

NCN-FORMAL PRIMARY EDUCATION PROGRAMME

**Report
October '84 to November '86**

**Bangladesh Rural Advancement Committee
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Bangladesh**

I. Introduction

The Bangladesh Rural Advancement Committee (BRAC) is a registered non-governmental rural development organisation founded and managed by Bangladeshis. Begun as a relief and rehabilitation effort in the aftermath of the Bangladesh War of Liberation in February 1972. BRAC today is an established, comprehensive, multi-faceted development institution.

BRAC mobilises the disadvantaged men and women (those who sell their manual labour) into Co-operative groups who then plan, initiate and control collective activities that lead to self reliance. These include: human development (health, nutrition, education, etc) and economic (agriculture, pisciculture, animal husbandry, poultry, cottage industries, etc.) BRAC supports these activities by providing training, extension, credit and logistical assistance. It has demonstrated that, given proper support, the landless can plan, manage, and implement their own development activities.

A. Background of NFPE from inception in Oct. 1984 to March 1986.

Effective development is dependent on human development and human development in its turn, is dependent on education. In Bangladesh today, more than half of the primary age-group children are left unattended by the formal education system and it is highly unlikely that this situation will change for many years to come. The out of school population is spread all over the country, and it is difficult to reach them through the formal system alone, as most of them are involved in some kind of income generating or income saving activities. Moreover, the system is very formal, rigid and inflexible. Its content is alien to the needs of the community and financially beyond the capability of the country.

Taking this situation into account, BRAC took the initiative of developing a Non-formal Primary Education (NFPE), Project for the rural children who have never been enrolled in formal Primary Schools or are drop-outs.

B. Identified aims and objectives.

BRAC initiated the project with the aim of developing a model of NFPE for the rural out of school children of Bangladesh, which could be duplicated throughout the country. The main objectives of this project are to:

- a. Develop an innovative curriculum of three years 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.

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- c. Formulate teaching techniques aimed to create ~~para-professional~~ cadre of teachers in the community.
- d. Experiment with different modalities of community participation with a view to developing a community organisation model in support of NFPE programme for future adoption on a national scale.
- e. Devise appropriate curriculum and methodology for pre-school children and assess the performance of these children in formal primary schools and in the NFPE centres who have completed pre-schooling earlier.

Summary from Oct. 1984 to March 1986.

The activities of NFPE programme started from October 1984. The first six months were spent in curricular planning, materials development and initiating field level activities for starting the schools. NFPE selected two BRAC and one non-BRAC areas as laboratory areas for the project.

Planning and development of curriculum was the core activity of this phase of the project. Special emphasis was given to development of language, numeracy and social studies materials. The identified objective here was to produce in the students the required growth in skill, abstract concepts and social development expected from primary schooling.

NFPE selected 22 teachers to run the 22 schools. The teachers were recruited from the community. Their academic qualifications ranged from 10 to 12 years of schooling and preference was given to female candidates.

As NFPE realizes that teachers are the action brigade of the project they need proper motivation, orientation and training before launching the programme.

The first training session for teachers was held in two phases. In the first phase a six day training workshop was held. This session was attended by 24 participants. In this workshop the teachers received information on primary education, non-formal education, pedagogy, use of teaching aids and child psychology. The aim here was to develop basic educational concepts.

The second workshop was held in April 1985 where emphasis was laid on the participants improvement of classroom teaching skills, as well as organising co-curricular activities.

In the later part of the year two refresher courses were held with emphasis on the participants own experiences and classroom management problem solving.

At the time of student registration NFPE decided not to enroll more than 30 children per class, (in each-school) to keep the learning situation within the control of the teacher. All children came from the disadvantaged sections of the community.

Twenty two schools with tin sheds or thatched roofs were rented, each school to accommodate 30 to 35 children.

NFPE supplied each school with books, blackboard, slates, pencils etc. and a small steel cabinet for the teacher to store supplies. These were considered minimum supplies to run the school effectively.

Initially all the schools have been working under the supervision of the central level project personnel and their respective program organisers (P.O.) placed in the field, assigned to each area. The P.O.s supervise each school directly, at least once a week, more frequently depending on time availability.

(see Appendix for NFPE Report October '84 to March '86)

D. Justification of expansion of NFPE in January 1985.

In the original NFPE proposal the plan was to open a total of 45 schools. In 1986 however NFPE decided to increase the number of schools to a total of 80. The reasons for undertaking this expansion were:

- a. The success of the first year was higher than expected.
- b. The parents' strong pressure to open new schools.
- c. The new schools were viable within the NFPE budget
- d. The expansion gave NFPE an opportunity to evaluate the curriculum when applied as a large scale model.

This expansion then meant the opening of fifty eight new schools including 5 pre-primaries. Previous to the opening of these new schools the following activities had to be completed:

- a. Recruitment of 5 new P.O.s
- b. Selection of new sites.
- c. Tenting and renovation of 58 new school houses.
- d. Recruitment of new teachers for 1986.
- e. Training of teachers.

f. Providing legislative support for 89 schools.

- g. Enrollment of students for 1986
- h. Opening of new schools.
- i. Renovation of school houses rented in 1985

3. The pre-Schools

In Bangladesh lack of school readiness is one of the factors identified as cause for drop-outs at the primary level. With this fact in mind BRAC decided to develop a preschool curriculum based on the concepts of school readiness and open two experimental preschools.

The immediate objective of this experimental effort was two fold;

- a. To assess the performance of children who have completed the pre-school programme once they enter formal public schools.
- b. For those who do not go to formal schools, enroll them in the NFPE programme and compare their performance in readings and achievement to those in original NFPE enrollment.

II. NFPE Schools report from March '86 to Nov. '86

This report covers a period of nine months (March '86 to Nov. '86) of BRAC's Non-Formal Primary Education (NFPE). It is intended to complete the previous report which is included in the appendix.

This batch of 1985 (class I) has been promoted to class II in April 1986. The pupils performances were evaluated through an ongoing process throughout the year. There was no retention of students since NFPE believes in the emotional and social value of individualized attention.

A very small number of children, 2 or 3 in a class, have been identified by the teachers as below required achievement level, but it has been decided that they will be promoted and given special attention. The newly enrolled pupils of 1986 (class I) have completed the preparatory course (of eight weeks duration) in May 1986, which is a part of the first years course.

BRAC has completed development and production of materials for class I & II. The materials for class III are in the process of preparation.

It should be mentioned that the curriculum and the instructional materials so far developed for the programme have succeeded in

creating enthusiasm in the community, particularly among the children and their parents.

It has become very obvious that for the student population to really develop reading ability comprehension and enjoyment it is essential to supply regular supplementary reading materials. This strengthens reading skills and encourages reading habit. Teaching staff in full agreement with the existence of this need.

Towards that purpose in August 1986, BRAC has opened 20 reading centres attached to the NFPE schools. Pupils of class II have already acquired the basic reading skills to read simple books. Each reading centres is stocked with 30 simple story and rhyme books.

In preparation for and expansion of the number of reading centres to 80 to service its new schools, NFPE has purchased and stocked the necessary books that are to be supplied to these new reading centres as the popular books go out of print and it takes time for subsequent editions to come into the market.

Presently children who attended 1985 preschool session have been promoted to first year NFPE schools and their progress is being carefully monitored.

The five new-pre-schools mentioned above are functioning guided by a new 6 months short term intensified curriculum which is intended to give better utilization of time.

In final analysis the objective is to try to identify the optimum length of pre school programme for different age and social groups in Bangladesh.

III. Observations about the NFPE programme from March to Nov. 1986

Presently the 80 schools that form the NFPE primary programme are running smoothly.

Though we understand that it is too early to evaluate the total programme at this stage, however in the past two years some findings have come to light which we would like to discuss here.

In research conducted on the operation of formal primary schools in Bangladesh conclusions point to several causes for problems in the educational system: parents do not give importance or priority to the education of their children, children consequently are not interested in learning, teachers are disinterested and irregular in their attendance, schools are too formal, uninteresting and stress memorization.

NFPE classes have been functioning for the last 18 months and for that period some feedback can already be reported that is not in consonance with the existing research findings.

- (a) The interest of disadvantaged parents in the education of their children is prominently visible. As we have mentioned before, NFPE has expanded its programme due to the strong urging of the parents.

Participation of the community in the shape of parent's meetings, has enabled NFPE to run the programme effectively. Initially NFPE formed village level committee (VLC) in each village. In some areas this committee is working actively to support the programme in other villages it remained inactive. In many villages, members of VLC turned out to be silent partners without any contribution. However it is interesting to note that in the areas where VLC have become inactive, the parents have taken up the assigned responsibilities such as to check regular attendance of pupils, fixing class timings, motivating parents etc.

The P.O.s now hold monthly meeting with the parents and submit regular reports to the Field Supervisor. Usually 60-70% of the parents (especially the mothers) regularly attend these meeting. Parents are appraised through these meeting of their children's performances. If any problem arises the P.O.s try to solve it through discussion. This is one of the essential features which we feel has made the programme successful.

The high attendance of the guardians in the parents meetings also clearly indicates their keen interest in the education of their wards.

- (b) BRAC, through NFPE, has not only managed to bring the rural disadvantaged children to schools, but also kept their performance level high by limiting the number of children in each class (30 per class). NFPE staff members feel that if the teachers fail to pay individual attention, the quality of education is bound to go down.

It is also noted that the parents of the pupils are not only mostly illiterate, but carry a heavy work load, so they cannot help their children with their home work. Besides pointing out that this is another valid reason for limiting the number of children per class, it is worth mentioning that cautious steps are being taken as to the nature of home assignments, these are chosen carefully so that the pupils can handle them independently.

- (c) The average performance of the children is more than satisfactory the children show keen interest in their studies.

In the formal sector of education 60 percent of the children enrolled in class I dropout before completing one years course.

BRAC's NFPE classes started in March 1985. Out of 680 children enrolled in 22 schools only 3 dropped out in the first year. Thus the percentage of dropout stands at 0.48. There is no dropout in the 53 schools opened in 1986 during its first eight months from (1st April 1986 to 30th Nov. 1986).

The average rate of attendance of pupils is more than 90% in all schools. This number in the formal primary schools ranges from 60-70 percent.

Attendance in NFPE schools
Preliminary Records upto November 1986

Name of Area/Camp	Average enrollment		Average attendance upto 30th Nov. 1986			
	1985's School	1986's schools	1985's	Schools	1986's	Schools
			No.	%	No.	%
Mirzapur	30.85	30.00	29.07	94.23	29.42	98.06
Dhamrai	30.66	30.00	27.26	88.91	28.92	96.40
Manikgonj	31.42	30.00	27.42	89.26	27.83	92.76
Balirtek	-	30.00	-	-	28.41	94.70
Garpara	-	30.00	-	-	27.78	92.60
Krishna	-	30.00	-	-	27.69	92.30
Betila	-	30.00	-	-	27.06	90.20
Total	30.97	30.00	27.91	90.13	28.15	93.83

calculating the averages both the primary and pre-primary schools have been considered.

Drop-outs in NFPE
Preliminary Records to November, 1986

Name of Area	Enrollment			Drop-outs		
	1985's Schools	1986's Schools	Total	85's Schools	86's Schools	Total
Mirzapur	216	300	416	4	-	4
Dhamrai	189	120	304	7	-	7
Manikgonj	280	300	580	5	-	5
Balirtek	-	300	300	-	-	-
Garpara	-	210	210	-	-	-
Krishnapur	-	210	210	-	-	-
Betila	-	300	300	-	-	-
Total	680	1440	2120	16(2.35%)		16(0.68%)

Total enrollment includes all the students enrolled in primary as well as pre-primary schools.

- (d) In BRAC's schools equal emphasis is laid on co-curricular and recreational activities. The children participate in a variety of such activities with enthusiasm as it makes the school programme more interesting.
- (e) Teachers of the NFPE programme are very regular and punctual. They prepare their lessons to make it more effective and interesting for the children. Thus attendance is regular and teacher/students interaction takes place to a higher degree.

1. Ministry of Education, Education in Bangladesh, Dhaka, 1983, Pg.2.

(B) Profile of NFPE pupils and teachers

- * Razia Akhater is 9 years old. She is the daughter of Md. Rahizuddin resident of the village of Dukuli under Manikgonj district. There are 5 members in Razia's family: father, mother, herself and two sisters, she is the youngest. Both her sisters are married.

The father is often sick and the only jobs he is able to do are simple activities like selling milk or cutting grass in other people's fields. During harvesting season her mother usually works in other's home and earns a small amount. Both the parents are BRAC group members.

- Razia attended a government primary school before joining NFPE. She shifted school for two reasons; a practical reason: the NFPE school is nearer her home, and a financial reason; books, slates, pencils etc. are supplied free at the NFPE school, her parents do not have to spend that money.

Her mother encourages her to do home assignments. She studies both in the early morning and the evening.

Razia regularly helps her mother in household chores like cleaning pots and pans, cooking, cleaning home etc.

Razia says:

- This is a good school, I enjoy my studies here, some time back I used to be absent from school for a day or two. But now I have become very regular. I don't want to continue my studies after I finish the courses here.

Safali Rani Ghosh is eight years old and a student of Novagram NFPE centre. Her family name, Ghosh indicates that her parents belong to the Hindu community and that they trade in dairy products. She is a lovely young girl who smiles easily and seems to have many friends in school. When we talked to her she demonstrated great interest in the NFPE curriculum and activities.

Previously she had been admitted to a formal primary school but she left that school and we could not ascertain why. Presently, however, being asked about her future ambition she expresses the intention to continue into higher studies.

Shefali Rani is the youngest daughter of Chanmonan Ghosh. She is the fourth in a family of two daughters and four sons. Shefali's father and eldest brother process and sell sweet meats. As they have no shop of their own they sell their products door to door. The second son is an apprentice in a jewelry shop and the elder daughter is already married.

The family has no landed property which spells the poverty in Bangladesh. With the meagre income Shefali's father and brother make, the family, somehow, manages to survive. This crucial state of affairs makes Shefali's school attendance rather irregular since like traditional girls of a Bangladesh family, she is expected to perform a lot of jobs - Cooking, Washing Dishes, looking after her younger brother and general maintenance of the homestead. Consequently, though she does want to continue her education, she may have problems in the future.

Jinnat Ali is an eight year old boy attending class one of Gourki school at Manikgonj. His family consists of father, mother, two sisters and himself. His elder sister is presently enrolled in the BRAC school as well. The other sister is still too young to go to school. The father, Md. Liaquat Ali is involved in a small business of selling edible oil. He also owns one pakhi (33 decimal) of land which provides him with crops sufficient for 2 months. The entire family is dependent on Md. Liaquat's limited and meagre income. Both the parents are members of the village organisation of BRAC. Jinnat Ali has transferred to BRAC's school from a formal primary school, located along a dangerous highway. The main purpose of his transfer was to protect him from possible accidents.

When we talked to Jinnat Ali he was quite poorly dressed in a torn garment; but he looked very clear and alert. He has dark brown hair and his large soulful eyes shine when he tells us how interested he is in his new school, particularly he enjoys the fact that now he is allowed even encouraged to draw and sketch and he can partake of sports and games.

His father shows keen interest in his son's training and expresses the hope that he will be able to go on to higher education. The father often comes and checks on the progress of Jinnat's schooling.

Though Jinnat's school is open six days a week and he is expected to be a good student, after school hours he must gather dry wood

to be used as fuel cut grass for the cattle and help his father in his trade.

Abdul Awal, 11, son of village Navagram, not far away from Manikgonj town, is a pupil of 2nd of NFPE school. He is the youngest son of a large family comprising father, mother, five brothers and two sisters. His father is a porter, the eldest brother is a rickshaw puller, the second brother is a day labourer and the 3rd one works in a nearby village as a shepherd on yearly contract. One of his sisters is married and the other one lives with her maternal grand mother.

Awal's family has a land holdings of 1.20 decimals which provides them with 3 months subsistence. Before enrollment at the NFPE centre he had been admitted to a formal primary school but following an unpleasant incident he dropped out.

With the opening of NFPE centre in Novagram his mother arranged for his admission. Besides attending NFPE classes he performs some household work like drying paddy, gathering grass to feed the cattle, carrying food to his father at Manikgonj town etc. after completion of NFPE course he desires to continue his studies.

This may just be possible since in a large family the older brothers try to help the younger sibling. Bangladesh has a very closely knit family group which supports all its member.

Majida Khatun, 23 years old has a secondary school education. She works as a teacher in Noyakandi NFPE centre under Manikgonj upazila. Majida had to leave her husband's house with her two sons following separation from him. As is the custom, she went back to her father's household, when her father A. Kader died her brother accepted her within his family, though her joining increased the family member from 07 to 10. She is the only sister among 6 brothers and perhaps out of affection she was not denied shelter.

They have no arable land. Her eldest brother is a carpenter. The second brother is a worker in decoration shop. Soon after her arrival in her father's house she began coaching students but her payments were very irregular. She started looking for a regular job and approached BRAC Manikgonj project, where a job was arranged for her with the Ayesha Abed Foundation as book keeper for a short period. At that time she was invited to attend a training at Savar to become an NFPE teacher. After successful completion of training she joined Noyakandi NFPE centre. She admits that training has enriched her knowledge to a great extent. She feels better at the NFPE centre than at home because she can see how education has changed her little learners dramatically. She maintains warm relations with all the guardians. She is proud to say that her students become.

concerned at her absence though that seldom happens. She also loves her students very much.

Regarding her personal life she is not interested at all to get married for a second time. Rather, she is eager to give her sons at least primary education. Beside the job of NFPE school she earns money by coaching children and her monthly income is Tk. 750. So she attends to her family expenditure to the best of her ability.

We quote here some of her interviewer's questions and her answers:

- What do you think about the future of these learners ?
- They are all poor, they will not be able to continue their studies beyond NFPE course. But I feel that these three years schooling will be of great help in their family life. Those who are better off will do better in life if they go for higher studies after completion of NFPE course.
- What do you think of the school ?
- The school house should be improved. If this course is extended beyond three years the pupils will do better in life.
- What do you think about your relations with the guardians ?

Outside organized meetings I meet them often. They are eager to know about their children. I have warm relations with them.

What are your relations with your pupils.

- We are very close and loving, more than with my relations. If I remain absent, accidentally, they come in a body to see me and bring fruits and vegetables.

Majida is a clear case of a woman who has suffered from the cultural mores of Bangladesh society and who has been greatly helped by the opportunity to work and by the status that the job with NFPE has give her in the community. The fate of a women single parent in Bangladesh is a dire one she has now a hope for her future with her sons.

She has really found her metier, she is a born teacher ; dynamic caring and warm with the children who respond to her with no reservations.

We shall introduce you now to another of our teachers in the NFPE programme. She is one of many but her life style and personality could be considered equivalent to quite a few of our staff members.

Mrs. Sufia Khatun is married to Mr. Sukuruddin and they live in Narainga, a village under the District of Manikgonj. She was married in 1976. Now she is 25 years old and the mother of two healthy, handsome little boys. She completed secondary education. By Bangladeshi standards she is comparatively well off; her husband owns 80 decimal arable land, he has a university degree and receives a salary of Tk. 1,600 a month for his job as teacher in a formal primary school. Sufia now earns Tk.600 per month. Before joining NFPE she used to spend her entire time doing household work.

She tells us that she heard of NFPE from BRAC workers before the programme was started and applied for a position. She is one of the original 22 teachers selected. During training Sufia was quiet and timid. The trainers were not very sure how well she would perform later on.

She has been with the programme now for 18 months. She says that the programme is very good for the children but we who have watched her work and develop also notice that the programme has been a great growing experience for her. She is now a confident school teacher, a very good and organised classroom manager and neat, warm, smiling influence on the students. She herself stated that she feels that her school experience will help her to improve her own performance as a mother.

The following are direct quotes from her conversation with our interviewer:

" I have been working for the NFPE schools for the last 18 months I have come to love my students, I could not think of being parted from them. They come from my own district and I am proud to see how they learn and how they grow. I have great hopes for their future."

I have been surprised at the regularity of my student's attendance. They have to do some type of work at home. They have to take their father's cattle to the field for grazing, gather fuel for cooking, etc. In the harvesting season they have to help in the fields. That is the reason why during harvest two or three pupils may fail to attend regularly.

Almost all my students have progressed without any difficulty. Out of 30 only 2 are lagging behind. I am very aware of this and give them special care and attention.

Parents and guardians appreciate highly the existence of NFPE centres. Because the performance of this school is much better than formal primary schools. That is why they are pressing for more NFPE centres.

Their interest is also very clear in their attendance to the monthly meetings, 75% of guardians (mostly mothers, since fathers have regular work demands) regularly come to these meetings where they receive feedback on the performance of their children and wards.

"I have always been welcome as a teacher and have received no opposition whatsoever from the community".

IV. Conclusions

The general aims and objectives initially identified for NFPE have been amply attained in curriculum development, children's education, teacher training, school management and community involvement.

In curriculum planning NFPE maintains a constant and vital process of revision which tests the effectiveness of content and methods. In materials development NFPE has continued to produce the textbooks and teachers' manuals for class three promotion in 1987.

The records of school attendance and retention continue to break national statistics.

The NFPE expansion will require a sizable increase in the number of trainers, P.O.s and teachers.

The programme has become a vital part of village life and its impact has demonstrated that, contrary to prevalent assertions, parents and guardians continue to be keenly interested in the education of their young.

Proposed expansion is thus clearly justified.

V. Revised proposal

A. Extension of Non-Formal primary Education Programme. (1987-88)

As we have said above in 1984 BRAC initiated the Non-Formal Primary Education (NFPE) with the aim of developing a primary education model for rural out of school children, which can be replicated throughout Bangladesh.

The main objectives of this programme were to (a) develop an Innovative Curriculum, (b) test & Evaluate Materials to meet identified needs of rural child, (c) formulate appropriate teachers techniques for the community teachers, (d) experiment with different modalities of community participation.

In 1985 NFPE opened 20 primary and 3 pre-primary centres. NFPE made big strides in this programme. The learning achievements of all groups of children was found to be highly satisfactory.

In 1986 NFPE increased the number of schools to 80 since substantial saving was effected in such expenditure heads as construction, uniform etc. and no additional funding was required for the increased numbers.

NFPE is now planning to open 100 more new schools in the Manikgonj Upazila. In total Manikgonj will then run 153 Non-formal primary schools by 1987 of which 50 will be funded from other sources.

BRAC feels that the expanded programme will provide opportunities for NFPE to evaluate effectiveness of its curriculum when considered as large scale model and also to see the impact of Non-formal primary education at Upazila level.

The specific objectives of this extended programme are to see:

- a. If NFPE will be able to cover significant number of primary age group children who remain out of school for various reasons.
- b. If it is possible to retain the primary age group children for 3 years in school and provide primary education which will be functional in nature.
- c. If it will be possible to increase girls enrolment significantly.
- d. Whether NFPE is cost effective compared to national per unit cost.
- e. Whether one teacher school will be effective in the long run.

B. Preschool programme (1977-78).

It has been decided that a new curriculum based on our preschool experience will be developed and tested in 1987 and 1988. Due to inadequate preparation at home, most children coming from deprived households drop out in the first or 2nd year in the primary school. Bangladesh currently has a primary school drop out rate of more than 70%. By focusing a preschool programme towards children of deprived household it is assumed that primary school drop out rate could be reduced substantially. During 1987 and 1988 twenty preschool centre will be run and all children going through preschool educational process will be followed throughout their primary school career to monitor their performance.

Statistical information sheets containing the number of schools opened, teachers selected (male female ratio, academic qualifications) number of students enrolled (boy and girl ratio) their average attendance, drop-out rate during the period of 1985-86 are attached.

Teachers in Primary Schools

Name of Camp	Schools Opened in 1985	Male teachers No.	Male teachers %	Female teachers No.	Female teachers %	Total Teachers	Academic S.S.C & Above	Qualification Below S.S.C.	Remarks
Manikganj	1	1	16.66	5	83.34	6	3	3	In manikganj 1 male teacher and in Dhamrai 1 Female teacher are conducting 2 schools.
Dhamrai	6	2	40.00	3	60.00	5	3	2	
Mirzapur	7	5	71.42	2	28.58	7	6	1	
Total	20	8	44.44	10	55.56	18	12	6	

Teachers in Pre-primary Schools

Manikganj	2	-	-	1	100.00	1	-	1	In Manikganj 1 teacher conducted two pre-primary Schools.
Mirzapur	1	-	-	1	100.00	1	1	-	
Total	3	-	-	2	100.00	2	1	1	

Average Attendance in Primary Schools

Appendix-1
Table - 4

Name of Area	No. of Schools	Total Enrollment	Average Enrollment	Average Attendance
Manikganj	7	220	31.42	27.77 (88.38%)
Dhamrai	6	184	30.66	27.61 (90.05%)
Mirzapur	7	216	30.85	28.20 (91.41%)
Total	20	620	31.00	27.86 (89.94%)

Average Attendance in Pre-primary Schools

Name of Area	No. of Schools	Total Enrollment	Average Enrollment	Average Attendance
Manikganj	2	60	30	25.66
Badda	1	30	30	24.50
Total	3	90	30	24.83

Students in Primary Schools

Name of Camp	No. of Schools	No. of Boys No.	Boys %	No. of girls No.	Girls %	Total
Manikganj	7	89	44.29	131	59.71	220
Dhamrai	6	87	47.29	97	52.71	184
Mirzapur	7	117	54.17	99	45.83	216
Total	20	293	47.26	327	52.74	620

Students in Pre-primary Schools

Manikganj	2	30	50	30	50	60
Badda	1	15	50	15	50	30
Total	3	45	50	45	50	90

Drop-out Primary Schools

Students Enrolled	Dprop-out	Percentage of drop-outs
620	3	0.48%