

Prospect of Human Rights Education through Community Radio in Bangladesh

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Id No: 123053007

This Thesis submitted in partial fulfillment of the requirement
for the Degree Master in Social Science

Department of Media studies and Journalism
University of Liberal Arts Bangladesh



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ABSTRACT

The promotion and protection of human rights can be better strengthened if people are aware of their rights and take action to secure their enjoyment. Such action may be of different nature; individual actions to secure rights, initiatives at the local community level, participating in campaigns or dialoguing with the government. Community radio is a means of communication with people at the grassroots in the local dialect. Community radio offers a good opportunity to discuss local issues and problems. It is also a strong medium to create awareness about rights, related laws and the kind of actions that individuals and communities can take to address problems faced by them or issues that can impact upon their lives. In light of the continued growth of community radio in the country, the researcher investigated prospects of human rights education through community radio. The study looked at community radio in terms of (1) sender characteristics of human rights message in Radio Pollikontho, (2) human rights related message strategy in Radio Pollikontho and (3) feedback strategies for human rights related program used in Radio Pollikontho. To do this, the researcher monitors and analyzed all productions of one week, broadcasted in Radio Pollikontho. Also researcher visited Radio Pollikontho (operated by BRAC) located in Moulvibazar district, Bangladesh. In-depth interviews were conducted with the radio listeners, community leaders, program producers, volunteers, station manager, human rights activists and UN official

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Acknowledgement

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Dedication

To

*My Beloved father and mother
Md. Zillur Rahaman
Asia Begum*

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Achieving a fulfilling position in an organization such that I am able to apply my knowledge and skills as well as continuously enhance them in the course of my work.

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My main responsibilities are designing training programs and conducting them, material development, networking with educational institutes, governmental agencies and national and international NGOs. I am also responsible for overseeing administration and financial management of the organization. Specifically, as part of my work;

- I have been the Course Coordinator for the Annual Human Rights Study Session being organized by Centre for Human Rights Studies in collaboration with Department of International Relations, University of Dhaka and Asian

Institute for Human Rights.

- I am responsible for coordinating the FK Norway Exchange Program (South-South).
- I have been regularly conducting workshops on ‘human rights and role of youth’.
- I have coordinated workshops on ‘human rights based program development for community radio’ organized by Centre for Human Rights Studies in 2012 and 2014.
- I have assisted in the conducting of workshops on Economic Social and Cultural Rights organized by Centre for Human Rights Studies in 2013 and 2014.
- I am also working with community radio in Bangladesh. In my position as Program Coordinator, I have been able to develop effective cooperation between government and non-government organizations. I have provided training on human rights to more than 40 community and commercial radio program producer. Now I am working to set up a community radio in Bajitpur, Kishorgonj.

April 2011 to May 2012

I was selected as participant under the **FK Norway Fellowship**, from April 2011 to May 2012. I worked with Community radio- **Radio Jagaran 93.6**, Nepal as **FK Fellow**. In my fellowship program I worked for Dalit community to ensure their participation in the decision making process, non discrimination, local government accountability, community empowerment and protect their rights through radio program. In-between I worked with **BBC world trust Nepal** for Human rights and transparency by community radio program.

January 2009 to March 2011

I worked as a **local representative Young Volunteer** at **Asian institute of human rights-Thailand** from **January 2009 to March 2011**. My main tasks were to write reports on the status of the Children in Bangladesh, in particularly reporting on

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CHAPTER I

INTRODUCTION

1.1 Introduction

In terms of availability, immediacy and reaching ability, the role of radio as a means of communication is undeniable. Community radio is the most accessible, participatory and effective medium to reach people, ‘giving voice to voiceless’ people solve their own problems. Around the world, community radio plays a vital role in overcoming political apathy by providing people with access to information about their local and national leaders. In response to citizen’s campaign since 1998, the Ministry of Information, Government of People’s Republic of Bangladesh issued the Community Radio Installation, Broadcast and Operation Policy in 2008. Accordingly in April 2010, Ministry of Information gave approval to community radio stations to start their operations in the country. (BNNRC, 2016)

After grant of license, the Bangladesh Telecommunication Regulatory Commission allocated frequency after which the community radio stations started broadcasting from 2011. At present, 17 community radio stations are operating in Bangladesh aiming to provide information for the rural community. They are broadcasting altogether 120 hours program per day on information, education, local entertainment, development and motivation activities. Around 536 youth, women and men are now working with those stations throughout the country as rural

broadcasters (bnnrc.net, 2016). These programs are quite supportive of the activities reflected in 6th 5-year plan of Government of Bangladesh, UN World Summit on the Information Society (UN WSIS) Action Plan, and UN Sustainable Development Goals (UN SDGs, 2015). Coverage of human rights in the media is likely to continue to grow. The obligation to achieve progressively the full realization is an obligation in connection with economic, social and cultural rights under international human rights treaties. At its core is the obligation to take appropriate measures towards the full realization of economic, social and cultural, civil and political rights to the maximum of their available resources (OHCHR, 2014).

Bangladesh Open University (BOU) is providing higher education and professional training in wide areas through distance learning program. Open and distance learning program has expanded remarkable after the establishment of BOU. It uses several print and electronic media to deliver instructions to its formal students and non-formal target group (Islam and Selim, 2006). Community radios are becoming an active ground for organizing dialogues at rural level for distances learning. These dialogues will help the rural mass to find out their own voice and ensure their free opinion in respect of social, economic, political, cultural and environmental issues. Already community radio programs have been widely accepted among the local community. In BNNRC reports they argued, “17 community radio stations presently cover more than 4.6 million listeners in Bangladesh”. Community radio is focused towards a listenership made up of the community. It operates through a conscious composition of editorial groups that includes members / representatives from all the communities within the community,

and thus in a simple way, on a daily basis, ensures that the radio addresses, effectively, sensitively and usefully the many issues and concerns and dreams of the community. The right to information ensures transparency and accountability in all public, autonomous and statutory organizations and in private organizations. Community radio programs are facilitating a process of public dialogue through which people define who they are, what they want, and how they can get it. Rural communities are finding their voice and articulating their concerns. Community radio is giving them a new lease of life.

1.2 Community Radio (CR)

Community radio is usually for the people, run by the people and owned by the people. Secondly, it enhances the capacities of local people to work together to tackle a range of social problems, including ‘poverty and exclusion’ through radio. Lastly, it contributes to nurturing of the creative talents of the community and providing a forum for a diversity of opinions and information. According to Bangladesh Community Radio Operation Policy 2008 community radio is a broadcasting system established by the efforts of a specific community, operated by the community for the purpose of the community’s welfare. The prime role of community radio is giving a voice to people who do not have access to mainstream media to express their views on community development. Promoting the right to communicate, expediting the process of informing the community, assisting the free flow of information and acting as a catalyst of change are major tasks achievable by community radio. It also upholds creative growth and democratic spirit at the community level.

1.3 Human Rights Education

Asian Institute for Human Rights (AIHR, 2015) defines Human Rights Education (HRE) as all learning that builds human rights knowledge, skills, attitudes and behavior and such learning being located within the processes of social change. Also HRE is defined broadly by (UNESCO, 1994). It defines human rights education as an integral part of the rights to education and a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for rights of all. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments as the learning and practice of human rights. This means that human rights are to be implemented at all levels of the education system, and should be taught through both content transmission and experience. Amnesty International (2011) defines HRE as “A deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.”

Community radio is well recognized as a powerful vehicle for advocacy and social change. There is now an understanding that human rights are based on the compassionate and self-interested evaluation of what makes a minimally acceptable life. Modern concepts of human rights cover a broad range of economic and social issues, including development policy, finance, health, education, environment, trade, poverty, climate change, and globalization.

1.4 Background of the study

As noted by Genilo (2013) Swadhin Bangla Betar Kendra (SBBK) was the only media that reached the remote area of the country and people regarded it as their hope and source of authentic news and views. It directly played a vital role for the freedom of Bangladesh. In terms of availability, immediacy and reaching ability, the role of radio as a means of communication is undeniable. Therefore, even after the immense expansion of science and information technology (IT), the importance of this media remains unchanged in developed, developing and underdeveloped nations. Recognition of community radio as a legitimate and key element in development efforts and the potential to empower marginalized and disenfranchised communities, has pushed a number of countries to introduce laws and regulations that acknowledge community radios as a distinct media sector. In those countries an enabling environment for community radios has been created. Radio broadcasting facilities in Bangladesh are divided into three segments; state runs broadcasters like government radio (Bangladesh Betar), commercial broadcaster like commercial FM radio and community radio. On 12 March 2008, the Government of Bangladesh (GoB) approved the Community Radio Installation, Broadcast and Operation Policy 2008. Earlier, as part of the 1st batch on 22 April 2010, Ministry of Information has approved 14 community radio stations. These programs reflect the rights and scopes of the disadvantage adult community people (BNNRC, 2016). Many times, people from communities do not report violations of rights because they are unaware of their legal entitlements or they do not have knowledge about the procedure and mechanisms to file complaints. All programs that broadcast human rights knowledge, skills, attitudes and behavior are located within the processes of social

change and can be said to relate to human rights education. The community radios are becoming an active ground for organizing dialogues at rural level. These dialogues can help the rural mass to find out their own voice and ensure leverage of their free opinion in respect of social, economic, political, cultural rights. There are about 2115 Listeners Clubs formed at CR station level. The present number of CR listeners is around 6.180 million (BNNRC, 2016). People of 67 upazila under 16 districts are now listening community radio programs.

1.5 Problem statement

Social change requires empowerment of the people at the grassroots so that they have greater participation in decision-making that affects their lives. Such empowerment has still not happened at the community level in Bangladesh. Community radio is a medium that can easily reach out to the people at the grassroots. So, this research enquires into the prospects of community radio for purpose of HRE (empowerment and social change) at the grassroots level.

1.6 Research questions

1. What are the sender characteristics of human rights messages in Radio Pollikontho productions, in terms of age, sex and profession?
2. What are the human rights related message strategy used in Radio Pollikontho, in terms of knowledge, skill and attitude?
3. What are the feedback strategies for human rights related productions used in Radio Pollikontho?

1.7 Research objective

- 1) To know the characteristics of sender who communicate message of human rights in Radio Pollikontho productions, in terms of age, sex and profession.
- 2) To know the human rights related message strategy used in Radio Pollikontho, in terms of knowledge, skill and attitude.
- 3) To know the feedback strategies for human rights related productions used in Radio Pollikontho.

1.8 Significance of the study

This study will be a significant endeavor in promoting human rights education in Bangladesh. Moreover, this study will be helpful to students, academics, activists and HR practitioners. It will also serve as a future reference for researchers on the subject of human rights education by community radio. Importantly, this research will educate NGO's and government's officials in deciding activity related to community people.

CHAPTER II

STUDY FRAMEWORK AND LITERATURE REVIEW

2.1 Literature review

This literature review begins by introducing some of the underpinning theories that have influenced human rights education over the world. According to the Centre for Communications Rights 2016,

Communication is recognized as an essential human need and therefore, as a basic human right. Without it, no individual or community can exist, or prosper. Communication enables meanings to be exchanged, impels people to act and makes them who and what they are. Communication strengthens human dignity and validates human equality

The public radio is a powerful tool to reaching out to a wide audience. Community radio in Ghana is playing a major role in the promotion of good governance and civic education. A series of community consultations have taken place between radio community workers and rural community members in relation to the development and production of a series of radio programs dubbed; Community Participation in Local Governance. This has been with the active participation of the poorest of the poor in the community where illiteracy is very high. Edeh, 2012

Human rights education lead to a better understanding of the context and trends in each and every concerned society education/schooling, economy and labor or market trends, law and social policies, social, cultural, and attitudinal factors, new technological developments, housing designs, transportation, and other general welfare schemes.

In UNESCO, 2007 “The full development of the human personality is the primary purpose attributed to education, both in international human rights instruments and in the legislation of various countries.”

Kambiri’s radio programs provided a space of entertainment as well as human rights education, not only for women but also for the general community of Buenaventura. Through the promotion of Afro-Colombian cultural identity, the creators of this radio project were able to convey human rights messages through the use of local realities of the population and colloquial language and expressions (Lopez-Steele, 2011). Relationship between media freedom and government behavior, in particular government respect for human rights, differs, depending on the level of authoritarianism or democratization. Indeed, the results of that study suggest that while media freedom is associated with higher government respect for human rights in countries that are most democratic, in countries that are autocratic, or not fully democratic, media freedom is related to lower government respect for human rights (Whitten-Woodring, 2009). According to Genilo “Formal communication networks within the community serve as links to government agencies, research institutions and extension offices” (Genilo, 2004).

Community radio is a medium that gives voice to the voiceless, serves as the mouthpiece of the marginalized and through empowerment of people helps in strengthening democratic processes within societies. Community radio as viewed is human rights curriculum ought to have a shot of being given need in a period when distinctive media projects are competing for consideration. Community radio is characterized by access, public participation in production and decision-making, and by non-profit listener friendly economics (UNESCO, 2004).

While free media are able to report government violations of human rights, in the absence of human rights education, the competition and executive constraints, community is less vulnerable to public opinion and there are no institutional mechanisms with which to hold the government accountable and push it to be more responsive and respectful of human rights (Whitten-Woodring, 2009).

Mass communication as a process has often been typified as predominantly individualistic, impersonal and anomic, conducive to lower levels of social control and solidarity. The media have brought messages of what is new and fashionable in terms of goods, ideas, techniques and values from city to country, and from the social top to the base. They have also portrayed alternative value systems, potentially weakening the hold of traditional values positive view. The media were early on associated with the problems of rapid urbanization, social mobility and the decline of traditional communities. Media have continued to be linked with social dislocation and a supposed increased in individual immorality, crime and disorder (Whitten-Woodring, 2009).

Access to information is a condition that facilitates public debate and enables public participation. The programs, which were produced, based on complete and detailed analyses of the interests and needs of the community; also, the programs presented the voices of women. The Pacific Region is that territory in which a large number of Afro-Colombians experience culture. Nonetheless, this area has been tainted with armed conflict, forced displacement, assassinations, disintegration of families and social networks, along with poverty and misery. But despite the negative scenario, the radio programs represented the voice of a brave group of women who, critically analyzing the social problematic of the region, hoped to

inspire analysis and evaluation in the local audience. The promotion of cultural identity of Afro-Colombians is in itself the right of this ethnic group to live and recreate their culture in a specific territory free from violence or discrimination (Steele, 2011). Radio, if used effectively, can be a powerfully motivating and low-cost educational technology capable of sustaining the oral tradition of indigenous people and cultures (Berman, 2008). In 2015 Nirmala shows that Indian community radio program 'Namma Dhwani' enhanced the leadership qualities/ behavior in woman (Nirmala, 2015). It means community radio can empowered woman to give human rights education.

Community radio already prove that this media can be the right place for the local people by broadcasting local happenings, local news on health, agriculture, local commodity prices, folk songs, social educational information, myths, weather updates and stories. Community radio is a radio for the people and by the people. It may give voice to the voiceless people who reside in rural remote areas of the country. It also encourages participation, sharing information and innovation. That is why, community radio is a concept that uses this powerful media and brings it to the people. Commercial media broadcast would never these types of content. They always think about making money. According to Chowhury (2008) "Thus community radio can serve an important role in disseminating its academic programs towards her learners" (Chowdhury, 2008).

This was an example of how media can be integrated in the process of human rights education. A case of empowerment: The children learned about the

basic human rights about their own rights and the rights of others. They learned how to express themselves, how to make their position heard and see that their actions can have an impact. “The media can ‘amplify’ people’s voice; it can make their positions, questions, needs or demands heard” (Huber, 2009). Sharing of knowledge as a factor of community development, contribute significantly for the dignified growth.

Distance education shows that “50% of participants gained a moderate amount of knowledge 25.7% gained a greater amount of knowledge and 24.3% gained less knowledge and about 57% of the participants had a neutral attitude” (Sasidhar, Suvedi, Vijayaraghavan, Singh and Babu, 2011).

In trying to understand what role the media can play in the promotion of human rights education, certain questions would need to be addressed. It is also necessary to ascertain if the media should take responsibility for human rights promotion. It is expected that the current improvement of community radio infrastructure of Bangladesh may promote distance learning to educate in human rights issues to community people.

2.2 Social learning theory

Bandura (1971) sets that learning is an intellectual practice that happens in a social connection and can happen through perception or direct guideline absolutely, even without train multiplication or direct fortification.

2.3 Education/ Learning

Dr. Benjamin Bloom was made Bloom's Taxonomy in 1956 under the administration of instructive clinician so as to advance higher types of intuition in instruction, for example, breaking down and assessing ideas, procedures, strategies, and standards, as opposed to simply recollecting actualities, learning. It is frequently utilized when planning instructive, preparing, and learning forms.

It discuss three educational activities or learning: 1) knowledge) 2) Attitude 3) skills. To find out human rights education this learning idea used in this research work.

2.4 Conceptual framework

The study addresses the prospect of human rights education through community radio. Community radio represents the diversity of population margins in terms of class, race, gender, sexuality and ability. Approach of producing program, method of sending messages on HR issues, strategy for messages and technique used for taking feedback are the main variables. These variables jointly determine whether community radio can be a medium to disseminate human rights education to communities or not.

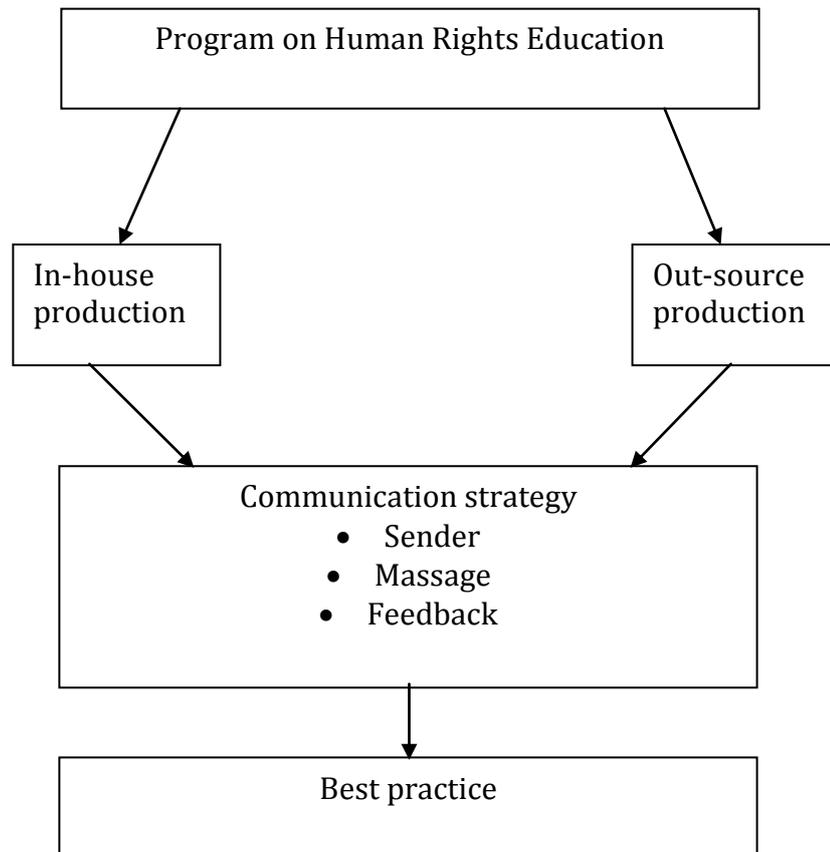


Figure 1: Conceptual framework

2.5 Definition of concepts

2.5.1 Program on human rights education: Community radio program, which is produced for community human rights development (health, food, livelihood, education, child and women empowerment).

2.5.2 In house production: In-house refers to using internal capacity of a radio to produce a radio production.

2.5.3 Outsource production: Out-source refers to a radio production developed and produced not using its own capacity. Only pre-recorded program

provide by some other authority or production house were count as outsource production in concept.

2.5.3 Communication strategy: Communication strategies are the blueprints about how this information will be exchanged. In this research it shows how community radio programs complete the community process of sender, receiver and feedback circle.

2.5.4 Best practice: A method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark.

CHAPTER III

RESEARCH DESIGN AND METHOD

3.1 Research design and method

The research approach is qualitative and quantitative. It is exploratory and descriptive in design. The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. The study designs mainly entail the selection of people from whom the information, through an open frame of enquiry, is explored and gathered. The parameters of the scope of a study, and information gathering methods and processes, are often flexible and evolving; hence, most qualitative designs are not as structured and sequential:

1. To fulfill objective 1, to know the sender characteristics of message of human rights in productions in terms of age, sex and profession, the following has been undertaken.
 - Quantitative research method was applied to find out sender strategy through radio production coding sheets. Two types of program coding sheet were used to find out sender voice; one for drama and another for general program and news. In this research quantitative data shows number of voice by gender, age group, professions.

Gender status: male, female number percentage and ratio.

Age group: children, youth and adult have been defined by UN. According to UN, 'youth', is defined as those persons between the ages of 15 and 24 years

(UN, 1995) and ‘child’ as a human being below the age of 18 years unless under the law is applicable to the child (UN, 1989). ‘Adult ’ as those persons above the ages of 24 years.

Professions: Three kinds of profession were identified; 1. Government (administrative, government service, political and non-political authority), 2. NGO (Non Government Organizations) and 3. Other (self service, local and national company or business organization, privet service and non government supported job).

2. To fulfill objective 2, to know the human rights related message strategy used in Radio Pollikontho, in terms of knowledge, skill and attitude, the following procedure has been taken;
 - Qualitative method was used to find out message strategy. Program coding sheets were prepared to find out key message and type of programs. The messages on educational activities or learning were analyzed using the concepts of psychologist Dr. Benjamin Bloom’s (1956). Further an interview guide was constructed and used for interviewing people. 15 interviews were held with personnel in Radio Pollikontho such as with the station manager, program producer, volunteers and listeners.
3. To fulfill objective 3, to know the feedback strategy for human rights related program used in Radio Pollikontho, the following procedure has been undertaken.
 - Quantitative method was used to find out feedback strategy. A feedback-coding sheet was prepared to find out feedback strategy. This coding is to find the number of feedback using specific technique used from the

audience. These included analysis of in studio, interview form field, phone in/live, text message, social network, email and letters.

3.2 Population and sampling:

Around 17 community radios are functioning in different part of the country. Radio Pollikontho was selected purposively using the following criteria: 1) the radio is operated by an organization, whose work is based on a human rights approach and 2) the radio is situated in a diversified community area.

Purposive sampling represents a group of different non-probability sampling techniques. Also known as judgmental, selective or subjective sampling, purposive sampling relies on the judgment of the researcher when it comes to selecting the units (e.g., people, cases/organizations, events, pieces of data) that are to be studied. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable to answer research questions. For this purpose, interview guide was constructed to interview community people. In the Radio Pollikontho, interviews were done with the station manager, program producer (2), volunteer (2), radio listener (11), human rights activists (2) including UN official and expert on human rights education were also interviewed.

3.2.1 Voice recognition: This research tried to find out sender characteristics in radio productions (different age group, gender and profession) by voice recognition. For finding out gender and age group, researcher used personal experience and understanding. Minor errors could be possible in this process.

3.2.2 Content analysis: In this research, content analysis of one week's radio productions was done (August 23, 2016 to August 29, 2016). These included 185 individual productions, broadcasted in 84 hours. Radio Pollikontho broadcasts 12 hours per day. After analysis, 32 programs were found to be human rights education related productions.

3.3 Locale of the study

Regarding the collection of information, Radio Pollikontho decided as the locale considering the volume and concentration of available data. Radio Pollikontho is located in Maulvibazar Sadar, the second biggest upazila of Maulvibazar district in respect of population.

3.3.1 Area and location

The upazila occupies an area of 344.32 sq. km. including 3.97 sq. km forest area. It is located between 24°24' and 24°38' north latitudes and between 91°36' and 91°51' east longitudes. The upazila is bounded on the north by Balaganj upazila of Sylhet district, on the east by Rajnagar and Kamalganj upazilas, on the south by Sreemangal upazila and on the west by Nabiganj upazila of Habiganj district.

3.3.2 Population characteristics

According to Population and Housing Census 2011, the total population of the upazila is 3,42,468 of which 1,71,678 are males and 1,70,790 are females.

3.4 Research instruments and data collection

The study uses analytical induction method and qualitative content analysis. To collect data radio productions (one week) contain has been analyzed. The study also required reading of documents and in depth interviews. In analytical induction method data are subjected to a systemic examination.

CHAPTER IV

RESEARCH FINDINGS AND DISCCSION

4.1 Community profile

The selected community radio station is located in Moulvibazar Sadar upazila of Moulvibazar district in Sylhat division, which is the administrative center of Moulvibazar district. As regards area, Moulvibazar Sadar upazila position is 5th 344.2 Sq.km and 2nd highest 342468 population in out of 7 upazila of Moulvibazar district. It has a greater land area also hill area, forest reserves and revering areas.

Table 1. *Basic information of Moulvibazar district*

Section	Indicator
Area	2799.38 sq. km
Forest	310.41 sq. km
Upazilas	Baralekha, Kamalganj, Kulaura, Moulvibazar Sadar, Rajnagar, Sreemangal and Juri

Source: Bangladesh Bureau of Statistics BBS (2011)

Table 2. *Basic information of Moulvibazar Sadar upazila*

Section	Indicator	
Area	344.32 sq. km	
Density per	995 sq. km	
Literacy	51.10 %	
Total population	342,468	Female 170,790
		Male 171,678

Source: Bangladesh Bureau of Statistics BBS (2011)

Moulvibazar Sadar upazila has more densely populated than other upazila of districts and it has a diversified community. Different ethnic groups are also living (Manipuri, Khasia, Tripura, Halam) including marginalized people (Dalit, Rishi, Horijon). Majority people are religiously Muslim (74%) though there are 25% Hindu, 0.8% Christian and 0.31% other people lives in there.

Table 3. Population groups by religion

Religion	Number of people	Percent
Muslim	14,25,786	74.3%
Hindu	4,71,974	24.6%
Christian	15,350	0.8%
Buddhist	225	0.1%
Other	5,727	0.3%
Total	19,19,062	100%

Source: Bangladesh Bureau of Statistics (2011)

Rural economy of Bangladesh mostly depends on agriculture. Predominantly agriculture is main economy of Moulvibazar like rice, fish and crops. Also there are forest products contributing to local economies like timber tree, bamboo, cane, medicine plants and tea. The district is well known for tea garden. Out of 158 tea garden of Bangladesh, 91 are located in this district.

Table 4. Population groups by non-farm activities

Activity	Person engaged	Percent
Mining and quarrying	8	0.007 %
Manufacturing	31,129	28.70%
Electricity, gas and water supply	106	0.09%
Construction	110	0.10%
Wholesale and retail trade	46,230	42.69%
Hotels and restaurants	6,833	6.31%

Transport, storage and communication	1,801	1.66%
Bank, insurance and financial institution	1,621	1.50%
Real estate and renting	770	0.71%
Public administration and defense	2,949	2.72%
Education	7,040	6.50%
Health and social work	1,621	1.49%
Community, social and personal services	8,087	7.47%
Total	1,08,305	100%

Source: Census of Non-Farm Economic Activities 2001-03

In selected community (Moulvibazar Sadar) illiteracy is very high, Male 43.6% Female 46.5%. Also 22% children who are in 6 to 10 age group are not attending school for primary education.

According to Bangladesh police report in Sylhet range women and children in a problem. violence against women comparatively high than other crime. Woman and child were very vulnerable according to report.

Table 5. Crime Statistics August 2016 Sylhet Range

Crime Name	Number
Dacoity	2
Robbery	1
Murder	14
Woman & Child Repression	132
Police Assault	5
Theft	41
Burglary	8
Kidnapping	2
Other Cases	411

Source: Bangladesh police Crime

4.2 Community radio profile

BRAC recently emerged as an important tool for empowering marginalized sections of society across the world, transforming lives through giving them access to relevant, up-to-date information. One of the initiatives of BRAC Community

Empowerment Program is Radio Pollikontho 99.2 fm, a community radio project based in Moulvibazer.

Table 6. General profile of community radio station (Radio Pollikontho)

Section	Radio Pollikontho
Station ID	99.2 fm
Station Address	Shamsnager Road, Matar Kapon, Moulvibazer Sader, Moulvibazar
License Holder	BRAC
On Air Date	25 October 2011
Coverage Area	17 km radius
Reaching	400,000 people
Logo	
Broadcasting hour	12 hours in a day (9 am to 9 pm)
Medium of program language	Moulvibazar local language and Bangle

Source: BNNRC (2016)

The station broadcasts information with program tailored toward building awareness on a variety of issues such as education, agriculture, healthcare and women's empowerment, alongside other bits of information specific to the community, such as dates for vaccination programs. Currently on air for twelve hours daily, the programs are scheduled according to the listening habits of different groups such as children, youth, women and mixed adults. Listeners' clubs have been formed in order to assess the effectiveness of the programs. So far 769 listeners clubs have been formed. Listeners clubs have been formed to ensure greater community engagement. They have proven a big draw among regular listeners, particularly children and women. Activities performed by the club

members include singing, dancing, reciting poems, etc. The club members sit once a month under a tree or in someone's house. A presenter from the radio station is responsible for visiting each club and gathering feedback. Discussions may include how to make the radio programs more effective.

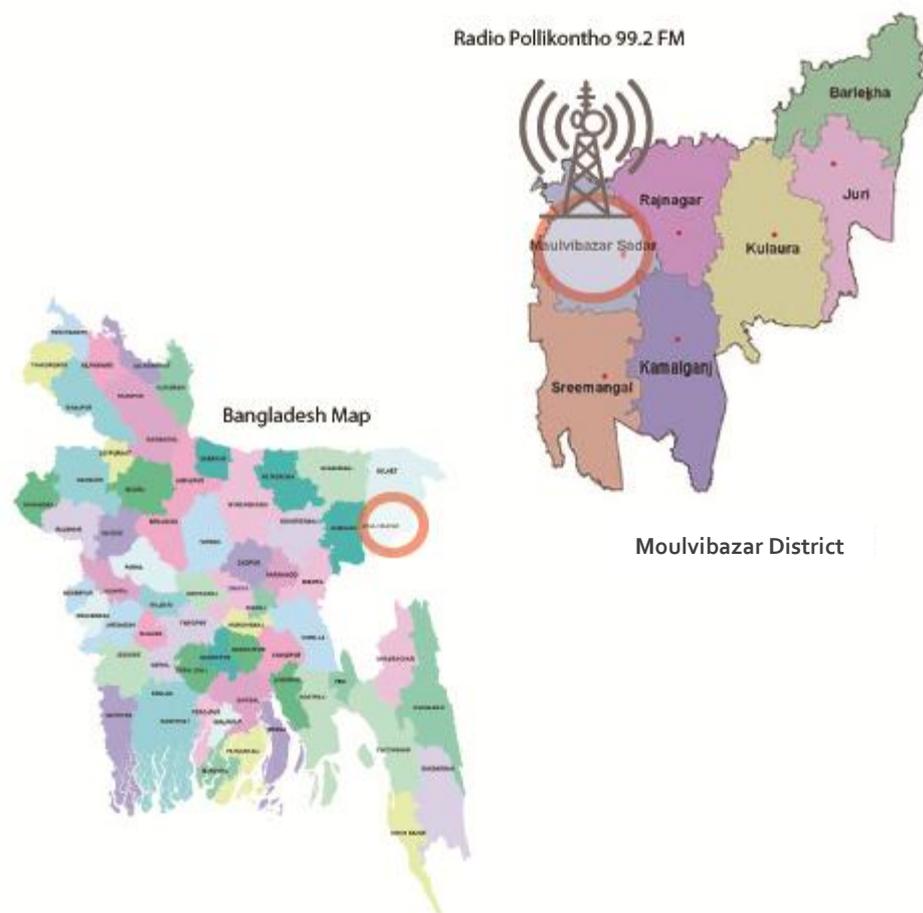


Figure 2. Location map (Radio Pollikontho)

4.3 Human rights education in community radio

Community radio offers some key benefits over other media for promoting human rights education. It is also able to engage with local communities, particular in rural area. Also it is communicated orally, using local language and at relatively low cost

- meaning that it is accessible to people who cannot access other media. Community radio is frequently paired with other communication tools such as mobile phones for call-in-show, or face-to-face listening groups, which enhance uptake of the information being shared, and creates a platform for two way exchanges and learning between wide ranges of actors.

According to AMARC, the broadcasters' association, community media should have a social agenda, and not be driven by purely commercial motivations. They should involve community decision-making and participation. While the impact of local radio stations varies, they often give isolated villages many of which are not reached by public broadcasting a means of education, self-expression and communication, while also promoting the community's history, music and oral traditions. Positive change is also happening at a personal level. Radio projects bring opportunities for community members to learn new skills, thus improving prospects for employment at commercial stations (Madamonbe, 2005). Also community media should not entail outsiders doing something for the community, but community members doing something for them. This implies owning and controlling the means of communication. Community radios provide profound new opportunities for more inclusive sustainable development.

The study requires knowing whether community has a need for human rights education or knowledge. In order to find out about this, along with exploring secondary materials, the researcher interviewed a number of respondents from selected community radio. Among 15 respondents, there are three who have knowledge about human rights. Five respondents said that they know about human rights but cannot link it with their lives. Seven respondents mentioned that they do

not know about human rights. It means that, they do not consciously claim human rights.

Community radio is a new media in Bangladesh context. This is the first time in history; a community driven broadcasting system is delivering on-air programs, which contain voices of the voiceless people. Community radio is addressing critical social issues at community level, such as poverty, social exclusion and empowerment of marginalized rural groups. It also acts as a catalyst in the democratic process of decision-making and ongoing development efforts. Bangladesh is a culturally diversified country with different social, economic and cultural communities living together. It is an over populated country compared to land and economy. As a result, human rights condition is very alarming in this country.

Three types of radio are operating in Bangladesh. Regarding the nature of radio, or the authority that operates, they can be categorized as.

4.3.1 Government Radio (State owned): State radio is the part of the government and functions as its mouthpiece. It is also called state owned media; a media, that works for mass communication, which is ultimately controlled and funded by the state.

4.3.2 Commercial Radio (Privately owned): Commercial radio broadcast is a kind of radio broadcasting or programs on radio that are owned by private corporate media, as opposed to state ownership. This commercial radio broadcasting is totally based on airing advertisements for profits.

4.3.3 Community Radio: Bangladesh ministry of information (2008) concluded that community radio is a broadcasting system established by the

efforts of a specific community, operated by the community for the purpose of the community's welfare.

Matrix 2. Comparison of different radio operation in Bangladesh

Section	State radio	Commercial radio	Community radio
Ownership	State government	Privet company	Community /NGO
Management	Government authority	Appointed officer by company	Community participation
Vision	Government mouthpiece	Generate revenue	Community development
Mission	Government	Serving to company	Community empowerment
Funding source	Government support	Company profit	Donation
Controlling authority	Government	Company	Community
Voice	Accommodate voices of public.	Company voice	Particular community voice
Loyalty	Towards government	Towards company	Towards community
Convey message	National issues	Company propaganda	Community related Issue
Function	Government direction	Company direction	Community participation
Act as	The voice of the government	The voice of the company	The voice of the voiceless.

4.3.4 Limitation to promote human rights education by Government

Radio: As such radio is directly controlled by government and acts in support of the ruling political party, critics argue that state media are not media in a true sense; it is not more than the mouthpiece of the government. Its loyalty to the government restricts its aim of acting as the voice of the voiceless. In this regard, it serves a particular interest group, not general people. In some cases, the autocratic government can use state media frequently as the propaganda tools. It suffers deliberate manipulations of its

contents by the ruling party, reducing its efficiency and credibility. Government may censor the content, which it deems illegal, immoral, or unfavorable to government, hence, it is not independent of the governing party. Governments also compel journalists' affiliation with the ruling party.

4.3.5 Limitation to promote human rights education by Commercial

Radio: Commercial radio broadcast is a kind of radio broadcasting or programs on radio that are owned by private corporate media, as opposed to state ownership. This commercial radio broadcasting is totally based on airing advertisements for profits. Commercial radio broadcast is often controversial for various reasons, one of them being the perceived lack of quality and risk in programming.

In this circumstance Community radio can disseminate human rights education. They have the potentiality to motivate the listeners to become advocates, join an advocacy group or publicly campaign on human rights issues, write letters to government officials, participate in demonstrations or other awareness events. People's involvement in the community radio productions may progress to the point of starting their own advocacy group, planning their own awareness events.

4.4 The sender characteristics of human rights related message in Radio

Pollikontho Community radio program is aimed at listeners in a rural setting. This research found out that in program production, the role players in human rights education related program are mostly female. Research finding showed that out of 200 role players in one-week human right education related program, 122 were females. It shows that female participation is more in the knowledge sending

process. With regard to this, one Program Producer gave the following observation, “This radio is basically doing community based work. One of our main goals is to women empowerment and children rights” (Al-Amin 2016, Pers. Com, 4 June). Further, the episode format program indicated that it provided information about women issues only.

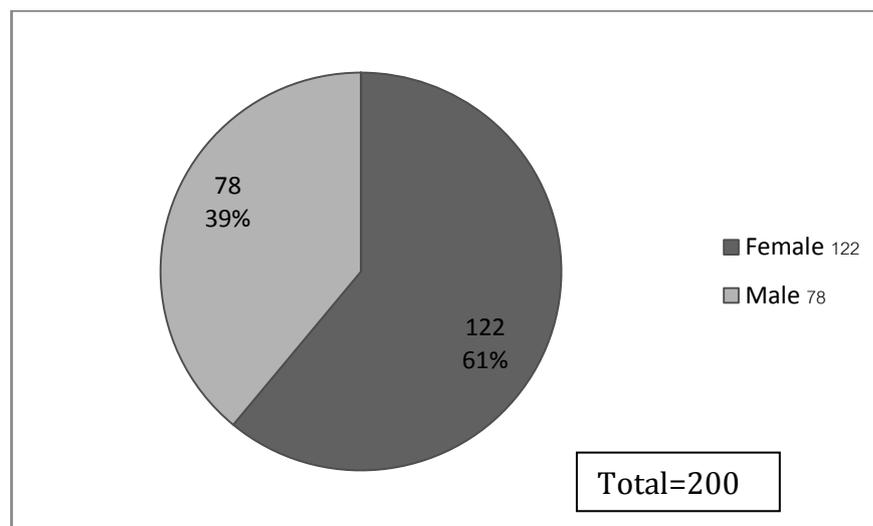


Figure 3. Human Rights message dissemination by Gender Percentage

The local governmental institutions are the best centers for imparting education for human rights protection and promotion. People prefer human rights because they want to live in an environment of equality and liberty. The local government creates that scope for enjoying human rights. Local government is one of main authority which can consider local problems and solve them adequately and properly (Sen, 2013). It also reduces the heavy responsibilities of the central and the state governments and establishes democracy in a wider context. Reflection of local government participation is very poor. Only 9 out of 200 voices reflect local government voices in the selected program (Local administration, government

service, political and nonpolitical authority). A regular listener gave the following observation; “Radio is related to our life - we can learn many things that we did not know about. As an example – Unioner Kotha (Voice of Union Council), teach us about local government services” (Nargis Begume 2016, Pers. Com, 4 June). In development process local government or authority play an important role. On the other hand NGOs act as development partners of the local government institutions. 22 out of 200 role-playing character in selected human rights education program represented such NGO voices. Thus it shows that community voice is strong in Radio Pollikontho program.

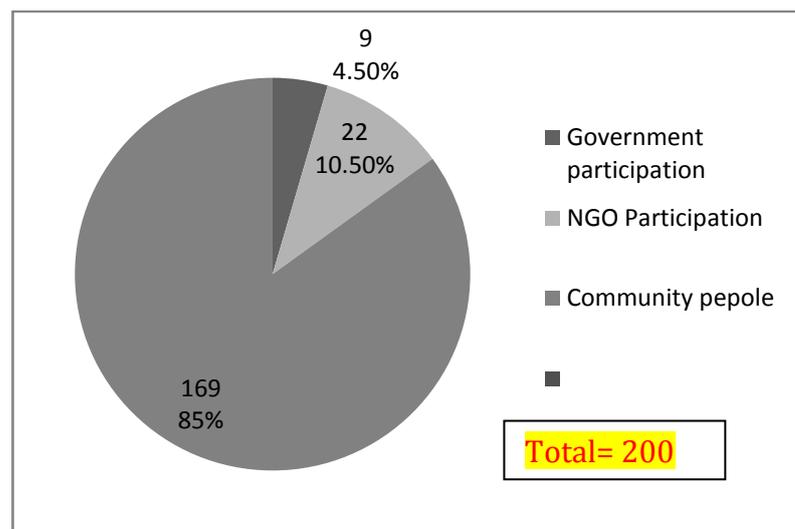


Figure 4. Human Rights message dissemination by Profession

Different age groups have a variety of new needs with regard to meaningful use of time and for maximizing the opportunities and community participation. Data shows that child participation is less than other age group. Only one program was designed for children or child related which is Durontho Fotik (Dynamic Fotik).

Also when child issues are discussed like health, education etc. children are included.

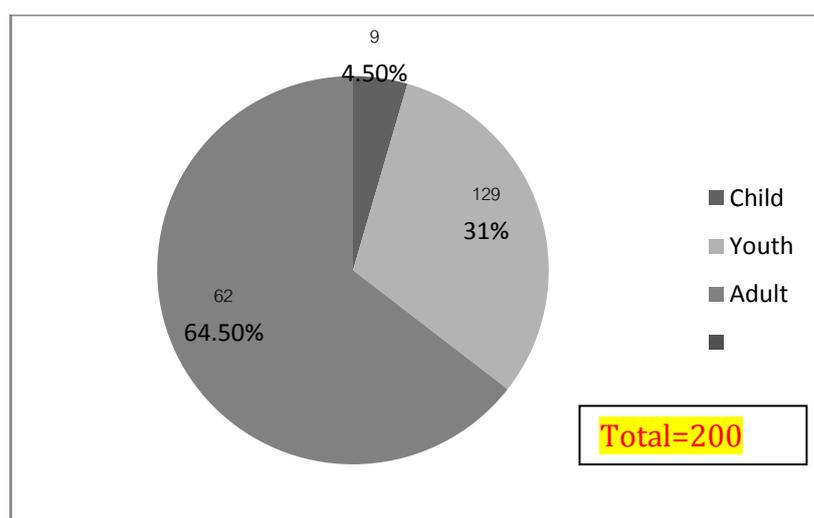


Figure 5. Human Rights message dissemination by age group

4.5 The human rights related message strategy used in Radio Pollikontho, in terms of knowledge, skill and attitude

According to program producer of the radio “We try to make something different, just like we produce drama, resources voice, topic related songs, reading related paper etc. we produce programs on issues related to health, education, right to information, law etc. While we talk with our listeners we choose new issue. Also we do a field survey that we help us to pick up uncertainties” (Al-Amin 2016, Pers. Com, 4 June). Radio Pollikontho conveys different type of human rights messages through different programs. Mostly using magazine program, which Oxford dictionary is explained as “A regular television or radio program comprising a

variety of topical items”. Radio also uses other program strategies like documentary, case study and interview (expert and professional). Data shows that 17 % program of the total programs are related to human rights education. Human rights education program are selected based on national and international human rights principals.

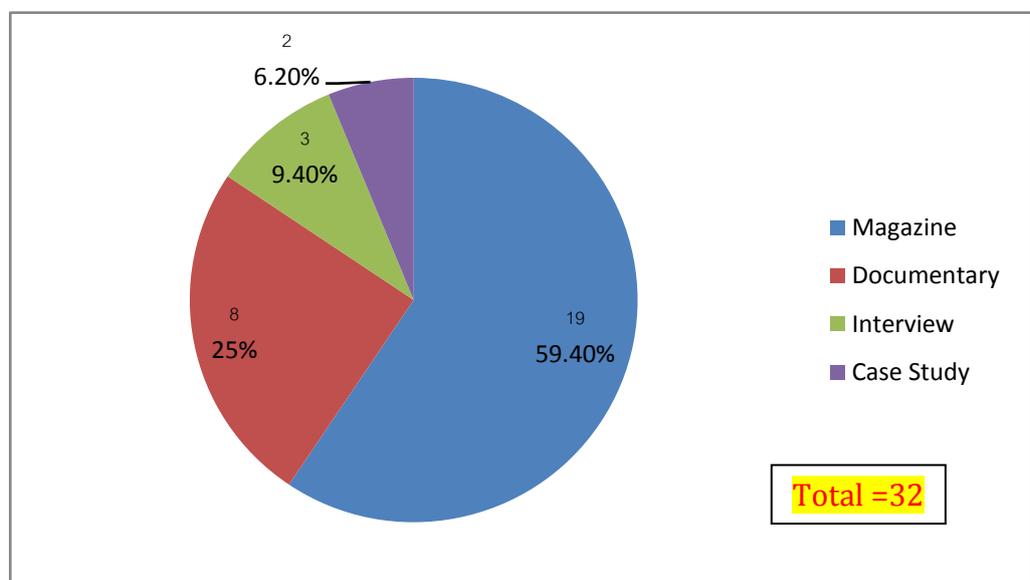


Figure 6. Human Rights message dissemination strategy in Radio Pollikontho

A key message is the main thing that audience remembers or does as a result of a program. After analysis of key messages, it shows that mostly woman rights, right to livelihood and rights to health are widely discussed. In a shorter scale rights to education, right to life and right to justice are also discussed.

According to conceptual framework researcher try to discover outsource program related to human rights education. However, finding shows that, radio is broadcasting only in-house program in the selected period.

Matrix 2.Key message related to human rights education.

Theme	Topic
Women rights	Domestic violence prevention and protection Early marriage disadvantage Eve teasing Discrimination between man and woman Empowerment of women
Right to livelihood	Produce nutritious food Dalit community life style(tea worker) Successful farming and farmer’s life experience Seed preparing, storing and preserving Sharecropping for marginal farmers Old age allowance Safe migration, process of getting work overseas
Right to health	Fistula cure, treatment and medical service Family planning Disadvantage of smoking Adolescent health Child health care
Right to education	Awareness for pre primary education among the marginalized (specially in tea worker child community) Awareness for pre primary education among marginalized (specially in dalit community)
Right to justice	Activating village court
Right to life	Road safety Natural disaster

Beside the above, research found that some secondary messages such as those relating to social values of respect, awareness and dignity were also transmitted

Matrix 3. Secondary message

Secondary message
Aware about domestic violence Engaging with stopping of eve teasing as a social movement Awareness to stop discrimination Awareness against smoking

Radio-based educational opportunities are very much in accordance with the delivery system. Use of community radio helps in educating local people in remote areas through a process of formal conversation. It contributes towards creating informed and updated mass people. Community Radio Pollikontho includes programs tailored toward building awareness on a variety of issues such as education, agriculture, healthcare, women's empowerment, alongside other bits of information specific to the community, such as dates for vaccination program. Amader Poribar (Our Family) discusses violence within the family as described in the law on domestic violence. The programs are scheduled according to the listening habits of different groups such as children, youth, women and mixed adults.

Human rights education is important. A program producer observed that; "Community radios have a huge popularity among people. A radio can easily connect people. It's a great source of entertainment. At present community radio is very popular among people because they directly contact with community people and discuss with them about their problem. Community radio also helps to highlight public demand. So if we make a show about human rights issue then community people will be interested about this matter so that they can claim their rights. As the community people are not so much aware /concerned about this topic, their

knowledge is few about human rights. So if we produce program about human right people will be benefited. When they get benefit, they will be more interested about enjoying human rights” (Al-Amin 2016, Pers. Com, 4 June).

Matrix 4. Human Rights knowledge for program

Theme	Topic
Women rights:	<ul style="list-style-type: none"> To know disadvantage of domestic violence To explain early marriage negative impact in girl life To identify definition of discrimination To know impact of discrimination in society To identify discrimination between man and woman To explain eve teasing in terms of its negative social impact and disadvantage To enable women participation in social and economical work To enable elderly women participation in social and economical work To enable women participation in social and literature work
Right to livelihood:	<ul style="list-style-type: none"> How to design, produce nutrition related farming in house Tea worker community life style, livelihood, social, economical and culture activity To know ideal practice of fertilization and modern farming To facilitate minority community engagement in mainstream To know traditional seed processing preparing, storing and preserving To understand the importance of pre-school, social value, history, literature To apply new methods of farming and cultivation challenges To know about seed collection, pest control, harvesting and scientific crops preservation
Right to health	<ul style="list-style-type: none"> To know health tips To know skin health care To know importance of child vaccination To know child health care in summer season To know about family planning To know preemptive measures, personal hygiene To know about smoking related diseases To identify smoke related diseases in pregnant woman To know fistula treatment place in government hospital
Right to education:	To relate to pre-primary education culture, social value,

	history, literature
Right to justice	To know about legal processes in accessing justice To know about disadvantages of illegal migration - challenge, risk and impact To know about sharecropping system by Bangladeshi law To know visa processing and travel information
Right to life	To know about process of getting old age allowance To facilitate community engagement for river erosion and disaster management To know ideal road for walk, citizen duty for road safety

Finding shows that human rights related program of community radio mostly educates audience in terms of knowledge. Some of the programs are also able to address attitudes of listeners. One of the major forms of education that is, skill is missing in the human right education program delivered through community radio.

Matrix 6.Skill and attitude from program

Skill	Attitude
Prevention and Protection of domestic violence	To Respect to women in daily life To facilitate change in social prospective about girl To encourage community to send their kids to school To facilitate changing social prospective on woman issue

Qualitative data shows that presently radio program educated mostly in knowledge level – such as facts and information that facilitate theoretical and practical understanding of a human right. A listener mentions about the program, “I listen to the program Amader Poribar (Our family) regularly. I like this because I can learn how to manage family, like children birth, family planning” (Apu Pal 2016, Pers. Com, 5 June). Using community radio support, human rights education

happened mainly in knowledge level. Through considering the illiteracy rate starting with knowledge level is acceptable but in absence of skill and attitude we cannot say the education process is working.

4.6 The feedback strategies for human rights related program used in Radio Pollikontho

Community feedback is important for improvement and it can give the opportunity to design the program as per need. It respects community for their development and supports them to improve rural life. Phone-calls, text messages and in-person feedback– can be encode adult quite easily. Research showed that there is absence of feedback strategies. So it shows that, there is gap between sender and receiver. However radio station manager argues that “the people are being aware through the radio programs. We are not just disseminating the information. We try to make people aware and support them to apply the knowledge. We follow up on a regular basis. Community radio is working in studio and field, so people are changing. We are taking advice from community, knowing their problem and bring out the solution from the people” (Mehedi Hasan 2016, Pers. Com, 5 June). Also Community radio programs reinforced the importance of protecting children, defending their rights, and treating boys and girls in equal conditions, because they are the future of the society. “They have lots of effect on human life. To know this effect we have some process such as- Quiz show about specific topic, live show where people participate directly, feedback process etc. Then sometime they came to our station to discuss with us in different topic deeply” (Suhana Begum, 2016, Pers. Com, 5 June). According to station manager of Radio Pollikontho, Narikontho (

Voice of women), Shu-shasthoy (Good health), Unioner Kotha (Voice of union council) and Shona folamati (The soil of golden crop) are successful program due to community participation in program making. These programs are following magazine, documentary and case study sending strategy.

4.7 Best Practice

In the field of mass communication, community radio plays a key role in bringing together the senders and receivers messages. It has already proved as a useful tool to represent the unrepresented community due to its localization of content and the active participation of the community people. During my journey as a community radio worker, findings shows that some programs are playing more effective role to promote human rights education than the others in terms of having influence on the minds of audience. . For example, “Jibon Dhara” a program run by a community radio called “PolliKontho” is awarded as one of the best program which basically talks about the protection about the minority rights in the community. The program has managed to connect the voices of the local marginalized community with the mainstream society.

Another program called “Amader Poribar” which discusses about the domestic violence against women has also attracted people’s attention and helping the male members in the society to be more respectable towards the women. More particularly, the program discusses about every day sexual violence against women, the child harassment and the social discrimination in different layers of the society. In order to make people aware on this issue, the make drama, songs and talk shows. The interesting part of this program is that the local people especially the local

government authority, the community organizers and students actively participate in preparing this program.

In many cases, women are facing persecution at many levels of the society but they do not seek justice as some people are unaware about the laws while others do want to face the justice system in fear of further humiliation. In this context, the program called “Ain O Jibon” appears as vehicle to inform the people about laws regarding violence, the process and the outcome. A listener mentioned that this program run by Radio Pollikontho teaches them how to prevent child marriage and dowry, and to help others in order to protect their rights (Rahel Ahmed 2016, Pers. Com., 7 June).

‘SonaphoolaMati’ is another good program which basically disseminates knowledge about the right to livelihood, an agriculture expert run this program on a weekly basis and people actively participate in it. The farmer asks questions and experts give answers. The expert also share knowledge about the agricultural activities, the seasonal issues, the fertilizers and the methods of cultivation. Hence, this program works as a direct platform where people from different corners participate and bring benefit to the agricultural sectors of Bangladesh. As a whole, all these programs are contributing a lot in the overall well- being of the society. Community radio as local vehicle ensuring to promote human rights education at every level of the society.

4.8 Limitation of research

Due to time limitation and capacity of researcher, audience feedback is absent for finding best practice of radio program in this research. Also this is an opportunity to do further research work.

Research is lifelong learning process. This work is learning process of research, under academic master's degree. Researcher tries to follow process of research method, ethics and all. As a new learning some major and minor element could be absent or some error is there. The findings could be more authentic and accurate if we able to work with a large sample size.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The researcher sought to find out the prospect of human rights education through community radio in Bangladesh. In so doing, selected radio stations, visited and analyzed program content which was 185 individual programs and broadcasted 84 hours. After analysis of one week's program, 32 programs were found as human rights education related programs. Aside from these, researcher interviewed in depth a total of 17 staff, listener's community leader and human rights activities UN official. After analysis of interview and radio program shows that Radio Pollikontho provides a space of entertainment as well as Human Rights Education through the promotion of cultural, and the use of local realities of the population. The programs, which were produced, based on complete and detailed analyses of the interests and needs of the community; Radio Pollikontho was established to offer people different voices in their local radio station. The summaries of research findings are as follows:

- Community people are less aware of human rights and human rights education. Large number of the listener-respondents is not aware of human rights. Some know about human rights, but are unable to connect with their life. Only a few of the respondents know about human rights well.
- There are programs on Radio Pollikontho which are related to human rights and are dedicated to educate community people about the public issues such as gender discrimination and sexual preference, agriculture, health etc.

- Radio Pollikontho promotes women's rights and amplify women's voice.
- The radio supports community to raise awareness of marginalized voices, including women.
- Data shows that 17 % program is human rights education related in total program. Human rights education program selected based on national and international human rights principals.
- Role player in human rights education related program is mostly female.
- Reflection of local government and NGO's participation is less.
- Child participation and child related program insufficient.
- Program message mostly covers women right, right to livelihood and right to health. Some programs cover right to education and right to justice and right to life.
- Right to vote, freedom of thought, conscience and religion, sexual orientation and gender identity, environment, right to due process of law (constitutional low, national and international human rights mechanism), right to freedom of movement, right to freedom of association related messages were absent.
- Present programs are educating community generally in knowledge. A few programs are covering skill and attitude level of education.

- Human rights related programs design lack of community feedback opportunity.

To create these community radio programs, the radio convened a variety of experts and social organizations in the community to determine the topics that were being discussed in each program. In addition, a diversity of formats such as interviews, short dramatizations, music, myths, and legends were introduced to support the theoretical content of the programs. Through community participation and creative production formats, the programs aimed to engage the listeners and develop audience loyalty.

As described in the previous chapter, the programs on Radio Pollikontho discuss issues such as health, education, violence within family, laws that impact upon people such as law on right to information, criminal procedure, legal aid and violence within families. The programs not only give information about the substance and process of enforcement of the laws, but also discuss how such law may be used for promotion and protection of rights. Moreover, the programs also discuss the interventions that a community can take to address the basic needs and issues that concern their lives. This kind of awareness raising and education is part of human rights education, and thus there is a huge scope for promoting human rights education through community radio. Some recommendations for strengthening the human rights education component of community radio are following:

- Ensure more Engagement of local government and NGO's in human rights related program.
- Increase child voice in radio program.
- More program related right to vote, freedom of thought, conscience and religion, Sexual orientation and gender identity, reproductive rights and environment, right to due process of law (constitutional law, national and international human rights mechanism),right to freedom of movement Right to freedom of association related.
- Should keep feedback option in human rights related programs.
- A key feature of community radio is the climate of collaboration and solidarity among its community. Dialogue before and after operation and planning of program should allow community to plan strategies together for resolving human rights related issues. The facilitators and group leaders should use participatory techniques and tools for collaboration to promote community radio spirit.
- Creating a diversity of voices and opinions.
- Provide a diversity of programs and contents related to human rights.

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Appendix -1

Questioner – IG- Listener.

Interview guide for listener (Radio Pollikontho)

Respondent's profile

Name:নাম

Age বয়স

Sex: পুরুষ Male নারী Female অন্যান্য Prefer not to say

Marital Status: বৈবাহিক অবস্থা

Religion/ Ethnicity ধর্ম

Current occupation: পেশা

Economic class: অর্থনৈতিক অবস্থা

Name of the organization: প্রতিষ্ঠানের নাম

Phone number: ফোন নাম্বার

General Questions:

1. Do you know about radio Pollikontho? How? আপনি কি রেডিও পল্লীকন্ঠ সম্পর্কে জানেন? কি জানেন, বিস্তারিত বলেন?

2. Do you listen radio pollikontho? How many times do you listen in week? আপনি কি রেডিও পল্লীকন্ঠ রেডিও শুনেন? প্রতি সপ্তাহে কত বার শুনেন?

3. What type of program do you listen? আপনি কোন ধরনের অনুষ্ঠান শুনেন? এই গুলো কি নিয়ে?

4. Share two issues that you heard at radio Pollikontho which you found very useful? রেডিও পল্লীকন্ঠ তে এমন দুইটি অনুষ্ঠানের কথা বলুন যা আপনার জীবনে কাজে লেগেছে। কিভাবে? এমন আর কোন অনুষ্ঠানের কথা বলতে পারবেন, যার ধারা আপনি উপকৃত হয়েছেন?

5. Tell something about an interesting program the community has benefited?
পল্লীকর্ষ রেডিওএর অনুষ্ঠানের ধারা কমিউনিটি উপকৃত হচ্ছে?

6. Do you know about human rights? What do you know about it? আপনি কি মানবাধিকার সম্পর্কে কিছু জানেন? ব্যাখ্যা করুন?

7. Is there any human rights related/ issue program? Name of program? What is the issue? এমন কোন অনুষ্ঠান শুনেছেন যা মানবাধিকার বিষয়ে। যদি শুনে থাকেন, অনুষ্ঠান গুলুর নাম বলতে পারেন? কি বিষয় নিয়ে?

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue? প্রচারিত অনুষ্ঠান গুলো কি সামাজিক সমস্যা নিয়ে অথবা মানবিক অধিকার নিয়ে? যদি হ্যাঁ, প্রোগ্রাম গুলো কোন বিষয় এর উপর?

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign? কমিউনিটি রেডিও এলাকায় কোন সচেতনতা মূলক ক্যাম্পেইন করেছে কিনা? আপনি অংশগ্রহণ করেছেন কিনা? কি বিষয়ের উপর ক্যাম্পেইন হয়েছে?

10. Do you think that human rights related program makes the listener more empowered? Why? এইসে অনুষ্ঠান গুলো শুনেছেন, আপনার মতে কমিউনিটিতে কোন পরিবর্তন আনেছে? আনলে কি কি?

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest? আপনি কি মনে করেন মানবাধিকার বিষয়ে আরও বেশি অনুষ্ঠান সম্প্রচার করা উচিত? আর কোন কোন বিষয়ের উপর সম্প্রচার করা উচিত?

12. What are your suggestions regarding the Human Rights education program in community radio? কমিউনিটি রেডিওকে আর কিভাবে মানবাধিকার শিক্ষাকার্যক্রম ব্যবহার করা যায় বলে আপনি মনে করেন?

Questioner – IG- Program producer.

Interview guide for volunteer/program producer (Radio Pollikontho)

Respondent's profile

Name:নাম

Age বয়স

Sex: পুরুষ Male নারী Female অন্যান্য Prefer not to say

Marital Status: বৈবাহিক অবস্থা

Religion/ Ethnicity ধর্ম

Current occupation: পেশা

Economic class: অর্থনৈতিক অবস্থা

Name of the organization: প্রতিষ্ঠানের নাম

Phone number: ফোন নাম্বার

General Questions:

1. How long are you involved with this radio? কতদিন যাবত আপনি এই রেডিওতে কাজ করছেন?

2. What type of program do you support in radio? কোন ধরনের অনুষ্ঠান আপনি তৈরি করেন?

3. Do you know about human rights? Tell your opinion about this issue? মানবাধিকার সম্পর্কে আপনি কিছু জানেন? যদি ব্যাখ্যা করে বলেন।

4. How are the issues identified? কিভাবে অনুষ্ঠানের বিষয় নির্বাচিত করা হয়? মানবাধিকার বিষয়টি কতটা গুরুত্ব পায়?

5. Do you have received any instruction from administration about human rights related activities? রেডিও পরিচালনা কর্তৃপক্ষ আপনাকে মানবাধিকার শিক্ষার প্রসারের জন্য কোন নির্দেশনা প্রদান করেছে কিনা? মানবাধিকার এর কোন দিক গুলকে উল্লেখ করতে বলা হয়েছে?

6. Do you think that human rights related program make the listener a more empowered? If yes, How? মানাবাধিকার শিক্ষামূলক অনুষ্ঠান কি স্থানীয় জনগনের মধ্যে কোনরকম পরিবর্তন আনেছে? যদি হ্যাঁ, আনলে কি কি ধরনের পরিবর্তন?

7. Is there any mechanism to find out changes issue? If yes, Tell us about it. কিভাবে এই পরিবর্তন মূল্যায়ন করেন? মূল্যায়নের কোন পদ্ধতি আছে? যদি হ্যাঁ, কিভাবে করেন? ব্যাখ্যা করুন?

8. Have you participated in local trainings in the area of Human rights? আপনি কখনো মানাবাধিকার ভিত্তিক প্রশিক্ষণে অংশগ্রহণ করেছেন? প্রশিক্ষণে মানাবাধিকার শিক্ষা সম্প্রসারণে প্রান্তিক জনগনের জন্য বিশেষ কোন মাধ্যমের কথা আলোচনা হয়েছে? কোন মাধ্যমের কথা বলা হয়েছে?

9. Do you think that human rights related program makes the listener more empowered? How? আপনি কি মনে করেন মানবাধিকার সম্পর্কিত অনুষ্ঠান শ্রোতাদের ক্ষমতাইয়ানে সাহায্য করে? কিভাবে?

10. Do you think, should community radio program give importance human rights issues? Why? আপনি কি মনে করেন সকল কমিউনিটি রেডিওই অনুষ্ঠানের বিষয় নির্বাচনে মানাবাধিকার সম্পর্কিত ইস্যু গুলোর প্রতি গুরুত্ব দেওয়া উচিত? কেন?

11. Do you think, to expansion of human rights education community radio can play important role? If you think so, why? Could you explain আপনি কি মনে করেন মানাবাধিকার শিক্ষা প্রসারে কমিউনিটি রেডিও একটি গুরুত্বপূর্ণ মাধ্যম হিসাবে কাজ করতে পারে? যদি এমনটি মনে করেন এর পেছনে কারণ কি বলে আপনি মনে করেন? একটু ব্যাখ্যা করুন।

12. What are your suggestions regarding the Human Rights education program in community radio? কমিউনিটি রেডিওকে আর কিভাবে মানাবাধিকার শিক্ষা কার্যক্রম ব্যবহার করা যায় বলে আপনি মনে করেন?

Questioner – IG- STM.

Interview guide for Station manager, (Radio Polli kontho)

Respondent's profile

Name:নাম

Age বয়স

Sex: পুরুষ Male নারী Female অন্যান্য Prefer not to say

Marital Status: বৈবাহিক অবস্থা

Religion/ Ethnicity ধর্ম

Current occupation: পেশা

Economic class: অর্থনৈতিক অবস্থা

Name of the organization: প্রতিষ্ঠানের নাম

Phone number: ফোন নাম্বার

General Questions:

1. Tell us something about Human Rights / Human Rights education?

মানবাধিকার/ মানবাধিকার শিক্ষা সম্পর্কে যদি আমাদের কিছু বলতেন?

2. We know that community radio is an important of obtaining information for the marginalized people, Human Rights Education program policy on your radio?

আপনার রেডিওতে যে অনুষ্ঠান সম্প্রচার করা হয়, সেই গুলো কিসের ভিত্তিতে অর্থাৎ অনুষ্ঠান সম্প্রচারের নীতিমালা সম্পর্কে যদি বলতেন? মানবাধিকার শিক্ষামূলক অনুষ্ঠানে আপনার রেডিওতে কোন নীতিমালা আছে?

3. Are there any programs about social issues or issues of human rights? If yes,

what is the objective of such programs? আপনার রেডিওতে প্রচারিত অনুষ্ঠান সম্পর্কে যদি বলতেন? মানবাধিকারের উপর কোন প্রোগ্রাম আছে কি? যদি থাকে, তাহলে কোন বিষয় সম্পর্কে?

4. How are the issues identified? কিভাবে অনুষ্ঠানের বিষয় নির্বাচিত করা হয়?

মানবাধিকার বিষয়টি কতটা রুচক পায়?

5. Is there any process of seeking feedback from the listeners? মানাবাধিকার অনুষ্ঠানে শ্রোতাদের মাতামত দেওয়ার সুযোগ আছে কিনা? যদি থাকে, কিভাবে দেয়?

6. What has been the impact of such programs on the listener communities? Illustrate through examples. কমিউনিটি এর উপর কি ধরনের প্রভাব পড়েছে অনুষ্ঠান গুলো প্রচার করবার কারণে? যদি বিস্তারিত বলতেন।

7. What are the challenges of operating a community radio? মানাবাধিকার শিক্ষা প্রান্তিক জনগনের কাছে পৌঁছে দিতে কমিউনিটি রেডিও কি ধরনের ভূমিকা রাখতে পারে?

8. Have you participated in human rights training programs, workshops, seminars, etc.? If yes, mention? আপনি কি মানবাধিকার বিষয়ক কোন কর্মশালা, অনুষ্ঠান, সেমিনার এ অংশ গ্রহন করেছেন? যদি হ্যাঁ, উল্লেখ করেন।

9. Have you participated in human rights training programs, workshops, seminars, etc.? If yes, mention at least two such programs? উক্ত অনুষ্ঠানে মানবাধিকার শিক্ষার সম্পর্কে কিছু বলা হয়েছে কিনা? বলা হয়ে থাকলে কি বলা হয়েছে? মানাবাধিকার শিক্ষা প্রান্তিক জনগনের কাছে পৌঁছেদিতে কোন মাধ্যমের কথা বলা হয়েছে কিনা? কোন মাধ্যমের কথা বলা হয়েছে?

10. Do you think that human rights related program makes the listener more empowered? আপনি কি মনে করেন মানবাধিকার সম্পর্কিত অনুষ্ঠান শ্রোতাদের ক্ষমতাইয়ানে সাহায্য করে? করলে কি ভাবে?

11. Do you think that human rights related program makes the listener more empowered? If yes, Describe? মানাবাধিকার শিক্ষামূলক অনুষ্ঠান কি স্থানীয় জনগনের মধ্যে কোনরকম পরিবর্তন আনেছে কিনা? আনলে থাকলে কি কি ধরনের পরিবর্তন আপনার চোখে পরেছে?

12. Do you think, should community radio program give importance human rights issues? Why? আপনি কি মনে করেন সকল কমিউনিটি রেডিওই অনুষ্ঠানের বিষয় নির্বাচনে মানাবাধিকার সম্পর্কিত ইস্যু গুলোর প্রতি গুরুত্ব দেওয়া উচিত? কেন?

13. Do you think, to expansion of human rights education through community radio can play important role? If you think so, why? Could you explain
আপনি কি মনে করেন মানবাধিকার শিক্ষা প্রসারে কমিউনিটি রেডিও একটি গুরুত্বপূর্ণ মাধ্যম হিসাবে কাজ করতে পারে? যদি এমনটি মনে করেন এর পেছনে কারণ কি বলে আপনি মনে করেন? একটু ব্যাখ্যা করুন।

14. What are your suggestions regarding the Human Rights education program in community radio? কমিউনিটি রেডিওকে আর কিভাবে মানবাধিকার শিক্ষা কার্যক্রম ব্যবহার করা যায় বলে আপনি মনে করেন?

Questioner – IG- HRA.

Interview guide for Human Rights Activist

Respondent's profile

Name:নাম

Age বয়স

Sex: পুরুষ Male নারী Female অন্যান্য Prefer not to say

Marital Status: বৈবাহিক অবস্থা

Current occupation: পেশা

Name of the organization: প্রতিষ্ঠানের নাম

Phone number: ফোন নাম্বার

General Questions:

13. Have you heard of “community radio”? আপনি কি বাংলাদেশের কমিউনিটি রেডিও কার্যক্রম সম্পর্কে জানেন?

14. What do you know about it? কমিউনিটি রেডিও সম্পর্কে কিছু বলবেন?

15. How important is the issue of Community radio for marginalized people to you personally? প্রান্তিক জনগণের জীবনযাত্রায় কমিউনিটি রেডিও কতটা গুরুত্বপূর্ণ বলে আপনার কাছে মনে হয়?

16. What do you think, should have the main responsibility to community radio for community? কমিউনিটি রেডিওর প্রধান দায়িত্ব কি বলে আপনি মনে করেন?

17. Do you feel that there is a suitable mechanism for the protection of Human Rights? কমিউনিটি রেডিওর অনুষ্ঠান গুলো প্রান্তিক জনগণের মানবাধিকার রক্ষা বলয় হিসাবে কাজ করছে?

18. What are your suggestions regarding the Human Rights education program in community radio? কমিউনিটি রেডিওকে আরকিভাবে মানবাধিকার শিক্ষা কার্যক্রম ব্যবহার করায় বলে আপনি মনে করেন?

19. What type of human rights is essential to promote in Bangladesh rural context? Please give detail explanation? কোন ধরনের মানাবাধিকার গুলোকে প্রাথমিকভাবে তুলে ধরা উচিত বাংলাদেশের প্রান্তিকজনগণের কাছে? ব্যাখ্যা করুন।

20. Do you think, should community radio program give importance human rights issues? Why? আপনি কি মনে করেন সকল কমিউনিটি রেডিওই অনুষ্ঠানের বিষয় নির্বাচনে মানাবাধিকার সম্পর্কিত ইস্যু গুলোর প্রতি গুরুত্ব দেওয়া উচিত? কেন?

21. Do you think, to expansion of human rights education community radio can play important role? If you think so, why? Could you explain? আপনি কি মনে করেন মানাবাধিকার শিক্ষা প্রসারে কমিউনিটি রেডিও একটি গুরুত্বপূর্ণ মাধ্যম হিসাবে কাজ করতে পারে? যদি এমনটি মনে করেন এর পেছনে কারন কি বলে আপনি মনে করেন? একটু ব্যাখ্যা করুন।

Appendix-2

Answer – IG- Listener .

Interview guide for Station manager, (Radio Pollikontho)

Respondent's profile

Name: Ruman Ahmed Somsu

Age: 20

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Religion/ Ethnicity: Muslim

Current occupation: Student

Economic class: N/A

Name of the organization: Moulovibazar Gov't Degree Collage

Phone number: 01748435914

General Questions:

1. Do you know about radio Pollikontho? How?

Yes, I know. I am familiar with Pallikantha (99.2 FM) since 2010 when it was first broadcasted. I was not regular listener on that time. At the very beginning there was a banner what I have seen but I couldn't understand what that is. Then I asked Mehedi Vai and he told me that Pallikantha is working for community people. When I started to listen this program, I understand this program is for the benefit of the people and become know the name of famous artist and lyricist.

2. Do you listen radio Pollikontho? How many times do you listen in week?

Yes, I do .Due to my shop I have listened less in this month but sometimes hear .I heard continuously 9 months. I was the regular listener of Pallikantha from 2010 to 2013 but somehow I can't continue for 4 months.

3. What type of program do you listen?

Tottha Amar Adhikar , Amader Poribar , Aine o jibon , one program what is regarding health, Moner Teer e (LIVE), I like these programs most .

4. Share two issues that you heard at radio Pollikontho which you found very useful?

Tattha Amar Adhikar and Aine o Jibon, I am benefited from these two program personally .I become know from Tattha Amar Odhikar program how I would be facilitate from Union and Upazilla . I also know how and what kinds of service or things I can get free or easily from there.

Aine O Jibon teaches me that child marriage is not right. Now I can raise my voice regarding this issue which is not addressed earlier by other people due to fear. Now I become know that, to stop this child marriage where I should go and get the legal support.

5. Tell something about an interesting program the community has benefited?

Yes.A program regarding agriculture which named Sona Fola Maati that makes people benefitted. In my village there are so many people who are cultivating crops. They don't know about the changing of seasons which may affect the crops by insects. Sometimes they use insecticide which may not perfect treatment for that purpose .In that time sister (pallikantha's repretatives) goes for observe the vegetables and asks farmer's which types of insecticide they have used ? and what should be ? and how they can increase the crop productivity. Sometimes agriculture officer also give them valuable advice on how the farmer can increase their crop productivity which will lead to increase their earning.

6. Do you know about human rights? What do you know about it?

Everybody wants to live. To survive we have to do lots of things. Five important things are very important to live in my view Food, Clothing, Shelter, education and medical. So many things are needed actually. Suppose without livelihood human can't survive .I think awareness helps people to achieve development in their life. It may help people to change their position. To me Information is another important issue. Once I din't have the contact number of the chairman, I found it from Pallikantha. Pallikantha helps me to do my work in a short time without any hassle by providing information of chairman , Union office etc. I am getting many type of facilities from the chairman , members and uapzilla office by the assistance of Mehedi vi.

7. Is there any human rights related/ issue program? Name of program? What is the issue?

Yes some program is there which are related with human rights .there is another program which is related to medical ...ah sorry I can't remember the program name. And another program arranged by GIJD relating with food (nutrition). It was a quiz program.

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue?

Yes. Aine O Jibon teaches me that child marriage is not right. Now I can raise my voice regarding this issue which is not addressed earlier by other people due to fear. Now I become know that, to stop this child marriage where I should go and get the legal support.

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign?

Yes And I have participated there. I took part in a drama which is related to eve teasing. I have played a role as an eve teaser where I have given my voice.

10. Do you think that human rights related program makes the listener more empowered? Why?

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest?

Off course ...it should be more. This program can be heard up to 17 K.L upto Sreemangal. Community people are facilitate by Pollikontho. Last time when earthquake occur and storm on that time Pallikantha's digester alert helped people to keep them safe and aware them regarding the digester situation.

12. What are your suggestions regarding the Human Rights education program in community radio?

My suggestion is that Palli kantha can work for senior citizen .and also can work for new generation which are 18 to 25 ages and what should be their life style.

Answer – IG- Program Producer.

Interview guide for volunteer/program producer (Radio Pollikontho)

Respondent's profile

Name: Al-Amin

Age : 38

Sex: Male Female Prefer not to say

Marital Status: Married

Religion/ Ethnicity: Muslim

Current occupation: Privet Service (program producer)

Economic class: N/A

Name of the organization: Radio Pollikontho

Phone number: 0171899056

General Questions:

1. How long are you involved with this radio?

I worked from the beginning of this radio around 5 years.

2. What type of program do you support in radio?

This radio has basically done those working in community based work. Our main goal is to Women empowerment and Children rights. Besides, local agriculture and traditions that have sustained them through all the public informed. This is our job section. I don't make the program but I produce the program and this is why I had to take care of all the programs. Usually I select the name of the program, making design and all these are related to communities.

3. Do you know about human rights? Tell your opinion about this issue?

It's a big thing. I feel like it. Human rights are the rights that I have as a man to me. Besides our basic need such as food, cloth we have rights to make an organization, I have a right to sing a song, I have a right to express myself, I have a right to participate on a meeting or assembly. Our political rights are to participate in an election or to give vote and we can express our own opinion about present condition. Cultural rights, Religious rights and economic rights are also called Human rights. Human rights are controversial issue both philosophically and ideologically. Example as :I am a Muslim guy and I eat beef but if I will a cow slaughter in front of a Hindu man then it will be humiliating issue for him. I would enjoy the same rights, but will not affect anyone's enjoyment.

4. How are the issues identified?

Drama is for entertainment and entertainment is a human rights issue. We didn't show them a high dream, we want to fulfill their dream of healthy entertainment that's why we are eager to save their local traditions and it could be related totally in our programs. When we make a program on child issue, we show there a child's education and a child's nutrition issue also. It is not fair when we bought cigarette by a child but it's fair if we call them for playing games. We emphasize on child's nutrition, education and their rights also in our program and that's all for human rights issue.

5. Do you have received any instruction from administration about human rights related activities?

The main condition is to get a license for establishing a community radio it should be Non-profitable organization. We work on gender sensitivity issue and we basically work on human rights issue type program.

6. Do you think that human rights related program make the listener a more empowered? If yes, How?

We believe that knowledge is power. Our programs are helpful to empowerment of our listeners. From the program of 'Tothyo amar odhikar' listeners were able to know about what is right to information law and they are empowered by this program.

7. Is there any mechanism to find out changes issue? If yes, Tell us about it.

There are some methods for some programs. We did a project with Brac's affiliation. They could make a survey before joining with us. They had own organization named as 'Pallisamaj', they did this survey actually. Our result was positive then. Besides they made us partner on another project which is based on right to Information. We also get always positive feedback by listeners through sms or phone call or face to face meeting period.

8. Have you participated in local trainings in the area of Human rights?

I had participated many training sessions specially program making, program producing, News, Internet broadcast, content development etc. I had taken training more than 11 times. Major training programs were distributed by National communication media institute, BNNRC and some were from Rupantor.

9. Do you think that human rights related program makes the listener more empowered? How?

In this region Family hostility and social environment had been intolerable. Then we could reduce the rate of intolerability and women abuse. We try to show in our program that women can generate money and they can add it to their family.

10. Do you think, should community radio program give importance human rights issues? Why?

Our programs are very nice for a community. If I can touch anyone's heart by making change it will be reminded that the change is really come. Basically we could touch their heart by using local language and local traditions. It was impossible for doing any change if we use high formative language.

11. Do you think, to expansion of human rights education community radio can play important role? If you think so, why? Could you explain

Specifically it has not been discussed there. But those human rights issues were discussed in these topics also. Suppose we will make a program on women empowerment 'Naari-Kontho' . In this society which place is for women, where she cans works, how she overcomes the hindrance and these unethical issues will not be happened all of this are human rights issue.

12. What are your suggestions regarding the Human Rights education program in community radio?

Community radio can impress an educated young villager not to search job and as if he feel interest to do a new things in his land. And if he needed money supply or anything community radio should be supported him.

Answer – IG- Listener .

Interview guide for listener, (Radio Pollikontho)

Respondent's profile

Name: Apu Pal

Age: 25

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Religion/ Ethnicity: Hindu

Current occupation: Student/ Businessman

Economic class:

Name of the organization: Moulovibazar Gov't Collage/Grocery shop

Phone number: 01720438339

General Questions:

1. Do you know about radio Pollikontho? How?

I heard about Pollikontho since 2016 from that day I learned that Pollikontho teaching us so many things.

2. Do you listen radio Pollikontho? How many times do you listen in week?

Yes, from 9.Am morning to 9.PM.

3. What type of program do you listen?

Pollikontho teaching us so many things, Specially Pollikontho teaching us Syhlet language who is struggling in syhlete language.

4. Share two issues that you heard at radio Pollikontho which you found very useful?

This program related to our life we can learn many things that we didn't know about. Like: Union er Kotha: teach us about child marriage, dowry. This program is helping by giving knowledge that how dowry system affects and what is the prevention if someone asks for dowry?

5. Tell something about an interesting program the community has benefited?

“Amader Poribar” Our family, because Of this program how to manage family like: children birth, family planning. Yes, I saw may people are changing their lifestyle by listening “Amader Radio amader kotha” Our Voice our Radio. Contain of this program about family issues. Like we have different types of life style, different types of people in this society so, in this program explain different issues and how to resolve this issues we can learn from this program. Few days earlier I have experienced a man who beat her wife he is now changing by listening that program.

6. Do you know about human rights? What do you know about it?

Yes, Education, freedom to go around. Get a respectful job and security.

7. Is there any human rights releted/ issue program? Name of program? What is the issue?

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue?

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign?

Yes, Law and life” that related with how we use law in our life. Talk about union and talk about how we can resolve land disputes, Child marriage.

10. Do you think that human rights related program makes the listener more empowered? Why?

How to prevent child marriage, dowry, how to help others, Pollikotho will helps victim of child marriage by raising their voice, to do counselling with patents of the victims of child marriage.

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest?

Education related program is essential. Because education is essential part of human life.

12. What are your suggestions regarding the Human Rights education program in community radio?

To take suggestions from us. That we help to make program most relate to ours life.

Answer – IG- Listener .

Interview guide for listener, (Radio Pollikontho)

Respondent's profile

Name: Lubna Aktar

Age: 19

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Religion/ Ethnicity: Islam, Muslim.

Current occupation: Student/ Listener club member.

Economic class:

Name of the organization: Moulovibazar Gov't Collage/ Radio Pollikontho

Phone number: 01738416933

General Questions:

1. Do you know about radio Pollikontho? How?

I heard about Pollikontho since 2016 from that day I learned that Pollikontho teaching us so many things.

2. Do you listen radio Pollikontho? How many times do you listen in week?

Yes, from 9.Am morning to 9.PM.

3. What type of program do you listen?

Pollikontho teaching us so many things, Specially Pollikontho teaching us Syhlet language who is struggling in syhlete language.

4. Share two issues that you heard at radio Pollikontho which you found very useful?

This program related to our life we can learn many things that we didn't know about. Like: Union er Kotha: teach us about child marriage, dowry. This program is helping by giving knowledge that how dowry system affects and what is the prevention if someone asks for dowry?

5. Tell something about an interesting program the community has benefited?

“Amader Poribar” Our family, because Of this program how to manage family like: children birth, family planning. Yes, I saw may people are changing their lifestyle by listening “Amader Radio amader kotha” Our Voice our Radio. Contain of this program about family issues. Like we have different types of life style, different types of people in this society so, in this program explain different issues and how to resolve this issues we can learn from this program. Few days earlier I have experienced a man who beat her wife he is now changing by listening that program.

6. Do you know about human rights? What do you know about it?

Yes, Education, freedom to go around. Get a respectful job and security.

7. Is there any human rights related/ issue program? Name of program? What is the issue?

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue?

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign?

Yes, Law and life” that related with how we use law in our life. Talk about union and talk about how we can resolve land disputes, Child marriage.

10. Do you think that human rights related program makes the listener more empowered? Why?

How to prevent child marriage, dowry, how to help others, Pollikotho will helps victim of child marriage by raising their voice, to do counselling with parents of the victims of child marriage.

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest?

Education related program is essential. Because education is essential part of human life.

12. What are your suggestions regarding the Human Rights education program in community radio?

To take suggestions from us. That we help to make program most relate to ours life.

Answer – IG- Listener .

Interview guide for listener, (Radio Pollikontho)

Respondent's profile

Name: Nargis Begume

Age: 17

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Religion/ Ethnicity: Islam, Muslim.

Current occupation: Student

Economic class:

Name of the organization: Moulovibazar Gov't Collage.

Phone number: 01732259448

General Questions:

1. Do you know about radio Pollikontho? How?

Yes I do. It is our local radio. It has many programs like for music *arsinogor*, *monurtiray*, and many social programs like *shukhiporibar*, *Tothoamarodikharetc*

2. Do you listen radio Pollikontho? How many times do you listen in week?

Yes I listen poliikantha it is one of my favorite radios. They stay on air from 9.00 am to 9.00 pm and during this period I listen this radio every day in a week.

3. What type of program do you listen?

Well basically I listen to music related programs but I take the programs for physically challenged people interesting. It changes your view over those who are physically challenged.

4. Share two issues that you heard atradio Pollikontho which you found very useful?

If I have to identify two issues I will say *amar radio amarrkotha and sonalikoisor*. One talks about a life style worth living and another answers many questios of the youths which they can't frequently ask to the community people.

5. Tell something about an interesting program the community has benefited?

amar radio amarrkotha. Yes from this program people are getting aware. The husband wife relationship is getting better. People are now more concern about family planning a strong belongingness has grown among people because of this radio.

6. Do you know about human rights? What do you know about it?

To me human rights are quality education, right to employment and women rights. Getting help from the community to prosper is also part of my human rights.

7. Is there any human rights related/ issue program? Name of program? What is the issue?

Tothoamarodikhar, Ain o Jibon and Shukhiporibarthases are programs related with human rights. In the programs health, family planning, need for education values etc. issues are discussed.

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue?

Tothoamarodikhar, Ain o Jibon and Shukhiporibarthases are programs related with human rights. In the programs health, family planning, need for education values etc. issues are discussed. Here people get to know more about their rights and women empowerment is highly concentrated here. Anyone can gain knowledge from these programs. This programs are eventually for everyone.

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign?

Yes they organized a quiz competition and the theme was mainly one information rights. For example our rights in our union boundary. Yes I participated in the quiz program and with many others I also won an award

10. Do you think that human rights related program makes the listener more empowered? Why?

Well I am very much optimistic in this case. People are changing and I have changed also so no doubt yes listener are now more empowered

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest?

Without any hesitation yes they must. They should do more programs on education, old citizen and culture. Because education will give quality and values and it is very important to know ones culture and old people and physically challenged people needs special care for that we need awareness which will grow with this radio.

12. What are your suggestions regarding the Human Rights education program in community radio?

I think they should do more programs on women rights and they should emphasize more in the culture sector. Programs for physically challenged will be highly appreciated. And in the last they should gather more live participant to share their experience with the listeners.

Answer – IG- Listener ..

Interview guide for listener, (Radio Pollikontho)

Respondent's profile

Name: Rahel Ahmed

Age: 26

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Religion/ Ethnicity: Islam, Muslim.

Current occupation: Business

Economic class:

Name of the organization: Stationery Shop

Phone number: 1746673411

General Questions:

1. Do you know about radio Pollikontho? How?

Yes certainly I do. It is our local radio from Molovibazer and as I am a local so it is very obvious that I listen to it .

2. Do you listen radio Pollikontho? How many times do you listen in week?

I listen to it almost all every day. As it starts at 9.00 am and continuous till 10.00 pm so it is very easy to catch up with it.

3. What type of program do you listen?

Well polikantho discuss various issues mostly related to development. But I take most interest on the programs which discusses about family planning, health and employment for the young people.

4. Share two issues that you heard at radio Pollikontho which you found very useful?

Well in this case I will again say the program about family planning and the youth employment turned out to be most beneficial for both me and my community. Now I have a clear concept over how to raise children and why having two children is more logical. As for employment now I know what to do and how to get help from NGOs to solve my unemployment problems.

5. Tell something about an interesting program the community has benefited?

The community is now much better place because of this radio. When I introduced this program to my community maximum were not aware of many family planning and employment issues but after they have started to listen to the programs they know better in many cases more than me !

6. Do you know about human rights? What do you know about it?

Well to me human rights are basic components to lead a happy life and in my views they are right for health and education. A healthy life is my ultimate desire for a healthy life I require many supports they are my rights and for my mental development, enriching my values and to sustain in this hostile world I need education I need knowledge. So education is certainly a right to me

7. Is there any human rights related/ issue program? Name of program? What is the issue?

Of course there is. The program named "SukhiPoribar" is concentrated on reproductively health, family planning, both mothers and children health, what is the age and time etc. are discussed.

8. Are there any programs about social issues or issues of human rights? If yes, what is the issue?

Family planning is a big social issues and so is employment and in some extent they are human rights as they are working with these so it is the program.

9. Is there any awareness related campaign? Ever you participated? What is the issue about campaign?

Yes, they have a special way. They go to home to home and sit with the family members of the targeted home and help them to understand why family planning is important, how they can do it, they talk about child health and discuss employment issues

10. Do you think that human rights related program makes the listener more empowered? Why?

There is no doubt about it. Human rights all about know your rights. So via this type of programs people get motivated and wants to bring changes and they are changing. People are now more aware of the situations and they are planning for a better life.

11. Do you think, should community radio broadcast human rights related program more? What issue do you suggest?

Yes I do think so. And the focal point should be employment and family planning.

12. What are your suggestions regarding the Human Rights education program in community radio?

There should be more study over the topic. We need more field experience. It will be best for example if we can take a mother and child to share their problems or benefits live in the studios. The program will be more lively and informative

Answer – IG- SM .

Interview guide for Station manager, (Radio Pollikontho)

Respondent's profile

Name: Mehedi Hasan

Age: 36

Sex: Male Female Prefer not to say

Marital Status: Married

Religion/ Ethnicity: Muslim

Current occupation: Privet Service

Economic class: N/A

Name of the organization: Radio Pollikontho

Phone number: 01711985510

General Questions:

15. Tell us something about Human Rights / Human Rights education?

Human Right is about some rights are for human. Now it's about how can we apply this issue? We have some rights and will claim those, but we need a specific place to claim it. There should be a limit that we couldn't cross it. However, if one right undermines the others right, then I can't enjoy the same right. My understanding about human rights is, doesn't undermine the right of others to enjoy my right.

16. We know that community radio is an important of obtaining information for the marginalized people, Human Rights Education program policy on your radio?

There is different ways to learn human rights. Someone can learn from book, to hear and someone can learn to see. A person can learn human rights by various medium. In this regard, electronic and print media playing a vital role. People can learn from schools, colleges and different seminars. I we need to learn and know. When I gain knowledge I can apply it. Learning will be fulfilled when I can apply it in a correct way. However, those who need to be informed and taught, I think we need to consider his/her surroundings. We have to find methods to teach people so that they could learn about human rights, they could know their rights, would know how to apply. Ideally, they should be informed about their rights.

We have some national policies to broadcast the program. Also we are adhering gender policy. I have the idea what I can do for women, children, and persons with disability and there are certain rules. And we are aware to use words. We have national policy.

17. Are there any programs about social issues or issues of human rights? If yes, what is the objective of such programs?

Before the program we think about communities' needs and rights. We work to aware community people about their rights; we support them to claim the rights.

18. How are the issues identified?

There are some recent issues that we connect with our programs immediately. The community problems come up through the program as well as we connect the community people and their problems with the programs. Such as dowry, violence against women, child marriage and all of these our national problems. And we and the community are not out of this. So we've been working on this issue, as well as agriculture, health and also working with talented people, culture, history, the senior citizen, legal affairs and who have experience on cooking. We have also been reported on local market price. Our program is about the empowerment of women and children's rights. There are some people in the community who is working as a social worker, but community is unknown. We are introducing them and showcasing their activities in the community through the program. Some people couldn't reveal their talent due to lack of opportunity. We also work on it. We have total 42 programs.

19. Is there any process of seeking feedback from the listeners?

In our program the audience can share their views and opinions by calls, sms and directly. They can also do it in facebook. We are taken the opinions in two ways off-air and on-air.

20. What has been the impact of such programs on the listener communities?
Illustrate through examples.

We can see the impact of our programs in the community. It was found that, audiences share their opinions if we broadcasted anything wrong. And we amend it. It happened many times.

21. What are the challenges of operating a community radio?

It is difficult to change people's behavior. However, the people are being aware through the radio programs. Because we're not just disseminating the information, trying to aware people and supporting them to apply the knowledge. It will follow up on a regular basis. Community radio is working in studio and field, so people are changing. We are taking advice from community, knowing their problem and bring out the people from the solution.

Marginalized people are not aware enough about Human rights issues. They do not know about their rights. Many people are being deprived of their rights. However, the campaign via radio is helping the community to know about rights, to be aware of. Community radio is doing it. However, we are not fully successful but we have a position. People are changing.

22. Have you participated in human rights training programs, workshops, seminars, etc.? If yes, mention?

I have participated in the workshop on human rights. I took part in several workshops on women rights, educational right of children and Adolescent Reproductive Health in district and divisional level.

23. Have you participated in human rights training programs, workshops, seminars, etc.? If yes, mention at least two such programs?

Media is the trustworthy source to disseminate information to marginalized people. And community radio can play an important role. Because they work with community people. The acceptance of community radio is increasing. Now people can understand the importance of it. People and organisations we are working to ensure rights are looking for community radio to support their work.

24. Do you think that human rights related program makes the listener more empowered?

Bangladesh is lagging behind empowering women. If you want to empower marginalized women then you need to strengthen them economically. Support from family is needed. A woman supports her family a lot. We do not recognize that. We only recognize them who are contributing financially. Women do nothing we must use the idea. We think to strong woman financially. And with the thought, we inspire women to cultivate vegetable and farming at courtyard. She can earn by. And the woman will not be unemployed. Thus, if we can empower them financially, then they will be empowered. If we can connect the marginalized people with income generation, or may apply to a variety of training then they will be empowered. For the reason, we are working with them.

25. Do you think that human rights related program makes the listener more empowered? If yes, Describe?

The community has changed a lot due to our programs. As a result of water-borne diseases program, people are changed, the government is providing assistance. Now, community members do not cook with the pond water. In agricultural sector, we have encouraged community members to cultivate 'Biri' potatoes. Women are successfully cultivating the potatoes in Moulvibazar. They were farmers' model. In this regard, our program has contributed a lot. Many people known as a chef in the community through the program. We are working with the people who know the folk song. We have promoted a lot of talent in the mainstream media. These are a kind of collective changes.

26. Do you think, should community radio program give importance human rights issues? Why?

In fact, human rights involve in every matter. Actually before the program we think about community problems and needs. This indicates that their human rights are violated or not. But separately, we do not see whether human rights are being violated.

27. Do you think, to expansion of human rights education through community radio can play an important role? If you think so, why? Could you explain.

The community radio will have to consider the human rights values of course. Since we are working for the people, so that their needs, their problems will take precedence in the programs. Then the community will benefit. However, we have to work with the human rights issues are accomplished by our country law.

28. What are your suggestions regarding the Human Rights education program in community radio?

There are some programs about human rights. But we have some more programs which are not directly related to human rights. By connect with the organizations work directly on human right issueswe should work for the community. 32 members are working in Pollikontho community radio belongs to rural communities. There are even a lot more. We have to associate with these organizations for the communities' wellbeing. Increasing thinking capacity of community members is also a part of human rights.

Answer – IG- Program producer.

Interview guide for volunteer/program producer (Radio Pollikontho)

Respondent's profile

Name: Suhana Begum

Age : 25

Sex: Male Female Prefer not to say

Marital Status: Married

Religion/ Ethnicity: Muslim

Current occupation: Privet Service (program producer)

Economic class: N/A

Name of the organization: Radio Pollikontho

Phone number: 01722463333

General Questions:

1. How long are you involved with this radio?

6 year.

2. What type of program do you support in radio?

Producing, Making programme & Hosting live show & musical show. We produce health related show, Right to information related show, cultural show ect. Magazine programme about family planning, Health related show name “Susasto”, Hosting musical show “Vatirtane” etc. Then there have some live show those are hosted by me. Actually good health are needed for every human being .But almost people are not aware about their health, mostly children’s and women are not concern about it. So we want to increase awareness among people. For this we select this type of programme.

3. Do you know about human rights? Tell your opinion about this issue?

I have only little knowledge about human rights. Our government give us some rights just like Education facilities, health facilities, right vote I think so that type rights are human rights. Our government gives us some rights such as Vote, Education etc are human rights. If I want to say elaborately, every human have some rights by birth that this known as human rights. Yes it’s happened. This not only effective for our community but also effective for us. To host those show we need gather knowledge about human rights. And I try to apply my knowledge in my show and my personal life also.

4. How are the issues identified?

We has some listener club. We go there and discuss with community people. And try to broadcast those type of show which public demand. We try to make something different .just like we produce Drama, Resources voice, topic related songs, Reading related paper etc. It was health related issue, Education, right to information, Law etc. We have a listeners club now. While we talking with our listeners we choose e new issue. Also we do a field survey that we can pick up uncertainties. When we knew about a cowboy who really can sing well but drop out from his school then we may go his home and try to make understand his parents about his education. In this sector we think also their local tradition also and we try to mix up with entertainment. It is not possible to give entertainment by message but it's possible to spread message by entertainment. We pick up basic things from the community. From this entertainment people understand it and they understand the necessity of children's education.

5. Do you have received any instruction from administration about human rights related activities?

Not directly. But we promote local livelihood and culture.

6. Do you think that human rights related program make the listener a more empowered? If yes, How?

Yes there have lots of effect on human life. To know this effect we have some process such as- Quiz show about specific topic, live show where people participate directly, feedback process etc. Then sometime they came to our station to discuss with us in different topic deeply.

7. Is there any mechanism to find out changes issue? If yes, Tell us about it.

Few times ago I told you that we have some listener club. In this club we discuss with community people .Form there we find out the outcome of human rights base show. And we observed that people take it positively and they try to apply the knowledge in their life which they gather from the show.

8. Have you participated in local trainings in the area of Human rights?

I didn't attend any human rights base training but I participated many training about community radio. By this training I know how we maintain a radio station, how we understand the public demand & how we engaged people with community radio etc.

9. Do you think that human rights related program makes the listener more empowered? How?

We will try to empowered people .Specially we try to empowered the women. We told them she also a human being and she has many rights, if she want she can work and contribute the society. Actually we telecast a show for everyone but we have a target people .At first we select target audience then we make a show. I have an example. In a area people were not aware about water dieses. They did not drink fresh water. We are going those area and teach them don't drink pond water, after telecast our show now those community people drink boil water or tube-wale water. And we also observed them that they follow our instruction.
And that area has a school. But the school condition is not so good. Children are not coming school for flood water then have some other problem. That why we contact with education officer and local chairman to solve this problem. They committed with us they solve the problem. And in reality they solve the problem. Now the school condition is very good and children come to school regularly.

10. Do you think, should community radio program give importance human rights issues? Why?

Obviously it's needed for the people to know their rights. If any people aware about their rights they can consist their life in a good way. They can fulfill their responsibilities in society and their family also. If parents have human rights knowledge then they teach their children properly. And it's good for the society.

11. Do you think, to expansion of human rights education community radio can play important role? If you think so, why? Could you explain

Now-a-days F.M. radio and community radio have a huge popularity among people. A radio can easily connect people. It's a great source of binodhon. At present community radio is very popular among people because they directly contact with community people. And discuss with them about their problem .Then a community radio make a show about public demand. So if we make a show about human rights issue then community people will be interested about this matter. Because human rights means their rights. And the community people are not so much aware /concern about this topic. Their knowledge is also very few about human rights. So if we produce show about human right people will be benefited. When they get benefit from this show they will be more interested about this type of show.

12. What are your suggestions regarding the Human Rights education program in community radio?

A school can be a good source to involve people. We can go a school and arrange a show with school students. We also telecast this show in our radio. So not only school students but also all the community people are involve with this show. That does can be a good why.

Answer – IG- HRA .

Interview guide for Human Rights Activist

Respondent's profile

Name: Kalpalata Dutta

Age: 38

Sex: Male Female Prefer not to say

Marital Status: Unmarried

Current occupation: Development Activist

Name of the organization: Asian Institute for Human Rights

Phone number:+66854826204

General Questions:

1. Have you heard of “community radio”?

Yes

2. What do you know about it?

I know that community radio is a form of media that is available to the community to share information and knowledge amongst themselves. It can also be a medium through which the community practices its culture and way of life.

3. How important is the issue of Community radio for marginalized people to you personally?

In my personal opinion, community radio can prove to be very useful for marginalized communities in raising consciousness and building a voice of the community.

4. What do you think, should have the main responsibility to community radio for community?

I think the main responsibility should be to highlight local issues, concerns, culture and voices.

5. Do you feel that there is a suitable mechanism for the protection of Human Rights?

Yes, community radio can be a mechanism for protection of rights by being a medium of human rights education.

6. What are your suggestions regarding the Human Rights education program in community radio?

Human rights education is about enabling people to discover the power within themselves and empowering them to join with others and take action to bring positive changes in their lives.

Community radio is a medium of communication that is available with the community. The idea is that the community will have ownership and management over the operations of the radio as well as in the planning and development of its programs.

Viewed from this perspective, community radio can be the means of bringing the community together to discuss about the operations of the community radio, the nature of programs that it would like to hear on the community radio, discuss its management etc. Forums can also be set up to provide feedback on community radio programs so as to carry forward dialogue on issues that are raised by the community radio.

I cannot offer suggestions about specific nature of human rights education programs for a community radio, but I believe that if the mechanisms are such that all members of the community have equal opportunity to participate in decision making on matters regarding community radio operations – like in deciding the program content, in the development of the programs, in ascertaining the impact of the programs, then I think the community would be able to highlight, talk about issues that are important to the community – and this I believe is an important component of human rights education.

7. What type of human rights is essential to promote in Bangladesh rural context? Please give detail explanation

I am afraid, I am not able to respond to this question.

8. Do you think, should community radio program give importance human rights issues? Why

Yes. Community radio can be a useful medium to identify local issues of concern to the community and discuss government obligations with respect to basic rights of the people.

9. Do you think, to expansion of human rights education community radio can play important role? If you think so, why? Could you explain

Yes, expansion of community radios can help in raising awareness about social issues at the local level, involve the community in dialogues on social, political, economic, cultural issues and help in building an active citizenry. Active citizenship helps in building a strong democracy and in promoting and protecting rights.

Participants

Name Of participants	Age	Area of interest	Occupation	Religion	Date of interview
Apu Pal	25	Listener	Student	Hindu	5 June , 2016
Joshim Ahmad	29	Listener	Business	Muslim	5 June , 2016
Suman Chandra	28	Listener	Business	Hindu	5 June , 2016
LubnaAktaR	19	Listener	Student	Muslim	6 June , 2016
NargisBegume	17	Listener	Student	Muslim	6 June , 2016
Rahel Ahmed	26	Listener	Student	Muslim	6 June , 2016
Md. MohiborRahaman	68	Listener	Farmer	Muslim	5 June , 2016
Monju Rani Das	40	Listener	House Waif	Hindu	6 June , 2016
Ruman Ahmed Somsu	20	Listener	Student	Muslim	6 June , 2016
MehediHasan	36	Station Manager	Service	Muslim	7 June , 2016
Suhana Begum	25	Program Producer	Service	Muslim	7 June , 2016
Al-Amin	38	Program Producer	Service	Muslim	7 June , 2016
Kalpalata Dutta	35	Human Rights Activist	Service		29 July, 2016
Zahirul Islam	38	UN official	Muslim		30 July,2016

Appendix-3

Radio Pollikontho News/ Program coding 01_1 (except drama)

Program name:

Broadcast day & date:

Episode number:

Broadcast time:

Program type:

Program duration:

Sender characteristics					
	Age	Sex	Education	Profession	Role in program
Sender	A. Child B. Youth C. Aged	A. Male B. Female C. Other	A. Non educated B. Educated C. Higher educated	A. Government employee B. NGO worker C. Other	A. Guest B. Radio Jockey
01					
02					
03					
04					
05					
06					
07					
08					

Radio Pollikontho News/ Program coding 01_2 (for drama)

Program name:

Broadcast day & date:

Episode number:

Broadcast time:

Program type:

Program duration:

Sender characteristics					
Role play →		Age	Sex	Education	Profession
	Role's name and description	D. Child E. Youth F. Aged	D. Male E. Female F. Other	D. Non educated E. Educated F. Higher educated	D. Government employee E. NGO worker F. Other
Main character 01					
Main character 02					
Supporting character 01					
Supporting character 02					
Supporting character 03					
Supporting character 04					
Supporting character 05					
Supporting character 06					

Radio Pollikontho News/ Program coding 02

Program name:

Episode number:

Program type:

Broadcast day & date:

Broadcast time:

Program duration:

	Message strategy			
	Message	Knowledge	Skill	Attitude
Key message				
Secondary message 01				
Secondary message 02				
Secondary message 03				
Secondary message 04				
Secondary message 05				

Radio Pollikontho News/ Program coding 03

Program name:

Episode number:

Program type:

Broadcast day & date:

Broadcast time:

Program duration:

	Feedback strategy			
	In studio	Interviewed from field	Phone in/ Live	Text message/ Social network/ Email/ Letter
Listener 01				
Listener 02				
Listener 03				
Listener 04				
Listener 05				
Listener 06				
Listener 07				
Listener 08				
Listener 09				
Listener 10				

Appendix – 4
Findings-1

Radio Pollikontho News/ Program / Drama 23 to 29 August 2016											
Date	Program Name	Total	Child	Youth	Aged	Male	Female	Other	Gov. employee	NGO worker	Other
9/23/2016	Ain O Jibon (Nari O Sisu Nirjathon)	11		1	10	2	9			4	7
	Amader poribar	13		3	10	4	9		1	2	10
	Good health	10		1	9	3	7			3	7
	Jibon Dhara	5		2	3	3	2				5
	Probash jibon	4		3	1	3	1				4
	Sunafola mati	3		2	1	2	1				3
	Unioner kotha (Boishosko Vata)	6		1	5	4	2		1		5
9/24/2016	Ain O Jibon	13		8	5	6	7		1		12
	Amader poribar	13		3	10	6	7		1	2	10
	Boys jokhon 10 teke 19	9		4	5	3	6		1	1	7
	Good health	3		2	1		3				3
	Nari Kontho	4		1	3	1	3				4
	sonafola mati	6			6	3	3			1	5
9/25/2016	good health	5		2	3	4	1		1		4
	Jibon Dhara	9	6	2	1	3	6				9
	Nari Kontho	5		3	2	2	3				5
	Probash jibon	2		1	1	1	1				2
	sonafola mati	2			2	1	1				2
9/26/2016	Ain O Jibon	5		2	3	3	2			1	4
	Alor Vubon (Road Safe Code)	2		1	1	2				1	1
9/27/2016	Baan vasi (nadi vangon)	3		2	1	2	1				3
	Jibon Dhara	12	3	2	7	3	9				12
	sonafola mati	9		1	8	5	4				9

	Sonali koishor	3		3			3			1	2
9/28/2016	Nari Kontho	4		1	3		4				4
	Probash jibon	2		1	1	1	1				2
	Sundor Jibon	9		3	6	1	8			1	8
9/29/2016	Good health	12		1	11	2	10			2	10
	Nari Kontho	2		1	1	1	1				2
	sonafola mati	9		1	8	5	4		2	3	4
	Sonali koishor	3		3			3				3
	Unioner kotha	2		1	1	2			1		1
	Total	200	9	62	129	78	122	0	9	22	169

Findings-2

Human Rights Message Education in Radio program on
23 to 29 August 2016

Date	Program Name	Key message	Secondary message
9/23/2016	Ain O Jibon (Nari O Sisu Nirjathon)	Domestic Violence (Prevention and Protection)	Aware about Domestic Violence
	Amader poribar	Early marriage disadvantage	
	Good health	Produce nutrition related farming in house	
	Jibon Dhara	Dalit community life style(tea worker)	
	Probash jibon	Safe migration	
	Sunafola mati	Successful farming	
	Unioner kotha (Boishosko Vata)	Old allowance	
9/24/2016	Ain O Jibon	Eve teasing	Stop Eve teasing Engaged in social movement
	Amader poribar	Discrimination between man and woman	Aware to stop Discrimination
	Boys jokhon 10 teke 19		
	Good health	Fistula cure, treatment and medial service	
	Nari Kontho	Empowering Woman	
	sonafola mati	Seed preparing, Store and preserving	

9/25/2016	good health	Disadvantage of Smoking	Awareness against smoking
	Jibon Dhara	Awareness for pre primary education in marginalized(specially in dalit community)	
	Nari Kontho	Empowering women	
	Probash jibon	Safe migration, Overseas processing	
	sonafola mati	Farmer's life experience	
9/26/2016	Ain O Jibon	Sharecropping for Marginal farmers	
	Alor Vubon (Road Safe Code)	Road safety	
9/27/2016	Baan vasi (nadi vangon)	Natural Disaster	
	Jibon Dhara	Awareness for pre primary education in marginalized(specially in Worker child community)	
	sonafola mati	Amon session cultivation	
	Sonali koishor	Adolescent health	
9/28/2016	Nari Kontho	Empowering women	
	Probash jibon	Safe migration, Overseas processing	
	Sundor Jibon	Child health care	
	Good health	Family planning	
	Nari Kontho	Empowering women	
	sonafola mati	Amon session cultivation	
	Sonali koishor	Adolescent health	
	Unioner kotha	Activating Village Court	

Findings-2

Human Rights Message strategy Education

Date	Program Name	Message strategy	Knowledge	Skill	Attitude
9/23/2016	Ain O Jibon (Nari O Sisu Nirjathon)	Documentary	To know disadvantage of Domestic Violence	To use Domestic Violence (Prevention and Protection) Act, 2010	Respect to Women in daily life
	Amader poribar	Documentary	To know disadvantage of Domestic Violence		
			Early marriage negative impact in girl life		
			Discrimination between man and woman		
			Participation in social and economical activities		
	Good health	Magazine	Produce nutrition related farming in house		
	Jibon Dhara	Documentary	Tea worker community life style, livelihood, social, economical and culture activity.		
	Probash jibon	Interview			
	Sunafola mati	Interview	Ideal fertilization and modern farming.		

	Unioner kotha (Boishosko Vata)	Interview	How to get allowance, process execution of old allowance		
9/24/2016	Ain O Jibon	Magazine	Eve teasing negative social impact and Disadvantage		
			Legal step by government and law		Change social prospective about girl
	Amader poribar	Magazine	Definition of discrimination		
			Impact of Discrimination in society		
	Boys jokhon 10 teke 19	Magazine	Eve teasing negative impact on girl, woman.		
	Good health	Documentary	Fistula treatment place in government hospital		
	Nari Kontho	Magazine	Engaged in mainstim		Changing social prospective on woman issue
	sonafola mati	Magazine	Traditional Seed processing preparing, Store and preserving		
9/25/2016	Good health	Magazine	Smoke related diseases		
			Smoke related diseases in pregnant woman		

	Jibon Dhara	Documentary	Pre Primary education culture, social value, history, literature.		Community will active to send their kids to school.
	Nari Kontho	Documentary	Women Participation in social and economical work		
	Probash jibon	Case Study	Visa processing and travel information		
	sonafola mati	Documentary	Cultivation challenges and new methods of farming		
9/26/2016	Ain O Jibon	Magazine	Sharecropping system by Bangladeshi law.		
	Alor Vubon (Road Safe Code)	Magazine	Ideal road crossing by walk, Citizen duty for safety road.		
9/27/2016	Baan vasi (nadi vangon)	Magazine	Nodi vanagon and community engagement for disaster management		
	Jibon Dhara	Magazine	Pre Primary education culture, social value, history, literature.		Community will active to send their kids to school.
	sonafola mati	Magazine	Seed collection, Past control, harvesting and scientific crops preservation.		
	Sonali koishor	Magazine	preemptive measures, personal hygiene		

9/28/2016	Nari Kontho	Magazine	Elder Women Participation in social and economical work		
	Probash jibon	Case Study	Illegal migration disadvantage, challenge, risk and impact		
	Sundor Jibon	Magazine	Child health care in summer session		
			Health tips		
Skin health care					
	Child vaccination				
9/29/2016	Good health	Magazine	In plant system for family planning.		
	Nari Kontho	Magazine	Women Participation in social and literature work		
	sonafola mati	magazine	Seed collection, Past control, harvesting and scientific crops preservation.		
	Sonali koishor	Magazine	preemptive measures, personal hygiene		
	Unioner kotha	Documentary	The prohibitive costs of formal justice, coupled with a poor understanding of legal matters, means that access to justice is outside their reach.		

Findings-4

Community participation in Human Rights Education program by Age group

Program Name	Child	Youth	Aged
Ain O Jibon (Nari O Sisu Nirjathon)		1	10
Amader poribar		3	10
Good health		1	9
Jibon Dhara		2	3
Probash jibon		3	1
Sunafola mati		2	1
Unioner kotha (Boishosko Vata)		1	5
Ain O Jibon		8	5
Amader poribar		3	10
Boys jikhon 10 teke 19		4	5
Good health		2	1
Nari Kontho		1	3
sonafola mati			6
good health		2	3
Jibon Dhara	6	2	1
Nari Kontho		3	2
Probash jibon		1	1
sonafola mati			2
Ain O Jibon		2	3
Alor Vubon (Road Safe Code)		1	1
Baan vasi (nadi vangon)		2	1
Jibon Dhara	3	2	7
sonafola mati		1	8
Sonali koishor		3	
Nari Kontho		1	3
Probash jibon		1	1
Sundor Jibon		3	6
Good health		1	11
Nari Kontho		1	1
sonafola mati		1	8
Sonali koishor		3	
Unioner kotha		1	1
Sub Tolat	9	62	129
Tolat			200

Findings-4

Community participation in Human Rights
Education program

Program Name	Total Person
Ain O Jibon (Nari O Sisu Nirjathon)	11
Amader poribar	13
Good health	10
Jibon Dhara	5
Probash jibon	4
Sunafola mati	3
Unioner kotha (Boishosko Vata)	6
Ain O Jibon	13
Amader poribar	13
Boys jokhon 10 teke 19	9
Good health	3
Nari Kontho	4
sonafola mati	6
good health	5
Jibon Dhara	9
Nari Kontho	5
Probash jibon	2
sonafola mati	2
Ain O Jibon	5
Alor Vubon (Road Safe Code)	2
Baan vasi (nadi vangon)	3
Jibon Dhara	12
sonafola mati	9
Sonali koishor	3
Nari Kontho	4
Probash jibon	2
Sundor Jibon	9
Good health	12
Nari Kontho	2
sonafola mati	9
Sonali koishor	3
Unioner kotha	2
Tolat	200

Findings-5

Voice Community in Human Rights Education program by Gender

Program Name	Male	Female	Other
Ain O Jibon (Nari O Sisu Nirjathon)	2	9	
Amader poribar	4	9	
Good health	3	7	
Jibon Dhara	3	2	
Probash jibon	3	1	
Sunafola mati	2	1	
Unioner kotha (Boishosko Vata)	4	2	
Ain O Jibon	6	7	
Amader poribar	6	7	
Boys jikhon 10 teke 19	3	6	
Good health		3	
Nari Kontho	1	3	
sonafola mati	3	3	
good health	4	1	
Jibon Dhara	3	6	
Nari Kontho	2	3	
Probash jibon	1	1	
sonafola mati	1	1	
Ain O Jibon	3	2	
Alor Vubon (Road Safe Code)	2		
Baan vasi (nadi vangon)	2	1	
Jibon Dhara	3	9	
sonafola mati	5	4	
Sonali koishor		3	
Nari Kontho		4	
Probash jibon	1	1	
Sundor Jibon	1	8	
Good health	2	10	
Nari Kontho	1	1	
sonafola mati	5	4	
Sonali koishor		3	
Unioner kotha	2		
Sub Tolat	78	122	0
Tolat		200	

Findings -6

Community participation in Human Rights Education program by Profession

Program Name	Government employee	NGO worker	Other
Ain O Jibon (Nari O Sisu Nirjathon)		4	7
Amader poribar	1	2	10
Good health		3	7
Jibon Dhara			5
Probash jibon			4
Sunafola mati			3
Unioner kotha (Boishosko Vata)	1		5
Ain O Jibon	1		12
Amader poribar	1	2	10
Boys jikhon 10 teke 19	1	1	7
Good health			3
Nari Kontho			4
sonafola mati		1	5
good health	1		4
Jibon Dhara			9
Nari Kontho			5
Probash jibon			2
sonafola mati			2
Ain O Jibon		1	4
Alor Vubon (Road Safe Code)		1	1
Baan vasi (nadi vangon)			3
Jibon Dhara			12
sonafola mati			9
Sonali koishor		1	2
Nari Kontho			4
Probash jibon			2
Sundor Jibon		1	8
Good health		2	10
Nari Kontho			2
sonafola mati	2	3	4
Sonali koishor			3
Unioner kotha	1		1
Sub Tolat	9	22	169
Total		200	

Findings -7

Sender voice by Gender Percentage

Male	Female	Other
39%	39%	0%

Sender voice by Profession Percentage

Percentage	Profession
4.50%	Government participation
10.50%	NGO Participation
85%	Other participation

Sender voice by Age groups Percentage

Percentage	Age groups
4.50%	Child
31%	Youth
64.50%	Aged