

# **Internship Report**

**on**

## **Post-primary basic and Continuing Education (PACE) under BRAC Education Programme**

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Semester : Fall 2016

Date : 04 December 2016



**Submitted to  
The Masters in Development Management and Practice (MDMP) Program  
BRAC Institute of Governance and Development (BIGD)  
BRAC University**

## **Acknowledgement**

This report is completed under the support and guidance of BIGD. I would like to submit my reverence to Mr. Sirajul Islam for his active and constructive guidance as my internship course supervisor.

I am highly thankful to all of my teachers of the course who have enriched my learning domains. I would like to pay my special homage to Dr. Niaz Ahmed Khan, Dr. Mirza Hasan, and Dr. Mohammad Abu Eusuf who has reshaped my analytical ability with their unique teaching. Knowledge bank of Prof. Amirul Islam Chowdhury, Dr. Mofizur Rahman, Dr. Amin Mohammad Ali, Sultan Mohammad Zakaria, Syeda Salina Aziz and Dr. Taslim Sazzad Mallick has reinforced my knowledge.

I am grateful to Mr. Masum Billah for his progressive support that has made my internship hours effective, productive and enjoyable to me.

In fine, I am highly appreciative to the staff members of BRAC University and BIGD; especially, the support and help I have received from Mr. Tariqul Alam Sharif Rajon is noteworthy and unparalleled.

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## 1. Summary of the facts

### 1.1. Birth and Early History of BRAC

BRAC have been started to work immediate after the birth of Bangladesh as an independent country on 16 December 1971. Hundreds of thousands of destitute people were returning from the refugee camps of India. Their houses were burnt, livestock were missed or stolen, and corn fields were destroyed. They had no job, no food stock to meet their livelihoods. In this disastrous scenario of war ravaged Bangladesh Sir Fazle Hasan Abed, KCMG, formed a relief organisation named Bangladesh Rehabilitation Assistance Committee in February 1972 to let the war ravaged country people breathe through its relief and rehabilitation activities. Later BRAC has undertaken a wider vision, mission and values to work for the communities which are war affected, struggling with poverty, fighting against ill health and finding ways out to illiteracy and ignorance.

Vision	Mission	Values
A world free from all forms of exploitation and discrimination where everyone has the opportunity to realise their potential	To empower people and communities in situations of poverty, illiteracy, disease and social injustice. Our interventions aim to achieve large-scale, positive changes through economic and social programmes that enable women and men to realise their potential.	Integrity Innovation Inclusiveness Effectiveness

In the first phase of Sulla Project (first project of BRAC) 88000 destitute and poor people of 187 villages of Sulla, Dirai, Ajmirigonj and Baniachong were aided. Beside the house construction, BRAC provided health services in Sulla and Dirai. A few months later it was noticed that poor people sold the tin of their house to meet up their immediate need. BRAC learnt from the fact that only relief cannot bring the change, and it can never be means to eradicate poverty. BRAC started Microfinance Programme for them in 1973. It was the time for working with the community approach. Sir Abed observed that only microfinance activity was not sufficient for alleviating poverty. BRAC started functional literacy programme along with skills development and rural credit.

Sir Abed always emphasizes in Woman empowerment. Because he uttered that he did never meet any defeated woman but met many defeated men. For this reason almost all the microfinance

“I did never meet any defeated woman but met many defeated man.”  
- Sir Fazle Hasan Abed

members are woman. However, in early 1990s BRAC launched health program and education program to break down the vicious cycle of poverty, illiteracy and ill-health.

## **1.2. Innovations and Achievements of BRAC**

Over the decades BRAC has been working with wide ranges of unique activities. Oral therapy, Aarong, Sericulture, Immunization, Non-Formal Education, TB program, MNCH, WASH and Shushasthya etcetera are the remarkable of them. All of these program specially led by the women of our society to ensure sustainable development. In 1980s, BRAC has reached 10 million households with its Oral therapy support which is still an example for the countries of the world. BRAC has already attained the maturity. It is now the world's largest development organisation and [ranked the number one NGO in the world](#) by the Geneva-based NGO Advisor, an independent media organisation committed to highlighting innovation, impact and governance in the non-profit sector. BRAC is managing its 80% of expenditure with self financing activities with ensuring its progress quality. BRAC is not a small relief committee now. Covering almost all of the population of Bangladesh it is now in different countries of Africa, America, Asia and Europe. It has a quality University, Research and Training division to reinforce human capital. BRAC has some other commercial enterprises to finance its service programs. Sir Abed's innovative intervention of social enterprises like Aarong, dairy, salt and poultry & fish feed etcetera involved hundreds of thousands of people. About 65000 artisans are linked with Aarong.

## **1.3 BRAC at A Glance:**

Core Programmes of BRAC are Microfinance, Education, Health, WASH, Targeting the Ultra Poor, Community Empowerment, DECC, Agriculture and Food Security and, two newly added programmes- Skills Development, Urban Development. BRAC has reached 138 millions of people across the world with 111252 employees. (See Appendix A, Figures as of December 2015, Annual Report 2015)

## **1.4. Leadership:**

There two Governing Bodies – one for BRAC (a 10 members body) and the rest for BRAC International (a 10 members body). Both of the bodies are chaired by Sir Fazle Hasan Abed, KCMG. The members of the bodies are globally recognized professionals, business persons and social workers. There are 5 members in Executive Management and 19 Directors responsible for different programmes and enterprises.

### 1.5. Summary of My Department as an Intern:

I am deployed as an intern in BRAC Education Programme, especially, in Post Primary Basic And Continuing Education (PACE) that covers the support to 4000 non-government secondary schools of Bangladesh. Since its inception in 2002 PACE has trained about 45000 teachers in teaching English, Mathematics and Science; and has opened about 3000 Gonokendras (Community Learning Centers) where there are 1 million members now.

#### Goal of PACE:

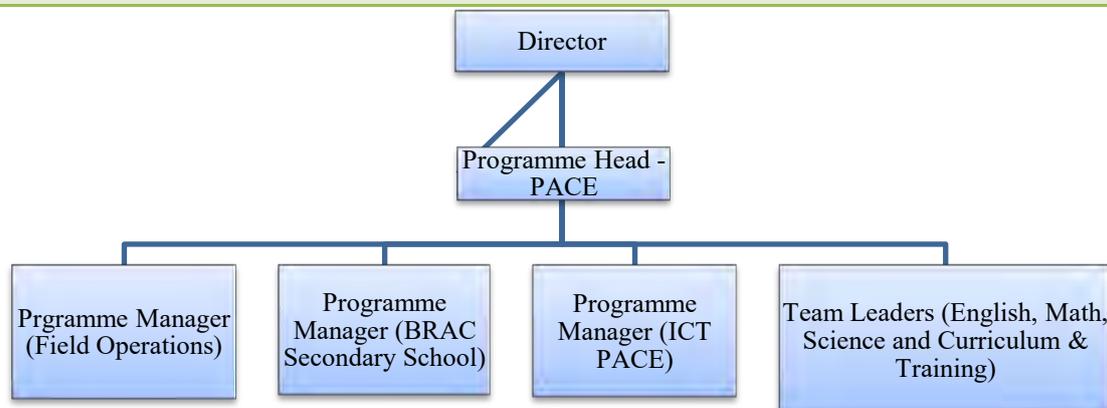
Improve overall quality of secondary education.

#### Objectives of PACE:

- To improve the quality of education in non-govt.secondary school through enhancing the teaching skills of teachers in core subject areas and management capacity of head teachers and SMC members
- To promote self-esteem, leadership and creativity of secondary school students
- To ensure an enabling teaching–learning environment in the BRAC-supported schools
- To develop the quality of classroom teaching by introducing technology-based education

**Major Activities:** Activities of PACE are operated under two wing – one is Post-primary Basic Education (PBEn) and another is Continuing Education (CE). A list of major activities is shown in the following grid.

Under PBEn	Under CE
<ul style="list-style-type: none"> <li>• Management Training for Head Teacher and School Managing Committee members</li> <li>• Subject Teacher’s Capacity Building</li> <li>• Prepare to Lead (for the students)</li> <li>• Computer Aided Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reader’s forum</li> <li>• Skills development training</li> <li>• Mobile Library</li> <li>• Socio-cultural activities</li> <li>• ICT</li> </ul>



Organogram of PACE

## **2. Narratives of My Responsibilities and Tasks:**

As an Intern I have been involved with the English Team and BRAC Demo Secondary School Team of PACE. Each of the team has 1 senior level and 2 mid level members.

### **2.1. Responsibilities with English Team:**

#### **2.1.1 Review of ‘Smart in English’ Course materials**

I have reviewed three course materials. The review is done individually. After the completion of the review I have presented the findings in front of a audience of 15 people. These Smart in English courses are applicable for the students of Grade VI-X. The team has categorized the courses as

- a) Smart in English Course (for Grade VI-VIII)
- b) Smart in English Course (for Grade IX-X)
- c) Smart in English Course (for Mentors)

Mostly the reviews have gone with grammar error for two courses - a and c. But for the course of Mentors (c) I have designed 7 handouts to be practiced. The handouts are accepted by the team and already sent to publish for the Mentor’s Handbook. A sample copy is attached in the Appendix B.

#### **2.1.2 Observe and suggest the areas of improvement for ‘Smart in English’ course**

I have observed only two batches from which it is difficult to suggest any recommendation. The first batch I observed was for Smart in English Course (for Grade VI-VIII) and the second batch was for Smart in English Course (for Mentors). A notification I have fetched for the PACE management that they are to take measures for the improvement of the facilitators who are conducting students training in different secondary schools.

- Facilitators must be well trained prior to facilitate any training course
- Prior to assign them as facilitator they might have undergone with attachment to any senior facilitator to observe their session conduction.
- Later they are to act as Co-facilitator
- The facilitators must send a narrative report (at least one page) at completion of the training analysing the total training output.

The team has received my recommendations seriously and planning to step ahead accordingly.

## **2.2 Responsibilities with BRAC Demo Secondary School Team:**

I have been extensively involved with Demo Secondary School project. This involvement has gone with a series of productions mostly in written form. They are as follows

### **2.2.1. Prepare a project proposal for the Demo Secondary Schools' expansion**

For this assigned task I have prepared a draft Project Proposal for 100 Demo Secondary Schools to be operated by BRAC throughout the country mostly focused with underserved Upazillas of Bangladesh. The proposal is submitted for the approval of BRAC Management. The Executive Summary and Summary Budget is attached in the Appendix C. Some key points are as follows:

#### **Project vision, mission and objectives:**

The proposed name of the project is „BRAC Secondary School Project“, operated by BRAC Education Programme. The *'BRAC Self Sustained Secondary School Project'* is a new initiative of BEP. It is a self-financing model of BEP. This project seeks to target families of lower and middle income group who are able to pay for quality secondary education. There are two categories of schools under the project – one for Haor area and another for Plain Land. There are 4 schools in haor and 3 schools in plain land. There will be 100 secondary schools that will provide education service to 25800 students within the period of five years for 2016- 2020. All schools started with grade 6 and 7 intake and will eventually grow to provide education up to grade 10.

#### **Vision:**

Creating opportunities of quality education that will contribute to utilise the potential of the students of rural areas across the communities of Bangladesh.

#### **Mission:**

Within the period of 2017 – 2020, grow a school project to 100 secondary schools starting with 7 schools in rural areas of Bangladesh where 25800 students (55% girls) will be given quality secondary education at a low cost.

#### **Objectives:**

- Design a role model of self-sustaining secondary school which will provide good quality education and can be replicated in other areas of Bangladesh
- Demonstrate overall good school leadership and management for other schools

- Provide better access to girls in quality secondary education
- Adopt a cost effective model in quality education
- Achieve the status of role model in secondary school teaching

### **2.2.2. Prepare a Concept Note for partnering with William Davidson Institute (WDI) at the University of Michigan**

Recently I have prepared a Concept Note on Promoting Entrepreneurship Education partnering with William Davidson Institute (WDI) at the University of Michigan and submitted it to the Director of BRAC Education Programme. (See Appendix D) Key points are focused below.

BRAC Education Programme (BEP) has been executing Aflatoon (a savings led social enterprise) in about 18000 BRAC Primary Schools with about 550 thousands of students. The students save as much as they can from their daily tiffin allocation. From own savings they purchase their essentials. They keep a register for the calculation of deposit and withdrawal. This initiative forms the concept of financial literacy and the base of entrepreneurship among these tiny taught.

There remains a gap in our secondary level schooling in terms of financial literacy and entrepreneurship education. The secondary schools are very academic in Bangladesh. Though an academic course named „Career Education“ has recently been introduced under national curriculum for grade 6 to 10, the course hardly meet the need of this functional skill. Key contents of the textbooks are works for daily life, communication, self esteem, CV writing, types of public and private job etc. and, almost similar categories of contents are repeated in each academic year. Theoretical and knowledge based contents have increased the volume of the textbooks mostly focusing on public and private services. There is very little focus (one or two pages) in entrepreneurship sector in the textbooks. Another striking gap is the traditional mindset of teachers who are to teach this „Career Education“ subject.

At present around 40% of secondary school graduates get ready for labour market instead of enrolling into higher secondary education. Some of them get involved in family enterprises – on farm or nonfarm mostly as surplus labour. But most of them look for selling their labour in nonfarm market that sometimes leads them to the odd and risky

jobs. Many of them remain unemployed. This group has no functional skill and entrepreneur mindset to start for a new business.

Considering the situation, BEP would like to work with WDI to initiate a pilot on Entrepreneurship Education in BRAC operated 7 secondary schools so that the graduates of these schools could have reinforced livelihood diversity especially convergent with our rural economy.

Between WDI and BEP there would be a 4 years of continuum for the initiative as the 9-10 cohort will take 4 years to enter into the labour market. This continuum will create a good momentum for further research on Entrepreneurship Education in Secondary Schools of Bangladesh.

### **2.2.3. Prepare a Project Proposal for UAE based donor agency Dubai Cares**

From the beginning of my internship I have been involved with a proposed secondary school project to be financed by Dubai Cares based in United Arab Emirates. I have completed my task in time. The project is almost approved by the Executive Management of BRAC and Dubai cares. (See Appendix E)

### **2.2.4. Communicating with Dubai Cares**

Along with the preparation of the PP I have been assigned for communicating with Dubai Cares. The communication was done through emails and Skype calls. Continuous communication makes the project to be started soon by January 2017.

### **2.3. My Learning about Public Relation**

As an intern I have come up with a lot of contacts with different groups of people such as students, teachers, community people, teammates, supervisors and development partners. During my internship I have attained the skills of working in team, problem solving techniques, stakeholder's management and public relation. *Motivation* plays an important role to retain a good relationship. Factors of motivation also vary from one another.

For example, I have met students and teachers while visiting a batch of Smart in English Course (for Mentors) in Dhanua High School, Bhaluka, Mymensingh. Most of the students are curious about the ways to get good grade in examination. I have shared some tips that motivated them to have continuous communication with me. Some of them phone me every week since my visit in October 2016. The teachers of the school have asked about the ways

of managing a large class. I have requested them to take me into a large class in their school. Getting introduced with the class I have played a 15 minutes game engaging every learner that has made them to produce at least 120 words to write a paragraph on their family in next 5 minutes. The teachers have learned how to deliver lessons in the classroom and still they phone me learning about different techniques for classroom management.

*Positive negotiation* and *proactiveness* also play significant role in maintaining good public relation. They make a good room for community involvement in education infrastructure. My visit to Baniachong, Hobigonj helped learning the issue of positive negotiation. A meeting was held with the community people in managing walk way to one of the BRAC Demo Secondary School. The area manager of BRAC Education Programme have made them realizing that this is their (community people) school and asked what they can do for their school in regard to build the walk way (about 1200 ft long with 5 ft width) to the school. It was really amazing that the group of 30 more people have come up with their individual ability to construct the walk way. Some of them have donated soil, some have donated money, UP Chairman have allocated a ton of Test Relief and some people have come with their labour. The Area Manager was just asked by the Head Office management to find out the ways to construct the walk way. He has already constructed the way proactively. Finally, the overall attendance of the school has increased significantly from the state of 67% to 83%.

### **3. Self-Evaluation:**

#### **3.1. The Good I experienced**

I have experienced a lot of good moments, events and learning during my internship in BRAC. I am focusing light on some of them.

- a) **Cheerfulness:** Cheerfulness in the morning remains unblushing in the afternoon among the faces of the BRAC people. This is really an issue of great secret to me. I wish I will have the same cheerfulness.
- b) **Planned and Time bound:** We have a quick planning reflection for the day in the morning. It is very useful to have the plan and the day goes in a organised way. The morning plan let me accomplish my task in the time line.
- c) **Accountability:** I am happy that I have been working in a supportive and work friendly environment. There is no bossing in the teams. For any assigned task I am usually asked for the possible submission deadline what I can follow and this approach made me

hardworking and proactive to complete any task prior the deadline. I believe the system of accountability is automatised and becomes inbuilt in this work approach.

- d) Collaborative: Every people in BRAC especially in PACE are cordial, supportive and proactive. I am in practice of these attributes. Whenever I face difficulties in understanding any programme issue, I can seek help from my team members and my supervisor. Especially while preparing the project proposals, I have come up with hundreds of questions and without being irritated they have provided me every single answer.
- e) Tuned belief and practice: There exists a harmonized belief and practice issue among the BRAC people. They do what they believe and, they believe what they in regard to development agenda. This is a long practiced culture in BRAC. This culture has influenced me enough in tuning up my belief and practice positively. I would like to share one event as an example. On September 2013, field staffs of PACE-Sunamgonj were asked whether it was possible for them to establish two secondary schools in Derai and start the academic year in 2014 from January. They replied yes. I got astonished because so far I was concerned about the location, it was a water logged area (about 7ft-8ft depth). The reality is there are the schools in that haor basin named Dattagram Secondary School and Alore Disharee Secondary School.

I believe, all of these good I can carry forward to any organisation as my new work place.

### **3.2. The Bad I felt**

I have not come up with any major bad in the period of my internship. One or two factors irritate me a little.

- a) Fluctuation of decision: I have experienced quick changes in decision that made me redo one my task for 4/5 times. The programme has been undergoing a paradigm shift from philanthropy to self-finance modality. One day I was asked to prepare a budget for 7 schools which was increased to 100 schools within 4 days. However, this is not a major issue feeling bad; rather it has given an opportunity to rethink, to reorganise and to reformulate within a very shorter duration.
- b) Reluctant personality: I met a few persons who are reluctant enough in their stand points. So far I could assess, they are not eager enough to take anything new. Always they have a say that they have done it (any new work to be done) previously. And there is an excessive „I have done it“ dogma. There is nothing to do with this group because they have some other technical skills. But I am happy that I have learned from their

challenges. Whenever I have come up with a new idea, I go to share the idea with them. Their negative connotations show me new and alternative ways. I am highly appreciative to them.

### **3.3. Learning for Myself**

Within the period of my internship I have explored some of my strength and weakness. They are sketched out as follows:

#### **3.3.1. My Strength**

- a) Good at communication: I can communicate with people easily. Before the assignment with Dubai Cares I was confused about my communicative skills.
- b) Hardworking: Within a shorter period and sometimes with shorter notice I am able to regenerate a good deal of workload. From the completion of the assigned tasks I have explored this strength of me.
- c) I am a quick learner: I learn very quickly. I did not know about writing Project Proposal. In one of my course in MDP I have got some idea and with some personal hours in web on PP I have grasped the issue. This helped me writing two project proposals.
- d) I can make friends quickly
- e) Motivate people effectively

#### **3.3.2. My Weakness**

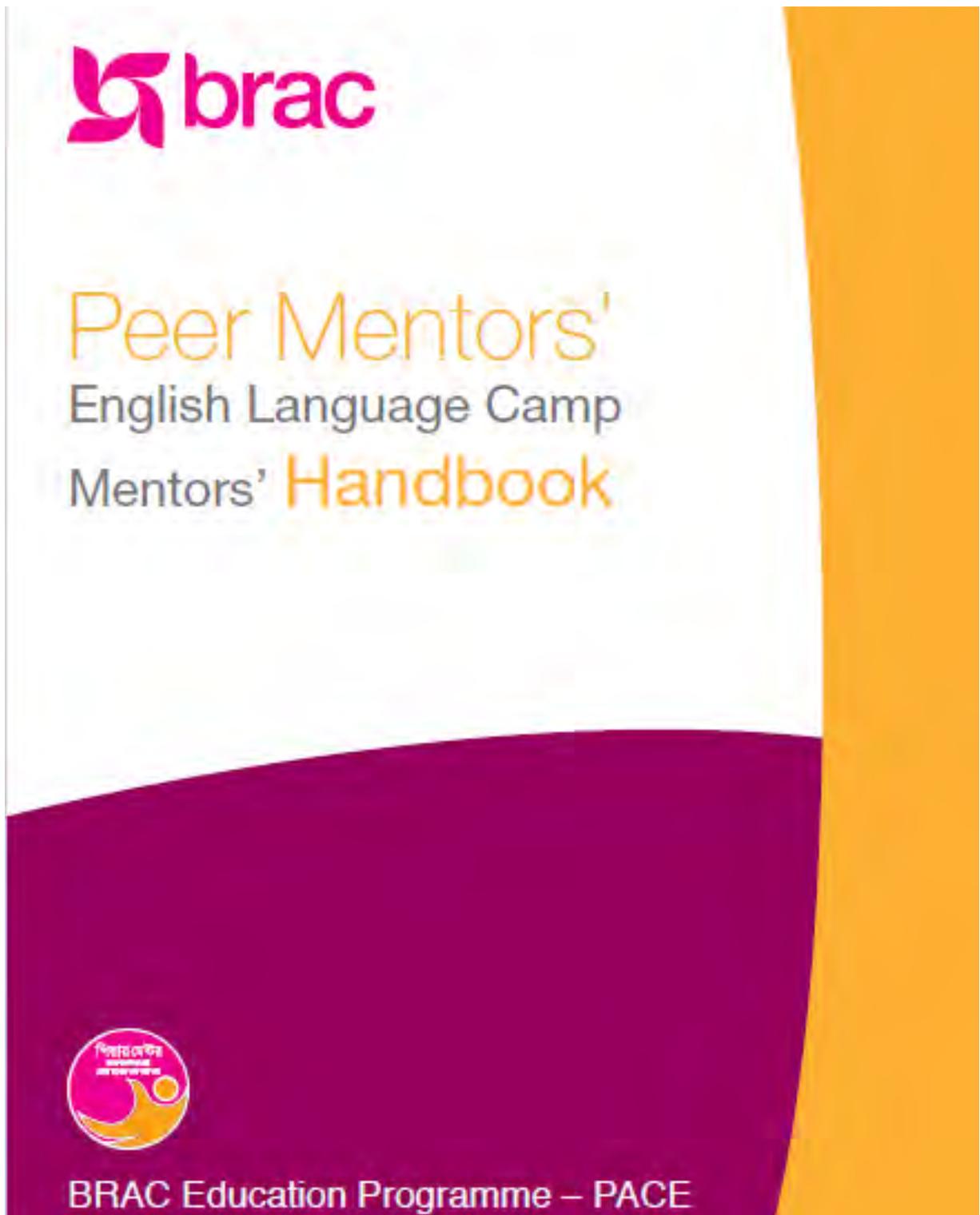
- a) Lack of Financial Skills: While preparing the Project Proposals I have found myself unskilled in budgetary analysis. Preparing a balance sheet is really a difficult task for me. With the help of the colleague I have been learning.
- b) Slow in English Speaking. Because I am a perfectionist in speaking, I can assess myself; what I should not be for faster communication.

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## Appendix A: BRAC at a Glance

Core Programmes	Microfinance, Education, Health, WASH, Targeting the Ultra Poor, Community Empowerment, DECC, Agriculture and Food Security and, two newly added programmes- Skills Development, Urban Development
Population Reached	138m
Annual Expenditure (BRAC)	909m USD
Annual Expenditure (BRAC International)	95.4m USD
Number of Employees	111252
Community Health Workers	117083
Total Microfinance Borrowers	5.3m
Ultra Poor Woman received assets	580698
Number of Schools	48622
Number Students	1.45m
Number Graduate Students	11.85m
Number of Adolescent Clubs	10875
Number of Club Members	368001
Human Rights and Legal Education Graduates	3.98m
Number of People served with Hygienic Latrine	41.6m
Number of People served with Safe Drinking Water	2.3m
Community Institution (Polli Shomaj) Built	12350
Enterprises	17 enterprises
Financial Institution	2 (BRAC Bank and DBH)
University	1 (BRAC University)

**Appendix B: A sample copy of Smart in English Course (for Mentors) Materials**



## Handout 1

Find some one who... (write their name in the blank spaces)

can speak in English	has spoken to a foreigner/ tourist	reads newspaper/ magazines	enjoys reading	has a brother and a sister
has used a computer	has never used a computer	likes to listen stories	likes to tell stories	loves to sing
doesn't have access to a Xerox machine	owns a cell phone	likes to work in pairs/ groups	can draw pictures	can read pictures
has been to a historical place	watches television	likes grammar	is stronger than others	likes playing dariabanda most

## Handout 2: Self

### Name:

- 1) What is your name? / What's your name?
  - My name is .....
  - I am.....
- 2) Where do you live in?
  - I live in.....

### Class:

- 3) Which class do you read in?
  - I read in class.....
  - I am in class.....

### Identity:

age	colour of			face shape	hair type
	skin	hair	eye		

### My Identity Marks:

### Favourite:

- 4) What is your favourite.....? / Which .....do you like most?
  - My favourite.....is.....
  - .....is my favourite.....
  - I like.....
- 5) Who is your favourite person? / Who do you like most?
  - My favourite.....is.....
  - .....is my favourite.....
  - I like.....

### Sharing feelings:

about desert, food, fruit –

- 6) Do you like.....
  - Yes/ No, I do/don't.
  - It's tasty/ yummy/ delicious/ sour/ acidic/ hot/ sweet/ spicy/ juicy/ luscious/ succulent/ lip-smacking/ mouthwatering/ tasteless .....

### Future plan:

- 7) What do you want to be?
  - I want to be.....

- 8) How do you want to help your parents?
  -
- 9) If you get 1lac taka, how do you want to use the money?
  -

### Use of I, s/he, we, you, they, it

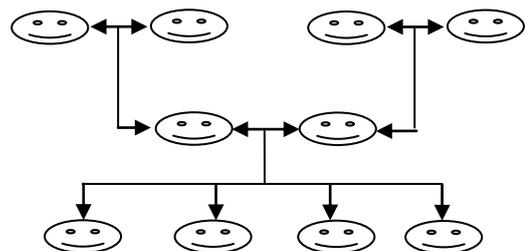
- 1) I am.....
- 2) She is.....
- 3) He is.....
- 4) You are.....
- 5) We are.....
- 6) They are.....
- 7) It is.....

### Use of my, her/ his, our, your, their, its

- 1) This/ That is my.....
- 2) This/ That is her.....
- 3) This/ That is his.....
- 4) This/ That is your.....
- 5) This/ That is our.....
- 6) This/ That is their.....

## Handout 3: Family

### Family Tree:



- 1) How many members do you have in your family?
  -
- 2) Write down their name, profession and relationship with you

Relation	Name	Profession



## **Appendix C: Executive Summary and Summary Budget of the Project Proposal of 100 Demo Secondary Schools**

Quality education is the felt need of the time. Investment in education gives consecutive returns to almost every field of economic, social and environmental growth. Eric Hanushek and Ludger Woessmann, prominent education economists, argue that the most important determinant of “economic growth” is the “knowledge capital” of nations<sup>1</sup>, which they define as the aggregate skills of the country’s population and which they measure by achievement scores on international mathematics and science examinations. This argument indicates that the importance of the education goal should be elevated, because achieving it would provide the resources to reduce poverty, to improve health, and to provide for inclusive growth that lessens inequality within and between countries.

Education Statistics 2009 - 2014<sup>2</sup> shows that an average of 2.3 million students has passed the primary school exam each year for last five years. The average percentage of successful learners is increasing at a rate of 14% each year. The statistics demonstrate that the total number of students is increasing at a rate of 4.52% each year but the number of secondary school is increasing with a very slow rate of 0.63% each year. The classroom infrastructure of a secondary school of a rural area usually supports to enroll 60 students at most each year. The data confirms that about 143 students stand for intake enrollment per school per annum i.e. a huge number of students stays at risk of getting proper classroom environment.

A study by Education Watch 2011 shows that schools of rural areas are lagging behind in comparison with urban schools in terms of quality teaching & learning. There is scope to improve the performance of the students of rural schools in terms of science education and English. The secondary schools are not available in underserved areas. Poor and lower middle income group guardians cannot send their children to quality schools which are mostly located in urban areas. Usually, well off parents can send their children to urban areas which are costly. So, communities demand and support to establish new schools in the underserved areas.

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<sup>1</sup> The Knowledge Capital of Nations by Eric A. Hanushek and Ludger Woessmann

<sup>2</sup> Bangladesh Education Statistics 2009-2014, BANBEIS, Ministry of Education

The people of Bangladesh need more quality secondary education opportunities, especially ones focused and tailored to the interests, skill levels and time availabilities of the students. Our experience says that guardians are willing to pay for better education for their children.

These facts, figures and demands have led BRAC to design the project. For designing the project BRAC has made different actions. A planning team was formed with the staff members of BRAC to conduct a need assessment survey in 2012. The survey led the planning team to select five underserved upazillas initially to run seven secondary schools with unique feature comparing to other schools operated by government and non government bodies. A recent survey has already been conducted by the professionals of BRAC Enterprises to learn the secondary school market in Bangladesh. The survey found that monthly income of the parents of Jaldhaka-Nilphamary is pretty higher (BDT 19,444) than the income of haor parents (BDT 6200). About 79.5% parents send their children to coaching for extra care. Average monthly expenditure for coaching is BDT 623. Among the parents 95% are interested in tech-based education and 65% are willing to pay for it. This survey helped the project to redesign the fee structure for the services to the students.

The major focus of the project is *to create opportunities of quality education that will contribute to utilise the potential of the students of rural areas across the communities of Bangladesh*. These schools will be role models for the nearby communities. BRAC has planned to organize at least one experience sharing forum a year where teachers of nearby schools will also attend.

There will be 100 secondary schools under this project that will provide the service to 25800 students within the period of four years for 2017- 2020. The projected amount of the budget is BDT **872,847,697**. Within the period the revenue will be BDT **733,811,085**. The revenue is projected deducting 10% revenue loss provision for not realizing students' tuition. The breakeven of the project is 2022.

#### **Project vision, mission and objectives:**

The proposed name of the project is '*BRAC Self Sustained Secondary School Project*', operated by BRAC Education Programme. The project is a new initiative of BEP. It is a self-financing model of BEP. This project seeks to target families of lower and middle income group who are able to pay for quality secondary education. There are two categories of

schools under the project – one for Haor area and another for Plain Land. There are 4 schools in haor and 3 schools in plain land. There will be 100 secondary schools that will provide education service to 25800 students within the period of five years for 2016- 2020. All schools started with grade 6 and 7 intake and will eventually grow to provide education up to grade 10.

**Vision:**

Creating opportunities of quality education that will contribute to utilise the potential of the students of rural areas across the communities of Bangladesh.

**Mission:**

Within the period of 2017 – 2020, grow a school project to 100 secondary schools starting with 7 schools in rural areas of Bangladesh where 25800 students (55% girls) will be given quality secondary education at a low cost.

**Objectives:**

- Design a role model of self-sustaining secondary school which will provide good quality education and can be replicated in other areas of Bangladesh
- Demonstrate overall good school leadership and management for other schools
- Provide better access to girls in quality secondary education
- Adopt a cost effective model in quality education
- Achieve the status of role model in secondary school teaching

**Project History**

BRAC has already established seven secondary schools in conjunction with local communities. Three schools were opened in 2013 at Jaldhaka, Nilphamaro, Ullapara, Sirajgonj and Damurda, Chuadanga. BRAC started another four schools in 2014 in haor areas. Two of them are at Baniachong Upazila under Hobigonj district and another two at Derai Upazila under Sunamgonj district. All schools started with grade 6 and 7 intake and will eventually grow to provide education up to grade 12. A snapshot is given below.

**a) List of Schools with EIIN in 2016**

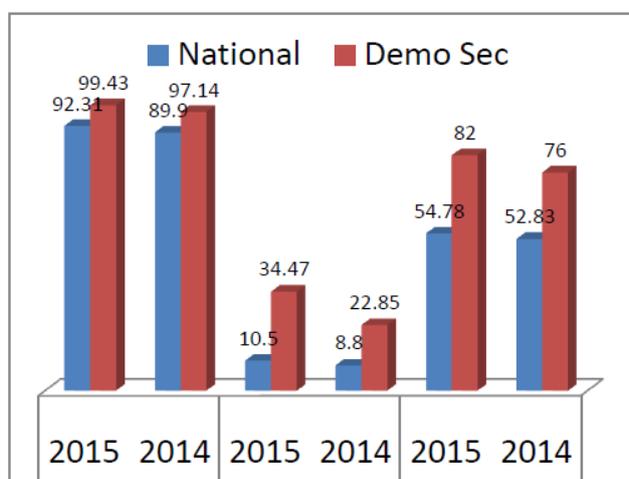
Sl	Name of School	*EIIN	Upazilla	District	Number of Students
1	Alore Disharee Madhyamik Bidyalay	137024	Derai	Sunamgonj	283 (G 107)
2	Dattagram Madhyamik Bidyalay	137025	Derai	Sunamgonj	230 (G 123)
3	Kursha Khagaura Madhyamik Bidyalay	137026	Baniachang	Hobigonj	235 (G 146)
4	Sikondarpur Madhyamik Bidyalay	137027	Baniachang	Hobigonj	278 (G 166)
5	Jaldhaka Madhyamik Bidyalay	137093	Jaldhaka	Nilphamari	453 (G 202)
6	Damurhuda Madhyamik Bidyalay	137097	Damurhuda	Chuadanga	342 (G 84)
7	Ullapara Madhyamik Bidyalay	137268	Ullapara	Sirajgonj	245 (G 66)
<b>Total Students</b>					2066 (G 894)

\*EIIN: Educational Institution Identification Number provided by BANBEIS, Ministry of Education, Bangladesh

\*G: Girls

**b) Financial Performance: Income - Expenditure each year of 2013 – 2016:**

Budget Head	2013	2014	2015	2016 (till October)
Revenue	1,673,278	5,529,025	6,326,100	14,285,777
Expense	4,905,558	5,602,550	6,797,292	14,835,097
Surplus/(Deficit)	(3,232,280)	(73,525)	(471,192)	(549,320)
	No Interest charged	No Interest charged	No Interest charged	10% Interest charged that include the loan carried from 2013



**c) Academic Performance:** The project piloted one batch of 35 students who appeared for JSC in 2014. The result (97%) of that batch has brought the project a good brand value in the community (Damurhuda-Chuadanga). Last year (2015) a total of 353 students (girls: 164) have appeared for JSC from the seven

project schools, and out of them 351 (girls 164) students came out successful showing the pass percentage 99.43 with 34.47% GPA-5 holders (national pass rate 92.31, GPA-5 national 10.5%). Out of 351 students 60 (girls-21)) have secured scholarship, 25 in talent pool (girls 10) and 35 in general category (girls 11).

Jaldhaka School tops the list in the upazila and second in the Nilphamari district in terms of obtaining scholarship. Damurhuda has secured 2<sup>nd</sup> position in the upazila and 5<sup>th</sup> in district and Ullaparara occupied 5<sup>th</sup> in Upazila and 25<sup>th</sup> in the district. Dattagram School in Dera obtained only one scholarship. The annual successful completion rate in in-school exams is 92%.

### Summary of the Budget

Budget Head	2017	2018	2019	2020	Total
Expenditure	34,581,856	139,594,030	280,320,132	418,351,679	872,847,697
Revenue	24,624,100	80,817,750	210,101,000	499,802,800	815,345,650
Revenue Loss Provision 10%	2,462,410	8,081,775	21,010,100	49,980,280	81,534,565
Net Revenue	22,161,690	72,735,975	189,090,900	449,822,520	733,811,085
Surplus/(Deficit)	(12,420,166)	(66,858,055)	(91,229,232)	31,470,841	(139,036,612)

### Quantity of School, Student and Teachers

	2017	2018	2019	2020
Total School	7	40	80	100
New school	0	33	40	20
Carry Forwad	7	7	40	80
Total Students	2,524	6,623	15,126	25,829
Total Head Teacher	7	40	80	100
Total Teacher	79	223	508	842

## Appendix D

### Concept Note on Catering Entrepreneurship Education to the Students of 7 BRAC Secondary Schools

#### Partnering with William Davidson Institute of the University of Michigan

This concept note explores the scope of works to be initiated in association with William Davidson Institute at the University of Michigan.

BRAC Education Programme (BEP) has been executing Aflatoon (a savings led social enterprise) in about 18000 BRAC Primary Schools with about 550 thousands of students. The students save as much as they can from their daily tiffin allocation. From own savings they purchase their essentials. They keep a register for the calculation of deposit and withdrawal. This initiative forms the concept of financial literacy and the base of entrepreneurship among these tiny taught.

There remains a gap in our secondary level schooling in terms of financial literacy and entrepreneurship education. The secondary schools are very academic in Bangladesh. Though an academic course named „Career Education“ has recently been introduced under national curriculum for grade 6 to 10, the course hardly meet the need of this functional skill. Key contents of the textbooks are works for daily life, communication, self esteem, CV writing, types of public and private job etc. and, almost similar categories of contents are repeated in each academic year. Theoretical and knowledge based contents have increased the volume of the textbooks mostly focusing on public and private services. There is very little focus (one or two pages) in entrepreneurship sector in the textbooks. Another striking gap is the traditional mindset of teachers who are to teach this „Career Education“ subject.

At present around 40% of secondary school graduates get ready for labour market instead of enrolling into higher secondary education. Some of them get involved in family enterprises – on farm or nonfarm mostly as surplus labour. But most of them look for selling their labour in nonfarm market that sometimes leads them to the odd and risky jobs. Many of them remain unemployed. This group has no functional skill and entrepreneur mindset to start for a new business. Of the rest 60% enrolled in higher secondary also have no entrepreneur mindset alike the secondary school graduates and they create a huge employment pressure as only 20% of them enroll for undergraduate courses. In each stage of education in Bangladesh half of the students are girls and they play a pivotal role in the economy of the country. About

BEP would like to see the graduates of these schools will not be the traditional job seeker. They will be more of entrepreneur, role model for their community and icon in national context.

90% of the labour force of RMG is female. Women led contributions made Bangladesh faster in poverty alleviation as the rate of poverty has been reduced from the state of 58% to 23.5% within 16 years (2000-2016). This speed of poverty reduction would be the fastest one, if there was the entrepreneurship education in the school curriculum.

Considering the situation, BEP would like to work with WDI to initiate a pilot on Entrepreneurship Education in BRAC operated 7 secondary schools so that the graduates of these schools could have reinforced livelihood diversity especially convergent with our rural economy. In this context, a functional curriculum is required that may be aligned with the national curriculum of „Career Education“. This curriculum will be applicable for secondary level (grade 6 to 10) students leading to higher secondary (grade 11-12). Addressing the entrepreneurship issue and its incorporation into BRAC Secondary School system, consequently, will imply a focus on delivery of specific entrepreneurial skills and attitudes/mindset to students. In order to successfully impart entrepreneurship, well-considered skills and awareness inputs must be provided to students, targeted to each respective age group and the level of interaction of that age group with the labour market. Therefore, curriculum could be prepared for two cohorts – for grade 6-8 cohort and grade 9-10 cohort.

BEP would like to see the graduates of these schools will not be the traditional job seeker. They will be more of entrepreneur, role model for their community and icon in national context. Secondary and higher secondary graduates may act as local entrepreneur and they who will continue to university level would come up with broader mindset to contribute in national level.

Of the 7 secondary schools 4 are in hard to reach rural area and 3 are in plain land rural area. BEP would like to propose WDI to allocate two MBA students for these two types of rural areas. After their arrival they will assess the situation and plan the tasks. They are to talk to the professionals of National Curriculum and Textbook Board (NCTB) to understand the national context. They will visit the schools, teachers, students, parents and community to learn the local context that will help them preparing the curriculum of Entrepreneurship Education.

Between WDI and BEP there would be a 4 years of continuum for the initiative as the 9-10 cohort will take 4 years to enter into the labour market. This continuum will create a good momentum for further research on Entrepreneurship Education in Secondary Schools of Bangladesh.

## Appendix E: Schedule 1

### The Programme

The signatures below confirm that the attached proposal and all its components have been agreed upon and will be implemented in accordance to the signed MoU's between both parties dated November 14<sup>th</sup>, 2016.

#### Country & Partner Information

**Country & Region:** Bangladesh - Eastern Asia  
**Implementing Partner:** Building Resources Across Communities BRAC  
**Address:** 75 Mohakhali, Gulshan 1, Dhaka 1212, Bangladesh  
**Name of Focal Point:** Asif Kashem, Programme Head  
**Contact:** +880 2 9881265 (Ext 5461) [asif.mk@brac.net](mailto:asif.mk@brac.net)

#### Programme Details

**Programme Name:** Construction of Lower Secondary School in Bangladesh  
**Intervention Areas:** Sunamganj District, Bangladesh

**Dubai Cares Code:** XXXXXXXXXX  
**Duration:** 2 years.  
**Start Date:** November 14<sup>th</sup>, 2016  
**End Date:** December 31<sup>st</sup>, 2021

**Direct Beneficiaries:** 400 children

**Programme Budget in local currency:** 42,351,036 BDT (USD 542,962)  
**Dubai Cares contribution in local currency:** 42,351,036 BDT (USD 542,962)

#### Reporting & Payment Schedules

	Semi-Annual Report	Annual and Final Report	Payment Amt* in USD**	Est. Date
<b>Year 1</b>	31/05/2017	31/12/2017	160,000	31/12/2016
<b>Year 2</b>	31/05/2018	31/12/2018	150,000	31/12/2017
<b>Year 3</b>	31/05/2019	31/12/2019	100,000	31/12/2018
<b>Year 4</b>	31/05/2020	31/12/2020	43,000	31/12/2019
<b>Year 5</b>	31/05/2021	31/12/2021	45,000	31/12/2020
<b>Year 6</b>		31/3/2022	44,962	31/12/2021

\*Payment disbursements are dependent on proven expenditures and achieved milestones.

\*\* Displayed amounts in USD are representative. Actual amounts may vary due to currency exchange.

Tariq Al Gurg  
Chief Executive Officer  
Dubai Cares  
Date:

Dr. Muhammad Musa  
Executive Director  
BRAC  
Date

## **Appendix F: Reference**

1. Fazle Hasan Abed O BRAC is written by Golam Mortoza, published in 2006 by Ahmed Mahmudul Haque of Mowla Brothers
2. BRAC: Unnoyoner Ekti Upakhyan is written jointly by Faruq Choudhury, Subol Kumar Bonik and Sajedur Rahman, published in 2009 by Mohiuddin Ahmed of the University Press.
3. Rural Economy and Livelihoods: Insights from Bangladesh is written jointly by Mahabub Hossain and Abdul Bayes, published in 2009 by Md. Ainul Hossain of the A H Development Publishing House
4. BRAC Annual Report 2015