

**Exploring the perception of different stakeholders regarding
BRAC pre-primary schools**

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Abstract

BRAC began piloting its pre-primary school program with 40 schools in 1997. The number of ongoing pre-primary schools stands at 950 at present. Another 484 schools have already been closed. The present study is based on these pre-primary schools focusing on different stakeholders' perceptions on the schools. The study was conducted in four schools from two BEP (BRAC Education Programme) regions of Jamalpur and Rangpur. Data were collected from parents, teachers, committee members, community people, BRAC staff, and learners. Data collection was done by focused group discussions, informal discussions, classroom observations, semi-structured interviews and a mini-achievement test using checklists and a test instrument. The findings revealed that almost all the respondents expressed a positive view on the preprimary education. There were no significant differences between the behaviour and the performance of ex-preprimary learners and those of formal primary learners. About 50% of the learners were found to be admitted into the formal schools after completing the preprimary education. However, around half of them could not continue their schooling regularly or dropped out of the formal schools after a few months. The study suggests that the preprimary school should be established within the catchment area of formal primary schools and provisions should be made for a follow up by BRAC staff regarding preprimary learners' admission into the formal primary schools. The study also suggests that teachers' salary should be increased where a further study would provide more in-depth information on the programme.

Background to the study

"Encourage the children from their earliest years to master every kind of learning and make them eager to become skilled in every art" (The Central and East African Baha'i Regional Development Committee, 1993). Froebel believed that children's first seven years of life are the most important period of life in shaping the child's future development. Building a sound body and developing a healthy orientation towards oneself and other people is almost universally regarded to be the task of early childhood (Gordon, 1972). Thus early childhood education is very important for the child's overall development. In preprimary schools, the children are in an early childhood phase. The preprimary educational system can play a vital role for the child's development. It gradually makes children aware and conscious, and prepares for the experience of the primary schools. It also creates a mental and physical outlet for the child which will influence their future life.

Pre-primary education is a kind of education that prepares a child for entrance into a primary school. It is also called preparatory or elementary school (UNICEF, 1995). Although pre-primary education is the first step to entering into the educational system and motivates children to go into a schooling environment step by step, however, in these schools children are not ready mentally or physically to do many things school age children do. Pre-primary schools focus on stimulating the educational and social experience of the pre-school child (Moore & Kilmer, 1973), which positively motivates children learning in a school environment as well as throughout their life.

Young children are susceptible and responsive to a favorable environment which enhances and expands their development. Preprimary schools can also take this opportunity of contributing to the child's proper and appropriate development. In this regard Montessori (1912) said, "Many species of palm tree, for example, are splendid in the tropical regions because the climatic conditions are favourable to their development, but many species of both animals and plants have been extinct in regions to which they are not able to adapt themselves". Preprimary schools can help children to develop an educational foundation as well as encourage proper development by creating a favourable environment. Thus the

preprimary school system as an educational institution has its relevance for the child's development.

Pre-school children prefer to learn in doing simple activities. In pre-primary schools this remains under consideration constantly - how young children learn best, what they will need to know and by which processes they learn effectively. Teachers in pre-primary teach their students through activities, games, stories, songs and simple lessons so that the learners can perceive learning as a joyful activity. In pre-primary school, the children are taught to read the alphabet, numbers, numerical tables, nursery rhymes and write some selected alphabets, numbers and words along with arts and crafts etc. It is also expected that children will become familiar with different learning materials in a safe and congenial environment, which will help them in their future educational life.

Froebel, Montessori and Rudolf stress that the child has an inner life which emerges particularly under favourable conditions. The inner life is one of the most important aspects of child development. Children need to have opportunity to increase their inner life. Child education is seen as an interaction between the child and the environment, including, in particular, other people and knowledge itself (Bruce, 1987). Froebel (1878) emphasized that children need help in absorbing and transforming knowledge into clear ideas, feeling and knowledge. Preprimary school can help raise the child's inner life and develop an absorbing capacity through different activities creating a favourable environment. Furthermore, it helps to smoothen the transition from home to the school environment by providing an interesting and joyful experience which attracts the children and lessens the dropout rates in primary schools (Lakshmi, 1997).

At present preprimary schools is not a recognized form of education in the national educational system in Bangladesh. However, there are a lot of institutions such as government primary schools, non-government primary schools, kindergarten, Ebtedayee madrasa, feeder schools etc. that provide preprimary education (UNICEF, 1995). Government primary schools, non-government primary schools, and Ebtedayee madrasa

are three major partners providing preprimary education. They cannot however can not provide, an appropriate preprimary opportunity for their pre-school / baby class students. Sometimes they are called it " chhoto" one or baby class. They teach learners in the way they teach the other grades. Thus, in fact, they fail to meet the needs of the children and create a motivation in children for education in most cases.

In Bangladesh, most of the children in the primary school system are first generation learners. This implies that they do not have a proper and pleasant environment at home and therefore suddenly they go into a different world, which is completely different from their home environment. As a result, they cannot adapt and adjust to the new situation and consequently dropout of the primary schools. This necessitates an arrangement which can bridge the two distinct environments of home and formal schooling, so that young learners are able to perceive schooling, and learning as joyful activities. In this regard BRAC initiated the opening of preprimary schools aimed at developing the child's basic foundation as well as to support government primary schools in 1997. It will also reduce the drop out rate from the primary schools (BRAC, 1999). The programme is expected to create a positive motivation in children towards schooling as well as learning, which will help learners stay in the school system.

BRAC's Pre-primary

BRAC Pre-primary education programme has developed eagerness in the young child towards the school education. It creates an opportunity for children to interact with each other in an educational environment. BRAC introduced an experimental pre-primary school / Baby class programme in 1986. Although the programme the programme received a positive response from the parents and the community and was running effectively, BRAC did not start its operation formally until 1997. BRAC finally started its programme of pre-primary school education formally in 1997.

BRAC started piloting this programme with 40 schools in 1997. The number of pre-primary schools stands at 950 at present but another 484 schools have already been closed (BRAC 1999).

The objectives of the BRAC pre-primary programme are to develop an interest in the children on learning and schooling; to increase the child's skill in listening and speaking; to prepare the children for reading and writing; to create the opportunity for the child's physical and mental development; to make the children familiar with the school environment; and to create the opportunity for developing creativity in the child. Finally the most important objective is to help the formal schooling system.

The pre-primary teachers are adolescent girls. They are ex-graduates of BRAC's Basic Education for Older Children (BEOC) schools who have completed at least grade seven. Parents pay Tk.10 per month as school fees to bear the cost of the teacher. Parents have to pay an additional Tk. 40 annually for the partial cost of materials. The remaining cost of materials and support services are covered by BRAC.

The main features of BRAC pre-primary schools are: -

- The duration of the class is nine months.
- The age of learners is 5-6 years.
- There are 25 learners in a class.
- The class time is two hours a day.
- Each school has two teachers who were BRAC school graduates.
- 100% of the teachers are female; their average age is 15.
- The school is operated and supervised by the community.
- A five member committee is responsible for the school(A mothers group)
- Once a month the school is monitored by the supervisors (BRAC, 1998).

Although BRAC has been operating its pre-primary school programme since 1997, to date there have not been any studies on it. Given this situation, it is important to know how the

different groups involved with the programme perceive it? This study is an attempt to discover what the perception (on the programme) of different groups such as parents, teacher, students, community people are. It will help the programme personnel understand the situation of the programme lead to the further improvements.

The objective of the study

The general objective is to explore the various perceptions of different stakeholders on the BRAC preprimary school system.

The specific objectives are to:

- ◆ explore the views of different stakeholders on BRAC preprimary schools;
- ◆ identify the strengths, weaknesses and problems of the programme and gain suggestions to overcome these;
- ◆ assess the class performance of the students who underwent pre-primary course; and
- ◆ investigate the further schooling status and performance of former preprimary learners.

Methodology

Design

It was an exploratory study based on a qualitative approach following an interview, with a focus on group discussion, observation, and administration mini test with different stakeholders of BRAC's pre-primary education programme.

Data source

Data was collected from different sources. These included- parents, community people, school committee members, BRAC staff, learners and teachers of both the pre-primary and the government primary school.

The Sample

The two regions of Jamalpur and Rangpur were purposefully selected to fulfil the objectives. Finally four schools were randomly selected from these two regions.

Data collection techniques

Data was collected in this study by focusing on group discussions, informal discussions, classroom observations, interviews, and the administration of mini tests.

Instruments

There were several checklists used for data collection. Different types of questions were included gain an in-depth understanding and perception. One mini test was developed to assess the achievement level of the learners. Both the checklist and the mini test were developed by the researcher. The test comprised of two additions, two subtraction components involving one digit numbers and writing simple words. Test items were written on the blackboard by the researcher.

Data analysis

After collection, the data was compiled, processed, analyzed and coded manually under different category the researcher.

Limitation of the study

The study was conducted in two rural areas in Bangladesh, one is Rangpur another is Jamalpur and so the study results may not be generalized. Responses from different stakeholders were organized under different themes, which might sometimes reduce their exact intention and meaning.

Findings

As mentioned earlier, the study attempted to explore the perceptions of different stakeholders on BRAC pre-primary schools. The findings from different respondents are presented below individually.

The parents and the community views

Reasons for sending children to BRAC pre-primary schools

A total of eight groups consisting of 51 respondents (parents 27+community people24=51) were questioned. The parents and community people were enlisted from two different areas. The parents and community members mentioned that they sent their children to BRAC pre-primary schools for many reasons. These included- children's knowledge and intelligence to build; the habit of learning prepare children for schooling; to allow children to spend time in a congenial environment; to help children learn general manners; to increase children's knowledge and intelligent. They also mentioned that children did not always listen to their parents, where as in a classroom setting they were usually very attentive and listened to their teachers. This gradually taught them to listen to adults in general. Furthermore, they said that at home, most of the time children spent their time doing mischievous activities. These could be reduced by sending them to pre-primary schools. In this context one woman stated that *most of us do not know how to read or write, we feel that we represent a crippled portion of society, so we do not want our children to be like us.*

Change in learners' behaviour:

The parents and community members noticed that the children who attended BRAC pre-primary schools were more better behaved, cleaner, well- dressed, more disciplined, more conscientious about their learning, able to speak in an appropriate and correct language,

were able to give their home addresses including their parents' name and that they recognized letters from the alphabet and numbers, as opposed to those not attending pre-primary schools.

Opinion towards BRAC pre-primary schools:

Most of the male guardians did not visit the school where as Female guardians went to the school when there was any meeting but otherwise they rarely visited. Villagers benefited from the school as it was within their village and usually near to their home. This enabled them to bring their children to the school themselves. They thought that in this school teaching and learning was comparatively better than in normal primary schools. In this school they believed that the teacher taught with more care. However, they mentioned that they faced problems particularly in paying the Tk. 40 admission fee in one go. A few of them also mentioned that the monthly fee was a burden for them.

They were asked whether they could manage the school if BRAC withdrew its support. In response they said that it would not be possible for them to run the school without the help of BRAC as whoever became involved in organizing the school activities from the village would not be accepted by all as BRAC staff were. They suggested that the duration of the school should be a minimum of one year (starting in January and ending in December) and a maximum of five years. Materials (books and notebooks) should also be provided. However, it was apparent from the discussions that they were not aware of the purpose and objectives of the pre-primary schools.

Formal teachers views:

Perception about pre-primary schools

A total of 13 teachers from two areas including head teachers, were involved in the discussions and interviews. It was found that the formal teachers were not aware of the opinions on BRAC pre-primary schools at all. However, on being informed about the pre-primary schools, they were highly appreciative of the system. They thought that if the

learners came to their school after completing the pre-primary stages they would have a better foundation for learning. This would help the teachers to teach more easily through grades 1 to V.

The performance of ex-learners of BRAC pre-primary schools

As the teachers were not aware of BRAC pre-primary schools, they could not say anything about the performance of these learners. When the ex-learners of BRAC pre-primary schools were identified and introduced to them then they mentioned that they could not find any difference between the two groups of ex-learners of BRAC pre-primary and those who had not attended BRAC pre-primary.

Classroom observations

Classroom observation was carried out in four schools from Jamalpur and Rangpur areas. The researcher and two trained field investigators (FIs) observed on two consecutive days in a school and took notes on the interaction between teachers and learners, class performance, the questioning habit, the participation in class activities and cleanliness in terms of health, nail and dress. Apart from the observation a short written test was administered based on the present level of study in particular subjects.

No significant difference was found between ex-learners of preprimary schools and learners from formal schools in terms of their health, hygiene, etc (Annexure). Table 1 shows no difference in performance between learners of preprimary and primary schools in the achievement test score in all the four schools. This indicated that learners from the preprimary schools were not that strong in learning and practice.

Table 1: Performance of the learners of grade 1 in achievement test by background and school

Formal school	Average number learners got in achievement test out,of 10		
School number	Ex-preprimary	Primary	Total
School 1	6.6	6.7	6.7
School 2	4.8	4.7	4.7
School 3	3.7	3.8	3.8
School 4	3.2	3.2	3.2

Preprimary teachers views:

Opinion about preprimary schools

Nine teachers were interviewed using a checklist from two areas. Almost all the teachers expressed positive feelings about the location of pre-primary schools. The schools are situated within the villages, usually in the Centre of the village. The schools and their learners' could easily move from home to school. Two teachers noticed that a particular school stood near a husking machine, which created a lot of noise during school time. This was noticed also by the researcher.

The study revealed that most of the teachers supported the existing daily two hour school schedule. In this respect, they pointed out that their learners were too little to be attentive for a longer period of time, so that the two hours was acceptable. However, some of them mentioned that it could be increased by half an hour. They also thought that the present syllabus and teaching methodology was appropriate for their learners'. In addition, some

teachers felt that English should be introduced to in the syllabus. Some of them showed interest in receiving some methodological training.

Most of the teachers expressed that, they did not face any problems running the school in the BEP School setting. However some teachers mentioned that it did create problems, especially with regards to the use of mats (chot). As the pre primary learners use BEP Learners' mat, BEP learners always complained that pre primary learners destroy and make their mats dirty.

In some cases, teachers had to collect monthly a fee from the learners' parents. Teachers complained that when they collected monthly fees they were sometimes insulted by the parents. Parents sometimes, were reluctant to pay the monthly fees and they were rude to the teachers.

They also mentioned that their salary should be increased. In this regard, they said that their learners were very little and so it was difficult to manage and teach them. This is why their salary must be increased.

Change in learners' behaviour

The study found that preprimary learners' have experienced positive change in all aspects such as cleanliness, general manners, attention, educational achievement, and interaction with their classmates.

Formal school activities:

It was found that preprimary teachers were not aware of formal schools activities. They were not even very aware of the syllabus in grade 1 of formal schools.

BRAC staff views

Opinion towards preprimary school

Seventeen BRAC staff from two areas were interviewed and involved in discussions. They realized that the attitude of the villagers towards the preprimary schools is positive. As the school location was very close to the learners' homes, the younger children could easily attend school without their parents' guidance, and their parents could supervise their children's performance and activities.

Regarding the formal primary schools, the BRAC staff stated that as the formal primary schools were always over crowded. The teachers could not give appropriate care and attention to their learners. In this regard, parents expressed that pre- primary school could play a vital role in the villages.

Nevertheless, they pointed out some issues about pre primary school. They suggested that separate staff should be assigned especially for the programme. They further added that since each staff had to supervise 13-16 BEP schools, 7-9 pathagar and 1-2 preprimary schools, so they felt that they could not supervise all these properly. They were always overburdened with their assignments and thus could not manage their time properly.

The staff mentioned that they did not face any problems in running two schools within the same schoolhouse. In this context, they also mentioned the benefits of this; *we can easily share materials available in this schoolhouse, such as blackboard, mats, chalks etc.* One of them expressed, *preprimary students can learn general manners by following the older BRAC student.* In spite of these benefits some of the staff expressed opposing views. They said *if there are two, three or four programmes running in the same schoolhouse, the owner of the houses demands more rent. The owners of the house always claim that their houses are used for a longer time in a day and have to put up students for long periods without extra compensation.*

However, most of them claimed that the same mat is used for more than one purpose. This has resulted in rapid damage (many holes and dirty). Apart from this, preprimary students demolished the decoration of the schools. These created chaotic relationships between preprimary learners and others. Furthermore, one staff mentioned that *if more than one programme is operates in a particular schoolhouse, it creates problems for me. It is difficult because I cannot supervise these properly and it takes longer.*

They also noted that pre-primary schools teachers' are quite young and still studying. These very young teachers can not always properly care and guide their learners. In this regard, they mentioned that NFPE experienced teachers were more appropriate for preprimary level. Nevertheless, most of them appreciated the existing preprimary teachers. As these teachers are still in the learning process themselves, they can easily handle many educational aspects. All the preprimary teachers are ex-BRAC graduates, so they knew the BRAC school rules and regulations and could easily manage it. This is one of the plus points for them. Finally they said they were helping their ex-learners and this was a great pleasure for them.

They also informed that the present syllabus and methods were appropriate for preprimary learners. However, they preferred to add drawing, social studies, and English to the existing syllabus.

The BRAC staff were asked whether the community people would be able to operate the school if BRAC withdrew its support. All of them responded negatively. The reasons for this may be because beneficiaries may make a willful delay in paying the monthly fees. And they may not always comply with each other, which leads to groupings, amongst themselves.

Accordingly, one staff explained, *If we do not enroll a student, nobody will blame us, but on the same issue, community people may become involved in a quarrel.* Another staff said, *They believe and perceive us as neutral and as a roof over them.* In addition, they

explained that *Preprimary schools cannot run without proper guardians as a boat can not run without boatmen.*

Change in learners' behaviour

They mentioned that the children who attended BRAC pre-primary schools were better behaved, cleaner and better dressed, more disciplined, more conscientious of their learning, were able to speak in appropriate and correct language, could tell their home addresses including their parents name and can recognize letters from the alphabet and numbers, as opposed to those not attending pre-primary schools.

Suggestions from the staff

- More materials especially activity-based material should be included.
- Separate mats should be provided for the preprimary learners.
- Teachers' salary should be increased, otherwise they may gradually lose interest in teaching.
- Books, slates and notebooks should be provided for learners free of cost.
- The existing duration of preprimary schools is six to nine months. After completing the course, preprimary learners have to wait for three to six months for admission into the formal schools. By this time the learners forgot what they had learnt in preprimary. The duration period of the school course should be increased to a minimum of one year. Preprimary schools should end in time for the admission dates into the formal schools.

School committee member's opinion

Formation of committee

Two committee members were involved and were selected by the villagers. The committee comprised of five members but some of the committees consisted of male and female members whereas others consisted of females only.

Role and responsibility of the members

Committee members did not carry out any specific duties. They all had more or less the same responsibilities and visited the schools on rotation. They supervise the school activities, check learners' and teachers' attendance, organized parent meetings, overlooked the teaching and motivated parents to pay the fees and follow up absent learners.

Opinion on preprimary school

Preprimary schools created lots of opportunities for the villagers. First of all, they were situated in the village so their younger children could easily go to the school. The preprimary school was near to their homes, so the children were very regular in attendance. Secondly, it created an educational environment in the village. Finally, they suggested that if monthly fees are reduced by ten to five taka, it would benefit them (The parent) very much. They did not face any problem in performing their duties. They felt the importance of the committee and suggested that it would be better if the committee consisted of both males and females.

The guardians of ex-preprimary learners

About 100 guardians were interviewed and were selected from the four schools of which two schools were from Jamalpur and other two from Rangpur. It was come out from the interviews that about 50% of the learners were admitted into the formal schools after completing the preprimary course. The learners were admitted into the school on the initiative of their guardians, but after a few months they did not continue their schooling, and gradually dropped out or became irregular in the formal school. In this situation, only a small portion of the learners continued their schooling regularly. According to them, the reasons for discontinuing the schooling were the distance away of primary school, there was no follow up by the formal teachers; the classes were over crowded and finally learners did not like their (formal school) teaching system.

Discussion and conclusion

"When we want a tree to grow straight and tall, we must make sure from the beginning that tree is growing straight. Once a tree becomes crooked it cannot be made straight. Children must also be trained in the proper way from the beginning"(The Central and East African Bah'a'i Regional Development Committee, 1993). In the preprimary stage all learners are in the childhood phase, and so it is a very important and crucial period of the child's on going development.

The age group of preprimary school learners is also called "readiness stage" because it makes the children ready for the primary school. If the child is sent to school without any readiness or preparation it would create physical and mental pressure on him. It is important not to put pressure on children to learn to read and write before they are ready." It is like trying to force a plant to grow before its time has come. It can also make children dislike reading, writing and mathematics (The Central and East African Bahai Regional Development Committee, 1993). At this stage, they learn many important things in different ways that is pleasing to her/him. Furthermore, it frees the child from mental and physical shyness and fear and prepares them for formal education (UNICEF, 1995). BRAC started its preprimary schools in 1997. This particular study attempted to collect the perceptions of different stakeholders regarding BRAC preprimary schools. This study is the first initiative on exploring the quality and value of the programme.

The study revealed that almost all the respondents expressed positive feelings about the preprimary school system. According to them, their children spent their time effectively by acquiring knowledge. Otherwise they would have spent their time with unconstructive activities. However, it was found that respondents could not differentiate between primary and preprimary objectives. It is therefore suggested that the community people and parents should be well informed about the purpose and objectives of preprimary schooling before opining.

Almost all of the stakeholders, except the formal teachers, mentioned that there were many of differences between ex-preprimary and formal school learners. They said that ex-preprimary learners were quite smart in every aspect, such as cleanliness, academic performance, and general manners. But in reality it was found from the observation and administering the mini test and discussion with formal school teachers that there were no significant differences between ex- preprimary learners and other formal primary learners in terms of health, hygiene, cleanliness, class performance and achievement. This might be due to the fact that preprimary schools were closed in the middle of the year. The learners did not have the opportunity to get admitted into any formal school immediately after completing preprimary school. They had to waiting for four or six months before admission into the formal school. By this time forgotten all of the things they were taught in preprimary schools and went back to their previous form. This indicated that learner's learning and a practice from the preprimary was not so strong, but after a few days they could easily mix with the other learners.

The findings showed that after the closing of preprimary schools about 50% of the learners were admitted into formal schools such as primary, Madrasa, and kindergarten. After a few months, about half of them were not able to continue their schooling and became irregular or dropped out from the formal schools. One of the major causes for this was the distance away of the formal schools. It is therefore suggested that preprimary schools should be opened within the catchment area of formal schools although it would increase the cost of renting a separate schoolhouse. Moreover, BRAC staff may takeover the responsibility of ex-preprimary learners' admission into the formal school system. In doing so this can help to reduce the major problems of enrollment and dropout causes of ex-preprimary learners, and support the formal system.

It study showed that the mats created chaotic situation. Different mats could be supplied either by BRAC or by the parents with the help of BRAC staff, would avoid the chaotic situation.

BRAC preprimary schools are activity based but this is not sufficient and the syllabus should be increased for an appropriate and proper education. Preprimary learners can effectively learn through activities which help them create a better foundation and different help the children read, write and count. These activities will make it easier for children to learn to read and write when they go to primary schools. The activities and lessons might be organized so that they create a love of learning among the learners. They could even learn about the world by touching, smelling, seeing hearing and tasting. Attractive books, picture, charts and play will help them to properly develop and become a life long success (The Central and East African Bahai Regional Development Committee, 1993).

Another point that came from the findings was that school duration needed to be increased, which had already been considered by BRAC. The duration of school is now one year.

It is interesting that some of the learners came from Madrasa and formal school to read in the preprimary school. Their parents claimed that BRAC preprimary education is better than the formal schools, which is why they brought their child from those formal schools. It was also found that two ex-preprimary learners got admission into class two in the formal school.

The teacher plays a very important role in education especially in the child's education. In this connection, teacher's preparation is considered a very important and significant part of child education. Proper training for the teachers is very important in developing younger children and although BRAC had arranged a half day training session, an orientation for the preprimary teachers this was not sufficient. There has been a need for a more appropriate training for preprimary teachers highlighting child psychology.

The teacher salary is one of the most important factors for creating and keeping the motivation of teachers. In preprimary schools, teachers must have strong motivation and dedication but it is clear from the findings that existing BRAC preprimary salary is very low. BRAC should take this matter into consideration.

Children can not keep their mind on one thing for a long time. They cannot sit or listen for a long time as they have a short attention span. This indicates the appropriateness of existing schooling time of two hours a day.

The preprimary programme is relatively new in the BRAC Education Programme (BEP) and it is still on going experiment: there is scope for further improvement. Finally, different stakeholders have a positive impression of the BRAC preprimary schools. However, there is a need for giving proper attention and guidance in order to make the preprimary schools more effective in future. This study, being a small and a first initiative, suggests that a further in depth study would generate a deeper understanding of the program. Thus this study can be used as a starting point for future research.

Recommendations

On the basis of the above discussions the researcher conclude with some suggestions:

- ◆ It was found that most of the parents did not have a clear idea about preprimary objectives and goals. Necessary steps need to be taken to make community members and parents clearer about preprimary school objectives and goals by meeting prior to establishing the preprimary schools.
- ◆ It is essential to develop a follow-up system for the ex-preprimary learners. It is also recommended that the concerned BRAC staff may be able to help preprimary learners in getting admission into the formal schools.
- ◆ A separate staff needs to be appointed to carry out general responsibilities and be accountable for the preprimary schools.
- ◆ In establishing a new preprimary school the location of formal schools should be taken into account. This is because one of the important goals of the preprimary is learner' completing preprimary school would enter into the formal schools.
- ◆ More attractive and activity based material should be provided for preprimary learners.

- ◆ It is suggested that preprimary teachers' training duration period should be increased and should be child centered.
- ◆ Teachers' salary should be increased as they could more attention to their learners.

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Annexure

Performance of BRAC ex-preprimary and other learners in terms of cleanliness

Area	Percentage of learners found clean in different areas by school											
	School 1			School 2			School 3			School 4		
	BEPP N=6	P N=37	TOT N=43	BEPP N=5	P N=17	TOT N=22	BEPP N=7	P N=22	TOT N=29	BEPP N=7	P N=20	TOT N=27
Nail	50.0	51.4	51.2	40.0	41.2	40.9	42.9	40.9	41.4	28.6	30.0	29.6
Teeth	33.3	32.4	32.6	60.0	59.0	59.2	28.6	31.9	31.0	42.9	45.0	44.4
Sandal	16.7	18.9	18.6	20.0	17.7	18.2	20.0	17.6	18.2	20.0	18.2	18.7
Dress	83.3	83.9	83.7	40.0	41.2	40.9	57.1	54.5	55.2	71.4	70.0	70.4
Hair	83.3	81.1	81.4	80.0	82.4	81.8	85.7	86.4	86.2	57.1	55.0	55.6

Note: BEPP= BRAC ex-preprimary, P= Primary, TOT= Total