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# Non Formal Primary Education Annual Report 1994



# **Non Formal Primary Education**

## **Annual Report 1994**



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66 Mohakhali C/A, Dhaka 1212

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## ACRONYMS

AM	Area Manager
BEOC	Basic Education for Older Children (BRAC's Non Formal Schools for 11 to 14 year old children).
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Popular Education
ESARO	Eastern and Southern Africa Regional Office
ESP	Education Support Programme
FIVDB	Friends in Village Development, Bangladesh
GEP	General Education Project
GSS	Gono Shahajya Sangstha
HPP	BRAC's Health and Population Planning Programme
IGVGD	Income Generation for Vulnerable Group Development (RDP project)
K	Kishori Schools for Adolescent Girls (part of BEOC schools)
KK	Kishor-Kishori Schools for Adolescent Boys and Girls (another name for the BEOC model schools)
MDU	Material Development Unit
NCTB	National Curriculum & Textbook Board
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
PCRDP	BRAC's Post Cyclone Rehabilitation and Development Project
PO	Programme Organizer
RDP	BRAC's Rural Development Programme
RED	BRAC's Research and Evaluation Division
RM	Regional Manager
SLDP	Smallholder Livestock Development Programme (RDP project)
TARC	Training and Resource Centre
TIC	Team-in-Charge
WHDP	BRAC's Women's Health and Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Science and Cultural Organization

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## BACKGROUND

"Basic education is more than an end in itself. It is the foundation for lifelong learning and human development in which countries may build, systematically, further levels and types of education and training... The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation... If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private, and voluntary."

World Declaration on Education for All: Meeting Basic Learning Needs  
Jomtien, Thailand, 1990

Bangladesh is a rapidly growing country with one of the highest illiteracy rates in the world. Currently, only 35% of the adult (15 years and older) population has basic literacy skills. For girls and women it is even less. The rate of illiteracy is expected to increase as the population increases. Due to socio-economical and cultural factors, millions of children in Bangladesh are left out of school. Educating all the children of Bangladesh is an immense task but one that is crucial to the development of the country. To enable these underserved children attain basic education and literacy, BRAC initiated the Non Formal Primary Education Programme in 1985.

The programme was formally launched with 22 experimental schools (including 2 pre-

primary schools). The goal of the programme was to develop a replicable primary education model which would provide basic literacy, numeracy and social awareness to the poorest rural children who had not yet been reached by the formal school system or who had dropped out. Girls and women were the main focus of this programme since there was (and still is) an extremely low female literacy status prevalent throughout the country. The success of these experimental schools encouraged the programme to open more schools over time and gradually develop itself to accommodate many more children.

Now, in less than a decade, the programme stands at 28,274 schools throughout Bangladesh with over 890,000 children who have either never enrolled in any school or have dropped out during class I. In 1994, NFPE

graduates from the very first schools of 1985 completed their S.S.C (secondary school certificate) examination. So far reports of three students have been received. This would not have been possible for these children without the help of the BRAC school that came to their village 10 years ago.

The NFPE Programme aims at:

- \* Reducing mass illiteracy and contributing to the attainment of basic education of children, especially those from the poorest families;

- \* Contributing towards strengthening the government's universal primary education programme;
- \* Promoting increased participation of girls in education;
- \* Enhancing the multi-sectoral potential of education in other areas such as population planning, public hygiene and health.

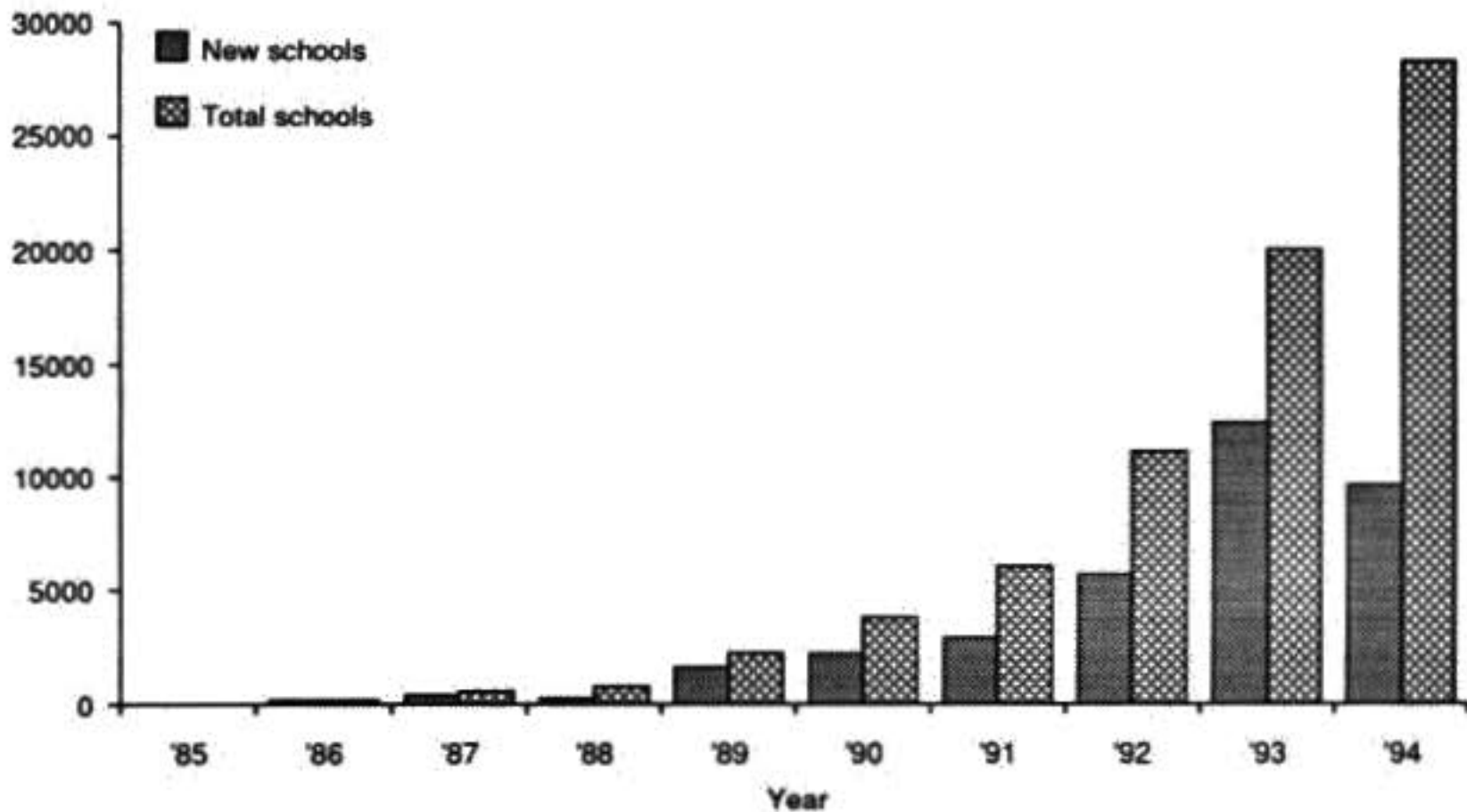


## EXPANSION OVER THE YEARS

From 22 schools in 1985 to over 28,000 in 1994 is a rapid expansion for any programme. This was achievable in part due to the management structure, implementation process of the programme, and its learner friendly curriculum. The

strong support services of BRAC such as Personnel, Logistics, Training Division, Accounts, and the Computer Center helped with the expansion also. However, more importantly, the demand and support from the parents and the community fostered this growth.

**Graph 1. Number of New Schools Opened and Total Schools by Year End from 1985 to 1994**





## THE PROGRAMME

"BRAC's NFPE program is by far the largest single non-government primary education program in Bangladesh. Although less than ten years old, it is one of the most promising programs. More than 90% of the children who start BRAC schools graduate, and a large proportion of the NFPE program graduates are admitted into Class IV or higher of the Government school system"

Primary Education From All: Learning from the BRAC Experience, A Case Study. Academy for Educational Development, 1993.

### The Schools

BRAC currently operates two different school models. In 1985, the Non-Formal Primary Education (NFPE) model was started as a 3 year programme for children between the ages of 8 and 10. These were children who never enrolled in any school or who dropped out during class one from the formal schools. However, there was an increasing need for education for older children who had never attended school, so in 1988 the Basic Education for Older Children (BEOC, previously known as PEOC model, also known as the Kishor-Kishori School) was created. These schools enabled students who were 11-14 years old or slightly older to attend school. The BEOC schools are also 3 years long but cover five academic years of curriculum. This is possible since the students are older and are better able to grasp the material. The schools have no fee and all learning materials for the students are provided by BRAC. BRAC schools

enable these children to continue their education and prepare them for entrance into formal schools.

### Creating the Schools

In order to ensure that the BRAC schools can educate as many children as possible, an extensive selection process is conducted. Every year BRAC sets goals for the number of new schools to be opened, usually in the rural areas. Based on this number, surveys are conducted in different areas to assess parent demand for schools, number of eligible students, availability of qualified teachers, and the proximity of the new school to a cluster of existing schools or the feasibility of forming a cluster of schools in the villages surveyed.

Educating the community about the NFPE program is the next step, which includes mobilizing and orienting the elites, the political and religious leaders, the parents, and the

several people of the community. Once a demand for schools in a certain area exists a list of prospective students and teachers is created. The list of the students is checked with the other local government schools to make sure that no student is already enrolled in these schools and to ascertain that indeed these children have dropped out. This ensures that

the BRAC schools are complementing the government's education programme rather than competing with it. After the student list is finalized and the teachers identified, one school is opened in a village for every 33 students. The selection process is complete when the community and the local landowners help to choose a school site and build the classroom.

### **The Students**

#### **Mohammed Zafar Mian**

Zafar is a student of Surundi BRAC school. Imam Ali, his father, is into small trades. He sells rice in the market place of Beyutha. Zafar is the fourth among his 5 brothers and 3 sisters. Both of his parents are illiterate. Two of his elder brothers are rickshaw pullers. If it weren't for the BRAC school, Zafar would be just as illiterates his elder siblings. "I would have gone astray just like the other kids," he ruminates.

It was a friend called Helal who first told Zafar about the BRAC school. That's how Zafar's career as a student started. He passed his S.S.C. (secondary school certificate) exam this year. The sad thing is that his friend Helal had to drop out of school some time back.

Among the girls and boys who had started going to the BRAC school with Zafar, twelve are still continuing their studies. Determination, believes Zafar, is the key point for continuing studies.

As he looks back, Zafar recalls his school days at the BRAC school as being the most colorful days of his life. The educational environment was unique in the BRAC school, recalls Zafar. When asked about his aim in life, he said he wants to be a banker after finishing higher studies. Now he passes his spare time writing poems, playing with his friends, and helping his father with work.

Zafar and two other BRAC graduates, Fatema Aktar and Shamsun Nohar Shelly, passed their S.S.C. examination this year with 2nd division marks.

The students 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 the schools are girls. Emphasis is placed on creating an environment which would gradually lead to equal educational opportunities for both boys and girls reinforcing BRAC's efforts towards gender parity.

### **The Teachers**

*I like it (teaching) because I can be with young children and teach them something. Those we teach are children of the poor. I like it because I can teach them something by giving them the opportunity to study. I can help in family income with the salary I get in exchange for my. If I fall ill, then the students come to visit me. I feel very happy to know there is no end to their affection towards me.*

*Ms. Ullashi Rani, BRAC teacher*

Eligibility to become a BRAC school teacher depends on requirements that are few, but important. The teacher must be a married local resident of the village and must have at least nine years of schooling.

Preference is given to women. Once selected, she is given an initial 12 day training at one of BRAC's training centers (TARC), followed by a periodical training at the beginning of each year. Regular monthly one-day refresher courses are provided regardless of the school year the teacher is in. The teachers receive an average monthly remuneration of Tk. 500 for their work. In all BRAC schools, the same teacher teaches the same batch of 33 students through the entire three year school cycle.

### **The Parent and the Community**

Education without parental support is very difficult. Children need to feel acceptance from the parents about their schooling, and when possible, parents need to be involved in the school and community as a sign of commitment to their child's education. Parent and community participation plays a critical part in the programme design and forms an important feature of all BRAC schools.

Each school has a school management committee made up of three parents, a community leader and the teacher who together are responsible for the smooth running of the school. This committee meets whenever necessary. The school committee and the other parents help maintain and protect the school, set school time and vacation and ensure their children's regular attendance.

Parent meetings are held once a month in each school that are

"She is learning to read and write well. The school is near our home that is why they are more eager to study. Money is needed for any other school, but we do not need to spend for this school."

Md. Zeuddin Mollah, a BRAC parent

"BRAC is helping the poor in our country through BRAC schools, by giving credit through groups, and giving cards for wheat. That is why I personally respect BRAC."

Shahanara Khatun, a BRAC parent

"meant to encourage the guardians to play an important part in the education process," (Hasan et al., 1994 p.3). On average, 80% of the parents (mostly mothers) attend the meetings. At the meetings, the parents and teacher discuss the children's progress, attendance, cleanliness and hygiene, the responsibility of parents towards their children, and any school problems requiring parental attention. The supervising Programme Organizer facilitates the proceedings of the meeting.

### **Curriculum and Teaching Methods**

Primary education can comprise a vast array of curricula ideas and subjects. The NFPE Programme has streamlined the

broad-based formal curricula and tailored it to the essential needs of children living in a rural environment. Since a majority of the BRAC school graduates continue education in the government primary schools, the curriculum incorporates the objectives that are addressed in the formal schools and is designed to cover the essential contents of the formal primary education curriculum.

Currently, the NFPE curricula consists of lessons in Bangla, Mathematics, and Social Studies. English is taught from the second year of school and Religious Education is taught in the third year of school. In addition to these five subjects, the curriculum of the BEOC model also includes health education and science during the fourth and fifth phases of the school. The school curriculum, except English, has been developed by the NFPE programme itself.

A major strength of the BRAC school is the fact that its teaching methods and classroom practices are increasingly becoming more learner-centered and participatory. This promotes an active learning environment which makes the lessons interesting and helps the students understand better. Concepts are learned through activities which are designed to promote independent thinking and problem solving. Physical exercise, singing, dancing, drawing, crafts, group work, games, and story book reading, are used to help the creative thinking process of the students. The curriculum

integrates several child-to-child activities in its different subject areas as well.

Since the focus of the teaching method and learning process is the learner, the programme needs to foster a learner-centered curriculum. The curriculum is therefore continually developed, modified and revised whenever necessary to ensure that teachers encourage active learning based on meaningful understanding.

#### **Features that Make the Schools Successful**

"The NFPE program has the same elements as more traditional educational programs: students, teachers, parents, schedules, an instructional site, an instructional approach, and a specified curriculum. The composition of these elements, however, is what makes the NFPE program distinctive."

Ahmed et al, 1993

**Focus on girls :** Many countries around the world have unequal opportunities in education for girls and boys, with boys receiving most of the attention in education. The BRAC programme policy places special emphasis on the enrollment of girls. The recruitment of women teachers helps to retain more

girls.

**Reasonable class size :** The small class size of 33 students to one teacher helps to forge a special bond between the teachers and students. Students are taught by the same teacher throughout the three year course which also contributes to creating a friendship between the teacher and the student.

**Active parent and community involvement :** It is not possible to attain an education without the support of parents and guardians. An essential feature of BRAC schools is the involvement of the community through regular parent teacher meetings and through the activities of the school management committee.

**Flexible school timing :** A common reason for student drop outs is the rigidity of school time. Most children are needed for work at home or in the fields during the harvest season which makes regular attendance a problem. To ensure that every child can attend school, the BRAC school hours are flexible based on agreements between the teacher and the parents. In both school models, NFPE and BEOC, class hours are flexible. Classes are held for three hours each day, six days a week, 270 days a year. This enables the students to attend school during the time of the day when it is most convenient and does not hamper familial obligations. The flexibility of the BRAC schools can partially account for the high attendance rate.

*Easy accessibility* : Many parents are reluctant to send their children, especially girls, far from their home for schooling. However, since the BRAC schools are located near the homes of the students and teacher, it is easier for girls to attend school. For this reason, parents, children, and the teacher develop a sense of security since the schools are located in their own neighborhood. This also enables the children to receive individual attention from the teacher after class hours if necessary.

*One Room Schoolhouse* : A typical BRAC school is a bamboo or mud walled room with thatch or tin roofs. The minimum floor space is 336 square feet. The schoolhouse is usually rented by BRAC at a nominal sum. In most cases the landowner volunteers to construct the schoolhouse, often with the advance rent paid by BRAC. The schools generally do not have their own latrines and tubewells but these are located near these facilities wherever possible.

*Participatory and life related curriculum* : It has been shown that students learn best through active and meaningful education. Thus, the design of the NFPE programme encourages a learner-centered and a participatory approach within a constructive learning environment. The curriculum is designed to be relevant to rural life and to suit the special needs of rural children.

*Learning through co-curricular*

*activities*: There are more ways to learn than by just reading a text book. In the BRAC schools, a good amount of time is spent each day on games and fun activities like singing, dancing, story telling and role playing, many of which are related to exercising articulation, observation skills, coordination of the different parts of the body, and clarity of speech.

*Very little or no homework* : Since most students have some other obligation besides school to attend to, usually no homework is assigned to the students. If assigned, it is very little, and which can be done independently by the students themselves. The homework requires no assistance from parents who are mostly illiterate. This also saves the parents from the pressure of appointing a tutor.



## THE BRAC SCHOOL – *Then and Now*

It makes me wonder when I think about the old times - that is, the time when I joined BRAC in '87. I was placed then at the Kachikata NFPE Programme by my supervisor.

their daughters to school would benefit them the most. It is indeed interesting to note how the attitude of the parents have changed in just a few years.

### **AYESHA : THE GIRL WITH A SMILE**

Ayesha Begum, a young girl of 13, comes from a poor, landless family. They practically live hand to mouth. There was a time when things were so bad that Ayesha had to be confined within the closed doors of her house, awaiting her only saree to dry after she had washed it. This old, ragged saree was her only treasure - a very dear possession.

...Ayesha's mother became a group member of BRAC's RDP programme, and when a BRAC school was opened in the same village, nothing could stop Ayesha from going to this school. With much coaxing, Ayesha finally managed to convince her parents to send her to this school which would cost them nothing.

Ayesha's happiness knew no bounds when she saw her mother standing beside the door one day, holding in her hand... a new frock and shalwar! Ayesha's eyes shone with deep gratitude. She looked at her mother gratefully and thought to herself, 'I can now wear this dress to school'

... Ayesha went to school regularly, happily wearing her new dress. She was no longer worried about what to wear to school. She was happy because even her parents took an interest in her school and would excuse her from doing the household chores during school hours.

Thus Ayesha continued going to school, and in 1990 saw herself as a graduate of the South Kachikata Kishor-Kishori BRAC school. Afterwards, she moved on to the 'Afazuddin Khan Girls' High School' near her village. Ayesha is now a student of Class VIII in that school and wishes to continue her studies further.

... Even today, whenever her old teacher or any BRAC school supervisors cross Ayesha's home at the roadside, they inevitably see her standing there, greeting them with a big salam and a warm, generous smile. Her BRAC school teacher Anwara Begum's soft voice echoes with genuine appreciation whenever Ayesha's name is mentioned. She still remembers Ayesha as the girl whose smile reaches her eyes - eyes that have also seen a lot of hardship, pain, and the rough side of life...

When I first started working, one of my responsibilities was to motivate parents to send their daughters to school. I was quite taken aback one day when I heard one of the parents say, 'If it helps you, we will put our child to school'. I tried to convince him that putting the child to school would benefit him, and most important - his own daughter, than me. But apparently that was how many parents thought in the 'old days'.

However, things have changed now. Parents feel motivated to send their daughters to school, and their response to our education scheme is spontaneous. Today they are convinced that sending

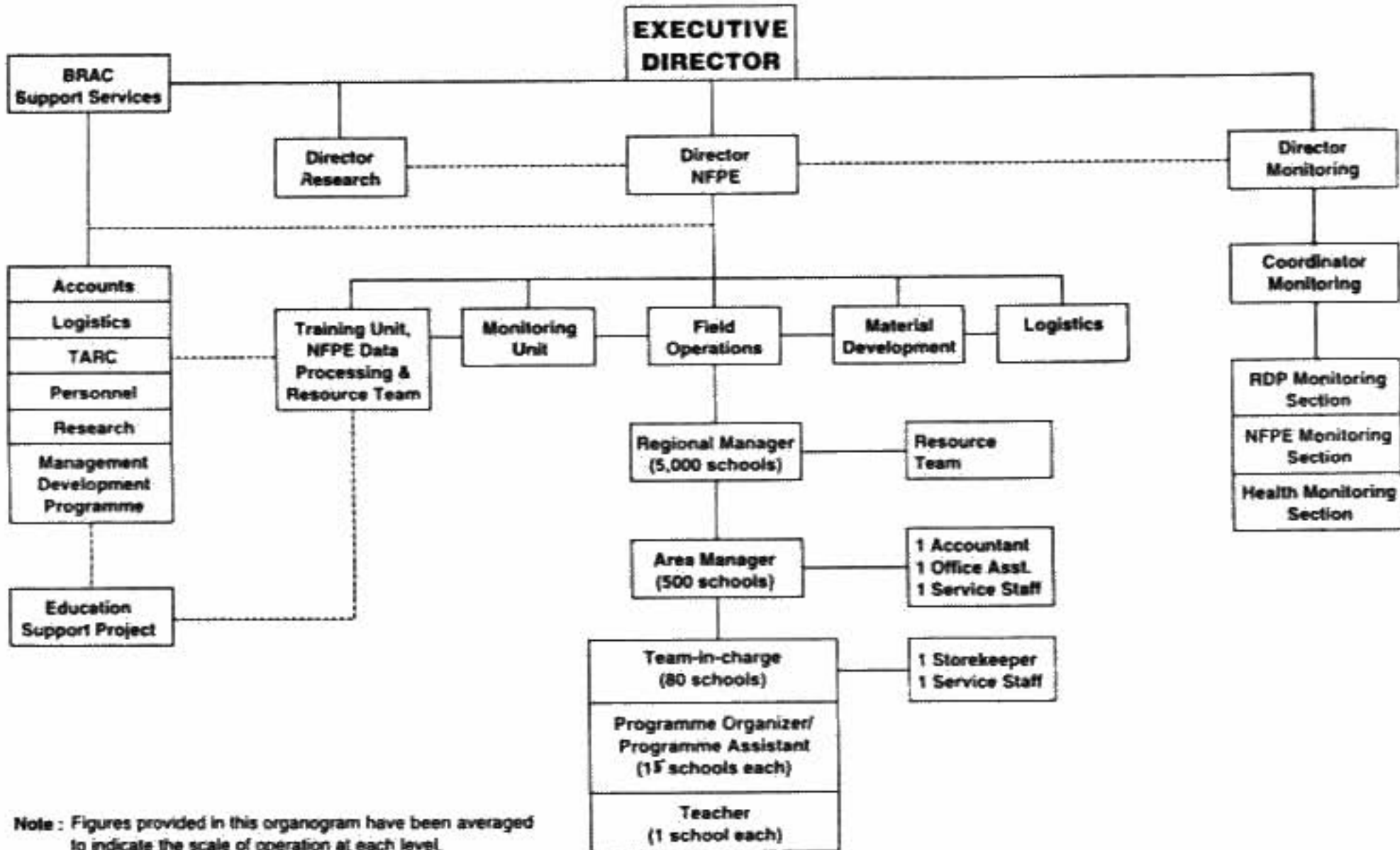
The BRAC school is now an established model for education and is even known internationally.

**Md Nuruzamman  
Monitor, NFPE**

# MANAGEMENT AND SUPERVISION

## NFPE Organogram

### NFPE MANAGEMENT STRUCTURE



Any education programme needs to have an excellent supervisory process and an efficient management system in order to be effective. For the NFPE Programme, the 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 of NFPE 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.*



S/he manages the programme, and is a liaison to the other BRAC programmes, to external donors as well as to evaluation and appraisal teams.

### **Field Operations**

The unit of Field Operations comes under the jurisdiction of *Regional Managers (RM)*. Their duties include supervising the programme, planning new school openings, developing the Area Managers and other staff members, monitoring the schools, and overseeing finances and all local purchases. Some are stationed at the head office and some in the field.

The *Area Managers (AM)* report directly to the RM's and are stationed in the field and have several years of experience in BRAC. They are all university graduates with a master's degree. Their job is to plan all the schools within their area, oversee and develop the Team-In Charge, evaluate personnel performance in their areas, and manage logistics.

The *Team-in-Charge* also comes from the rank of BRAC field workers with at least two years of experience in the NFPE programme. In 1994 in addition to their role as in charge of the office, they also supervised 15 schools entrusted to them (in 1995 they will simply oversee the 80 schools within their area that the PO/PA's supervise). They are also responsible for conducting refresher courses along with the PO/PA's. The TIC's team consists of 4 to 5 Programme

### **Organizers / Programme Assistants.**

*Programme Organizers (PO)* are trained to become first line supervisors of the teachers and of the schools. PO's must be university graduates with a master's degree. However, previous experience in development work is not mandatory.

*Programme Assistants (PA)* are local recruits with a Higher Secondary Certificate degree (12 years of education). Some are also former NFPE teachers.

There are many jobs that the PO/PA's must do. Their main job is to supervise and assist teachers. They visit all the schools in their areas at least twice weekly. For each item on their supervision checklist, the PO/PA's have guidelines about what to look for and how to make suggestions. Attending and reporting on monthly parent meetings and conducting the monthly teacher training sessions are some of their other duties. A major distinction in the job description of PO's and PA's is that PA's do not become teacher trainers before their first year on the job whereas PO's become teacher trainers early in their career.

### **Material Development Unit (MDU)**

One of the most important aspects of an education programme is the curriculum. The Material Development Unit creates and modifies the curriculum that is used in the schools. Most of the teaching

and learning materials are created and produced by the MDU. Ideas for the curriculum come mostly from the government books, using references from other text and resource books.

A continuous process of writing, field testing, rewriting, and monitoring the curriculum takes place. In this process, interacting with field staff and teachers provide an important basis for information and feedback. In

order to bring new and innovative ideas of teaching to the schools, material developers also attend training sessions and workshops in Bangladesh and abroad.

National and international consultants are hired to assist in developing the materials and to aid in teacher training. Some members of the MDU are also involved in the training of the field staff on the new curriculum once it is developed.

#### **BOOKS USED IN THE BRAC SCHOOLS WRITTEN BY NFPE STAFF**

##### **Bangla**

- \* Preparatory Phase Book, 1994.
- \* Esho Pari-Shishu Path (Let's Read- Children's Reader), 1993.
- \* Esho Pari (Let's Read) Part I, 1992.
- \* Esho Pari Part II, 1991.
- \* Esho Pari Part III, 1992.
- \* Esho Pari Part IV (BEOC only), 1994.
- \* Esho Pari Part V (BEOC only), 1993.
- \* 15 story books for Classes I-III.

##### **Social Studies**

- \* Paribesh Parichiti (Social Studies) Part I, 1992.
- \* Paribesh Parichiti Part II, 1991.
- \* Paribesh Parichiti Part III, 1992.
- \* Paribesh Parichiti Part IV (BEOC only), 1994.
- \* Paribesh Parichiti Part V (BEOC only), 1993.

##### **Mathematics**

- \* Gonith Shikhi (Let's Learn Maths) Book I, 1994.
- \* Gonith Shikhi - Shikkhok Nirdheshikha (Teacher's Manual for Book I), 1994.
- \* Esho Gonith Shikhi Book II, 1992.
- \* Esho Gonith Shikhi Book III, 1992.
- \* Gonith (Maths) Book IV (BEOC only), 1994.
- \* Gonith - Shikkhok Nirdheshikha (Teacher's Manual for Book IV), 1994.

##### **Others for BEOC Only**

- \* Amader Shastha (Health), 1994.
- \* Amader Biggan (Science) Part IV, 1994.
- \* Amader Biggan Part V, 1994.

In addition to the books, there are support materials such as line drawing sheets, and a letter chart and cards for Bangla, story cards for Social Studies, and a number chart and cards for Mathematics.

### **Training Unit**

Along with relevant curricula, a good education programme needs motivated teachers to effectively teach the material.

The Training Unit is responsible for the training of the teachers and of the staff. An Education Specialist plans all teacher training, including training of trainers and staff. He develops the training calendar, training modalities and the training materials. He also advises the Director and other units of the programme on matters related to pedagogy as well as on and teacher and staff development.

### **STAFF TRAINING**

#### **All PA's Receive:**

- 19 day pre-service training
- 12 day in-service training
- 6 day training of trainers

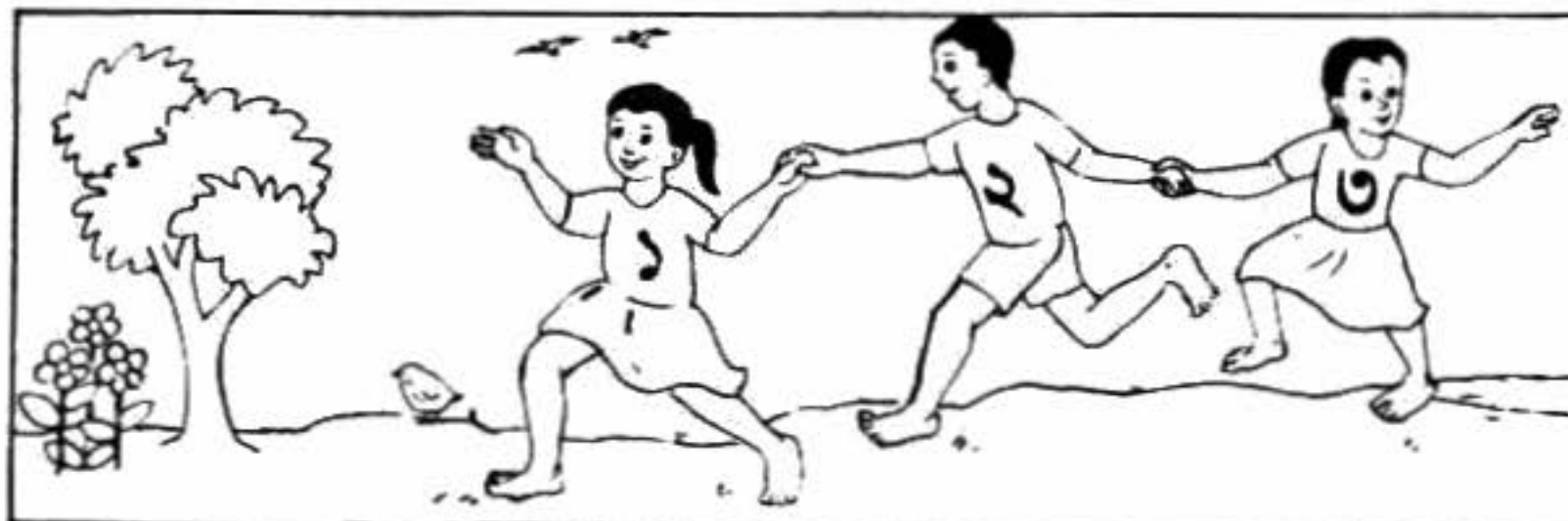
#### **All PO's Receive:**

- 3 day pre-service training
- 12 day teachers basic training within one and half months of service
- 12 day Operation Management Course within four months of service
- 12 day training of trainers after six months of service

#### **All TIC's Receive:**

- 12 day Development Management Course

All TIC's and senior PO's also attend a 6-day Gender Awareness and Analysis course which addresses a wide range of gender related issues essential to the programme.



## TEACHER TRAINING

The teacher training component is very thorough and comprehensive. It rests on the principle of "distributed training" throughout the school term rather than providing a lengthy training course at the beginning of the teacher's career. Hence BRAC NFPE teachers training is composed of many training sessions throughout the teaching cycle.

### **Pre-Service-Newly Recruited Teachers Receive:**

- 12 day basic training course
- 3 day orientation before the start of year 1

### **In Service-All Teachers Receive:**

- 2 day refresher at the end of the 2nd and 3rd months of school the first year
- 4 day refresher at the end of the first year
- 3 day refresher at the end of the second year
- 12 day refresher at the end of the third year
- 1 day monthly refreshers (when teachers are not receiving any of the above)

The trainings are informal and participatory, yet structured. They introduce basic skills, new content and activities. The refresher courses address day to day teaching and learning issues and renews teaching methodologies to prepare the teacher for the coming year or month of school. The general purpose is to equip the teacher to be able to facilitate her class better.

*"Trainer means the person who trains. The teachers after the training, educate the children of the poor. The right evaluation of my training will be done when the children grow up as ideal human beings with the help of this education. That is why my responsibility is to bring about the good meaning of education to the children of the poor through the training."*

*Md. Shamimul Alam,  
Programme Organizer*

### **Logistics Unit**

The Logistics Unit aids in the delivery of school supplies to the field office. The NFPE's internal logistics unit periodically draws up a plan which shows the type and number of teaching materials needed in a particular area and submits a requisition to BRAC's Logistics Department. Where printing is required, a requisition is made to BRAC Printers. For importable items the requisition is usually given on a six monthly basis. BRAC's Logistics Department delivers all school related materials to specific areas, usually to the NFPE Area

Manager office.

### Monitoring Unit

As a programme expands, continual assessment and monitoring of quality is necessary. Especially in an education programme where new curriculum is being introduced, where innovative ideas are being tried out, and where long term planning is necessary, monitoring is extremely important. The NFPE Programme has its own monitoring unit that consists of five members selected from the ranks of field officers. They carry out random inspections to look into student/teacher attendance, school infrastructure, classroom discipline, academic achievement of learners, students' participation, and evaluation of the teacher. The Director, Regional Managers, and individual field offices concerned are informed of the findings, after which necessary adjustments to the programme are made.

The NFPE Monitoring Unit is also responsible for monitoring the effect of any changes that are introduced, whether in curriculum or in another aspect of school activities. Monitors are able to observe up to 40 schools every month. Their task is guided by specific objectives set for them in advance by the Director in consultation with the Education Specialist and the monitors themselves.

Qualitative dimensions of the NFPE Programme are also

evaluated by BRAC's Monitoring Unit. Data is collected by field monitors who are usually former NFPE programme staff and know the programme in depth. In 1994 the BRAC Monitoring Unit surveyed the following topics:

- \* Parent's meeting
- \* Newly built BRAC schools
- \* New school structure
- \* Material supply to the BRAC schools
- \* Graduate students of BRAC schools
- \* Knowledge retention of BRAC school students
- \* Home task (homework) of BRAC school students
- \* Background of BRAC urban school students

An interesting finding from the last topic about the urban school children was that of the families surveyed, 50% of their only income source came from pulling rickshaws or working in garment's factory. However, when the BRAC students were asked what they wanted to do after school, none of the boys wanted to be rickshaw pullers and none of the girls wanted to be garments workers. This is already an indicator that these children are hoping for a better life for themselves.

The double monitoring mechanism helps to cross check information and is a constant supply of information to the director. Policies and decisions are strongly influential by reports and feedback of the monitors. To maintain neutrality and objectivity of monitors, all NFPE monitors report directly to the Programme Director.

## NFPE IN 1994: STATISTICS

### The School

By December 31, 1994, NFPE had been working in 303 thanas in 55 districts. The entire Field Operations of NFPE was being administered through 374 team offices. During the course of the year, 9611 new schools (7335 NFPE and 2276 BEOC) were

added to the 20,388 schools carried forward from 1993 producing a total of 28,274 schools by the year end. This figure excludes the 1725 schools (770 NFPE, 129 NFPE-ESP, and 826 BEOC schools) which graduated during the course of 1994.

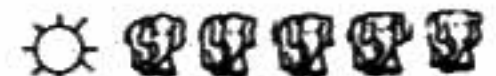
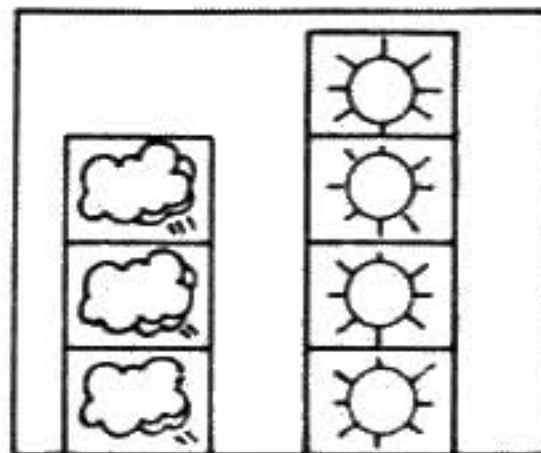
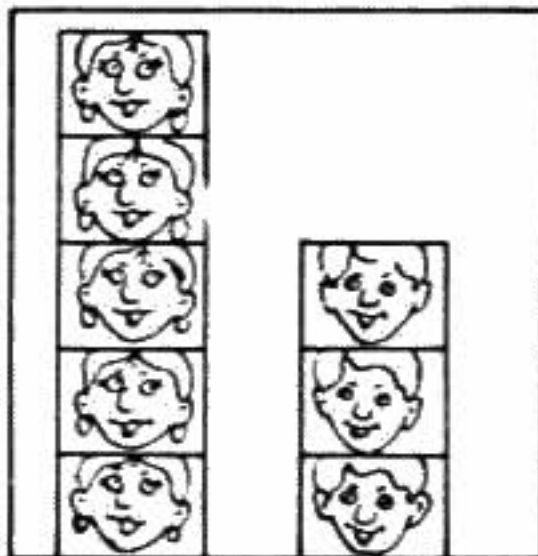
**Table 2. Number of Schools Operating as of December 31, 1994.**

Type of School	Number of Schools Carried Forward from 1993	Schools closed in 1994	Schools Opened in 1994			Total Schools Operating
			Reopened	New	Total	
NFPE	15,833*	899	1576	5759	7335	22,329**
BEOC	4,555	826	20	2256	2276	5,945
<b>Total</b>	<b>20,388</b>	<b>1725</b>	<b>1596</b>	<b>8015</b>	<b>9611</b>	<b>28,274***</b>

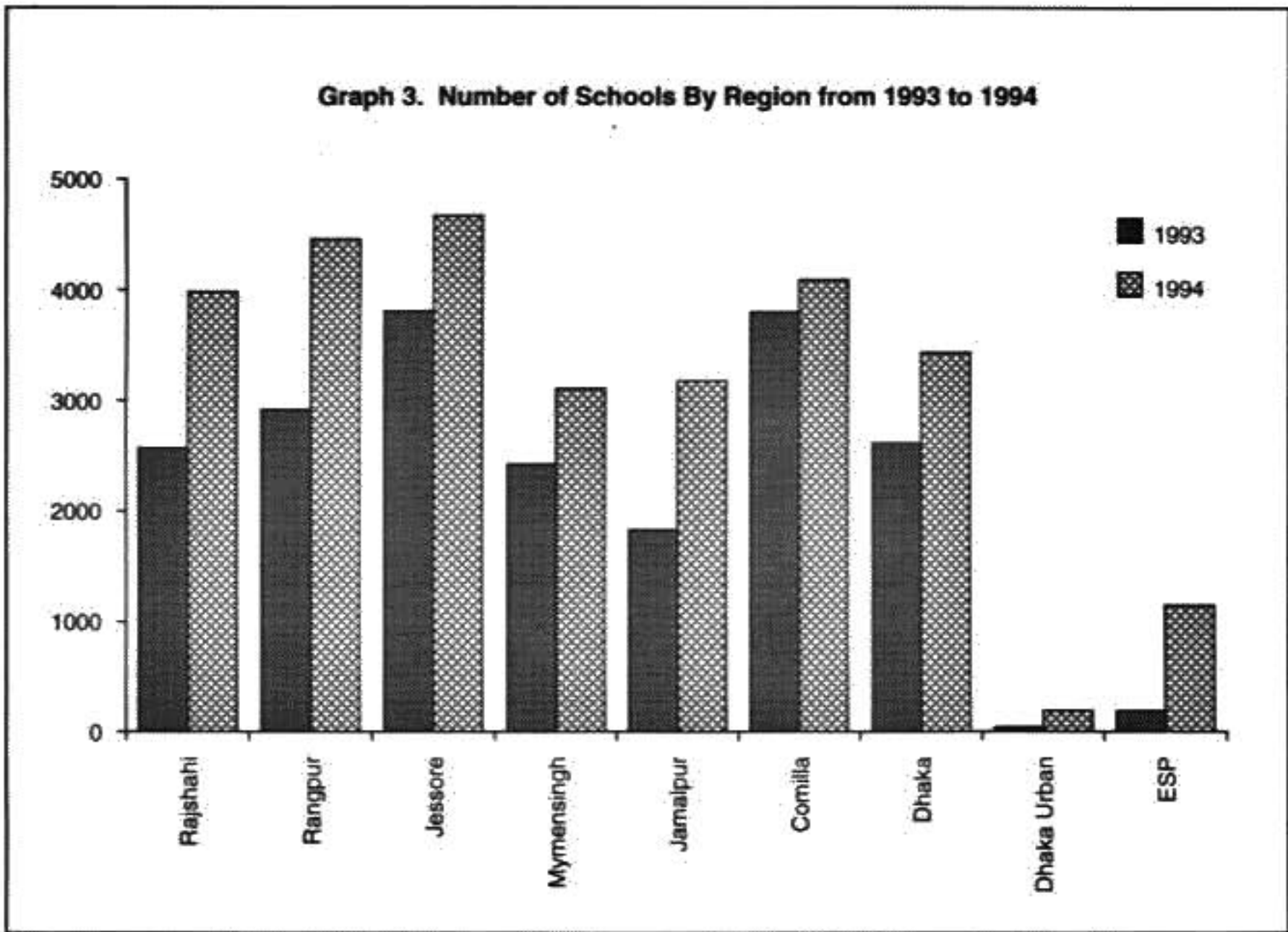
\* Including 374 ESP-NFPE schools.

\*\* 60 BEOC schools were redesignated as NFPE schools as older children discontinuing from the schools in the early months could only be replaced by younger children.

\*\*\* Including 1150 ESP-NFPE schools.



**Graph 3. Number of Schools By Region from 1993 to 1994**



For more detailed information on the openings and closings of both NFPE and BEOC schools, see annexure 3.

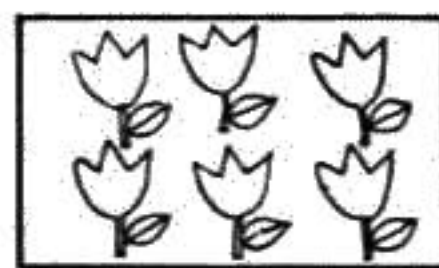
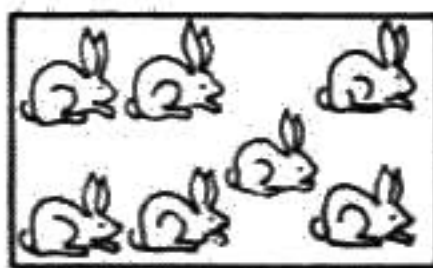
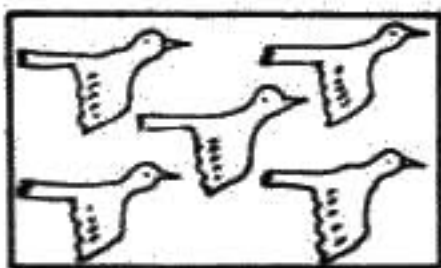
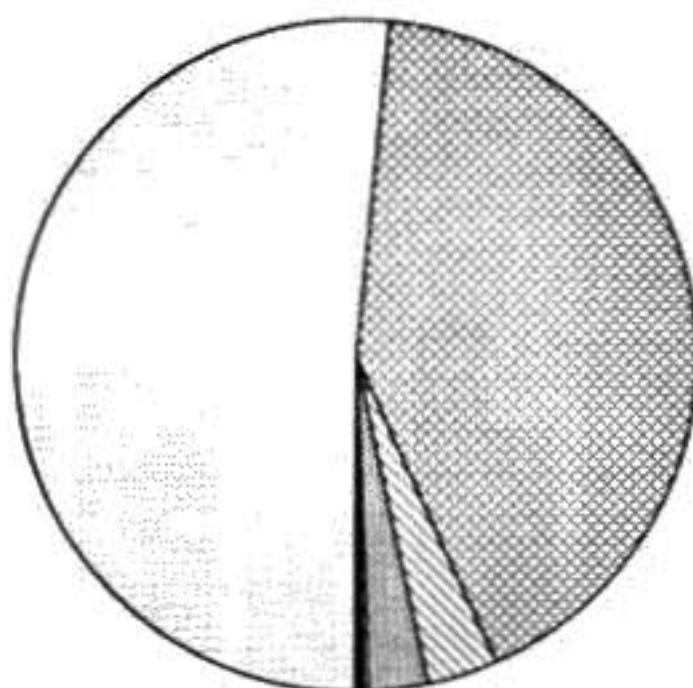


Figure 1. % of BRAC schools by Fund Source as of December 31, 1994



NFPE Consortium (51.9%)   
  RDP Consortium (41.3%)   
  GEP (3.2%)  
 UNFPA (2.8%)   
  OXFAM (0.4%)   
  PCRDP (0.4%)

For a breakdown of schools by administrative units covered by each fund source see annexure 4.

### The Students

Table 3. New Students Enrolled and Total Students in 1994 by Gender.

Type of School	Opened in 1994					Total as of December 1994				
	School	Boys	Girls	% Girls	Total	Schools	Boys	Girls	% Girls	Total
NFPE	7335	70389	168219	70.5	238608	22329	212063	494311	70.0	706374
BEOC	2276	14315	58303	80.3	72618	5945	48785	141226	74.3	190011
<b>Total</b>	9611*	84704	226522	72.8	311226	28274	260848	635537	70.9	896385

\* Including ESP schools.



A total of 311,226 new students entered the BRAC school system in 1994, 72.8% of which were girls. The greater percentage of girls in the BEOC schools can be attributed to the

830 new Kishori schools which are for adolescent girls only. By the end of 1994, there were 896,385 children attending the BRAC schools with 71% female students.

**Table 4. Children who Graduated in 1994 and Admitted into Government Schools.**

Type of School	Graduating Schools	Initial Enrollment			Drop-out (%)	Graduated*			Admitted out of Graduated Students		
		Girls (%)	Boys (%)	Total		Girls (%)	Boys (%)	Total (%)	Girls (%)	Boys (%)	Total (%)
NFPE	899	19413 (71.7)	7665 (28.3)	27078	633 (2.3)	18964 (97.7)	7481 (97.6)	26445 (97.7)	17675 (93.2)	6959 (93.0)	24634 (93.2)
BEOC	826**	19934 (80.4)	4846 (19.6)	24780	2411 (9.7)	18012 (90.4)	4357 (89.9)	22369 (90.3)	10644 (59.1)	3133 (71.9)	13777 (61.6)
<b>Total</b>	<b>1725</b>	<b>39347 (75.9)</b>	<b>12511 (24.1)</b>	<b>51858</b>	<b>3044 (5.9)</b>	<b>36976 (94.0)</b>	<b>11838 (94.6)</b>	<b>48814 (94.1)</b>	<b>28319 (76.6)</b>	<b>10092 (85.2)</b>	<b>38411 (78.7)</b>

Percent calculated on basis of initial enrollment.

All graduating children in 1994 were admitted into government schools the same year except 487 BEOC schools from which children took admission into government schools in 1995.

By the end of 1994, 899 NFPE schools and 826 BEOC schools completed their 3 year school cycle. Thus, the total number of schools completing their cycle was 1725, producing 48,814 graduates, 76% of whom are girls.

Nearly 93% of the graduates from the 899 NFPE schools moved into classes IV and V of government primary

schools. However, only about 62% of the BEOC graduates entered the government schools. A major reason for the low percentage of these graduates continuing their education is that most of them are girls and are now considered of marriageable age (16+). Most parents would like to see their daughters married.

**Teachers**

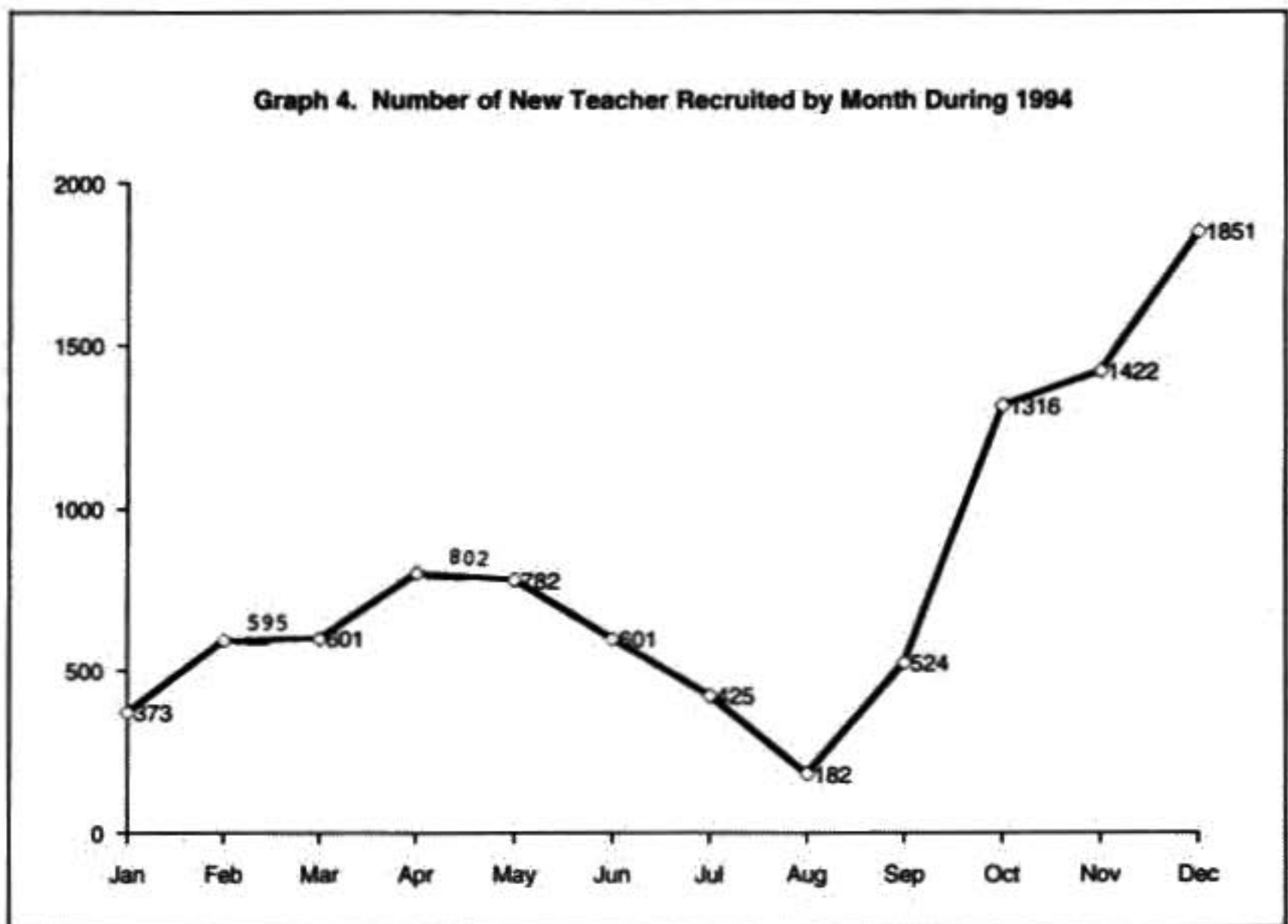
**Table 5. Total Number of Teachers by Gender in 1994**

No. of Teachers Recruited			Total Teacher Dropout in 1994*				Total No. of Teachers				
Female	Male	Total	Female	Male	Total	%	Female	%	Male	%	Total
9464	85	9549	1704	191	1895	7.0	25703	95.1	1328	4.9	27031

\* Dropouts are calculated from the total number of teachers in 1994.

As can be seen earlier in Table 2, the total number of schools as of December 1994 is 28,274. The reason why the total number of teachers shown above is less

than that figure is that approximately 4% of teachers run two and in rare cases three schools at different times of the day.



\* Graph does not include the 75 ESP teachers.

The dip in the graph from June to August is due to the Monsoon season that sets in. During this time, organizing school room construction and school opening on the whole is hampered. Thus, less schools

were organized during this period so less teachers were needed. This pattern would be similar in previous years also. For more details on male and female teacher recruitment and dropouts, see annexure 5.

## Personnel

**Table 6. Staff Strength of NFPE as of December 31, 1994.**

Type of Staff	Female	Male	Total
Regular	250	1029	1279
Project	12	1257	1269
Service	-	374	374
<b>Total</b>	<b>262</b>	<b>2660</b>	<b>2922</b>

Regular staff includes the Head Office staff and most of the field staff. Programme Assistants and Office Assistants are included in the

project staff. See Table 7 for a breakdown of these two categories. Service staff includes the cooks and other helpers.

**Table 7. Proportion of Female NFPE Staff as of December 31, 1994.**

Position		Female	%	Total
Field Staff	RM	--	--	5
	AM	4	5.9	68
	TIC	24	6.7	358
	PO	198	27.3	726
	Monitors	--	--	4
	Resource Team	--	--	5
	Accountants	--	--	58
	ESP Staff	--	--	17
	PA	12	1.0	1209

	Office Assistants	--	--	60
	Head Office Staff	24	63.2	38*
	Total	262	10.4	2548

\* 1 female Senior Regional Manager, 2 male Regional Managers, 9 female Programme Organizers, and 1 male Monitor are stationed at the Head Office in Dhaka.

### Expansion from 1993 to 1994

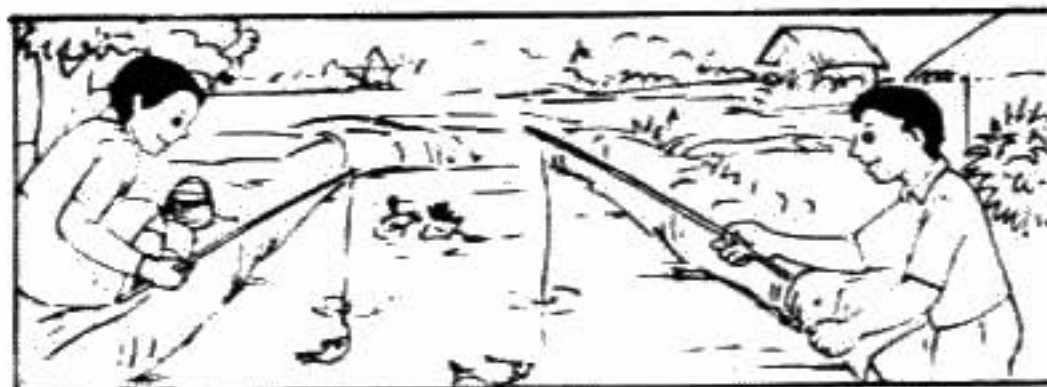
**Table 8. Programme Increase from 1993 to 1994.**

Item	1993	1994	% Increase
Team Offices	273	374	37
Regional Manager Offices	4	5	25
Staff	2187	2922	34
Villages Covered	12537	16946	35
Schools	20388*	28274	39

\* These figures include the ESP schools as well.

In 1994, the number of schools in the NFPE programme increased by 39% from 20,388 to 28,274. Equivalent percentage increase

in the number of team offices, staff, and villages covered helped to support that growth.



## PROGRESS REPORT OF NFPE ACTIVITIES IN 1994

### Expansion of the Urban Schools

#### The Story of Rekha Akhter

Rekha Akhter is a student of the Khilagaon BRAC school. She is 9 years of age, and is among the many enthusiastic students of BRAC's urban schools who would otherwise have spent their time in the streets. Her father, Mokbul Hossain, is a rickshaw puller who thought it would be good for the family if Rekha worked in a garments factory. Rekha, unlike many other children in similar circumstances, stood her ground and fought against the decision to rob her of her childhood dreams. "I did not follow my father's advice," Rekha says. "I told him I would rather stay at home and help my mother than work in a garments factory. I got my mother's support in this. Now I go to school regularly, and when I come home, I help my mother."

Mofisha Khanom, Rekha's teacher at the school, says, "Rekha comes very regularly to school. But often circumstances create a lot of pressures on these children to give up school. What I do when I observe that a student is absent is contact the parents, talk to them about the problem, and try to get my student back to school."

From BRAC's Newsletter Access 11

It is not only the rural villages which are trying to combat the problems of illiteracy and lack of education among children. The urban areas have the same problems, along with the problem of an ever increasing population. In 1993, 20% of Bangladesh's population of 116.7 million lived in the urban areas. Half of the people living in the urban areas are poor with an income of less than Tk. 2600 (about US \$65) per month for a family of six. The hardcore poor constitutes about 30% of

the total urban population, or 6.87 million people, with a monthly income of Tk. 1724 (US \$43) or less a month. The number of hardcore poor is supposed to increase to 11.73 million by the year 2000. The urban poor generally live in urban fringes, squatter settlements, slums, and on the pavements. Basic services for this growing section of population has not grown in tandem. Not unexpectedly, shortage of water, health, and education services are severely lacking for this fluid and mobile

population. In 1991, only 18% of the slum children entered primary school. No one knows how many actually completed it.

BRAC's concerns for the children of families living in squatter conditions provided a shift in its earlier policy making of catering only to rural children. In 1992 BRAC set up 10 experimental schools in Dhaka city to provide basic education to unserved urban children. In 1994 three more metropolitan areas, Chittagong, Rajshahi and Khulna were brought under the programme. The basic NFPE curricula and structures have been adapted with some changes (mainly in the Social Studies text book) to make the contents more relevant to the lifestyle and environment that prevail in the urban slums.

There have been some difficulties and unexpected challenges distinct from its

rural counterpart in the urban schools. Primarily, the curriculum was irrelevant, as mentioned earlier in the case of Social Studies. This led to student disinterest. This issue has already been addressed by modifying the curriculum. There is also a high drop out rate due to the fact that many children have to work to support their families. Finally, life in the *basti*, or slum, contributes to some of the reluctance to send the children to school and to even trust BRAC (Khan & Khan, 1993).

However, the programme has been successful enough to warrant an expansion. Thus in 1994, the number of schools in Dhaka increased to 190, the 1993 figure of 42 schools. The total number of urban schools covering all four areas was 349 by the end of 1994. In 1995 a new urban office will be opened in Dhaka to accommodate the swiftly expanding urban school programme.

**Table 9. Urban NFPE School Opening Schedule -- 1992 to 1994**

Metropolitan Areas	1992	1993	1994	Total
Dhaka	10	32	148	190
Chittagong	--	--	49	49
Rajshahi	--	--	50	50
Khulna	--	--	60	60
Total	10	32	307	349

Although financial constraints, domestic chores, involvement in odd jobs and a general lack of motivation usually would prevent these children from going

to school, it has been good to see that the percentage of dropouts have reduced since 1992. In 1992 about 30% of the students dropped out. However

in 1994, the dropout rate was nil. 15% of those initially enrolled have since left but have been replaced by others. This is a very encouraging sign. The specialized curriculum and the increase in support staff should help to keep this rate low.

### **Kishori Schools**

Special BEOC schools known as Kishori Schools, (kishori meaning adolescent girls) have been opened where the HPP programme is operating. These schools cater to the educational needs of 11-14 year old girls only. The teacher is also female. The schools focus on the special needs of this group, particularly on health issues. Health text books have been introduced from class II, and special health related activities are performed by the students in and outside the classroom. The rest of the curriculum is the same as the BEOC schools. Currently, there are 830 schools in different HPP areas. 191 schools completed their school cycle (three year) in 1994. 800 schools are funded by UNFPA and 30 schools are funded by RDP.

### **Kishori Pathager**

A common concern among educators is what happens to the child's education once the child leaves school? This is particularly true for the adolescent girls in Bangladesh, who after completing 3 years of schooling, usually get married and become detached from a

literary environment. They run a greater risk than other children of relapsing back to illiteracy. This concern has led to the creation of the Kishori Pathager, which are small village libraries for female graduates from the Kishor-Kishori (BEOC) schools. The Kishori Pathager provides an opportunity for adolescent girls to continue to develop their reading habits after graduating from BRAC schools. It provides a forum for continuing its members' education and encourages them to become involved in group and club activities.

By the end of 1994, 1858 Kishori Pathagers were opened with a total of 42824 members. The members of the libraries pay Tk 2.00 monthly. This money is refundable and is meant to foster a need for saving small sums of money regularly. At the end of three years, individual savings may be invested in income generating schemes if the members wish.

In addition to books and games available at the libraries, seeds of essential vegetables are also distributed to the members so that they can grow vegetable gardens in their own homes. This helps to reinforce the health and nutrition information received in school.

In 1994 some new activities were introduced such as training in vegetable and home gardening, training in homestead poultry farming and tailoring. A total of 15,000 members received training in poultry farming and 730 members completed a tailoring course.

**Table 10. Expansion of Kishori Pathagers from 1992**

Item	1992	1993	1994
Total Pathagers	40	1025	1858
Total Members	1639	20946	42824
Total Savings (Tk)	9406	124066	584898
Total Books Provided	800	23036	73410

Members bore a third of the training costs. For 1995, training in goat rearing and a junior credit programme are being contemplated.

A plan for starting larger scale union based libraries for the community is also being formulated for 1995. These libraries would be open to anyone in the community. The program will begin with 10 libraries and then gradually increase in number in 1996. Each library will begin with about 1000 books and add to its capacity each year with the help of local contribution as well as from BRAC. This is an effort to begin an educational process involving the community beyond the BRAC graduates.

#### **Education Support Programme (ESP)**

Many NGO's in Bangladesh are trying to help eradicate the problem of illiteracy and provide educational services to poor children through non-formal basic education. BRAC's Education Support Programme facilitates interested NGOs with training, counselling, financial and material support in their non-formal education endeavors. By December 1994,

ESP had extended its support to 137 NGO's for 1150 schools.

#### **Audio Visual Materials**

An effective method in teacher training is to be able to visualize the learning. The Audio Visual unit is assisting the NFPE programme in developing a set of training videos to increase the standard of the teacher and trainer's training. Already in use in the teacher training sessions, the videos are an aide to trainers and help them to demonstrate teaching-learning processes and to facilitate a class. By using the video taped lessons, new teachers can see what a classroom situation is like, how a particular activity can be done, and discuss the learning situation. This is particularly helpful in Social Studies where there are games and health activities that need special facilitation skills in the classroom. Audio tapes are also being used to assist NFPE to record the English Radio programmes, selected songs used in the schools, and stories for the children. The use of audio and video will be increased further in 1995.



**"...Now its time to open your presents..."**

Friday the 14th and Saturday the 15th of January, 1994 were special and were marked off in our calendars...and in their minds: it was going to be a unique reunion, and the first of its kind. The learners, teachers, program organisers and the NFPE staff were all going to spend the day together...in a real "non formal" way! Yes, the third graders of the Khilgaon slum schools of the NFPE program were going to the zoo!

As the ten vehicles lined up in front of one of the schools, the children in their colorful clothes were guided to the buses by the teachers and the NFPE escorts. After the children were all well saddled in their seats, the journey started. The radios of the vehicles had to be turned off because the cars were booming with nursery rhymes and folk songs. However, as we moved on, our little friends got more absorbed in observing the scenes outside, and so their lively orchestra faded out and the sounds of exclamations and remarks became more prominent: "Oh! look, look there's Meena!", remarked one at the Mohakhali turning, noticing the "Meena" figure on the wall. Another little one sitting by

*the snakes  
and the ele-  
phants were  
the high-  
lights of the  
day*

the driver's seat was busy giving directions to the zoo, more to convince herself that she knew the way, rather than to guide the driver!...And thus we reached the zoo!...

...Walking in a line is tough when you are a group of 150 excited beings. The kids moreover, could no longer control their exuberance which they had so patiently contained, so long. So walking steps became running steps, and broken lines were constantly mended, to be broken again and mended again. This unruly march finally came to a halt as we entered the gates of the zoo. Here, chocolate milk was distributed to everyone and smaller groups were formed... and the adventure began.

The playful monkeys, the hungry tigers, the roaring lions, the friendly bears...all were visited randomly by the different groups. The snakes and the elephants were the highlights of the day!...

Thus the kids skipped from one cage to another, sharing comments about the animals. The name of giraffe and zebra caused some commotion! For some the giraffe became the zebra, and the zebra the ass! This led on a debate amongst a few till an older one pacified this argument by giving them the correct names...

...By midday, little Lutfa squeaked: "Apa I am tired...and hungry!" Yes, by now hunger had struck us all and so we headed towards the meeting place, and

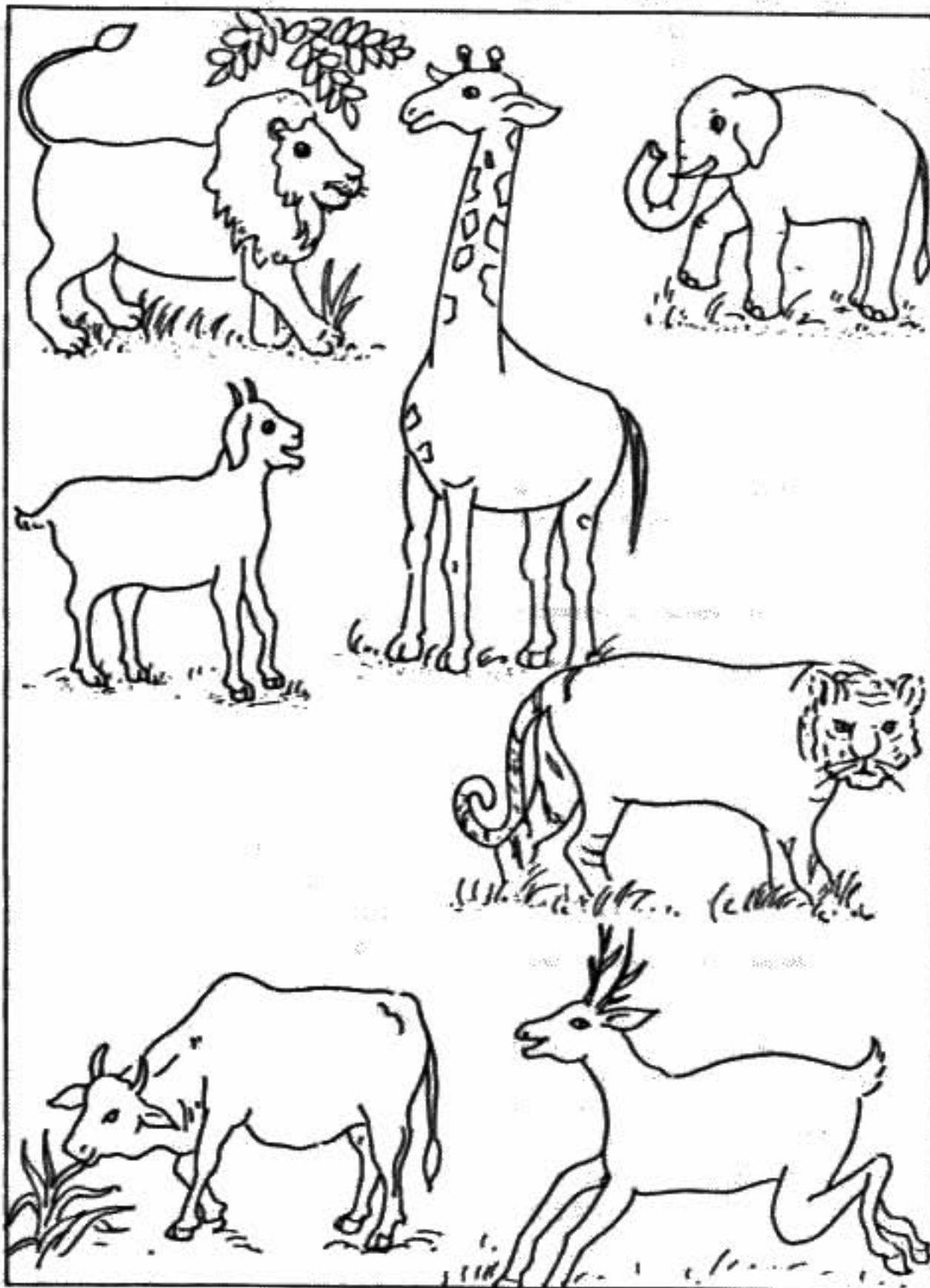
when everyone arrived...we had a picnic...

...Then, with all the excitement behind us, we lined up again and marched back-more calmly now, to embark the vehicles for our return journey. The children were counted several times, till we were assured that all were present...and thus endeth the

great adventure...but wait!...not quite yet... the gift packets were to be distributed...

...It was like a day that leaves behind moments that echo the joy that you shared together and are yours forever...!!

Access January 1994



## ADMINISTRATIVE AND OPERATIONAL CHANGES

### **New Field Structure**

Since the NFPE Programme has rapidly increased, structural changes were made in field operations at the implementation level in order to streamline the administrative structure and make it more efficient. The following changes were effected. The number of Regional Managers has been increased to administer smaller regions. Field Officers have been redesignated as Area Managers or Team-in-Charge based on their years of experience and performance at BRAC. The NFPE monitoring team has been strengthened for the same purpose and the team reports directly to the programme Director. Support at the grassroots level has been readjusted to accommodate Programme Assistants, who are school supervisors with a Higher Secondary School Certificate degree instead of a Masters degree, as was previously the case with Programme Organisers. This will enable many BRAC teachers to become supervisors, bringing with them a wealth of experience as non-formal education teachers.

### **Management Information System (MIS)**

The Management Information System has been playing an important role since 1993, assisting in the strategy planning and management of NFPE. MIS provides monthly

statistical reports based on the information collected from the field on forms specially designed and provided by the MIS unit. The management system includes a regular data reporting format on the various aspects of school performance measured by specific indicators. The information collected is analyzed and discussed at each management level. It is consolidated and passed on to the central programme office in Dhaka for further analysis. This serves as a basis for new policies.

Due to the rapid expansion and increase in the number of schools under NFPE, the pool of information is also massive. Hence, in 1994 it was decided that all information would be collected, analysed, processed and disseminated through the MIS unit. The whole unit will be computerized during 1995.

### **Preparing Teachers for Class IV and V**

BEOC schools completing the 3rd phase in 1992 were extended by another year on an experimental basis, adding phases four and five to the BEOC cycle. Therefore, all BEOC schools from 1993 have been running for three years instead of two with five academic terms. A special 12 day training in Math and English, designed to prepare teachers for the 4th and subsequently the 5th phase of school, was increased in 1994 to include all BEOC teachers.

## CURRICULUM CHANGES AND ADDITIONS

Due to new learning theories and research in children's educational development, curriculum is always being changed to be made more beneficial for the learners. Trying to cater best as possible to its students, BRAC has incorporated many of the new theories in its schools, while adhering to the culture of rural Bangladesh. The changes are a combination of feedback from the schools, consultant's input, workshop strategies, discussions among the curriculum developers, and field testing. The basic theme in learning has to be more learner centered and activity based. Some rudimentary changes in the existing curricula were integrated in 1994.

### **Social Studies**

In Social Studies it was observed that the text book being used was "quite dry" and the children did not enjoy the lessons too much as too much information had to be digested. A change was needed. Subject matters were introduced through stories supported by activities for the children to experience as part of their learning. Initial feedback on this new method has been very positive.

A new Social Studies curriculum is also being designed for the urban schools in which social studies would be focusing on pertinent issues, relevant to

day to day living in slum conditions, such as health hazards, sanitation, community living, safety and security, drug abuse and first aid.

### **Mathematics**

Numbers have constantly been a difficult subject in the BRAC schools, just as in most schools in Bangladesh, and abroad. The Mathematics curriculum went through a major change. Instead of a combined text book, both for the teacher and the students, the Teacher's Manual has now been separated from the Student's Workbook. The teacher's manual gives step by step information to the teacher on how to teach the lessons with room for their own ideas and input. A workbook full of activities has been developed to help children gain numeracy skills with less difficulty and to make math interesting. Also, number cards have been given to each child to reinforce their mathematical knowledge. New techniques, such as Look and Say, math games, paired work, and the use of stories have been introduced in Book 1 to help reinforce the concept and use of numbers. In 1995, evaluation and modification of the new Book 1 and the writing of Book 2 will be undertaken.

### **Bangla**

In the Bangla language syl-

labus, new activities are being introduced that encourage creative thinking. A tendency among the children, particularly in story telling and sentence writing, has been to take stories and sentences directly from the text book, a reminder of rote learning that NFPE has been trying to erase. Activities such as letter writing, independent sentence making, and "ball" game have been introduced to guide students to understand the material and move away from memorization.

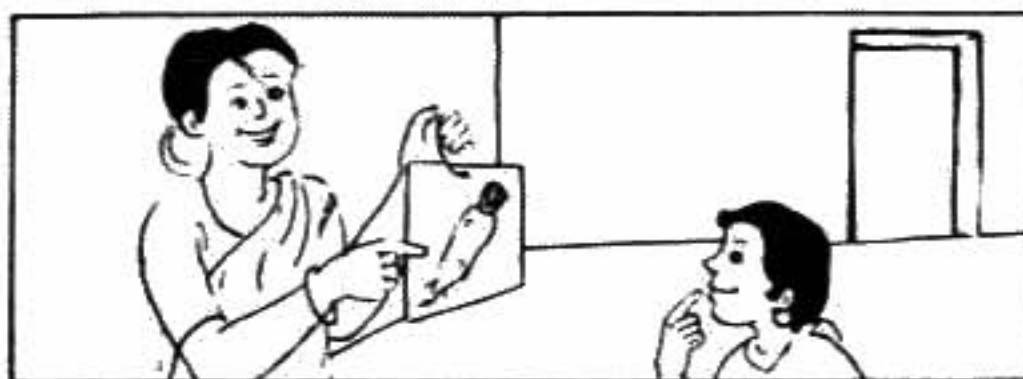
Frequent story telling has shown to increase the child's understanding and interest in language. Based on this, guided story telling and writing will be introduced in 1995 as a pilot programme in a small sample of schools. Another new addition in 1995 will be Morning Talk, which would allow a few children to talk about a new topic every day before lessons begin. New story books will also be

developed for shared reading between the children.

### Religious Education

In 1994, religious education was introduced in all Class III schools. The reason for this introduction was that parents were interested in having their children learn about religion and that the government schools teach religion in their classes. Currently the government religious education book is being used for the BRAC school's religious education curriculum.

In order to assist the curriculum developers with these changes, the following experts were consulted: Stuart Leigh and Rebecca Kalin from LearnTech, USA for the Interactive Radio Programme; Robin Pierce from Palmerston College, New Zealand for Language; William Gibbs from Leeds University, England for Mathematics; and Candy Rhode from UNICEF for Social Studies.



## NEW INTERVENTIONS

### **Interactive Radio Instruction (IRI)**

Many developing countries have used the radio to teach language and Mathematics. This method is quite successful, particularly because of the novelty of the radio as a teacher. Children look forward to hearing the lessons on the radio and then following the instructions, which include conversation, games, songs, physical activity and written work. BRAC decided to pilot this approach in a small sample of school in 1994 to teach English as a second language. The purpose of the pilot programme is to use the radio for education with an emphasis on active learning and to help broaden the student's and teacher's concept of the subject studied.

The total English language series will comprise of a 20 month long Interactive Radio Course made up of 240 lessons beginning in the second year of school. New staff have been recruited to help write the radio scripts and to design support materials such as Teacher's notes, charts, story cards, and a text book.

The Interactive Radio Instruction (IRI) approach was tested with the help of pre-recorded "English for Us" lessons on audio tapes to teach English in four urban slum schools in Dhaka in 1994. This experiment lasted one month during which positive results

have been noted. Students liked listening to the lessons and were able to successfully greet in English, identify selected alphabets and related objects and follow necessary instructions. Upon a visit to one of the test school areas, it was reported that some non-BRAC children were singing the songs from the lessons too!

An unexpected result of the experiment showed that the use of recorded lessons has had a positive effect on pupil attendance in the test schools.

Before introducing IRI in all the BRAC schools, the goal is to administer a second test with revised materials, by May 1995.

### **Vegetable and Home Gardening Programme**

Poverty is not always the cause of malnutrition. People are often unaware about the value of certain kinds of food, sometimes indulging in food that has little nutritional value. Malnutrition due to poverty is compounded by malnutrition due to lack of information about healthy diets. In April 1994, BRAC introduced a home gardening project in NFPE and BEOC schools to inform children about healthy food which encourages the planting of such food and the consumption of these foods at home. Seeds of a variety of essential

vegetables were distributed to children in class III of the NFPE and the BEOC schools. These vegetables use little land and can be grown around their homes by the children with some help from parents. Orientation and demonstration on sowing, caring and harvesting of these vegetables was given to the students. Programme Assistants were appointed especially to follow up and monitor the project.

The first planting was done in April 1994 involving 243,527 children from BRAC schools. From the results of the first harvest it was decided that more supervisory care was needed for the gardens. Also needed was an agronomist and more Programme Assistants to

facilitate the project.

Based on lessons from the first season, the second planting began in October 1994. Seeds were given to only 55,570 students with more guidance from an agronomist and his team. The Programme Assistants were given a 6 day training in home gardening. The total production of vegetables from the second planting was 1,053,005 kg which is much better than the first harvest. From this, each student was able to bring enough vegetables home to enable their family to consume vegetables everyday and to sell some vegetables also. The success of this planting shows promise for the programme in 1995.

**Table 11. Report on Consumption, Sale, & Income From Vegetables- Winter Season 1994.**

Region	Pumpkin			Carrot			Total	
	Consumption (kg)	Sale (kg)	Income (Tk)	Consumption (kg)	Sale (kg)	Income (Tk)	Production (kg)	Income from sale (Tk)
Mymensingh	324192	84739	207326	83266	20635	111632	512832	318958
Jessore	306568	127051	207370	78558	29105	111425	540173	318838
Total	630760	211790	414696	161824	49740	223057	1053005	637796

### **NFPE in Africa**

Bangladesh is not alone in the battle against illiteracy. Non-formal primary education is seen as a good opportunity to provide basic education to those who are most at risk to slip through the illiteracy crack. The BRAC non-formal education model has provided

unserved children access to schooling and has proven to be easily replicable, efficient and cost effective.

In October of 1994, UNICEF under its Eastern and Southern Africa Regional Office (ESARO) in Nairobi invited BRAC to facilitate countries in Eastern and Southern Africa in their

efforts to improve children's access to basic education, particularly girls. The process will involve networking with UNICEF, the Ministry of Education and NGO's working prominently in the region. BRAC will provide them with a strategy for planning and implementing non-formal basic education in these countries. By December 1994, preliminary work had already begun in Uganda.

**Catherine Lovell and Peter Thompson Memorial Fund Scholarship Programme**

Even if children complete the BRAC school cycle, that in itself is no guarantee for their continuation in government schools. One major reason for discontinuation is the cost of education in the formal system. BRAC children, mostly coming from high risk backgrounds, have a greater likelihood of not continuing in formal school system. A scholarship fund was created in September 1994 in memory of Catherine Lovell and Peter Thompson, two of BRAC's benefactors, to facilitate BRAC graduates to continue their education in the formal system.

The criteria for being awarded the scholarship are that the student must be a girl and a BRAC school graduate who comes from a poor and landless family. She must demonstrate

interest and potential for successful completion of junior secondary school (up to class 8).

Once a student is selected, she is awarded Tk 60 per month while in class VI. Based upon good performance and attendance, the award will continue for class VII and class VIII so that she is able to finish junior secondary school. By the end of 1994, BRAC awarded scholarships to 135 children. The number of awardee are expected to increase to 250 in 1995.

**Certificate of Graduation**

Starting in 1995, all students who complete their education in the BRAC schools will receive a certificate of successful completion. This is for the children to feel a sense of accomplishment and for proof of education if any children should seek admission elsewhere to continue their education.



## RESEARCH ON BRAC'S NFPE PROGRAMME

"...56.2 percent satisfied all the four criteria of 'basic education' in 1992. The figure for the criteria of 'literacy' (ie the 3 R's, viz, reading, writing, and numeracy) was 59.1 percent. In terms of both criteria, NFPE graduates did better than BEOC graduates. Among the NFPE graduates, boys did better in satisfying the criteria of 'literacy' while girls did better in 'basic education'. But in the case of BEOC, girls were behind boys in both cases."

*Nath, Khan, & Chowdhury, 1994*

Aside from monitoring and evaluation, studies on the schools and the outcomes can help to shape a programme. Research is important to see what effects the schooling is having on the children, the parents, and the community. It provides a basis for making changes and planning the next step.

During 1994 BRAC's Research and Evaluation Division (RED) independently carried out

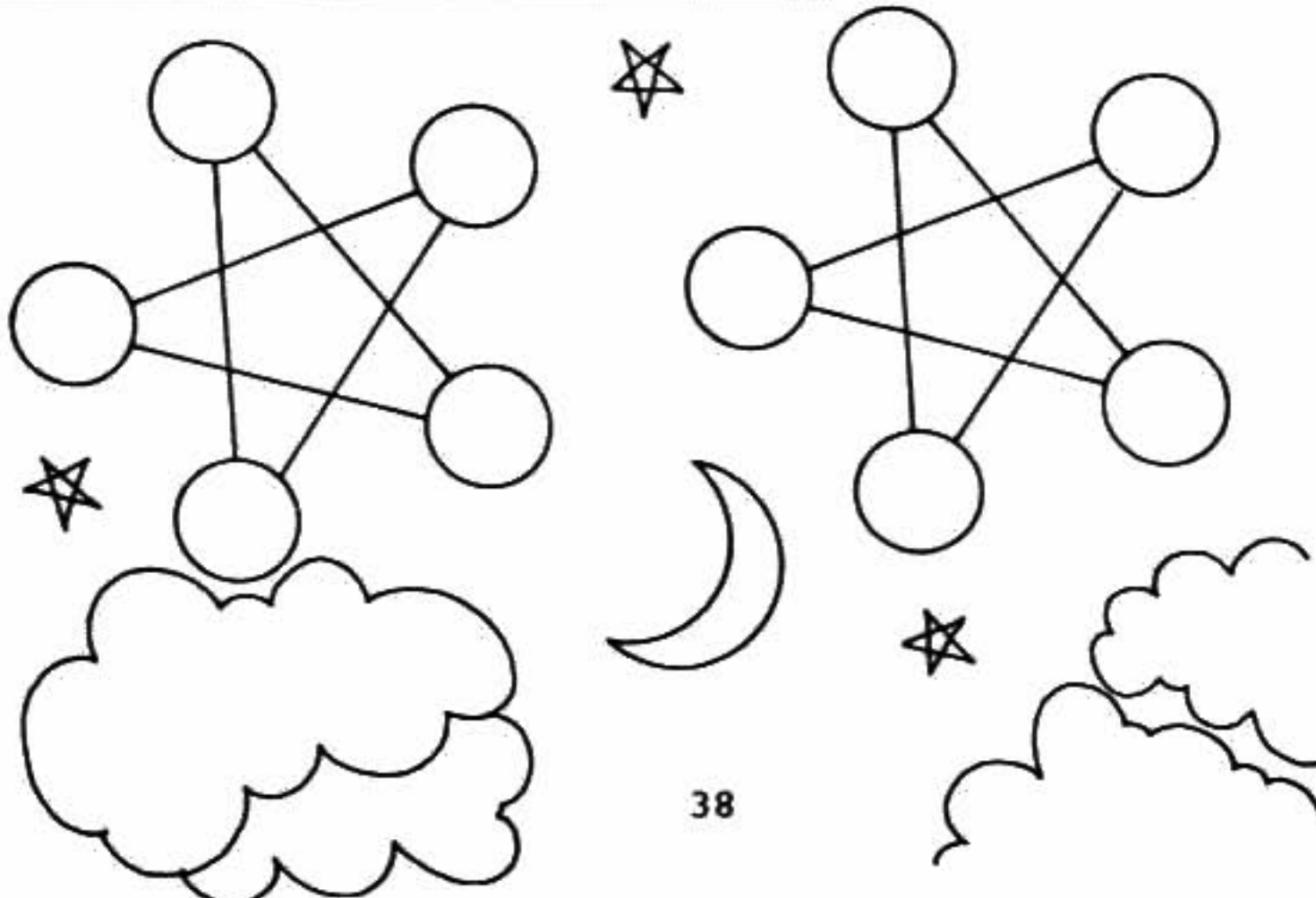
several research studies for the NFPE programme in areas such as standardized tests in the BRAC schools, the future of BRAC graduates, families of BRAC students, reasons for dropouts, and many more listed below. The findings from their research helps the NFPE programme to assess its schools and the impact it is having in rural development and the future of the children of Bangladesh.

### List of NFPE Related Research Papers Completed in 1994 by RED

1	Identifying Possible Ways for Utilization of NFPE Graduates: Some Propositions (Bangla).
2	Basic Training Course for the Teachers of BRAC's Non-formal Primary Education Programme: The Views of the Teacher Trainees on Some Selected Issues.
3	Progress in Basic Competencies of NFPE and BEOC Graduates Over Time.
4	An Inside Look at Two Brac Schools in Matlab Thana.
5	Linking the School and the Family: Community Participation in BRAC School.

**List of Ongoing Research Studies**

1	Evaluation of Radio Interactive Instruction Program.
2	Socio-Economic Characteristics and Reasons for Dropout NFPE Urban Students.
3	Standardized Achievement Tests for 3rd year NFPE Students.
4	The NFPE Programme: A Closer Look into Dropouts, Replacements, and Attendance.
5	Factors Affecting the Achievements of Children: Why Some Students are Doing Better than Others. (proposed by NFPE)
6	How Many KK Graduates After 5 Years of Education go to Government Schools? Why do Some Drop Out? Are they Able to Cope with 5 (Five ) Years Curriculum? (proposed by NFPE)
7	Impact of NFPE Schools: A longitudinal (Baseline) study to assess impact of NFPE program. (proposed by NFPE)
8	Retention of Graduates in the Formal Schools. (proposed by NFPE)
9	Marriage age of NFPE/KK Female Graduates: Whether the BRAC education program has been able to influence the parents enough to change their attitude to prevent early Marriage of girls. (proposed by NFPE)
10	Parental Attitude: After Sending on Child to NFPE/KK, Whether the Same Parents Feel Interested to Send their Next Child/Children to NFPE/KK or any Other Schools to Educate Them.



## SHARING EXPERIENCES

BRAC believes that sharing experiences with other organizations involved in providing non-formal primary education to the poor and disadvantaged children is essential. Such an exchange is very useful in developing aspects of the programme such as the development of training materials, relevant learning skills, and teaching methodology.

### **NFPE Programme Staff Workshops & Trainings Attended**

Part of improving the BRAC schools involves learning from others and enhancing staff training. Most of the curriculum developers and other staff members attend workshops sponsored by other NGO's and visit the other local programmes as well. In 1994, meetings and workshops were attended with UNICEF, Save the Children, the British Council, Campaign for Popular Education (CAMPE), National Curriculum and Textbook Board (NCTB), FIVDB, Concern, Aino Shalishi, GSS, and Proshika. Two NFPE field staff attended training for trainers organized by GSS.

In 1994 a number of staff members went abroad for higher education, workshops and study visits that were relevant to the NFPE programme. Three staff members went for Master's degrees in the United Kingdom at University of Bristol, at London School of Economics, and

at University of Manchester. Workshops were attended on "Teacher Education for Teaching Young Learners" which took place in London, and on "Fundamentals on Interactive Media Instruction" which was held in Washington, D.C. Representatives from NFPE also attended a Regional Workshop on Monitoring and Evaluation organised by UNESCO in Thailand.

### **Visitors From Abroad**

The BRAC schools received many foreign visitors in 1994. High Government Officials visited from Britain, Japan, Vietnam, Canada, India, France, Pakistan, the United States of America, the Netherlands, Myanmar, Nepal, Bhutan, Iraq, Mozambique, Zambia, Lesotho, Burkina Faso, Nigeria, Tanzania, Kenya, Somalia and Switzerland. Not only does this expose other countries to BRAC's NFPE model, but BRAC learns about educational innovations and developments in other countries which is equally beneficial.



"I have been especially impressed by the BRAC schools, its focus on girl students, school timing, and parents' meeting which I want to regard as the real symbol of social mobilization...It has been a very positive and splendid experience for us to see how a development organization has changed the life style of the poverty stricken rural people in Bangladesh. We have made indepth studies on your NFPE and IGP (Income Generating Programmes), their tremendous success, the impact of these programmes on the rural poor, low cost, etc. What we have found is really excellent. We will certainly try to replicate the BRAC model of school and IGP in our country..."

The Honourable Minister of Education, Mr. Etienne Goyemide from the Central African Republic.



## FUTURE DIRECTIONS

Strengthening and supporting the Government in its Universal Primary Education programme target of 95% primary school enrollment and 70% completion rate by the end of the decade remains BRAC's primary motivation. The 28,274 schools operating by the end of 1994, an increase of more than 8,000 over the previous year, testifies to the programme's success. Community demand for these schools has further reinforced BRAC's intention to increase the number of schools to 37,000 by the end of 1995.

Other activities in 1995 will include: coordinating amongst Government and NGO activities in order to develop partnerships; continuing education programmes like union based libraries and a possible addition of a fourth year to the NFPE schools; providing technical and vocational training programmes; and developing a curriculum library at the NFPE Head Office.

*"The BRAC experience suggests that there are variables more important than poverty and tradition that influence parents' and children's decisions about school enrollment and attendance. Once the children and their parents have experienced relevant curriculum dedicated and well-supervised teachers with reasonable class size in low-cost or free schools that are close to home and provide a climate where success is expected, their attitude toward education is apparently changed. Having experienced success in the BRAC schools, children and their parents have come to value education and are willing to sacrifice in order to continue."*

*Catherine Lovell, Breaking the Cycle of Poverty, 1992.*



## ANNEXURES

**Annexure 1. Number of Schools and Students by Year From 1985 to 1994.**

Year	Schools Opened	Enrolment	Total Schools	Total Students
1985	20*	612	20*	612
1986	153	4576	173	5188
1987	403	12097	576	17285
1988	223	6690	779	23363
1989	1606	48180	2231	66937
1990	2204	69243	3810	117423
1991	2890	86727	6003	183213
1992	5675	170250	11108	336363
1993	12421	408363	20014	636330
1994	9611	311226	28274	896385

\* 2 pre-primary schools were also opened in addition to the first 20 schools.

**Annexure 2. BRAC Graduates and the Percentage Entering Government Schools.**

Year	Number of Completed Schools	Number of Graduates			Course Completion Rate of Students (%)			% of Graduates Entering Govt. Schools		
		NFPE	BEOC	Total	NFPE	BEOC	Total	NFPE	BEOC	Total
1988	20	574	-	574	93.8	-	93.8	90.2	-	90.2
1989	154	4428	29	4457	96.8	96.7	96.8	95.8	17.2	95.3
1990	625	11916	6529	18445	98.7	97.6	98.3	97.3	73.7	89.0
1991	697	-	20827	20827	-	99.6	99.6	-	88.0	88.0
1992	570	13830	2920	16750	98.1	97.3	97.9	96.1	92.8	95.5
1993	3515	44027	56183	100210	97.9	88.7	92.5	93.6	52.5	71.0
1994	1725	26445	22369	48814	97.7	90.3	94.1	93.2	61.6	78.7
<b>Total</b>	7306	101220	108857	210077	97.9	91.7	94.6	94.3	63.5	78.4

\* The one BEOC school that graduated in 1989 was located at BRAC's Ayesha Abed Foundation. All but 5 of the 29 graduates went on to work at the Foundation instead of pursuing higher education.

**Annexure 3. School Opening Calender by Region.**

Region	Schools operating on 31.12.93			Schools closed during JAN-DEC 1994			Schools opened during JAN-DEC 1994			Schools operating on 31.12.94		
	NFPE	BEO C	Total	NFPE	BEO C	Total	NFPE	BEO C	Total	NFPE	BEOC	Total
Rajshahi	2041	534	2575	123	32	155	1075	492	1567	2993	994	3987
Rangpur	2294	626	2920	110	246	356	1341	558	1899	3525	936	4463
Jessore	3024	786	3810	135	75	210	764	305	1069	3653	1016	4669
Mymensingh	1779	645	2424	30	324	354	673	366	1039	2422	687	3109
Jamalpur	1485	339	1824	110	30	140	1146	349	1495	2521	658	3179
Comilla	2695	1106	3801	122	66	188	429	48	477	3002	1088	4090
Dhaka	2159	459	2618	140	53	193	854	158	1012	2873	564	3437
Dhaka Urban	42	-	42	-	-	-	148	-	148	190	-	190
ESP	374	-	374	129	-	129	905	-	905	1150	-	1150
Total	15893	4495	20388	899	826	1725	7335	2276	9611	22329	5945	28274



**Annexure 4. Schools by Administrative Units and Fund Source as of 31 December 1994.**

Sl #	Division	No. of Districts	No. of Thanas	No. of Team Offices	Total School				NFPE Expansion Fund			OXFAM (Eng.)	RDP Fund			
					NFPE	KK	K	Total	NFPE	KK	Total	NFPE	NFPE	KK	K	Total
1	Dhaka	16	90	133	7669	1406	375	9450	3316	1143	4459		4034	263	-	4297
2	Chittagong	9	38	55	2570	1044	-	3614	1529	925	2454		847	102	-	949
3	Rajshahi	12	87	112	6518	1551	381	8450	2627	1007	3634		3534	544	20	4098
4	Khulna	10	50	57	3627	924	74	4625	1648	699	2347		1859	225	10	2094
5	Barisal	5	18	17	795	190	-	985	604	136	740		191	54	-	245
6	ESP	3	20	-	1150	-	-	1150	1050	-	1050	100	-	-	-	-
<b>Total</b>		<b>55</b>	<b>303</b>	<b>374</b>	<b>22329</b>	<b>5115</b>	<b>830</b>	<b>28274</b>	<b>10776</b>	<b>3910</b>	<b>14684</b>	<b>100</b>	<b>10465</b>	<b>1188</b>	<b>30</b>	<b>11683</b>

Sl #	Division	No. of Districts	PCRDP Fund			UNFPA Fund	GEP Fund	No. of union covered	No. of village covered
			NFPE	KK	Total	K	NFPE		
1	Dhaka	16	-	-	-	375	319	593	5991
2	Chittagong	9	90	17	107	-	104	317	2142
3	Rajshahi	12	-	-	-	361	357	569	5530
4	Khulna	10	-	-	-	64	120	380	2767
5	Barisal	5	-	-	-	-	-	93	516
6	ESP	3	-	-	-	-	-	150	1108
<b>Total</b>		<b>55</b>	<b>90</b>	<b>17</b>	<b>107</b>	<b>800</b>	<b>900</b>	<b>2102</b>	<b>18054</b>

**Annexure 5. Teachers Recruited and Dropped Out in 1994 by Gender.**

Month	Recruited in 1994			Total Dropouts in 1994		
	Male	Female	Total	Male	Female	Total
JAN	7	366	373	27	114	141
FEB	2	593	595	36	269	305
MAR	3	598	601	13	125	138
APR	5	797	802	25	124	149
MAY	2	780	782	5	97	102
JUN	2	599	601	14	142	156
JUL	1	424	425	11	107	118
AUG	8	174	182	11	88	99
SEP	4	520	524	14	217	231
OCT	16	1300	1316	9	136	145
NOV	9	1413	1422	16	139	155
DEC	23	1828	1851	10	146	156
ESP	3	72	75	-	-	-
<b>Total</b>	<b>85</b>	<b>9464</b>	<b>9549</b>	<b>191</b>	<b>1704</b>	<b>1895</b>

**Annexure 6. Number of Teachers Attending Trainings and Refreshers During 1994.**

Type of Training	Total Teachers Trained
12 Day Basic Teacher Training	8984
3 Day Orientation	9580
2 Day Refresher after Preparatory Phase	10050
2 Day Refresher for Introducing Social Studies Curriculum	9093
4 Day Refresher at the end of First Year/Phase	15846
3 Day Refresher at the end of Second Year/Phase	6306
12 Day Training at the end of Third Year/Phase*	763
1 Day Refresher at the Beginning of Every Month	216224

\* For BEOC teachers only.

The reasons why the number of teachers trained for the first year trainings vary is that the figures include new teachers, teachers from reopened schools, replaced teachers, and some teachers who went through the basic training in 1993 year end, but did their refresher trainings in 1994.

**Annexure 7. Number of Staff Attending NFPE Trainings in 1994.**

Type of Training	Total Staff Trained
19 Day PA Pre-Service Training	966
12 Day PA In-Service Training	447
3 Day PO Pre-Service Training	255
12 Day Operation Management Course (OMC) for PO's	193
12 Day Training of Trainers for PO's	326
12 Day Development Management Course for AM's and TIC's	14
6 Day Gender Awareness & Analysis Course (GAAC) for AM's, TIC's and senior PO's	38

The reasons of variation in numbers of trainees mentioned in the teacher training apply for the staff training as well.

**Annexure 8. Schools in RDP and Non-RDP Thanas**

Year	Category	No. of Thanas	No. of Schools	Percent of Schools
1994	RDP (including SLDP & IGVD)	209	24242	86%
	Non-RDP (including 24 urban thanas)	94	4032	14%
	Total	303	28274	100%

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