

# The Voice of the Poor: Insights about the Poverty, Education, Development and Their Inter Relationship



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## Introduction

We have come to such a time while the importance of quality education is entirely recognized. The government and the other bodies are working to improve the situation. While it's the question of quality, it depends on various aspects, which need to identify. For any problem definition it's very important to go through the problem for a very clear picture. Several stakeholders have already identified the barriers towards quality education but we believe that it's very important to listen the people who are in the vulnerable position. We the researcher thought that it's very important to find out how

the poorer community people relate different variables (which has identified as the barriers) towards education or [quality education](#). We believe that the poor people have different point of view to relate the problems for which they are getting behind day by day. For example we all know that for ill health condition many students dropped out from the schooling but the researchers were very curious to know how far this problem could be resistible and when that ill health child got dropped. The researchers had the intention in mind to explore whether this (ill health) was only the reason to be deducted from the schooling, virtually dropped out or other aspects motivated the circumstances to take that solid decision.

### **Study procedure**

This study includes the children, parents, community people, village head, and teachers. We approached differently towards different stakeholders. We wanted to get an in-depth result and for this purpose we had to plan different tools such as interview to the parents, interview to the teachers, in some cases [FGD](#), observations etc. we always were concerned about their privacy and consent of using the information's for our purpose. We were very keen to point out different dimensions of problems and tried to facilitate sometimes to help them (different people and students) speaking out their inner hidden feeling.

As we had to collect some in-depth information so we supposed to be intimate to them. We built a very warm environment in all the cases so that the villagers feel free to talk with us. Sometimes we had to make the conversation to their own interest and somehow later we had to relate that with our concern. We conducted some FGDs with the village mothers, with the village people who were in leadership role, with the students as well. We conducted some informal discussion in the village bazaar (in some tea stall or in grocery shops). We tried for triangulation approach to make the result more valid and reliable. We tried to get in touch of all the family members of a family and in the next we tried to ask their neighbors about them to judge some crucial information. It's not that there were no difference (between the family and the neighbor's information) but as it is said that the poor speak the same voice, we found this true in them. Along with this we tried to get examples (information, each family gave) to the informal conversations and FGDs for clearing the concepts and to make them valid. We cross-checked the information with our observations too so that we could get a clear idea of why they think they cant get quality education and how they think that, they can achieve quality education? We sometimes raised some common issues what we thought could be a barrier towards quality education and later the different participants followed that and shared their experience and thoughts. Sometimes we lead the participants by questioning, following their answer in various issues. As we didn't ask them only about the problems they face but we also asked them what could be the solution of each problem they face so by this the participants felt honored and inspired to answer from their true understanding and confidence.

We the researcher thought that sometimes it could be a better idea to communicate with the roadside people mainly with the children. The idea was that while we would talk with roadside people (passer by of a village or working in the field or gossiping in roadside shop) they would tell the truth as they would think that we the researcher wouldn't identify them later. So they wouldn't need to be responsible for their opinions. This technique worked as we found one passer-by told us some information while we found him telling different interviewing in his home. We emphasized the children to observe and for informal walking conversation because we wanted to know exactly, what the children tend to do in the roads not getting in the school. We were keen to observe their work or playing pattern so that we could have an idea why they are not going to the school but playing in the roadside.