

NON FORMAL PRIMARY EDUCATION

A black and white photograph of two young women smiling and holding educational materials. The woman on the left is wearing a floral patterned dress and holding a large, dark, textured folder or book. The woman on the right is wearing a light-colored shirt and holding a stack of papers or a book. The background is dark with some light spots.

**REPORT
1993**

Non Formal Primary Education

Report 1993



BRAC

66 Mohakhali C/A, Dhaka 1212

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ACRONYMS

AKF	Aga Khan Foundation
AM	Area Manager
AV	Audio-Visual
BRAC	Bangladesh Rural Advancement Committee
ESARO	Eastern and Southern Africa Regional Office
ESP	Education Support Programme
FIVDB	Friends in Village Development, Bangladesh
FO	Field Officer
GEP	General Education Project
KK	Kishore-Kishoree (Non Formal Primary Schools for 11 to 14 year olds i.e. the PEOC model schools)
MDP	Management Development Programme of BRAC
NFPE	BRAC's Non Formal Primary Education Programme and also BRAC's Non Formal Primary Schools for 8 to 10 year old children
NGO	Non Government Organization
PA	Programme Assistant
PEOC	Primary Education for Older Children (Non Formal Primary Schools for 11 to 14 year olds).
PCRDP	Post Cyclone Rehabilitation and Development Project
PO	Programme Organiser
RDP	BRAC's Rural Development Programme
RED	Research and Evaluation Division
RM	Regional Manager
TARC	Training and Resource Centre
WHDP	Women's Health and Development Programme
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Science and Cultural Organization

INTRODUCTION

"But what about our children ? Must they grow up illiterate and wait until they are old enough to come to your programme ?" a voice spoke aloud from amidst the adults in one of the sessions of BRAC's functional education programme. It was this voice, this concern that inspired BRAC to start non formal primary education for the younger rural children. And in the following year, in 1985, the programme was formally launched with 22 experimental schools. The success of these experimental schools have encouraged the programme to open more schools over time and gradually the programme has developed itself to accomodate more and more children. In less than a decade's time, today the programme stands with 20014 schools in Bangladesh enrolling over 600,000 children who have either never enrolled in any school or are dropouts.

OBJECTIVES

Acting upon the needs of the rural poor and with a view to eradicate illiteracy and achieve Education For All by the end of the century, BRAC initiated the Non Formal Primary Education Programme. The objective of the programme is to develop a replicable primary education model which will provide, in a three year period, basic literacy, numeracy and social awareness to the poorest rural children who had not yet been touched by the formal school system or had dropped out. Women are the main focus of this programme. In view of the low female literacy status, special emphasis has been given on employing women as teachers and enrolling girls as students. Till date, the programme goal of enrolling 70% girls has already been achieved. More than 90% of the total number of teachers are female.

The overall objective of the programme is to assist the government in its efforts to disseminate primary education through out the country. The programme aims at:

- Reducing mass illiteracy and contributing to the attainment of basic education by a significant proportion of the country's children.....especially those from the poorest families;

- Providing a basic education package for left outs and dropouts;
- Contributing towards the strengthening of the government's universal primary education programme;
- Ensuring increased participation of girls in education;
- Enhancing the multi-sectoral potential of education in other areas such as population planning, public hygiene and health.

THE PROGRAMME

THE BRAC SCHOOL

School Models

BRAC has developed two primary school models targeted towards two different age groups. The first, started in 1985, is a three-year programme for children aged 8-10 years who have never enrolled in any school, or have dropped out during class one. This model is called Non-Formal Primary Education (NFPE) and covers a curriculum equivalent to class one through class three in the formal schools. The second model, Primary Education for Older Children (PEOC), initiated in 1988, is another three (originally a two) year programme for children aged 11-14 years who have never attended school. With the introduction of the third year in 1992, the PEOC model schools are now comprised of five phases which cover the curriculum of class one through five. Since this model is geared towards providing schooling to adolescents, the programme expects the graduates of this model to continue in secondary schools of the formal system. In both models, education as well as books and other materials are free. BRAC schools enable these children to continue their education and prepare them for entrance into formal schools.

Setting up the school

The criteria for selecting villages where schools are to be located include parents' demand, availability of teachers and students and proximity to a cluster of villages. Once the annual goals

are set for opening a particular number of schools, a primary survey is conducted to select the areas where these schools can be opened. Normally, areas are selected within the "thana" where there is some ongoing BRAC activity. However, since 1991 BRAC schools are also being opened in non-BRAC areas i.e areas having no BRAC activities of any kind. Alongside the survey, actions are also initiated towards mobilizing the community (the educationists, the elites, the poor, the political and religious leaders etc) and orienting them about the NFPE program. The next stage consists of assessing the demand for NFPE schools. If a demand exists, then an office is set up and student and teacher selection is undertaken and a list of students and teachers is drawn up. The number of schools to be opened depends on the number of students available (33 per school) in the village. Once the list is made, it is cross-checked with the government primary schools of the locality in order to ensure that it consists only of drop-outs or those not attending formal schools. This ensures that BRAC schools complement the government education programme and not compete with it. The schools are opened with the help of the village community who arrange with the local landowners, the school site and the school-room.

School Features

Reasonable class size : Because of the small class size of 33 students to one teacher, the teacher-student relationship tends to be very close. The fact that students are taught by the same teacher throughout the full length of the course also contributes to creating a close bond between the teacher and the pupil. Till 1992, the student teacher ratio was 30:1. This ratio has been increased due to local demands.

Easy accessibility : Children as well as the teacher develop a sense of security as the schools are located near their home. This enables the children to receive individual attention from the teacher even after class hours, if necessary.

Participatory and life related curriculum : The design of the programme encourages a learner-centered and a participatory approach within a constructive learning environment. The BRAC NFPE curriculum is designed to be relevant to rural life and to suit special needs of rural children.

Flexible school timing : In both school models, NFPE and PEOC, class hours are flexible. Classes are held for two and a half hours to three hours each day, six days a week, 270 days

a year. A convenient timing for each school is decided jointly by the teacher and the parents to suit seasonal work and other familial needs. This allows the child to stay at home and help their families when needed and attend the school also.

Active parent and community involvement : An essential feature of BRAC schools is the involvement of the community through regular parent teacher meetings and through the school management committee.

Focus on girls : The programme policy places special emphasis on the enrollment of girls : as a result 70% of the students are girls.

Allowing for 'fun-time' : BRAC schools are student-friendly. A good amount of time is spent each day on games and fun activities like singing, dancing, story telling and role playing.

No formal examination and no long-vacation : The progress of the students is measured through carefully recorded, continuous assessment by the teacher and by weekly and monthly tests. There are no formal annual examinations. The programme also believes that long vacations disrupt the learning process and therefore the maximum vacation period is fixed only for ten days annually.

Very little or no homework : Usually no homework is assigned to the students. If assigned, it is very little, only that which can be independently done by the students themselves and which require no assistance from parents who are mostly illiterate. It also saves the parents from the pressure of appointing a tutor.

One Room Schoolhouse : Most BRAC schools are bamboo or mud walled one room typical village structure with thatch or tin roofs, with a minimum floor space of 320 square feet. The schoolhouse is usually hired by BRAC at a nominal rent. In most cases a local resident volunteers to construct the schoolhouse, often with the advance rent paid by BRAC. This advance is adjusted, overtime, with the rent. The schools generally do not have latrines and tubewells but are located near these facilities wherever possible.

BRAC School at a Glance

Type of School	NFPE School for 8-10 year olds and PEOC schools for 11-14 year olds.
Students	33 children per class/school, at least 70 percent girls, from poor disadvantaged families.
Teachers	One teacher per school, part time village recruits with minimum nine years of schooling, more than 90 percent female, live within walking distance of the school.
Parents	Mostly illiterate people willing to send their children to school, attends monthly parents meeting and determines school timing, 3 parents member of the school committee.
School Schedule	3 year instructional cycle, 3 hours per day, (timing decided by parents) 6 days a week, 270 days a year.
School house	a structure of minimum 320 square feet, rented for 3 hours a day, school materials: mats for children, stool for teacher, a blackboard and a trunk.
curriculum	Content equivalent to classes I-III (NFPE model) in the formal schools and classes I-V (PEOC model); daily co-curricular activities, child centered instruction, little or no homework.

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The Teachers

THE STORY OF MAJEDA: THE SINGLE PARENT TEACHER

Majeda Khatun is a 23 year old teacher in Noyakandi NFPE centre under Manikgonj thana. She 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 died her brothers accepted her within the family, though her rejoining the family increased its size from 7 to 10. She is the only sister of her 6 brothers and perhaps out of affection she was not denied shelter.

- *They have no arable land. Her eldest brother is a carpenter. Soon after she returned to her family, she started looking for a regular job and approached BRAC's Manikgonj project. She was selected to be a school teacher and sent to Savar for training. After successful completion of training, she joined Noyakandi NFPE school. She believes that the training has enriched her knowledge to a great extent. At school she feels fulfilled because she can see how education is changing her little learners dramatically. She maintains good relations with all the guardians and is proud to say that her students become concerned at her absence, though that seldom happens.*

She has really found her metier, she is natural at her work, caring and warm with the children who respond to her with no reservations.

Majida is a clear case of a woman who has suffered from the cultural mores of society. She is happy that she has been provided with a job and a status in the community. The fate of a female single parent in Bangladesh is a dire one, but now she has a hope, a future with her sons.

BRAC school teachers are local recruits from the village with a minimum of nine years of schooling. Preference is given to women, who must be married. At present more than 90% of the teachers are female. Upon selection, teachers are given a 12-day initial basic training at one of BRAC's residential Training and Resource Centres (TARC). Thereafter the teachers are required to attend continuing refreshers training held once every month in the field offices. The

teachers receive an average monthly remuneration of TK.500 for their work. In all BRAC schools, the same single teacher teaches all the 33 students through the entire school cycle.

The Students

The children of BRAC schools are the children of the poor and the landless. They are the "unreachable" who have been denied education because of gender and poverty. At least 70% of the children enrolled in both the school models are girls. Again, the emphasis is placed on creating an environment which would gradually lead to equal educational opportunities for both boys and girls.

The Parent and the Community

Parent and community participation is carefully inlaid in the programme design and forms an important feature of all BRAC schools. Before a school is opened in a village, parents of targeted students must express their desire to send their children to the school. They help find or build a schoolroom that can be rented at a minimal cost, find a suitable teacher, and decide on which hours of the day the school should be held.

Each school has a school management committee made up of three parents, a community leader and the teacher who are together responsible for the smooth running of the school. The school committee and parents help maintain and protect the school, set school time and vacation and ensure their children's regular attendance. Parent meetings are held regularly in each school once a month and on an average, 80% of the parents attend, mostly mothers. The meetings are usually held during the day. At the meetings, the parents and the teacher discuss the children's progress and other school problems. The supervising PO facilitates the proceedings of the meeting.

Curriculum and Teaching Methods

The NFPE schools follow a simple curriculum for primary education which focuses on basic skills. It is designed to help rural children achieve basic literacy, numeracy and social awareness. The curriculum of both the school models encompasses four subject areas: Bangla, English, Arithmetic and Social Studies. In addition to these four subjects, the curriculum of the

PEOC model also includes health education during the fourth and fifth phases of the school. English is introduced in the latter half of the 2nd year of school. BRAC also publishes a children's magazine which is distributed to all schools.

The curriculum is life-related and participatory and encourages students in activities such as physical exercise, singing, dancing, drawing, crafts and games, as well as story book reading, all of which are designed to sustain a higher attendance. The curriculum also integrates several child-to-child activities in its different subject areas.

The school curriculum, excepting English, has been developed by the programme itself. Since a majority of the BRAC school graduates continue education in the government primary schools, the BRAC curriculum incorporates the objectives that are addressed in formal schools and designed to cover the essential contents of formal primary education.

A DAY IN SCHOOL

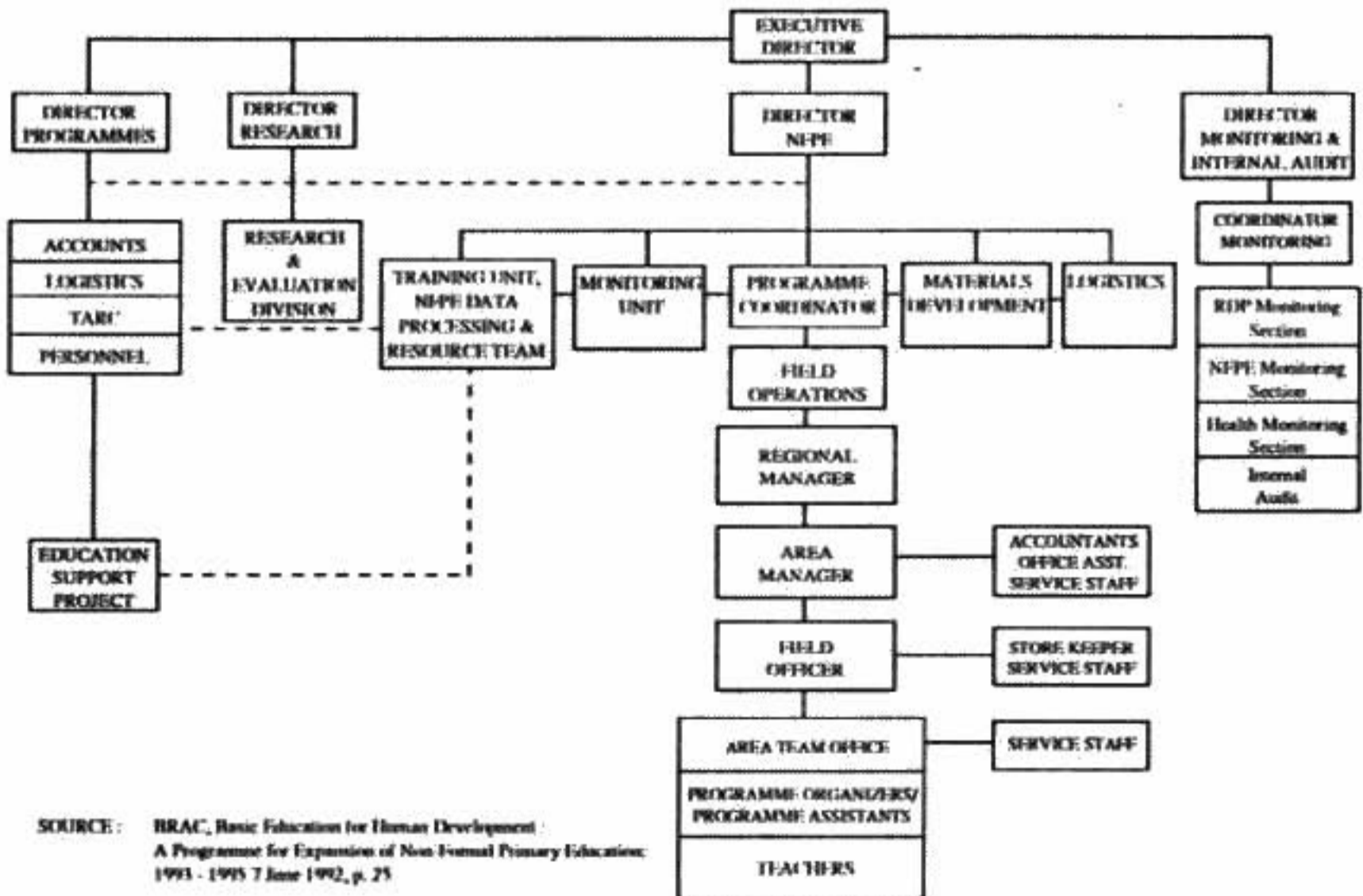
Shefali is a bit late in going to school today, as her husband is not too well. As she is just about to leave her home for the school, she finds that a number of her students are already at her gate calling out loudly, "Apa, are you not well?" They cheer up when they see her and together they walk to the school. The students start the day with their regular physical exercises. They sing the national anthem and take out their Bangla books. Shefali revises the previous days lessons with the students and start a new lesson. They study Bangla for 30 minutes and then for the next 20 minutes make sentences with the new words learnt that day. Math comes for the next 35 minutes. Today they are learning to add with sticks. Then for 30 minutes they do some drawing. This is fun and the kids are excited. The last 35 minutes is spent on social studies. Today Shefali talks to them about dirty water and clean water - and soon they will be going for a field trip and thus the 2½ hours are over. In the end they learn a song. It is about success. They pack up and run out singing the song of success. Shefali asks one or two of the children to stay back to pack up the mats and the chart, and to clean up the room. Then they leave together locking the room, which is their learning centre and will remain so for the next two years.

The teaching method is learner centered and encourages the children to actively participate in the learning process rather than be passive recipients of information. The objective of teaching is to ensure that the students have adequately comprehended the information and not memorized it for an examination. Concepts are learnt through activities which are designed to promote independent thinking and problem solving.

The focus of both the teaching and learning processes being the child, a child-centered instruction model, a package of basic skills need to be developed. The programme is therefore continually developing, modifying and revising its curriculum and teaching methods as necessary to ensure that teachers encourage active learning based on meaningful understanding. This also allows the instructional materials to be upgraded regularly and incorporate fresh ideas.

MANAGEMENT AND SUPERVISION

NFPE Organogram



SOURCE: BRAC, Basic Education for Human Development: A Programme for Expansion of Non-Formal Primary Education: 1993 - 1995 7 June 1992, p. 25

The NFPE management structure is simple. Overall responsibility lies with BRAC's Executive Director. Direct management and supervision are accomplished through a structure which includes the central office of the Director, a Programme Coordinator and staff. To facilitate its multifaceted work, the programme has formed five support units namely Training, Monitoring, Field Operations, Material Development and Logistic Units.

The Director is responsible for developing programme policies, from conceptualization and experimentation through implementation. S/he manages the programme, and liaises with the other BRAC programmes, with external donor groups as well as with evaluation and appraisal teams.

The Programme Coordinator is responsible for ensuring effective and efficient management of the programme. However, all matters related to Field Operations are directly supervised by the Programme Coordinator.

The Training and Staff Development Unit is the 'quality control' and training unit of the programme. An Education Specialist plans all teacher training, including training of trainers and staff. S/he develops the training calendar, training modalities and the training materials. S/he also advises the Director and other units of the programme on matters related to pedagogy and teacher/ staff development.

The unit of **Field Operations** come under the jurisdiction of **Regional Managers (RM)** each of whom has charge of 6,000 schools. S/he is stationed either at the Head Office or in the field. The work of the RMs are coordinated and assessed by the Programme Coordinator.

The Area Managers (AM) are stationed in the field. Every AM has several years of experience in BRAC. They are all university graduates, holding a masters degree. Their job is to plan all schools within their area, oversee and develop the Field Officers, evaluate personnel performance in their regions, and manage logistics. An Area Manager has 2000 schools under his/her jurisdiction. His/her office consists of 1 Accountant, 1 Monitor and 1 Office Assistant. Area Managers report to the RMs.

The **Field Officers (FO)** also come from the rank of BRAC field workers experienced with at least two years of experience in the school programme. S/he is responsible for 200 schools. The FO's team consists of 3 Area Team Offices with 4 to 5 Programme Organizers/Programme Assistants in each team office. His/Her office is known as the Thana office and consists of 3-4 POs and one Office Assistant-cum-Store keeper. The thana office has facilities to store school supplies and stationeries. Ten FOs report to one AM.

Programme Organizers (PO) are recruited from fresh university graduates with hardly any previous experience in BRAC or in rural development work. They are first line supervisors of teachers and of the schools. They receive training in effective school supervision and attend a 12-day basic teacher training course along with the teachers. They also attend a 10-day training-of-trainers workshop set for the teacher trainers.

A PO looks after 16 schools on an average. Three to four PO/PAs live in the jurisdiction of one Area Team Office which has about 60-70 schools within its radius. Roughly 12-15 POs report to one Field Officer.

The job of the POs is to supervise and assist teachers and to work with parent groups. They visit all the schools in their areas as often as possible, but not less than twice monthly. They attend and report on monthly parent meetings and conduct the monthly teacher training sessions. For each item on their supervision checklist, the POs have guidelines about what to look for and how to make suggestions. The management system includes a regular data reporting format on attendance, children's progress, parent participation, and problems. The information thus collected is analyzed and discussed at each management level. It is then consolidated and passed on to the central programme office in Dhaka for further analysis, and serves as a basis for new policies.

Programme Assistants (PA) are new additions to the school supervisor's tier. They supervise 12-15 schools each and report to their respective officer-in -charge. They are local recruits with a maximum of 12 years of formal education. Some are also ex-NFPE teachers.

TEACHER TRAINING

12 Day Basic Teacher Training:

Teachers selected after an interview are given 12 days' training at a BRAC residential training centre. This initial 12-day teacher training emphasizes basic concepts of learning theory and practice teaching. Teachers are trained in groups of 20 to 25 by trainers specialized in teacher training. The training is participatory and designed to impart the kind of learning that teachers will be expected to facilitate in the classroom.

The training methods used have been developed through a process of trial and error. The objective of Basic Teacher Training is to assist each participant to understand the non-formal primary education process and to prepare him/her for the role of classroom learning facilitator.

Three Day Orientation:

Teachers receive a 3 day orientation after 12 days basic training and immediately before the opening of a school. The aim of this is to refresh their memories about the teaching methods and the ways to prepare children for the schools.

Two Day Refresher:

After the preparatory phase is over, the teachers attend a two day training where they are re-acquainted with the first year school curriculum.

Four Day Refresher:

The four day refresher training at the end of the first year/phase of school, which all teachers must attend, concentrates on deepening the teacher's understanding of learning concepts and on improvements in teaching methods.

Three Day Refresher:

This refresher course is carried out at the end of second year/phase of school cycle, and is conducted by the Programme Organizers at the field offices. All teachers who have completed their second year of school, attend this refresher to acquaint themselves with the third year/phase curriculum and teaching methods.

One Day Refresher:

The monthly one day teacher training, which is conducted by NFPE field supervisors, focus on experiences in the classroom and problems encountered. Teachers of each batch have different refresher days, i.e. first year teachers have their refreshers on the same day, second year teachers meet together on another day and so on. Discussions centre around problems; the more experienced and better teachers generally steer the discussions and help the weaker ones in problem solving through discussion. Teachers also help each other informally.

Twelve Day Special Refresher:

From early 1994, a special 12-day training on maths and english is scheduled for PEOC school teachers after the third phase of the school cycle is completed. This refresher will concentrate on orienting the teachers with the fourth and fifth phase maths and english curriculum.

STAFF DEVELOPMENT TRAINING

Training of Programme Assistants:

After recruitment, the Programme Assistants (PA) receive the following training:

- A 19-day pre-service training
- A 10-day inservice training

Training of Programme Organisers:

Once recruited, every Programme Organiser receives the following training:

- A 3-day pre-service training right after recruitment;
- A 12-day teachers basic training within one and a half months of service;
- A 12-day inservice training or Operation Management Course within 4 months of service;
- A 10-day training of trainers within a year of recruitment

Training of Field Officers:

Once designated as Field Officer, every FO receives a 12-day Development Management Course (DMC) conducted by BRAC's Management Training Centre.

All FOs and senior POs also attend a 6-day Gender Awareness and Analysis course which addresses a wide range of gender related issues which are important to the programme.

THE PROGRAMME TILL 1992

BRAC schools are characterised by their low drop out and high attendance rates. While NFPE's role has been clearly defined from the beginning, certain years record marked changes due to the rapid expansion of the programme. The years 1990 -1992 are marked by maximum expansion and changes at all levels.

Table 1: No. of School Opened by Year (1985-1992)

Year	Type of School	No. of Schools Opened				
		1st quarter (Jan-March)	2nd quarter (April-Jun)	3rd quarter (July-Sept)	4th quarter (Oct-Dec)	Total (Jan-Dec)
1985	NFPE	-	20	-	-	20
	KK	-	-	-	-	-
	TOTAL	-	20	-	-	20
1986	NFPE	-	153	-	-	153
	KK	-	-	-	-	-
	TOTAL	-	153	-	-	153
1987	NFPE	-	262	140	-	402
	KK	-	-	1	-	1
	TOTAL	-	262	141	-	403
1988	NFPE	-	-	-	-	-
	KK	-	148	-	75	223
	TOTAL	-	148	-	75	223
1989	NFPE	-	470	-	439	909
	KK	-	535	-	162	697
	TOTAL	-	1005	-	601	1606
1990	NFPE	-	964	36	-	1000
	KK	-	100	1104	-	1204
	TOTAL	-	1064	1140	-	2204
1991	NFPE	734	-	-	527	1261
	KK	301	-	-	1328	1629
	TOTAL	1035	-	-	1855	2890
1992	NFPE	1052	1480	-	1663	4195
	KK	143	558	362	417	1480
	TOTAL	1195	2038	362	2080	5675

* Excludes 2 pre-primary schools.

Annexure 1-3 gives a detailed account of schools in terms of enrolment, course completion and the entrance of the BRAC graduates into govt. primary schools from 1985-92.

Table 2: Expansion of Schools (1990-92)

Year	1990	1991	1992
Number of Schools Opened	2,204	2,890	5,675
Total Schools at the end of year	3,810	6,003	11,108

Table 2 shows that, 1990 and 1991 ended with a total of 3,810 and 6,003 schools respectively. Together with the number of schools already running in 1992, 5675 additional new schools were opened in that year and adjusting the number of schools which were closed meanwhile due to completion of their 3-year cycle, the total number of schools stood at 11,108 schools by end December 1992.

Table 3: BRAC Graduates and the Percentage Entering Govt. Primary Schools (1990-92)

Year	Number of course completed schools			Total Graduates	Course completion rate of students (%)	% of Graduates entering Govt. Schools
	Total	NFPE	PEOC			
1990	625	402	223	18,445	98.34	89.0
1991	697	-	697	20,827	99.60	88.0
1992	570	470	100	16,750	97.95	95.5
Total	1892	872	1020	56,022	97.10	90.5

PROGRESS IN 1993

THE SCHOOL

By December 1993, NFPE had been working in 202 thanas in 48 districts working from 273 team offices. NFPE started the year 1993 with 11,108 schools and during the course of the year, 8,906 new schools (6,462 NFPE and 2,444 PEOC) were opened so that by December 1993, a total of 20,014 schools were in operation (Table 4). Annexure 4 gives a more detailed breakdown of the number of schools opened in 1993.

Table 4: Number of Schools Operating till December, 1993

Type of schools	Number of schools carried forward from 1992	Schools closed in 1993	Schools opened- 1993			Total schools operating till December 1993	Total students enrolled
			Reopened	New	Total		
NFPE	6895	1403	3505	6462	9967	15459	492345
PEOC*	4213	2112	10	2444	2454	4555	143985
Total	11108	3515	3515	8906	12421	20014**	636330

* These are schools for adolescent boys and girls and are also called Kishore-Kishoree schools.

** This exceeded the target set for 1993 by 14 schools. The target was to run 20,000 schools on 31 December, 1993.

Table 5: School Opening Calendar by Region -- 1993

Region	Schools operating on 31.12.92			Schools closed during Jan-Dec'93			Schools opened during Jan-Dec'93			School operating on 31.12.93		
	NFPE	KK	Total	NFPE	KK	Total	NFPE	KK	Total	NFPE	KK	Total
Rangpur	1679	1606	3285	375	942	1317	3032	495	3527	4336	1159	5495
Comilla	1173	410	1583	274	129	403	1761	860	2621	2660	1141	3801
Jessore	1164	683	1847	194	380	574	2050	487	2537	3020	790	3810
Manikgonj	1147	375	1522	271	154	425	1272	249	1521	2148	470	2618
Mymensingh	1722	1139	2861	289	507	796	1820	363	2183	3253	995	4248
Urban*	10	-	10	-	-	-	32	-	32	42	-	42
Total	6895	4213	11108	1403	2112	3515	9967	2454	12421	15459	4555	20014

* Only in Dhaka Metropolitan Area

Table 6: Schools by Administrative Units and Fund Source as on 31 December, 1993

Sl No	Division	No. of Districts	No. of Thanas	No. of Team Offices	Total School			NFPE Expansion Fund			RDP Fund			PCRDP Fund			WH DP Fund	GEP Fund	No. of union covered	No. of village covered
					NFPE	KK	Total	NFPE	KK	Total	NFPE	KK	Total	NFPE	KK	Total				
1	Dhaka	14	62	90	5442	1414	6856	1895	804	2699	3228	361	3589	-	-	-	249	319	414	4408
2	Chinagong	9	28	50	2238	1087	3325	1429	943	2372	603	86	689	102	58	160	-	104	255	2110
3	Rajshahi	11	59	73	4336	1159	5495	1481	577	2058	2498	357	2855	-	-	-	225	357	370	3487
4	Khulna	10	39	47	2923	760	3683	1408	605	2013	1395	155	1550	-	-	-	-	120	290	2223
5	Barisal	4	14	13	520	135	655	520	135	655	-	-	-	-	-	-	-	-	60	309
Total		48	202	273	15,459	4,555	20,014	6,733	3,064	9,797*	7,724	959	8,683	102	58	160	474	900	1,389	12,537

* In addition to these schools, the NFPE Expansion Fund also provides financial support to 274 NFPE schools and OXFAM-UK to 100 NFPE schools which have been opened by other NGOs through the Education Support Programme.

THE STUDENTS

Table 7 below shows the number of students enrolled in 1993 in NFPE and PEOC schools.

Table 7: Students Enrolled by Gender -- 1993

Type of school	Number of new schools	Enrolment				
		Boys	%	Girls	%	Total
NFPE	9,967	100,008	30.5	227,400	69.5	327,408
PEOC	2,454	22,185	27.4	58,770	72.6	80,955
Total	12,421	122,193	30.0	286,170	70.0	408,363

Each of the new schools enrolled 33 students with a high female enrolment. Out of the total enrolment of 408,363 children, girls made up 70.0%. In the 2454 PEOC schools, 73% of the children were girls. Among the teachers recruited for the 12421 new schools, almost 92.5% were women.

Table 8: Children Graduating from the Course and their Admission into Government Primary Schools in 1993

No. of schools completing their cycle	Initial Enrolment			Drop-out	Number of Graduates			No. of children admitted into government primary schools		
	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total
1403 (NFPE)	13700 (30.5%)	31282 (69.5%)	44982 (100%)	955 (2.1%)	13376 (30.4%)	30651 (69.6%)	44027 (100%)	12617 (30.6%)	28614 (69.4%)	41231 (100%)
2112* (PEOC)	9489 (15.0%)	53871 (85.0%)	63360 (100%)	7177 (11.3%)	8441 (15.0%)	47742 (85.0%)	56183 (100%)	-	-	-
3515 (Total)	23189 (21.4%)	58153 (78.6%)	108342 (100%)	8132 (7.5%)	21817 (21.8%)	78393 (78.2%)	100210 (100%)	12617 (30.6%)	28614 (69.4%)	41231 (100%)

* Note: These schools completed their school cycle and the graduate turn for admission into govt. schools will be in 1994.

By the end of 1993, 2112 PEOC schools and 1403 NFPE schools completed their 3 year school cycle. This takes the total of schools completing their cycle to 3515, producing 100210 graduates nearly 78% of whom are girls.

Nearly 94% of the graduates from 1403 NFPE schools moved into classes IV and V of government primary schools. Out of 2112 PEOC schools which completed their school cycle in 1993 :

- Graduates of 1104 PEOC schools completed primary level in three years and are expected to get admission in government high schools in 1994.
- 888 Kishoree & 120 Kishore-Kishoree schools completed their school cycle in September and December '93 respectively. The graduates of these schools are expected to get admission into the government primary schools in 1994.

In 3515 schools (both NFPE and PEOC) the course completion rate is almost 92.5% with 7.5% of those initially enrolled, dropping out. A study was conducted to analyse the reasons for student drop out in the 2112 PEOC schools. Out of the total 7177 drop outs, a sample of 4221 were studied. The study identified the following reasons for student dropout (Annexure- 5).

- Marriage
- Migration
- Work as day labourers (digging earth, driving vans, working in brickfields, etc.)
- Family problems (objection from parents, societal resistance, etc.)
- Admission into government schools in class IV after completing two years in BRAC schools
- Sickness
- Death
- Involvement in business (running of shops, vendoring etc.)
- Service (working in garment factories, hotels, etc.)

Table 9: Drop-out Rate of Students from Schools which Completed their Cycle in 1993

Type of school	No. of school	Enrolment			Course completed			Drop-out
		Boys	Girls	Total	Boys	Girls	Total	
NFPE 3 years' course	1403	13700	31282	44982	13376	30651	44027 (97.9%)	955 (2.1%)
KK WHDP 2 years' course	888	-	26640	26640	-	25228	25228 (94.7%)	1412 (5.3%)
KK UNICEF assisted 2 years' course	120	1397	2203	3600	1382	2057	3439 (95.5%)	161 (4.5%)
KK 3 years' course RDP Area	1104*	8092	25028	33120	7059	20457	27516 (83.1%)	5604* (16.9%)
Total	3515	23189	85153	108342	21817	78393	100210 (92.5%)	8132 (7.5%)

The 1104 PEOC (KK) schools initially started with a 2 year school cycle. The introduction of another additional year reflects a comparatively higher drop-out rate because most adolescents, after completing two years of schooling (equivalent to grade 3) got admitted in govt. primary schools or discontinued schooling for various reasons, most prominent of which appears to be marriage.

THE TEACHERS

The table below shows the total number of teachers working in BRAC schools in all programme areas of the country at the end of 1993.

Table 10: Total Number of Teachers in NFPE and PEOC Schools by gender -- December 1993

Total Teachers	Male	%	Female	%
19056	1425	7.5	17631	92.5

As can be seen in the earlier table 5, the total number of schools on December 1993 is 20014. The reason why the total number of teachers shown above is less than that figure is that approximately 4% teachers all over the country run two and in rare cases three schools at different times of the day.

ADMINISTRATIVE AND OPERATIONAL CHANGES

Field Operations

As a result of scaling up the programme, NFPE administration has become more decentralized. The number of Field Officers have been increased for a tighter vigil and better communication. Some of the Regional Managers are now field based. Moreover, five regions had been formed namely in Dhaka, Chittagong, Rangpur, Jessore and Mymensingh in order to promote further decentralization. This is expected to promote improved dissemination of training, skills development and better co-ordination. Apart from the five Regional Managers, one Regional Manager is assigned special responsibilities of scouting new areas for expansion and completing ground work for schools opening in new areas.

Resource Team

Under strains of rapid expansion, a resource team of five members was formed at the end of 1992 to develop pedagogic skill of the staff. They organize workshops for POs, have follow-up meetings and prepare modules for training POs and FOs. Once a cadre of efficient POs and FOs has been formed, they are expected to lead more schools in the future through more efficient teachers. Thus the resource team is seen as a catalyst in improving the efficiency of schools in the future, linking the FOs, POs and teachers towards their common goal of improved teaching in the classroom. Administratively, resource members report directly to the Education Specialist and respective Regional Managers.

Curriculum Changes

A major change in 1993 has been in the methodology of teaching. Many changes have been brought about in the curriculum based on feedbacks from the field. These changes have allowed the curriculum to be more interesting and participatory and has helped increase the retention

level of the students, allowing for more creative thinking and activity.

Language :

Students now practise their reading in groups of six. This helps them to learn from each other and here the teacher acts only as a facilitator. In the Bangla class, the children are also provided with story books which they read in their groups after they have finished reading the text book. This has proved to be particularly effective and their reading skills have improved immensely. They use question cards which help them to comprehend better.

Social Studies :

Cards, role plays, mimes, field trips, group discussions, material display, and rhymes are some of the additions to the curriculum in Social Studies making the subject more interesting and 'closer to home'.

Mathematics :

After several pre-tests and evaluations, the Maths text book for class one is now redesigned in the form of a work-book. The Math books of classes two and three are also being revised for essential changes. Moreover, a book for phases four and five in the PEOC schools have been written and recently introduced. The Mathematics book will be field tested for a year and further modifications will be made at later stages. In addition, the Mathematics and English books for phases IV and V will call for extra training sessions for trainers, school supervisors and teachers alike.

Health Studies :

A new health book for phases four and five of the PEOC schools has been written. This book will be introduced in schools from 1994.

Wall newspaper :

Wall newspaper was introduced in the classroom only recently. It has proved effective in improving and enhancing the imagination and creativity of the children. Students often draw pictures depicting incidents of their experiences and write short stories or poems. These compositions are examples of self expression and hence are not edited or corrected. This is done fortnightly and children hang these on the walls in spaces marked for each group.

TEACHER TRAINING

The following schedule shows the number of teacher refresher courses conducted during 1993 at different NFPE field offices. These refreshers are usually facilitated by the Programme Organisers or other field level staff.

Table 11: Schedule of Teacher Refreshers held during 1993

Type of refresher	3 day orientation	2 day refresher after pre paratory phase	2 day refresher before social studies	4 day refresher (end of first year/phase)	3 day refresher (end of 2nd year/phase)	1 day refresher
Total	14050	12242	7031	6657	3360	135671

SUPPORT SERVICES

Training and Resource Centre (TARC)

Training is a vital component of the total support services mechanism developed in BRAC. The TARC plays an important role in training teachers who have no previous teaching experience. It also plays a crucial role in developing the Programme Organisers and other programme staff. The seven TARCs and 4 rented TARC subcentres provide continuous training support to the NFPE programme. TARC trainers together with the NFPE field staff conduct teacher and staff training at these residential training centres.

Table 12: 12-Day Basic Teacher Training (JAN - DEC'1993)

Teacher Training Target for 1993	Acheivement in 1993	
11,900	11,697	98%

Table 13: The Number of Different NFPE Staff Trainings held during 1993

	Name of training	Jan - June	July - Dec	Total
1	PA pre-service training	--	574	574
2	PA inservice training	--	87	87
3	PO pre-service	291	744	1035
4	Operation Management Course (OMC) for PO	509	356	865
5	Training of Trainers for PO	--	404	404
6	Development Management Course for FO	41	120	161
7	Gender awareness and Analysis Course (GAAC) for FOs and senior POs	--	26	26

In addition to the above trainings held at the TARCs during 1993, a total of 141 POs received a condensed 6-day staff development training and a 6-day training of trainers held in the field offices during January to July, 1993.

Research and Evaluation

" BRAC conducted a study which explored the issue of marriage seen through the eyes of the adolescent girls.....the female researchers spent an active month socializing with adolescent girls (12-19)..... many of the adolescent girls interviewed talked of freedom and independence. Many wished they could work and earn....."

Issues such as this are often the research topics explored by the Research and Evaluation Division and the outcomes of these are then fed into the programme for improvements and innovations.

The primary responsibility of the Research and Evaluation Division (RED) is to provide necessary research suggestions to all BRAC programmes. BRAC's NFPE experienced a large scale expansion in 1990-93 which generated a greater demand for research on NFPE issues. Research based information is used for making strategic decisions and formulating management

policies. During 1993 RED independently carried out several research studies for the NFPE programme in areas such as urban non-formal primary schools, dropout of BRAC school children into government primary schools, enrollment status and literacy differential, opinion of parents etc. and provided the programme with useful insight.

List of research papers completed in 1993 by RED

1	Assessment of Basic Competencies of Children in Bangladesh (1993)
2	Opinion of Parents : What Life Skills Their Children Should Learn
3	Education for Freedom : The Children of BRAC's Urban Schools
4	Factors Associated with Basic Competencies of Children in Bangladesh
5	Enrollment Status and Literacy Differential: A Survey on Re-opening of NFPE School
6	Identifying the Reasons for Dropout of Former NFPE Students into Formal Schools at Manikgonj and Narshingdi
7	Social Movement Through Basic Education Experience in Bangladesh
8	The Sharshi Village of Barisal: Survey for NFPE through RRA/PRA
9	Effect of Education on Health, Nutrition and Overall Development: A Case Study of BRAC's NFPE in WHDP

List of ongoing research studies

1	Role of NFPE/KK Graduates in Development Activities
2	A Look at Community Involvement in BRAC Schooling
3	An Inside Look at Two BRAC Schools
4	Progress of Basic Competencies of NFPE and PEOC

Personnel

Recruitment of all NFPE staff except Programme assistants is handled by BRAC's Personnel Section which puts up vacancy announcement in newspapers and does the screening and sorting of all applications. Interviewing of applicants and selection are also done by Personnel section

in conjunction with an adhoc selection committee made up of senior staff members from various programmes.

The PAs are recruited by the regional managers locally with the assistance of other senior members of the programme in the field. Till December 1993, the total staff strength of the NFPE programme stood at 2187, out of which 1086 are regular staff which includes the HO staff as well as field personnel, 407 project staff which includes Programme Assistants and office assistants and 274 service staff such as cook, watchman etc.

Table 14: Staff Strength of NFPE as on 31 December, 1993

Type of Staff	Female	Male	Total
Regular	420	1086	1506
Project	7	400	407
Service	--	274	274
Total NFPE staff	427	1760	2187

The following two tables show the number of staff members in the field and that of Head office as on December 1993.

Table 15: NFPE Field Staff as on 31 December, 1993

Programme Assistant (P.A)		Programme Organisers (PO)		Field Officers (FO)		Area Education Managers (AEM)		Regional Manager (RM)		Other Field Staff	
Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
305	7	1380	403	111	5	10	-	5	1	113	-

Table 16: NFPE Head Office Staff as on 31 December, 1993

Total	Female	%	Male	%
34	18	53	16	47

Logistics

Teaching aids like books, charts, neo-literacy materials etc are developed or changed as necessary in the Material Development Unit (MDU) of NFPE. Other teaching tools like slate, slate pencils etc. are purchased from the market. The NFPE's internal logistics unit makes a plan which shows the type and number of teaching materials needed in a particular area and submits a requisition to the Logistics Department of BRAC. Accordingly, the Central Logistics Department makes necessary arrangements. Where printing work is involved, say for teaching aids, it is done through the BRAC press and other materials are purchased from the market. For importable items the requisition is usually given on a six months basis. Then according to the prioritized allocation chart provided by the programme, the Central Logistics Department delivers the training as well as school materials at specific points, usually the regional office on particular dates suggested by the programme.

Accounts and Audit

This department ensures flow of funds to the programme regularly and on time. Through regular periodic audits, this department checks the proper utilization of funds by each programme.

Management Information system (MIS)

The various items of information collected from the field offices are processed in a special cell at the Head Office (HO) headed by the Education Specialist. All information, both quantitative and qualitative, are sent to the HO for consolidation and analysis.

After discussions with the field staff in different areas, an annual master plan is developed which includes the planned number of schools to be opened in that particular area. Accordingly, teacher and staff training plans are also developed in consultation with BRAC's Training and Resource Centre (TARC).

After schools are opened in a particular area, a report (specially designed forms) is sent to the HO from the team office. It contains information about the schools and the ratio of boys and girls. These forms are then used by the MIS unit to measure the deviation between the actual and the planned. Another detailed list of pupils containing their personal information such as

name, sex, address etc. is also sent to the HO after 3 months of school opening.

The MIS unit also receives, on a regular basis, staff position reports and that of teachers. Reports coming in from the feild offices also include gender based dropout ratio of students, attrition in the number of teachers and field staff and information on various other aspects of the programme activities. These reports are then formatted by the unit to show the planned, actual and the variance on each item for use by concerned sections. Infact, most of the data contained in this 1993 report have also been obtained through the MIS unit.

Consultative Service

The NFPE programme utilises not only in-house expertise but also benefits from visits of international experts in developing its teaching-learning methodologies and training. Recently BRAC had the opportunity to engage a number of foreign experts who not only shared their experience with the NFPE personnel but also advised on teaching techniques, curriculum development and other aspects of the programme including NFPE's new interactive radio instruction pilot project due to be tested in 1994.

MONITORING AND EVALUATION

BRAC'S MONITORING DIVISION

With rapid expansion of NFPE schools, monitoring has become an important part of the programme. The Monitoring Division of BRAC has been independently monitoring the NFPE programmes since 1992 with a view to identifying the qualitative and quantitative indicators of the programme as part of the NFPE's quality drive. For this, 17 monitors from the monitoring division received training on the NFPE programme. Certain aspects of the programme, especially the qualitative dimensions which can not be evaluated through routine data and those which are not addressed in the MIS are looked into by the monitoring department.

The BRAC monitoring unit collects information from the field throughout the year and aggregates them at the year end. The unit organises a brainstorming session with Senior Managers on burning issues needing monitoring. These issues are scrutinized and prioritized in

this session which are then shared with the Programme Heads and Senior Managers. Thereafter an annual, a quarterly and a monthly plan are prepared. The plans are flexible so as to meet programme needs.

Data is collected by field monitors who are usually ex-NFPE programme staff and know the programme in depth. The monitoring of various aspects is done through Beneficiary Contact Monitoring, Rapid Rural Appraisal, Participatory Rural Appraisal and also the conventional methods. It monitors issues, such as,

- Background of parents (occupation, income etc.)
- Reasons for student dropout
- Reasons for teacher dropout
- Whether there are any under age children in schools
- Whether the inputs and the supplies have reached the schools on time
- Homework correction by teachers
- Syllabus covered
- Retention of learning
- Attendance of students and teachers
- Attendance of parents in the parents meeting.

About 38 such issues on NFPE were addressed by the unit till December 1993. The department plans to address a total of 90 issues in 1994 out of which 30 issues will be NFPE related.

NFPE'S INTERNAL MONITORING TEAM

Continual assessment and monitoring of quality is necessary with rapid programme expansion. In order to facilitate such evaluation, an internal monitoring team of NFPE, as distinct from BRAC's over all monitoring unit, was formed in 1991. The team, consisting of five members, carries out random inspections and looks into student/teacher attendance, school infrastructure, classroom discipline, academic achievement of learners, students' participation and evaluation of the teacher in terms of her lesson plan and how well she follows the methodologies of teaching each subject. The Programme Director and Regional Managers are informed of their findings. Necessary decisions are then taken by the appropriate authorities.

The monitoring team is also responsible for monitoring the effect of any changes that are introduced, whether in curriculum or in any other aspect of school activities. For example, the effect of curriculum changes introduced in 1993, practice of group reading, changes in the Social Studies and Maths -- all these came under the purview of the monitoring team during 1993. The results of their study so far appeared to be quite positive, favouring the changes introduced. Another finding of the monitoring team was that the introduction of the wall newspapers which are produced by the students themselves, and pasted on the walls of school rooms, had a very favourable impact on the students not only in creating an enthusiastic interest leading to development of creativity in them but also affording an opportunity to them for ventilating some of their natural thoughts. It is interesting to note the teams' finding that in urban areas, these wall newspapers reveal very interesting aspects of the thought process of the children who have been seen to express in their own child fashion even expressions of violence, anger, dreams and deprivations.

PROGRAMME EXPERIMENTATIONS

KISHORI PATHAGAR

Reports from the field show that the students who do not continue their education after graduating from BRAC schools tend to relapse into illiteracy over a period of time. In order to sustain their retention and to ensure that these students were not out of touch with the skills learnt, 40 Kishori (adolescent girls) Pathagar (library) were opened on a pilot basis in Manikgonj in 1992. These are meant to be used as libraries and reading centres for the kishori girls once a week. Studies have shown that Kishori Pathagars are successful in promoting the retention level of these students and by December 1993, 1025 such libraries were opened.

In most cases, adolescent girls, after completing 3 years of schooling, usually get married and become detached from a literary environment. They run a greater risk of relapsing into illiteracy. These pathagars represent an attempt to keep their educational pursuits alive through reading habits and maintains a reasonable stock of suitable books, most of these written by the programme personnel themselves. The entire responsibility for running this library is vested in

a managing committee which includes one teacher, two parents and 2 other members of the club. These reading centres encourage everyone, specially women, interested to borrow and read books. A monthly membership fee of Tk. 2 is charged. The amount is accumulated as savings of members and often spent on purchasing materials and games for the pathagar. Seeds are also made available to them in different seasons to make vegetable gardens in their own homesteads. The experiment of opening such libraries has clearly proved its potential and effectiveness as a useful centre for continuing education for young girls.

WORKING IN NEW AREAS

The location of an exciting test for NFPE has been the thana of Kaliakoir - a 'non-RDP' area - where in December 1991 BRAC began its activities only with the NFPE. As there was no other BRAC programme in Kaliakoir, there was hardly any familiarity with BRAC among the people there. Yet the whole hearted acceptance of the programme by the local communities is a clear indication of NFPE's ability to sustain itself without other programme support. The success of opening NFPE schools in Kaliakoir has led the programme to open schools in other new districts in 1993. Bhola, Joypurhat, Bagerhat and areas of several other districts covering about 16 thanas are among these new areas which have not been touched by any other BRAC programme.

SCHOOLS IN WHDP AREAS

The Women's health and Development Programme (WHDP) is one of BRAC's major interventions. Special PEOC schools have been opened where this programme is operational. These schools cater to the educational needs of the 11-16 year old girls only. The teacher is also female. The school focuses on the special needs of this group particularly on health issues though the curriculum is the same as that of the PEOC schools. Health text books have been introduced from class II, and special health related activities are performed by the students in and outside the classroom. Till date, a total of 1,362 schools have been opened in different WHDP areas. Out of these, 888 schools have completed their school cycle (two year) and 474 schools are still operating. These schools are funded by WHDP funds.

Table 17: Schools in WHDP areas which completed their course in 1993

Type of school	No. of school	Enrolment			Course completed			Dropout
		Boys	Girls	Total	Boys	Girls	Total	
Kishoree 2 years' course	888	-	26640	26640	-	25228	25228 (94.7%)	1412 (5.3%)

INTERACTIVE RADIO INSTRUCTION AS A TEACHING METHOD

Interactive Radio Instruction (IRI) is a method of using radio for imparting effective education through emphasis on active learning and meaningful interaction between the radio, the teacher and the students. BRAC believes that once introduced, this teaching method could strengthen the level of comprehension of the learners.

With rapid scaling up of BRAC's NFPE programme, IRI method is expected to be introduced from July 1994 on an experimental basis in a small sample of BRAC NFPE schools. Experiences in other countries have shown that this method is particularly useful for teaching language and arithmetic. However, under the pilot project, IRI will be used only to teach English in 5 BRAC schools for six months.

At a later stage, if the language programme proves to be effective, it may be sensible to use this method also for improving teacher training. It is hoped that IRI will make a significant contribution to BRAC by preventing rapid expansion resulting in poor educational quality. In course of time, this technology will be further examined in detail to better understand its impact on teachers, on curriculum and on the various aspects of programme adaptation and implementation.

DEVELOPMENT OF AV MATERIALS

BRAC believes in the effective use of media as an appropriate vehicle for communication and development. BRAC has responded very positively to a study conducted in 1992 on needs assessment of such materials and accordingly in 1992, set up an audio-visual unit with necessary facilities within the organization. The audio-visual unit is assisting BRAC in the production of

audio-visual materials to improve the standard of training of the teachers and staff of the NFPE Programme through extensive use of audiovisual technology. In 1993, the unit developed several AV materials on NFPE school curriculum for use during the training sessions.

NUTRITION INTERVENTION IN BRAC SCHOOLS

BRAC feels that practical nutrition education should become part of the NFPE school curricula. The purpose of imparting nutrition education to children is to provide them with information so that they can assist and influence their parents to make educated food choices. The effect of this is expected to improve the food habits of people in the long run.

The teachers discuss with the children the importance of including dark leafy vegetables and yellow and orange vegetables in the diets of children from six months of age. The children are provided horticulture training, and vegetable seeds are made available twice a year with necessary support and advice to encourage them to grow vitamin A and iron rich vegetable garden (suitable for that particular region and climate) in their homesteads or schools.

Also as part of the nutrition intervention, all NFPE school children will be given deworming tablets every six months and the kishori girls of the PEOC school who are in their menarche/pre-menarche/adolescence will be provided with iron in tablet form with folic acid. This will be in the form of supplementation and will be reinforced by education on available food high in iron content.

The overall aim of the nutrition programme is to increase the availability of vitamin A and iron rich food in rural households and increase their intake by children and their families.

CARROT FESTIVAL

Carrots are fun ! Eat carrots and grow carrots ! That was the message for 800 children and adults at the Carrot Festival, held at the grounds of the Deherpar primary school, Jamalpur on February 3, 1993.

The festival was organized by the Home Gardening Project of the Research and Evaluation Division (RED) of BRAC in Jamalpur. The festival aimed at popularizing carrots and promoting its consumption among rural people, especially children below the age of six years. The students of six non-formal primary BRAC schools actively participated in this festival. A cultural programme by NFPE students included a folk song on carrots and vegetables picked from the gardens which were grown by the school children themselves, a poster exhibition, distribution of raw carrots, a raffle, prize distribution among the children and a video screening of a film on night blindness were some of the festival activities. This festival is an outcome of the hardwork of the NFPE school children who cultivated their own vegetable lots with kang kong (gima kolmi), red spinach (lal shak) and carrots in the past two seasons.

The main event of the festival was eating carrots -- and all the children had plenty of carrots to eat. There were carrots for everyone all over the place. Even the older persons participated in eating carrots. One of the programme organisers of NFPE confessed, " I never ate raw carrots before, but I was so hungry, even I ate one!" The carrots were distributed through a lottery. All the children were given numbered slips which they presented to receive carrots. The slip was torn in half and the child was asked to keep the other half for the lottery. Prizes distributed in the lottery were a 7 kg squash, sweet gourd, cabbages and cauliflower from the RED garden.

Each and everyone had a good time at the fair. Needless to say, the festival was a big success on popularising Vitamin A enriched vegetables among the rural people.

From BRAC's newsletter ACCESS 8

THE SCHOLARSHIP PROGRAMME

BRAC's Scholarship Programme aims at providing opportunities for secondary school education to girls for whom continuing education after the primary level is very difficult. Initially the programme will be undertaken through the Catherine Lovell Memorial Fund and Peter Thompson Memorial Fund. Under this programme, scholarships will be awarded to girls of poor and landless families who are BRAC school graduates entering class VI of government primary schools. The candidates interested in receiving the awards should have the potential for successful completion of mid secondary school level (i.e. class VIII). The awardee should be a girl, but an exception to this rule may be made if a boy holds a record of outstanding class performance and his economic background meets the criteria for selection.

Under this programme, the students will receive TK. 60 per month, paid on a quarterly basis, for one year. It will then be renewed every year for a total of three years if conditions for renewal are fulfilled.

Requirements for renewal of scholarships :

- She must be regular in attendance
- She must appear in all mid-term and annual examinations
- Her class performance must be satisfactory

This Scholarship Programme will be implemented in areas where the World Bank supported government stipend programme is non-existent. To start with, the target is to bring 250 students under this programme and December 1993 a total of 135 BRAC graduates (all girls) have already been identified. There will be a half yearly review of the implementation of this programme by a Scholarship Scrutiny Committee under the NFPE. The committee will be responsible for making the final selection after careful scrutiny.

URBAN SCHOOLS

HASAN ALI

Hasan Ali is a student in Najma's class in the urban version of the NFPE school in Khilgaon slum area. He joined BRAC'S NFPE school in his locality in March 1992 when the first ten urban NFPE schools were opened on a pilot basis. His family consists of his sister, her husband and their toddler.

Hasan lost his parents much earlier. In return for the security, food and lodging that his elder sibling provides him with, he does all the errands in the house, including baby-sitting his little neice, and also contributes financially towards the household.

"He has come a long way !" says Najma, his class teacher proudly. "He is not only more disciplined now, but is also helpful in the class. He comes with his shirt on, though earlier he used to insist on coming shirtless."

After the three hour class, he rushes to the open space in front of the school to finish his homework because he knows that after he steps out of the school, he will enter a different world, play a different role.....

Ten urban NFPE schools were opened on a pilot basis in 1992 after a door to door survey in a Khilgaon slum of Dhaka city. The opening of these schools required a lot more effort than that required in rural areas, mainly because of a general suspicion amongst the parents of private efforts to help them.

Parents were very reluctant at first. It was not possible to get children of the required age group. Teachers were not willing to teach in these areas and it was also difficult to get a suitable school room. After much motivation, parents were encouraged to send their working children to BRAC schools for three hours each day. However, due to shortage in the required number of children, the selection criteria had to be slightly relaxed to enrol children aged 7 years and above.

Those who applied for the job of teachers, had to be well motivated to work in the slum areas and to deal with slum children. School rooms initially consisted of rickshaw garages, located within a slum but eventually with the assistance and cooperation of the local boys and group leaders, all the schools were moved to local clubs alongside the slum ruins. Thus the urban

schools presented from the very outset a new atmosphere, though not without new problems and new challenges as well.

These schools follow the NFPE curriculum and methodology, though certain modifications had to be made to accommodate the programme to the urban environment. One such change is the introduction of year-end formal examination. Curiously enough, this measure was introduced because of parental demands (in rural schools such examination system does not exist). The demand for these schools has provided considerable incentive to the programme to expand further by replicating it in other slum areas. By end 1993, 32 more NFPE schools were opened in different urban areas like Agargaon, Ganaktoli, Islambag, Lalbagh, Hazaribagh and Taltola taking the total number of schools to 42.

The programme also intends to reach out to more urban slum children and expand in other metropolitan cities like Khulna, Rajshahi and Chittagong. The preliminary work for opening schools in these cities is already underway. Approximately 400 such schools will be opened in these three metropolices including 200 in Dhaka by end of 1994.

Table 18: Urban NFPE School Opening Schedule -- 1992 to 1994

Metropolitan Areas	1992	1993	1994 Projection
Dhaka	10	32	200
Chittagong	--	--	60
Rajshahi	--	--	60
Khulna	--	--	60

Although financial constraints, domestic chores, involvement in odd jobs and a general lack of motivation prevent these children from going to school, it has been good to see that a good percentage of the initially enrolled children in the first 10 schools are in their third year schooling. Equally impressive has been the involvement of various slum communities in school activities. In the face of the various constraints, NFPE has built in its policies a little flexibility, both in terms of facilities and approach, with a view to providing basic education to children of urban slums.

REPLICABILITY OF THE PROGRAMME

The NFPE offers a replicable model capable of achieving basic literacy among the children of the poorest households. To assist and facilitate other NGOs trying to replicate the BRAC school model, the Education Support Programme (ESP), an offshoot of the NFPE programme, was set up as a separate cell in 1991. The primary task of the ESP is to assist smaller NGOs involved in primary education with guidance and training as well as to arrange financial and material support, if required. By December 1993, ESP had extended its technical support to 70 NGOs for 2,163 NFPE schools. Out of these schools, 374 NFPE schools are provided with both technical and financial support by ESP.

SHARING EXPERIENCES

BRAC believes that sharing experience with other organisations involved in providing non-formal primary education to the poor and disadvantaged children is essential. Such exchange is indeed very useful in developing various aspects of the programme such as the development of training materials, relevant learning skills, and teaching methodology. BRAC is interacting at various levels with other local educational innovators like Gono Shahajya Sangstha, FIVDB and others in the field. Through its exposure programme, BRAC invites interested agencies including government and non-government groups to share experiences on NFPE and other BRAC activities. Infact, BRAC's Management Development Programme organized six such exposure programmes in 1993 which involved 70 participants from India, Pakistan, Nepal, China and Eastern and Southern African Region (ESARO). The exposure-cum-training programmes were sponsored by AKF, UNICEF and UNESCO. These programmes were organized by MDP in partnership with TARC and other BRAC departments. These visits of local and international friends also provide an opportunity for BRAC to learn from others.

Table 20: Exposure Programme during 1993

Duration	Country	No. of participants	Major Focus
2 weeks	Pakistan & India	12	Institution building, Savings, Credit & NFPE
2 weeks	Nigeria	13	Communication participation, Savings, Credit & NFPE
1 week	Iran	07	Approach, Strategy, Operational aspects of NFPE
2 weeks	China & Nepal	10	"
1 week	10 Countries, Eastern & Southern African Region (ESARO)	19	"
1 week	China	07	"

FUTURE DIRECTIONS

BRAC is replicating the NFPE programme all over Bangladesh and at the end of 1993 the number of its schools stood at 20,014. The programme was successful also in "new areas". The steady expansion of the programme over the years has brought about changes in the management structure and in the teaching-learning methodologies to ensure a higher level of effectiveness and educational quality.

The acceptability of the programme demonstrated through the enhanced demand for these schools by the rural communities has led BRAC to envisage an increase in the number of schools from the existing 20,000 to 34,000 by 1994. The infrastructure of BRAC will also be sufficiently strengthened to cope with the task of setting up higher number of schools, taking it to 50,000 by 1995.

UNEXPECTED CHALLENGES

Recently a group of religious activists in some parts of the country have started to malign BRAC, falsely alledging that BRAC has been engaged in anti-Islamic activities and is propagating foreign culture in the country. A section of the rural elite was not well disposed towards BRAC for understandable reasons. They felt threatened by the empowerment of the rural poor, particularly of women who are especially addressed through BRAC's various development activities. In 1993, this anti-BRAC feeling took a serious turn in a number of places, when some religious groups levelled charges against BRAC for de-Islamizing the rural poor particularly through its RDP and NFPE programme. These vested interest groups have since burnt over 50 schools. In other places, their threats of dire consequences have led to temporary closure of more than 50 schools and has affected over a thousand schools in areas like Chittagong, Cox's Bazar, Comilla, Hobigonj, Sylhet, Jessore, Kushtia, Barisal, Bhola, Faridpur, Kishoregonj, Mymensingh and Bogra. They have even gone to the extent of slandering the NFPE programme, its staff, teachers and also the parents who send their children to BRAC schools.

In some places, the rate of attendance of students fell sharply and the number of dropouts increased in NFPE schools. The Sericulture programme of RDP suffered a similar setback. A huge number of mulberry trees were destroyed resulting in direct and indirect loss of employment to many. These fundamentalist forces have been using the media; leaflets, pamphlets, local papers and religious meetings (Waaz) etc. to disrepute BRAC and other NGOs. Their propaganda falsely accusing BRAC of promoting un-Islamic activities has grown, spreading into different areas.

These accusations against BRAC are instigated by vested interest groups to undo the progress, both economic and social, which BRAC initiatives have made possible in the villages for the poor. The NFPE school curriculum contains adequate reflection of the cultural heritage of this country. It reflects the values and traditions of Islam which is the religion of the vast majority of the people in Bangladesh.

BRAC has responded with a quiet reserve, seeking support from local government authorities in concerned areas. BRAC is also seeking top level government support centrally. BRAC is confident that with the support of the government and the development minded progressive people of Bangladesh, this uneasy time will also be overcome and it will continue to march ahead for the advancement of the poor people towards fulfilling its mission.

ANNEXURES

Annexure 1a: Total Enrolment by year (1985-1989)

Sr	Type of School	1st quarter (Jan-March)		2nd quarter (April-Jun)		3rd quarter (Jul-Sept)		4th quarter (Oct-Dec)		Total (Jan-Dec.)				
		No. of school	Enrolment		No. of school	Enrolment		No. of school	Enrolment		No. of school	Enrolment		
			Total	Girls		Total	Girls		Total	Girls		Total	Girls	
85	NFPE	-	-	-	20	612	345	-	-	-	-	20	612	345
	KK	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	20	612	345	-	-	-	-	20	612	345
86	NFPE	-	-	-	153	4576	2569	-	-	-	-	153	4576	2569
	KK	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	153	4576	2569	-	-	-	-	153	4576	2569
87	NFPE	-	-	-	262	7867	4794	140	4200	2690	-	402	12067	7484
	KK	-	-	-	-	-	-	1	30	20	-	1	30	20
	Total	-	-	-	262	7867	4794	141	4230	2710	-	403	12097	7504
88	NFPE	-	-	-	-	-	-	-	-	-	-	-	-	-
	KK	-	-	-	148	4440	3227	-	-	-	75	2250	1615	223
	Total	-	-	-	148	4440	3227	-	-	-	75	2250	1615	223
89	NFPE	-	-	-	470	14100	9280	-	-	-	439	13170	9124	909
	KK	-	-	-	535	16050	11780	-	-	-	162	4860	3584	697
	Total	-	-	-	1005	30150	21060	-	-	-	601	18030	12708	1606

Annexure 1b: Total Enrolment by Year (1990-1993)

Year	Type of School	1st quarter (Jan-March)		2nd quarter (April-Jun)		3rd quarter (Jul-Sept)		4th quarter (Oct-Dec)		Total (Jan-Dec.)						
		No. of school	Enrolment		No. of school	Enrolment		No. of school	Enrolment		No. of school	Enrolment				
			Total	Girls		Total	Girls		Total	Girls		Total	Girls			
1990	NFPE			964	31812	22158	36	1188	847	-	-	-	1000	33000	23005	
	KK			100	3000	2246	1104	33243	25028	-	-	-	1204	36243	27274	
	Total			1064	34812	24404	1140	34431	25875	-	-	-	2204	69243	50279	
1991	NFPE	734	22047	15414	-	-	-	-	-	527	15810	11076	1261	37857	26498	
	KK	301	9030	6959	-	-	-	-	-	1328	39840	37043	1629	48870	44082	
	Total	1035	31077	22373	-	-	-	-	-	1855	55650	48119	2890	86727	70492	
1992	NFPE	1052	31560	22408	1480	44400	31501	-	-	1663	49890	36200	4195	125850	90109	
	KK	143	4290	3482	558	16740	12388	362	10860	8740	417	12510	9371	1480	44400	33981
	Total	1195	35850	25890	2038	61140	43889	362	10860	8740	2080	62400	45571	5675	170250	124090
1993	NFPE	1444	46335	31791	2078	68484	48372	1923	63453	43973	4522	149136	103264	9967	327408	227401
	KK	-	-	-	914	30162	22100	340	11220	8118	1200	39573	28552	2454	80955	58771
	Total	1444	46335	31791	2992	98646	70472	2263	74673	52091	5722	188709	131816	12421	408363	286171
Total	NFPE	3230	99942	69613	5427	171851	119019	2099	68841	47510	7151	228006	159664	17907	568640	395804
	KK	444	13320	10441	2255	70392	51741	1807	55353	41906	3182	99033	80165	7688	238098	184252
Total (1a+1b)		3674	113262	80054	7682	242243	170760	3906	124194	89416	10333	327039	239829	25595	806738	580056

Annexure 2: Graduates by year (1988 - 1993)

Type of school	1988				1989				1990				1991				1992				1993				Grand Total (1988-1993)			
	No. of school completed	No. of Graduates			No. of school completed	No. of Graduates			No. of school completed	No. of Graduates			No. of school completed	No. of Graduates			No. of school completed	No. of Graduates			No. of school completed	No. of Graduates			No. of school completed	No. of Graduates		
		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
WPPH	20	257	317	574	153	1943	2485	4428	402	4524	7392	11916	-	-	-	-	470	4730	9100	13830	1403	13376	30651	44027	2448	24830	49945	76775
ICE	-	-	-	-	1	10	19	29	223	1813	4716	6529	697	5524	15303	20827	100	716	2204	2920	2112	8441	47742	56183	3133	16504	69984	86488
Total	20	257	317	574	154	1953	2504	4457	625	6337	12108	18445	697	5524	15303	20827	570	5446	11304	16750	3515	21817	78395	100210	5581	41334	119929	161263

Annexure 3: Children admitted into Govt. Primary Schools after completing the course

Type of school	1988			1989			1990			1991			1992			1993			Total (1988 - December-1993)									
	No. of [Students admitted]			No. of [Students admitted]			No. of [Students admitted]			No. of [Students admitted]			No. of [Students admitted]			No. of [Students admitted]			No. of [Students admitted]									
	schools	Boys	Girls	Total	schools	Boys	Girls	Total	schools	Boys	Girls	Total	schools	Boys	Girls	Total	schools	Boys	Girls	Total	schools	Boys	Girls	Total				
UPP	20	242	276	518	153	1675	2364	4261	262	2963	4547	7485	540	5466	2639	4109	470	4573	8720	33293	5403	12617	28614	41231	2648	23716	47157	70673
KK	-	-	-	-	-	-	-	-	549	955	2079	3034	610	4545	11310	15855	262	1856	5109	6965	-	-	-	-	1021	7354	16498	25854
Total	20	242	276	518	153	1675	2364	4261	811	3918	6621	10519	750	6011	13949	19960	732	6429	13829	20258	5403**	12617	28614	41231	3669	31072	63655	96727
=		(96.2)	(87.1)	(90.2)		(96.5)	(95.2)	(95.8)		(92.6)	(86.3)	(87.2)		(95.2)	(87.8)	(89.9)		(95.8)	(95.7)	(94.4)		(94.3)	(93.4)	(93.7)		(94.5)	(91.0)	(92.1)

* Figure in parenthesis indicates percentage of children admitted into the govt. system.

** The students of 2112 KK schools have also completed their course in September-December, 1993. These graduates are expected to take admission in the govt. schools from January to March, 1994. This information will be published in the 1994 statistics.

Annexure 4a: On going schools as on March'93

Type of School	Schools Carried Forward from Dec'92			No. of schools closed & Re-opened during Jan - March'93				No. of New Schools opened and enrolment during Jan - March'93			Total schools opened during this period	On going schools and enrolment as on March'93				
	No. of schools	No. of students		Closed	Re-open	No. of Graduates	No. of Enrolment	No. of schools	Enrolment			No. of schools	No. of schools	No. of Students		
		Total	Girls						Total	Girls				Total	Girls	
NFPE	6,893	2,08,904	1,49,802	1403	44,027	30,651	1403	44,982	30,781	41	1353	1010	1444	6,934	2,11,212	1,50,942
			(72)			(70)			(68)			(75)				(71)
KK	4,215	1,25,343	1,02,421	1	30	30	-	-	-	-	-	-	-	4,214	1,25,313	1,02,391
			(82)			(100)										(82)
Total	11,108	3,34,247	2,52,223	1404	44,057	30,681	1403	44,982	30,781	41	1353	1010	1444	11,148	3,36,525	2,53,333
			(75)			(70)			(68)			(75)				(75)

Percentage of girls are shown within parenthesis.

Annexure 4b: On going schools as on June'93

Type of School	Schools Carried Forward from March'93			No. of school closed & Re-opened during April-June'93				No. of New Schools opened and enrolment during April- June'93			Total schools opened during this period	On going schools and enrolment as on June'93				
	No. of schools	No. of students		Closed	Re-opened	No. of Graduates	No. of Enrolment	No. of schools	Enrolment			No. of schools	No. of schools	No. of Students		
		Total	Girls						Total	Girls				Total	Girls	
NFPE	6,934	2,11,212	1,50,942	-	-	-	-	-	-	2078	68,484	48,372	2078	9014*	2,79,756	1,99,354
			(71)								(71)				(71)	(71)
KK	4,214	1,25,313	1,02,391	-	-	-	-	-	-	914	30,162	22,100	914	5126*	1,55,415	1,24,451
			(82)								(73)				(80)	(80)
Total	11,148	3,36,525	2,53,333	-	-	-	-	-	-	2992	98,646	70,472	2992	14140	4,35,171	3,23,805
			(75)								(71)				(74)	(74)

Percentage of girls are shown within parenthesis.

* 2 KK school converted into NFPE school

Annexure 4c: On going schools as on September'93

Type of School	Schools Carried Forward from June'93			No. of schools closed & Re-opened during July-September'93				No. of New School opened and enrolment during July-September'93				Total schools opened during this period	On going schools and enrolment as on September'93			
	No. of schools	No. of students		No. of schools	Graduates	No. of schools	Enrolment	No. of schools	Enrolment	No. of schools	Enrolment		No. of schools	No. of Students		
		Total	Girls												Total	Girls
MFPE	9,014	2,79,756	1,99,354 (71)	-	-	-	317	10,461	7,427 (71)	1606	52,992	36,546 (69)	1923	10,937	3,43,209	2,43,327 (71)
KK	5,126	1,55,415	1,24,451 (80)	1991	52,714	45,655 (87)	1	33	25 (76)	339	11,187	8,093 (72)	340	3,475	1,07,851	79,210 (73)
Total	14,140	4,35,171	3,23,805 (74)	1991	52,714	45,655 (87)	318	10,494	7,452 (71)	1,945	64,179	44,639 (70)	2263	14,412	4,51,060	3,22,537 (71)

Percentage of girls are shown within parenthesis.
* 7016 learners did not complete the 3 year cycle.

Annexure 4d: On going school as on December'93

Type of School	Schools Carried Forward from September'93			No. of schools closed & Re-opened during Oct - December'93				No. of New Schools opened and enrolment during Oct-December'93				Total schools opened during this period	On going schools and enrolment as on December'93			
	No. of school	No. of students		No. of schools	Graduates	No. of schools	Enrolment	No. of schools	Enrolment	No. of schools	Enrolment		No. of schools	No. of Students		
		Total	Girls												Total	Girls
MFPE	10,937	3,43,209	2,43,327 (71)	-	-	-	1785	58,905	40,644 (69)	2737	90,231	62,620 (69)	4,522	15,459	4,92,345	3,46,591 (70)
KK	3,475	1,07,851	79,210 (73)	120	3,439	2,057 (60)	9	297	223 (75)	1191	39,276	28,329 (72)	1,200	4,555	1,43,985	1,05,705 (73)
Total	14,412	4,51,060	3,22,537 (71)	120	3,439	2,057 (60)	1794	59,202	40,867 (69)	3928	1,29,507	90,949 (70)	5,722	20,014	6,36,330	4,52,296 (71)

Percentage of girls are shown within parenthesis

Annexure 5: Reasons for Student Dropout in a Sample Study
(PEOC schools of 1990-1993)

No. of school	Type of school	Session	Total drop-out	Reasons for drop out (Based on a sample study)										
				Sample size	Sick-ness	Family problems	Migration	Business	Service	Day labourer	Marriage	Death	Admission in govt. school	Others
1104	KKC	Sep'90- Sep'93	5604	3414 (100)	47 (1.38)	420 (12.30)	420 (12.30)	28 (0.82)	22 (0.64)	684 (20.04)	1444 (42.30)	27 (0.79)	142 (4.16)	180 (5.27)
888	Kishoree	Oct'91- Oct'93	1412	646 (100)	11 (1.70)	26 (4.02)	96 (14.86)	-	1 (0.15)	69 (10.68)	422 (65.33)	8 (1.24)	9 (1.39)	4 (0.62)
120	KKC	Nov'91- Nov'93	161	161 (100)	-	21 (13.04)	31 (19.25)	-	-	41 (25.47)	64 (39.75)	3 (1.86)	1 (0.62)	-
2112	-	-	7177	4221 (100)	58 (1.38)	467 (11.06)	547 (12.96)	28 (0.66)	23 (0.54)	794 (18.81)	1930 (45.72)	38 (0.90)	152 (3.60)	184 (4.36)