Bandarban.

Source of drinking water	District			Total
	Rangamati	Khagrachari	Banderban	
Ring-w ell/super taraw ell	40.0	5.0	25.0	23.3
Tubewell	20.0	85.0	60.0	55.0
River/canal	2.5	-	2.5	1.7
Fountain	2.5	-	5.0	2.5
Dug-w ell	35.0	10.0	7.5	17.5

Total	100.0	100.0	100.0	100.0
Toilet Facilities				
For Display only	7.5	-	-	2.5
Pucca Latrine	2.5	7.5	22.5	10.8
Pit	47.5	40.0	27.5	38.3
No latrine	42.5	52.5	50.0	48.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Locations and physical environment of Para-centres

As shown in Table 2.3b, three fourths of Para-centres in the sample were situated in a safe and secure place and another 23 percent situated in a moderately safe and secure place. Thus, some 3 percent of Para-centres were found to be located in a less secure place. The percentage of Para-centres situated in a safe and secure place was only 53 percent in Rangamati, compared to 75 percent in Bandarban and 95 percent in Khagrachari.

Sixty percent of Para-centres in the sample had a play ground, while 40 percent did not have any (Table 2.3b). Para-centres with a play ground were relatively more common in Khagrachari (65 percent) than in Rangamati (58 percent) and Bandarban (58 percent).

Surrounding environment of Para-centres in the sample was generally neat and clean (Table 2.3b). Nevertheless, a significant 18 percent of the Para-centres were found to have an untidy environment, with 23 percent of those in Rangamati and Bandarban. In Khagrachari, only 8 percent of Para-centres had an untidy environment.

Condition of roads to Para-centre was reported to be good in case of 49 percent of Para-centres and moderately good in case of 40 percent of Para-centres, in the sample (Table 2.3b). Thus, some 10 percent of Para-centres in the sample were found to have roads in poor condition, with 10 percent of those in Bandarban and a larger 23 percent in Rangamati. There was no Para-center with poor road condition in Khagrachari.

	District			Total
	Rangamati	Khagrachari	Banderban	
Location of para-centres				
Safe place	52.5	95.0	75.0	74.2
Moderate	40.0	5.0	22.5	22.5
Poor	7.5	0	2.5	3.3
Total	100.0	100.0	100.0	100.0
Surrounding environment				
Neat and clean	77.5	92.5	77.5	82.5
Untidy	22.5	7.5	22.5	17.5
Total	100.0	100.0	100.0	100.0
Play ground				
Yes	57.5	65.0	57.5	60.0
No	42.5	35.0	42.5	40.0
Total	100.0	100.0	100.0	100.0
Condition of roads to para-centre				
Good	25.0	75.0	47.5	49.2
Moderate	52.5	25.0	42.5	40.0
Poor	22.5	-	10.0	10.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Background characteristics of Para-workers

As shown in Table 2.4, Para-workers in Rangamati and Khagrachari were generally from the tribal communities. In Rangamati Sadar upazila, all of the Para-workers were from tribal communities, including more than 97 percent of those from the Chakma community. In Khagrachari, over 90 percent of the Para-workers were from tribal communities, including 45 percent of those from the Chakma community, 28 percent from the Tripura community and

20 percent from the Marma community. But in Bandrban, 80 percent of the Para-workers were from the (non-tribal) Bangali community. Thus, on overall, 45 percent of the Para-workers in the sample were from the Chakma community, 29 percent from the Bangali community, and the rest 23 percent from the the Tripura and Marma communities.

By religious classification, 61 percent of Para-workers in the sample were Buddhist, 27 percent were Muslim and the rest 12 percent were Hindu (9 percent) or Christian (3 percent) (Table 2.4). In Rangamati, all of the Para-workers were Buddhist with 65 percent of those in Khagrachari, while in Bandarban the vast majority (73 percent) of the Para-workers, being mostly from the Bangali community, were Muslim.

Over 70 percent of the Para-workers in the sample were in the age groups from 20 to 34 years, 16 percent in the youngest age group, 15-19 years, and 13 percent in the oldest age groups from 35 to 49 years (Table 2.4). The proportion of Para-workers in the oldest age groups, 35 to 49 years, was much higher at 30 percent in Khagrachari, compared to only 5 percent for Rangamati and Khagrachari, each. The reverse was true for the proportion for the youngest age group, being at 20 percent in Rangamati and 23 percent in Bandarban, compared to 5 percent for Khagrachari.

In the overall sample, 78 percent of Para-workers were married while 22 percent were never married (Table 2.4). Few of the Para-workers were divorced or separated (less than one percent). Never married Para-workers were much more common in Rangamati at 30 percent than in Khagrachari and Bandarban at 18 percent for each.

In the overall sample, 66 percent of Para-workers had an education up to class viii or class ix while 29 percent had a completed secondary education or above (Table 2.4). Only few of the Para-workers said they had an education up to class vii. The proportion of Para-workers with a completed secondary education or above was lower 20 percent in Bandarban, compared to 33 percent in Rangamati and 35 percent in Khagrachari.

In the overall sample, over 60 percent of Para-workers reported that they had been working as a Para-worker for 5 years or more, with another 18 percent working for 3-4 years (Table 2.4). Some 9 percent of Para-workers were found to be working for less than one year. The proportion of Para-workers working for 5 years or more was highest at 78 percent in Khagrachari, intermediate at 60 percent in Rangamati and lowest at 53 percent in Bandarban.

Table 2.4 :Percent distribution of Paraw orkers by background characteristics according to district.				
Background Characteristics	District			Total
	Rangamati	Khagrachari	Bandarban	
Ethnicity				
Chakma	97.5	45.0	-	47.5
Bangali	-	7.5	80.0	29.2
Tripura	-	27.5	-	9.2
Marma	2.5	20.0	17.5	13.3
Christian	-	-	2.5	0.8
Total	100.0	100.0	100.0	100.0
Religion				
Buddhist	100.0	65.0	17.5	60.8
Muslim	-	7.5	72.5	26.7
Hindu	-	22.5	5.0	9.2
Christian	-	5.0	5.0	3.3
Total	100.0	100.0	100.0	100.0
Age				
15-20	20.0	5.0	22.5	15.8
20-25	35.0	30.0	37.5	34.2
25-30	27.5	20.0	17.5	21.7
30-35	12.5	15.0	17.5	15.0
35-40	5.0	17.5	5.0	9.2
40-45	-	5.0	-	1.7
45-50	-	7.5	-	2.5
Total	100.0	100.0	100.0	100.0
Marital status				
Married	70.0	82.5	80.0	77.5
Unmarried	30.0	17.5	17.5	21.7
Divorced/separated	-	-	2.5	0.8
Total	100.0	100.0	100.0	100.0
Education				
Class-vii	5.0	-	5.0	3.3
Class-viii	15.0	25.0	42.5	27.5
Class-ix	45.0	37.5	32.5	38.3
S.S.C	32.5	35.0	20.0	29.2
H.S.C	2.5	-	-	0.8
Graduate/Higher	-	2.5	-	0.8
Total	100.0	100.0	100.0	100.0
Length of service				
< 1 year	12.5	5.0	10.0	9.2
1 year	-	-	2.5	0.8
2 year	7.5	5.0	12.5	8.3
3 year	7.5	2.5	15.0	8.3
4 year	12.5	10.0	7.5	10.0
5+	60.0	77.5	52.5	63.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Usual work

Table 2.5 lists the types of work the Para-workers said they usually did as a Para-worker. *Conducting child development and pre-school activities* were the most commonly reported work usually carried out by a Para-worker reported by more than 9 in 10 Para-workers in every sample upazilas. Other activities widely carried out by Para-workers were *Motivating women to get immunization vaccines for themselves and their children* (reported by 88 percent of Para-workers), *Administering Vitamin A capsules to the mother of newborn baby* (82 percent), *Organizing PCMC meetings* (80 percent), *Creating awareness of using sanitary latrines* (77 percent), and *Creating awareness of prevention of diarrhea and ARI* (73 percent). Next most widely carried out activities of Para-workers were *Disseminating*

knowledge of child nutrition (69 percent), and *Encouraging consumption of iodized salt* (64 percent). There were no marked variations in widely carried out usual activities of Para-workers among the sample upazilas.

Activities that Para-workers were less likely to usually do were *Getting 6+ children enrolled in primary schools* (as reported by only 26 percent of the Para-workers as one of their usual activities), *Ensuring regular attendance of children to the Para-centre* (28 percent), and *Preparing monthly reports* (32 percent). There were however some notable variations in performances of these activities among the sample upazilas. In Bandarban, more than half (53 percent) of Para-workers mentioned '*preparing monthly reports*' as an usual activity, compared to only 23 percent of those in Khagrachari and 20 percent in Rangamati, while in Khagrachari, only 10 percent of Para-workers mentioned '*Getting 6+ children enrolled in primary schools*' as an usual activity, compared to 33-35 percent of those in the other two upazilas.

Table 2.5 : Percentage of Para-workers by specific type of work they said they usually did, according to district.

Responsibilities of para-worker	District			
	Rangamati	Khagrachari	Bandarban	Total
Conducting child development and pre school activities	92.5	92.5	95.0	93.3
Briefing parents about Para centers	47.5	50.0	72.5	56.7
Ensuring regular attendance of children	25.0	25.0	35.0	28.3
Organizing PCMC meetings	75.0	82.5	82.5	80.0
Preparing monthly reports	20.0	22.5	52.5	31.7
Enrolling 6+ children in primary schools	35.0	10.0	32.5	25.8
Motivating women and children to immunization	85.0	92.5	87.5	88.3
Creating awareness of using sanitary latrines	75.0	77.5	77.5	76.7
Creating awareness of the prevention of diarrhoea and ARI	62.5	72.5	85.0	73.3
Creating awareness of breastfeeding among mothers	47.5	37.5	62.5	49.2
Encouraging the use of iodized salt	55.0	67.5	70.0	64.2
Disseminating knowledge of child nutrition	55.0	77.5	75.0	69.2
Administering vitamin-A capsules to mothers of new born babies	82.5	80.0	82.5	81.7
Creating awareness of malaria prevention	47.5	32.5	72.5	50.8
Others	22.5	37.5	20.0	26.7
Number	40	40	40	120

Training

Table 2.6 lists the types of training that the Para-workers said they had received as a Para-worker. Most Para-workers reported having received the following training as a Para-worker: 28-day long core training, training on multiple ways of teaching and learning, and training on administering vitamin A capsules to the mother of new born baby. Nearly 8 in 10 (78 percent) of Para-workers in the sample reported having received the 28-day long core training, nearly 8 in 10 (76 percent) the training on multiple ways of teaching and learning, and more than 7 in 10 (73 percent) the training on administering vitamin A capsules to the mother of new born baby. Next most widely provided trainings were the training on child development and pre-school activities (64 percent) and the training on nutrition (61 percent).

Para-workers' trainings had generally less coverage in Bandarban among the three sample upazilas.

Para-workers were also asked what type of training they had received for conducting the child development and pre-school activities. The results are shown in Table 2.6. Almost every Par-worker reported having received the 7-day long training on child development and pre-school activities. Also a high 76 percent of Para-workers stated having received the 5 day long training on those activities, with 80 percent of Para-workers in Rangamati and Khagrachari and 73 percent of those in Bandarban. But only 40 percent of Para-workers in the sample reported having received the training on parenting of 0-3 years old children. Para-workers were less likely to have received this training in Khagrachari (28 percent) than in Rangamati (45 percent) and Bandarban (50 percent)

As shown in Table 2.8, almost all (97 percent) of the Para-workers in the sample stated that they needed further training. Re-training on child development and pre-school activities was the most sought after training, followed by the training on methods of imparting lessons to the children (Table 2.9). Among Para-workers seeking further training, more than 90 percent stated that they needed re-training on child development and pre-school activities while 50 percent stated that they needed training on methods of imparting lessons. Seeking of any other type of training was not as pronounced, sought by less than 30 percent of Para-workers seeking further training. Most frequently given reasons for seeking re-training were that the Para-workers needed to learn more about how to teach children, given by over 90 percent of the Par-workers (Table 2.10). Next most frequently given reason were that the Para-workers needed to learn again the lessons that they had forgotten. There were no remarkable variations in Para – workers' seeking of further training among the different sample upazilas.

Type of Training	District			Total
	Rangamati	Khagrachari	Bandarban	
28-day long core training	82.5	85.0	67.5	78.3
Child development and pre-school activities	60.0	60.0	72.5	64.2
Multiple ways of teaching and learning (MWTL)	80.0	82.5	65.0	75.8
Facts for life (FFL)	22.5	30.0	65.0	39.2
Sanitation issue	27.5	22.5	47.5	32.5
Administering vitamin-A capsules to mothers of new -born babies	67.5	80.0	70.0	72.5
ARI/diarrhoea issues	60.0	45.0	35.0	46.7
Nutrition	60.0	72.5	50.0	60.8
Motivation of children and women for immunization	17.5	12.5	30.0	20.0
Management	.0	.0	2.5	.8
Others	17.5	15.0	15.0	15.8
Number	40	40	40	120

Type of training for child development and pre-school activities	District			Total
	Rangamati	Khagrachari	Bandarban	
7-day long core training	97.5	97.5	95.0	96.7
Parenting of 0-3 years old children	45.0	27.5	50.0	40.8
5 day long refreshers training	80.0	80.0	72.5	77.5
Others	.0	2.5	2.5	1.7
Number	40	40	40	120

Table 2.8 : Percent distribution of Paraworkers by whether they needed more training or not, according to district.

Whether more training needed	District			Total
	Rangamati	Khagrachari	Banderban	
More training needed	100.0	90.0	100.0	96.7
No more training needed	-	10.0	-	3.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Training/topic	District			Total
	Rangamati	Khagrachari	Bandarban	
Re-training on child development and pre-school activities	97.5	88.9	90.0	92.2
Method of imparting lessons	50.0	52.8	47.5	50.0
On the subject-matter of lesson-imparting	17.5	19.4	35.0	24.1
Method of preparing/using/exhibiting materials	27.5	13.9	12.5	18.1
Method of creating awareness on education	20.0	38.9	30.0	29.3
Management	10.0	5.6	2.5	6.0
Others	12.5	16.7	25.0	18.1
Number	40	36	40	116

Reasons for more training	District			Total
	Rangamati	Khagrachari	Bandarban	
To teach the children	90.0	94.4	95.0	93.1
To learn again the lessons that have been forgotten	80.0	63.9	82.5	75.9
To prepare/use/exhibit the materials more effectively	15.0	8.3	.0	-
To create more awareness in the society	30.0	44.4	40.0	37.9
For more efficient management	12.5	13.9	27.5	18.1
Others	.0	2.8	2.5	1.7
Number	40	36	40	116

Steps Taken to enroll children in Para-centre

When asked what steps the Para-workers took in getting children enrolled and come to a Para-centre, every Para-worker in the sample said that she went to parents of 3-6 years old children, and motivated them to send their children to the Para-centre, describing the purposes and benefits of the child development and pre-school preparedness programme (Table 2.11). A large 44 percent of Para-workers also mentioned that they went to children and motivated them to come to the Para-centre. Other steps taken in getting children come to the Para-centre were 'attracting them (children) by story-telling' and 'going to the village heads to request them that they encourage and ensure children come to the Para-centre; but only a small proportion of Para-workers mentioned performing either of these two steps—only 28 percent for the former step and 32 percent for the latter step. The proportion of Para-workers going to children and motivating them to come to the Para-centre was higher in Rangamati and Bandarban than in Khagrachari. Similar variations were notable in the proportion of Para-workers who said they attracted children to the Para-centre by story-telling. But the reverse was true in case of the proportion for Para-workers going to the village heads, appearing higher in Khagrachari than in the other two upazilas.

Steps taken to enroll children in Para-centres	District			Total
	Rangamati	Khagrachari	Bandarban	
Motivated parents to send their children to Para-centre	100.0	100.0	100.0	100.0
Motivated children to come to Para	62.5	25.0	45.0	44.2

centre				
Attract children by story-telling	35.0	7.5	42.5	28.3
Explain it to village-heads	20.0	45.0	32.5	32.5
Provide advice/assistance for different festivals at the centres	5.0	.0	5.0	3.3
Others	.0	20.0	7.5	9.2
Number	40	40	40	120

Starting time of Para-centre

As shown in Table 2.12, nearly 50 percent of Para-centres in the sample reportedly start in the early morning hours between 6.00 A.M and 7.00 A.M., 17 percent in the late morning between 8.00 A.M. and 10.00 A.M. and 32 percent in the afternoon between 1.00 P.M. and 3.00 P.M. Among the three sample upazilas, the majority of Para-centres in Rangamati and Khagrachari start in the morning hours while the majority of those in Bandarban start in the afternoon hours. However, every Para-workers everywhere reported running the Para-centre for 2 hours every working day.

Starting time	District			Total
	Rangamati	Khagrachari	Bandarban	
6.00 A.M. to 7.00 A.M.	72.5	62.5	10.0	48.4
8.00 A.M. to 10 A.M.	17.5	7.5	27.5	17.4
1.00 P.M. to 3.00 P.M	10.0	30.0	62.5	32.2
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Duration of class				
2 hours	100.0	100.0	100.0	100.0

Guide Book

Every Para-worker in every upazila in the sample had the guide book with her and said she followed it in imparting lessons to children (Tables 2.13 and 2.14). But, when questioned how frequently they followed the guidebook, only 23 percent of Para-workers said they followed it always (Table 2.15). The others, comprising the vast majority (77 percent), were found to be occasional users of the guidebook, with 31 percent saying that they followed it sometime and 46 percent saying that they followed it when needed. The proportion of Para-workers always following the guidebook was however much higher as 50 percent in Bandarban, compared to only 10 percent in each of the other two upazilas.

Para-worker's guide book	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Imparting the guide book	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.15 : Percent distribution of Para-workers by how frequently they used the guide book, according to district.

Frequency of following guide book	District			Total
	Rangamati	Khagrachari	Banderban	
In necessity	32.5	70.0	35.0	45.8
Sometime	57.5	20.0	15.0	30.8
Always	10.0	10.0	50.0	23.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Number of children

As shown in Table 2.16, the average number of children enrolled per Para-centre was 17.5 in the total sample, while the figure for a sample upazila was 13.6 for Khagrachari, 14.5 for Rangamati and 17.5 for Bandarban. Fifty six percent of the children were in the 3-5 years age group and 44 percent in the older 5-6 year age group. Higher proportions of younger than older children were noted in every sample upazila. The proportions of boys and girls were almost equal in the older age group. But, there were relatively more girls than boys in the younger age group. The equality of the proportions of boys and girls in the older age group, and the higher proportion of girls than of boys in the younger age group were apparent in every sample upazila.

In almost all Para-centres in every sample upazila, all or majority of children were reported to be participating in activities conducted for children of all ages (Table 2.17). Also, all or majority of 56 years old children were reported to be participating in activities conducted specifically for them (Table 2.19). However, this was not true for activities conducted for 3-5 years old children (Table 2.18). In a sizeable 22 percent of Para-centres in the sample, a small number of 35 years old children, instead of all or majority of them, were reported to be participating in activities conducted specifically for them. The percentage of Para-centres reporting participation of small number of 35 years old children in activities conducted for them was much higher at 40 percent in Rangamati, compared to 15 percent in Khagrachari and 10 percent in Bandarban.

Age group	District			Total
	Rangamati	Khagrachari	Bandarban	
3-5 boys	25.3	29.8	23.6	25.7
3-5 girls	31.0	32.2	28.0	29.9
5-6 boys	21.3	19.2	24.1	22.1
5-6 girls	22.4	18.8	24.3	22.4
Total	100.0	100.0	100.0	100.0
Number	581	543	971	2095
Mean Number	14.5	13.6	24.3	17.5

Participation of all children	District			Total
	Rangamati	Khagrachari	Bandarban	
Small in Number	5.0		2.5	2.5
Majority	42.5	27.5	35.0	35.0
All	52.5	72.5	62.5	62.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Participation of 3-5 year old children	District			Total
	Rangamati	Khagrachari	Bandarban	
Small in Number	40.0	15.0	10.0	21.7
Majority	47.5	32.5	40.0	40.0
All	12.5	52.5	50.0	38.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Participation of 5-6 year old children	District			Total
	Rangamati	Khagrachari	Bandarban	
Small in Number				
Majority				
All				
Total				
Number				

Participation of 5-6 year old children	Rangamati	Khagrachari	Banderban	Total
Small in Number	2.5	2.5	2.5	2.5
Majority	35.0	17.5	22.5	25.0
All	62.5	80.0	80.0	72.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Additional supports needed

Para-workers were asked what additional supports they thought they needed to carry out the Para-centre activities more successfully. Their responses are listed in Table 2.20. Ninety three percent of Para-workers said that their salary should be raised in order for them to be able to carry out the Para-centre activities more successfully. Next most sought after additional supports were they should be given more materials, they needed more training, and the Para-centre should be made more permanent and more beautiful. There were generally no remarkable variations in seeking of supports among the sample upazilas.

Table 2.20 : Percentage of Para-workers by additional supports that they said they needed to run Para-centre activities more successfully, according to district.

Required facilities	District			
	Rangamati	Khagrachari	Banderban	Total
More training	70.0	37.5	72.5	60.0
More materials	85.0	67.5	72.5	75.0
Quality materials	37.5	12.5	40.0	30.0
More permanent and beautiful centre	70.0	55.0	47.5	57.5
Higher pay	92.5	87.5	97.5	92.5
Regular monthly salary	5.0	30.0	47.5	27.5
Others	22.5	50.0	55.0	42.5
Number	40	40	40	120

Receipt of Materials

Most Para-workers in the sample had received the materials, in due time, supplied at the start of Para-centre activities (Table 2.21). Only 13 percent of the Para-workers reported not having received the first supply in due time. The percentage not receiving the first supply in due time was higher 23 percent in Khagrachari, compared to 13 percent in Bandarban and 5 percent in Rangamati.

Most Para-workers did not receive any subsequent supply of materials after the first supply given at the start of Para-centres (Table 2.22a). Only 28 percent of the Para-workers reported having received a subsequent supply of materials. The percentage receiving a subsequent supply of materials was higher 45 percent in Bandarban, compared to 25 percent in Rangamati and 12 percent in Khagrachari. Materials given in subsequent supplies are shown in Table 2.22b. Among those who received subsequent supplies, most reported having received them 1-2 times.

Table 2.21 : Percent distribution of Paraw orkers by whether or not did they receive, in due time, the materials supplied at the start of Paracentre activities, according to district.

Whether receive	District			
	Rangamati	Khagrachari	Banderban	Total
Yes	95.0	77.5	87.5	86.7
No	5.0	22.5	12.5	13.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.22a : Percent distribution of Para-workers by whether or not did they receive subsequent supplies of materials, according to district.

Received materials	District			Total
	Rangamati	Khagrachari	Banderban	
Received materials	25.0	12.5	45.0	27.5
No material received	75.0	87.5	55.0	72.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.22b : Percentage of Para-centres by specific materials they received during subsequent supplies, according to district.

Materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Art paper/paper	30.0	20.0	11.1	18.2
Pencil/color pencil	20.0	40.0	11.1	18.2
Registered book/Note book	30.0	20.0	16.7	21.2
Poster/calendar	30.0	-	5.6	12.1
Ludu/Health ludu	10.0	-	-	3.0
Trunk	10.0	60.0	16.7	18.2
Mat	10.0	-	-	3.0
Small tabor	10.0	-	5.6	6.1
Utensils	-	-	11.1	6.1
Doll	-	-	22.2	12.1
Toys	-	60.0	5.6	12.1
Bowl	-	20.0	22.2	15.2
Ball	10.0	20.0	11.1	12.1
Telephone	-	-	11.1	6.1
Vehicle	-	-	5.6	3.0
Plate	10.0	-	5.6	6.1
Spoon	-	-	5.6	3.0
Wooden Block	-	20.0	16.7	12.1
Chalk	-	40.0	-	6.1
Slate	-	40.0	-	6.1
Piece/pipe of bamboo	-	-	5.6	3.0
Alphabets (plastic/wooden)	-	-	5.6	3.0
Environment/Health chart	20.0	-	5.6	9.1
Illustrated books	10.0	-	44.4	33.3
Esho Barna Shikhi	-	-	11.1	6.1
Esho Shankha shikhi	-	-	5.6	3.0
Chart of agendas for yard meeting	-	-	5.6	3.0
Others	-	-	5.6	3.0
Number	10	5	18	33

Materials collected/made by Para-workers

Most Para-workers in every sample upazila said that they gathered (teaching) materials locally for their Para-centres (Table 2.23a). Yet the percentage of Para-workers not gathering any (educational) materials locally was a sizeable 20 percent in the sample. Most commonly gathered materials locally for the total sample were *leaves* followed by *bamboo canes/sticks* and *seeds* (Table 2.23b).

Almost all the Para-workers in the sample said they made materials themselves for their Para-centres (Table 2.24). The materials made by Para-workers were toys of different shapes (Table 2.25). The most commonly made toys were stoves/kitchen utensils followed by mangoes/jackfruits/bananas/papayas. The other toys made were boats/planes/birds, brinjals/sweet pumpkins/carrots, and men/women/children.

Table 2.23a : Percent distribution of Para-workers by whether or not did they locally collect materials, according to district.

Whether locally collected or not	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	80.0	87.5	75.0	80.8
No	20.0	12.5	25.0	19.2
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.23b : Percentage of Para-workers by type of materials they locally collected, according to district.

Type of materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Stone	28.1	17.1	40.0	27.8
Seed (Been, tamarind, jackfruit etc.)	53.1	25.7	40.0	39.2
Bamboo cane/stick	59.4	31.4	30.0	40.2
Leaves (different types)	53.1	74.3	43.3	57.7
Others	43.8	40.0	46.7	43.3
Number	32	35	30	97

Table 2.24 : Percent distribution of Para-workers by whether or not did they themselves make materials, according to district.

Whether they made or not	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	97.5	95.0	95.0	95.8
No	2.5	5.0	5.0	4.2
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.25 : Percentage of Para-workers by type of materials they themselves made, according to district.

Type of materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Mango/jackfruit/banana/papaya	76.9	63.2	63.2	67.8
Aubergine/sweet pumpkin/carrot	51.3	28.9	13.2	31.3
Boat/plane/bird	41.0	42.1	47.4	43.5
Stove/kitchen utensil	74.4	73.7	81.6	76.5
Man/doll	28.2	36.8	34.2	33.0
Others	33.3	42.1	34.2	36.5
Number	39	38	38	115

Additional materials required

Para-workers were asked what additional materials they thought were necessary for running the Para-centre activities. Their responses are provided in Table 2.26. Additional materials most commonly sought were dolls, kitchen utensils and motor vehicles, followed by telephones and balls. Para-workers were more likely to ask for additional materials in Rangamati than in the other two upazilas.

Table 2.26 : Percentage of Para-workers by type of materials they said they needed to run the para-centre activities, according to district.

Required materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Kitchen utensils	80.0	30.0	52.5	54.2
Doll	97.5	45.0	50.0	64.2
Motor vehicle	85.0	27.5	47.5	53.3
Telephone	65.0	25.0	45.0	45.0
Ball (small/large)	50.0	35.0	47.5	44.2
Paper	47.5	42.5	25.0	38.3
Colour pencil	50.0	27.5	27.5	35.0
Esho lekhte shikhi	5.0	12.5	20.0	12.5
Story book	27.5	27.5	27.5	27.5
Wood-pencil	37.5	25.0	25.0	29.2
Sharpener	12.5	2.5	7.5	7.5

Rubber	17.5	2.5	5.0	8.3
Others	55.0	80.0	75.0	70.0
Number	40	40	40	120

Difficulties in using materials

Almost all the Para-workers said they had no difficulties in using any of the teaching materials supplied to their Para-centres (Table 2.27).

Table 2.27 : Percent distribution of Paraworkers by whether or not did they face any problem in using materials, according to district.

Whether faced any problem or not	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	5.0	2.5	12.5	6.7
No	95.0	97.5	87.5	93.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Method of supply

Most Para-workers preferred that materials for Para-centres be centrally procured/made and then supplied to the centres (Table 2.28). Only 13 percent wanted to procure materials locally as per needs while another 13 percent suggested that materials be procured/made by themselves at the Para-centre.

Table 2.28 : Percentage of Para-workers by preferred method of supplies/provision of materials, according to district.

Method of supplies/provision of materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Developed and provided centrally	100.0	70.0	62.5	77.5
Locally according to need	2.5	25.0	12.5	13.3
Developing by self at para centre	.0	15.0	25.0	13.3
Number	40	40	40	120

Preservation of materials

As shown in Table 2.29, almirhas/shelves/cupboards/ trunks were used to preserve materials in most Para-centres in the sample-- trunks in 81 percent of Para-centres and almirhas/shelves/cupboards in 70 percent of Para-centres. Sacks also were used to preserve materials in a sizeable 35 percent of Para-centres. In some 9 percent of Para-centre, materials were found to be kept in open corners. The percentages of Para-centres keeping materials in sacks and open corners were much higher at 53 percent and 20 percent respectively in Khagrachari, compared to 25 percent and 5 percent respectively in Rangamati and 28 percent and 3 percent respectively in Bandarban.

Most Para-workers in every sample upazila said they had no problems in preserving materials in their Para-centres (Table 2.30). Only 13 percent of Para-workers in the total sample reported having problems in preserving materials. Most commonly reported problems were lacking of almirahas/shelves/cupboards and lacking of space (Table 2.31).

Table 2.29 : Percentage of Paraworkers by how they preserved materials, according to district.

Preserving materials	District			Total
	Rangamati	Khagrachari	Bandarban	

Almirah/self/cupboard	75.0	62.5	72.5	70.0
Trunk	100.0	62.5	82.5	81.7
Sack	25.0	52.5	27.5	35.0
Open in the corner	5.0	20.0	2.5	9.2
Others	.0	2.5	27.5	10.0
Number	40	40	40	120

Table 2.30 : Percent distribution of Para-worker by whether or not did they face any problem in preserving materials, according to district.

Problem in preserving materials	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	12.5	12.5	15.0	13.3
No	87.5	87.5	85.0	86.7
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.31 : Percentage of Para-workers by specific problems they said they faced in preserving materials, according to district.

Type of problem in preserving materials	District			Total
	Rangamati	Khagrachari	Bandarban	
Lack of space	40.0	60.0	16.7	37.5
Lack of almirah/self/cupboard	.0	20.0	33.3	18.8
Insecurity	40.0	40.0	50.0	43.8
Lack of sack	20.0	.0	.0	6.3
Lack of trunk	40.0	20.0	.0	18.8
Others	20.0	.0	50.0	25.0
Number	5	5	6	16

Most suitable materials

Para-workers were asked to mention which three teaching materials the children liked most. As shown in Table 2.32, most commonly mentioned materials most liked by children were dolls (78 percent), kitchen utensils (58 percent), motor vehicles (51 percent) and telephones (48 percent). There were no marked variations in the commonly mentioned materials most liked by children among the sample upazilas.

Para-workers were also asked which three teaching materials they thought were most suitable in teaching children. As shown in Table 2.33, most commonly mentioned suitable materials were dolls (39 percent), telephones (35 percent), story books (35 percent), and kitchen utensils (34 percent) and motor vehicles (25 percent), which, except story books, were also the materials most commonly mentioned as the materials most liked by children. Interestingly, only 11 percent of Para-workers mentioned story books as a material most liked by children, while 35 percent of Para-workers mentioned them as a most suitable material in teaching children. Reasons given for considering a material suitable in teaching are shown in Table 2.34. For example, dolls were considered a most suitable material were girls like to play with them; Telephones were considered a most suitable material for children like to talk over them, which, in turn, helps development of mental growth; similar reasons were given for other materials considered as most suitable in teaching children.

Table 2.32 : Percentage of Para-workers mentioning a specific material as one of the three materials mostly liked by children, according to district.

Most favourite materials to children	District			Total
	Rangamati	Khagrachari	Bandarban	
Kitchen utensils	65.0	60.0	47.5	57.5
Doll	90.0	75.0	67.5	77.5

Motor vehicle	62.5	35.0	55.0	50.8
Telephone	50.0	52.5	40.0	47.5
Ball (small/large)	12.5	35.0	40.0	29.2
Colour pencil	.0	2.5	7.5	3.3
Story book	10.0	7.5	15.0	10.8
Others	10.0	30.0	22.5	20.8
Number	40	40	40	120

Table 2.33 : Percentage of Paraworkers mentioning a specific material as one of three most suitable materials in teaching, according to district.

Most suitable materials in teaching	District			Total
	Rangamati	Khagrachari	Bandarban	
Kitchen utensils	35.9	35.0	30.0	33.6
Doll	43.6	42.5	30.0	38.7
Motor vehicle	25.6	25.0	25.0	25.2
Telephone	41.0	37.5	27.5	35.3
Ball (small/large)	10.3	20.0	20.0	16.8
Paper	12.8	2.5	12.5	9.2
Colour pencil	7.7	12.5	20.0	13.4
Esho lekhte shi khi	15.4	7.5	7.5	10.1
Story book	43.6	30.0	30.0	34.5
Wood-pencil	10.3	.0	5.0	5.0
Sharpener	2.6	.0	.0	.8
Others	38.5	52.5	50.0	47.1
Number	39	40	40	119

Reasons	District			Total
	Rangamati	Khagrachari	Bandarban	
Girls favorer most to play with dolls.	46.2	40.0	30.0	38.7
Will learn to talk over telephone and mental growth will develop.	41.0	37.5	27.5	35.3
Children's psychological growth grows through story books.	41.0	32.5	30.0	34.5
Children play with utensils, become restless and learn cooking.	33.3	32.5	30.0	31.9
Children favor to play with vehicles.	28.2	25.0	25.0	26.1
It is convenient to teach with the letters and numbers of wooden block.	33.3	27.5	17.5	26.1
Children get pleasure in playing with football.	7.7	20.0	20.0	16.0
Drawing of different kinds of picture is taught with color pencil.	7.7	12.5	20.0	13.4
Writing is taught with Esho Likhte Shikhi.	17.9	7.5	10.0	11.8
Writing is taught with paper and pen.	12.8	2.5	15.0	10.1
Number	39	40	40	119

Organizer's visits

For every Para-centre, there is an organizer employed to oversee and guide the activities of Para-centres. Organizers' performances as assessed in the survey are presented in Tables 2.35, 2.36 and 2.37.

As reported by Para-workers, most of the Para-centres-89 percent-were visited by the organizer every month (Table 2.35); others were visited mostly every two months. Few centres, located mostly in Khagrachari, were visited less often than every two months.

Activities of the organizers, as reported by Para-workers are listed in Table 2.36. Most commonly reported activities of the organizers were that they assisted in conducting Para-centres, reported by 73 percent of Para-workers in the sample. Their next most commonly reported activities were that they assisted in teaching children (58 percent) and that they looked at monthly reports (55 percent). Only 41 percent of Para-workers reported that the organizers assisted them in conducting cluster-meetings and 20 percent that they assisted in creating awareness on health/education among the community people. Among the three sample upazilas, organizers were most likely to assist in conducting Para-centres in Rangamati, most likely to look at monthly reports in Bandarban, and most likely to assist in conducting cluster meetings in Kahagrachari. In contrast, they were least likely to assist in conducting Para-centre in Khagrachari, least likely to assist in teaching children in Bandarban, and least likely to assist in conducting cluster meetings in Rangamati.

When asked about how the organizer helped/assisted in running the Para-centre activities, 82 percent of Para-workers in the sample said the organizer corrected the mistakes they made (Table 2.37). Next most reported help was the organizer assisted in taking classes.

Frequencies of visits	District			Total
	Rangamati	Khagrachari	Bandarban	
One month	87.5	87.5	92.5	89.2

Two month	12.5	7.5	5.0	8.3
Three month	-	2.5	2.5	1.7
Four month	-	2.5	-	.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.36 : Percentage of Para-workers mentioning a specific task of organizers, according to district.

Specific task of organizers	District			Total
	Rangamati	Khagrachari	Bandarban	
Assists with running the para-centre	82.5	62.5	72.5	72.5
Assists with teaching children	62.5	65.0	45.0	57.5
Sees the monthly report	47.5	47.5	70.0	55.0
Conducts the cluster meetings	22.5	57.5	45.0	41.7
Assists with creating awareness on health/education	17.5	17.5	25.0	20.0
Others	7.5	5.0	32.5	15.0
Number	40	40	40	120

Table 2.37 : Percentage of Para-workers by how the organizers helped/assisted them in running pre-school activities, according to district.

Organizers help/assistance	District			Total
	Rangamati	Khagrachari	Bandarban	
In taking classes	75.0	75.0	62.5	70.8
In collecting/preparing materials	37.5	7.5	20.0	21.7
In raising awareness locally	10.0	15.0	20.0	15.0
In maintaining contact with parents	30.0	12.5	25.0	22.5
In correcting mistakes	60.0	87.5	97.5	81.7
Others	5.0	5.0	7.5	5.8
Number	40	40	40	120

Meetings

Almost every Para-worker reported holding meetings with the Para Management Committee (PCMC) every month (Table 2.38). But when the records of meetings were checked, it was noted that most (78 percent) of the Para-workers in the sample had the last meeting with the PCMC held 3- 6 months ago (Table 2.39). Only 20 percent of the Para-workers had the last meeting held less than 3 months ago. Meetings with the PCMC were held more frequently in Rangamati than in the other two sample upazilas.

As reported by Para-workers, in 70 percent of Para-centres, PCMC members regularly attended the PCMC meeting (Table 2.40). The proportions of PCMC meetings regularly attended by PCMC members were highest (78 percent) in Khagrachari, intermediate (70 percent) in Bandarban and lowest (63 percent) in Rangamati.

Major decisions taken in the last meetings of PCMC, as recorded in the meeting register, are provided in Table 2.41, including only those decisions that were taken in cases of more than 10 percent of Para-centres. Most commonly taken decisions were “to promote the use of sanitary latrines”, accounting for 28 percent of Para-centres. Next most commonly taken decisions were “to create awareness about cleanliness and hygienic practices” (23 percent), “to repair the Para-centre” (21 percent), and “to promote the use of safe water in all household work” (20 percent). Decisions taken to ensure that both the Para-worker and the PCMC performed their responsibilities were notable in case of only 11 percent of Para-centres. There were about no variations in the given relative order of the decisions by sample upazilas. Most Para-workers stated that most of the decisions taken in their last meeting of PCMC were implemented. The decisions of the last PCMC meeting, which more than 10

percent of Para-workers reported as not implemented, are shown in Table 2.42. Most commonly reported, not implemented decisions were the decision “to ensure the use of sanitary latrines” and the decision “to repair the Para-center”. Each of these decisions was reported as not implemented by 33 percent of concerned Para-workers. Next most commonly reported not implemented decisions were the decision “to promote the use of safe water in all household work” (23 percent). Lack of funds was reported as the reason of not implementing the decisions (Table 2.43). Some 10 percent of the concerned Para-workers reported that they could not have implemented the decision to ensure regular attendance of children to the Para-centres, with 14 percent of those in Bandarban and 9 percent in Rangamati. The reasons they gave were the lack of awareness of parents/guardians that children should regularly attend the Para-center.

Table 2.38 : Percent distribution of Para-workers by frequencies of meetings with PCMC, according to district.

Frequencies of meetings with PCMC	District			Total
	Rangamati	Khagrachari	Bandarban	
After one month	92.5	97.5	100.00	96.7
After two month	7.5	2.5	-	3.3
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.39 : Percent distribution of Para-workers by when the last PCMC meeting was held, according to district.

Time of last PCMC meeting held	District			Total
	Rangamati	Khagrachari	Bandarban	
0-60 days (2 month)	-	2.5	-	0.8
61-120 days (2-3 month)	35.0	5.0	17.5	19.2
121-180 days (3-6 month)	60.0	92.5	82.5	78.3
181-350 days (6+)	5.0	-	-	1.7
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.40 : Percent distribution of Para-centres by whether or not did the PCMC members regularly attend the meeting, according to district.

Whether or not did the PCMC members regularly attend the meeting	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	62.5	77.5	70.0	70.0
No	37.5	22.5	30.0	30.0
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Table 2.41 : Percentage of Para-workers reporting a specific decision taken in the last meeting, according to district.

Decision taken in the last meeting	District			Total
	Rangamati	Khagrachari	Bandarban	
Ensuring sanitary latrine usage. To create awareness about health. (Blood shortage due to lack of iron, about AIDS, to tell the children to brush their teeth after sleep and eating, ask to use iodized salt, Discuss about the benefits of breastfeeding, Using soap/ash after defecation)	37.5	23.7	21.1	27.6
Decision of repairing the Paracentre. About sending children regularly to Para-centre.	20.0	21.1	28.9	23.3
Growing of the children/Nutrition. About drinking pure water/using pure	30.0	21.1	10.5	20.7
	27.5	21.1	10.5	19.8
	7.5	23.7	7.9	12.9
	12.5	13.2	7.9	11.2

water in all household work. About running the Para-centre/ responsibilities of PCMC and Para worker.	15.0	5.3	13.2	11.2
Administering vitamin "A" to progenitresses and keeping clean/having a child in due time.	5.0	18.4	5.3	9.5
Number	40	38	38	116

Non implemented decisions	District			Total
	Rangamati	Khagrachari	Bandarban	
Usage of sanitary latrine is not implemented	54.5	20.0	21.4	33.3
Drinking safe water is not implemented	18.2	-	35.7	23.3
Repair of Para-centre is not implemented	27.3	80.0	21.4	33.3
Children's regular attendance at para centre is not implemented	9.1	.0	14.3	10.0
Creating Children's health awareness & using of Iodized salt is not implemented	-	20.0	7.1	6.6
Number	11	5	14	30

Reason for Non implementation	District			Total
	Rangamati	Khagrachari	Bandarban	
Para centre was not repaired due to lack of money	9.1	40.0	15.4	17.2
Use of Sanitary latrine was not possible due to insolvency	18.2	20.0	23.1	20.7
The decision was not implemented, as components of sanitary latrine were not available on time	27.3	.0	.0	10.3
Children's regular attendance to para centre was not implemented, as guardians/ parents were not aware	9.1	.0	15.4	10.3
Ring-well/Tube-well was not installed due to fund shortage of PCMC	.0	.0	15.4	6.9
Number	11	5	13	29

Parents' visits

As shown in Table 2.44, almost every Para-worker everywhere in the sample stated that parents of children made visits to the Para-centre. Most commonly reported reasons of a parent's visits were she/he wanted to know if her/his child could read, reported by 81 percent of Para-workers (Table 2.45). Next most commonly reported reasons were she/he wanted to know if her/his child attended the centre. Some 21 percent of Para-workers mentioned of Parents visiting the centre to check if their child was crying for any reason. Few Parents appeared to be visiting the centre to know about the centre's development. There were no discernible variations in reported reasons of Parents' visits among the sample upazilas.

Parent's visit	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	97.5	97.5	100.0	98.3
No	2.5	2.5	-	1.7
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Type of information	District			Total
	Rangamati	Khagrachari	Bandarban	
Whether children can read	74.4	84.6	82.5	80.5

Whether children cry	20.5	10.3	32.5	21.2
Whether children attend	59.0	66.7	80.0	68.6
Regarding improvement of centre	5.1	2.6	12.5	6.8
Others	12.8	10.3	27.5	16.9
Number	39	39	40	118

Drop out children

Most Para-centres (82 percent) did not have any (enrolled) children dropping out in the year preceding the survey (Table 2.46). Only 18 percent of Para-workers reported having children dropping out from their centres in the preceding year. There were little variations in the proportion of Para-centres having dropped-out children among the three sample upazilas.

The number of dropped-out children in a Para-centre was in the range of 1-7 children or an average of 3.5 children (Table 2.46). This means, with an average of 18 children enrolled in a Para-centre, the proportion of dropped out children in any Para-centre was mostly below 20 percent. Where children dropped out, it was mostly due to lack of parents' awareness of the importance of pre-school teaching (Table 2.47).

Table 2.46 : Percent distribution of Para-centres by the number of students dropped last year, according to district.

Number of students dropped	District			Total
	Rangamati	Khagrachari	Bandarban	
01 student	5.0	-	7.5	4.2
02 student	-	7.5	7.5	5.0
03 student	7.5	7.5	-	5.0
04 student	-	2.5	-	0.8
05 student	2.5	-	5.0	2.5
07 student	-	-	2.5	.8
Did not drop	82.5	82.5	80.0	81.7
Number	40	40	40	120

Table 2.47 : Percentage of Para-workers mentioning a specific reason for children dropping out, according to district.

Reasons of dropout	District			Total
	Rangamati	Khagrachari	Bandarban	
Works in houses	28.6	-	-	9.1
Lack of awareness	42.9	71.4	50.0	54.6
House for away	28.6	-	25.0	18.1
Communication problem	42.9	14.3	12.5	22.7
Temporary transfer due to slash and burn-type cultivation	14.3	14.3	-	9.1
Panic	14.3	-	12.5	9.1
Others	-	42.9	50.0	31.8
Number	7	7	8	22

Completion of pre -school course and enrollment in primary school

As shown in Table 2.48, five or fewer children per Para-centre were reported to have completed the Para-centre course the last year before the survey in 61 percent of Para-centres, and 6-10 children in another 35 percent of Para-centres. The proportions of Para-centres with 5 or fewer children completing the course the last year were highest at 78 percent in Rangamati, intermediate at 63 percent in Khagrachari and lowest at 41 percent in Bandarban. Only in Bandarban, some 14 percent of Para-centres had more than 10 children completing the course the last year. The mean number of children completing the course was 5.0 in the total sample, and 4 in Rangamati, 4.3 in Khagrachari and higher 6.7 in Bandarban. Among

children who had completed the course last year, most (94 percent) were enrolled in a primary school (Table 2.49). Only 6 percent in the total sample could not be enrolled.

Number of children	District			Total
	Rangamati	Khagrachari	Bandarban	
1-5 Children	77.5	62.5	40.5	60.7
6-10 Children	22.5	37.5	45.9	35.0
11-18 Children	-	-	13.5	4.3
Total	100.0	100.0	100.0	100.0
Number	40	40	37	117
Mean Number	4.00	4.33	6.65	4.95

Whether enrolled or not	District			Total
	Rangamati	Khagrachari	Bandarban	
Enrolled in primary school	95.0 (153)	93.6 (162)	92.3 (227)	93.6 (542)
Not enrolled in primary school	5.0 (7)	6.4 (11)	7.7 (19)	6.4 (37)
Total	100.0	100.0	100.0	100.0
Number	160	173	246	579

Steps taken to enroll in primary school

Most (93 percent) of Para-workers in the sample had reportedly taken steps to get the children who had completed the pre-school course in their Para-centres enrolled in a primary school (Table 2.50). Only less than 8 percent of Para-workers said they did not take any steps to get their children enrolled in a primary school, with 15 percent of those in Khagrachari and 7.5 percent of those in Bandarban. As shown in Table 2.51, among the steps taken to get the children enrolled, 75 percent of the Para-workers reported having taken them to primary schools, 69 percent reported having persuaded their parents and 6 percent reported having kept contacts with the primary school teachers. There were little variations in taking these steps by Para-workers among the sample upazilas.

Whether take steps or not	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	100.0	85.5	92.5	92.5
No	-	15.0	7.5	7.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Taken steps to admit the children to primary schools	District			Total
	Rangamati	Khagrachari	Bandarban	
Take children to primary schools	72.5	76.5	75.7	74.8
Maintain contact with primary school teachers	57.5	58.9	64.9	60.4
Forward passed-out students' list to primary school teachers	10.0	2.9	21.6	11.7
Request the parents to enroll their	65.0	73.6	70.3	69.3

children				
Others	2.5	5.9	5.4	4.6
Number	40	34	37	111

Chapter 3

Findings from PCMC Interviews

PARA CENTRE MANAGEMENT COMMITTEE (PCMC)

Characteristics of PCMC President/Member

Table 3.1 presents the socio-demographic characteristics of the PCMC presidents and members of the three hill tract districts. Overall, nearly one-fifth (18 percent) of the PCMC presidents and members have no education. About 18 percent of them have completed primary education and 15 percent have completed secondary education. PCMC president/members from Khagrachari are more likely to be educated in contrast to the other two districts. More than forty percent (42 percent) of the respondents among the PCMC president/members were designated as the president and the rest 58 percent as general members.

Table 3.1: Percentage of PCMC president/members by selected background characteristics according to district

Characteristics	District			Total
	Rangamati	Khagrachari	Bandarban	
No education	17.7	6.3	31.6	18.5
Class I –IV	19.0	6.3	24.1	16.4
Class V	12.7	20.0	20.2	17.6
Class VI -IX	31.7	40.0	14.0	28.6
SSC	17.7	21.1	6.4	15.2
HSC	1.3	5.0	1.3	2.5
Graduate/Higher	-	1.3	2.6	1.3
Total	100.0	100.0	100.0	100.0
Post held				
President	38.0	43.8	45.6	42.4
Member	62.0	56.3	54.4	57.6
Total	100.0	100.0	100.0	100.0
Living in the community				
Yes	100.0	100.0	100.0	100.0
No	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0
Distance				
A little far away	38.0	33.8	19.0	30.3
Nearby	62.0	66.3	81.0	69.7
Total	100.0	100.0	100.0	100.0
Children studying				
Yes	49.4	31.3	50.6	43.7
No	50.6	68.8	49.4	56.3
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238

All the selected president and members live in the same locality where the PCMC is located. Most of the president/members of the PCMC live nearby the para-centre (62-81 percent). More than forty percent (44 percent) of the respondents have children, whose age is right for reading in para-centre, studying in para-centre (Table 3.1). The proportion varies from 31 percent in Khagrachari to 50 percent in both Bandarban and Rangamati.

Duties Performed by the President/Members

The most common responsibilities of the president and members of the PCMC are maintenance and repairing of para-centre (74 percent), followed by attending monthly meetings (58 percent), extending overall cooperation for bringing children to Para-centers (55 percent) and supervise whether Para-workers maintain punctuality (54 percent) (Table 3.2). About 45 percent of them reported that they try to convince parents to send their children to para-centres. Respondents from Khagrachari are more likely to bear all the above-mentioned responsibilities compared to the other two districts.

Table 3.2 : Percentage of PCMC president/members' duties and responsibilities as a president/member according to district

Duties and responsibilities	District			Total
	Rangamati	Khagrachari	Bandarban	
Maintenance and repairing Para-centers	68.4	78.8	74.7	73.9
Convincing parents	45.6	50.0	40.5	45.4
Supervise whether Para-workers maintain punctuality	62.0	51.3	48.1	53.8
Extending overall cooperation for bringing children to Para-centers	57.0	68.8	39.2	55.0
Attending monthly meetings	53.2	70.0	49.4	57.6
Implementing decisions made at monthly meetings	5.1	17.5	12.7	11.8
Cooperating in solving any type of problem	21.5	42.5	46.8	37.0
Others	11.4	30.0	27.8	23.1
Number	79	80	79	238

Training Received

Most of the presidents and members (61 percent) of the PCMC did not receive any training on matters related to para-centre. Nearly 40 percent received the training. Respondents from Rangamati (46 percent) were more likely to receive training than the other two districts. Out of those who were trained, 50% received training on keeping para-centres clean, followed by convincing parents about the benefits of para-centres (38 percent) and maintenance and repairing of para-centres (37 percent).

Table 3.3: Percentage of PCMC president/member receiving training and types of training by district

Received training	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	45.6	37.5	35.4	39.5
No	54.4	62.5	64.6	60.5
Total	100.0	100.0	100.0	100.0
Number	79	80	79	236
Types of training received				
Convincing parents about the benefits of para-centres	47.2	38.7	25.0	37.9
Maintenance and repairing of para-centres	41.7	32.3	32.1	35.8
Keeping para-centres clean	44.4	51.6	57.1	50.5
Methods of ensuring regular attendance of children	22.2	22.6	-	15.8
Para-centres management	22.2	22.6	25.0	23.2
Others	69.4	64.5	57.1	64.2
Number	36	31	28	95

PARA-CENTRE MANAGEMENT

Establishment and Management of Para Centre

About 3 percent of the para-centre started functioning for the first time in 1996: 2.6 percent in Kahgrachari and 3.8 percent in Bandarban, while in Rangamati 13 percent para-centres started functioning in 1997 (Table 3.4). Overall, 60 percent of the para-centres were established between 1996-2001. However, there is variation in the timing of establishing of para-centre across the three districts. In Rangamati, three-fourth (75 percent) of the para-centres were established between 1996-2001, while this figure is 66 percent in Khagrachari and 38 percent in Bandarban. In Bandarban, most of the para-centres were established after 2001.

Establishment and management of PCMC	District			Total
	Rangamati	Khagrachari	Bandarban	
Year of establishment				
1996	-	3.8	2.6	3.2
1997	12.7	23.8	11.4	16.0
1998	16.5	13.8	7.6	12.6
1999	13.9	7.5	1.3	7.6
2000	2.5	5.0	11.4	6.3
2001	29.1	12.5	3.8	15.1
2002	10.1	13.8	8.9	10.9
2003	3.8	7.5	15.2	8.8
2004	8.9	6.3	19.0	11.3
2005	2.5	6.3	19.0	9.2
Total	100.0	100.0	100.0	100.0
No. of members in PCMC				
4 members		2.5	3.8	2.1
5 members	100.0	90.0	96.2	95.4
6 members	-	2.5	-	.8
9 members	-	3.8	-	1.3
10 members	-	1.3	-	.4
Total	100.0	100.0	100.0	100.0
No. of female members in PCMC				
0 members			1.3	.4
1 members	97.5	86.3	65.8	83.2
2 members	2.5	12.5	31.6	15.5
3 members	-	1.3	1.3	.8
Total	100.0	100.0	100.0	100.0
No. of meetings held in a year				
0 meeting	7.6	2.5	1.3	3.8
1 meeting	8.9	8.8	3.8	7.1
2 meeting	15.2	11.4	11.4	10.9
3 meeting	32.9	26.6	26.6	27.3
4 meeting	35.4	51.2	55.4	47.1
5 meeting	-	8.8	2.5	3.8
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238

Cont.....

	Rangamati	Khagrachari	Bandarban	Total
Times visit PCMC in Last month				
0 time	2.5	2.5	14.3	6.4
1 time	15.2	16.3	13.0	14.8
2 time	26.6	38.8	22.1	29.2
3 time	15.2	20.0	11.7	15.7
4 time	17.7	15.0	10.4	14.4
5 time	11.4	5.0	1.3	5.9
6 time	2.5	1.3	2.6	2.1
7 time	3.8	-	3.9	2.5
8 time	2.5	-	2.6	1.7
9+ time	2.5	1.3	18.1	7.3
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238

About 95 percent of the para-centres have 5 members in the management committee. In Rangamati district, all the para-centres have 5 members in the PCMC. However, nearly 8 percent of the PCs in Kagrachari have more than 5 members in the PCMC (Table 3.4)

As regards the sex of the PCMC members, male members dominate the PCMC, as 83 percent of the Para-centres have only one female member, and only 16 percent have 2-3 female members in the PCMC. Bandarban shows the higher proportion (33 percent) of female members in the PCMC and Rangamati the lowest (3 percent).

In most of the para-centres, 3-4 meetings were held in the last one year. However, no meeting was held in the last one year in 8 percent of the Para-centres in Rangamati, 2.5 percent in Kagrachari and 1.3 percent in Bandarban. Most of the members of the PCMC were reported to have visited the para-centres 1-3 times in the last one month.

Table 3.5: Issues discussed at the last meeting

Issues discussed	District			Total
	Rangamati	Khagrachari	Bandarban	
Attendance of children/drop out	62.5	43.1	19.1	42.0
Improvement in children's studies	38.9	62.5	51.5	50.9
Class routine/learning time	4.2	2.8	-	2.4
Para - worker's attendance/behaviour	19.4	16.7	17.6	17.9
Teaching/learning material collection	4.2	13.9	2.9	7.1
Repair and maintenance of para-center	36.1	36.1	48.5	40.1
Development work-plan	26.4	13.9	19.1	19.8
Contact with parents/guardians	22.2	41.7	27.9	30.7
Urgent matters	5.6	9.7	35.3	16.5
Others	47.2	56.9	27.9	44.3
Number	72	72	68	212

Issues Discussed in the Meeting

Table 3.5 presents the percentage of teachers reporting about the issues discussed in the last para-centre meeting. Among the issues that were discussed in the last meeting, improvement in children's studies (51 percent), attendance and drop out of children (42 percent), repair and maintenance of para-centres (40 percent) and contact with parents and guardians (31 percent) were important (Table 3.5). There is variation in the importance of issues across the districts. Attendance and dropout of children appeared as the most important of the discussed issues in Rangamati (63 percent), while in Kahgrachari and Bandarban it was the improvement in the studies of children.

Steps Taken to Develop the Para-centre

Half of the PCMC presidents and members reported that during the last one year, PCMC has taken steps to develop the para-centre (Table 3.6). Respondents from Rangamati were more likely to report that development steps were taken in comparison to the other two districts.

Table 3.6: Development steps

PCMC take step for development	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	60.8	47.5	44.3	50.8
No	39.2	52.5	55.7	49.2
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238
Types of steps taken				
Granted materials	4.2	15.8	-	6.6
Carried out repair/maintenance work	75.0	73.7	82.9	76.9
Strived after government grant/project	33.3	21.1	-	19.8
Organized sports and cultural program	4.2	21.1	11.4	11.6
Conducted child survey	14.6	18.4	2.9	12.4
Others	31.3	39.5	25.7	32.2
Number	48	38	35	121
Who is responsible for maintenance/repair				
PCMC	92.4	77.5	88.6	86.1
Para - workers	1.3	27.5	5.1	11.3
Funding agency UNICEF/NGO	2.5	7.5	1.3	3.8
Others	3.8	30.0	6.3	13.4
Number	79	80	79	238

What steps did PCMC take this year for the development of para-centres? In response to this question, overwhelming majority (77 percent) of the respondents reported that PCMC had carried out repair and maintenance work during the last one year, while 32 percent stated that PCMC had conducted child survey and 20 percent reported organizing of sports and cultural program (Table 3.6). PCMC is mainly responsible for maintenance and repair work of para-centres as quoted by 78-92 percent of the respondents.

Dropout of Children from Para-centre

About 90 percent of the respondents reported that there were no dropouts in para-centres. Dropout rate is slightly higher in Bandarban than in the other two districts (Table 3.7). Lack of awareness of parents (52 percent), followed by distance of para-centre from house (29 percent), communication problem (24 percent) and temporary migration for cultivation (24 percent) appeared as the major reasons for dropping out of children from para-centres. What steps could be taken to stop dropping out of children from para-centres? In response to this question, all the respondents (100 percent) instantly argued for convincing parents to send their children to para-centres. In bringing dropped out children back to the para-centre, all the respondents (100 percent) stressed upon visiting the households of the dropped out children, on the other hand 43 percent prescribed for urging the para-workers.

Table 3.7: Dropout of children from para-centre

Drop out and reasons for dropout	District			
	Rangamati	Khagrachari	Bandarban	Total
Yes	7.6	7.5	11.4	8.8
No	92.4	92.5	88.6	91.2
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238
Main reasons for dropping out				
Works in house	0.0	16.7	-	4.8
Lack of awareness	50.0	83.3	33.3	52.4
House far away	50.0	.0	33.3	28.6
Communication problem	33.3	16.7	22.2	23.8
Temporary transfer due to slash and burn-type cultivation	33.3	16.7	22.2	23.8
Panic	16.7	16.7	0.0	9.5
Others	16.7	33.3	55.6	38.1
Step taken to contain dropout				
Convince parents	100.0	100.0	100.0	100.0
Convince children	-	50.0	22.2	23.8
Urge para-workers	33.3	-	11.1	14.3
Others	-	16.7	-	4.8
Expected role of parents				
Urge the para-workers	66.7	16.7	44.4	42.9
Visit household	100.0	100.0	100.0	100.0
Convince parents	-	66.7	22.2	28.6
Convince the children	-	50.0	22.2	23.8
Create awareness	-	16.7	-	4.8
Number	6	6	9	21

PARA WORKER MANAGEMENT

All the respondents (100 percent) reported that they were aware of the duties and responsibilities of the para-workers. Respondents' knowledge about specific duties and responsibilities were also tested in a prompted and un-prompted way. Respondents' knowledge were tested for as many as 15 duties and responsibilities of a para-worker (Table 3.8). Unprompted knowledge about these duties and responsibilities that the respondents think para-worker performing properly varies from less than 10 percent to more than 80 percent. Without any prompting, the most popularly known duty of para-worker was teaching children (80-88 percent), followed by coming to para-centre regularly (53-73 percent), advising to use sanitary latrine (45-77 percent), advising women and children to be immunized (43-65 percent), and administering vitamin-A capsules to mothers of new-born children. As expected, knowledge of PCMC president/members about specific duties and responsibilities has shown improvement. If we combine both prompted and un-prompted knowledge, it becomes universal for almost all the duties and responsibilities.

Table 3.8: Percentage of PCMC president/member reporting about duties and responsibilities carried out properly by para-worker according to district

Duties and responsibilities	District								
	Rangamati			Khagrachari			Bandarban		
	On his/her own	After being told	Not obliging	On his/her own	After being told	Not obliging	On his/her own	After being told	Not obliging
Coming to para-centre regularly	57.0	43.0	-	72.5	27.5	-	53.2	45.6	1.3
Teaching children	84.8	15.2	-	87.5	11.3	1.3	79.7	20.3	-
Taking care of children	32.9	67.1	-	48.8	50.0	1.3	36.7	63.3	-
Convincing the parents about para-centres	26.6	73.4	-	33.8	61.3	5.0	39.2	60.8	-
Organizing PCMC meetings	19.0	81.0	-	25.0	72.5	2.5	38.0	60.8	-
Preparing monthly reports	-	100.0	-	7.5	88.8	3.8	8.9	91.1	-
Enrolling 6+ children in primary schools	7.6	91.1	1.3	11.3	81.3	7.5	10.1	84.8	5.1
Advising women and children to immunization	51.9	48.1	-	65.0	33.8	1.3	43.0	57.0	-
Advising to use sanitary latrines	45.6	54.4	-	60.0	38.8	1.3	77.2	22.8	-
Creating awareness of diarrhea and ARI's	20.3	79.7	-	47.5	51.2	1.3	32.9	67.1	-
Creating awareness among mothers of breastfeeding	12.7	87.3	-	32.5	63.7	3.8	12.7	86.1	1.3
Encouraging the use of iodized salt	26.6	73.4	-	31.3	66.3	2.5	32.9	67.1	-
Imparting knowledge on child nutrition	19.0	81.0	-	36.3	63.7	-	41.8	57.0	1.3
Administering vitamin-A capsules to mothers of new-born babies	34.2	65.8	-	52.5	47.5	-	41.8	55.7	2.5
Creating awareness of malaria prevention	7.6	89.9	2.5	32.5	65.0	2.5	30.4	68.4	1.3
Others	17.7	-	82.3	17.5	5.0	77.5	17.7	1.3	81.0

Satisfaction with Para-worker's Performance

The president/members of PCMC are highly satisfied with the way the para-workers are running the Para-centres, as 99-100 percent of the respondents from three districts reported that they were satisfied with the work of para-workers (Table 3.9).

Table 3.9: Percentage of satisfaction with para-worker's performance according to district

Satisfied with performance	District			Total
	Rangamati	Khagrachari	Bandarban	
Yes	98.7	98.8	100.0	99.2
No	1.3	1.3	-	0.8
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238

Characteristics of Successful Para-worker

More than seventy percent (72 percent) of the PCMC president/members consider effective teaching method as the most successful characteristic of a para-worker, followed by good conduct and conformity to social norms (63 percent), regularity in work (44 percent) and eagerness to work (37 percent) (Table 3.10).

Table 3.10: Important characteristics of a successful para-worker according to district

Characteristics of successful para-worker	District			Total
	Rangamati	Khagrachari	Bandarban	
Minimum educational qualification SSC	35.4	53.8	20.3	36.6
Effective teaching methods	72.2	88.8	55.7	72.3
Eagerness to work	24.1	53.8	31.6	36.6
Regular attendance at para-centre	50.6	46.3	35.4	44.1
Maintenance of regular contact with area-people	29.1	27.5	39.2	31.9
Good conduct, putting on smile, mixing with all/professional behavior	58.2	77.5	53.2	63.0
Ensuring attendance of children	11.4	17.5	20.3	16.4
Others	10.1	17.5	12.7	13.4
Number	79	80	79	238

Necessary Steps for More Smooth Running of Para-centre

For more smooth running of para-centre, PCMC president/members prescribed a number of steps to be taken. More than eighty percent (85 percent) of the PCMC president and members consider that the para-worker should be paid a higher salary. They also suggest that the centre needs to be more permanent and beautiful (68 percent), and there should be provision for safe drinking water and sanitation (57 percent) and more materials (Table 3.11).

Table 3.11: Necessary steps for smooth running of para-centre according to district

Necessary steps	District			Total
	Rangamati	Khagrachari	Bandarban	
Safe drinking water and sanitation	46.8	56.3	67.1	56.7
More permanent and nice centre	79.7	70.0	53.2	67.6
Re-training of para-workers	21.5	38.8	27.8	29.4
Higher pay for para-workers	89.9	86.3	79.7	85.3
More materials	50.6	51.3	48.1	50.0
Creating awareness	3.8	12.5	7.6	8.0
Others	17.7	33.8	25.3	25.6
Number	79	80	79	238

Attendance of Students in Para-centres

Most of the respondents reported that there was no special day in the week for which the attendance of the children in para-centres was usually low, except the respondents from Rangamati. In Rangamati, more than half of the respondents (54 percent) reported that the attendance was low on a special day in a week. The special day of low attendance varies within the districts. In Rangamati, attendance is usually low on Wednesdays followed by Sundays, while in Khagrachari it is Thursday and in Bandarban it is Saturday followed by Thursday.

Overall, more than three-fourth (77 percent) of the PCMC president/members reported that the attendance of children was low in a special season (Table 3.12). Respondents from Rangamati are more likely to report low attendance season than the other two districts. Monsoon is the most low attendance season as mentioned by more than 90 percent of the respondents across the three districts. Low attendance in monsoon is mainly due to inclement weather and poor communication, as mentioned by 44 percent and 54 percent of the respondents respectively.

Table 3.12 : Low attendance of children

Low attendance of children	District			Total
	Rangamati	Khagrachari	Bandarban	
Is there low attendance on any special day?				
Yes	54.4	28.7	17.7	33.6
No	45.6	71.3	82.3	66.4
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238
Low attendance day				
Saturday	4.7	-	50.0	11.3
Sunday	30.2	-	14.3	18.8
Tuesday	-	4.3	-	1.3
Wednesday	58.1	8.7	-	33.8
Thursday	7.0	87.0	35.7	35.0
Total	100.0	100.0	100.0	100.0
Number	43	23	14	80
Is there Low attendance season?				
Yes	82.3	71.3	77.2	76.9
No	17.7	28.7	22.8	23.1
Total	100.0	100.0	100.0	100.0
Number	79	80	79	238
Low attendance season				
Summer	4.6	1.8	4.9	3.8
Monsoon	90.8	98.2	88.5	92.3
Winter	4.6	-	-	1.6
Slash and burn-type cultivation period	-	-	6.6	2.2
Total	100.0	100.0	100.0	100.0
Number	65	57	61	183
Reasons for low attendance				
Inclement weather	35.4	43.9	54.1	44.3
Poor communication	63.1	56.1	37.7	52.5
Fair/Social festivals	1.5	-	-	.5
Sowing period	-	-	4.9	1.6
Others	-	-	3.3	1.1
Total	100.0	100.0	100.0	100.0
Number	65	57	61	183

Community Characteristics

Across the three districts, concrete roads for motor transports (39 percent) and paths for traveling on foot (37 percent) are the main modes of communication. However, there is variation in the main mode of communication in three districts. In Rangamati, waterway (51 percent) is the main mode of communication, followed by concrete roads (37 percent). In Khagrachari, main mode of communication is concrete road (53 percent), while in Bandarban, the main mode of communication is path for traveling on foot (71 percent).

Agriculture (98 percent) and business (56 percent) are the main sources of livelihood of the people in the three hill tract districts. The source of livelihood varies within the districts. In Rangamati, agriculture, fishing and business are the main sources of livelihood, while in Khagrachari and Bandarban, agriculture, business and service are the main sources.

Table 3.13 : Community characteristics by districts

Community characteristics	District			Total
	Rangamati	Khagrachari	Bandarban	
Main mode of communication				
Concrete road for motor transports	36.7	52.5	26.6	38.7
Seasonal road for motor transports	-	18.8	2.5	7.1
Path for traveling on foot	12.7	28.7	70.9	37.4
Waterway	50.6	-	-	16.8
Total	100.0	100.0	100.0	100.0
Main source of livelihood?				
Agriculture	96.2	97.5	98.7	97.5
Animal Farming	20.3	21.3	3.8	15.1
Fishing	43.0	-	2.5	15.1
Business	40.5	45.0	83.5	56.3
Small-scale industry	-	-	7.6	2.5
Medium and heavy industry	1.3	-	-	4
Service	5.1	43.8	31.6	26.9
Others	55.7	73.8	64.6	64.7
Is there any Immunization centre?				
Yes	69.6	100.0	94.9	88.2
No	30.4	-	5.1	11.8
Total	100.0	100.0	100.0	100.0
Are children timely immunized?				
Yes	97.5	100.0	97.5	98.3
No	2.5	-	2.5	1.7
Total	100.0	100.0	100.0	100.0
Mothers' awareness about breastfeeding				
Moderately aware	8.9	31.3	36.7	25.6
Very much aware	91.1	68.8	60.8	73.5.3
Not aware	-	-	2.5	.8
Total	100.0	100.0	100.0	100.0

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	District			Total
	Rangamati	Khagrachari	Bandarban	
Do people use iodized salt?				
Yes	100.0	100.0	87.3	95.8
No	-	-	12.7	4.2
Total	100.0	100.0	100.0	100.0
Type of latrine				
Concrete latrine	5.1	1.3	29.1	11.8
Pit latrine	94.9	95.0	58.2	82.8
Hanging latrine	-	3.8	1.3	1.7
No latrine	-	-	11.4	3.8
Total	100.0	100.0	100.0	100.0
Source of drinking water				
Ringwell/super tra tubewell	40.5	5.0	24.4	23.2
Tubewell	20.3	86.3	51.3	52.7
River/cannal	2.5	3.8	3.8	3.4
Fountain	2.5	-	6.4	3.0
Pond/waterbody	-	-	2.6	.8
Others	35.4	10.0	11.5	19.0
Number	79	80	79	238

Immunization centre is available in most of the locality (88 percent) of the three districts. It is less available in Rangamati district.

Most of the mothers in the three districts are very much aware of the matter related to breastfeeding. Mothers from Rangamati are more likely to be aware about breastfeeding than mothers from other two districts. The results indicate that the people of the three districts generally use iodized salt.

More than eighty percent (83 percent) of the respondents from three districts reported that the people in these three districts were using pit latrine. Sanitary conditions seem to be poorer in Bandarban (Table 3.13).

Tube well is the main source of drinking water in Khagrachari and Bandarban, while in Rangamati, ringwell/super tara tubewell and other sources such as lake, pond or river are the main sources of drinking water.

Chapter 4

Findings from Primary School Teacher Interviews

PRIMARY SCHOOL TEACHER

Characteristics of Primary School Teachers

Table 4.1 presents the socio-demographic characteristics of the primary school teachers of the three hill tract districts. Overall, more than one-third (37 percent) of the teachers were of age 31-40 years, while more than forty percent (43 percent) were of age 41 and above. Teachers from Rangamati districts were relatively younger to those of Kagrachari and Bandarban districts. Ninety percent of the teachers were married and 10 percent were unmarried. The proportion of unmarried teachers were higher in Rangamati (16 percent) and Bandarban (11 percent).

Among the teachers from three hill tract districts, slightly less than half of the teachers were from the Buddhist community, followed by 34 percent from the Muslim community, 18 percent from the Hindu community and less than one percent from the Christian community. Bandarban shows the higher proportion of Muslim teachers (78 percent) compared to the other two districts. In Khagrachari, about 3 percent of the teachers are from the Christian community.

Ethnically 47 percent of the teachers are Chakma, while 46 percent are Bengali and 7 percent are either Tripura or Marma. Bengali teachers are numerous (94 percent) in Bandarban, while Chakmas are in Rangamati (79 percent) and Khagrachari (58 percent).

More than sixty percent (64 percent) of the teachers had passed S.S.C. or H.S.C. passed and nearly one-third were graduates. About five percent of the teachers have less than S.S.C. level education and they are from Rangamati and Khagrachari. Teachers from Bandarban are more likely to be higher-educated than in the other two districts. Among the teacher respondents, 39-49 percent were head masters and 51-61 percent were assistant teachers.

About 36-56 percent of the teachers are living in the same locality of the schools, while 44-64 percent are living in other areas. Bandarban shows the higher proportion (56 percent) of teachers living in the area, while most of the teachers in Khagrachari and Rangamati districts are living elsewhere.

Table 4.1: Socio-demographic characteristic of primary school teacher according to district				
Characteristic	District			Total
	Rangamati	Khagrachari	Bandarban	
Age				
20-25	13.2	2.8	8.3	8.2
26-30	15.8	5.6	13.9	11.8
31-35	18.4	22.2	19.4	20.0
36-40	10.5	27.8	13.9	17.3
41-45	7.9	11.1	5.6	8.2
46+	34.2	30.6	38.9	34.5
Total	100.0	100.0	100.0	100.0
Marital status				
Married	84.2	97.2	88.9	90.0
Unmarried	15.8	2.8	11.1	10.0
Total	100.0	100.0	100.0	100.0
Religion				
Buddhist	78.9	55.6	5.6	47.3
Muslim	10.5	13.9	77.8	33.6
Hindu	10.5	27.8	16.7	18.2
Christian	-	2.8	-	0.9
Total	100.0	100.0	100.0	100.0
Ethnicity				
Chakma	78.9	58.3	2.8	47.3
Bangali	21.1	22.2	94.4	45.5
Tripura	-	11.1	2.8	4.5
Marma	-	8.3	-	2.7
Total	100.0	100.0	100.0	100.0
Education				
Class VIII-IX	5.3	8.3	-	4.5
S.S.C	31.6	41.7	36.1	36.4
H.S.C	31.6	27.8	22.2	27.3
Graduate/Higher	31.6	22.2	41.6	31.8
Total	100.0	100.0	100.0	100.0
Length of service				
0-5 year	50.0	30.6	44.4	41.8
6-10 year	15.8	33.3	16.7	21.8
11-15 year	7.9	11.1	16.7	11.8
16+ year	26.3	25.0	22.2	24.5
Total	100.0	100.0	100.0	100.0
Post of teacher				
Head teacher	42.1	48.6	38.9	43.1
Assistant teacher	57.9	51.4	61.1	56.9
Total	100	100	100	100.0
Living place				
Living in this area	39.5	36.1	55.6	43.6
Not living in this area	60.5	63.9	44.4	56.4
Total	100.0	100.0	100.0	100.0
Number	38	36	36	110

Teachers' Knowledge about Para-centre

About 94 percent of the teachers from Bandarban and Khagrachari districts heard about Para-centre. However, 100 percent of the teachers from Rangamati heard about Para-centre (Table 4.2). Most of the teachers (63-85 percent) perceived that the Para-centre teaches pre-school lessons, while 56-79 percent reported that Para-centre teaches rhymes, songs and dances.

Heard the name of Para-centre	District			
	Rangamati	Khagrachari	Bandarban	Total
Heard	100.0	94.4	94.4	96.4
Didn't hear	-	5.6	5.6	3.6
Total	100.0	100.0	100.0	100.0
Know the activities of Para-centre				
Teaches rhymes, songs, dances etc to children	78.9	55.9	55.9	61.2
Teaches through different materials	44.7	41.2	23.5	36.8
Teaches pre -school lessons	63.2	82.4	85.3	76.4
Enrolls children in primary schools after completion of learning at para centres	21.1	50.0	8.8	26.4
Don't know	5.3	2.9	2.9	3.8
Others	21.1	14.7	23.5	19.8
Number	38	34	34	106

Teacher's Knowledge about activities of Para-centre

Teachers were asked about the formative and pre-school activities that are being carried out by Para-centre. Regarding age of the children enrolled in para-centre, teachers reported a wide range of age of the children. Teachers were more likely to report the age of enrollment as 3-5 years, which varies from 21 percent in Bandarban to 60 percent in Rangamati (Table 4.3). A substantial proportion of teachers (about 41 percent) were not aware of the period of activities of the Para-centre. About 56 percent of the teachers said 1-2 years as the period of activities of the Para-centre. Teachers from Bandarban were more likely to be ignorant about the period of activities of the Para-centre. Regarding duration of courses of Para-centres, 65-82 percent of the teachers of the three districts reported it as 2-3 years, while 13-32 percent did not know the duration of courses in para-centres. That para-workers conduct the activities in para-centres was known to 67 percent of the teachers from three districts. Teachers from Bandarban were less likely to know (41 percent) that para-workers conduct the activities of para-centres, while it is the highest in Rangamati (92 percent).

Table 4.3 : Percentage of teachers having knowledge about formative and pre-school activities according to district				
Formative activities	District			
	Rangamati	Khagrachari	Bandarban	Total
Regarding age of children enrolled				
3-5 Years	60.5	52.9	20.6	45.3
4-5 years	10.5	17.6	8.8	12.3
3-6 years	13.2	11.8	23.5	16.0
3-4 years	5.3	-	2.9	2.8
4-6 years	5.3	5.9	11.8	7.5
6-7 years	-	2.9	5.9	2.8
5-6 years	2.6	2.9	5.9	3.8
1-5 years	-	-	8.8	2.8
1-6 years	-	-	8.8	2.8
Don't know	2.6	5.9	2.9	3.8
Regarding period of activities				
1-2 Years	65.8	64.7	35.3	55.7
3 years	2.6	-	2.9	1.9
5 years	2.6	-	2.9	1.9
Don't know	28.9	35.3	58.9	40.5
Regarding class timings				
2-3 Years	81.6	73.5	64.7	73.5
3-4 years	-	5.9	2.9	2.8
1-1.5 years	5.3	5.9	-	3.8
Don't know	13.2	14.7	32.4	19.9
Regarding who conducts the activities				
Para worker	92.1	64.7	41.2	67.0
UNICEF	2.6	14.7	11.8	9.4
Committee	-	14.7	17.6	10.4
Others NGOs	-	-	5.9	1.9
Neighbors	-	-	2.9	0.9
Don't know	5.3	5.9	20.6	10.4
Number	38	34	34	106

Teachers' Knowledge about Curriculum of Para-centre

In response to a question on what is being taught to the children in Para-centre programme, most of the teachers reported that the programme teaches alphabet (72 percent) followed by songs, dances or stories (70 percent) and recitation of rhymes (51 percent). About 31 percent of the teachers reported that Para-centre teaches numerals to the students and another 24 percent said that it teaches word or picture-reading only (Table 4.4).

Table 4.4 : Percentage of teachers by the item of curriculum that is taught in the para-centre according to district				
Things that are taught in Para-centre	District			
	Rangamati	Khagrachari	Bandarban	Total
Recitation of rhymes	11.7	58.8	50.0	50.9
Songs/dance/stories	81.6	67.6	55.9	68.9
Vowels/consonant	78.9	67.6	67.6	71.7
Idea of numeric/addition-subtraction	31.6	32.4	29.4	31.1
Word-reading/picture-reading	18.1	35.3	17.6	23.6
Name and address of self/parents	-	5.9	-	1.9
Cleanliness	15.8	20.6	20.6	18.9
Others	15.8	23.5	26.5	21.7
Number	38	34	34	106

Communication with Para-workers

More than half (57 percent) of the teachers reported that they maintain contact with the para-workers. Teachers keeping contact with para-workers vary widely within the three districts: 38 percent in Khagrachari to 71 percent in Rangamati (Table 4.5). On the other hand, nearly 90 percent of the teachers reported that the para-workers used to come to them to get children admitted to primary schools. About half of the teachers reported that para-organizers come to them for admission of children to primary schools.

	District			Total
	Rangamati	Khagrachari	Bandarban	
Teachers keep contact with PW				
Keep contact	71.1	38.2	58.8	56.6
Don't keep contact	28.9	61.8	41.2	43.4
Total	100.0	100.0	100.0	100.0
Para-workers come to teachers				
Comes	92.1	100.0	76.5	89.6
Does not come	7.9	-	23.5	10.4
Total	100.0	100.0	100.0	100.0
Organizers come to school				
Yes	52.6	50.0	47.1	50.0
No	47.4	50.0	52.9	50.0
Total	100.0	100.0	100.0	100.0
Number	38	34	34	106

Performance, Social Behaviour and Mental Development of Children at Para-centre

Table 4.6 presents the assessment of the selected schoolteachers about the academic performance, social behaviour and mental development of the children coming from para-centre. The results indicate that slightly more than half (53 percent) of the teachers reported that the children coming from para-centres were doing well in their studies compared to other students in the schools. The rate varies from 41 percent in Bandarban to 71 percent in Rangamati (Table 4.6). As regards social behaviour such as courtesy, mixing with classmates, conduct with teachers and working in groups, most of the teachers reported that children coming from para-centres were relatively better than other students.

As regards mental development of the children coming from para-centre, more than half (54 percent) of the teachers reported that the para-centre children were good or very good in speaking in an organized manner. Most of the teachers (more than two-third) reported that students from para-centres were able to express their joy and likings and dislikes on a good or very good level. Students from Rangamati were more likely to be able to speak in organized manner or able to express their joy or likings or dislikes compared to the other two districts.

Table 4.6: Percentage of teachers expressing opinions about performance, social behaviour and mental development of children coming from para-centres according to districts

Assessment of	District			Total
	Rangamati	Khagrachari	Banderban	
Academic performance of children				
Very good	15.8	11.8	14.7	14.2
Good	71.1	44.1	41.2	52.8
Moderate	13.2	44.1	44.1	33.0
Total	100.0	100.0	100.0	100.0
Social behaviour				
a. Courtesy				
Very good	13.2	11.8	5.9	10.4
Good	65.8	70.6	52.9	63.2
Moderate	21.1	17.6	41.2	26.4
Total	100.0	100.0	100.0	100.0
b. Mixing with classmates				
Very good	5.3	8.8	8.8	7.5
Good	89.5	79.4	58.8	76.4
Moderate	5.3	11.8	32.4	16.0
Total	100.0	100.0	100.0	100.0
c. Conduct with teachers				
Very good	10.5	8.8	8.8	9.4
Good	81.6	76.5	61.8	73.6
Moderate	7.6	14.7	29.4	17.0
Total	100.0	100.0	100.0	100.0
d. Working in groups				
Very good	7.9	2.9	2.9	4.7
Good	81.6	61.8	50.0	65.1
Moderate	10.5	35.3	47.1	30.2
Total	100.0	100.0	100.0	100.0
Mental development				
a. Able to speak in organized manner				
Very good	10.5	2.9	5.9	6.6
Good	55.3	47.1	38.2	47.2
Moderate	34.2	50.0	55.9	46.2
Total	100.0	100.0	100.0	100.0
b. Able to express likes and dislikes				
Very good	13.2	2.9	-	5.7
Good	65.8	64.7	55.9	62.3
Moderate	21.1	32.4	44.1	32.1
Total	100.0	100.0	100.0	100.0
c. Able to express joy				
Very good	13.2	23.5	5.9	14.2
Good	73.7	64.7	61.8	67.0
Moderate	13.2	11.8	32.4	18.9
Total	100.0	100.0	100.0	100.0
Number	38	34	34	106

Table 4.7: Percentage of teachers reporting positive impact of formative and pre-school activities by districts

Impact of pre-school activities	District			Total
	Rangamati	Khagrachari	Banderban	
Yes	97.4	100.0	91.2	96.2
No	2.6	-	8.8	3.8
Total	100.0	100.0	100.0	100.0
Number	38	34	34	106

Impact of Pre-school Activities and Necessary Steps to be Taken

Almost all teachers (91 -100 percent) of the selected schools from three districts opined that the formation of pre-school activities through para-centres had positive impact on school readiness program (Table 4.7). However, they have suggested some amendments in the measures to increase the school enrollment in the three project districts. Among the suggestions, “more care should be taken while imparting lessons to children” as reported by 50 -76 percent teachers, and “para-worker should maintain regular contact with the teachers of the primary school” were important (Table 4.8).

Steps to be taken	District			Total
	Rangamati	Khagrachari	Banderban	
More care while imparting lessons to children	76.3	64.7	50.0	64.2
More cordial relations with children	31.6	50.0	26.5	35.8
Children to be taught practical lessons	36.8	41.2	17.6	32.1
Para-worker should maintain regular contact with us	57.9	38.2	55.9	50.9
Others	60.5	61.8	61.8	61.3
Number	38	34	34	106

Chapter 5

Findings from Trainer Interviews

TRAINERS

A primary focus in the formative evaluation study was ascertaining the profile of trainers employed to impart training to Para-workers and organizers, their roles and performances in the implementation of child development and pre-school activities. Pertinent data were collected by conducting in-depth interviews with all of the ten trainers engaged in the programme.

Background data

As shown in Table 5.1, all the 10 trainers were in the age range from 31 to 49 years, with 5 of them being below age 40 and the other 5 above age 40. Regarding their education, 6 had an MA degree and another 2 a BA degree. Two trainers were not graduates, with one having an education up to the Higher Secondary Certificate (HSC) level and one having an education up to the Secondary School certificate level. Seven out of the 10 trainers reported working as a trainer for 5 years or more; the remaining 3 trainers were recent recruits recruited two years ago.

Table 5.1 : Percent distribution of Trainers by background characteristics	
Background Characteristics	All
Age	
31	10.0 (1)
35	40.0 (4)
38	10.0 (1)
42	10.0 (1)
46	20.0 (2)
49	10.0 (1)
Total	100.0
Education	
S.S.C	10.0 (1)
H.S.C	10.0 (1)
Graduate/Higher	20.0 (2)
MA	60.0 (6)
Total	100
Length of service	
2 years	30.0 (3)
5 years	20.0 (2)
6 years	10.0 (1)
7 years	30.0 (3)
15 years	10.0 (1)
Total	100.0
Number	10

Responsibilities

Activities carried out by the trainers, as reported by them, are shown in Table 5.2. The activity most commonly carried out by the trainers was 'Teaching Para-workers practically how to conduct the different sessions in the Para-centre'. Their next most commonly carried out activities were 'Discussing the guide book with Para-workers in order to facilitate its use by them' and 'Imparting training to organizers'. Only 3 of the 10 trainers reported teaching

Para-workers how to develop materials for para-centres. Also, only 3 trainers reported teaching Para-workers how to use and preserve materials of para-centres.

	All
Teaching the lessons of child development to the para worker Practically	90.0 (9)
Imparting training to the organizers/DPC	60.0 (6)
To facilitate the para worker guidebook through discussion	70.0 (7)
To teach material developing	30.0 (3)
To teach material preservation and demonstration	30.0 (3)
Others	20.0 (2)
Number	10

Training

Trainings, as reportedly received by the trainers as a trainer, are shown in Table 5.3. Every trainer or almost every trainer reported having received the trainings on: Child development and pre-school activities, multiple ways of teaching and learning (MWTL), Gender issues, Administering of vitamin A capsules to the mother of newborn baby, and Nutrition. Next most commonly received trainings, received by 5-7 of the 10 trainers, were on: Creating of awareness about health issues (Facts for Life), Management, ARI/Diarrhoea, and Child rights/Child care/Child welfare. Only one or two trainers reported having received training on Supervision and monitoring, and Sanitation issues.

Special trainings, reportedly received by the trainers for the child development and pre-school activities, are shown in Table 5.4. Seven trainers reported having received the special training on Child rights/child care/Child welfare, while 5 trainers reported having received the special training on material development provided by the PLAN International. Only 4 trainers reported that they had received the 3-day long refresher training provided for the child development and pre-school activities. Three or fewer trainers reported having received any other special training provided for the child development and pre-school activities.

When asked, every trainer stated that he needed more training as a trainer for the child development and pre-school activities (Table 5.5). For more training, training on the child development and psychological concepts was sought by 7 of the 10 trainers. Training on Parenting of 0-3 year old children was also sought, but by only 3 of the trainers (Table 5.6). Few trainers mentioned the need for any other training. The following two reasons were most commonly cited for seeking more training: for more efficient implementation of the child development and pre-school programme (cited by every trainer), and to learn new methods of training (cited by 8 of the 10 trainers) (Table 5.7).

Table 5.3 : Percentage of Trainers by specific type of training they have received as a trainer.	
All	
Child development and pre-school activities	100.0 (10)
Multiple ways of teaching and learning (MWTL)	80.0 (8)
Child-right, child-care, child development issues	50.0 (5)
Supervision and monitoring	20.0 (2)
Gender issue	80.0 (8)
Sanitation issue	10.0 (1)
Administering vitamin-A capsules to mothers of new -born babies	80.0 (8)
ARI/diarrhoea issues	50.0 (5)
Nutrition	90.0 (9)
FFL	70.0 (7)
Management	70.0 (7)
Others	70.0 (7)
Number	10

Table 5.4 :Percentage of Trainers who have receive specific type of training for child development and pre school activities.	
All	
3-day long refresher training	40.0 (4)
Child-right, child-care, child development issues	70.0 (7)
Gender issues	30.0 (3)
Facts for live (FFL)	20.0 (2)
Training on materials development from plan international	50.0 (5)
Others	50.0 (5)
Number	10

Table 5.5 : Percentage distribution of Trainers by whether or not did they need more training for child development and pre-school activities.	
All	
More training needed	100
No more training needed	-
Total	100.0

Table 5.6 : Percentage of trainers who mentioned a specific training/topic for further training.	
All	
Parenting of 0-3 year old children	30.0 (3)
Child's formative and psychological concepts	70.0 (7)
Others	60.0 (6)
Number	10

Table 5.7 : Percentage of Trainers who gave a specific reason for further training.	
All	
To learn again the lessons that have been forgotten	20.0 (2)
To learn the new teaching methods	80.0 (8)
To run the school readiness programme more efficiently	100.0 (10)
Others	10.0 (1)
Number	10

Batch of trainees

Para-workers are given training by a trainer in batches, with a batch including 20-25 Para-workers (Table 5.8). In the last year before the survey, a trainer on average offered training to

about 7 batches, with 3 trainers each training 10 batches and another 3 trainers each training 5-6 batches (Table 5.9). There were three trainers who offered training to only 2-4 batches, each.

As reported by the trainers, basic training of Para-workers was provided in 7 days (Table 5.10) and their refresher train was provided in 3 days (Table 5.11). The following two subjects were taught in the training by every trainer or almost every trainer: Activities and curriculum of the child development and pre-school programme, and methods of teaching (Table 5.12). Other subjects taught included Material-collection and –development, Use and preservation of materials, Parenting of 0-3 year old children, Organizing monthly meetings. But they were not taught by most trainers. Most taught among these subjects were Use and preservation of materials, taught by 7 of the 10 trainers. All the trainers, except one, reported having organized Para-workers’ field practices during the training (Table 5.13).

Every trainer stated receiving the materials needed for the training, in due course (Table 5.14). All the trainers but one acknowledged that they had adequate materials needed for the training (Table 5.15).

Every trainer had the Training Manual with him (Table 5.16). But only 2 trainers said they always followed the manual in offering the training (Table 5.17). Most others said they used it only when needed.

Only 3 of the 10 trainers considered that the training the Para-workers had received was adequate to carry out the child development and pre-school activities (Table 5.18). Most others thought that Para-workers needed re-training on the child development and pre-school activities (Table 5.19).

Table 5.8 : Percent distribution of Trainers by the number of Paraworkers trained in a batch.	
	All
20 paraworkers	10.0 (1)
22 paraworkers	20.0 (2)
24 paraworkers	20.0 (2)
25 paraworkers	50.0 (5)
Total	100.0

Table 5.9 : Percent distribution of Trainers by the number of batches trained.	
	All
2 batches	20.0 (2)
4 batches	10.0 (1)
5 batches	10.0 (1)
6 batches	20.0 (2)
10 batches	30.0 (3)
14 batches	10.0 (1)
Total	100.0
Mean/Average	6.9

Table 5.10 : Percent distribution of Trainers by the duration of basic training they offered to Para-workers.	
	All
7 days	100.0 (10)
Total	100.0

Table 5.11 : Percent distribution of Trainers by the duration of re-fresher training they offered to Para-workers.	
	All
3 days	100.0 (10)
Total	100.0

Table 5.12 : Percentage of Trainers by subjects they taught in the training of Para-workers.	
	All
Teaching methods	90.0 (9)
Subject and curriculum of child development and preschool activities	100.0 (10)
Material development and collection	60.0 (6)
Material development and maintenance	70.0 (7)
Parenting of 0-3 year old children	40.0 (4)
Organizing monthly meetings	50.0 (5)
Others	20.0 (2)
Number	10

Table 5.13 : Percent distribution of Trainers whether or not did they conduct field practice sessions during training of Para-workers.	
	All
Yes	10.0 (1)
No	90.0 (9)
Total	100.0

Table 5.14 : Percent distribution of Trainers by whether or not did they receive the materials necessary for the training, in due time.	
	All
Received on time	100.0 (10)
Not received on time	-
Total	100.0

Table 5.15 : Percent distribution of Trainers by whether the materials necessary for the training were adequate or not.	
	All
Adequate	90.0 (9)
Inadequate	10.0 (10)
Total	100.0

Table 5.16 : Percent distribution of Trainers by whether or not did they have the training manual with them.	
	All
Yes	100.0 (10)
No	-
Total	100.0

Table 5.17 : Percent distribution of Trainers by how frequently they followed the manual in imparting training.	
	All
Always	20.0 (2)
Sometimes	20.0 (2)
In cases of necessity	60.0 (6)
Total	100.0

Table 5.18 : Percent distribution of Trainers by whether or not did they think the training the Paraworkers have received was adequate.	
	All
Adequate	30.0 (3)
Not adequate	70.0 (7)
Total	100.0

Table 5.19 : Percentage of Trainers mentioning specific training/subject for further training of Paraworkers.	
	All
Re-training on child development and preschool activities	85.7 (6)
Parenting of 0-3 year old children	57.1 (4)
Material development/usage and maintenance	42.9 (3)
Others	28.6 (2)
Number	7

Organizers

Eight of the 10 trainers interviewed in the survey had the responsibility for offering training to both the Para -workers and the organizers. The other two said their responsibility was only to offer training to Para-workers. Thus, information about organizers' training, collected in the survey, was relevant to the performances of the 8 trainers only, not of all the 10 trainers.

One of the 8 trainers did not offer any training to organizers in the last year before the survey (Table 5.20). The 7 others each, on average, offered training to about 48 organizers in the last year before the survey, with a trainer training a minimum of 50 organizers and a maximum of 62 organizers. The training was offered in different durations by the different trainers, ranging from 3 days to 7 days (Table 5.21). There were also variations in the types of training provided by the different trainers. Some trainers offered the 5 day long core training, some the 3 day long refreshers' training and some the other types of training (Table 5.22). Only one trainer reported having organized filed practices during organizers' training (Table 5.23).

Every trainer stated receiving the materials needed for the organizers' training, in due course (Table 5.24). Every trainer also stated that they had adequate materials needed for the training (Table 5.25).

However, 5 of the 8 trainers said that they needed Video for conducting the organizers' training more effectively (Table 5.26).

Every trainer had the Organizers' Training Manual with him (Table 5.27). But only one trainer said he always followed the manual in offering the training (Table 5.28). Most others said they used it only when needed.

Five of the 8 trainers considered that the training the organizers had received was adequate for them to carry out the child development and pre-school activities (Table 5.29). The other three trainers thought that Organizers need more training on the child development and pre-school activities (Table 5.30).

At the end of the interview, a trainer was asked to state the positive aspects of a person holding joint responsibility of trainer and organizer. Most commonly reported positive aspects were he would be able to better describe in the training class the problems he had identified by visiting the Para-centres (Table 5.31).

Table 5.20 : Percent distribution of Trainers by the number of Organizer they trained last year, for child development and pre-school activities.	
	All
0 person	12.5 (1)
50 persons	12.5 (1)
52 persons	25.0 (2)
54 persons	12.5 (1)
55 persons	12.5 (1)
60 persons	12.5 (1)
62 persons	12.5 (1)
Total	100.0
Number	8
Mean	47.9

Table 5.21 : Percent distribution of Trainers by the duration of training they offered to the Organizers.	
	All
3 days	12.5 (1)
4 days	50.0(4)
5 days	25.0 (2)
7 days	12.5 (1)
Total	100.0
Number	8

Table 5.22 : Percentage of trainers by subjects they taught in the training of Organizers.	
	All
5-days long core training	25.0 (2)
3-days long refreshers' training	25.0 (2)
Child-right, child-care, child-development issues	37.5 (3)
Gender issues	12.5 (1)
Facts for live (FFL)	37.5 (3)
Others	75.0 (6)
Number	8

Table 5.23 : Percent distribution of Trainers by whether or not did they conduct field practice sessions during the training of Organizers.	
	All
Yes	12.5 (1)
No	87.5 (7)
Total	100.0
Number	8

Table 5.24 : Percent distribution of Trainers by whether or not did they receive the materials necessary for the training, in due time.

	All
Received on due time	100.0 (8)
Total	100.0
Number	8

Table 5.25 : Percent distribution of Trainers by whether the materials necessary for the training were adequate or not.

	All
Yes	100.0 (8)
Total	100.0
Number	8

Table 5.26 : Percentage of Trainers by specific material they thought were necessary for imparting more effective training.

	All
Projector (OHP)	12.5 (1)
Video	62.5 (5)
Documentary film	37.5 (3)
Others	37.5 (3)
Not necessary	25.0 (2)
Number	8

Table 5.27 : Percent distribution of Trainers by whether or not did they have the training manual with them.

	All
Yes	100.0 (8)
No	-
Total	100.0
Number	8

Table 5.28 : Percent distribution of Trainers by how frequently they followed the manual in imparting training.

	All
Always	12.5 (1)
Sometimes	25.0 (2)
In cases of necessity	62.5 (5)
Total	100.0
Number	8

Table 5.29 : Percent distribution of Trainers by whether or not did they think the training the organized have received was adequate.	
	All
Yes	62.5 (5)
No	37.5 (3)
Total	100.0
Number	8

Table 5.30 : Percentage of Trainers mentioning specific training/subject for further training of Organizers.	
	All
Teaching methods	100.0 (3)
Subject and curriculum of child development and preschool activities	100.0 (3)
Material development and collection	66.7 (2)
Material development and maintenance	66.7 (2)
Organizing monthly meetings	33.3 (1)
Supervision and monitoring	66.7 (2)
Management	33.3 (1)
Number	3

Table 5.31 : Percentage of Trainers mentioning specific positive aspects of working as both a trainer and Organizer.	
	All
Able to know curriculum better	57.1 (4)
Can gather experience	71.4 (5)
Can explain identified problems better through para-centre visits	85.7 (6)
Others	28.6 (2)
Number	7

Chapter 6

Findings from Organizer Interviews

ORGANIZERS

In ascertaining organizer's profile, and their roles and performances in the implementation of the child development and pre-school activities, in-depth interviews were conducted with all 9 of the organizers employed in the programme.

Background characteristics

As shown in Table 6.1, out of 9 organizers interviewed in the survey, six were from the Chakma community, two from the Bangali community and one from the Tripura community. By religious classification, 6 were Buddhist, 2 were Muslim and one was Hindu. Organizers were in the age range of 34-56 years, with five being between 40 and 50, two below 40 and another two above 50. All the organizers were married. Five of the organizers had a BA degree, and one an MA degree. One organizer had an education only up to Higher Secondary Certificate (HSC) level. Every organizer reported working as an organizer for at least six years, with two organizers working for over 20 years.

Table 6.1: Percent distribution of Organizers by background characteristics.	
Background Characteristic	All
Age	
34 years	11.1 (1)
35 years	11.1 (1)
40 years	11.1 (1)
41 years	11.1 (1)
45 years	11.1 (1)
46 years	22.2 (1)
55 years	11.1 (1)
56 years	11.1 (1)
Total	100.0
Education	
H.S.C	33.3 (3)
B.A.	55.6 (5)
M.A.	11.1 (1)
Total	100.0
Marital status	
Married	100.0 (9)
Total	100.0
Religion	
Buddhist	66.7 (6)
Muslim	22.2 (2)
Hindu	11.1 (1)
Total	100.0
Ethnicity	
Chakma	66.7 (6)
Bangali	22.2 (2)
Tripura	11.1 (1)
Total	100.0
Length of service	
6 years	33.3 (3)
8 years	11.1 (1)
10 years	11.1 (1)
13 years	22.2 (2)
21 years	11.1 (1)
25 years	11.1 (1)
Total	100.0
Number	9

Usual work

Table 6.2 lists the types of work that the organizers said they usually did as an organizer. Their commonly reported usual activities, reported by 6 or more of the 9 organizers, were: *Conducting child development and pre-school activities, Checking whether Para-centres were being run regularly, Organizing PCMC meetings, Attending PCMC meetings, Holding Yard-meetings, Preparing monthly reports, Enrolling 6+ children in primary schools, Visiting Para-centres regularly, Holding Cluster-meetings, Reviewing Para-worker's monthly reports, Creating awareness of prevention of diarrhea/ARI, Creating awareness of breast-feeding, Disseminating knowledge of child nutrition, and Administering vitamin A capsules to the mother of newborn baby.* Among activities reported by 5 or fewer of the trainers were *Supervising Para-workers, Assisting Para-workers in various ways, Motivating women to get immunization vaccines for themselves and their children, Encouraging consumption of iodized salt, etc.*

	All
Conducting child development and pre-school activities	88.9 (8)
Briefing parents about Para centers	44.4 (4)
Ensuring regular attendance of children	33.3 (3)
Organizing PCMC meetings	77.7 (7)
Preparing monthly reports	66.7 (6)
Enrolling 6+ children in primary schools	66.7 (6)
Visiting para centres regularly	66.7 (6)
Assisting para workers in various ways	33.3 (3)
Attending PCMC meetings	77.8 (7)
Holding courtyard meetings	44.4 (4)
Holding cluster meetings	66.7 (6)
Reviewing monthly reports	66.7 (6)
Creating awareness of child right, child-care, child development etc	33.3 (3)
Checking whether para-centres are running regularly	88.9 (8)
Supervising para-workers	44.4 (4)
Motivating women and children to immunization	55.6 (5)
Creating awareness of using sanitary latrines	55.6 (5)
Creating awareness of the prevention of diarrhoea and ARI	66.7 (6)
Creating awareness of breastfeeding among mothers	66.7 (6)
Encouraging the use of iodised salt	33.3 (3)
Disseminating knowledge of child nutrition	66.7 (6)
Administering vitamin-A capsules to mothers of new -born babies	66.7 (6)
Creating awareness of malaria prevention	55.6 (5)
Others	22.2 (2)
Number	9

Training

Trainings, as reportedly received by the organizers as an organizer, are shown in Table 6.3. Out of the 9 organizers, 7 or more reported having received the trainings on: Child development and pre-school activities, Multiple ways of teaching and learning (MWTL), and Nutrition. Next most commonly received trainings, received by 4 of the 9 organizers, were on: ARI/Diarrhoea, Administering of vitamin A capsule to mother of newborn baby, Gender issues, Sanitation issues, Management, ARI/Diarrhoea, and Child rights/Child care/Child welfare. Only 2 or 3 organizers reported having received training on Supervision and monitoring, and Creating awareness about health issues (Fact for Life).

Special trainings, reportedly received by the organizers for supervision of the child development and pre-school activities, are shown in Table 6.4. Seven of the 9 organizers

reported having received the 5day long core training, while 5 of the organizers reported having received the training on Child rights/child care/Child welfare. Only 2-3 organizers reported that they had received the 3-day long refresher training and the training on management, provided for the supervision of the child development and pre-school activities.

Every organizer said they he needed more training for supervision of the child development and pre-school activities (Table 6.5). For more training, re-training on the child development and pre-school activities and the training on Methods of imparting lessons were sought by every one or almost every one of the 9 organizers (Table 6.6). Trainings on any other aspects of the programme were sought by few organizers. The following two reasons were most commonly cited for seeking more training: for more efficient administering of the child development and pre-school programme (cited by every trainer), and to learn again the forgotten lessons (cited by 7 of the 9 organizers) (Table 6.7).

Table 6.3 : Percentage of Organizers who have received specific type of training.	
	All
Child development and pre-school activities	100.0 (9)
Multiple ways of teaching and learning (MWTL)	77.8 (7)
Child-right, child-care, child development issues	44.4 (4)
Supervision and monitoring	22.2 (2)
Gender issue	55.6 (5)
Sanitation issue	44.4 (4)
Administering vitamin-A capsules to mothers of new -born babies	66.7 (6)
ARI/diarrhoea issues	66.7 (6)
Nutrition	77.8 (7)
Facts for life (FFL)	33.3 (3)
Management	66.7 (6)
Others	22.2 (2)
Number	9

Table 6.4 : Percentage of Organizers who have received specific type of training for child development and pre-school activities.	
	All
5-day long core training	77.8 (7)
3 day long refreshers training	33.3 (3)
Child-right, child-care, child development issues	55.6 (5)
Supervision and monitoring	22.2 (2)
Management	33.3 (3)
Number	9

Table 6.5 : Percent distribution of Organizers by whether they needed more training or not to supervise the activities	
	All
More training needed	100.0 (9)
No more training needed	-
Total	100.0
Number	9

Table 6.6 : Percentage of Organizers who mentioned a specific training/topic for further training.	
	All
Re-training on child development and pre-school activities	88.9 (8)
Method of imparting lessons	100.0 (9)
On the subject-matter of lesson-imparting	11.1 (1)
Method of preparing/using/exhibiting materials	22.2 (2)
Method of creating awareness on education	33.3 (3)
Management	33.3 (3)
Parenting of 0-3 year old children	22.2 (2)
Others	44.4 (4)
Number	9

	All
To run para-centres more efficiently	100.0 (9)
To learn again the lessons that have been forgotten	77.8 (7)
To prepare/use/exhibit the materials more effectively	22.2 (2)
To create more awareness in the society	22.2 (2)
For more efficient management	55.6 (5)
Others	22.2 (2)
Number	9

Steps Taken to enroll children

When asked what steps the organizers took in getting children enrolled in a Para-centre, every one of the 9 organizers reported motivating parents to send their children to the Para-centre (Table 6.8). Also, 6 of the organizers mentioned going to the village heads and motivating them that they encourage children in their villages to be enrolled in the Para-center. Only a few organizers mentioned of taking any other steps to get children enrolled in the Para-centre.

	All
Convince the parents	100.0 (9)
Convince the children	33.3 (3)
Attract children by story-telling	22.2 (2)
Convince the village-heads	66.7 (6)
Others	44.4 (4)
Number	9

Role/cooperation of parents

When the organizers were asked what roles/cooperations they expected of parents/guardians in running the Para-centre, almost every one of the 9 organizers mentioned that parents/guardians should send their children regularly to the Para-centre (Table 6.9). Four/five of the organizers also mentioned that parents/guardians should encourage the Para-worker in her work, and repair and take care of the centre.

	All
Sending children regularly to centres	88.9 (8)
Repairing para-centres	44.4 (4)
Caring for the para-centres	44.4 (4)
Attending courtyard meetings regularly	22.2 (2)
Encouraging para-workers	55.6 (5)
Others	11.1 (1)
Number	9

Additional supports

In recommending steps to be taken to conduct the child development and pre-school activities more successfully, 8 of the 9 organizers suggested that the salary of Para-workers be raised

(Table 6.10). Other commonly suggested steps were: more training to be organized, more materials to be supplied, training allowances/daily allowance to be increased, and retraining of Para-worker to be arranged.

	All
Arrange more training	77.8 (7)
Supply more materials	77.8 (7)
Supply quality materials	11.1 (1)
Make centres more permanent and beautiful	66.7 (6)
Raise travel allowance/daily allowance	11.1 (1)
Disburse monthly salary on time	11.1 (1)
Employ educated para-workers	33.3 (3)
Arrange re-training of para-workers	55.6 (5)
Raise salaries of para-workers	88.9 (8)
Disburse festival allowances of para-workers	22.2 (2)
Arrange meetings between parents and PCMC members and higher authorities	33.3 (3)
Arrange training/workshop for PCMC members	44.4 (4)
others	55.6 (6)
Number	9

Material

Four of the 9 organizers stated that they received, in due time, the materials they needed to administer the child development and pre-school activities under their supervisions (Table 6.11). The others reported having received the materials later than the due time. The supplies of materials needed were reported as inadequate by 7 of the 9 organizers (Table 6.12). Materials that were in inadequate supplies are listed in Table 6.13.

All the 9 organizers stated that their Para-workers collect materials locally (Table 6.14). Materials most commonly reported as collected by Para-workers were seeds (beans, tamarinds, jackfruits) and leaves (Table 6.15). Also, all the organizers reported that the Para-workers make materials themselves for their respective Para-centres (Table 6.16). The materials made by Para-workers were toys such as stoves/kitchen utensils, mangoes /jackfruits/ bananas/ papayas, boats/planes/birds, brinjals/sweet pumpkins/carrots, and dolls (men/women/children) (Table 6.17).

	All
Received on time	44.4 (4)
Received lately	55.6 (5)
Total	100.0
Number	9

	All
Adequate	22.2 (2)
Inadequate	77.8 (7)
Total	100.0
Number	9

Table 6.13 : Percent distribution of Organizers who mentioned a specific type of material that was inadequate to run the pre-school activities.	
	All
Kitchen utensils	28.6 (2)
Doll	57.1 (4)
Motor vehicle	57.1 (4)
Telephone	42.9 (3)
Ball (small/large)	14.3 (1)
Paper	42.9 (3)
Colour pencil	57.1 (4)
Story-book	14.3 (1)
Wood-pencil	42.9 (3)
Others	100.0 (7)
Number	7

Table 6.14 : Percent distribution of Organizers by whether or not did the Para-workers, under their supervision, locally collect materials.	
	All
collect locally	100.0 (9)
Not collect	-
Total	100.0
Number	9

Table 6.15 : Percentage of Organizers by type of materials the Para-workers, under their supervision, locally collect.	
	All
Stone	33.3 (3)
Seed (bean, tamarind, jackfruit)	66.7 (6)
Bamboo cane/stick	33.3 (3)
Leaves (different kinds)	55.6 (5)
Others	44.4 (4)
Number	9

Table 6.16 : Percent distribution of Organizers by whether or not did the Paraworkers, under their supervision, make materials by themselves.	
	All
Prepare	100.0 (9)
Do not prepare	-
Total	100.0
Number	9

Table 6.17 : Percentage of Organizers by type of materials did Paraworkers, under their supervision, make materials by themselves.	
	All
Mango/jackfruit/banana/papaya	44.4 (4)
Aubergine/sweet pumpkin/carrot	55.6 (5)
Boat/plane/bird	33.3 (3)
Stove/kitchen utensil	55.6 (5)
Man/doll	55.6 (5)
Others	22.2 (2)
Number	9

Additional materials

Like Para-workers, organizers were asked what additional materials they thought were necessary for running the Para-centre activities. Commonly sought additional material were dolls, kitchen utensils, motor vehicles, paper, colour pencils, story books, and *Esho lekhte shikhi* (Table 6.18).

Table 6.18 : Percentage of Organizers by type of materials they said they needed for running the Paracentres.	
	All
Kitchen utensils	44.4 (4)
Doll	66.7 (6)
Motor vehicle	44.4 (4)
Telephone	33.3 (3)
Ball (small/large)	55.6 (5)
Paper	55.6 (5)
Colour pencil	44.4 (4)
Esho lekhte shikhi	22.2 (2)
Story-book	44.4 (4)
Wood-pencil	33.3 (3)
Sharpener	11.1 (1)
Others	77.8 (7)
Number	9

Problems in using materials by Para-workers

Almost every organizer said that their Para-workers did not face any problems in using any of the teaching materials supplied to the Para-centres (Table 6.19). However, some organizers admitted that some children had difficulties in using some of the materials (Table 6.20). Materials which the children had difficulties in using are listed in Table 6.21.

Table 6.19 : Percent distribution of Organizers by whether or not did the Para-workers, under their supervision, face any problem in using materials.	
	All
Yes	11.1 (1)
No	88.9 (8)
Total	100.0
Number	9

Table 6.20 : Percent distribution of Organizers by whether or not did the children face any problem in using materials.	
	All
Yes	33.3 (3)
No	66.7 (6)
Total	100.0
Number	9

Table 6.21 : Percentage of Organizers who mentioned a specific typed of material did the children encounter problem with.	
	All
Block	66.7 (2)
Bamboo stick	33.3 (1)
Utensils	33.3 (1)
Telephone	33.3 (1)
Doll	33.3 (1)
Vehicle	33.3 (1)
Ball	33.3 (1)
Materials of movement corner	33.3 (1)
Number	3

Preservation of materials

Almost every organizer stated that materials in Para-centres were usually kept in almirahs and /or trunks, as did most Para-workers (Table 6.22). Three out of 9 organizers however reported that their Para-workers faced some problems in preserving their materials (Table 6.23). Most commonly reported problems were lacking of sacks /almarihas/trunks/cupboards (Table 6.24).

Table 6.22 : Percentage of Organizers by where did Para-workers preserve materials in Para-centres under their supervision.		All
Almirah/shelf/cupboard		88.9 (8)
Trunk		88.9 (8)
Number		9

Table 6.23 : Percent distribution of Organizers by whether or not did the Para-workers face any problem in preserving materials.		All
Yes		33.3 (3)
No		66.7 (6)
Total		100.0
Number		9

Table 6.24 : Percentage of Organizers by specific type of problem they said the Para-workers faced in preserving materials.		All
Lack of shelf/almirah/cupboard		33.3 (1)
Lack of sack		100.0 (3)
Number		3

Number of Para-centres

Table 6.25 shows the distribution of organizers by the number of centres they were assigned to supervise. Some organizers were assigned 25 centres, some 36-39 centres and the others 42 centres or more. Thus the number of Para-centres placed under the supervision of an organizer found to be varying widely from a minimum of 25 centres to a maximum of 55 centres. The organizers stated that they could not visit as many centres a month as they were supposed to. This was because they were busy with imparting training as well as with office work. More over, an organizer was assigned too many centres to visit a month (Table 6.26).

Table 6.25 : Percent distribution of Organizers by the number of Para-centres under their supervision.		All
25 para-centres		33.3 (3)
36 para-centres		11.1 (1)
39 para-centres		11.1 (1)
42 para-centres		11.1 (1)
47 para-centres		11.1 (1)
53 para-centres		11.1 (1)
55 para-centres		11.1 (1)
Total		100.0
Number		9

Table 6.26 : Percent distribution of Organizers who gave a specific reason for not visiting the rest of the assigned Para-centres.

	All
Busy with training	42.9 (3)
Busy with office work	57.1 (4)
Lack of time/too many para-centres to look after	42.9 (3)
Others	42.9 (3)
Total	100.0
Number	7

Things usually observed during supervision

As shown in Table 6.27, during their supervisory visits, organizers commonly observed the ways the Para-worker conduct the class and the methods of teaching that she follow, attendance of children in the class, the activities carried out by the Para-worker, the extent she follow the guidebook and the extent she follow the class routine in imparting lessons. Next most commonly, they looked at the cleanliness of the Para-center. Most organizers said they were satisfied with the way the Para-workers run her Para-center (Table 6.28). Only 2 of the 9 organizers said they were not satisfied with activities of the Para-workers they supervised. Their main reasons of dissatisfactions were the Para-workers do not attend their centres regularly and/or they were not qualified to work as Para-workers (Table 6.29).

Table 6.27 : Percentage of Organizers by specific type of issue did they pay more emphasis during their visits.

	All
Activities of paraworkers	55.6 (5)
Attendance of children	66.7 (6)
Preparing/using/maintaining materials	44.4 (4)
Cleanliness	44.4 (4)
Learning-teaching strategy/class session	77.8 (7)
Degree of following rules as per guidebook	11.1 (1)
Following class routine	55.6 (5)
Spontaneous participation of children	11.1 (1)
Others	44.4 (4)
Number	9

Table 6.28 : Percent distribution of Organizers by whether or not did they satisfy with Paraw orkers performance.

	All
Yes	77.8 (7)
No	22.2 (2)
Total	100.0
Number	9

Table 6.29 : Percentage of Organizers who gave specific reason for their dissatisfaction regarding the Para-centre management.

	All
Irregular attendance of paraworker	50.0 (1)
Non-qualified paraw orker	100.0 (2)
Unable to follow -up for lack of TA/Das	50.0 (1)
No regular following-up due to many para-centres/lack of time	50.0 (1)
Others	50.0 (1)
Number	2

Expected development of children

Most organizers stated that the development of children attending Para-centres generally were good or moderately good (Table 6.30).

	All
Very good	11.1 (1)
Good	66.7 (6)
Moderate	22.2 (2)
Poor	-
Total	100.0
Number	9

Attendance of children

All the 9 organizers, except one, reported the average rate of attendance of children in the Para-centres they supervised as 75-80 percent (Table 6.31). The exceptional organizer reported the average rate of attendance in his Para-centres as poor as only 20 percent.

	All
Average rate	
20 %	11.1 (1)
75 %	11.1 (1)
78 %	11.1 (1)
80 %	66.7 (6)
Total	100.0
Number	9

Drop-out children

Five of the 9 organizers stated that they were drop-outs in the Para-centres they supervised (Table 6.32). Major reasons, reported for drop-outs, were the lack of awareness of the parents/guardians about the importance of pre-school education (Table 6.33). As shown in Table 6.34, remedial measures to stop children dropping out from Para-centres, as suggested by the organizers, would be educating and motivating the parents/guardians that they should send their children to the Para-centre. When asked what steps they had taken to stop dropping out of children, some organizers stated that they had told the Para-workers to go to the parents/guardians to send the drop out children to the centre (Table 6.35). Some organizers also stated that they themselves went to the parents/guardians to motivate them (parents/guardians) to send the children to the Para-centre.

	All
Yes	55.6 (5)
No	44.4 (4)
Total	100.0
Number	9

Table 6.33 : Percentage of Organizers mentioning a specific reason for children dropped out.	
	All
Lack of awareness	80.0 (4)
House for away	20.0 (1)
Communication Problem	20.0 (1)
Temporary transfer due to slash and burn-type cultivation	40.0 (2)
Others	80.0 (4)
Number	5

Table 6.34 : Percentage of Organizers by specific measures to stop dropping out of children.	
	All
Convince parents	100.0 (5)
Urge para-workers	60.0 (3)
Others	40.0 (2)
Number	5

Table 6.35 : Percentage of Organizers by specific steps they said they usually took to bring back dropped out children.	
	All
Urge the para-workers	60.0 (3)
Convince parents	80.0 (4)
Convince the children	20.0 (1)
Create awareness	40.0 (2)
Others	40.0 (2)
Number	5

Chapter 7

Findings from Classroom Observations

Classroom observation

The study covered 120 Para Centres in total taking 40 Para Centres from each district of Chittagong Hill Tracts namely Rangamati, Khagrachhari and Bandarban.

The investigators visited these Para Centres and observed different aspects, such as existing facilities, classroom activities of the children and roles of teachers (Para-Worker) following the checklists and also conducted achievement tests using test instrument supplied to them.

The data collected from the three districts and tabulated activity-wise and district-wise as well as in total have been analyzed and the related information are given below.

Presence of Para Workers (teachers) at the centre

100% Para Workers were found present at their respective centres on time. (Table 7.1)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Present on time	100.0	100.0	100.0	100.0
Not present on time	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Presence of Children

The average number of children per centre was 17.5 and on the day of visit on average 13.1 children were found present in a centre. These two figures varied from district to district. District-wise ratio of mean average of children enrolled and mean average children found present at the centres were as follows: in Rangamati 14.5:10, Khagrachhari 13.6:11.1, Bandarban 24.3:18.2, (Table 7.2 and 7.3)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
01-10 boy & girl	20.0	27.5	2.5	16.7
11-20 boy & girl	65.0	65.0	30.0	53.3
21-30 boy & girl	15.0	7.5	52.5	25.0
31-40 boy & girl	-	-	15.0	5.0
Total	100.0	100.0	100.0	100.0
Mean	14.5	13.6	24.3	17.5
Number	40	40	40	120

	District			
	Rangamati	Khagrachhari	Bandarban	Total
01-10 boy & girl	65.0	52.5	5.0	40.8
11-20 boy & girl	35.0	42.5	67.5	48.3
21-30 boy & girl	-	5.0	20.0	8.3
31-40 boy & girl	-	-	7.5	2.5
Total	100.0	100.0	100.0	100.0
Mean	10.0	11.1	18.2	13.1
Number	40	40	40	120

Hangings materials:

The Table 7.4 shows that the availability/ presence of different hanging materials differs from district to district although the percentage in total availability of materials gave a good impression. The position in respect to class routine, Environment and Health chart, Vowel chart, Consonant chart in Rangamati district was sound (97.4% to 100%), whereas in Khagrachhari their presence varied from 47.5% to 97.5% and in Bandarban it varied from 70% to 95%. Class routines were found in 100% centres of Rangamati but in 70% centres of Bandarban. In Khagrachhari the presence of vowel chart and consonant charts were only 55% and 47.5% respectively. Whereas it was 97.4% in Rangamati. Picture drawn by children was found in 17.5% centres only of Khagrachhari, in of 30% centres in Rangamati and 47.5% centres in Bandarban. So the stock position in respect hanging materials deserves special care and para workers should be asked to encourage children to draw pictures for hanging on the wall. (Table 7. 4)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Class routine	100.0	97.5	70.0	89.2
Environment and Health Chart	95.0	85.5	84.6	88.2
Vowel chart	97.4	55.0	92.5	81.5
Consonant chart	97.4	47.5	95.0	79.8
Pictures drawn by children	30.0	17.5	47.5	31.7
Others **	80.0	92.5	80.0	84.2
Number	40	40	40	120

Cleanliness of the centre

The Table 7.5 shows that 100% centres in Rangamati and Khagrachhari were found clean although it was 95% in Bandarban. On the whole, the para centres were found neat and clean (Table 7.5)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Clean	100.0	100.0	95.0	98.3
Not clean	-	-	5.0	1.7
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Percentage of organized corners

It was found that 90% of the total corners were organized and the percentage of unorganized centres was highest in Khagrachhari (15%) Table 7.6

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Organized	92.5	85.0	92.5	90.0
Not organized	7.5	15.0	7.5	10.0
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

The positions in respect of the corners in the centres

Every centre has four corners, namely (a) Imagination corner, (b) Block and movement corner (c) Water and sand corner, and (d) Book and drawing corner. During the field study these corners were observed from different angles such as (1) number of children working in these corners, (b) availability of materials in each of these corners (c) nature of activities that the children usually do in each of these corners. Accordingly, there were three major components in the checklist covering each component of the four corners.

The findings of each of the component are given one by one.

Number of children working in each corner

(a) Imagination corner

It appears from the Table 7.7a that 3 children were found working at the imagination corners in 42.5% centres of Rangamati, 20% centres of Khagrachhari and 12.5% centres of Bandarban district. Moreover, lesser number of children were found working in imagination corners of Rangamati district than those in the other two districts. For example, only 2 children were found playing/working in 20% centres of Rangamati, on the other hand, 5 children were found playing in 20% centres and 8 children in 10% centres of Bandarban. Too many children in a corner may hamper their learning by doing unless the size of the corner is big.

	District			
	Rangamati	Khagrachhari	Bandarban	Total
a. Imagination corner				
Number of children				
1 child	2.5	5.0	2.5	3.3
2 children	20.0	7.5	-	9.2
3 children	42.5	20.0	12.5	25.0
4 children	15.0	17.5	20.0	17.5
5 children	10.0	12.5	20.0	14.2
6 children	2.5	10.0	12.5	8.3
7 children	2.5	5.0	7.5	5.0
8 children	-	7.5	7.5	5.0
10 children	-	-	10.0	3.3
11 children	-	7.5	-	2.5
15 children	-	-	2.5	0.8
None	5.0	7.5	5.0	5.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Mean	3.12	4.50	5.45	4.36

(b) Block and Movement corner

Table 7.7b discloses that in total 2 children were found working/playing in 23.3% centres and 3 children in 24.2% centres and the number of children working in the type of corner varied from 1 to 14. In 10.8% centres there was no child found playing/working.

	District			Total
	Rangamati	Khagrachari	Bandarban	
b. Block and movement corner				
Number of children				
1 child	5.0	5.0	-	3.3
2 children	45.0	17.5	7.5	23.3
3 children	25.0	27.5	20.0	24.2
4 children	15.0	10.0	17.5	14.2
5 children	5.0	5.0	15.0	8.3
6 children	-	2.5	5.0	2.5
7 children	-	7.5	7.5	5.0
8 children	-	-	10.0	3.3
10 children	-	2.5	7.5	3.3
12 children	-	-	2.5	0.8
14 children	-	-	2.5	0.8
None	5.0	22.5	5.0	10.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Mean	2.55	2.80	5.23	3.52

District-wise data shows that in Rangamati district only 2 children were found working in 45% centres and 3 children in 25% centres. Moreover, there was no centre having more than 5 children, on the other hand in Bandarban 2 children were found in only 7.5% centres, and 3 children in 20% centres (highest). 4 to 14 children were found in 25% to 17.5% centres.

In Khagrachhari district the remarkable feature was that 22.5% block and movement centres were found with no child at all.

c) Water and Sand Corners

The Table 7.7c reveals that in Rangamati 27.5% and 42.5% water and sand corners had only 1 and 2 children respectively and highest number of children found in this type of corner was 4 (in 10% centres). There was no centre having more than 4 children in water and sand corner. But the situation in the remaining two districts was different. In Khagrachhari district in 37.5% centres there was no child at all. In Bandarban 20% centres had 4 children, and 10% centres had 5 or 6 children, but in 10% centres there was none in water and sand corners. It seems that either the centres were not properly managed or were less attractive to the children.

Table 7.7c: Number of Children in Water and Sand corners				
Percent distribution of para centre by number of children in Water and Sand corners, according to district				
	Rangamati	Khagrachari	Bandarban	Total
c. Water and Sand corner				
Number of children				
1 child	27.5	12.5	12.5	17.5
2 children	42.5	22.5	15.0	26.7
3 children	5.0	15.0	15.0	11.7
4 children	10.0	2.5	20.0	10.8
5 children	-	2.5	10.0	4.2
6 children	-	2.5	10.0	4.2
7 children	-	2.5	5.0	2.5
8 children	-	2.5	2.5	1.7
None	15.0	37.5	10.0	20.8
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Mean	1.68	1.78	3.33	2.26

d) Book and Drawing corner

The overall situation in respect of book and drawing corner was almost similar to that of water and sand corners. In Rangamati 32.5% centres had 2 children, 22.5% had 1 child and 35% centres, had 3 or 4 children. No centre had more than 4 children. In Khagrachhari, 50% centres were found with no child at all and other centres had 1 to 8 children. In Bandarban highest number of centres (27.5%) were found with 2 children and total 7.5% centres had either 7 or 8 or 9 children. (Table -7.7d)

Table 8.7d: Number of Children in Book and Drawing corners				
Percent distribution of para centre by number of children in Book and Drawing corners, according to district				
	Rangamati	Khagrachari	Bandarban	Total
d. Book and drawing corner				
Number of children				
1 child	22.5	10.0	10.0	14.2
2 children	32.5	10.0	27.5	23.3
3 children	17.5	17.5	15.0	16.7
4 children	17.5	2.5	17.5	12.5
5 children	-	-	7.5	2.5
6 children	-	2.5	-	.8
7 children	-	2.5	2.5	1.7
8 children	-	5.0	2.5	2.5
9 children	-	-	2.5	.8
None	10.0	50.0	15.0	25.0
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Mean	2.10	1.65	2.78	2.18

Availability of materials

a) Imagination Corner

The Table 7.8a shows that the total position in respect of supply of materials for imagination corners was good. 78.3 to 95.8% centres in total had all the materials except Toy stove. Only 33.3% centres had Toy stove. Doll was the most common article and was found in 95% centres. It appears from the table that there was district-wise variation of availability of the materials, but this variation was not so prominent.

	District			Total
	Rangamati	Khagrachari	Bandarban	
a. Imagination corner				
Plate- 3 pieces (plastic/steel)	87.5	95.0	72.5	85.0
Spoon- 4 pieces (steel)	77.5	85.0	72.5	78.3
Glass- 2 pieces (plastic)	85.0	87.5	82.5	85.0
Pot	70.0	80.0	60.0	70.0
Toy stove	37.5	27.5	35.0	33.3
Doll	90.0	97.5	100.0	95.8
Telephone	92.5	95.0	97.5	95.0
Set of utensils	92.5	97.5	92.5	94.2
Others (Vehicle/Ball)	32.5	15.0	5.0	17.5
Number	40	40	40	120

b) Block and Movement Corner

The Table 7.8b shows that most of the listed materials for this corner were found available in most of the centres covered under the study. Out of the 17 items, 10 were found in 80% to 94% centres of these districts. Button and puppet (cloth) were found available in around 45% centres. Various kinds of seeds were available in 17.5% centres only, most probably due to lack of initiative of the para workers. Skipping rope, a material for a common game was available in only 30% centres in total.

	District			Total
	Rangamati	Khagrachari	Bandarban	
b. Block and Movement corner				
Bag of seed	85.0	82.5	80.0	82.5
Jhunjhuni and small tambourine	92.5	95.0	95.0	94.2
Interlocking safe card	87.5	67.5	87.5	80.8
Button	45.0	52.5	32.5	43.3
Bamboo and stick	80.0	87.5	80.0	82.5
Rooms of different sizes and colors	70.0	55.0	55.0	60.0
Fish (plastic and paper)	77.5	72.5	95.0	81.7
Wooden block	92.5	90.0	75.0	85.8
Wreath of bamboo and wooden pieces	90.0	82.5	65.0	79.2
Puppet (cloth)	22.5	60.0	50.0	44.2
Animals (plastic)	87.5	92.5	90.0	90.0
Stones of different colors	80.0	92.5	75.0	82.5
Various seeds	10.0	20.0	22.5	17.5
Matching wood	82.5	75.0	67.5	75.0
Bamboo pipe	82.5	92.5	77.5	84.2
Skipping	45.0	25.0	20.0	30.0
Others (Vehicle/Ball)	10.0	15.0	-	8.3
Number	40	40	40	120

c) Water and Sand Corner

The Table 7.8c shows that in 40.8% centres bottles (plastic) were found available. Paper sheet and stem of papaya tree were found available in only 16.7% and 23.3% centres respectively. Mainly big bowls, glass and boat (plastic) were found available to a considerable quantity. Interesting materials like plastic tortoise, fish, duck were almost absent. It also appears that the state of this corner needs to be improved in order to make the corner attractive.

Percentage of para centre by materials available in Water and Sand corners, according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
c. Water and sand corner				
Big bowls (2 pieces)	95.0	92.5	92.5	93.3
Glass (plastic)	67.5	77.5	72.5	72.5
Bottle (plastic)	50.0	37.5	35.0	40.8
Boat (plastic)	87.5	80.0	67.5	78.3
Sheet (paper)	15.0	10.0	25.0	16.7
Sand and water	85.0	72.5	70.0	75.8
Steam of papaya tree	30.0	15.0	25.0	23.3
Others (Tortoise, fish, duck)	12.5	25.0	7.5	15.0
Number	40	40	40	120

d) Book and Drawing corner

The Table 7.8d shows that Ludu, different kinds of picture, crown and mask were found available in 50-60% centres in total. But in Bandarban 25% centres only had Ludu and in Khagrachhari 30% centres only had crown and mask. Story books were found available in 90% centres and next most available items were colour pencil and paper (in 83.3% centre).

Percentage of para centre by materials available in Book and Drawing corners, according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
d. Book and drawing corner				
Color pencil and paper	77.5	90.0	82.5	83.3
Ludu	62.5	67.5	25.0	51.7
Health Ludu	70.0	55.0	42.5	55.8
Illustrated story book	72.5	77.5	62.5	70.8
Paper story books	95.0	87.5	90.0	90.8
Different kinds of picture	62.5	65.0	65.0	64.2
Crown and mask	87.5	30.0	60.0	59.2
Number	40	40	40	120

Activities of the children in the corners

a) Imagination Corner:

It appears from the Table 7.9a that the prominent activities of the children were playing with doll (80%), playing with utensils and cooking (70%) and playing with telephone (75%). Other activities such as playing with plastic animals/pots/plate and spoon/toys/ball/mask were found in less than 5% centres.

Table 7.9a: Activities of children in Imaginary corner				
Percentage of activities that children are doing in each Imaginary corner according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
a. Imaginary corner				
Playing with utensils/cooking/playing with stove	67.5	66.7	74.4	69.5
Playing with plastic animals/toys/animals.	-	2.6	7.7	3.4
Playing with/looking at glass/pots.	-	-	15.4	5.1
Playing with plates/spoons.	-	12.8	-	4.2
Playing with telephone/talking over telephone.	72.5	74.4	79.5	75.4
Playing with favourite toys.	-	2.6	-	.8
Playing with dolls.	82.5	76.9	79.5	79.7
Playing with ball.	2.5	5.1	5.1	4.2
Driving vehicles.	30.0	20.5	15.4	22.0
Washing vegetables.	-	-	-	-
Playing with jar at her waist.	2.5	-	-	.8
Was making noise with two lids.	-	-	-	-
Playing with mask.	2.5	-	-	.8
Others	10.0	15.0	2.5	9.2
Number	40	40	40	120

b) Block and Movement Corner

The percentage of playing with Jhunjhuni was highest (58.5%) in total and with minor district variation. Two activities, which were found moderately performed, were playing with wooden block (in 47.5% centres) and playing with plastic animals (in 32.2% centres). The children were found performing other activities on a limited scale (in less than 12.7% centres). (Table 7.9b)

Table 7.9b: Activities of children in Block and Movement				
Percentage of activities that children are performing in each Block and Movement corner according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
b. Block and movement corner				
Playing with seeds/seed bag	5.0	2.6	15.4	7.6
Playing with plastic animals.	45.0	46.2	51.3	47.5
Playing with wooden block.	47.5	30.8	17.9	32.2
Matching/learning letters with wooden block.	7.5	2.6	10.3	6.8
Playing with Inter locking safe card.	10.0	7.7	12.8	10.2
Playing with picture cards.	5.0	2.6	12.8	6.8
Building rooms.	17.5	7.7	7.7	11.0
Playing with different colors of stone.	10.0	2.6	15.4	9.3
Playing with the wreath of bamboo and wood pieces.	7.5	5.1	2.6	5.1
Playing Jhunjhuni/small tabor.	45.0	64.1	66.7	58.5
Playing with vehicle.	5.0	7.7	5.1	5.9
Playing with ball.	2.5	10.3	-	4.2
Playing flute.	-	-	2.6	.8
Playing with doll.	-	2.6	5.1	2.5
Playing with bamboo pipe.	7.5	7.7	12.8	9.3
Building bridge with pieces of wood.	-	-	2.6	.8
Playing with bamboo stick.	-	5.1	2.6	2.5
Playing button.	-	-	-	-
Playing with musk.	2.5	-	-	.8
Making noise from plastic fish by giving pressure on it.	2.5	12.8	23.1	12.7
Playing with rope.	5.0	-	-	1.7
None.	-	10.3	-	3.4
Showing animals one by one and para-w orker was telling the names.	-	5.1	-	1.7
Others	5.0	12.5	17.5	11.7
Number	40	40	40	120

c) Water and Sand Corner

The Table 7.9c shows that there were a lot of activities for the children at water and sand corner but it was found that the play of floating fish/tortoise/boat/duck/ship/bottle in water was predominant in all the three districts, for example, in Rangamati 77.5%, Khagrachari 51.3% and Bandarban 71.8%. Playing with water and sand had been found in practice in 27.5% centres of Rangamati, 23.1% centres of Bandarban and only in 5.1% centres of Khagachhari district.

Table 7.9c: Activities of children in Water and Sand				
Percentage of activities that children are performing in each Water and sand corner according to district				
	Rangamati	Khagrachari	Bandarban	Total
c. Water and sand corner				
Playing by floating fish/tortoise/boat/duck/ship/bottle in water.	77.5	51.3	71.8	66.9
Stirring water/drowning hand in water.	-	-	12.8	4.2
Playing with water and sand.	27.5	5.1	23.1	18.6
Putting water in water bottle	2.5	5.1	7.7	5.1
Playing with the stem of papaya tree	12.5	2.6	15.4	10.2
None	7.5	17.9	7.7	11.0
Splashing one another with water.	-	7.7	2.6	3.4
Playing with animals.	2.5	2.6	5.1	3.4
Playing with leaves	-	-	2.6	.8
Playing with paper fish.	5.0	5.1	2.6	4.2
Playing with paper bowl.	2.5	5.1	7.7	5.1
Playing with water in different ways.	2.5	-	-	.8
Was drowning the toys.	-	-	-	-
Pouring water in the glass.	7.5	12.8	-	6.8
Pouring with water in glass.	2.5	10.3	5.1	5.9
Pouring water in bowl.	-	-	2.6	.8
Making noise of plastic duck and tortoise.	-	10.3	-	3.4
Others	5.0	10.0	2.5	5.8
Number	40	40	40	120

d) Book and Drawing Corner

In this corner there was a scope for performing a lot of activities – more than 20 in number but children were found to practice only two of them. These were (i) looking at different kinds of pictures/posters and (ii) drawing picture on blank sheet with color pencil. The percentages of these activities in total were 37.5 and 34.2 respectively. Most of the other activities were found in real practice (in less than 2% centres). In Khagrachhari district it was found that this corner was not being used at all in 32.5% centres (Table 7.9d).

Table 7.9d: Activities of children in Book and Drawing				
Percentage of activities that children are performing in each Book and Drawing corner according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
d. Book and drawing corner				
Looking at different kinds of picture/poster	45.0	30.0	37.5	37.5
Drawing picture on blank sheet with color pencils	32.5	27.5	42.5	34.2
Playing with color pencils	5.0	5.0	15.0	8.3
Reading rhymes/story books	5.0	-	5.0	3.3
Looking different kinds of story books, ludu, vehicle	12.5	10.0	12.5	11.7
Playing with crown	-	2.5	7.5	3.3
Playing with musk	17.5	7.5	17.5	14.2
Playing with ludu/illustrated story books/ different kinds of picture/crown/musk	15.0	12.5	10.0	12.5
Kept quiet	-	-	2.5	.8
Talking about other illustrated story books	-	5.0	7.5	4.2
Observing and understanding the picture and story to two hungry goat	-	2.5	2.5	1.7
Playing with the button of ludu	5.0	-	-	1.7
Talking over telephone	2.5	-	-	0.8
Playing with health ludu	2.5	2.5	-	1.7
None	5.0	32.5	7.5	15.0
Para-worker was telling the name of pictures	-	2.5	-	0.8
Matching different kinds of plastic picture	2.5	-	-	0.8
Choosing pens	-	2.5	-	0.8
Scaring others by putting hand in puppets	-	2.5	-	0.8
Organizing books/pens	2.5	2.5	-	1.7
Others	5.0	10.0	5.0	6.7
Number	40	40	40	120

Performance of the Para Worker

Table 7.10 shows that para workers were found busy in helping children in multiple ways while the children were working in the corners, such as helping all children (58.3%) helping children in each corner (51.7%) and looking after the children (55%). The para workers of Bandarban were found more active than those of other districts.

Table 7.10: Activity of para-worker				
Percentage of activity of para-workers while children were in corners according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
Helping all	57.5	47.5	70.0	58.3
Helping children in each corner	35.0	40.0	80.0	51.7
Drawing children's attention by sitting in vacant corner	10.0	22.5	30.0	20.8
Keeping quiet	2.5	5.0	-	2.5
Was looking after children in each corner	35.0	55.0	75.0	55.0
Others	5.0	12.5	10.0	9.2
Number	40	40	40	120

Help of guardian in teaching at the centre

In Rangamati and Khagrachhari the guardians were found to help the children only in 5% centres but in Bandarban it was 22.5% (Table 7.11).

	District			Total
	Rangamati	Khagrachari	Bandarban	
Helped	5.0	5.0	22.5	10.8
Not helped	95.0	95.0	77.5	89.2
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Maintenance of discipline

Regarding maintenance of discipline it was found that the para workers were very active in maintaining discipline. Para-workers all the three districts were found taking care of the children in the way of mainly arranging their seats (total 75%) and forbidding children from breaking rules (total 65%). In the case of Bandarban these were 82.5% and 87.5% respectively. (Table 7.12)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Cares for the children and arranges seats	75.0	67.5	82.5	75.0
Gently forbids children not to break rules	40.0	67.5	87.5	65.0
Arranges seats for children close to herself	12.5	17.5	20.0	16.7
Scolds	2.5	12.5	37.5	17.5
Does nothing	7.5	2.5	-	3.3
Others	2.5	2.5	5.0	3.3
Number	40	40	40	120

Classroom Teaching -Learning Observation

One objective of this study was to know whether the teaching-learning activities were being conducted according to the official class routine.

Activities 1 : Exercise and National Anthem

According to the official class routine, for the first 10 minutes there are two activities for the children. These are physical exercise and singing National Anthem. The study teams found that physical exercise was conducted in 100% centres of Rangamati and Khagrachhari and in 92.5% centres of Bandarban district. The National Anthem was sung in 100% centres of Rangamati, 97.5% centres of Khagrachhari, and 95.0% centres of Bandarban district.

Regarding the degree of following the rules, it was found that in the case of physical exercise the rules were being completely followed in 59.8% centres and moderately followed in 38.5% centres. In the case of National Anthem the rules were completely followed in 61.5% centres and moderately followed in 34.2% centres, but not followed in 4.3% centres of the total centres in the Hill Tract districts.

Regarding participation, all children participated in 71.8% centres and mostly participated in 24.8% centres and partly participated in only 3.4% centres on the day of visit.

As regards getting pleasure the data shows that 35.9% children were getting high pleasure and 59% moderate pleasure. However, on the whole, the children enjoyed the physical exercises as well as the National Anthem.

The attendance of children in exercise and National Anthem was 100%. (Table-7.13)

Table 7.13 : Percent distribution of para centre by taking attendance and following rules, participating and getting pleasure for all children in doing Exercise and singing National Anthem according to district				
	District			Total
	Rangamati	Khagrachhari	Bandarban	
Exercise				
Yes	100.0	92.5	100.0	97.5
No	-	7.5	-	2.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Observation				
Degree of following rules				
Completely	52.5	81.2	47.5	59.8
Moderate	47.5	18.9	47.5	38.5
Did not follow	-	-	5.0	1.7
Total	100.0	100.0	100.0	100.0
Participation				
All	65.0	91.9	87.5	81.2
Mostly	35.0	8.1	12.5	18.8
Partly	-	-	-	-
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	25.0	48.6	35.0	35.9
Moderate	75.0	51.4	55.0	60.7
Inactive	-	-	10.0	3.4
Total	100.0	100.0	100.0	100.0
Number	40	37	40	117
National Anthem				

Yes	100.0	97.5	95.0	97.5
No	-	2.5	5.0	2.5
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Observation				
Degree of following rules				
Completely	62.5	71.8	50.0	61.5
Moderate	37.5	23.1	42.1	34.2
Did not follow	-	5.1	7.9	4.3
Total	100.0	100.0	100.0	100.0
Participation				
All	65.0	74.4	76.3	71.8
Mostly	32.5	20.5	21.1	24.8
Partly	2.5	5.1	2.6	3.4
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	35.0	25.6	47.4	35.9
Moderate	60.0	69.2	47.4	59.0
Inactive	5.0	5.1	5.3	5.1
Total	100.0	100.0	100.0	100.0
Number	40	39	38	117
Attendance				
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120

Activities 2: Reciting Rhymes and singing songs.

The second 10 minutes in the class routine was for reciting Rhymes and singing songs. It appeared from the Table 7.14 that in about 60% centres the activity was reciting rhymes and in 39% centres it was singing songs.

The techniques adopted in performing activities, in either of the cases, were 75.8% with clapping, 28.3% with acting and 12.5% with dancing in total. But in Khagrachhari district it was 82.6% with clapping, 10% with acting and no one with dancing. In Bandarban 42.5% children perform these activities with acting.

Regarding the degree of following rules, it was found that in 64.2% centres the rules were followed completely and in others moderately. The percentages of centres where in all children participated were 55% in Rangamati, 75% in Khagrachhari and 77.5% in Bandarban..

As regards getting pleasure, it was 51.7% at the high level, 45.8% at the moderate level and the rest (2.5%) at a very low level. (Table -7.14)

Table 7.14: Percent distribution of para centres by following rules and ways, participating and getting pleasure for all children in reciting rhymes and singings, songs according to district				
	District			
	Rangamati	Khagrachhari	Bandarban	Total
Rhyme				
Yes	52.5	57.5	72.5	60.8
No	47.5	42.5	27.5	39.2
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Music				
Yes	47.5	42.5	27.5	39.1
No	52.5	47.5	72.5	60.9
Total	100.0	100.0	100.0	100.0
Number	40	40	40	120
Observation ways				
With clapping	77.5	82.5	67.5	75.8
With acting	32.5	10.0	42.5	28.3
With dancing	10.0	-	2.5	12.5
Number	40	40	40	120
Observation Degree of following rules				
Completely	62.5	77.5	52.5	64.2
Moderate	37.5	20.0	47.5	35.0
Did not follow	-	2.5	-	0.8
Total	100.0	100.0	100.0	100.0
Participation				
All	55.0	75.0	77.5	69.2
Mostly	45.0	25.0	15.0	28.3
Partly	-	-	7.5	2.5
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	45.0	57.5	52.5	51.7
Moderate	55.0	40.0	42.5	45.8
Inactive	-	2.5	5.0	2.5

Total Number	100.0 40	100.0 40	100.0 40	100.0 120
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Activities-3: Pre-reading for the 3 – 5 years children.

Table 7.15 shows that in total 38.2% children were performing picture-reading activities. The percentages of children engaged in this activity varied from district to district. It was 38.5% in Rangamati, 22.2% in Khagrachhari and 55.9% in Bandarban district. 22.2% children of Khagrachhari was doing pattern drawing whereas 15.4% children of Rangamati was doing free drawing, and 17.6% children were engaged in matching pictures. It appears that distribution of children in the different pre-reading activities was not uniform in the three districts. The uneven distribution of children in pre-reading disclosed that children of Rangamati were well ahead of the children from the other two districts, specially Bandarban. Observation also showed that the degree of following the prescribed method of teaching-learning was high in Khagrachhari and moderate in the other two districts.

Regarding participation in teaching-learning, in 66.7% centres of Khagrachhari and 64.7% centres of Bandarban, all children were found participating and in 33% (approx) centres most of the children participated. But in Rangamati all children were found to participate in only 33.3% centres and in 66.7% centres most of the children participated.

As regards getting pleasure in learning, it was found that 76.9% and 69.4% children in Rangamati and Khagrachhari districts respectively and 55.9% children in Bandarban enjoyed the activity moderately.

The interesting finding in this respect was that only 2.6% and 8.3% children of Rangamati and Khagrachhari respectively did not enjoy the learning but in Bandarban it was 28.5% (Table-7.15)

Table 7.15: Percent distribution of para centres by following rules, participating and getting pleasure for 3-5 years children in pre-reading activities according to district				
	District			Total
	Rangamati	Khagrachhari	Bandarban	
Pre-reading				
Sound practice	10.3	16.7	-	9.2
Word practice	-	2.8	8.8	3.7
Picture reading	38.5	22.2	55.9	38.2
Matching picture	12.9	11.1	17.6	13.8
Free drawing	15.4	5.6	5.9	9.2
Pattern drawing	10.3	22.2	5.9	12.8
Let's learn number	12.5	19.4	5.9	13.8
Total	100.0	100.0	100.0	100.0
Number	39	36	34	109
Observation				
Degree of following rules				
Completely	23.1	63.9	35.3	40.4
Moderate	76.9	36.1	58.8	57.8
Did not follow	-	-	5.9	1.8
Total	100.0	100.0	100.0	100.0
Participation				
All	33.3	66.7	64.7	54.1
Mostly	66.7	33.3	32.4	45.0
Partly	-	-	2.9	0.9
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	20.5	22.2	20.6	21.1

Moderate	76.9	69.4	55.9	67.9
Inactive	2.6	8.3	23.5	11.0
Total	100.0	100.0	100.0	100.0
Number	39	36	34	109

Activity 4: Pre-reading and picture-reading of 5-6 year old children

It was found that sound practicing and matching picture were two major activities for 5-6 year old children, but their percentage varied from district to district.

In Rangamati 40% children were found carrying out the task of matching picture which is a bit higher task, whereas 42.8% children of Khagrachhari and 52.6% children of Bandarban were practicing sound, which is a very preliminary task. Others were doing other different kinds of reading. It appeared from the table 7.16a that the same level of learning was not happening in the centres of three districts and uniform schedule was not maintained. It happened, may be, due to certain unavoidable reasons. But it also appeared from the table that the teaching method was fully followed in majority (71.4%) of the centres in Khagrachhari and moderately followed in majority of the centres in Rangamati (80%) and in Bandarban (68.4%). On the whole, teaching method was moderately followed.

Regarding participation and getting pleasure in Rangamati, it was found that in 80% centres 80% children got pleasure. In Khagrachhari district percentage of participation of all was high (57.1%) and their getting pleasure was 42.9% high and 42.9% moderate, but in Bandarban 84.2% children participated but the level of getting pleasure was mainly moderate (57.9%). (Table -7.16a)

	District			Total
	Rangamati	Khagrachhari	Bandarban	
Pre-reading				
Sound practice	20.0	42.8	52.6	45.2
Word practice	20.0	14.3	21.1	19.4
Picture reading				
Matching picture	40.0	14.3	26.3	25.8
Poster of stories	20.0	14.3	-	6.5
Cards	-	14.3	-	3.2
Total	100.0	100.0	100.0	100.0
Number	5	7	19	31
Observation				
Degree of following rules				
Completely	20.0	71.4	26.3	35.3
Moderate	80.0	28.6	68.4	61.3
Did not follow	-	-	5.3	3.2
Total	100.0	100.0	100.0	100.0
Participation				
All	20.0	57.1	84.2	67.7
Mostly	80.0	28.6	15.8	29.0
Partly	-	14.3	-	3.2
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	20.0	42.9	15.8	22.6
Moderate	80.0	42.9	57.9	58.1
Inactive	-	14.3	26.3	19.4
Total	100.0	100.0	100.0	100.0
Number	5	7	19	31

Activity 5: Introducing letter and words.

In respect to introduction of alphabet-reading, using rhymes and different kinds of teaching aids, such as chart, block and books, it was found that it was done mainly through rhymes (44.2%), using chart (85.2%) wooden block/plastic letter (75%) and using text book (89.7%) in total. Same was the situation in almost in all the three districts.

Regarding the degree of following set rules of reading, it was completely used 66.7% and moderately used 33.3% centres. Participation of children was high (83.3%) but their getting pleasure varied. Highest pleasure (50%) was observed in Rangamati and it was moderate in Khagrachhari (61.9%) and Bandarban (57.1%). (Table -7.16b)

Table 7.16b : Percent distribution of para centre by following rules, participating and getting pleasure for 5-6 years children and using teaching materials by the para-workers in introducing letters and words according to district				
	District			Total
	Rangamati	Khagrachhari	Bandarban	
Introduction of letters through rhymes				
Letter reading	42.5	52.5	37.5	44.2
Word reading	2.5	-	-	0.8
Number	18	21	15	54
Uses				
Chart				
Yes	88.9	70.0	100.0	85.2
No	11.1	30.0	-	14.8
Total	100.0	100.0	100.0	100.0
Number	9	10	8	27
Wooden block / plastic letters				
Yes	100.0	66.7	75.0	75.0
No	-	33.3	25.0	25.0
Total	100.0	100.0	100.0	100.0
Number	3	9	4	16
Let's learn letter				
Yes	92.3	93.8	80.0	89.7
No	7.7	6.3	20.0	10.3
Total	100.0	100.0	100.0	100.0
Number	13	16	10	39
Observation				
Degree of following rules				
Completely	66.7	66.7	66.7	66.7
Moderate	33.3	33.3	33.3	33.3
Did not follow	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	77.8	81.0	93.3	83.3
Mostly	22.2	19.0	6.7	16.7
Partly	-	-	-	-
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	50.0	38.1	42.9	43.4
Moderate	44.4	61.9	57.1	54.7
Inactive	5.6	-	-	1.9
Total	100.0	100.0	100.0	100.0
Number	18	21	15	54

Activity 6: Pre-writing and pre-maths activities of 5-6 years old children.

It appeared from Table 7.17 that the major writing activities were letter/word-writing (37.4%) and getting number of concepts (35.2%) on average in three districts. District-level activities were also confined mainly in these two areas although concept-development through things was also practiced.

It was also found that teaching-learning rules were being followed fully or moderately. Children's participation was also high (74.7% total) and the level of getting pleasure was mainly moderate (67.0% in total). (Table-7.17)

Table 7.17: Percent distribution of para centre by following rules, participating and getting pleasure for 5-6 years children in pre-writing and pre-maths activities according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Pre-writing				
Free drawing	-	3.6	3.1	2.2
Pattern drawing	3.2	-	-	1.1
Let's learn write				
Exercise	6.5	3.6	6.3	5.5
Letter / word writing	35.5	39.3	37.5	37.4
Pre-maths				
Concept of different things	16.1	14.3	18.8	16.5
Concept of numeric	32.3	39.3	34.4	35.2
Concept of addition	6.5	-	-	2.2
Total	100.0	100.0	100.0	100.0
Number	31	28	32	91
Observation				
Degree of following rules				
Completely	45.2	78.6	59.3	61.5
Moderate	54.8	21.4	34.4	36.3
Did not follow	-	-	6.3	2.2
Total	100.0	100.0	100.0	100.0
Participation				
All	64.	82.1	78.1	74.7
Mostly	35.5	14.3	15.6	22.0
Partly	-	3.6	6.3	3.3
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	25.8	46.4	21.9	30.8
Moderate	74.2	53.6	71.9	67.0
Inactive	-	-	6.3	2.2
Total	100.0	100.0	100.0	100.0
Number	31	28	32	91

Activity 7: Story-telling.

The story telling activity was found in practice in 95.8% centres in total and 100% in the Rangamati district.

On average in 58% cases (of total) the rules of story-telling were completely followed and in 39.1% cases these were moderately followed.

All children of 71% centres participated fully and in 27.5% centres mostly and regard getting pleasure on average 43.5% children fully enjoyed, 44.9% moderately enjoyed, and 22.2% children were found inactive in the classroom. (Table -7.18a)

Table 7.18a: Percent distribution of para centre by following rules, participating and getting pleasure for all children in story telling according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
Story telling				
Yes	100.0	95.8	93.1	95.8
No	-	4.2	6.9	4.2
Total	100.0	100.0	100.0	100.0
Number	19	24	29	72
Observation				
Degree of following rules				
Completely	57.9	69.6	48.1	58.0
Moderate	42.1	26.1	48.1	39.1
Did not follow	-	4.3	3.7	2.9
Total	100.0	100.0	100.0	100.0
Participation				
All	73.7	73.9	66.7	71.0
Mostly	26.3	26.1	29.6	27.5
Partly	-	-	3.7	1.4
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	68.4	43.5	25.9	43.5
Moderate	31.6	47.8	51.9	44.9
Inactive	-	8.7	22.2	11.6
Total	100.0	100.0	100.0	100.0
Number	19	23	27	69

Activity 8: Environment and Health activities.

It was found these activities were performed in 100% centres of Rangamati and Khagrachhari and in 88.2% centres of Bandarban. In Rangamati the degree of following teaching-learning rules was fully used in 50% centres and moderately used in 50% centres, whereas it was fully used at 73-75% centres in Bandarban and Khagrachhari. Children's participation and getting pleasure in Rangamati were lower than those in the other two districts. (Table -7.18b)

Table 7.18b: Percent distribution of para centre by following rules, participating and getting pleasure for all children in Environment and Health activities according to district				
	District			
	Rangamati	Khagrachari	Bandarban	Total
Environment and health				
Yes	100.0	100.0	88.2	96.4
No	-	-	11.8	3.6
Total	100.0	100.0	100.0	100.0
Number	22	16	17	55
Observation				
Degree of following rules				
Completely	50.0	75.0	73.3	64.2
Moderate	50.0	25.0	26.7	35.8
Did not follow	-	-	-	-
Total	100.0	100.0	100.0	100.0
Participation				
All	59.1	93.8	80.0	75.5
Mostly	40.9	-	20.0	22.6
Partly	-	6.3	-	1.9

Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	27.3	50.0	60.0	43.4
Moderate	72.7	43.8	33.3	52.8
Inactive	-	6.3	6.7	3.8
Total	100.0	100.0	100.0	100.0
Number	22	16	15	53

Activity 9 : Controlled games.

In respect to game, the Table 8 shows that controlled games were practiced in 95.8% centres (total) and the degree of following the rules of game was found in 72.2% centres fully and in 27% centres moderately. In 89.6% centres all children participated and 74.8% children were found with high pleasure and 23.5% with moderate pleasure. (Table-7.19)

Table 7.19: Percent distribution of para centre by following rules, participating and getting pleasure for all children in controlled game according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Controlled game				
Yes	100.0	92.5	95.0	95.8
No	-	7.5	5.0	4.2
Total	100.0	100.0	100.0	100.0
Number	40	40	38	118
Observation				
Degree of following rules				
Completely	80.0	75.7	60.5	72.2
Moderate	20.0	24.3	36.8	27.0
Did not follow	-	-	2.6	0.9
Total	100.0	100.0	100.0	100.0
Participation				
All	80.0	94.6	94.7	89.6
Mostly	20.0	5.4	5.3	10.4
Partly	-	-	-	-
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	75.0	83.8	65.8	74.8
Moderate	25.0	16.2	28.9	23.5
Inactive	-	-	5.3	1.7
Total	100.0	100.0	100.0	100.0
Number	40	37	38	115

Activity 10: Free play.

Table 9 shows the percentage of rules followed, level of participation and getting pleasure of the children in free games.

It was found that the free game was played in 100% centres of all the three districts. The rule of the game was completely followed in 53.4% centres, and moderately in 40.7% centres. About 86-95% children participated fully or moderately and enjoyed high pleasure (78% in total). (Table-7.20)

Table 7.20: Percent distribution of para centre by following rules, participating and getting pleasure for all children in free play according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Free game				
Yes	100.0	100.0	100.0	100.0
No	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	38	40	40	118
Observation				
Degree of following rules				
Completely	55.3	62.5	42.5	53.4
Moderate	44.7	30.0	47.5	40.7
Did not follow	-	7.5	10.0	5.9
Total	100.0	100.0	100.0	100.0
Participation				
All	86.8	95.0	85.0	89.0
Mostly	13.2	5.0	15.0	11.0
Partly	-	-	-	-
Total	100.0	100.0	100.0	100.0
Getting Pleasure				
High pleasure	81.6	90.0	62.5	78.0
Moderate	18.4	10.0	37.5	22.0
Inactive	-	-	-	-
Total	100.0	100.0	100.0	100.0
Number	38	40	40	118

Activity 11: Activeness of para-worker.

It appears from the Table 10 that only 3.3% para-workers were found less active. Others were found highly or moderately active. 30% para-workers of Rangamati seemed to be very active and the other 65% were moderately active and 5% only were not active. But in the other two districts high percentages of para-workers (57-60%) were very active and 37-40% were moderately active. Only 2.5% were found not active. (Table 7.21)

Table 7.21: Percent distribution of para worker activeness during the class according to district				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Activeness of para-worker				
Very active	30.0	60.0	57.5	49.2
Moderate	65.0	37.5	40.0	47.5
Not active	5.0	2.5	2.5	3.3
Total	100.0	100.0	100.0	100.0
Number	38	40	40	118

Evaluation of the Children's Learning

Basic information:

The total number of children tested was 515. Out of them 49.5% were of 5 years and 37.3% were of 6 years. Only 12.6% were of 4 years and 0.6% of 3 years. (Table 8.1)

Table 8.1: Personal information Percent distribution of children by sex and age according to district.				
Sex	District			Total
	Rangamati	Khagrachari	Bandarban	
Boy	46.8	51.1	45.3	47.4
Girl	53.2	48.9	54.7	52.6
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515
Age	Rangamati	Khagrachari	Bandarban	Total
3 years	1.5	-	-	.6
4 years	16.4	9.0	11.0	12.6
5 years	49.8	54.1	45.9	49.5
6 years	32.3	36.8	43.1	37.3
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Ability to tell parent's name correctly :

About 81% children could tell their parent's name correctly and only 1.4% could not tell their parent's names at all. (Table 8.2)

Table 8.2: Parents name Percent distribution of children's capability in saying their parent's name according to district.				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Clearly	82.6	83.5	76.8	80.8
Not clearly	15.9	16.5	21.0	17.9
Can't	1.5	-	2.2	1.4
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reciting rhymes:

The children were asked to tell only 3 lines of a rhyme.

On average 82.1% of the total children (515) could recite the rhyme completely and 7.2% could not recite at all. The achievement of the children of Khagrachhari was highest (88.7%) and in Rangamati it was lowest (75.6%). (Table 8.3)

Table 8.3: Reciting rhymes Percent distribution of children's capability of reciting 3 lines of their known rhyme according to district.				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	75.6	88.7	84.5	82.1
Partially	13.4	6.8	10.5	10.7
Not at all	10.9	4.5	5.0	7.2

Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Matching shapes:

The task was matching small size shapes with big size shapes. 84.3% of the total number of children could do the task completely and highest percentage of complete achievers was in Khagrachhari. (Table 8.4)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely	83.6	87.2	82.9	84.3
Partially	10.9	6.8	10.5	9.7
Not at all	5.5	6.0	6.6	6.0
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Telling the names of fruits and flower:

The children were asked to tell names of a fruit and a flower on seeing their presented pictures.

Out of the total of 515 children 89.3% could tell the names of the fruit and the flower completely. The highest number of achievers (95.5%) were from Rangamati and non-achievers (3.9%) were from Bandarban. (Table 8.5)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely	95.5	90.2	81.8	89.3
Partially	3.5	8.3	14.4	8.5
Not at all	1.0	1.5	3.9	2.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reading Bangla alphabets:

The children were asked to read four letters (A, K, M, O). Out of the 515 children, the percentage of complete-achievers were 46.2%, partial achievers were 43.5% and non-achievers were 10.3%. (Table 8.6)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely (can read all the four letters)	41.3	54.1	45.9	46.2
Partially (can read two or three letters)	48.3	40.6	40.3	43.5
Not at all (can read none)	10.4	5.3	13.8	10.3

Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reading numbers (in Bangla):

The children were asked to read four numbers, (3, 5, 8, 14). The percentage of complete-achiever was 38.6%, partial-achievers 40.4% and non-achievers 21%. The highest number of complete-achievers was from Khagrachhari (47.4%) and non-achievers were from Bandarban (24.9%). (Table 8.7)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely (can read all the four letters)	35.3	47.4	35.9	38.6
Partially (can read two or three letters)	44.8	35.3	39.2	40.4
Not at all (can read none)	19.9	17.3	24.9	21.0
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Addition:

The children were asked to find out the total number adding 4 and 3 with the help of aids like leaf, seed etc.

91.5% children could add and answer correctly and 8.5% only failed. (Table 8.8)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Correct	90.5	93.2	91.2	91.5
Incorrect	9.5	6.8	8.8	8.5
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Subtraction:

The children were asked to separate 2 articles out of 7 and say the answer. 92.8% could answer correctly. (Table 8.9)

	District			
	Rangamati	Khagrachhari	Bandarban	Total
Correct	92.5	95.5	91.2	92.8
Incorrect	7.5	4.5	8.8	7.2
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Writing alphabet:

The children were asked to write A and L on a piece of paper or slate. Out of the 515 children 66.8% could write both the letters correctly, 24.1% partially, and 9.1% could not write at all. The highest achievers (72.9%) were from Khagrachari and completely non-achievers were from Rangamati (11.4%). (Table 8.10)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	61.2	72.9	68.5	66.8
Partially (one)	27.4	21.8	22.1	24.1
Not at all (none)	11.4	5.3	9.4	9.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Telling names of objects:

The children were asked to see the given pictures and tell the names of objects (sun and tree). 81.7% of the children could tell the names completely. The highest number was from Rangamati (92%) and lowest number was from Bandarban (72.4%) (Table 8.11)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	92.0	78.9	72.4	81.7
Partially	7.5	18.0	23.2	15.7
Not at all	.5	3.1	4.4	2.5
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Replying to greeting (Salam/Adab):

The investigators (examiners) greeted the individual child being examined by saying Salam or Adab and observed the responses from the child. 58.8% of the total children could reply clearly and 22.1% did not reply at all. (Table 8.12)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Replies clearly	65.7	66.9	45.3	58.8
Replies unclearly	14.9	21.8	21.5	19.0
Does not reply	19.4	11.3	33.1	22.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Chapter 8

Findings from Children's Learning Evaluation

Evaluation of the Children's Learning

Basic information:

The total number of children tested was 515. Out of them 49.5% were of 5 years and 37.3% were of 6 years. Only 12.6% were of 4 years and 0.6% of 3 years. (Table 8.1)

Table 8.1: Personal information Percent distribution of children by sex and age according to district.				
Sex	District			Total
	Rangamati	Khagrachari	Bandarban	
Boy	46.8	51.1	45.3	47.4
Girl	53.2	48.9	54.7	52.6
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515
Age				
3 years	1.5	-	-	.6
4 years	16.4	9.0	11.0	12.6
5 years	49.8	54.1	45.9	49.5
6 years	32.3	36.8	43.1	37.3
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Ability to tell parent's name correctly :

About 81% children could tell their parent's name correctly and only 1.4% could not tell their parent's names at all. (Table 8.2)

Table 8.2: Parents name Percent distribution of children's capability in saying their parent's name according to district.				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Clearly	82.6	83.5	76.8	80.8
Not clearly	15.9	16.5	21.0	17.9
Can't	1.5	-	2.2	1.4
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reciting rhymes:

The children were asked to tell only 3 lines of a rhyme.

On average 82.1% of the total children (515) could recite the rhyme completely and 7.2% could not recite at all. The achievement of the children of Khagrachari was highest (88.7%) and in Rangamati it was lowest (75.6%). (Table 8.3)

Table 8.3: Reciting rhymes Percent distribution of children's capability of reciting 3 lines of their known rhyme according to district.				
	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	75.6	88.7	84.5	82.1
Partially	13.4	6.8	10.5	10.7
Not at all	10.9	4.5	5.0	7.2

Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Matching shapes:

The task was matching small size shapes with big size shapes. 84.3% of the total number of children could do the task completely and highest percentage of complete achievers was in Khagrachhari. (Table 8.4)

Table 8.4: Matching of shapes Percent distribution of children's capability in matching small-sized shapes with big-sized shapes according to district.				
	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely	83.6	87.2	82.9	84.3
Partially	10.9	6.8	10.5	9.7
Not at all	5.5	6.0	6.6	6.0
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Telling the names of fruits and flower:

The children were asked to tell names of a fruit and a flower on seeing their presented pictures.

Out of the total of 515 children 89.3% could tell the names of the fruit and the flower completely. The highest number of achievers (95.5%) were from Rangamati and non-achievers (3.9%) were from Bandarban. (Table 8.5)

Table 8.5: Name of fruit and flower Percent distribution of children's capability of naming by seeing pictures of fruits/flowers according to district.				
	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely	95.5	90.2	81.8	89.3
Partially	3.5	8.3	14.4	8.5
Not at all	1.0	1.5	3.9	2.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reading Bangla alphabets:

The children were asked to read four letters (A, K, M, O). Out of the 515 children, the percentage of complete-achievers were 46.2%, partial achievers were 43.5% and non-achievers were 10.3%. (Table 8.6)

Table 8.6: Bangla letters Percent distribution of children's capability of reading bangla letters like A, J, L, N by seeing those according to district.				
	District			
	Rangamati	Khagrachhari	Bandarban	Total
Completely (can read all the four letters)	41.3	54.1	45.9	46.2
Partially (can read two or three letters)	48.3	40.6	40.3	43.5
Not at all (can read none)	10.4	5.3	13.8	10.3

Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Reading numbers (in Bangla):

The children were asked to read four numbers, (3, 5, 8, 14). The percentage of complete-achiever was 38.6%, partial-achievers 40.4% and non-achievers 21%. The highest number of complete-achievers was from Khagrachhari (47.4%) and non-achievers were from Bandarban (24.9%). (Table 8.7)

	District			Total
	Rangamati	Khagrachhari	Bandarban	
Completely (can read all the four letters)	35.3	47.4	35.9	38.6
Partially (can read two or three letters)	44.8	35.3	39.2	40.4
Not at all (can read none)	19.9	17.3	24.9	21.0
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Addition:

The children were asked to find out the total number adding 4 and 3 with the help of aids like leaf, seed etc.

91.5% children could add and answer correctly and 8.5% only failed. (Table 8.8)

	District			Total
	Rangamati	Khagrachhari	Bandarban	
Correct	90.5	93.2	91.2	91.5
Incorrect	9.5	6.8	8.8	8.5
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Subtraction:

The children were asked to separate 2 articles out of 7 and say the answer. 92.8% could answer correctly. (Table 8.9)

	District			Total
	Rangamati	Khagrachhari	Bandarban	
Correct	92.5	95.5	91.2	92.8
Incorrect	7.5	4.5	8.8	7.2
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Writing alphabet:

The children were asked to write A and L on a piece of paper or slate. Out of the 515 children 66.8% could write both the letters correctly, 24.1% partially, and 9.1% could not write at all. The highest achievers (72.9%) were from Khagrachari and completely non-achievers were from Rangamati (11.4%). (Table 8.10)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	61.2	72.9	68.5	66.8
Partially (one)	27.4	21.8	22.1	24.1
Not at all (none)	11.4	5.3	9.4	9.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Telling names of objects:

The children were asked to see the given pictures and tell the names of objects (sun and tree). 81.7% of the children could tell the names completely. The highest number was from Rangamati (92%) and lowest number was from Bandarban (72.4%) (Table 8.11)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Completely	92.0	78.9	72.4	81.7
Partially	7.5	18.0	23.2	15.7
Not at all	.5	3.1	4.4	2.5
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515

Replying to greeting (Salam/Adab):

The investigators (examiners) greeted the individual child being examined by saying Salam or Adab and observed the responses from the child. 58.8% of the total children could reply clearly and 22.1% did not reply at all. (Table 8.12)

	District			Total
	Rangamati	Khagrachari	Bandarban	
Replies clearly	65.7	66.9	45.3	58.8
Replies unclearly	14.9	21.8	21.5	19.0
Does not reply	19.4	11.3	33.1	22.1
Total	100.0	100.0	100.0	100.0
Number	201	133	181	515