

REPORT
NON-FORMAL PRIMARY EDUCATION PROGRAMME OF BRAC
FOR OUT-OF SCHOOL CHILDREN

AYESHA ABED
MAY 1988
BRAC
66, Mohakhali C.A. Dhaka 12

BANGLADESH RURAL ADVANCEMENT COMMITTEE
66 MOHAKHALI COMMERCIAL AREA
DHAKA-1212

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1. Introduction

Bangladesh Rural Advancement Committee (BRAC) is a non-governmental rural development organisation, founded in 1972. Begun as a relief and rehabilitation effort in the aftermath of the Bangladesh War of Independence, BRAC is one of the largest multifaceted development organisations of the country today. Its activity now covers two-thirds of Bangladesh.

Roughly 54 percent people in this country live below poverty line which indicates the extent of destitution. BRAC mobilizes the disadvantaged people into cooperative groups enabling them to plan, initiate and control various social and economic activities for improvement of the lot. BRAC supports their activities and provide training, extension, credit and logistic services.

Till now, BRAC has evolved innovative method in the field of adult literacy, rural finance, health, education and recently non-formal primary education for out-of-school children. The national policy makers might get some insight into the nature of development problems of Bangladesh and its solution from these innovations.

2. Origin of Non-formal Primary Education Programme (NFPE)

BRAC mobilizes people of disadvantaged section of society who are utterly poor, having no significant asset and sell manual labour to earn livelihood. Their children usually do not enrol in primary school. A negligible number who do enrol drop-out within a year or two.

Apart from poverty, BRAC observed, there are other causes that are responsible for low enrolment and high drop-outs.

These are :

- Children of poor parents can not afford fulltime schooling as he/she has to help his/her parents in field or home.
- Curriculum content is alien to their life situation and mostly concerned with urban well-off children.

- Children of poor parents do not get equal treatment from teachers.
- Poor parents do not find it necessary to send their children to schools. This is especially true for girls.
- Fear of failure in the school examination.

In consideration of the above, in 1979 B. C started an experimental school attached with its training centre at Savar, 30 miles away from Dhaka city. Comprehensive experimentation was carried out on child psychology, curriculum content, methodology, instructional material, co-curricular activities etc. in that laboratory school.

On the basis of the findings of the laboratory school, BRAC in 1984 began preparatory work for starting Non-formal Primary Education Programme (NFPE) on a modest scale.

3. Programme Objectives

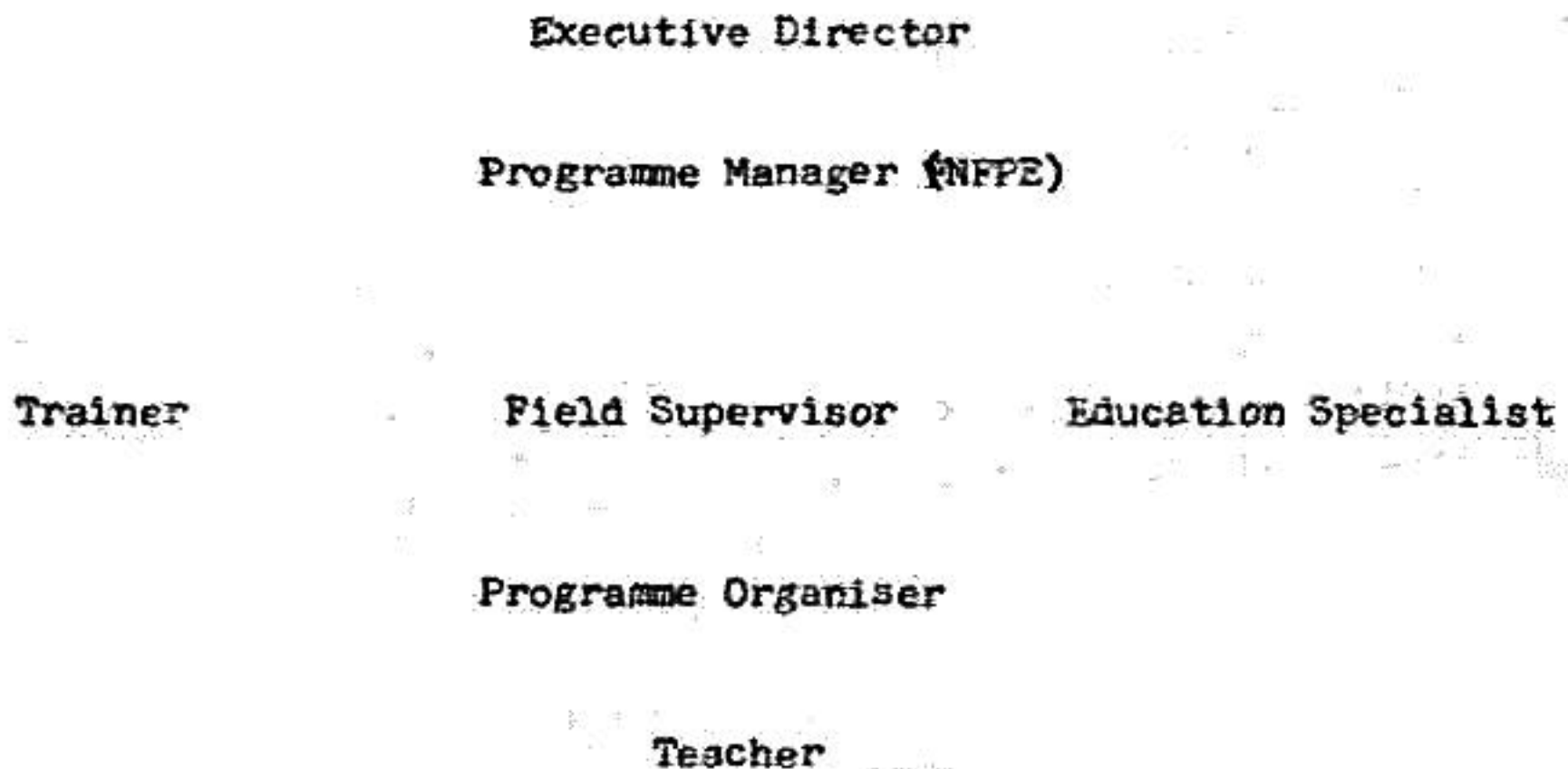
NFPE has developed a three year curriculum, especially designed for the children of disadvantaged section of society who have never been to primary schools or are drop-outs. The main objectives of the programme are to :

- a. Develop an innovative curriculum of three year duration for the children of 8 - 10 years age group.
- b. Design, test and evaluate materials to meet identified needs and interest of rural children.
- c. Improve the quality of rural primary education.
- d. Experiment with different modalities of community participation with a view to developing community participation model in support of NFPE programmes for future adoption on a national scale.

- e. Develop new materials and innovative techniques for primary teacher training.
- f. Promote girls education.
- g. Develop a para-professional cadre of teachers in the community.

4. Programme Features:

- a. Organisation - The Non-formal Primary Education Programme is headed by a programme manager who is accountable to the Executive Director, the Programme Manager performs administrative, planning and managerial job. The organisational set-up is presented below:



Initially consultants were hired for a short period for curriculum planning and development.

b. Community Participation.

It is universally accepted that no development effort can be successful unless the beneficiaries participate in the process. Planning or implementing education for the rural people is no exception to the rule. BRAC attaches great importance to this and so far two forums of community participation have been built into NFPE programmes.

Village committee : for smooth functioning of the programme a five-member village committee was formed for each centre. The committee comprises a community leader, 2 parents, the teacher and the concerned programme organiser as convenor. The major responsibilities of the committee are to : ensure regular attendance of pupils, improve physical facilities, maintain close relations and cooperation with the community particularly the pupil, parents and to hold monthly meeting to resolve problems related to school.

The second forum is monthly meeting with parents and guardians of pupils (mostly mothers) where pupils attendance and their progress, including any problems that might be interfering with their studies are discussed.

The above two forums keep the motivation of the parents and the pupils high. These interactions in the shape of community participation is an outstanding feature which has contributed considerably to the success of the programme.

c. Promotion of girls education

Female literacy in Bangladesh is now very low compared to male literacy which is also very unsatisfactory. For the success of population control and reducing child mortality,

promotion of female education is urgently necessary. In Bangladesh female education even now enjoys a low priority.

Taking this situation into account BRAC has decided to enrol 70% girls in the NFPE centres and also to recruit as many female teachers as possible.

d. Linkage with formal primary education

On completion of three year NFPE course, students become eligible for admission in formal primary school in class IV. Due to individual attention paid by the teacher in the class all the students attain minimum learning competence. This is usually not found in formal schools where few pupils are good and the rest remain very weak and the general quality of education suffers.

The first batch of NFPE students who were enrolled in NFPE school in 1985 have completed the three-year course. About 93% of them have got themselves admitted in formal primary school.

e. Drop-out rate

Drop-out rate in NFPE centres is very negligible. It stands at 1.6% compared to about 60% in the govt. primary schools.

f. Co-curricular activities

Out of two and half hours of school hour, forty minutes are devoted to co-curricular activities such as physical exercise, singing, drawing, crafts, reading story books etc. Such activities add a variety to the school activities which the children like very much. This is also important for overall development of the personality of the pupils. Co-curricular activities also act as insulation against drop-out.

g. Home assignment

NPPE is very careful about home assignments. As most of the family members of the pupils are illiterate, they cannot help their children with their works. Only those kinds of home work is given which the child can handle independently.

h. Vacation

NPPE does not believe in long vacations as it hampers the studies of children. The centers run for an average 230 days each year.

5. Expansion of NPPE programme

After necessary preparation BRAC started the pilot phase of the programme in 1985 with 22 centres and 660 students. The success of the pilot phase impelled BRAC to open more schools. Interestingly, the pressure to open schools came from the beneficiaries, i.e. from the parents and the children of the disadvantaged group. Hence BRAC decided to expand the programme. The yearly addition of centre alongwith increase in enrolment, is shown below:

| <u>Years</u> | <u>No. of Centres</u> | <u>Enrolment</u> |
|--------------|-----------------------|----------------------------|
| 1986 | 154 | 4,620 |
| 1987 | 409 | 12,270 |
| 1988 | 145 | 4,350 (age group 11-14) |
| Total | 708 | 21,240 |

At the beginning of 1988, a review of NPPE showed that the target of the project in terms of number of centres and enrolment has been fully achieved. Being encouraged by the achievement during the period 1985 - 88, BRAC has decided to take-up an ambitious plan to further expand its education programme for children for the period 1989 - 93.

The projection for the above time span is as follow:

| | 1989 | 1990 | 1991 | 1992 | 1993 |
|-----------------|--------|--------|--------|--------|--------|
| No. of Centre | 1552 | 2000 | 3000 | 3100 | 3200 |
| No. of Children | 46,560 | 60,000 | 90,000 | 93,000 | 95,000 |

6. Programme activities

As mentioned earlier preparatory activities started in 1984 included: curriculum development, preparation of instructional materials, teaching aid, preparation of manual for teachers training, setting teachers training strategy and planning of co-curricular activities. A brief account of the above steps are given below:

Curriculum Development

The Development of curriculum and its content went through the following steps. A schematic diagram illustrates the process:

Situational Analysis

Curriculum Objectives

Identification of Concepts
skills and Content Areas

Preparation of Instruction
Materials

Experimentation of
Materials and programme

Preparation of Teaching aid

Review of the
Materials and programme

Preparation and procurement
of Teaching Aids and Illustrations

Preparation of Teachers Training Manual

The initial step was to gather information about the learner-their parents, economic conditions, perception, level of cognitive development, physiological and psychological growth, needs etc. A survey on the education system, existing schools and the community at large was undertaken to have a grasp over the whole situation. Objectives were formulated based on the above observation and analysis. Special consideration was put to the learners interests and problems, socio-economic background and essential learning required. For every specific objective different subjects and activities were moduled. Once the objectives were specified the curriculum had gone ahead to identify the concepts and skills. Modern research indicates that concepts and skills could be the basis for developing curriculum.

Identification of concepts was followed by the selection of subjects and content areas to include literacy, numeracy and social studies. The process had undertaken record of learners cultural values, aptitude and knowledge base etc. and placed the content areas under different subject headings.

The next important phase was the translation of concepts and their presentation in the form compatible to the level of learners. Instruction materials such as books were developed with the help of specialists and educationists. This was complemented with teaching notes, indicating definite techniques of teaching and also aids such as charts, cards, counting sticks etc. The materials were, however, reviewed by the curriculum committee and the modifications were made accordingly. To make the teaching programme more effective a teaching manual was prepared making use of the theory in pedagogy befitting to the curriculum.

7. Project Operation

a. Village selection

Once a project area is selected then the concerned programme organiser carries out survey to assess the number of out-of-school children of 8-10 years age group, find out suitable accommodation for the class and select teachers.

b. Teacher selection : The following criteria were set for teacher selection:

- He/she must be a permanent resident of the village where the school is situated.
- Must have 9-10 years formal schooling.
- Should be married.
- 70% of the teachers to be females, subject to availability.

c. Community inputs : Traditionally most rural education centres in Bangladesh were sponsored by community. There was a very few or no government patronization. Till to day the secondary and higher secondary education, largely depend upon community support. Even in primary education system peoples contribute in the form donating land for school building, bear construction cost or furniture cost.

As the NFE programme is designed for the disadvantaged children so there is little scope of community inputs. Yet poor parents share some educational cost.

e. Physical facilities

The non-formal primary education centre (school) is housed in a simple shed/room (20'X12') made of thatched roof, bamboo walling and mud plinth taken on rent from the available houses in the locality. It provides sitting accommodations to about 30 children and the room is equipped with chalkboard with places to hang charts, maps etc.

f. Pupil Evaluation

A system of continuous pupil evaluation has been introduced in the programme. This has relieved the children from the fear of examination. A specially designed proforma has been prepared where performance of each student is recorded. This helps in arranging remedial teaching for the slow learners. In order to be able to pay individual attention to students admission in a class is restricted to 30 only.

8. Teaching and Supervision

The teachers male or female, (but female preferred) have generally 10 years of schooling and is locally recruited and paid a small honorarium. Because he/she is a local person, it makes it easy for him/her to arrange monthly meeting with parents to discuss attendance and progress of study of each child including any particular difficulty encountered at home. The teacher receives a basic training on curriculum and teaching methods for 3 weeks followed by refresher training every month. The refresher training is held for all the teachers in the same project area at a time and this gives them the opportunity to discuss common problem of teaching and management. There is a programme organiser appointed for supervision of 15 to 20 centres and for conducting refresher training. A reporting system of school activities has been developed. The reports are consolidated and analysed at the headquarters for taking management decisions.

9. Up-to-date achievement

From 22 non-formal primary education centres with 660 students in 1985, the programme has rapidly expanded. There are now 708 centres with 21,240 students of whom above 55% are girls.

Average attendance is 93% and the drop-out rate is below 2 percent. Out of 22 centres opened in 1985, 20 have completed the first 3 - year course with 614 students (out of 660). Of them 578 passed (93%). 2 centres were opened as pre-schools. Almost all of them are continuing their studies in local primary schools establishing clear linkage between formal and non-formal primary education.

10. Conclusion

The vast multitude of out-of-school children who grow up to be adults contribute to the present deplorable low level of literacy (20%) in Bangladesh. BRAC's non-formal primary education programme for out-of-school children is therefore a feasible step in solving the problem of illiteracy. The other distinct features of the programme are: community involvement featuring monthly meeting of parents with teachers, innovative curriculum and teaching methods with linkage to formal primary education and effective supervision including recurrent teachers training. The programme provides a practical frame-work to make Universal Primary Education a distinct possibility by the year 2000 and which has already drawn a large interest among other organisations.

The unit cost of the programme is around Tk. 500/00 (about US \$ 16.00) which is higher than the unit cost of formal primary education (around Tk. 200/-). But if the wastage factor in the formal system is considered (through drop-out and repetition which comes to about 60%) BRAC's non-formal primary education programme stands out as much more cost effective and affordable by a poor developing country like Bangladesh.

NFPE AT A GLANCE

1985 - 1988

| Year | School | Enrollment | | | | Total | Average enrol - ment | Average attend - ance | Teachers | | | | Prop out | | | | |
|--------------|------------|-------------|--------------|--------------|--------------|--------------|----------------------|-----------------------|------------|--------------|------------|--------------|------------|-----------|-----------|-----------|-------------|
| | | Boys | | Girls | | | | | Male | | Female | | Total | Boys | Girls | Total | |
| | | No. | % | No. | % | | | | No. | % | No. | % | | | | No. | % |
| 1985 | 22 | 310 | 45.85 | 306 | 54.15 | 676 | 30.90 | 27.52 | 8 | 42.10 | 111 | 57.90 | 19 | 15 | 10 | 25 | 0.908 |
| 1986 | 154 | 3024 | 47.05 | 2610 | 56.35 | 4632 | 30.10 | 27.88 | 77 | 53.47 | 67 | 46.53 | 144 | 30 | 25 | 55 | 1.18 |
| 1987 | 109 | 4183 | 36.81 | 7762 | 63.39 | 12245 | 29.93 | 28.45 | 138 | 34.67 | 260 | 65.33 | 398 | - | 5 | 5 | 0.04 |
| 1988 | 115 | 1305 | 30.00 | 3045 | 70.00 | 4350 | 30.00 | - | 3 | 2.56 | 114 | 97.44 | 117 | - | - | 0 | 0 |
| Total | 730 | 8120 | 37.10 | 13783 | 62.90 | 21903 | 30.23 | 27.95 | 226 | 33.33 | 452 | 66.67 | 678 | 45 | 40 | 85 | 0.48 |

Drop-out rate is calculated for the period 1985 to December 1987

Appendix - II

Non-Formal Primary Education, BRAC
Number of Teachers and Students in 1985

| Sl. No. | Area | Schools opened | Teachers | | | | | Students | | | | |
|---------|-----------|----------------|----------|-------|--------|-------|-------|----------|-------|-------|-------|-------|
| | | | Male | | Female | | Total | Boys | | Girls | | Total |
| | | | No. | % | No. | % | | No. | % | No. | % | |
| 1. | Nanikganj | 9 | 1 | 14.28 | 6 | 85.72 | 7 | 119 | 40.56 | 161 | 59.44 | 280 |
| 2. | Dhamrai | 6 | 2 | 40.00 | 3 | 60.00 | 5 | 87 | 47.29 | 97 | 52.71 | 184 |
| 3. | Nirzapur | 7 | 5 | 71.42 | 2 | 28.58 | 7 | 99 | 47.14 | 111 | 52.86 | 210 |
| Total | | 22 | 8 | 42.10 | 11 | 57.90 | 19 | 305 | 45.25 | 369 | 54.75 | 674 |

Non-Formal Primary Education, BRAC
Number of Teachers and Students in 1986

| Sl. No. | Name of area | Schools opened in 1986 | Teachers | | | | Total | Students enrolment | | | | |
|---------|--------------|---------------------------------|----------|-------|--------|-------|-------|--------------------|-------|-------|-------|-------|
| | | | Male | | Female | | | Boys | | Girls | | Total |
| | | | No. | % | No. | % | | No. | % | No. | % | |
| 1. | Mizapur | 10 | 2 | 28.57 | 5 | 71.43 | 7 | 147 | 48.51 | 156 | 51.49 | 303 |
| 2. | Molera | 10 | - | - | 10 | 100 | 10 | 141 | 45.33 | 162 | 53.47 | 303 |
| 3. | Barshi | 10 | 6 | 60 | 4 | 40 | 10 | 141 | 47.00 | 159 | 53.00 | 300 |
| 4. | Chowhat | 10 | 4 | 40 | 6 | 60 | 10 | 140 | 46.38 | 162 | 53.64 | 302 |
| 5. | Kawalipara | 10 | 9 | 90 | 1 | 10 | 10 | 121 | 40.20 | 180 | 59.80 | 301 |
| 6. | Horgoj | 10 | 6 | 60 | 4 | 40 | 10 | 148 | 53.82 | 127 | 46.18 | 275 |
| 7. | Daragram | 10 | 7 | 70 | 3 | 30 | 10 | 141 | 45.70 | 167 | 54.22 | 308 |
| 8. | Bakakura | 10 | 10 | 100 | - | - | 10 | 143 | 47.60 | 157 | 52.30 | 300 |
| 9. | Honni | 10 | 10 | 100 | - | - | 10 | 142 | 49.63 | 153 | 50.13 | 300 |
| 10. | Nalitabari | 5 | 5 | 83.33 | 1 | 16.67 | 6 | 85 | 45.40 | 95 | 54.60 | 180 |
| 11. | Dakabor | 10 | 3 | 30 | 7 | 70 | 10 | 137 | 45.67 | 163 | 54.33 | 300 |
| 12. | Krishnapur | 7 | 5 | 83.33 | 1 | 16.67 | 6 | 93 | 44.28 | 117 | 55.72 | 210 |
| 13. | Balirtek | 10 | 4 | 44.44 | 5 | 55.56 | 9 | 110 | 36.66 | 190 | 63.34 | 300 |
| 14. | Manikganj | 10 | - | - | 9 | 100 | 9 | 119 | 37.65 | 197 | 62.35 | 316 |
| 15. | Betila | 10 | 5 | 50.00 | 5 | 50.00 | 10 | 93 | 30.79 | 209 | 69.21 | 302 |
| 16. | Garpara | 7 | 1 | 16.66 | 5 | 83.34 | 6 | 74 | 34.90 | 138 | 65.10 | 212 |
| 17. | Damrai | 4 | - | - | 1 | 100 | 1 | 47 | 39.16 | 73 | 60.84 | 120 |
| Total | | 154 | 77 | 48.45 | 67 | 51.55 | 144 | 2022 | 43.65 | 2610 | 56.35 | 4632 |

Non-Formal Primary Education, BRAC
Number of Teachers and Students in 1987

| Sl. No. | Name of area | Schools opened in 1987 | Teachers | | | | Total | Students enrolment | | | | Total students 1986 + 1987 | |
|---------|--------------|------------------------|----------|--------|--------|--------|-------|--------------------|-------|-------|-------|----------------------------|------|
| | | | Male | | Female | | | Boys | | Girls | | | |
| | | | No. | % | No. | % | | No. | % | No. | % | | |
| 1. | Bohera | 10 | 1 | 10 | 9 | 90 | 10 | 122 | 40.40 | 180 | 58.60 | 302 | 605 |
| 2. | Chowhat | 10 | 2 | 20 | 8 | 80 | 10 | 125 | 41.67 | 175 | 58.33 | 300 | 602 |
| 3. | Dawhi | 10 | 8 | 80 | 2 | 20 | 10 | 148 | 49.33 | 152 | 50.67 | 300 | 600 |
| 4. | Ka. Jhpara | 10 | 4 | 40 | 6 | 60 | 10 | 142 | 47.33 | 158 | 52.67 | 300 | 601 |
| 5. | Koroi | 10 | 8 | 80 | 2 | 20 | 10 | 165 | 55.00 | 135 | 45.00 | 300 | 575 |
| 6. | Daragram | 10 | 5 | 50 | 5 | 50 | 10 | 128 | 42.52 | 173 | 57.48 | 301 | 609 |
| 7. | Dhokra | 10 | 10 | 100 | - | - | 10 | 119 | 39.65 | 181 | 60.35 | 300 | 600 |
| 8. | Moani | 10 | 3 | 30 | 7 | 70 | 10 | 91 | 30.33 | 209 | 69.67 | 300 | 600 |
| 9. | Haliabari | 14 | 5 | 35.71 | 9 | 64.29 | 14 | 174 | 41.04 | 250 | 58.96 | 424 | 604 |
| 10. | Chakor | 10 | 7 | 70 | 3 | 30 | 10 | 139 | 46.33 | 161 | 53.67 | 300 | 600 |
| 11. | Sonbardi | 10 | 10 | 30.00 | 7 | 70.00 | 10 | 119 | 40.00 | 181 | 60.00 | 300 | 300 |
| 12. | Baliguri | 10 | 10 | 100.00 | - | - | 10 | 120 | 39.19 | 180 | 60.81 | 300 | 300 |
| 13. | Lawaipra | 10 | - | - | 10 | 100.00 | 10 | 102 | 34.00 | 198 | 66.00 | 300 | 300 |
| 14. | De. Jang | 10 | - | - | 10 | 100.00 | 10 | 130 | 43.33 | 170 | 56.67 | 300 | 300 |
| 15. | Jamipur | 15 | 1 | 7.67 | 14 | 93.33 | 15 | 99 | 21.95 | 352 | 78.05 | 451 | 451 |
| 16. | Tr. Shapur | 7 | 3 | 50.00 | 3 | 50.00 | 6 | 84 | 40.00 | 126 | 60.00 | 210 | 420 |
| 17. | Balirtek | 20 | 3 | 17.65 | 14 | 82.35 | 17 | 195 | 32.16 | 407 | 67.84 | 600 | 900 |
| 18. | Lonhardi | 10 | 3 | 30.00 | 7 | 70.00 | 10 | 90 | 30.00 | 210 | 70.00 | 300 | 300 |
| 19. | Mandiganj | 36 | 9 | 28.12 | 23 | 71.88 | 32 | 323 | 30.47 | 737 | 69.53 | 1060 | 1376 |
| 20. | Detila | 29 | 10 | 37.03 | 17 | 62.97 | 27 | 314 | 36.89 | 537 | 63.11 | 851 | 1153 |
| 21. | Garpura | 18 | 4 | 23.52 | 13 | 76.48 | 17 | 140 | 26.41 | 390 | 73.59 | 530 | 742 |
| 22. | Chikata | 10 | 5 | 50.00 | 5 | 50.00 | 10 | 114 | 38.00 | 186 | 62.00 | 300 | 300 |
| 23. | Shibpur | 10 | - | - | 10 | 100.00 | 10 | 98 | 32.66 | 202 | 67.34 | 300 | 300 |
| 24. | Audis | 10 | 8 | 80.00 | 2 | 20.00 | 10 | 92 | 30.67 | 208 | 69.33 | 300 | 300 |
| 25. | Harshingdi | 10 | 3 | 30.00 | 7 | 70.00 | 10 | 106 | 35.12 | 194 | 64.88 | 300 | 300 |

contd..... 2

| No. | Name of area | Schools opened in 1987 | Teachers | | | | Total | Students enrolment | | | | Total students 1986 + 1987 | |
|-------|--------------|------------------------|----------|-------|--------|--------|-------|--------------------|-------|-------|-------|----------------------------|-------|
| | | | Male | | Female | | | Boys | | Girls | | | |
| | | | No. | % | No. | % | | No. | % | No. | % | | |
| 26. | Ganaria | 10 | - | - | 10 | 100.00 | 10 | 97 | 32.00 | 203 | 60.00 | 300 | 300 |
| 27. | Gheor | 10 | 2 | 20.00 | 8 | 80.00 | 10 | 90 | 30.00 | 210 | 70.00 | 300 | 300 |
| 28. | Doulatpur | 10 | 6 | 60.00 | 4 | 40.00 | 10 | 119 | 39.67 | 181 | 60.33 | 300 | 300 |
| 29. | Goalando | 10 | 4 | 40.00 | 6 | 60.00 | 10 | 107 | 35.00 | 193 | 65.00 | 300 | 300 |
| 30. | Ahladipur | 10 | 2 | 20.00 | 8 | 80.00 | 10 | 116 | 38.67 | 194 | 61.63 | 300 | 300 |
| 31. | Rangpur | 10 | 1 | 10.00 | 9 | 90.00 | 10 | 86 | 28.00 | 214 | 72.00 | 300 | 300 |
| 32. | Darsona | 10 | - | - | 10 | 100.00 | 10 | 132 | 44.00 | 168 | 56.00 | 300 | 300 |
| 33. | Paglapir | 10 | 4 | 40.00 | 6 | 60.00 | 10 | 105 | 34.00 | 201 | 66.00 | 300 | 300 |
| 34. | Nasirhat | 10 | 4 | 40.00 | 6 | 60.00 | 10 | 154 | 51.33 | 146 | 48.67 | 300 | 300 |
| 35. | Mirapur | - | - | - | - | - | - | - | - | - | - | - | 513 |
| Total | | 409 | 138 | 34.67 | 260 | 65.33 | 398 | 4483 | 36.61 | 7762 | 73.39 | 12245 | 16967 |

Non-Formal Primary Education, ERAC
Attendance and drop-outs (1985 to December 1987)

| Sl. No. | Area | Average enrolment | | | Average attendance | | | Drop-out '85-Dec.87 | | | |
|--------------|------------|-------------------|--------------|--------------|--------------------|--------------|--------------|---------------------|-----------|----------------|-------------|
| | | '85 | '86 | '87 | '85 | '86 | '87 | Boys | Girls | Total No. % | |
| 1. | Mirzapur | 30.63 | 30.40 | | 28.07 | 28.02 | 28.00 | 4 | 3 | 7 | 1.37 |
| 2. | Mohera | - | 30.30 | 30.00 | - | 26.32 | 27.24 | 5 | 3 | 8 | 1.32 |
| 3. | Worshi | - | 30.00 | 30.00 | - | 28.42 | 28.00 | 1 | 1 | 2 | 0.33 |
| 4. | Chowhat | - | 30.20 | 30.00 | - | 29.07 | 28.70 | 3 | 2 | 5 | 0.83 |
| 5. | Dakabor | - | 30.00 | 30.00 | - | 28.61 | 28.87 | 2 | - | 2 | 0.33 |
| 6. | Nonni | - | 30.00 | 30.00 | - | 27.15 | 28.35 | 1 | 4 | 5 | 0.83 |
| 7. | Bakakura | - | 30.00 | 30.00 | - | 29.50 | 29.00 | - | - | - | - |
| 8. | Nalitabari | - | 30.50 | 30.07 | - | 28.10 | 28.79 | 3 | 3 | 6 | 0.99 |
| 9. | Horgoj | - | 30.00 | 30.80 | - | 26.74 | 27.77 | 6 | 4 | 10 | 1.74 |
| 10. | Daragram | - | 31.30 | 30.10 | - | 27.87 | 28.09 | 5 | 4 | 9 | 1.48 |
| 11. | Kawalipara | - | 30.00 | 30.10 | - | 28.09 | 26.07 | 1 | 2 | 3 | 0.49 |
| 12. | Manikganj | 31.11 | 31.60 | 29.41 | 27.50 | 28.10 | 27.21 | 6 | 9 | 15 | 1.09 |
| 13. | Betila | - | 30.20 | 29.34 | - | 27.23 | 28.65 | - | 4 | 4 | 0.34 |
| 14. | Gorpara | - | 30.00 | 29.44 | - | 26.71 | 27.61 | 3 | 2 | 5 | 0.67 |
| 15. | Dhamrai | 30.66 | 30.00 | - | 27.00 | 27.50 | - | - | - | - | - |
| 16. | Lawchapra | - | - | 30.00 | - | - | 28.72 | - | - | - | - |
| 17. | Bokshigonj | - | - | 30.00 | - | - | 29.45 | - | - | - | - |
| 18. | Sreebordi | - | - | 30.00 | - | - | 28.25 | - | - | - | - |
| 19. | Balijuri | - | - | 30.00 | - | - | 29.12 | - | 4 | 4 | 1.33 |
| 20. | Monohardi | - | - | 30.00 | - | - | 29.50 | - | - | - | - |
| 21. | Shibpur | - | - | 30.00 | - | - | 29.54 | - | - | - | - |
| 22. | Kachikata | - | - | 30.00 | - | - | 27.50 | - | - | - | - |
| 23. | Amdia | - | - | 30.00 | - | - | 29.01 | - | - | - | - |
| 24. | Norshingdi | - | - | 30.00 | - | - | 29.51 | - | - | - | - |
| 25. | Gazaria | - | - | 30.00 | - | - | 28.61 | - | - | - | - |
| 26. | Gheor | - | - | 30.00 | - | - | 27.86 | - | - | - | - |
| 27. | Doulatpur | - | - | 30.00 | - | - | 28.96 | - | - | - | - |
| 28. | Goalando | - | - | 30.00 | - | - | 28.80 | - | - | - | - |
| 29. | Ahladipur | - | - | 30.00 | - | - | 28.66 | - | - | - | - |
| 30. | Darshana | - | - | 30.00 | - | - | 29.04 | - | - | - | - |
| 31. | Nazirhat | - | - | 30.00 | - | - | 29.43 | - | - | - | - |
| 32. | Paglapi | - | - | 30.00 | - | - | 28.56 | - | - | - | - |
| 33. | Rangpur | - | - | 30.00 | - | - | 28.07 | - | - | - | - |
| 34. | Jamalpur | - | - | 30.00 | - | - | - | - | - | - | - |
| 35. | Krishnapur | - | 30.10 | 30.00 | - | 28.51 | 29.85 | - | - | - | - |
| 36. | Betila | - | 30.00 | 30.10 | - | 28.09 | 28.50 | - | - | - | - |
| Total | | 30.73 | 30.10 | 29.93 | 27.52 | 27.88 | 28.46 | 40 | 45 | 85 | 0.94 |

COURSE CONTENT
Non-formal Primary Education, 2010

Course duration : 3 years

Subjects : 1. Bangla, 2. Arithmetic and 3. Social Studies

Bangla (Vernacular)

Phase - I

- Recognising and writing alphabets (using 'look and say' method)
- Developing reading skill (not using conjunct consonants letters)
- Learning to make and write simple sentences
- Comprehension
- Learning to write on simple subjects in 5/6 sentences

Phase - II

- Learning to read and write using conjunct consonants
- Development of vocabulary
- o Learning to read books using conjunct consonants
- Learning to read simple short stories and other materials
- Comprehension : learning to understand the meaning of simple reading materials
- Learning to write letters in simple language
- Recite poems.

Phase - III

- Learning to read advanced materials (upto level of class III)
- Development of vocabulary
- Learning to write descriptive essays on simple subject matters.
- Developing advance letter writing skills
- Comprehension
- To recite and understand meaning of poems.

Arithmetic

Phase - I

- Recognising and learning to write numerals upto 100
- Simple addition and subtraction upto 100 (with two digits)
- Simple problem-solving with two digit numbers

Phase - II

- Concept of tens and hundreds
- Concept of multiplication
- Learning tables upto 10
- Concept of division
- Using addition and subtraction in solving problems
- Learning to use multiplication and division in solving problems
- Learning to recognise and write large numbers (upto thousand)
- Addition and subtraction using large numbers
- Learning addition and subtraction using decimals
- Recognising coins and paper currency. Solving problems relating money, using addition and subtraction
- To learn, understand and use common units of measure for length, liquid and weight, using metric system:
 - a. Measuring length
 - b. Liquid measure
 - c. Measuring weight
- Learning to read a calendar
- Learning to tell time in units of hours, minutes and seconds.

Phase - III

- Learning to recognise and write large numbers (upto ten thousand)
- Learning tables upto 16
- Multiplication, using two digit numbers
- Learning division, using tables upto 16
- Learning to recognise basic geometrical shapes
- Basic concepts of fraction
- Solving problems by using addition and subtraction
- Solving problems by using unitary method.

Social studies

Phase - I

a. Family

- The child and the family members.
- The child and the environment: village, union, sub-district and district

Food and its sources

- Necessity of food and its sources
- Nutritious food at low price
- Locally available fruits
- Rotten food and its harmful effect
- Causes of food contamination and its effects
- Safe water

c. Cleanliness

- Distinction between clean and dirty environment.
- Necessity and benefit of cleanliness
- Harmful effect of dirty environment
- Personal hygiene
- Clothing, furniture and its cleanliness
- Household cleaning.

d. Dwelling house

- Necessity of a dwelling house
- Description of own house
- Provision for latrine and its maintenance
- Different types of houses, name of building materials
- Domestic animals and its care.

e. Domestic animals and pets;

- f. Feeding and caring of animals.

f. Social system

- Location of village, its communication system, housing and important institutions e.g. mosque, temple, market, health centre etc.

g. Necessity of mutual cooperation

- Different profession, role of different professional groups in society

g. Direction and time

- Conception of left, -right, front, back, upward, downward etc.
- Naming four directions i.e. east, west, north and south
- Determining direction
- How day and night occur by rotation
- Naming the days of week and the twelve months

h. Festivals and recreation

- Leisure and recreation
- Social and religious festivals

i. Child safety

- How to avoid common accidents like cut, burn, animal biting, drowning etc.

j. Social norms

- Discipline
- Civility

k. Habits

- Discipline
- Manners

l. My country

- National anthem, capital, history of liberation war
- National flag, national language, national flower, national fish, national bird, national fruit, national animal etc.

In phase I for Social Studies the teacher uses a guide book and chart. The children learn through observation dialogue and discussion.

Phase - II

a. Family and family environment

- Family member, kinship, home, different household work performed by family members.
- Neighbourhood, relationship with neighbours.

b. Community

- Community member, relation with community member
- Social festivals like marriage, independence day, fair etc.

c. Food

- Source of food
- Necessity of food, classification of food
- Balanced diet
- Contaminated food, food wastage, food requirement at different age and sex

d. Hygiene

- Care of different parts of body
- Physical exercise
- Personal hygiene

e. Nutrition

- Nutritious food at low price
- Preservation of food value while cooking
- Weaning for children

f. Infectious disease and immunization

- Control of diarrhoea
- Prevention of dysentery, worm, typhoid etc.
- Vaccination against six diseases e.g. diphtheria, whooping cough, tetanus, measles, polio and tuberculosis.

g. Season

- winter, summer, spring and rainy season

h. Dwelling house

- Bedroom, kitchen, cowshed, latrine etc.
- Source of water

i. Domestic animal

- Animals, birds etc.
- Usefulness of domestic animals and its care

j. Village level institution

- School, madrasah, mosque, club, post-office, hospital, police station etc.

k. Ecological system

- Soil, water, air, forest, animals
- Pollution

l. Living and non-living objects

- Matter
- Earth
- Concept of day and night

m. Crop

- Cropping environment

From phase II the children learn through reading books, discussion and observation.

Phase - III

a. Food

- Classification of food, function of different classes of food in human body
- Food for pregnant women, weaning

b. First aid

- Cuts and burns
- Fits, vomiting, drowning, snake-bite, fracture

c. Disease and its prevention

- Infectious disease like diarrhoea, tetanus, typhoid, scabies, tuberculosis, worm etc.
- Night blindness, causes and remedy

- Anemia, its causes and remedy
- Communicable and non-communicable disease
- d. Immunization
 - Vaccination against six diseases viz. diphtheria, whooping cough, tetanus, polio, measles and tuberculosis
 - Some superstitious practice relating illness
- e. Income generation
 - Kitchen gardening, poultry, cottage industry, small trading etc.
- f. Promoting common interest
 - Social bondage at community level
 - Community action
 - Arbitration of village strife
 - Social service like poultry vaccination
 - Plantation
- g. Social evil
 - Dowry
 - Superstitions in day to day life
- h. Population problem
 - Comparison between small and large family
 - Menace of over population
- i. Eco-systems
 - Soil, air, water, forest, sunlight etc.
 - Flora and fauna of Bangladesh
- j. My country
 - Its history, liberation war, different religions
 - Topography, national boundary.
 - Resources of Bangladesh
- k. Universe
 - Continents
 - Solar system

BRAC
PROJECT II
 DEVELOPMENT OF
INNOVATIVE METHODOLOGY IN FUNCTIONAL EDUCATION FOR BANGLADESH

RECEIPTS & PAYMENT STATEMENT
MAY 1, 1974 to DEC 31, 1975

RECEIPTS

| | | |
|------------------------------|-------------|-------------|
| Donations from Oxfam, Canada | 2,08,376.00 | |
| USA | 7,36,098.84 | |
| | <hr/> | 9,44,474.84 |
| | | <hr/> <hr/> |
| | | 9,44,474.84 |
| | | <hr/> <hr/> |

PAYMENTS

| | | |
|--|-------------|-------------|
| Personnel cost | 1,22,399.18 | |
| Local Staff Travel | 31,927.07 | |
| International Training | 12,562.46 | |
| Workshop for Teachers | 14,262.32 | |
| Material Production Basic material | 65,996.31 | |
| Office Support | 53,905.11 | |
| Class room supplies | 53,727.70 | |
| Data Processing | 2,196.75 | |
| Project documentation | 56.21 | |
| World Education for consultancy services | 2,08,376.00 | |
| | <hr/> | 5,65,409.11 |

| | | |
|-------------------------|--|-------------|
| Cash and bank balances. | | 3,79,065.73 |
| | | <hr/> |
| | | 9,44,474.84 |
| | | <hr/> <hr/> |

