

BRAC Pre-Primary Education (BPPE): An Exploratory Study On The Standards Of Quality Of Teaching And Learning

By

Md. Rafiqul Islam

ID: 19372005

The dissertation submitted to the Department of BRAC Institute of Governance and Development in partial fulfillment of the requirements for the degree of Master of Arts in Governance and Development

BRAC Institute of Governance and Development
BRAC University
March 2020

© 2020.Md. Rafiqul Islam

All rights reserved.

Declaration

It is hereby declared that;

1. The dissertation submitted is my own original work while completing a degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all the main sources of help.



Md. Rafiqul Islam

MAGD, Batch-10

Student ID: 19372005

BRAC Institute of Governance and Development, BRAC University, Bangladesh

Approval

The dissertation titled “BRAC Pre-Primary Education (BPPE): An Exploratory Study on THE Standards of Quality OF Teaching and Learning” submitted by Md.Rafiqul Islam, ID-19372005, MAGD, Batch-10, has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts in Governance and Development(MAGD).



Supervisor:

Professor Dr. Md. Golam Samdani Fakir
Vice Chancellor
Green University, Dhaka

Ethics Statement

Respondents have disclosed their personal information during the research and the researcher should be treated with maintaining honesty, transparency, rigor, and respect and care (Dawson, 2009). In addition, researchers act professionally with integrity, fairness and equity, and should be maintaining the codes of research ethics (Denscombe, 2010). During my study I have ensured anonymity, privacy and confidentiality of the respondents and information with maintaining the BRAC Institute of Governance and Development (BIGD) ethics guidelines especially in choosing and adhering methods; collecting, analyzing and interpreting of data; making findings; drawing a conclusion, and communicating the results through reporting. There may remain many mistakes in the report. Liability of errors and mistakes, of course goes to me.

Abstract

The study titled *BRAC Pre-primary Education (BPPE) : An Exploratory Study on The Standards of Quality Teaching and Learning* has been conducted by Md. Rafiqul Islam for investigating the standards of quality learning environment of PPE at BRAC schools and identifying the challenges to meet the standards of quality learning environment for pre-primary classes at BRAC schools. By using qualitative approach the study has explored the major factors of quality learning environment referring to Accessibility of the School Environment and Participation, Classroom Activities, Classroom Management and Practice, Teaching Learning Materials/Aids, Communication and Interaction, Performance Assessment of Children, Leadership and Team Work Practices at School. Accessibility of the School Environment. 30 children of 5-6 years old including minimum two kids with special needs have the accessibility to BPPS. Instead of retention the dropped out child, another one is replaced from the school community. Lack of interest, good communication creates negative effect on access to BPPS.. Classroom Activities including co-curricular events arranged inside and outside the school through multiple ways of teaching and learning are found very good. Good classroom has been ensured through time maintenance, monitoring, supervision implementing lesson plan and class routine. Through classroom observation classroom management has been found very well. Maximum teaching-learning materials provided by BRAC, some collected from outside are used in various ways. For further improvement school dress and mid-meal are needed . Inter and intra personal communication among students and other stakeholders are good. teacher-parents association, community gathering, and awarding best parents are suggested for better communication..

Children Assessments are conducted through Formative and summative ways. Everyday Attendance, playing performance and cultural activities are suggested to add in the final evaluation of the children. Through Lesson Plans, Outdoor tour, various plays and games, verbal and written communication are practiced for Leadership Development and Team Work. The study has found that the maximum parameters of learning environment are very good, some are good and very few are at fair level. Almost all respondents have faced the challenges to enrol the students; ensure the presence at class, stop the drop-out; and conduct the teaching-learning activities from their side respectively. The areas which have been found good and fair need to be improved through institutional development.

Dedication

This study work has cordially been dedicated to my grandfather (Dada) Mohammad Hossain Ali Howlader for his tremendous efforts for my Pre-Primary Education through various natural ways in the village of West Kamdebpur under Nalchity Upazila in the district of Jhalakathi. His story telling on Poree (fairy tales), Puthi recitation, Radio-Listening with me , teaching swimming contributed immensely to my emotional, mental and physical development. He took care of my safety, security, health and proper learning. If I got any pain by falling from tree or any injury, I called O-dadu---O dadu. He left us for eternity in 1991. My deepest respect-and love will exists for his departed soul till my least breath.

Acknowledgement

I would like to express my deepest gratitude to my course teacher, supervisor, BIGD-authority and course management for their sincere and knowledgeable guidance, comments, encouragement and suggestion. I, am a student of MA in Governance and Development (MAGD), 10th Batch of BIGD, BRAC University, have been privileged to be assigned to do my dissertation under the direct supervision of Professor Dr. Md. Golam Samdani Fakir who has paid his heartfelt efforts for finalizing the study area titled *Learning Environment of BRAC Pre-Primary Education (BPPE): An Exploratory Study on the Standards of Quality teaching and learning*. My deepest gratitude and respect also exists in favor of Professor Dr. *Nasiruddin Ahmed* for his series of classes on theoretical aspect of research and dissertation. These classes have provided me with a clear concept and understanding regarding this area of knowledge. I am deeply thankful to *Dr. Shafiqul Islam*, Director of BRAC Education Program, for his sincere support in the selection of rural and urban BRAC preprimary schools in Dhaka District. I am obligated to pay my thanks to the concerned Class Teachers, Program Organizers, Branch Managers; Mothers of the students for their tremendous contribution and cooperation during the field visit. I should extend my thanks to *Mr. Md.Khorshed Alom*, Departmental Coordination Officer, BIGD of BRAC University, for ensuring logistics, materials and all required supports. Cordial support & love of my fellow students of MAGD-10 has bounded me with thanks forever. I am also thankful to *Mr. Azad* who has paid his best services for making my accommodation comfortable; and to *Mr. Ibrahim* for his hospitality by providing good foods on time that has helped me to remain sound physically and mentally. Last of all let me convey my gratefulness to BIDG and BRAC authority for sanctioning the opportunity for me to be their student and for ensuring all necessary facilities for me.

Md.Rafiqul Islam

March 30, 2020.

Table of Contents

Error! Bookmark not defined.

List of Tables

Table 1 Matrix 1: Areas and elements with gradation of PPE service delivery standards	10
Table 2 Matrix 2: Work plan	19

List of Figure

Figure 1 BRAC PPE.....	9
Figure 2 Location of the study.....	15
Figure 3 Photo of Primary Data Collection.....	17
Figure 4 Percentage of Male and Female Respondents	20
Figure 5 Educational qualification of the Respondents	20
Figure 6 Leadership development and team work.....	20
Figure 7 Implications for Change	Error! Bookmark not defined.

List of Acronyms

BEP	:	BRAC Education Program
BIGD	:	BRAC Institute of Governance and Development
BM	:	Branch Manager
BPPE	:	BRAC Pre-Primary Education
BPPS	:	BRAC Pre-Primary School
BPPT	:	BRAC Pre-Primary Teacher
BRAC	:	Bangladesh Rural Advancement Committee
DPE	:	Directorate of Primary Education
EFA	:	Education For All
GO	:	Government Organization
GoB	:	Government of Bangladesh
MAGD	:	Masters of Arts in Governance and Development
MoE	:	Ministry of Education
MoPME	:	Ministry of Primary and Mass Education
NCTB	:	National Curriculum and Textbook Board
NEP	:	National Education Policy
NGO	:	Non-Government Organization
PO	:	Program Organizer
PPE	:	Pre-Primary Education
UNICEF	:	United Nations International Children Emergency Fund
PEDP-3	:	Third Primary Education Development Program
PPCT	:	Pre-primary class teacher
PT	:	Physical Training

Chapter One

Introduction

1.1 The Context and Background of the Study

Pre-Primary Education is one of the most important tasks to help child's development and personality as foundation of their life-long education. More precisely, pre-primary education is the first step and initial segment of institutional education to act as preparatory to formal education (NCTB, 2011; DPE, 2017). The National Education Policy (NEP) 2010 of Bangladesh has recommended pre-primary education for the children above the age of 5 and it has been declared as a readiness to them in acquiring mental, physical, emotional, social, cognitive and linguistic development (MoE, 2010). By following the policy direction, the objective of the setting is to create an opportunity for child's active participation in delightful and child friendly environment through various games and activities (NCTB, 2011). So, quality of environment of pre-primary schools is very important for enhancing the ability to impact on later education (Nath *et al.*, 2013).

The idea of providing pre-primary education to the children before entering into primary education is not new. Mostly, due to initiative of non-governmental organizations (NGOs) and some government and non-government schools and private initiatives, preschool education is in place for few decades as *baby class* (Nath *et al.*, 2013). Recently, Pre-Primary Education (PPE) has been introduced in a uniform system in Bangladesh by initiating and approving the PPE Operational Framework in 2008 with a short-term vision 'to introduce one-year pre-primary education for all children of 5-6 years age' by the Government (MoPME, 2008). After that it has started to expand in all primary schools under a rollout plan of expansion of PPE services by NGOs which based broadly on Third Primary Education Development Program (PEDP-3) framework to have a match between the expected results of the project and that of the expansion plan (DPE, 2012). According to DPE (2018), 35, 78,384 pre-

primary students were enrolled in 2018 at 1, 34,147 primaries institutes, where 2, 78,770 (8%) pre-primary students were enrolled at 10,318 BRAC schools and centers (DPE, 2018).

The BRAC has been conducting one room, single teacher pre-primary schools since 1997 where each school has 25–30 students. The program provides one-year course to the children of age five years. Schools are open for three hours per day and six days a week and oversee the whole activities including supervision of teachers by Program Organizers-POs (Nath *et al.*, 2013). In a recent study, Nath (2012) has observed that PPE in Bangladesh has in general no impact on learning achievement at the end of compulsory primary education.

This has raised question about the quality of PPE in Bangladesh. It was thought that status of the standard of quality learning environment of BRAC Pre-Primary Education (BPPE) would give us a sense of quality of such schools. This study is thus aims to investigate the standards of quality of learning environment of BPPE.

1.2 Statement of the Problem

The pre-primary activities in Bangladesh consist of various programs under different actors. Earlier NGOs were in the frontline and a large number of pre-primary schools were run by a substantial number of big and small NGOs. Currently all these pre-primary actors follow varying objectives, methodologies and curricula with inadequate coordination as there is no national minimum standard for PPE services in place. In this regard, it is expected that the newly developed expansion plan and settled standardized PPE services: Physical environment, Teaching learning environment, Staffing, Monitoring and Supervision, Parents and community involvement, Training and professional development, Management, Administrative would be addressed to achieve ultimate goal of universal PPE in Bangladesh (DPE, 2012). In terms of ‘Quality’, there are wide variations in available PPE services in Bangladesh. Currently, many preschools do not adequately meet minimum standards for

learning environment and facilities. Besides, only expansion of PPE services for the sake of enrolling all children will not suffice if they do not adequately benefit from such services. So, it is needed to assess the PPE interventions in terms of standards quality service delivery at schools operated by different service providers. But investigating the status of all required standards quality of service delivery in pre-primary education is time and resource bound which are not permitted in my study period and resource constraints. As a result, within my small research project, I like to investigate only the qualities related to Teaching Learning Environment at BRAC Preprimary schools in Bangladesh.

1.3 Objectives of the Study

The purpose of the study is to explore the status of standards of quality learning environment at BRAC schools in Bangladesh. The specific objectives of the study are as follows:

- I. To examine and explore ongoing practices of the standards of quality followed for ensuring quality learning environment at BRAC Pre-Primary schools;
- II. To identify the challenges to meet the standards of quality learning environment for pre-primary classes at BRAC schools;
- III. To recommend a set of strategy for ensuring the standards of quality related to learning environment at BPPE.

IV. 1.4 Research Questions

1. What is the present scenario of standards of quality learning environment of pre-primary education at BRAC Schools?
 - a. Sub question: What are the challenges BRACPPE suffer from? And why?
 - b. b. Sub-question: How the standards of quality learning environment would be ensured at BRAC PPE?

1.5 Structure of the study

The researcher has demonstrated or developed his ability to undertake a complete piece of research including research design, and an appreciation of its significance in the field. The report has been consisted of necessary or required sections described in proposal and literature review with clearer contextualization. The deeper discussion of findings has been incorporated in the report. The entire study report has been documented the following five chapters.

Chapter-1: Introduction

Chapter-2: Literature Review

Chapter-3: Methodology

Chapter-4: Findings and Analysis

Chapter-5: Recommendations and Conclusion

1.6 Rationale of the Study

Pre-Primary Education (PPE) is the most common and promising intervention of early childhood care and development in Bangladesh. The education providers recognize the benefits of early learning at pre-primary classrooms and its importance for preparing young children to survive and thrive in primary school settings. The pre-primary education (PPE) has been identified as an effective strategy to address high dropout and repetition and low achievement rates that many primary school systems are facing now a days (DPE, 2012).

A minimum standard of quality for PPE service expansion is to be established, so that all providers, including government, NGO or private sector will have a uniform basis to comply with the standards. The standards will include child friendly physical and learning environments, class size, classroom facilities, minimum contact hour, developmentally

appropriate materials and teaching practice etc. But minimum standards for pedagogical issues, such as trained teacher, minimum contact hour, teacher-student ratio, curriculum planning etc. vary across multiple providers and geographical contexts.

Teaching Learning Environment is very much closely related to the quality of PPE. Because, learning within pre-school has to take place with respect to each child's capabilities, careful guidance and promotion of a healthy sense of autonomy, self-confidence and initiative because while children at this age make advances in cognitive, psycho-motor, language and other areas they are also continuing to expand their repertoire/rapport of social and moral behavior and personality characteristics. Furthermore, standards on classroom arrangement, teaching learning materials, teacher-student ratio, and daily routines and teaching learning process in accordance with the competency based national curriculum would be more emphasized in this regard. So, in my study, I have explored the status of learning environment at pre-primary classrooms of BRAC schools and findings the challenges to resolve for enhancing capacity of BRAC Pre-primary Education,

This study has provided a situational analysis of key areas of learning environment of quality standards of pre-primary education at BRAC schools. The study findings can contribute for identifying the gaps in terms of fulfilling learning environment requirement in BRAC PPE and suggestion for the further improvement of learning environment at BRAC schools.

1.7 Limitations

Some limitations existed in the study due to time constrain. The great limitation of my study is the small sample size. The sample has been purposively selected instead of probability. My location, time and financial obligation allowed me to select the purposive sampling procedures. The sample size of the study is 02 (one rural and one urban) in Dhaka District from 10,318 BRAC Preprimary schools throughout Bangladesh.

Chapter Two Literature Review

2.1 Introduction

The review of literature has been treated as secondary source for the study. Secondary sources have been used to understand the concept of GO-NGO collaboration and its impact on pre-primary education development by analyzing different research works done by the scholars. Moreover, the review of literature has facilitated in drawing the theoretical framework for the study which helped in validation of data. The secondary source of data has been collected from the Government and BRAC official documents and reports. Besides, it has been reviewed some reports of the World Bank and the UNICEF; and different websites which have provided important information about related concepts in this context. The literature review has been continued till to final report which started from the proposal preparation time.

2.2 Pre- Primary Education in Bangladesh

Pre-primary education is the first step and initial segment of institutional education to act as preparatory to formal education (NCTB, 2011; DPE, 2017). The National Education Policy 2010 of Bangladesh has recommended pre-primary education for the children above the age of 5 and it has been declared as a readiness to them in acquiring mental, physical, emotional, social, cognitive and linguistic development (MoE, 2010). By following the policy direction, the objective of the setting is to create an opportunity for child's active participation in delightful and child friendly environment through various games and activities (NCTB, 2011). So, quality of environment of pre-primary schools is very important for enhancing the ability to impact on later education (Nath *et al.*, 2013).

The idea of providing pre-primary education to the children before entering into primary education is not new. Mostly, due to initiative of NGOs and some government and non-government schools and private initiatives, pre-school education is in place for few decades as *baby class* (Nath *et al.*, 2013). Recently, pre-primary education introduced in a uniformed system in Bangladesh by initiating and approving the PPE Operational Framework in 2008 with a short term vision ‘to introduce one-year pre-primary education for all children of 5-6 years age’ by the Government (MoPME, 2008). After that it has started to expand in all primary schools under a rollout plan of expansion of PPE services by NGOs which based broadly on PEDP3 framework to have a match between the expected results of the project and that of the expansion plan (DPE, 2012). According to DPE (2018), there are 35, 78,384 pre-primary students were enrolled in 2018 at 1, 34,147 primary institutes, where 2, 78,770 (8%) pre-primary students were enrolled at 10,318 BRAC schools and centers (DPE, 2018).

2.3 BRAC Pre- Primary Education

BRAC has been conducting one room, single-teacher pre-primary schools since 1997 where each school has 25–30 students. The program provides one-year course to the children of age five years. Schools are open for three hours per day and six days a week and oversee the whole activities including supervision of teachers by Program Organizers-POs (Nath *et al.*, 2013). In a recent study, Nath *et al.*, (2012) observed that PPE in Bangladesh has in general no impact on learning achievement at the end of compulsory primary education. This raised question about the quality of pre-primary education in Bangladesh.

The PPE has been identified as an effective strategy to address high drop-out and repetition and low achievement rates that many primary school systems are facing now a days (DPE, 2012). Currently all pre-primary actors follow varying objectives, methodologies and curricula with inadequate coordination as there is no national minimum standard for PPE services in place. In this regard, it is expected that the newly developed expansion plan and

settled standardized PPE services: Physical environment, teaching learning environment, Staffing, Monitoring and Supervision, Parents and community involvement, Training and professional development, Management, Administrative would be addressed to achieve ultimate goal of universal PPE in Bangladesh (DPE, 2012).

In terms of ‘Quality’, there are wide variations in available PPE services in Bangladesh.

Figure 1 BRAC PPE



Source: <https://www.youtube.com/watch?v=ptQxpLpkK7A>

Currently, many preschools do not adequately meet minimum standards for learning environment and facilities (DPE, 2012). The study also claims that only expansion of PPE services for the sake of enrolling all children will not suffice if they do not adequately benefit from such services. So, it is needed to assess the pre-primary education interventions in terms of standards of quality service delivery at schools conducted by different service providers.

2.4 Standards of Quality Pre- Primary Education (PPE) Service Delivery

The PPE service delivery standards defines a set of requirements to ensure provision of services adequate to meet holistic early learning needs of 5 to 6 years old children for them to

be ready for next level of education. This will bring together key areas and elements to support and promote quality implementation of the national PPE program to deliver appropriate care to pre-school age children by ensuring that necessary environments, facilities, staffing arrangements, resources and management structures are in place (DPE, 2012). PPE service delivery standards defines a set of requirements to ensure provision of services adequate to meet holistic early learning needs of 5 to 6 years old children for them to be ready for next level of education. Adherence to standards will help to:

- Transform existing pre-schools to child friendly pre-school/learning centers;
- Regularize the setting of new pre-school center;
- Maintain quality of service delivery;
- Facilitate academic supervision, monitoring and evaluation;
- Ensure pathway to achieve quality;
- Set indicators and tools to measure quality of services;
- Prioritize tasks to implement quality pre-primary education;
- Implement competency based national curriculum effectively;
- Set administrative and management plan for pre-primary at central and field level; and
- Comply with core principles of the national PPE curriculum.

Each key area consists of several elements based on which parameters for standards have been set with gradation as shown in the bellow matrix as mentioned in the Pre-Primary Education Expansion Plan (DPE, 2012):

Table 1 Matrix 1: Areas and elements with gradation of PPE service delivery standards

Sl. No.	Key Area	Quality element of the area
01	Physical environment	Location, premises, Classroom environment, furniture supplies, water and sanitation facilities, Safety and security.
02	Learning	classroom arrangement, teaching learning materials, student-

	environment	teacher ratio, Duration daily routine, Teaching-learning process(Communication with children, greetings and encouragement, relationship with teacher, types of activities, Types of play, using nature and outdoor or premises, maximizing use of teaching learning materials/aids, Individualized teaching and support, interaction with others, interaction among others, use of local materials, Physical exercise & rest and smooth transition from one physical exercise to another, leadership development and team work, Flexibility in teaching learning process, addressing diversity/inclusiveness, Children’s participation, Positive discipline, Children assessment.
03	Staffing	Teacher, Assistant, Supervisor, Monitor, Manager.
04	Monitoring and supervision	Frequency, Process, Tool, reporting, Follow up action.
05	Parent and community involvement	Parent’s meeting, Role of parent-teacher association (PTA), Role of Education standing committee (ESC) of Union Perished.
06	Training and professional development	Training of Teacher, Training of Assistant, Training of Supervisor, training of manager;
07	Management	Material Distribution, Replenishment of materials (Teaching – learning materials and stationeries) Teacher Development, division and center level, professional development, local level management, Curriculum Review;
08	Administrative	Attendance register, Children assessment register, parent’s meeting register, Annual plan and class record, children’s health record, Stock register, emergency contact register, d\Disaster preparedness, Administrative Focal person, Central administration, Data base.

Source: Pre-Primary Education Expansion Plan (DPE, 2012):

2.5 Standards of Quality Learning Environment for Pre- Primary Education (PPE)

The evaluation on early childhood pre-school program in rural Bangladesh compares the first-grade competencies of two cohorts of Bangladesh children who attended ‘Succeed’ pre-schools, with a control group who did not attend pre-school where tested these groups occurred in 2006, 2007, and 2005, respectively (Abouod, F.E, 2006). The Succeed program aims to improve children's learning and children's school success by developing and testing an affordable, sustainable preschool model that can be implemented in school, community and home settings. Researchers assessed the quality of school- and home-based preschool environments using the Early Childhood Environment Rating Scale (ECERS) plus two curricular subscales that tap program quality. An independently developed test based on government-defined competencies assessed school achievement of Grade 1 children. Results showed that children who attended Succeed preschools performed better in four of the five competencies relating to reading, writing, and oral math, compared with children without any preschool experience. Better quality preschool environments were positively associated with children's competencies in Grade 1. There were no statistically significant differences in first-grade performance between children from home-based preschools compared with school-based preschools, both using the same Succeed program.(Report on *Pre Primary Education Expansion Plan, DPE, 2012*): Learning within pre-school has to take place with respect to each child’s capabilities, careful guidance and promotion of a healthy sense of autonomy, self-confidence and initiative because while children at this age make advances in cognitive, psycho-motor, language and other areas they are also continuing to expand their repertoire/rapport of social and moral behavior and personality characteristics. This section indicates standards on classroom arrangement, teaching learning materials, teacher student ratio, daily routines and teaching learning process in accordance with the competency based national curriculum.

2.6 Scope of the study

With the constraints of small-scale project and my study times, the scope of the study have been limited in the key area of 'Learning Environment' of the standards quality of PPE service delivery. The Learning Environment, one of the major areas, has 22 matrix or indicators referring to Classroom Management; Teaching Learning Materials; Teacher Student Ratio; Duration and Daily Routine; Communication with Children; Greetings and Encouragement; Relationship with Teacher; Types of Activities; Types of Play; Using Nature and Outdoor Areas of Premises; Maximizing Use of Teaching Learning Materials/Aids; Individualized Teaching and Support; Interaction with Others; Interaction among Children; Use of Local Materials; Physical Exercise and Rest and Smooth Transition from One Physical Exercise to Another; Leadership Development and Team Work; Flexibility in the Teaching Learning Process; Addressing Diversity/Inclusiveness; Children's Participation; Disciplining; and Children Assessment. By assessing the matrix through the Government settled gradation of standards of level 1(Basic/minimum), level 2 (Desired/medium) and level 3 (Preferred/exemplary) during the study time , the study has had the following scope:

1. Accessibility of the School Enrolment and Participation.
2. Classroom Activities.
3. Classroom Management and Practice
4. Utilization of Teaching Learning Materials Aids:
5. Communication and Interaction:
6. Performance Assessment of Children .
7. Leadership and Team Work practices at School.

Chapter Three

Methodology

Methodology part is very important for making any proposal and doing study. The qualitative methods have been applied in the conducted research. According to Gonzales *et al.*, (2008, cited in Cohen) ‘to provides an in depth, complex and fully understanding of meaning. Performance attitudes and behaviors are completely defined by qualitative approach. The method has allowed the researcher to collect data from the concerned stakeholders. This chapter has defined the research approach, sampling process, data collection and analysis style clearly.

3.1 Study Design

The purpose of my study was to understand the status of standards of quality learning environment of PPE service delivery at BRAC schools. In this study qualitative approach has been used. Literature says, ‘[Q]ualitative research not only uses non-numerical and unstructured data but also, typically, has research questions and methods which are more general at the start, and become more focused as the study progresses’ (Punch 2005, cited in Bell and Waters, 2014, p. 17). ‘Closed’ questions make for rapid data analysis – but it is also possible to include ‘open’ questions that are more complex to analysis’ (Menter et al., 2011, p. 105). Qualitative research makes respondents able to express their attitudes and explain actions which support the researchers to understand insights, and quantitative research helps to identify general patterns (Menter et al., 2011; Newby, 2014). According to Dawson (2009), the methodology of qualitative depends on research question pattern and issue. Since my research questions started with a combination of ‘what’ and ‘how’, my study has belonged to the method of qualitative research.

3.2 Location of study

Bangladesh has become independent on 26 March 1971 under the leadership of the father of the nation Bangabandhu Sheikh Mujibur Rahman. While Pakistan Army was starting killing innocent Bangalees on 25 March 1971 through the Operation Search Light, our great leader proclaimed the independence of Bangladesh. After nine-month long struggle and fight against occupied army we have got the victory on 16 December 1971. In independent Bangladesh

Figure-2 Location of the study



President Bangabandhu Sheikh Mujibur Rahman formed National Education Policy led by Dr. Quadrat-E Khuda. 37110 primary schools were also nationalized in 1973 by the president. The article 17 of Bangladesh Constitution has obligated the government to ensure a uniform primary education for all children up to class eight. Bangladesh Government enacted Compulsory Primary Education Law in 1991 for ensuring education for all (EFA). There are 10,318 schools and centers that provide pre-primary education in Bangladesh by the BRAC (DPE, 2018). So, it was not easy and possible to consider a number of schools, teachers and

other stakeholders as sample. Due to time and budgetary constraint only 02 (two) BRAC schools under Dhaka district have been taken as sample where PPE has been implemented.

Source: <https://int.search.myway.com/search/AJimage.jhtml?&n=7866f1de&p2=%5EBBQ>

3.3 Sample size

Sampling basic principle is needed to collect data from each and every related population to produce accurate findings (Denscombe, 2010). But very often researchers collect data from samples that are as representative as possible of the group being studied (Bell and Waters 2014). In my study, it was needed to observe the learning environment of pre-primary classrooms and fill up the questionnaire by the PPE teacher at BRAC School. But due to study period and time constraint a rural and an urban schools has been selected. This type of sampling is called purposive and the purposive sampling is a way of getting the best information on special items from the experience or expertise that has valuable insights on the research topic to provide quality information (Denscombe, 2010). There are 10,318 schools and centers providing pre-primary education in Bangladesh by the BRAC (DPE, 2018). So, it was not easy and possible to consider a number of schools, teachers and other stakeholders as sample. The samples were purposively selected instead of probability. My location, time and financial obligation allowed me to select the purposive sampling procedures. The sample size of the proposed study is about 02 (two) BRAC schools (one rural and one urban) in Dhaka District of Bangladesh. The Observation Checklist have been used at 02 (two) BRAC school campus, Questionnaire has been filled up by PP teachers, Key Informant Interview (KII) like Program Organizer (PO), Branch Manager. In addition, 2 Focus Group Discussion (FGD) of students' mother have been conducted at school community.

3.4 Source of Data

The study has been conducted depending on both primary and secondary sources for necessary data and information.

3.4.1 Primary Data

The primary data has been collected mainly through using: (i) observation checklist at BRAC schools and pre-primary classrooms; questionnaire for collecting quantitative data about learning environment has been filled by (ii) class teacher; and (iii) Key Informant Interview (KII) of two groups of respondents of Program Organizer (PO), Branch Manager. 2 Focus Group Discussion (FGD) of students' mother have been conducted at school community as well

Figure 3 Photo of Primary Data Collection



Source: Researcher

3.4.2 Secondary Data

The review of literature has been facilitated in drawing the theoretical framework for the study. It has helped in validation of data. The secondary sources of data in this study has been collected from the Government and BRAC official documents and reports. Besides, some other reports of World Bank, UNICEF. Previous studies and different websites have provided important information about related concepts in this context.

3.5. Measurement Procedures/ Data Collection Tool

According to a qualitative method, the data collection tool of my study was (i) Observation; (ii) Questionnaire; and (iii) Interview, a widely used data collection system due to its rapidness, flexibility and short time frame. Questionnaires have a lot of advantages because they have made it possible to collect a wide range of data from a wide range of participants within a short time (Menter *et al.*, 2011). On the other hand, data collection through open questions is qualitative. Therefore, questionnaire with closed and open questions were the most appropriate tool of data collection. Besides, interview has been conducted to express stakeholders' views and attitudes in the terminology of their own, though to run interviews and analyze the data are expensive and time-consuming (Menter *et al.*, 2011).

3.6 Data Processing Procedures/Data Analysis Tools

In my study observation checklist matrix, questionnaire (opened questions) and interview scheduled have been used. According to Creswell, 2015, the open questions from questionnaire and interview will be analyzed thematically. Because, qualitative data analysis has been thematic, comparative, discourse and content analysis based (Dawson, 2009). Raw data need to be recorded, interpreted and analyzed, which are collected from questionnaires for looking at similarities and differences (Bell and Waters, 2014). But in small-scale research, frequencies and percentages are not mandatory to use in findings and using the data to describe and provide summaries are important (Menter *et al.*, 2011). So, during the study,

raw data has been coding **manually** with more statements and respondents' frequencies will be counted as multiple responses during the analysis, interpreting and making findings.

3.7 Work Plan

Efficient time management is essential at every stage of a research. A researcher is expected to undertake several tasks such as carrying out experiments, writing reports, publishing papers, administrative tasks, teaching, and applying for funding. This amidst many frustrations including constant interruptions from emails, colleagues, and students as well as experiments that do not always go as planned. Time is a scarcity and hence, needs to be used wisely. So, the research study has been conducted within the approved work schedule (Annexure):

Table 2 Matrix 2: Work plan

Stage	Activity	Deliverable	Estimated Schedule				
			Sep'19	Oct'19	Nov'19	Dec'19	Jan'20
Research design and planning	Finalize research problem/question	Confirmed research problem					
	Develop research design	Draft research design selection for final report					
	Prepare research proposal	Research proposal/ethical approval submission					
Literature review	Search, capture synopsis relevant literature	Notes and other output from the review process					

Stage	Activity	Deliverable	Estimated Schedule				
			Sep'19	Oct'19	Nov'19	Dec'19	Jan'20
	Prepare draft literature review	Draft literature review section for final report					
Data collection	Finalize sampling plan	Sampling plan					
	Develop data collection instrument	Draft data collection instrument					
	Pre-test/pilot data collection instrument	Finalized data collection instrument					
	Carry out data collection	Raw data					
	Write up data collection	Draft data collection section for final report					
Data analysis	Prepare data for analysis	Data ready (e.g. interview transcripts) for analysis					
	Analysis data	Notes and other output from analysis					
	Draw co ordinations / recommendations	Draft data analysis and findings section final report					
Writing Up	Final draft of report	Final draft					
	Review draft with supervisor	Notes of feedback					
	Final editing	Final report					

Stage	Activity	Deliverable	Estimated Schedule				
			Sep'19	Oct'19	Nov'19	Dec'19	Jan'20
	Printing, binding and final submission	Final submission of report					

Source: Researcher

Based on scientific methods of study the selection of research approach & data collection, taking sample size, maintaining data analysis process, reliability and ethical consideration has been implemented in this research study. The methodology has considered the general assumptions regarding a personal attribution, the ethical aspect of personal reflection and a predisposition for self-criticism. No generalization has been drawn from the study. But the finding has provided valuable insights for enhancing the Pre-primary education in Bangladesh.

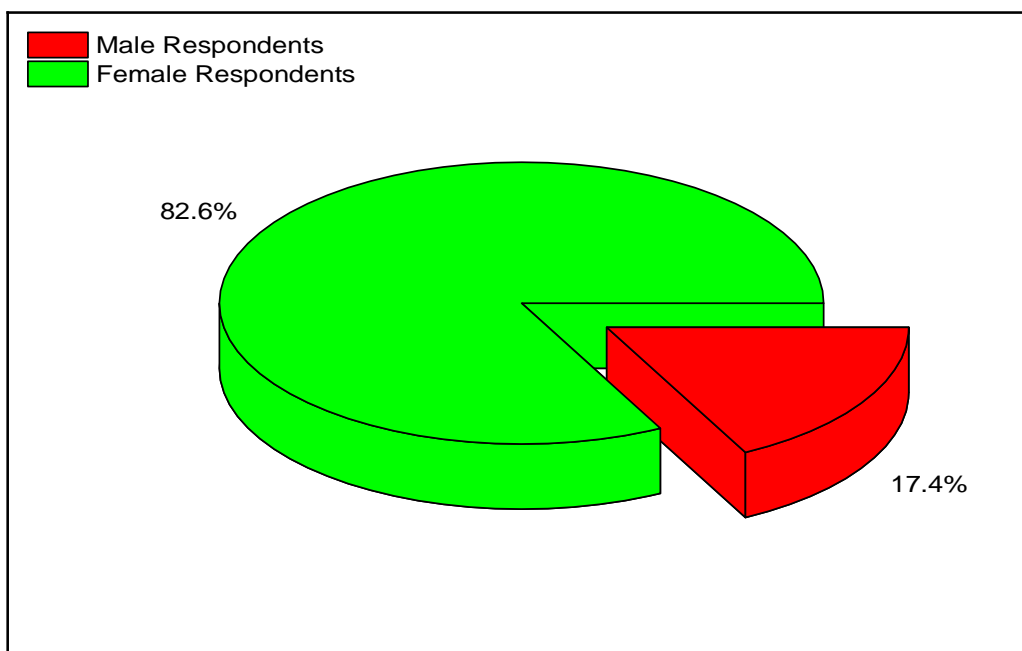
Chapter Four Findings and Analysis

This chapter presents the results of the study, carried out from September 2019 to 13 February 2020 in the study areas. The data have been collected from two sources: the primary data have been collected in the field by Questionnaire survey, Focus Group Discussions (FGDs) and Key Informants Interviews (KII). Secondary data have been collected from literature search from published and online sources.

4.1 The Profile of the respondents

There were a total of 17 mother respondents randomly selected from the two BRAC Preprimary Schools-BPPS. Two BRAC Preprimary Teachers-BPPT were interviewed. Four male (PO and BM) were conducted KII interviews. The summation of total participants was 23, in which 19 respondents were female and 4 were male. In percentage it has been categorized that 82.60 % were female and 17.40 % were male respondents in the study.

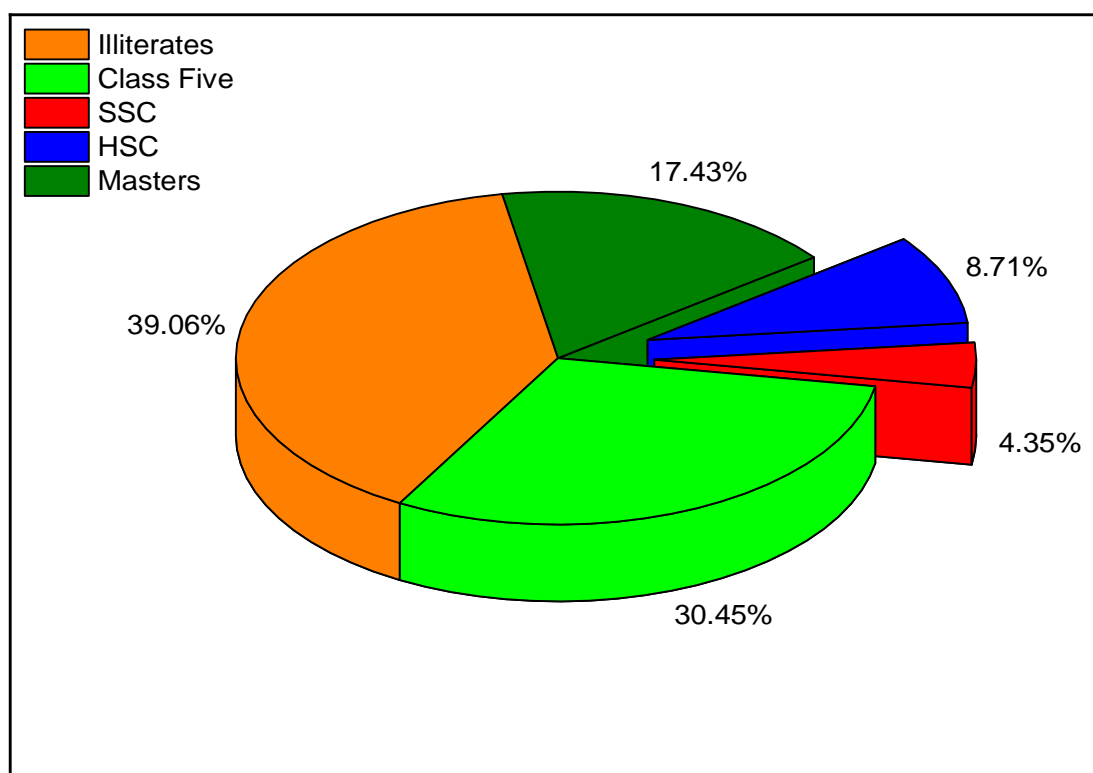
Figure 4 Percentage of Male and Female Respondents



Age group of the respondents: The age range of 100 % respondents was 20 to 39 years.

Education level of the respondents: Educational qualification of 17.40 % was masters, 8.70 % was HSC, 4.34% was SSC, 30.40% Class five and 39% was illiterates.

Figure 5 Educational qualification of the Respondents



4.2 . Accessibility of the School Environment

All 30 children at BRAC Pre-Primary School are 5-6 years old including minimum two kids with special needs are appreciated and ensured to be enrolled. Notably, school teacher and BRAC education program staff confirmed that unfortunately if any or more children are dropped out, they enrolled another child for the class from the school community.

Enrolled children’s mothers faced the problem of sending their baby to school alone. Baby needs companion. They also faced the problem of absence of school van. On the other hand,

PO and BM faced the problems of guardian's lack of interest to enroll their kids in schools.

Problem becomes bigger in rainy seasons for hard communication.

- Very often mother takes the baby from home to school to home. Sometime father/other attendant do the same.
- PO, BM and CT do survey, home visit, parent's meeting and PO supervise the school and class teacher also have been measured for ensuring students involvement is learning and other classroom learning activities.

4.3. Classroom Activities

- All respondents informed that assembling with national anthem, physical training (PT) various playing items, rides, attractive classroom, colorful teaching materials, lesson plans, drinking water, electricity, security by boundary wall, clean mats, fan, use of various charts, sports and cultural competition have been ensured and practiced in BPPS. Through observation checklist these activities have been found in both rural and urban BPPS.
- All respondents claimed that BPPS has outdoor facilities for PT like playground though school building is rental. At the school premise there are some handmade kids' rides. This information is proved by observation checklist.
- All respondents have mentioned that all children have the facilities of plays of instrumental music, rhymes, acting individual group drawing competition and corner of rest. Through observation checklist these facilities have been found.
- Respondent mother has not found any problem to introduce any activities or play at school ground or classroom. Pre-primary Teacher (PPT) identified the problem of insufficient space/ground for outdoor plays, frequent absence of children and dropout.

The absence of sufficient outdoor play ground at school premise has been proved through observation checklist.

4.4 Classroom Management and Practice

- The duration of PP class and contract hour of daily routine is 3 (three hours). BPPS begins at 8:00 morning and close at 11:00 O' clock. Most of the respondents supported the existing contract hour; very few suggested starting the school at 9:00am.
- All respondents said that multiple teaching learning ways like lecture, participatory, demonstrations, individual/group work etc. were exercised at BPP classroom. Through observation it was found practically.
- Respondent mother managed the home work of baby by helping and supporting at home. PPCT helped the individual student at class by giving thanks, appreciation, and feedback.
- PPCT provided supports by implementing lesson plan. PO very often monitored and supervised the class, lesson plan and teacher.
- No problems in teaching activities mentioned by respondents.
- Good classroom has been ensured through time maintenance, monitoring, supervision implementing lesson plan and class routine. Through classroom observation classroom management has been found very well.

4.5. Utilization of Teaching Learning Materials and Aids

- Formative and summative assessment was introduced for students. Everyday group and individual performance, home work (HW) were assessed by giving thanks and appreciation verbally and written. For summative assessment, monthly and quarterly

progresses were recorded. Summation of quarterly progress was accounted in final assessment.

- Maximum teaching-learning materials were provided by BRAC education program. Some were given by parents. Some were collected from locality like soil sands, tree's leaves.
- All respondents suggested ensuring school dress and Tiffin. They also recommended providing more colorful toys for ensuring good classroom management.

4.6 Communication and Interaction

- Class teacher has expressed her greetings by giving salam, asking students 'health condition, other situation mainly about communication. For encouragement she has listened with patience, has appreciated for any good things and behavior.
- She also has taken care of students anywhere outside the class and school upon the meeting with her. She has wished the student at the end of the class.
- Interaction between students and class teacher, class teacher and parents were very friendly. Relation among the concern PO, BM, parents and other community people was good.
- PO has maintained strong relation with class teacher through visiting classroom and office three times weekly. Through monthly parents meeting the friendly interaction among the all stakeholders has been ensured.
- They have suggested making strong communication and interaction among the teacher and others by introducing teacher-parent association, community gathering, and awarding best parents.

4.7 Performance Assessment of Children

Formative and summative assessment was introduced for students. Everyday group and individual performance, home work (HW) were assessed by giving thanks and appreciation verbally and written. For summative assessment, monthly and quarterly progresses were recorded. Summation of quarterly progress was accounted in final assessment.

Maximum respondents have recommended evaluating attendance, playing performance and cultural activities.

4.8 Leadership and Team Work practices at School.

- Class teacher has ensured communication with BRAC education program personnel by attended the monthly meeting and refreshers course regularly.
- PO and BM has maintained communication with competent authority by writing report.
- PO has contributed to build team work through school/class supervision and monitoring as well as giving feedback to the teacher.
- Mother has been contributing by taking care of their kids and by participating at parent meeting.
- Class teacher has been contributing by conduction teaching learning activities through lesson plan with sincerity.
- The respondent has recommended introducing best parent and best student for enhancing leadership and team work building through various sports and cultural competition and considering highest presence at class and meeting.
- For enhancing leadership development and team work all respondents have suggested increasing the educational and training qualifications of PPT, to ensure job

satisfaction by providing handsome salary and job security, to introduce school dress and Tiffin.

Figure 6 Leadership development and team work



Source: Researcher

It has clearly been identified that the classroom management , teaching learning materials, teacher student ratio, duration and daily routine, greetings and encouragements, types of activities, types of play, use of teaching learning materials, interaction with children, interaction among children, flexibility in teaching learning process, inclusive learning environment as well assessment were very good. Communication with children, relationship with teacher, using of nature and outdoor areas of premises, individualized teaching and support, use of local materials, PT and classroom discipline were found good only.

Chapter Five

Recommendation and Conclusion

Major findings have been interpreted through related research question and the study objective. Conclusions and implications have been formulated here on the basis of literature review, methodology and findings. Furthermore, a set of strategies have been recommended for departmental action and some suggestions have been placed at the end of this chapter for researchers and policymakers.

5.1 Impact of Learning Environment in PPE

Learning environment is the most important factor for quality PPE. The impact of learning environment has deeply influenced the BPPE. Environments at classroom, school, home and community has played vital role in the enrolment into school, active in teaching learning activities, participation, management activities. Quality learning environment has ensured the quality BPPE.

5.2 BRAC contribution for PPE

BRAC is the pioneer for introducing Pre-Primary Education (PPE) in Bangladesh in 1985 by opening 2 Pre-Primary Schools (PPS). In 1986 BRAC opened four new PPS .These schools also turned into primary schools after completion of one year PP course (Ahmed 1988).BRAC has also contributed in fixing the prospective lady teachers for PPS, PPE teaching learning materials, multiple ways of teaching–learning process, assessment system and ways to enroll in Primary education.

BRAC Area manager and Research

Figure 2 Leadership development and team work



Source: Researcher

5.3 Recommendations

5.3.1. Accessibility of the School Enrolment:

Drop out student should be addressed through home visit. Without replacing another one/ones, the dropped- out kid/kids may be considered for retention.

Parents of Kids of catchment area may be paid awareness for ensuring enrolment.

All the stakeholders like mother, father, teacher, PO, Community leader should be given more awareness regarding the child care inside and outside the school.

5.3.2. Classroom Activities

It is needed to supply more colorful toys for ensuring good classroom activities.

Quality learning environment requires various Types of Play according to the children's need.

Ensuring individualized teaching and support for weak kids, child with special needs, talent, special attitude and aptitude bearer.

Various type of activities like individual or solo, pair, team or group etc. are needed to be designed by teacher and performed by students for ensuring good learning environment;

5.3.4. Classroom Management and Practice

For ensuring quality learning environment good Classroom Management is needed to be ensured.

Attractive, colorful, sufficient and child centric Teaching Learning Materials should be increased for ensuring desirable learning environment;

Teacher Student Ratio for pre-primary education should not exceed 1:25 for keeping standard learning environment;

5.3.5 Communication and Interaction:

Attention to every kid, listening with patience, response to any query are needed for quality learning environment;

Greetings and Encouragement with learners should be friendly, easy and free for giving confidence and enthusiasm for exchanging their feelings with teacher and others;

Close and friendly relation between teacher and student is needed for making good learning environment;

Interaction among children should be improved through Friendly Group Competition.

Introducing teacher-parent association, community gathering strong communication and interaction among the teacher and others by

5.3.6 Utilization of Teaching Learning Materials and Aids:

It is needed to use Nature and Outdoor Areas of Premises for extending the practical knowledge about nature and outside resources

Avoid misuse of materials Maximizing Use of Teaching Learning Materials/Aids is valuable for. It transmits an aesthetic and discipline sense to learners.

Use of local materials and resources is needed to be increased by community involvement.

Using nature and outdoor premises is needed to be expanded through picnic, swimming, site sighting. Physical training, daily assembling; performing rhymes in group and individuals as well.

5.3.6 Leadership and Team Work Practices at school.

The problem of insufficient space/ground for outdoor plays should be addressed.

Introducing school dress and Tiffin.

Promoting leadership and team work building through various sports and cultural competition regularly.

Awarding student for highest presence at class and parents at meeting.

Increasing the educational and training qualifications of teachers.

Ensuring job satisfaction and security.

5.3.7 Performance Assessment of Children

It is very necessary for identifying the understanding level of learners, their progress, area of interest, strength and weakness etc. It can ensure required feedback to the learners.

Evaluating attendance, playing performance and cultural activities for selecting talent and providing necessary feedback to the learners..

Selecting best mother/father/teacher for ensuring care, development, safety and security of students.

Learners must be appreciated for maintaining discipline in walking, team working, seating, questioning, answering, and playing.

5.4. Conclusion:

The study has explored the importance, the present status and challenges of learning environment of BRAC Preprimary Education. As readiness for Primary Education and further lifelong education PPE is very necessary. PPE requires fully child centric arrangements like teacher, school, curriculum, syllabus, management and environment. Quality learning environment can be ensured by fulfilling the standard level of its 22 factors referring classroom management, teaching learning materials, teacher student ratio, duration and daily routine, communication with children ,greetings and encouragement, relationship with teacher, types of activities, types of play, using nature and outdoor areas of premises, maximizing use of teaching learning materials/aids, individualized teaching and support, interaction with others, interaction among children, use of local materials; physical exercise and rest and smooth transition from one physical exercise to another; leadership development and team work, flexibility in the teaching learning process; addressing diversity/inclusiveness, children's participation; positive disciplining, and children assessment. In BRAC Preprimary School the maximum of above mentioned elements are very good, some are good and very few is fair level. Cchallenges of students' enrolment, regular presence at class as well as drop-out should be eliminated through necessary measures. For the improvement of whole learning environment School Dress should be introduced and Tiffin and Colorful toes are needed to be provided. Finally it may concluded that good learning environment ensures quality Preprimary Education (PPE) and PPE as base or foundation ensures Primary and further life long education.

References

- Aboud, F.E. (2006). Evaluation of an Early Childhood Preschool Program in Rural Bangladesh, Early Childhood Research Quarterly, 21, 46–60 HYPERLINK
"http://dx.doi.org/10.1016/j.ecresq.2006.01.008" \t "_blank"
<http://dx.doi.org/10.1016/j.ecresq.2006.01.008> HYPERLINK
"http://scholar.google.com/scholar_lookup?hl=en&publication_year=2006&pages=46-60&author=F.E.+Aboud&title=Evaluation+of+an+Early+Childhood+Preschool+Program+in+Rural+Bangladesh" [Google Scholar](#) | HYPERLINK
"https://journals.sagepub.com/servlet/linkout?suffix=bibr1-frcie.2008.3.3.295&dbid=16&doi=10.2304%2Frcie.2008.3.3.295&key=10.1016%2Fj.ecresq.2006.01.008" [Crossr](#))/
- Bell, J. and Waters, S. (2014).Doing Your Research Project: A Guide For First-Time Researchers (6thed). Maidenhead: Open University Press.
- Creswell, J.W.(2015) 30 Essential Skills for the Qualitative Researcher. London: SAGE
- Dawson, C. (2009).Introduction to Research Methods: A practical guide for anyone undertaking a research project (4thed). Oxford: How To Content.
- Denscombe, M. (2010).The Good Research Guide: For small-scale social research projects (4thed). McGraw Hill: Open University Press.
- Directorate of Primary Education-DPE (2017).Annual Sector Performance Report, Dhaka.

Directorate of Primary Education-DPE (2018).Annual Primary School Census, Dhaka.

Menter, I., Elliot, D., Hulme, M., Lewin, J. and Lowden, K. (2011).A Guide To Practitioner Research in Education. London: Sage.

Ministry of Education-MoE Bangladesh (2010), National Education Policy 2010. Dhaka.

Ministry of Primary and Mass Education –MoPME (2008).Operational Framework for Pre-Primary Education. Dhaka.

Nath, R. N., Afrin, S., Mallick, U., Nahid, D. and Jahan, I. (2013). An Assessment of BRAC Pre-Primary Schools Environment. BRAC Research Report, Dhaka.

Nath, S. R. (2012). The Role of Pre-School Education on Learning Achievement at Primary Level in Bangladesh. International Journal of Early Years education, 20(1).4-14.

National Curriculum and Text Book Board –NCTB (2011),Pre-primary Education Curriculum, Dhaka, Bangladesh.

Newby, P (2014). Research Methods for Education (2nd ed), Oxon: Routledge.

Directorate of Primary Education-DPE (2012).Pre-Primary Education Expansion Plan, Dhaka.

Appendix A: Research tools

A.1 Observation Checklist

Name of the school	
Year of establishment	
Union / Ward	
Upazila	
District	
Division	
Date:	
Time:	

Sl. No.	Key Areas of Learning Environment	Gradation of Standards of Level (Put Tick Mark)		
		Level-1 (Fair)	Level-2 (Good)	Level-3 (Very Good)
	Classroom Management			
	Teaching Learning Materials			
	Teacher Student Ratio			
	Duration and Daily Routine (by lesson plan)			
	Communication with Children			
	Greetings and Encouragement			
	Relationship with Teacher			
	Types of Activities			
	Types of Play			
	Using Nature and Outdoor Areas of Premises			

	Uses of Teaching Aids and Materials			
	Individualized Teaching and Support			
	Interaction with children			
	Interaction among Children			
	Use of Local Materials			
	Physical Exercise and Rest and Smooth Transition from One Physical Exercise to Another			
	Leadership Development and Team Work			
	Flexibility in the Teaching Learning Process			
	Inclusive learning environment			
	Children's Participation			
	Classroom Discipline			
	Formative and summative Assessment of students			

A.2 Key Informant Interviews (KII)

Name of the key informant	
Age	
BRAC School/Centre Name	
Place of discussion	
Union / Ward	
Upazila	
District	

Division	
Date:	
Time:	
Pre-Primary Teacher 'S qualification	
Received training on PP Education	
If yes, duration of the training	

Children Enrolment and Participation:

1. In the question of inclusive diversity what types of children are enrolled in BRAC pre-primary class?
2. Have you faced any difficulties to children's participation in and every activity introduced at school/centre and classroom? If yes, what are those difficulties?
3. What measures have you taken to ensure students' involvement in learning and other classroom learning activities?

School/Centre and Classroom Activities

1. What types of activities are generally introduced in your school and classroom?
2. Do you have outdoor facilities at school premises for physical exercise?
3. What types of play are introduced for the pre-primary class's children?
4. Have you found any problem to introduce any activities or play at school ground or classroom? What are these?

Classroom Practice and Management:

1. What is the duration of the pre-primary class and contract hour of daily routine?
2. Do you think existing contract hour is ok, if no, what is your suggestion?

3. What type of teaching learning process you are exercised at classroom?
4. How you manage the classroom, especially for providing individual teaching and support?
5. Have you found any problem to manage the classroom based activities, what are these?
6. How do you ensure good classroom management?

Teaching Learning Materials/Aids:

1. Have you introduced formative and summative assessment for the students? If yes, what are those?
2. From the above materials what materials are made by you and collected from the local persons/shops?
3. What is your suggestion about teaching learning materials?

Communication and Interaction:

1. How do you express your greetings and encouragement to the students?
2. What type of relationship you maintained with other teachers and how you interact with others?
3. How do you ensure your interaction with the students?
4. Have you any suggestion about communication and interaction among the teacher, children and others?

Children Assessment

1. Have you introduced formative and summative assessment to students? If yes, what are those?
2. Do you have any suggestions for the students' assessment?

Leadership Development and Team Work

1. How do you communicate with BRAC education program?

2. What is your contribution to build team work for developing leadership to ensure pre-primary education in success?
3. What is your suggestion to enhance leadership development and team work?

A.3 FGD Questionnaire for mother of BRAC PPE students

No of participants	
Age range of participants	
Place of discussion	
Union / Ward	
Upazila	
District	
Division	
Date:	
Time:	

Children Enrolment and Participation:

1. In the question of inclusive diversity what types of children are enrolled in BRAC pre-primary class?
2. Have you faced any difficulties to children's participation in and every activity introduced at school/centre and classroom? If yes, what are those difficulties?
3. What measures have you taken to ensure students' involvement in learning and other classroom learning activities?

School/Centre and Classroom Activities

1. What types of activities are generally introduced in your school and classroom?
2. Do you have outdoor facilities at school premises for physical exercise?

3. What types of play are introduced for the pre-primary class's children?
4. Have you found any problem to introduce any activities or play at school ground or classroom? What are these?
5. Classroom Practice and Management:
6. What is the duration of the pre-primary class and contract hour of daily routine?
7. Do you think existing contract hour is ok, if no, what is your suggestion?
8. What type of teaching learning process you are exercised at classroom?
9. How you manage the classroom, especially for providing individual teaching and support?
10. Have you found any problem to manage the classroom based activities, what are these?
11. How do you ensure good classroom management?

Teaching Learning Materials/Aids:

1. Have you introduced formative and summative assessment for the students? If yes, what are those?
2. From the above materials what materials are made by you and collected from the local persons/shops?
3. What is your suggestion about teaching learning materials?

Communication and Interaction:

1. How do you express your greetings and encouragement to the students?
2. What type of relationship you maintained with other teachers and how you interact with others?
3. How do you ensure your interaction with the students?
4. Have you any suggestion about communication and interaction among the teacher, children and others?

Children Assessment

1. Have you introduced formative and summative assessment to students? If yes, what are those?
2. Do you have any suggestions for the students' assessment?

Leadership Development and Team Work

1. How do you communicate with BRAC education program?
2. What is your contribution to build team work for developing leadership to ensure pre-primary education in success?
3. What is your suggestion to enhance leadership development and team work?

Appendix B: Budget for the study

The study has been conducted within the framework of the BIGD program's financial and supervision supports. But budgeting is essential in the development of any research. Without a well-planned budget, study can fall apart and be left incomplete. Budgeting is no simple process, however, as budgets can be fixed or flexible, depending upon the institution in which the research is conducted and based on the availability of additional income sources. Nonetheless, budgeting provides a number of different advantages that a researcher should consider. The proposed research study will be completed by the following budget supported by the program and researcher personal contribution.

Nature of Expenditure/Item	Quantity	Amount in Taka
Research Proposal		500.00
Research Tools Preparation and Printing	3	1,000.00

Secondary Documents Printing	20	2,500.00
Primary Data Collection	4 days	2,000.00
Data Entry and Correction	One person	4,500.00
Refreshment	40 persons	2,000.00
Conveyance	LS (?)	2,500.00
Report Printing and Binding	5	3,000.00
Others	LS (?)	2,000.00
Total:		20,000