

NON-FORMAL PRIMARY EDUCATION PROGRAMME

PROPOSAL FOR PHASE II

APRIL 1996 - MARCH 1999

12 December 1995

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List of Acronyms

UPE	:	Universal Primary Education
UNICEF	:	United Nations Children's Fund
BIDS	:	Bangladesh Institute of Development Studies
CPU	:	Compulsary Primary Education
EFA	:	Education for All
ESP	:	Education Support Programme
FFE	:	Food For Education
GEP	:	General Education Programme
HPP	:	Health and Population Programme
HRLE	:	Human Rights and Legal Education
INFEP	:	Integrated Non Formal Education Programme
NFPE	:	Non Formal Primary Eductaion
NGO	:	Non Governemnet Organization
PMED	:	Primary and Mass Education
RDP	:	Rural Development Programme

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Primary Education in Bangladesh

1.1 Background

- * Vast population
- * Low literacy rate

Bangladesh is a country with a vast population. Most recent (1995) government figures show a population of a 120 million. In 1992, Bangladesh was reported to rank 115th of 131 countries in its literacy rate, with only one third of those over the age of 15 able to read or write. Overall literacy rate is less than 35% (source: Bangladesh Population Census 1991). Of rural women, 85 per cent are illiterate, and among the poorest one third, illiteracy is probably universal.

1.2 The Primary School system

- * Government run
- * Five year cycle
- * 6-10 age group

The primary school system in Bangladesh is free and predominantly government run. Primary education consists of a five year cycle for the 6-10 years age group. It (January 1995) is made up of approximately 56,000 schools with 2,40,000 teachers to cater to an estimated 17.5 million school age children. Normally primary schools operate in two shifts : one shift for Grades 1 and II for 2 hours, and a second shift for Grades III to V for 3 1/2 hours. The average school size is 260 students. On an average, there is one teacher for sixty students, and one supervisor for twenty teachers.

Enrolment, only gives the broadest outline of the school situation. Only one in four children in fact reaches class V itself. Moreover, about 20% of children enrolled in primary schools are estimated to be under or over-aged. Under-age children form an unofficial 'baby class' who are sent to school with older siblings as a form of day care. (BIDS: UPE Report 1986).

Around half of all dropouts take place in the first year of school, when the futility, cost and irrelevance of education becomes apparent to both students and parents. Not more than 35% of all school children pass the primary stage. Of this, a little over a third of the children achieve basic learning competencies (reading, writing, numeracy and functional skills). (Source: UNICEF 1993). The situation of successful female completion of primary school is even lower.

1.3 Problems

- * Low retention
- * High drop out
- * Low completion

Under-funded and neglected prior to the independence of Bangladesh in 1971, the primary school system has been experiencing a number of extremely serious problems limiting the quality of education in the majority of primary schools. Since independence, the nationalization of all educational institutions took away individual ownership of primary schools and with it any involvement communities had over the management of schools and in the education of their children.

UNICEF estimates that in 1992, out of 17 million 6-10 year old children, only 4 million children completed primary education and 13 million children were either not enrolled or had dropped out, and needed to be provided with complementary non-formal education.

Clearly, there is a problem of access as millions of children are still out of school with low achievement levels. The problem is not so much inadequate number of schools as poor planning and poor management of the existing schools. One problem is linked to another and affects educational processes at every level resulting in the overall low quality, low achievements and low completion in primary schools.

1.3.1 Causes of the problems

Children have low achievements and drop out in huge numbers as a result of many factors. These may be categorized as School Dependant and Independent causes:

School Dependant causes:

Schools are generally **poorly equipped with over crowded classes**. Commonly the teacher:pupil ratio is as high as 1:60. This over burdens the teacher and does not allow the teacher to pay individual attention to learners. Difficult working environment leads to **low teacher moral**. Lack of interest and pride in their work creates a sense of alienation between pupil and teacher resulting in **the use of corporal punishment, high teacher and pupil absenteeism and low contact time**. (There appears to be a universal consensus that the length of the school year decides how much a child can learn. In Bangladesh, the average instruction hours per year is only 444 hours compared to 750 hours in Sri Lanka and Philippines; 1,100 hours in Indonesia and 1,235 hours in China. (Source: UNICEF, 1993).

Primary school supervisors each (Assistant Thana education officers) supervise 20 primary school on an average, covering large and often difficult distances. No transportation is provided to them. Supervision of schools is therefore irregular and **management of school is slack**.

Independent causes

Like any state run programme, schools also suffer from the **lack of accountability to the community** it serves. In the absence of active parents-teacher forums, there is little exchange of information or empathy between school staff and guardians. The most vulnerable groups are students from poorer families and especially girls once the **cost of education** becomes apparent to parents, (**school uniform, stationery purchase, casual donations etc.**). The financial implications of schooling becomes even greater when poorer and illiterate parents realize that children will not succeed without the help of **private tuition** as so little is taught in school.

High female drop-out results from non-communication of certain cultural values which parents hold as important for the security and protection of their daughters. The **predominantly male teaching staff** at schools and often the **distance of school** from the child's home discourage parents from sending their daughters to school. These sentiments and fears of the community are rarely discussed at the school level and therefore, hardly ever addressed.

As mentioned above, children generally receive considerable amount of **home work** since very little is done during school hours. But as most rural **parents are illiterate**, they are not able to assist their children in their work. Most rural families are also **not able to provide private tutors** for their children for financial reasons, hence the only solution is often to withdraw the child from the school.

1.4 Government Plans and Programmes

- * **Universal Primary Education**
- * **Compulsory Primary Education**
- * **Education For All**

According to the Constitution of the People's Republic of Bangladesh, providing education to all its citizen is one of the fundamental responsibilities of the state. The State is also constitutionally bound to a) establish a uniform, mass oriented and universal system of education; b) extend free and compulsory primary education to all children; and c) remove illiteracy within a determined time.

Since the country's independence in 1971, the state has recognized people power, particularly that of women, in bringing about structural changes to achieve economic growth. It regards education as the single most essential pre-requisite for ensuring suitable development and for promoting quality of human resources. Although literacy and education for both boys and girls, are equally important, girls education has special benefits. Female literacy is not only an indicator of higher social status for women, but it is also a yard stick for measuring the ability of a nation, as to how best its resources can be mobilized towards social transformation. Women, constituting half of the person power in Bangladesh, are a vast reservoir of potential human capita formation. They form the largest and the most formidable force for attaining national objectives of poverty alleviation and empowerment.

Since independence in 1971, the Government of Bangladesh has given high priority to the principle of **Universal Primary Education** and adult literacy and has introduced many progressive policies to overcome the problems limiting primary education.

In 1990, the **Compulsory Primary Education Act** was passed. It introduced compulsory primary education for the first time in 68 thanas from 1992. To encourage education of girls, free education was also extended for rural girls covering primary and High school up to class VIII.

The commitment has been further strengthened with Bangladesh's participation in the World Conference on **Education for All** held in Jomtien, Thailand in March 1990 and the World Summit on Children held in New York in September 1990. Bangladesh is also committed to implementing the summit Declaration on Education for All of Nine High Population Developing Countries held in Delhi in December 1993. Hence during the period 1990-2000, Compulsory Primary Education is being introduced with a view to full coverage by the turn of the century. This will require massive investments in teacher training and upgrading, the construction of more than 20,000 new schools, and a range of new investments in curriculum development and educational research.

1.5 Changes at the Government Level

- * **Establishment of Task Force on Primary & Mass Education**
- * **Highest Budgetary Allocation to Education**
- * **Incentive Programmes Launched**
- * **Non-formal Education Promoted**

Since world Conference on Education for All, a number of very important activities have been initiated in Bangladesh. The Government of Bangladesh has taken important steps to grapple with the task that lies ahead. One of the major efforts has been the establishment of a **Task Force on Primary and Mass Education** in 1992 to report on the status of Basic Education in Bangladesh and recommend measures to tackle the problems that have beset education in this country for almost a century. The Report of the Task Force and a National Plan of Action are the two documents that provide policy perspectives and

programme initiatives of the Government towards eradication of illiteracy within the shortest possible time through universalization of primary education, expanded mass education programme and initiating early childhood care and education programme. The major programme components are as follows:

A. PRIMARY EDUCATION (6-10)

1. Formal Primary Education
2. Non-formal Primary Education (NFPE)

B. MASS EDUCATION

1. Non-formal Basic Education (6-14)
2. Adult Education (15-45)
3. Continuing Education for all Ages.

C. EARLY CHILDHOOD CARE & EDUCATION (4-5)

(Source: Problems Faced on Women's Literacy and Issues on the Theory and Practice of Women's Literacy in the Country; by Dr. A. H Latif, BAFED, March 1995).

In order to give due priority to Education For All, a new Primary and Mass Education Division has been established. It has full responsibility to deal with matters concerning primary and mass education. This Division is directly reportable to the Prime Minister.

Attaching priority to basic education, Bangladesh has given the highest budgetary allocation to education. During the current year this sector has received the highest allocation of 16.25 percent. Along with the introduction of compulsory primary education, a strong social mobilization process has been initiated to create awareness and elicit participation of people from all walks of life. With such activities, people have become more conscious and aware of the need for educating their children.

Government has also launched several "incentive" programmes in the country.

Food for Education (FFE) is one such programme covering about a fourth of the country. The programme is aimed at increasing enrollment and attendance and reducing drop-out in primary schools particularly for the children of the very poor and distressed families. Under this programme children of selected poor families of all government and registered non-government primary schools of 1000 Unions receive 15-20 Kgs of wheat every month for attending school regularly.

Satellite schools have been established at their doorsteps so that young children do not have to travel long distance to attend primary schools. These schools claim nearly 100 percent attendance and nil drop-out. These are specially staffed by women teachers. In addition, measures have been taken for qualitative improvement of primary education. More and more emphasis is being given on curriculum improvement, monitoring of students' achievement, training of teachers and other educational personnel.

School Attractiveness Programme has been under taken on an experimental basis in 10 Thanas of 5 districts of the country.

Moreover, the government is also promoting non-formal education through the **Integrated Non-formal Education Programme (INFEP)** and the **General Education Programme (GEP)** both under the Primary and Mass Education Division. These two initiatives together aim at providing non-formal education to the children of pre-primary age group, school drop-out and out of school children and also adolescent and adults. The literacy programme is being implemented through NGOs, local voluntary initiatives and area based Total Literacy Movement centers.

According to official sources (PMED January 1995) the primary school enrolment rate has risen from 76% in 1991 to 87% in 1994 (when 15.2 million out of 17.5). It shows the proportion of boys:girls enrolment in primary school at 55:45 in 1992 rising to 53:47 by 1995.

1.6 Constraints to Increasing Completion and Reducing Drop outs

Despite these initiative and the limited successes achieved, problems and obstacles still persist. Inadequate accommodation is putting serious strain on school contact time. Despite the success in increasing enrolment and reducing drop-out, there are many students still left outside the classroom and 40 percent of students still leave before completing primary education. Poverty is a great obstacle in the way of spread of education. Most parents particularly in the rural areas find it difficult to fund the private cost of primary education. Another significant aspect of the crisis is the whole gamut of teacher education and curriculum development. There is acute shortage of adequate teaching learning materials and an urgent need for development of manpower and expansion of institutional capacity.

Other constraints existing are lack of motivation, discipline and professional skill of teachers, weak community involvement and lack of awareness and interest of parents, lack of equipments and supplies for the students, lack of play-grounds, water and toilet facilities, particularly for girls. Poor health, nutrition and lack of preparedness for schooling further compound these inadequacies.

1.7 Impact of the Prevailing Situation

The impact of these problems on the current and future generations of Bangladesh is enormous and fragility of the primary education system cripples the country's entire human resource base, seriously eroding prospects for the future. A literate, educated populace is essential to the development of the country. According to UNICEF statistics of 1993, given the population increase, if the completion rate of primary education remains at 35-40%, then the adult literacy rate would decrease from 31% in 1990 to 26% in 2025. However, if the completion rate improves and reaches 80%, the literacy rate will increase to 75% in 2025. Hence there is an urgent need to improve the completion rate of primary education in order to raise the overall adult literacy rate.

Given the present situation of the national primary educational system, the Government of Bangladesh has recognized the importance of Non Formal Primary Education(NFPE). In fact the Fourth Five Year Plan (1990-95) calls for a "multi-frontal" attack on illiteracy by **expanding non-formal primary education, strengthening the government mass literacy centers, and mobilizing NGOs**. It is vital to ensure that the non-served and drop outs from formal primary schools do not wait till they become illiterate adults before they can be inducted into a literacy programmes (FFYP 1990-95, Planning Commission).

Funds have been set aside in the General Education Project to support existing NGO NFPE programmes between 1992 and 1996 and to develop the capacity of others. The extension of GEP is also under consideration.

NGOs aim to fill the gaps and complement the efforts of the Government towards Education for All. The millions of out-of-school children left out or totally un-served by the formal system need to be reached through non-formal education programmes. \

CHAPTER 2

BRAC's DEVELOPMENT STRATEGY

2.1 Background

BRAC's development work is determined by a number of guiding principles which underpin all of her interventions. Her Mission is..

to work with people whose lives are dominated by extreme poverty, illiteracy, disease and malnutrition, especially women and children. Their economic and social empowerment is the primary focus of all BRAC activities. Its success is defined by the positive changes it assists people to make in their own lives.

This Mission is being achieved through a number of programmes. The Rural Development Programme (RDP) is the pivot around which several key programmes revolve. Each programme is in turn interconnected into a complex web of activity within the RDP. RDP's major interventions are:

- 1) Village organization development and credit.
- 2) Employment and income generation.
- 3) Social development:

- a) Non-formal Primary Education (NFPE)
- b) Health and Population Programme
- c) Human Rights & Legal Education (HRLE)
- d) Essential Health Care
- e) Environment Programme
- f) Gender Programme.

- 4) Support services:

- a) Research
- b) Training
- c) Evaluation
- d) Monitoring
- e) Marketing

From its initial efforts to help settle refugees after the War of Liberation in the early 1970s, BRAC has assisted large numbers of landless and disempowered people to expand their political and economic involvement in society. In the last two decades interventions in the provision of credit for employment generation, health and education have given BRAC the unique experience of successful holistic rural development.

2.2 Gender Equity

Gender equity has increasingly become an important factor in BRAC's development strategy. Since the mid 80s, BRAC has undergone a tremendous expansion in area coverage and staff strength. BRAC's philosophy to empower women and its commitment to gender equity has been demonstrated in the increase of women staff (currently 15% of the total strength) and the targets of its development programme which is 85% women.

Emphasis is given on finding a clearer articulation within BRAC of its gender policy and strategies. A Women's Advisory Council was created in 1991 to begin the process of dialogue with women and men staff to help BRAC management understand gender issues better. The concern is not simply with women's issues or with simply empowering women, there is a clear understanding to alter the relationship between men and women so that the relationship is "characterized by more equity and the ability to negotiate and agree on the needs of both". (Engendering Organizational Change: The BRAC Case; Rao & Kelleher, IDS Bulletin Vol. 26, No. 3 1995).

BRAC is aware that gender does not necessarily mean 'women'. It is, however, essential to recognize that women are already lagging behind in being economically self sufficient; in being aware of their rights and in negotiating for themselves. Because women have so little control over basic decisions that govern their lives and are so deeply marginalized that first and foremost essential development programmes must be targeted at them so that we may begin to think about gender equity and transformation of gender relations.

In May 1995, an intervention for the implementation of gender programmes (Gender Quality Action Learning) at the field level began. The programme aims to involve a large number of staff in an active gender awareness process. Through this process it is expected to build staff capacity to plan, deliver and monitor gender equitable programming, procedures and policies in support of BRAC's gender goals.

Effort has been made to integrate concepts related to gender equity through MEENA. Considering the short time that MEENA has been integrated with BRAC there has been considerable progress in the area. First, training are being imparted to Programme staff for effective message dissemination through media interventions. Second, MEENA staff and BRAC Programme staff have jointly identified potential areas for incorporating MEENA concepts in programmes. One particular area where such cooperation appears to be most probable is in curriculum development for NFPE schools (see pg. 34).

2.3 The NFPE-RDP Fit

A Non Formal Primary Education Programme for children of landless families was started in 1985.

The NFPE programme forms one of BRAC's major social development interventions and is unique in that it directly works to empower children (girls specially) from the poorest families and helps to bring the printed letter to many families for the very first time.

The NFPE programme demonstrates a perfect fit with the Rural Development Programme's overall philosophy. NFPE believes that better educated children become better educated parents. Among the poorest, this has important ramifications in employment opportunities, productivity, literacy, health, child survival, equity and in the role of women. Better educated parents seek better education for their children. New attitudes and greater demand go hand in hand with increased government investment in improved access to the formal system, better curricula and learning materials, more instructional time and an enhancement of the learning capacity of children. In its broadest application, this programme looks to empowering the landless poor to climb out of their poverty trap and make informed choices about their own lives.

BRAC sees its education intervention as a programme, perfectly integrated and reinforcing all other programmes through its curriculum, through the employment and training of local women, through eliciting partnerships and participation of local individuals, families and the communities in the schooling of children. Because NFPE deals with the education of children particularly that of girls, it brings in clear benefits of literacy, female empowerment and gender awareness in communities.

As a direct intervention to eradicate illiteracy among the adults of tomorrow and perhaps even to cater to future beneficiaries of RDP schemes, the non-formal primary education programme is active in most RDP catchment areas and forms one of RDP's major programme components. Given RDP's relatively wider geographical coverage, most NFPE programmes automatically reside within the RDP areas.

Because of NFPE's integration within other BRAC programmes, specially RDP, NFPE appears to be administratively and programmatically fragmented (i.e. NFPE; NFPE under RDP, NFPE in HPP etc). This is created largely because of the separate proposals and funding arrangements for the separate programmes. Some donors may wish to fund a programme in which NFPE is also a major component or may wish to fund only NFPE whether it is integrated within another programme or not.

From 1996 onwards this artificial separation would no longer exist as all NFPE schools would be brought under the Non-Formal Primary Education programme proposed in NFPE Phase II.

Nearly 1 million rural children have received basic education through BRAC schools. In the past ten years, nearly 8% of the 13 million out of school children have been brought within the folds of education. The programme began with the conviction that to bring learning to children, the school must go to the children and must be flexible. By giving a second chance to drop outs and a first chance to non-starter, BRAC's three year non-formal education helps to bridge many of these children to cross over to formal schools if they so desire.

Gender equity plays an important consideration in the programme, girls and women are therefore, specially targeted. By June, 1995, nearly 1,000,000 children were enrolled in more than 30,000 schools of whom 70% were girls. Women make up more than 95% of the teachers.

The main purpose of the NFPE programme has been to reach the children of the poorest families with a three year life based education and to ensure that at least 90% children successfully complete the course. An added aim of the programme, (which has gelled since the early BRAC graduates were admitted in class IV in the formal schools), is to ensure that 95% of the NFPE graduates feed into the formal school and at least 60% of these children complete the primary school cycle from formal schools.

CHAPTER 3

NON-FORMAL PRIMARY EDUCATION : THE BRAC SOLUTION

3.1 Important Programme Features:

- * Reaching children from the poorest families.
- * Promoting the education of girls with cost effective, quality basic education for three years.
- * 70% female enrollment.
- * Setting up schools close to pupils' homes to overcome the problem (specially of girls) of walking long distances to school.
- * A cadre of para-teachers (predominantly women) is developed in the community where the school is located to ensure that the teacher is a credible and trusted member of the community and to ensure her accountability to the community.
- * A teacher:student ratio of 1:33 to ensure individual attention by teacher.
- * Life based curricula relevant to childrens' lives so that they are able to value education as a source of enjoyment, information and practice to improving their lives. Accordingly, a relevant 3-year curricula for children 8-10 years old and for the 11-14 age group has been developed.
- * Short teacher training and continuous teacher development courses supported by need-based teaching materials and successfully developing a para-professional cadre of teachers.
- * A School Management Committee consisting of parents, the teacher and the school supervisor is created to discuss and resolve/ improve the schools relationship with the community and to provide ownership of the school to the community.
- * Monthly parents meetings are held to discuss issues significant to the school and to the community.
- * Close supervision and monitoring of schools so that any school related issue is immediately dealt with.

The programme has been successful by any standards. All the schools have maintained high attendance, good learning competencies and low drop-outs. So far, over 90 percent of the NFPE graduates have gained admittance to Class IV in formal primary schools.

3.2 Programme Description

3.2.1 The school

- * One class school
- * Two school models : NFPE (for ages 8-10)
 BEOC (for ages 11-14)
- * Three year school term
- * Target : Non-enrolled and school leavers
- * No direct financial cost to families.

The BRAC model operates one class schools. It offers two school models for two different age groups:

The Non-formal Primary Education Programme (NFPE): This is a three year programme for children aged 8-10, who have never enrolled in any school, or have discontinued while still in the early levels of primary schooling. This model administers a three year curriculum and broadly covers the basic elements of formal school curriculum for classes I, II and III. A pilot design of this model was completed and was first tested in 1985.

Basic Education for Older Children (BEOC): Within two years of operation, it became evident that NFPE schools perhaps did provide the answer for the unserved under tens. But could it also provide a second chance to education for a threateningly large population of "children", who are not only unserved but even more precariously positioned between the child-adult divide? These were the adolescents aged between 11 and 14. The BEOC model (previously known as PEOC) used the three year NFPE curriculum in two years as older children proved to progress more quickly through the syllabus than the NFPE group. However, from 1993, all BEOC schools run for three calendar years spanning five academic terms i.e. class I through V. Additions to the NFPE curriculum appropriate for the new BEOC course include materials for class IV and V.

The programme does not involve any direct financial costs to families of the learners. Students receive books and learning materials from BRAC. They pay no tuition fee and are not required to wear a school uniform.

The Urban Non-formal Education Programme

A recent UNICEF document reports that over one fifth of the country's population lives in urban areas and this population is growing by 5%, twice the national growth rate. In spite of Government and NGO efforts in primary education, over 2 million children who live in urban fringes, informal squatter settlements, slums and streets in squalor and misery have no access to education. Only 18% of slum children appear to be enrolled in 1991. Recently, NGOs have taken up education programmes for urban un-served children, but they serve only a very small proportion of the disadvantaged.

BRAC's urban non-formal primary education programme began as an experiment in 1992 with 10 schools in the Khatibganj slums of Dhaka city. By 1995, other urban centers of Chittagong, Khulna, Mymensingh and Rajshahi were also included running 400 urban schools. Over the course of the next few years BRAC's urban school programme will be further expanded focussing on specially disadvantaged children particularly child workers in garment factories.

Although the urban programme uses the same NFE model as used in the rural areas, a few changes have had to be made in the delivery of the programme to respond to the needs of urban life. Teacher salary and school room rental are slightly higher compared to that in the rural areas. School monitoring must also be done more intensively since there appears to be a higher risk of student and teacher drop out given the distractions and day to day problems of life in informal settlements. A new curriculum for social studies is also being written to address special needs of children in these settlements.

3.2.2 The Class

- * 33 learners in each class
- * Individual teaching-learning
- * Located close to pupils' home

The schools have a class size of 33 students to one teacher, the teacher-student relationship therefore, tends to be very close. Since the schools are located close to the homes of the teachers and the children, teachers are able to devote a considerable amount of attention to their students. The relationships forged in

the class room reinforces social and personal interaction between children and adults breaking barriers between them and help to bring them closer.

The programme emphasizes the enrolment of girls. A target to enroll 70% girls is maintained.

3.2.3 The Teacher

- 80% women
- Married and a local resident
- Having at least 9 years of schooling

Eligibility to become a BRAC teacher depends on a few important requirements. Preference is given to women. The teacher must be a local resident of the village with at least nine years of schooling. Marital status of the teacher is also an important criteria for selection. Teachers must be married as unmarried women often leave their homes to live with her husbands' family, usually in another village. As a rule, at least 80% of the BRAC teachers are married women.

3.2.4 The Curriculum

- 3 year curriculum covering Bangla, Maths, Social Studies, English and co-curricular activities.
- Covers 95% national terminal competencies (class III)
- Child centred
- 2295 hours of contact time in 3 years
- Continual revision based on field experience

Government curriculum forms the major point of reference for curriculum development in NFPE to maintain a general equivalency in terms of expected learning competencies for children in class III. Since a majority of the BRAC school graduates, mainly from the younger age group, continue education in the government schools, the curriculum is designed to cover the essential competencies of formal primary education. The NFPE school curriculum covers 95% of the formal school terminal competencies for class III. (See annexure-G).

The BRAC curricula is simple and "child-friendly", specially designed to help rural children achieve basic literacy, numeracy and social awareness. Students engage in a range of "fun-to-do" activities such as physical exercise, singing, dancing, drawing, crafts, games, as well as story telling and book reading. These are integrated within the curriculum to sustain pupil interest and commensurately, a higher attendance. Child-to-child teaching and learning elements are woven in carefully into the curriculum and is particularly evident in the learning of social studies and language.

The curriculum encompasses Bangla, Math, Social Studies, English and Religious Education (RE). RE was introduced in 1994 and existing government material is provided to students according to the religion they practice.

In addition to this, BEOC curriculum also includes Health and Science during the fourth and fifth phases of the school.

In both NFPE and BEOC schools, English is introduced in the second school year. The entire school curriculum has been developed by BRAC's NFPE Department except English and RE which are purchased from the National Curriculum and Text Book Board (NCTB).

15 story books form part of the support materials provided to the learners to reinforce learning. "Gono Kendro", a childrens' monthly magazine is distributed to all schools with stories for children and containing literary contributions from the learners.

The curriculum has been designed for two and a half hours for the first year and three hours in the following two years. On an average the time-on-task in a typical BRAC school is 675 hours in Year 1 and 810 hours in the following two years making a total of 2295 hours of contact time between teacher and student in 3 calendar years. (According to an IIEP survey in 1991, the average instructional time in the formal primary schools in Bangladesh is 444 per year or 1332 hours in 3 years).

Changes to the learning materials are made as and when needed. Teachers and field staff play an important role in revisions made. Pedagogical or textual changes are made primarily on the basis of feedback from teachers and school supervisors. The indication that a change is needed is often reflected by student performance. Frequent discussions and contributions from the school level helps to make new materials more "need-based" and appropriate. Particular attention is also paid to linking BRAC curriculum to formal school curriculum due to the high transference rate of BRAC graduates to formal schools hence the inclusion of English and Religious Education.

3.2.5 Measurement of Learning Achievement

- * Daily assessment
- * Weekly assessment
- * Monthly evaluation
- * Standardized Achievement Test (SAT)
- * Assessment of Basic Competency (ABC)

As a rule, teachers assess the progress of each child in the class on a continuous basis. More casual assessments are done on a day to day basis at the end of each lesson. These are conducted through questions and answers or by children asked to perform individual activities or write on the board or slates, where ever appropriate. More systematically, the progress of individual student is measured through continuous assessment by the teacher through weekly and monthly evaluation of each subject taught. She makes a note of each child's grade in a register specially provided for this purpose. The grades are not disclosed to the children and affirmative remedial actions are taken either by providing additional guidance to the child on a teacher-child level after school or by pairing the child with a peer as children often learn more easily from each other.

The teacher checks class assignments and ensures that errors are corrected. There are no end-of-year exams because children generally fear them and tend to prepare only for the year end exams rather than concentrating on day to-day learning in the class room.

Assessment of learner achievement is also done by the school supervisor who assesses and monitors learner progress randomly and with the help of the teachers' monthly evaluation register which informs them of the child's level of progress.

Measurement of learner's achievement has been a great concern to educators in BRAC. The knowledge that children's learning abilities vary is not good enough. What is important to know is why they vary and by how much. The knowledge of achievement not only indicates the progress of the learner but also indicates the efficiency of the pedagogy and the curriculum. (A written examination at the end of the second year to assess children's knowledge in language, math and social studies in Urban schools has shown that such exams give quite clear indications of how much the children are able to remember what they have been taught rather than how much they understand of what they have learned).

In an attempt to address this aspect of education, in March 1992 BRAC conducted a bench mark survey on the Assessment of Basic Competencies of Children in Bangladesh and this was repeated in 1993 with a slight modification. The study mainly aimed to 1) follow up the previous year's survey for measuring progress toward "Education For All" in terms of basic education in Bangladesh. 2) assess the existing level of achievement of basic education (the 3 Rs and life skills/ knowledge) of Bangladeshi children and for various sub-groups such as boy-girl; urban-rural; and rich-poor. Results of the test showed that :

- 1) 56% of BRAC graduates had fulfilled the basic education criteria.
- 2) NFPE graduates performed better than BEOC graduates.
- 3) Girls performed better than boys in the NFPE cohort and the reverse in the BEOC cohort.

An initiative was undertaken in 1994-95 by IER on BRAC's request, to develop a terminal examination to study NFPE learner's achievement at the end of grade III. The test has developed a standardized achievement test on the basis of NFPE primers as well as materials used in other non-formal schools. After the completion of the project, a standardized test battery consisting of four sub tests and a manual has been presented to BRAC for use in assessing achievement of learners at the end of class III. During the course of the project, BRAC will be making more use of such assessment tools to measure quality of learning in the class room.

BRAC's Research Division would be administering the ABC tools every year to continually feed back on progress made in learner achievement.

3.2.6 Training

Teacher Training

- * Short basic training
- * Continuous teacher development courses
- * Experience sharing
- * Participatory

After selection, teachers undergo 12 days of practical training at BRAC's residential training centres (TARCs). The training is participatory and the training methodology has been developed through a process of trial and error. It aims to promote teachers' understanding of the non-formal primary education process and prepares them as class room facilitators. Immediately before the opening of a school and right after the 12 day initial training, the teacher receives a 3 day orientation to prepare her further for her first month in school. (The Basic training has been extended to 21 days from 1996 as teachers feel they need more time on pedagogy and methodology).

Most important for the teachers are the monthly refresher courses. For the entire 3 year academic cycle of the school, each teacher receives 42 days of training of which the monthly 1 day refreshers are crucial. Also included are two 2 day training, held during the first three months of school, a 4 day course held at the end of the first year and a 3 day course held at the end of the second year.

All the monthly refresher courses are conducted by POs at the field offices. Discussions centre around pedagogy and use of the materials. They also focus on classroom experiences and problems. The more experienced teachers generally steer the discussions and help the rest in problem solving.

From early 1994, a special 12-day training on Math and English is conducted for BEOC school teachers after the third academic term of the school is completed i.e after 24 months of school. This refresher concentrates on orienting the teachers with Math and English language for the fourth and fifth academic terms. This training is also TARC based. To develop teachers further, an additional 14 days of training at the TARC is being considered during 1996-1999.

Staff Training

*** Continuous and participatory staff development**

Continuous staff development is a crucial aspect of the programme. The aim of the training is to develop their knowledge, skill and attitudes to carry out their respective responsibility properly and timely. It provides field staff with a deeper understanding of their roles as teacher trainer and supervisor, school monitor, staff supervisor and as a member of a rural community.

Programme Assistants receive a total of 40 days of training which includes a 19-day pre-service training, a 12-day in-service training, and a 6-day training-of-trainers.

Programme Organizers receive a 3-day pre-service training after recruitment, a 12-day Teacher's Basic Training, a 12-day Operations Management Course and a 12 day training-of-trainers.

Area Education Managers and Team in Charge attend a 12-day Development Management Course. All Area Managers, Team in Charge and senior POs also attend a 6 day Gender and Awareness Analysis course. All these training are held at the TARCs.

3.2.7 Management Structure

- * Highly decentralisation at the field level**
- * Clearly defined responsibilities of Units**

Overall responsibility for the programme rests with the Executive Director of BRAC. The office of the Director of NFPE carries out the supervision of the programme. The programme has six support units: Training and MIS unit, Monitoring unit, Field Operations, Material Development unit, Continuing Education unit and Logistics each with a clearly defined area of responsibility..

The Director of NFPE is responsible for developing programme policies, concepts, experiments and ensures implementation of every component of the programme at the field level. S/he manages the programme and coordinates with other BRAC programmes, donors and review teams.

The Training and Staff Development Unit is the 'quality control' and training unit of the programme. This unit is closely linked with BRAC's training centers (TARCs). TARC trainers are regularly up-dated with revisions in training module and content since most training are conducted at TARCs.. An Education Specialist plans all teacher training, develops training materials and the training calendar. S/he also advises the programme on matters related to pedagogy and teacher/ staff development.

The Field Operations unit comes under the jurisdiction of the Regional Manager (RM), each of whom is in charge of 5000 schools. S/he is stationed either at the Head Office or in the field.

The Area Managers (AM) are stationed in the field and have had several years of experience in BRAC. Their job is to plan the operation of all schools within their area, to oversee and develop the 'Team in Charge', to

evaluate staff performance in their region, and to manage logistics. An Area Manager has 500 schools i.e. 5/7 team offices under his/her jurisdiction, and reports to the RM.

The Team in Charge come from the ranks of BRAC field workers, with at least two years of field experience in the NFPE programme. S/he is responsible for at least 80 schools which are supervised by the team staff. The Team in Charge reports to the AM.

Each team comprises of at least 1 Programme Organizers (PO) and 4 Programme Assistants (PA). The PO/PAs are the first line supervisors of the teachers and the schools. A PO looks after 15 schools on average. They visit all the schools in their area as often as possible. They report to the Team in Charge.

Programme Assistants supervise 12-15 schools each and also report to the Team in Charge. They are local recruits with a maximum of 12 years of formal education. Some are also former NFPE teachers.

3.2.8 Management Information System

- Collection of data from the field
- Monthly statistical reports produced

NFPE is strengthening its MIS in order to cope with rapid expansion and increased data in the future. A team of six staff is working on this, under the supervision of the Education Specialist. The MIS unit has developed 32 different forms and brings out a monthly report on the basis of the information filled into these forms, giving complete status of the programme including up-to-date staff positions. The unit is expected to be computerized in 1995.

3.3 Quality in NFPE

* It is not uncommon to blame quantitative expansion for the deterioration of quality, even though there seems to be no hard evidence to support this position. Further, one wonders whether it is justified to view quantitative expansion and qualitative improvement as mutually contradictory goals.* (Govinda & Varghese, 1993, p-4).

In fact, in the pursuit of universalization of primary education in any country, quantitative expansion is a prerequisite but at the same time it is also true that the objective of a primary education programme should not be just the provision of access to schooling. It must also emphasize on the achievement of basic learning for all children.

BRAC's perception of quality is not different. It believes that 'quality' cannot be seen in isolation of the wider context in which it is being viewed. In Bangladesh where the greatest hinderance to education is 'access'; provision of educational opportunity to the staggering number of school leavers and unschooled children becomes first and foremost an issue of quality. Once provision is ensured, what criterion should be used to assess quality? Who decides issues of qualitative learning? Parents, Teachers, School Managers or students themselves? Quality in terms of processes of learning and the actual learning taking place is a universally debated issue. The NFPE programme has been investigating into its own perception of "quality" inside the class room and has listed identified a range of indicators, which together, indicate quality in BRAC schools.

Indicators of Quality

The programme has its own range of indicators to assess quality and these have been broadly categorized as follows (not necessarily in the order of priority).

Teaching Methods and Practice

1. Non-text book materials (e.g flash cards, objects, story books).
2. Group/ pair work takes place
3. Class begins and ends on time.
4. Class routine is followed.
5. Lessons have a clear introduction and a conclusion.
6. Teacher moves around in the class during lessons.
7. 60% of the lesson time is child centered.
8. Objective of each lesson is clearly achieved.

Teacher

1. Teacher is affectionately tactile with learners.
2. Teacher knows every learner by name.
3. Teacher responds to learners' problems individually.
4. Teacher sets class/ home assignments regularly.
5. Teacher knows all the objectives in the curriculum
6. Teacher checks pupils' work regularly and ensures correction.
7. Teacher is regular and punctual.
8. Teacher has a lesson plan and follows it.
9. Teacher regularly and accurately assesses learner progress.
10. Teacher is clear about the objective of each lesson.
11. Teacher interacts enthusiastically with learners.

Learner

1. 95% learners attend school regularly.
2. Children are curious to learn.
3. Number of children replaced/ drop out does not exceed 6%.
4. More than 70% learners raise hands to respond in class.
5. Learners' handwriting is clear and legible.
6. Children support/ correct each others responses.
7. 90% learners attend school on time for the entire school day.

Teaching-Learning Materials

1. Every learner has all the necessary learning materials.
2. All exercise/ text books are jacketed and in usable condition.
3. The chalk board is used by both teacher and learners.
4. Non-textbook material is used as appropriate.

School Environment

1. Pupil work (wall newspaper, crafts etc) is displayed in the class room.
2. All displays are relevant and in good condition.
3. Teacher/ learners take pride in the school premises.
4. Absence of a stick in the class room.
5. School room is clean and well maintained.
6. School room has adequate air and light.

Community Participation

1. Children come to school neatly.
2. Children come to school regularly and on time.
3. 70 % of the parents attend monthly parents meeting regularly.
4. School room is maintained and is in good condition.
5. Learners keep the school premises well maintained and clean.
6. School space is rented from members of the community (only from RDP group members in RDP areas).

A major incentive (among others) for parents to put their children through the BRAC schools, is the 'strong' foundation these schools provide for children of poor families to continue education through the national school system in higher classes. Although this has been an "uncalculated" success of NFPE since the first school cycles completed, admission of BRAC graduates into class IV of the formal system became an additional aim of the programme. (This also indicates that BRAC learners are attaining the terminal competencies set by the government for class III).

BRAC understands quality in education to mean preparing the children to cope with their lives and surroundings confidently. The learning taking place in a BRAC school helps to reinforce the child's self esteem and guides the child to experience learning through observation, analysis, discussion and debate.

3.4 Programme Achievements: 1985-1994

The tables show the exponential growth of NFPE over the past 10 years.

Table 1: The Programme : 1985-1994

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

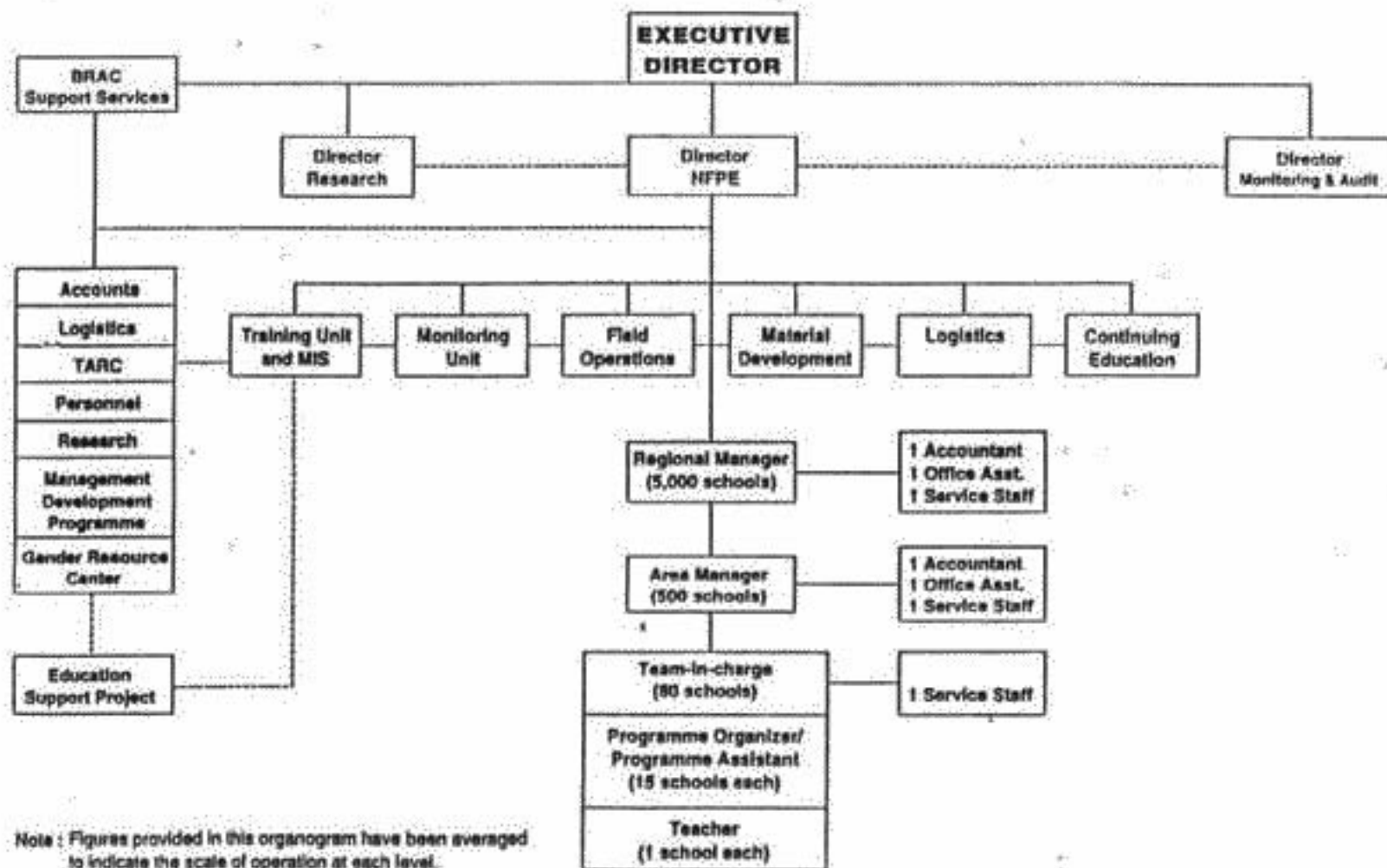
Note: * 2 pre-primary schools were also opened in addition to the first 20 schools.

Table 2: Course Completion and total graduates by year.

Year	Schools Completed	Graduates
1988	20	574
1989	154	4457
1990	625	18445
1991	697	20827
1992	570	16750
1993	3515	100210
1994	1725	48814

During the six years between 1988 and 1994, 210,077 children graduated from 7306 schools were able to read, write and work with numbers.

NFPE MANAGEMENT STRUCTURE



CHAPTER 4

NFPE EXPANSION PHASE I - 1992-1995

4.1 NFPE EXPANSION PHASE I: Achievements

By June 1995 the NFPE programme as a whole was working in 337 thanas in 59 districts. A total of 30,211 schools were in operation and the total number of students in school was 981,945.

4.2 Revision of Target in Phase I

During Phase I, BRAC proposed to operate 35,000 schools and the budget was US\$50.6 million for NFPE I. Largely due to financial shortfall, scaling down was the most practical option and BRAC decided to concentrate on enhancing the quality of the programme and on the horizontal consolidation of the programme. The revised target was set at operating 16,500 schools by the end of phase I. By mid September 1994, after ODA committed US\$ 7 million to the project, the target of NFPE was further revised to 19,000 (including 2000 schools administered by ESP). A no-cost extension of Phase I is planned for one more quarter and the phase is expected to be extended up to the end of March 1996 which will provide sufficient time to achieve the revised targets as well as prepare for the launching of Phase II beginning from April 1996.

Table 3 : NFPE PHASE I - School and Student Scenario

Year	New Schools opened		Schools Operating at Year end		Total school Children
1992	NFPE		NFPE	439	43,431
		439	KK	628	
	KK	628	ESP	274	
	ESP	274			
	TOTAL	1,341	TOTAL	1,341	
1993	NFPE	6303	NFPE	6742	3,31,521
	KK	2427	KK	3055	
	ESP	0	ESP	274	
	TOTAL	8,730	TOTAL	10,071	
1994	NFPE	2912	NFPE	9654	4,81,422
	KK	925	KK	3980	
	ESP	776	ESP	1050	
	TOTAL	4,613	TOTAL	14,684	
1995 Revised Projection *	NFPE	2556	NFPE	12186	6,21,000
	KK	435	KK	4814	
	ESP	950	ESP	2000	
	TOTAL	3941	TOTAL	19,000	

(see note below)

Note* All RDP schools (15,000) will be merged under one NFPE programme. The NFPE programme will therefore, be operating a total of 34,000 schools from January 1996.

4.3 Concerns During Phase I

As Phase I approached its final year, BRAC (and other NGO-run schools) have faced unexpected pressures caused mainly by two events, viz.:

- a) Food For Education (FFE) Programme implemented by the government since 1994 in 1000 Unions of the country in a bid to increase enrolment and retention in formal schools.
- b) Threats of closure of schools by Islamic extremist networks. Although the latter has subsided to some degree, FFE programmes are being expanded to cover many more Unions over the next couple of years. The effects of both these events on NGO run-schools have resulted in declining attendance and retention rates.

On the one hand, children attending NGO operated schools (by and large from the poorest families) are lured by the distribution of wheat in the formal schools and on the other, parents fearing the wrath of local religious leaders, are forced to keep children away from NGO run schools. As a result of these two pressures, attendance, retention and achievement of learners in some BRAC schools were affected and school opening targets were delayed, particularly in 1994.

4.4 NFPE Evaluation & Major Findings: BRAC's Responses

A project evaluation done in 1995 by Boeren et al have pointed out some areas of concern and have made recommendations for further qualitative improvement of the project. BRAC's responses to these findings are as follows:

Teacher Supervision and Pedagogy : These are major concerns. Both these areas have been under review for the past year for major restructuring during 1996. Improvement in the supervision and monitoring of teachers and in redressing teachers pedagogical needs are emphasized by a thoroughly revamping of teacher's basic training as well as the continual teacher development courses. Dr. William Gibbs from Leeds University is leading a complete revision of the Basic Teacher Training; Monthly Refresher Courses; Training of Trainers and Supervision of Support for Teachers. This involves a systematic examination of the perceptions of teachers, POs, PAs and trainers in order to design a more participatory learning environment in class rooms. The change process involves indepth discussions with material developers, field supervisors and teacher and extensive observation of training and teaching-learning processes at the school level. **Teacher's basic training will be extended to 21 days from 1996.**

Hire Local Consultants: BRAC has been hiring local consultants from time to time in NFPE. Local artists, story writers, audio/video producers (particularly in Interactive radio Instruction project), and research consultants have been engaged during 1995 to improve cost, quality and time efficiency of the tasks.

Flexibility in female:male learner ratio in class: Although the present programme policy is to enrol at least 70% girls but in areas where a second or a third cycle of school has already been completed, it may not be possible to maintain this gender ratio so rigidly. Where necessary this ratio is flexed to accommodate more boys. The number and type (NFPE:BEOC) of school depends on the availability of children, their age and gender.

Dropout Students: NFPE prepares a final list of students after the third school month. Any child remaining absent from school indefinitely after the third month is categorized as a "dropout". During the first year of school and before the students begin to learn 'conjunct' words, "dropout" students can be replaced by other

unserved children (meeting the requirements of NFPE age and sex criteria) in the neighbourhood with permission from Team In-charge and Area Managers.

Reporting of dropouts, however, can be misleading as the initial enrolled is calculated against number of children completing the course. This does not reveal the number of children being replaced during the three year course. To make this figure more transparent, indepth record is kept of all dropout and replaced students. At the school level a system of continuous roll number will be kept. Every learner will be given a roll number (from 1 to 33) and every replaced learner in that school will receive a new roll number after 34. From the roll numbers in class it would immediately be clear to Field managers how many children have been replaced and how many have dropped out.

NFPE Appraisal (RDP IV): BRAC's Responses

An earlier appraisal of NFPE by Kassem et al (1994) also highlighted issues of importance for the improvement of NFPE and have been considered by BRAC during the articulation of its second programme phase.

Reach the Poorest: NFPE's policy is to reach the poorest children first, and regular studies will be commissioned in the second phase to measure the extent of the poorest in fact being reached. NFPE has made renting of the school house from the "poor" mandatory as a strategy to spread that much wider (these families have been defined as those holding less than .50 decimal of land and those who sell their labour for 100 man days per year to maintain their families). Often renting a room from better off families deters poorer families from sending their children to these schools.

Contribute to national primary education: BRAC ensures that at least 80% of its NFPE graduates transfer to formal primary schools in class IV at the end of their three years in BRAC schools. Of those admitted to formal schools at least 60% are likely to complete the primary school cycle. Tracer studies by BRAC's research division would be conducted to follow up on the completion rate of BRAC graduates from formal schools. One of the purposes of this research would be to learn about performance, attendance of BRAC graduates in formal schools. Simultaneously, however, NFPE would collect statistical information related to attendance and completion through its MIS. The programme would also monitor children's progress, provide remedial attention (if necessary) and provide scholarship incentives for secondary education to meritorious students.

4.5 Operational Changes -Changes during Phase I

4.5.1 Changes in Field Operations

In phase I, side by side with increase in school numbers, the programme has been testing better ways to deliver basic education in schools. Several operational changes were made to this effect during phase I as given below. During 1994 the management structure of NFPE was modified. Field Officers were redesignated either as Area Managers or as team in Charge depending on performance and experience. The present Team in Charge has fewer schools within his/her jurisdiction and is responsible for one Team office only. This redesignation has reduced the supervisory hierarchy by one tier. The number of schools within the jurisdiction of each AM has also been reduced from 2000 to a maximum of 700, in order to enable better and more effective monitoring and supervision of schools.

4.5.2 Changes in the Curriculum

Members of the curriculum unit worked with experts from different Universities and educational organizations in looking at the weaknesses existing in the classrooms, and formulating curriculum and methods that aim to

produce the best results. There is an effort to move away from the standard textbook or primer approach which was followed so far, and efforts are being made to encourage more participatory and positive learning behaviors in children, most of whom come from un-lettered families.

It may be further noted here that in formulating the new curriculum the children, teachers, programme organizers, and trainers are being consulted, and feedback from everyone is taken into account before finalizing the curriculum. This has led to the formulation of a new process of material development and the formation of resource teams amongst teachers, POs and trainers, who are often consulted for their comments, inputs, and feedback, thus making the process more participatory and comprehensive.

The Social Studies curriculum for grades I, II and III is being revised to make children learn "by doing". The skills associated with the new activities are mainly linking cause and effect, communication skills, critical and analytical thinking and basic life skills.

Work is under way to change the existing Math curriculum for all grades. Material developers are currently involved in developing the new curriculum for grade II, III, and V, while the curriculum for class I and IV have already been revised, and new books are now being field tested.

In disseminating the Math I training, a new module was tested. Field level training was for Area Managers and Programme Organizers was conducted and a training module for refreshers training was introduced for the first time. This module aims at providing more scope for teachers' participation, making refreshers training more meaningful.

In addition to more group and paired activities, the number of story books per class has also been increased. For the urban schools, new topics are being included in the existing social studies curriculum in order to make the subject more relevant to children living in slum conditions.

4.5.3 Cost cut and Cost Efficiency

Aiming to reduce programme costs without affecting quality, Programme Assistants were recruited to supervise 12-15 schools from 1993. Terms and conditions of employment of PAs are the same as those under RDP only with a different job description. The minimum educational qualification of PAs is Higher Secondary School Certificate degree. PA strength by October 1995 was more than 2000 (for the whole of NFPE).

Efficiency of this strategy is being further looked into in 1995 by intensive inputs from Regional Managers and the use of experienced and skilled teachers as facilitators at pedagogy workshops for teachers and school supervisors (POs & PAs).

4.5.4 Changes in Teacher Training

With the fresh approach to curriculum design and content, teacher training needs to be strengthened. BRAC in 1995 is concentrating on a major revision of its teacher training and has decided to extend the basic teacher training from 12 days to 21 days so that important pedagogical and participatory methods can be adequately demonstrated, understood and practiced. Teachers feel the extension of the basic training is necessary and have shown no hesitation to undergoing a 21 day training, away from their families for 3 weeks. (The basic training was designed for 12 days because most women teacher were hesitant about being away from home for longer than 2 weeks. Their change in attitude is a clear indication of women's increased mobility and status within their own families and communities).

4.5.5 Expansion and changes in the Urban schools

In 1993, 20% of Bangladesh's population lived in the urban areas. Half of the people living in the urban areas are poor with an income of less than Tk. 2600 per month (US\$ 65) for a family of six. The hard core poor constitutes about 30% of the total urban population (nearly 7 million) with a monthly income of US\$ 45. Their number is expected to rise to 12 million by 2000. Basic services for this growing population is not increasing in tandem. Shortage of water, health and education services are severely lacking. In 1991, only 18% of the children living in slums entered primary schools. Completion figures are not available.

BRAC's concerns for the children of families living in squatter conditions provided a shift in its earlier policy of catering only to rural children. Since 1992 urban schools in four metropolitan areas have sprouted quite rapidly.

Table 4: Urban NFPE Schools 1992-1994

Cities	1992	1993	1994	Total
Dhaka	10	32	148	190
Chittagong	0	0	49	49
Rajshahi	0	0	50	50
Khulna	0	0	60	60
Total	10	32	307	349

Experiences from the past three years have indicated that for a stable urban slum school programme the following are important: to rent a house (away from the slum but easily accessible to children) with enough space where six to nine schools in multiple shifts can operate. Rooms within the slums can easily be invaded and used by local boys for unsocial activities like gambling and brawls.

The Social Studies curriculum designed for rural children also proved inappropriate for the urban context. This is being addressed by revising and adding new objectives to the original curriculum.

However, the programme has been successful enough to warrant an expansion. Thus in 1994 this expansion is reflected in the number of schools operating in Dhaka city compared to the previous two years. Cities e.g. Chittagong, Khulna and Rajshahi also set up school in the slums and squatter settlements.

Although financial constraints, domestic chores, involvements in odd jobs and a general lack of motivation usually would prevent slum children from coming to school, attendance and drop-out figures is increasingly becoming positive. From a drop out rate of 30% in 1992 to 15% in 1994.

Not many schools (government and private) cater to the educational needs of working/ distressed children in cities and those that exist are quite competitive and costly. Placement of BRAC graduates in government or private run schools is therefore also more difficult than in the rural areas. Preliminary meetings are taking place between BRAC and other NGOs to explore possibilities of transferring BRAC urban school graduates to schools run by other NGOs.

4.6 Interactive Radio Instruction for Teaching English

Interactive Radio Instruction is a method of using radio for imparting education through active learning and interaction between the radio, teachers and students. NFPE is in the process of producing a 240 lesson series to teach the English language and experimenting with this method for teaching English in BRAC schools, for children of classes II and III. A month-long field test using 25-minute audio taped lessons was completed in September of 1994. The test was limited to 4 NFPE slum schools in Dhaka. Rural schools are included in the second testing phase, which commenced from April and May 1995. 20 schools are included in the test.

BRAC has decided to introduce this method in all second and third year schools from 1997. Ideally all instructions should be transmitted through radio. Negotiations are, therefore, being made with the Open University who are presently working towards setting up an independent radio transmission system. However, considering that such procedures take time to materialize BRAC has alternatively decided to transmit instructions in English by using tape recorders. Costs related to supplying tape recorders, instructional tapes, batteries have been allocated for. However, considering the present rate for radio transmission it could be safely assumed that the cost of teaching using tape recorders will be much higher.

4.7 Library Programme

Graduates from BEOC schools, particularly females have little opportunity or access to printed matter once they graduate from BRAC schools. The danger that these teenagers may relapse into illiteracy is high unless some form of subvention is provided. The concern and efforts to find a solution for adolescent female neo-literate from BRAC schools and to provide them with some continuing education opportunity, have become a major programme intervention in 1992.

A "literacy safety-net" in the form of village libraries or "Kishoree Pathagars" for adolescent girls seemed an apt answer. Such "Pathagars" have been functioning since 1992, providing a forum for continuing education to female BEOC graduates. By end of 1994, 1858 such libraries were operating with 46,450 members.

Each library is provided with 100 titles and 3 magazines. The library is kept open once a week. Initial performances are promising, about 60%-80% of members visit libraries. Due to demand from members and with technical assistance from RDP, new activities were introduced in the libraries such as distribution of seeds to members for vegetable home gardening; tailoring courses and training in poultry farming. Members bore a third of the training cost for the tailoring course. The "Pathagar" programme will also be inviting BRAC male graduates to use its services from 1995.

A plan for starting a larger scale Union based library system is underway for 1995. About 25 libraries will be started in 1995 with 1000 books in each library. The capacity would be enhanced periodically with local contribution and assistance from BRAC. This is an effort to begin an educational process involving the entire community beyond the BRAC graduates.

4.8 Education Support Programme

Many NGOs in Bangladesh are trying to help eradicate the problem of illiteracy by providing non-formal educational support to poor children in the villages. BRAC's Education Support Programme (ESP) facilitates interested NGOs with training, counselling, financial and material support in their NFE endeavors.

The programme is headed by a senior NFPE manager who is assisted by a team of programme Organizers. They monitor activities of the NGOs under the scheme and provide advice on a regular basis. In less than three years, ESP has extended its support to 277 NGOs to operate 1341 schools.

4.9 Scholarship Programme

Course completion in itself is no guarantee for graduates continuing in government schools. The cost of education in formal schools and often the distance of schools from the child's home are major deterrents to schooling. BRAC graduates, coming as they do from "high drop-out risk" backgrounds are more likely to discontinue in formal schools for these reasons. BRAC has created a scholarship fund in the memory of one of BRAC's benefactors, Ms. Catherine Lovell. The Peter Thomson & Catherine Lovell Memorial Fund scholarship will assist selected female graduates from BRAC schools to continue their education in government High schools from class VI to X.

4.10 Lessons Learned from Phase I

Important feedback and lessons have been learned during the past three years. These are as follows:

- * Teacher's basic Training needs to be extended from 12 days to 21 days.
- * Continuous refresher training to teachers and regular school inspection are key factors for success of the schools.
- * Parents are willing to send their children, especially girls, to school, and they are willing to get involved in school affairs. 80% of parents regularly attend parent-teacher meetings.
- * High attendance of children can be maintained if the child can be kept interested in the learning that takes place inside the class room. MIS reports show that the average attendance rate is 95%.
- * Eligible female teachers are available. (During 1994, 98% of the teachers recruited were female).
- * More reading materials like story books encourage and reinforce learning. From Research findings it became clear that BEOC graduates who had completed 2 years of school stood at risk of forgetting how to read and write unless their new literacy skills could be supported. Hence BRAC decided to open rural libraries for female BEOC graduates as well as extend school calendar year by 12 months.
- * Experiments with class IV and V curriculum for BEOC schools show that 80% of the teachers are able to teach the syllabi developed for BEOC third year. New methods to develop the remaining 20% are being contemplated. In fact training workshops conducted for teachers for Math class IV book showed that teachers get more practice this way, and in fact get a sense of accomplishment as they understand new concepts. This has been an important motivating factor, and teachers seem to greatly enjoy teaching concepts they have only recently learnt and mastered themselves.
- * An important lesson learnt during the past two years has been that the extension of another calendar year to on-going schools affects the attendance and completion rates negatively mainly because parents are not prepared for such an extension at the beginning of the course. Relatively higher dropouts were evident in the 2 year BEOC schools to which an extra year was added from 1993. Most parents were ready to marry their daughters by the end of school in two years time. This trial has not yet been done in NFPE schools. However, based on this experience, parents of all the 1000 NFPE schools (of 1994) being extended to four years have been informed of this extension early in the school term.
- * During 1994, it became obvious that most parents regarded the inclusion of religious education in the schools as essential. NFPE decided to add religious education in the third year of selected schools in

1994. From 1995, all children received a text book on religious education corresponding to the student's religious faith.

- * Most slums are non-permanent, and under constant threat of eviction from land owners or by law. Incidents such as fire, toll collection by local muscle groups or unnotified evictions are not uncommon. BRAC schools operating in slums has not been as exception to the rule. School rooms have been used after school hours by local boys for unsocial gambling, drinking and has even been vandalized as a consequence of local brawl and vengeance between rival political youth clubs.

Under the circumstances, BRAC feels that shifting the schools to "safety" of rented premises on the slumfringes is necessary so that the school can be operated undisturbed by such interferences.

Chapter 5

Non-formal Primary Education Programme (NFPE) PHASE II April 1996–March 1999

5.1 Introduction

Over the past 10 years, BRAC's Non-formal primary Education (NFPE) programme has educated more than one million children previously left out of the formal primary school system. For less than \$21 per child per year, NFPE's 41,200 one-room schools have used a three-year life-oriented curriculum to prepare children to enter the formal primary school system at class IV or above. Indeed, more than 90% of the children who graduate from NFPE schools enter the formal school system.

As BRAC looks towards the next phase of its NFPE programme, which spans three years beginning April 1996 through March 1999, formidable challenges remain for educators in Bangladesh and in BRAC. Despite significant government and non-government efforts in the five years since Jomtien the following hurdles remain in the Bangladesh primary education programme:

- ** Nearly 7 million children of primary school age are not enrolled in formal schools.
- ** Another 6 million children, more than half of those who enroll in primary schools, will not complete five years of primary school.
- ** Over the next three years, the formal primary school system will not be able to expand and adopt formal schools quickly enough to absorb all the children likely to drop out or never enroll; and
- ** For all these 13 million children left out of the formal primary school system, the rural milieu offers few opportunities to resume their education.

NFPE's purpose in Phase I stands quite narrow in comparison to that proposed under Phase II. Given the scale of the problem yet to be resolved, NFPE now envisions a wider role for itself during April 1996 - March 1999. This is articulated below:

" Government's Education for All targets achieved"

The statement of purpose is that 'Access to an improved quality of Education increased'. This statement defines NFPE's prime motivations during the coming three years. It reflects a) the need for more NFPE schools; b) the need for continually upgrading the quality of education provided; c) the need to invest in creating an enabling environment that would help foster a "learning culture" at the grass roots levels; and d) making all of the above effective by forging alliances with government, other non-government organizations and BRAC.

NFPE, in its second expansion phase aims to help fill gaps in the formal primary school system with a continued emphasis on improving educational quality and relevance. NFPE will also explore new ways to deliver continuing education to both children and adults in the rural areas. In addition, NFPE will increase efforts to share lessons learned with both government and non-governmental organization thereby increasing levels of understanding and coordination amongst one another.

5.2 Phase II: Problems Anticipated in Phase I

An appraisal of NFPE I conducted by W. K. Cummings et al in 1993 concluded that BRAC has past experience with expanding programmes " and has developed a good expansion plan for Phase I". However, the appraisal expressed concern over Phase II particularly with respect to:

- * Operational effectiveness of NFPE outside RDP.
- * Linkage of NFPE with the formal system
- * The shrinking of political space with the increase in the number of players in NFE.

During the course of NFPE Phase I, BRAC has instinctively been aware of these issues and has been working at providing rational solutions to them in the on-coming period. Recent policy decisions addressing these concerns are:

- * NFPE schools would primarily operate in RDP. Areas which would be brought under the NFPE expansion phase would essentially be the same as those of RDP (areas where RDP is already operating or plans to operate in the future).
- * Although a good number of NFPE graduates transfer to class four in the primary schools, only a small percentage in fact complete primary schooling. The low retention of BRAC graduates in primary schools due to costs and uninspiring environment on the one hand and the increasingly higher retention levels of children enrolled in formal schools from the beginning on the other, are reducing chances for BRAC graduates to complete the five year primary school cycle in formal schools.

Under the circumstances, and considering the demand for a longer school cycle from parents, BRAC has decided to extend on an experimental basis 500 NFPE schools opened in 1994 and 500 NFPE schools opened in 1995 to four calendar years, completing classes I through V in 48 months. These schools will be completing their fourth year in 1997 and 1998 respectively. Special tutoring in math and english by primary school teachers may be arranged for schools if the class teacher feels unprepared (despite training) to teach these subjects.

- * BRAC is not convinced that the delivery of primary education in Bangladesh has come to a point where "competition for geographic, financial or even policy space" have become contentious issues. However, BRAC feels the strong need for greater collaboration with the government and other non-government partners in primary education to share experiences and to learn from one another. Many valuable experiences in non-formal delivery of education are taking place which need to be recorded and played back to strengthen the existing initiatives.

5.3. Outputs and Processes in NFPE II

NFPE under Phase II, proposes three specific outputs.

OUTPUT 1: Non-Formal Primary Schools Operated for unserved children.

SCHOOLS

In order to avoid artificial duplication of NFPE schools within RDP and within the NFPE free-standing project, the schools funded within the RDP project and the NFPE free-standing project will be merged under a one "NFPE programme" during 1996-1999.

Explicitly, what this means is that the projected 15000 schools operating within RDP at the end of 1995 would not continue under RDP IV (1996-1998) but would be funded and accounted for under a single NFPE programme from January 1996. This is an effort to avoid any assumed "fragmentation" of NFPE and implement NFPE through a single funding package.

This shift in no way undermines the integration of NFPE and RDP programmes as specified earlier and 90% of all schools will be operating in the same thana as RDP in 1995.

Terminology

New schools added to the existing number of schools each year and increasing the number of total schools operated by the programme is termed as "new openings".

Every three years a certain number of schools complete their cycle. Depending on the need in a given village, these schools either reopen in the same village or reopen elsewhere. When a school has run its course, it is expected to close and a similar school is expected to open in its place, thereby extending the coverage on a progressive basis without adding to the total number of schools operating. These are referred to as "reopenings". These are distinct from new opened schools in that "reopened schools" do not require a start up cost as staff, teacher, office and training requirements have already been fulfilled during the operating cycle of the graduating schools. The same resources are usually used. Sometimes, when reopened schools shift locations then the costs of teacher training is required.

Table 5: NFPE Phase II School Operating Schedule : Year April 1996 - March 1999

Year	First	Second	Third	Fourth	Total
1996-97					
NFPE	10261	8729	6431	0	25421
BEOC	2542	2560	1477	0	6579
ESP	0	1224	776	0	2000
Total	12803	12513	8684	0	34000
1997-98					
NFPE	5931	10261	8729	500	25421
BEOC	1477	2542	2560	0	6579
ESP	776	0	1224	0	2000
Total	8184	12803	12513	500	34000
1998-99					
NFPE	8229	5931	10261	1000	25421
BEOC	2560	1477	2542	0	6579
ESP	1224	776	0	0	2000
Total	12013	8184	12803	1000	34000

This proposal seeks to "reopen" and operate "ongoing" (schools carried forward from the previous year), schools from April 1996 to March 1999.

During NFPE II, a total of 34,000 schools will be operating between April 1996 - March 1997 of which 12803 schools will be graduating and as many schools will reopen.

Table 6: Graduating Schools by Year

School Type	1996-7	1997-8	1998-99
NFPE	10261	5931	8229
BEOC (KK)	2542	1477	2560
ESP	0	776	1224
Total	12803	8184	12013

Between April 1997 - March 1998, the number of schools would be held at 34,000 but during this year (8684-500) 8184 schools would be graduating and as many schools would be reopened. No new schools would be opened this year. 500 schools would be extended to the fourth year.

In March 1999, the same total of 34,000 schools would be operating. In this year (12513-500) 12013 schools would be graduating and would be reopened. 500 schools would be included in the pilot scheme of extending the primary school cycle up to grade V.

NFPE Phase II would fund nearly 100% of the total schools run by BRAC by March 1999. Very small number of schools would be operating outside Phase II.

STUDENTS

Each school will have 33 students and every learner in the proposed schools will be from the poorest landless families in the area selected. (All ESP schools have 30 children). The present programme policy is to enrol at least 70% girls but in areas where a second or a third cycle of school has already been completed, it may not be possible to maintain this gender ratio so rigidly. However, percentage of boys learners will never be more than that of girls. Where necessary this ratio may be flexed to accommodate more boys.

Total enrollment of 2,199,000 children during Phase II includes all children enrolled in new schools and learners in all schools carried forward from Phase I in 1996.

Table 7: Student Scenario during April 1996 - March 1999

Year	School reopened	Schools operating	Students enrolled in reopened schools	Students enrolled in ongoing schools	Total number of students enrolled
1996-97	12803 (NFPE & BEOC)	34000 (2000 ESP + 32000 NFPE & BEOC)	422,499	1,116,000	1,538,499
1997-98	8184 (776 ESP + 7408 NFPE & BEOC)	34,000	267,744	1,116,000	1,806,243
1998-99	12013 (1224 ESP + 10789 NFPE & BEOC)	34,000	392,757	1,116,000	2,199,000
Total	33,000	34,000	1,083,000	1,116,000	2,199,000

This table is yet another indicator of the fact that at any given year there would be 34,000 schools operating where a total of 1,116,000 students will be enrolled. However, the calculation of the total number of students that would be enrolled through out the programme period would be much higher than 1,116,000. This is because schools are closed at different points in time and the same number are reopened to keep the number of ongoing schools at 34,000. In the first year of phase II the total number of students is calculated by adding the initial intake of new students in reopened schools to the number of students in ongoing schools (enrolment in ESP schools is calculated at 30 students). In the second year of the programme phase the total number of students is calculated by adding the new intake of students in reopened schools to the existing number of total students of year I. Therefore, the total number of students that would be enrolled in this phase is 2,199,000.

Activity for Output 1

- * **Identify village** : Villages would be selected on the basis of parent demand and on the availability of teachers and students. A cluster of villages rather than an isolated one would also be an important criteria for selection. If there is sufficient demand for a school, an office would be set up and students and teachers are selected. Lists are cross-checked with government primary schools in the area to prevent duplication of enrolment. (By so doing, BRAC schools complement rather than compete with the government system and avoid duplication). Villages where schools would be opened will be determined by factors such as the availability of facilities, teachers, support of the community and existence of NGO and government schools. Area selection, however, will also be made on the basis of projected RDP IV expansion over the next five years.
- * **Provide staff**: 7 Regional Managers; 68 Area Managers; 212 Team-in-Charge; 755 Programme Organizers; 1511 Programme Assistants; 75 Accountants; 75 Office Assistants and 425 service staff would be required to operate schools 34,000 under NFPE II.
- * **Survey Village**: Once identified as a potential area for a school programme, a door-to-door survey of child population of ages 6-10 and 11-14 in the village would be conducted.
- * **School Management Committee Formed**: A process of familiarization with the community members will begin and people's need and demand for education of their children would be noted. Parents and local residents play a vital role in the formation of a village school. Volunteers from the locality usually help to identify school site and construct/repair the school-room. Interested

community members assist in the selection of students and identification of potential teachers. Jointly with the school supervisor and the teacher, parents decide on a convenient time for school to be held every day. Access of children to toilet and water facilities is also readily provided by the house-owner. A School Management Committee (SMC) is formed made up of two parents, at least two beneficiaries of RDP (in RDP areas), a respected resident of the village, the teacher and the school supervisor. This committee meets to resolve school related issue as and when needed. An essential feature of BRAC schools is the involvement of the community through regular parent-teacher meetings and through the cooperation of the school management committee. Timings are decided by agreement between parents and the teacher, making allowance for seasonal work and other family needs.

- * **Select teachers:** Local men and women with at least 9 years of schooling would be selected as teachers. 80% would be women.
- * **Select students:** 33 children from the poorest families in the village would be enrolled in each school with 70% girls as a general rule. It may be mentioned in this context that although 100 per cent of students in NFPE schools are from the target group, there are students from non target groups in BEOC schools. On an average it could be estimated that 85 per cent of students would be from the target group (although 95% of students in NFPE schools are from the target group, in BEOC schools 75% of the students belong to the target group). ESP schools would enrol 30 children in every school.
- * **Rent school house:** The BRAC school is a bamboo or mud-walled, one-room village structure with thatch or tin roof. They have a minimum floor space of 336 square feet. The house is rented at Tk. 200 per month.
- * **Office building rented:** When survey reports show that schools can be organised and that all conditions are favorable, then an office is rented at Tk. 2,500 per month. This office would be responsible for at least 80 schools within a 10 km. radius.
- * **Teachers trained:** New teachers will be sent for 21 days training at TARC's followed by a 3 day orientation at the field office regardless of the calendar year of the school. New as well as experienced teachers will receive 35 days of refresher training courses at the field office.

In NFPE schools completing three academic terms of 12 months each (i.e. in 3 calendar years) all teachers will receive 11 days of refresher training in their First year of school; 12 days of training in their Second year of school; 12 days of training in their Third year. An additional 12 days of TARC based training will also be imparted to teachers at the end of the first year.

In NFPE and BEOC schools completing five academic terms in four calendar years, the duration of each term will be as follows: Class I will span 12 months followed by four 9 month terms for classes II, III, IV and V. All teachers of the 4 year NFPE will receive 11 days of refresher training during class I; 9 days of training during class II; 9 days of training in class III. During classes IV and V they will receive 10 and 9 days of refresher training respectively. (At the end of class III or 30 months of school, teachers will receive a 28 day special training on Math and English for class IV and V).

- * **School supplies provided:** Would be done by the central office as well as the Regional Managers' office. These offices would follow BRAC's standard procurement procedures. (See Annexure H).

- **Parent's meetings organised:** Meetings with parents and the community to mobilize and sustain local community support for education of children. School management committees and parents meetings with the teachers would ensure local support particularly with respect to educating girls. 70% of the parents attend parents - teachers meetings regularly. Nearly a quarter of the supervisors time-on-task is spent on establishing rapport with families and local residents in the area.
- **School supervised:** Each school at least twice weekly according to his/her plan of action prepared in advance.
- **Linkage with RDP maintained and strengthened:** Will be done in four ways: First, through coordinating surveys with that of RDP benchmark surveys. The underlying assumption being that consolidating both surveys would increase the probability of accuracy regarding target group, age of children, literacy of parents etc. Moreover, NFPE programme staff will make contact with RDP group members through issue based meetings prior to school opening. Second, effort will be made to organize several meetings between RDP/NFPE staff. Also NFPE staff will be accommodated in all RDP offices where there is space available. Third, representatives of RDP will be present during recruitment of teacher/PA. Fourth, approximately 25 per cent of BRAC graduates who are not enrolled in Government schools will be involved in RDP activities.

OUTPUT 2: Quality of Basic Education enhanced

Expansion in number must go hand in hand with special focus on qualitative issues such as improved curriculum, more effective teaching methods, and proper assessment of learner progress. Several initiatives have already been undertaken since 1993, results of which have been gradually taking form. Most of the new materials (seemingly unconnected pieces) developed and tested in phase I, will be coming together in a cohesive and systematic curricular matrix in Phase II. A broad objective for modifying the curriculum has been to shift from the obvious "rote" style learning and standard text-book approach to a more "child centered" learning process, where children learn by doing, thinking, reading, writing, drawing, playing and talking about their experiences.

Several significant research conducted by BRAC as well as those of independent researchers have shown that class room practices that encourage the teacher to only teach rather than aiding the understanding of knowledge can often negatively affect the child's learning. Hence, learning materials must also have the strength to be less teacher-centered and more pupil centered.

An important indicator to measure quality of basic education has been the application of the ABC (Assessment of Basic Competencies) testing tool to measure basic competency levels of BRAC graduates. This tool has been specially developed to assess pupil competency and feed back information into the programme. It is expected that basic competency levels of children of BRAC schools by the end of this project phase would increase from 56% to 70%.

The following table gives general outlines of changes in the curriculum of each subject under revision during phase I. Samples of schools have been tested with the revised material and during Phase II, on the basis of the result of the tests, these modifications will be introduced to all schools across the board.

Table 8: Curricular Modifications

Subject	Previously existing Curriculum	Curriculum modification
Math	<ul style="list-style-type: none"> * No workbook for year II and III hence, few opportunities for practice by students. * Less child centered activity. * No separate teacher's guide. 	<ul style="list-style-type: none"> * Workbook created to increase activity & practice through distributed learning. * User friendly teacher's guide reducing teacher's workload. * More scope for analytical thinking. * First ever refresher training module making them more participatory. * Friendly lay out of Work book.
Social Studies	<ul style="list-style-type: none"> * Content loaded * Few activities in year II & III. * Not designed for urban life style. 	<ul style="list-style-type: none"> * More child centred using designs/ layout similar to MEENA materials * More scope for student to develop analytical skills. * Developing activities based on MEENA concepts. * More life experience activities. * Specially created lessons for urban slum children
a) Bangla	<ul style="list-style-type: none"> * Few creative exercises. * Teacher dependant. * Tendency to learn by rote. * Few support material to reinforce language skills. 	<ul style="list-style-type: none"> * Language games introduced * Scope to share personal experiences through language learning exercises. * More story books and story telling. * Introduction of creative writing.
b) English	<ul style="list-style-type: none"> * Use of government text book. * Little scope to experience english as a second language. * No teacher's guide on teaching english as a second language. 	<ul style="list-style-type: none"> * Introducing interactive radio lessons. * Language games making learning second language more effective. * More opportunity to hear, use and experience the language. * Special guide for the teacher. * Incorporates techniques for second language teaching. * Includes in built mechanism for teacher development.

Activities for Output 2

- * **Experimental interactive radio instructional programme developed.** A challenge for NFPE in developing quality material during Phase II will be the development and implementation of Interactive Radio to teach English language in BRAC schools.

A 240 lesson English language series is being developed for broadcast to BRAC schools. Scripts for 90 lessons have already been written and 24 lessons have been recorded. Eight people are now involved with instructional design, the writing of the script, development of teacher training and illustration of material. BRAC's Audio/ Visual unit supports the project to produce recorded lessons and all necessary activities related with production.

The programme has undergone necessary revisions on the basis of lessons learned from the first pilot test in 1994 and will conduct a second test in May 1995 in 10 rural and 10 urban schools to study its effectiveness. BRAC has decided to introduce this method in all second and third year schools in 1997 (see pg. 24 for details).

- * **New social studies curriculum developed.** In addition to the revision of the existing social studies curriculum, new chapters are being added to it for relevance to children in cities who experience a different life style. Five people are working full time on development of a new Social studies curriculum for rural and urban children.
- * **Maths curriculum revised:** Maths text books for grades I, II and III are being revised with more child centered activities. New work books allow for more practice of the concepts.
- * **New language schemes experimented.** New Zealand language experience is being adapted and the Concentrated Language encounter (Thai adaptation of the Australian language scheme) will be experimented during 1996-97.
- * **Audio/video material developed.** Teachers Basic training is expected to be revamped during the coming phase. New training videos will be produced to support a more participatory training for teachers as well as staff.

Already audio/ visual material have been produced for use during teachers' basic training. These include short videos to guide teaching of Bangla (reading, writing, use of chart and revision sessions); Social Studies to show how a field trip may be conducted, thematic role playing; small group discussions and the use of Food and Hygiene play cards.

Audio tapes with samples of story telling, poetry recitation and popular songs have been sent to TARC's and team offices for use during training.

- * **Curriculum library created.** Activities in NFPE mainly focus on the development of course material for NFPE schools hence there are different classifications of the resource needs of NFPE's Material Development Unit and each team of staff have a number of specific needs. At present MDU has a small collection of material stored in three shelf units in the office. The collection mainly consists of sample text books used in different schools (home and abroad), reports and news letters. However, resource available is unsystematic and collected on an ad hoc basis. There is therefore, a need in NFPE to systematize and increase the capacity of MDU's resource base over the next few years. Its main objective will be to develop a relevant, up to date and comprehensive collection of resources which can be easily accessed. A team will regularly audit the collection.
- * **BRAC school course extended.** The NFPE course for the 8-10 age group is being extended in 1000 schools during the proposed phase. This will be done through two separate schemes.

In one scheme 500 NFPE schools will be extended to cover grades 4 and 5. It may be mentioned in this context that the programme has considerable experience in curriculum development and teacher training for grades 4 and 5 through experiences with BEOC schools. The rationale for this extension is primarily because, first, the impact on BRAC schools may prove detrimental if the current retention rates in Government schools increase. Under this situation there remains a probability that a higher number of BRAC graduates may not be able to enroll into Government schools in the future. BRAC, therefore, feels necessary to conduct pilot tests and gather sufficient information prior to introducing primary education up to grade five in all schools. Second, considering the current nature of discussions regarding non formal primary education in the Government it could be assumed that there may be changes in Government policies for this model to cover the entire primary school cycle. In that case there appears to be sufficient reason for BRAC to be prepared to undertake changes related to Government policies.

In the second scheme special arrangements for tutorials in Math and English (since these appear to be the most difficult courses) will be designed for NFPE graduates of an additional 500 schools. In some instances special coaching in these subjects may even be arranged by the help of government primary school teachers. The rationale for undertaking this scheme is that this will increase the retention rate of BRAC graduates in formal schools. The underlying assumption being that tutorials, follow up and frequent interaction with teachers would assist children to integrate better from one system to another.

BRAC feels it necessary to experiment with both schemes to adapt to existing circumstances in the future.

OUTPUT 3: Continuing Education Programme developed.

Concern among BRAC educators is especially with regard to the new literate who do not continue their education. These are also the children from poorer families for whom educational opportunities outside the class room are few since most of them come from unlettered environments and have little access to reading material. BRAC's village libraries for adolescent girl graduates of BRAC schools totalling nearly 2000 have provided these girls an opportunity to retain their newly found literacy skills.

While implementing school library activities BRAC learned that there exists strong demand for such services in the villages. Greater emphasis placed on primary and secondary education both by the public and the private sector has led to an increase in the literacy rate, particularly among the school-age population. However, a good proportion of primary and secondary school graduates either do not continue in schools, or if enrolled, drop out within a short time.

The situation is particularly worse in the rural areas where majority of the country's population live but where access to printed materials is almost nil. A recent study revealed that only 11% of the country's households have limited access to newspapers (see in UNICEF, et. al, 1995). Library facilities are virtually non-existent in rural Bangladesh.

These situations prompted BRAC to introduce a much needed continuing education programme (CEP) in the second half of 1995 to mainstream its post-literacy activities. Major objectives of CEP are to create a learning environment for the community; provide an opportunity to neo-literate as well as literate to develop their literacy skills further; develop the habit of reading among men and women; organize discussions, orientations and short courses to extend the current level of knowledge on important issues (e.g. new crops, health, sanitation etc); develop marketable skills, and sensitize the rural population about the significance and strength of the mass media to involve large populations in a learning process.

These objectives will be reached by a number of activities organised through the union based libraries, village based school libraries and reading circles. Started in the second half of 1995, five union level libraries have been set up and work is underway to establish another 20-25 libraries.

Initial results are encouraging. The community usually offers a room in the secondary school or other public office premises to set up the union libraries known as 'Gonokendra'. BRAC provides books (1,000), journals and newspapers and low cost furniture to each library. A locally recruited part-time salaried librarian is employed. The library is kept opened six days a week. The average number of readers per day ranged from 30 to 50 in September 1995.

The village level school libraries provides a good forum to NFPE graduates to learn and socialize. Demands of the members however, are not limited to reading materials only, they want to extend their knowledge to new areas and to develop skills. BRAC also learned that there is a good demand for library and other educational facilities among the general public as well (including secondary/college students). These led BRAC to transform its post-literacy activities into a new continuing education programme (CEP). Besides the village level school libraries and reading centres, CEP establishes union level libraries for the community. Other activities (such as discussions and training in specific skills) will be organised through the libraries.

Hence, over the next three years a comprehensive effort will be undertaken to provide reading centers for people of all ages. Three categories of libraries will be established:

- 1) Union based libraries (Gono Kendro): starting with 1000 books for the community. A monthly fee of TK. 5 and a nominal caution fund will be charged to users of the library and Tk. 1 only for BRAC school students and graduates. It will also be the responsibility of the library to arrange discussions and talks on issues of interest to the community. Expected membership per Union Library is 500. 300 Gono Kendros will be set up during the next three years on a pilot basis. These will reach about 20% NFPE and 12% of all Unions where BRAC is operating.
- 2) BRAC school library: as a reading centre and a centre for skill training for adolescent girls and boys completing the BRAC schools but not continuing in any formal school there after. Expected membership per school library is 35.
- 3) Paat Kendro (Reading Circle): that will cater to small groups of children in villages where the BRAC school library could not be established due to non-availability of the required number of members to make the library cost-effective. One Reading Circle will be made of 5 readers.

Table 9: Library Opening Schedule

Library Type	1996		1997		1998		Total Members
	Carry Forward	New	Carry Forward	New	Carry Forward	New	
Union Library (Gono Kendro)		100	100	100	200	100 Ttl=300	1,50,000
BRAC School	2000	800	2800	800	3600	400 Ttl=4000	1,40,000
Paat Kendro (Reading Circle)		600	600	700	1300	700 Ttl=2000	10,000

Activities for OUTPUT 3

* **Demand for libraries at village and Union levels assessed.** The staff engaged in this programme will assess demand for libraries among general people and BRAC graduates. This work will begin at least 3 months before a library is set up.

* **Space for the Libraries identified.** For Union libraries, local High Schools or other institutions premises will be explored. If necessary an 800 sq. ft room may be rented by BRAC or built at a convenient location. No provision, however, is kept in the current budget for construction of library buildings. If additional funds could be mobilized, low-cost two-room houses for library and training purposes would be constructed on land donated by the community.

* **Library activities planned.** The CEP activities will be mostly customer driven. A number of activities will be piloted during the current phase to address the need of potential clients both men and women viz: neo literates, high school and college students, unemployed educated youth, employed educated and semi-educated population, senior citizens. Different survey methods (e.g. focus group discussions, RRA/PRA) will be applied to assess their needs. Preliminary work in this area suggests that activities may include debates, discussions on important issues (e.g. environment), short courses to upgrade existing levels of knowledge (e.g. english language), occupational training (e.g. para medics, live stock) or to develop new skills (e.g. book binding, typewriting, sewing, electrical work), information service provision (e.g. village news), cultural (e.g. folk music, art and the celebration of events).

Depending on the specific situation and budgetary requirements of the activities, communities would be encouraged to bear some of the costs. Partnership in all possible areas would be the guiding principle for most of the continuing education activities.

* **Staff recruited.** The library programme will be the responsibility of a Programme Coordinator with one Area Manager and one statistician stationed at the Head Office.

At the Field level 1 PO will be recruited to look after 32 libraries (Union, BRAC school library and the Paat Kendro combined).

The Union base library will have 1 part time salaried Librarian working six days a week, while the BRAC school library will sit once a week and pay a small fee to the volunteering BRAC school teacher who will facilitate activities of the school library.

For the Paat Kendro, the PO will appoint one person as the team leader of the reading circle whose responsibility will be to issue and collect books from members.

* **Books and supplies procured.** Books will be collected/ purchased for the libraries centrally. Each Union based library will start with 1000 title, the BRAC school libraries will receive 60 titles each and the Paat Kendro, 30. At least 200 books will be published by BRAC for the libraries during the period.

OUTPUT 4: BRAC's capacity to successfully deliver education programme strengthened.

It is important to indicate that several of NFPE staff have received training. Starting from 1992 at least one NFPE staff has received scholarship every year from the ODA for technical training in the U.K. Moreover, staff have been sent by BRAC for developing skills in new areas i.e IRI and Language. A total of seven staff in the MDU (35%) have been trained individually in specialized areas. Consultants have also been involved in curriculum development and staff training. A total of ten MDU staff (50%) i.e one in teacher training, two in Math, three in language, three in IRI, have been trained by consultants.

BRAC's Research & Evaluation Division are being assisted by researchers from the University of Manchester for developing a framework for NFPE research. Development of BRAC research capacity and that of its researchers is continuing with on-the-job training in the field as well as joint research work with local Institutions in the country. Specialized training is also arranged for the researchers abroad.

Activities for OUTPUT 4

* MDU staff will be trained in areas that are being emphasized in curriculum development. Some of the areas include revision and field testing of materials in Social Studies; Experimenting new methods in language; Designing a new curriculum for Math book three and book five. Moreover, training has to be imparted on skills related to curriculum research, on materials design/layout to make it more child centered.

* There are specialized areas within the programme that are being developed such as continuing education, skill development and life education for adolescent girls etc. It is important for NFPE staff to receive specialized training necessary for designing a curriculum on life education/ skill development, for developing adult/adolescent libraries etc.

* There are a number of research issues that are being considered for the next phase. A higher degree of collaboration will be sought with institutions abroad in terms of technical assistance for RED researchers prior to undertaking the studies.

5.4 Research Agenda During 1996-1999

Plans for significant research have been made during NFPE Phase II. The agenda has been categorized according to two types of research a) Short and rapid" studies and b) Long term tracer Studies. The short studies would be conducted to inform the programme on relevant information necessary for quick policy changes. Such studies would be able to inform NFPE of its finding within several weeks/month.

Some topics for such studies are as follows:

Quick Studies

- * Percentage of target population reached by NFPE.
- * Cognitive levels of replaced Children.
- * Extent of Integration between RDP and NFPE.
- * Investigating why children drop out from NFPE schools?
- * Assessment of learners by School supervisors: The process.
- * Constitution and Role of School management Committee
- * Community Involvement in NFPE schools: Reasons and Extent.
- * Standardized Achievement Test.
- * Longitudinal Research and "Tracers" are already being done since 1992. The following tracer studies are being contemplated during Phase II.

Tracer Studies

- * Achievement of Basic Competency (annually)
- * Quality of Education in NFPE
- * "Watch" - Patterns of changes in 18000 households.
- * Relationship with Government and Non-government Agencies
- * Main-streaming of NFPE Graduates: Retention & Completion

5.5 Innovative Programme and Material Development

BRAC will continue to design and develop low cost instructional material for its programme. NFPE's Material Development Unit will be the laboratory where new materials will be produced on a continuous basis. The new materials include training videos for use during teacher and staff training, production of lessons for the Interactive radio lessons, story books, games, low cost teaching aides for teachers and low cost learner supplies. Activities and materials to support learning and cultural activities such as musical instruments (harmonium & tabla), special training, discussions and debates in the continuing education centers (libranes) will also be developed.

5.6 Advocacy

BRAC feels the need to communicate the essence of NFPE to the Government and to the public at large. The purpose of doing so is primarily because there are elements within the NFPE programme that may be useful for others to follow. Moreover, this may also assist BRAC in resolving matters with the Government especially those that arise due to misunderstanding the programme in the first place. The following are under consideration for creating public awareness and improving liaison with the Government: First a media campaign with visuals that will communicate the basic concept of BRAC's NFPE. Second, seminars with education specialists, NGO partners involved in education in order to create an awareness regarding the simplicity, the strength of the programme and to specify the reasons as to why it is successful. Third, interaction with policy makers, Government officers at the various levels i.e national, regional, district, thana, through workshops and discussion forums.

5.7 Sustainability

In purely financial terms, any NFPE programme, whether large or small, targeted at largely poor and disadvantaged population, is difficult to sustain. The responsibility for financing and managing primary

education rests normally and correctly with governments. BRAC's NFPE programme's financial sustainability will depend almost exclusively on external support. The short and medium-term costs of maintaining, or 'sustaining' the programme are relatively simple to calculate, and the consequence of changes in funding levels will be directly reflected in the number of NFPE schools and their life-expectancy.

The NFPE programme is an investment in the longer-run. BRAC believes, that the longer-term value of the NFPE will become evident to all concerned by the time decisions on future programming directions are required in 1997. BRAC's efforts will focus on hooking NFPE schools to the country's Annual Development Plan to ensure financial security for the schools. A strong case may be made for government subventions in support of NFPE teacher salaries, in much the same way as government currently supports the salaries of teachers in non-governmental primary schools.

The bridging analogy is appropriate. An observer of the BRAC programme has suggested that non-formal primary education is like a Bailey Bridge, an emergency and hopefully temporary effort to span a terrible chasm, until the main reconstruction effort has been completed.

5.8 Budget

The Budget has been presented in 6 Annexures, from A to F.

Annexure A : Projected Unit Cost, outlining the Total Cost per School, The Total Cost per School year and The Total Cost per Child per Year. The Cost per Child per year is US\$ 17.82

Annexure B : Itemized break down budget for Annexure A.

Annexure C : Summary Budget for the programme during Phase II (April 1996 to March 1999). The total budget of NFPE II is Tk. 2,806,093,000 (US\$ 70,152,000) **including inflation adjustment.**

Annexure D : Summary of the Total Phase II Budget by quarter.

Annexure E : Table of the Number of Schools by year during Phase II.

Annexure F : Phase II Detailed Budget by Quarter

LOGICAL FRAMEWORK ANALYSIS
NON-FORMAL PRIMARY EDUCATION PROGRAMME (NFPE) - PHASE II

Sector/Component: Non-Formal Primary Education Programme
 Description: Non-formal education for poor children.
 File Reference: NFPELOG

Funding Period: April 1996 to March 1999
 Total Project Funding: Tk. 2,806,093,000

Page 1 of 3

Narrative Summary	Measurable Indicator	Means of Verification	Assumptions
GOAL: Government 'Education For All' targets achieved.	<ul style="list-style-type: none"> - National target to increase the adult literacy to 62% has been achieved. - Govt. target to raise completion rate for primary schooling to 70% has been achieved. - National target related to enrolling 95% children in schools has been achieved. 	<ul style="list-style-type: none"> - Bangladesh Bureau of Statistics report - BANREIS report 	
PURPOSE: Access to an improved quality of education increased.	<ul style="list-style-type: none"> - At least 60% pass the Standardized Achievement Test at the end of grade III. - Basic learning competency of graduates increase from 56% in 1994-95 to 70% in 1999. - Approximately 80% school graduates (average of NFPE and BEOC) enter formal schools in class IV. - Number of BRAC graduates successfully completing primary school cycle increases from 60% to 65%. 	<ul style="list-style-type: none"> - MIS monthly report. - SAT results - ABC findings - RED reports 	<ul style="list-style-type: none"> - Primary completion rate is 70% by year 2000 - There is space available in Govt. schools for BRAC graduates to be enrolled in grade IV. - Govt. Primary school staff remain interested to liaise with BRAC staff regarding admission of students. - GOB and donors remain committed to CPE. - GO-NGO relations are stable.
OUTPUT: 1. Non-formal primary schools opened for reserved children.	1.1 Operating Schools Year '96/7 '97/8 '98/9 I 12803 8184 12013 II 12513 12803 8384 III 8684 12513 12803 IV 0 500 1000 Tot* 34000 34000 34000 * operating * 2000 schools will be opened under ESP every year during the project period. 1.2 100% BRAC learners are non-enrolled/drop outs from formal school. 1.3 At least 85% learners from families with less than .50 decimal land or selling 100 man days of labour per year. 1.4 Total enrollment (approximately 70% female) of 2,199,000 children (ages 8-14) 1.5 New intake during 1996-1999 make up 49% of total enrollment 1.6 95% learners completing 3 year course in literacy, numeracy & social awareness from NFPE schools; 85% completing the school cycle from BEOC schools.	<ul style="list-style-type: none"> - NFPE monthly MIS report - NFPE monitoring report - BRAC monitoring report - RED report - Donor evaluation 	
2. Quality of basic education enhanced.	2.1 90% learner attendance.		

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Narrative Summary	Measurable Indicator	Means of Verification	Assumptions
<p>2.1 Experimental interactive radio instructional programme developed</p> <p>2.2 New Social studies Curriculum developed.</p> <p>2.3 Mathematics curriculum revised.</p> <p>2.4 New language schemes experimented</p> <p>2.5 Audio-visual material developed</p> <p>2.6 Curriculum library created</p> <p>2.7 BRAC school course extended</p> <p>3. Continuing Education Programme developed.</p>	<p>2.2 240 audio lessons and workbook produced and used in 20% of second year schools.</p> <p>2.3 One social studies workbook cum primer used in each of grade I,II,III.</p> <p>2.4 Videos supporting teacher and staff training produced.</p> <p>2.5 Basic learning competency of children in math and language increase from 56% in 1994-95 to 70% by 1999.</p> <p>2.6 A curriculum library at the H. office.</p> <p>2.7 33,000 children in 1000 experimental schools completed grade I-V in 4 years.</p> <p>3.1 150,000 members in 300 Union based libraries, 4000 (2000 carried forward) school libraries and 2000 Reading Circles during 1996-1999.</p> <p>3.2 30-40 books (each containing 10-15 pages) read by each member annually.</p>	<p>- Curriculum Review reports</p> <p>- Use of new materials in class observed.</p> <p>- NFPE MIS monthly report</p> <p>- Monthly report of CEP unit</p> <p>- Library POs report</p> <p>- Logistics report</p>	<p>- Same as above</p> <p>- Rural communities are interested in using the libraries</p> <p>- The premises is not vandalized.</p>
<p>4. BRAC's capacity to successfully deliver education programme strengthened</p>	<p>4.1 50% of the staff in MDU have been trained in specialised areas related to curriculum development i.e teaching methods in language/Math/Social studies, field testing, illustration/ design/ layout of materials.</p> <p>4.2 One staff from each team responsible for developing new areas within NFPE e.g Continuing Education, Skill development (life and vocational skills) for adolescent girls have been trained.</p> <p>4.3 10% of the Research staff have received technical assistance for conducting evaluation and assessment studies related to NFPE.</p>		

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<p>5. ACTIVITIES:</p> <p>5.1 Village identified</p> <p>5.2 Staff recruited</p> <p>5.3 Village surveyed</p> <p>5.4 School assessment committee formed</p> <p>5.5 Teachers selected</p> <p>5.6 Resource Teacher selected</p> <p>5.7 Children selected</p> <p>5.8 School house created</p> <p>5.9 Office building erected</p> <p>5.10 Teachers trained</p> <p>5.11 Books and supplies procured</p> <p>5.12 Parents meeting organized</p> <p>5.13 Schools supervised</p> <p>5.14.1 Demand for libraries assessed</p> <p>5.14.2 Sites for library identified</p> <p>5.14.3 Staff recruited</p> <p>5.14.4 Library activities planned</p> <p>5.14.5 Books and supplies procured</p> <p>6.0 Linkage with RDP maintained and strengthened</p>	<p>5.1 School site selected based on Top 2 Literacy rate of GOB/ NDC schools in the area.</p> <p>5.2 Around 2267 POs and PAs (30% female) trained and deployed as school supervisors at the field level.</p> <p>5.3 33 students and 1 teacher selected for each school (NFFE/POC); 20 students for ESP schools.</p> <p>5.4 One SMC formed per school, SMC comprising of 2 parents, 1 community leader, 2 RDP beneficiaries, the school supervisor and the teacher;</p> <p>5.5 one teacher with 9 years of schooling, 20-35 years of age, married, female (80%), local resident</p> <p>5.6 Teacher who has at least completed one school cycle, excellent (regular student attendance, excellent performance of students), has good communication skills (visual, participates during teacher courses)</p> <p>5.7 33 pupils/school; age group 8-10 & 11-14.</p> <p>5.8 Each school is 336 sq.ft; 1km. from child' homes rated at TK 200 p/m.</p> <p>5.9 425 Team Offices; 80 schools in radius of 10km; rented at Tk.2000 p/m</p> <p>5.10 Teachers complete 15 day basic trg at TARC along with 3+11+12 days training in year I; 12 days in year II; 12 days in year III; 28 days training on Math and English for only EK school (1th phase) teachers</p> <p>5.11 School and learner supplies available in school;</p> <p>5.12 20% of parents attend monthly PT meetings;</p> <p>5.13 PO/PA visit each school bi-weekly to monitor school progress.</p> <p>5.14.1 Preliminary surveys conducted and feasibility of libraries assessed</p> <p>5.14.2 BRAC school/govt. office premises selected for libraries</p> <p>5.14.3 One PO recruited and trained to oversee 32 libraries (all three types)</p> <p>5.14.4 Debate and discussions held at the Union libraries, vocational training imparted at the school based libraries.</p> <p>5.14.5 1000 books for Union libraries, 60 for school based libraries and 30 for each reading circle.</p> <p>6.1 Approximately 25 per cent of non school going BRAC graduates are linked to RDP activities</p> <p>6.2 Learners; school sites selected based upon RDP and NFFE benchmark surveys.</p> <p>6.3 NFFE staff to move to every RDP office where there is space available.</p> <p>6.4 RDP managers present during recruitment of Programme Assistants, teachers for NFFE.</p> <p>6.5 Representatives from NFFE (Team Incharge or Area Managers) attend RDP monthly meetings in field offices.</p> <p>6.6 NFFE staff conduct one issue based meeting with RDP members prior to school opening.</p> <p>6.7 All school space rented from RDP members only.</p> <p>6.8 Meetings held once every month between RDP and NFFE staff at field level.</p> <p>6.9 RDP health workers visit schools as guest speakers and talk on issues related to health and hygiene.</p>	<ul style="list-style-type: none"> - TARC training records - NFFE village survey sheets - PTM minutes - MIS reports - Monitoring report - School house deed between BRAC and b. owner - Area Office deed between BRAC and D. owner - Library POs report - MIS monthly report - RDP and NFFE benchmark surveys - RDP/NFFE reports on monthly meetings. - NFFE school reports. 	<ul style="list-style-type: none"> - There is political stability - Donors remain committed - There is participation from the community. - Parents are willing to send their children to school - There are no health epidemics
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BRAC
NONFORMAL PRIMARY EDUCATION PROGRAM
(Projected Unit Cost for Reopened School)

	TAKA	US \$	% of Total
1.1 Teacher Training	2,546	63.65	3.6%
1.2 Teacher salary	19,800	495.00	28.1%
1.3 Teachers Aid and Supplies	184	4.60	0.3%
1.4 Indirect Teacher cost	4,682	117.05	6.6%
Total Teacher Cost	27,212	797.35	38.6%
2.1 Learner Books	5,709	142.73	8.1%
2.2 Learner Supplies	6,276	156.90	8.9%
2.3 Reading Materials	768	19.20	1.1%
2.4 Classroom Supplies	2,295	57.38	3.3%
2.5 School rent and Maintenance	6,840	171.00	9.7%
2.6 Indirect Student Cost	4,682	117.05	6.6%
Total Student Cost	26,570	664.25	37.7%
3. Field Operation	8,656	216.40	12.3%
4. HO Management and Support Service	6,244	156.09	8.8%
5. Research and Evaluation	624	15.61	0.9%
6. Inovative programme and materials -Development	1,249	31.22	1.8%
Total Cost Per School	70,555	1763.87	100.0%
Total Cost Per School Per Year	23,518	587.96	
Total Cost Per Children Per Year	713	17.82	

Exchange Rate US \$ 1 = Taka 40

BRAC
NONFORMAL PRIMARY EDUCATION PROGRAM
Detailed Unit Cost of Reopened School
(3 years estimated cost per school for 33 children)

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
A. TEACHERS COST													
A.1. Teachers Training (35 days Basic Training) TARC based Tk. 2500 per teacher per course (33% of Reopened school + Replacement of Dropout)	750	0	0	0	0	0	0	0	0	0	0	0	750
A.2. Orientation course (3 days) Tk. 30 per person X 3 days	90	0	0	0	0	0	0	0	0	0	0	0	90
A.3. Teachers Training (28 days on -Math and Eng. (4th phase) Tk. 4200 per teacher per course (1000 of NFPE School)	0	0	0	0	0	0	126	0	0	0	0	0	126
A.4. Refreshers course TARC based(12 days after 1 year) Tk. 500 per person per course	0	0	0	500	0	0	0	0	0	0	0	0	500
A.5. Refreshers course Field based(35 days per course) Tk. 30 per person per day	90	90	90	90	90	90	90	90	90	90	90	90	1,080
A.6. Salary of FO & PA Tk. 4000 per month (1/3 time spent for training and refresher)cost for 15 School	267	267	267	267	267	267	267	267	267	267	267	267	3,200
A.7. Travelling & transportation 21% of A.6.	56	56	56	56	56	56	56	56	56	56	56	56	672
A.8. Area Team office rent Tk. 2000 per month (1/3 spent for training and refresher)cost for 80 School	25	25	25	25	25	25	25	25	25	25	25	25	300
A.9. Area Team office Utilities Tk. 800 per month (1/3 spent for training and refresher)cost for 80 School	10	10	10	10	10	10	10	10	10	10	10	10	120
A.10. Area Team office Stationeries Tk. 300 per month (1/3 spent for training and refresher)cost for 80 School	4	4	4	4	4	4	4	4	4	4	4	4	45

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
A.11. Area Team office General expenses and Maintenance Tk. 800 per month (1/3 spent for training and refresher) cost for 80 School	10	10	10	10	10	10	10	10	10	10	10	10	120
A.12. Area Team office Service staff Tk. 1500 per month (1/3 spent for training and refresher) cost for 80 School	19	19	19	19	19	19	19	19	19	19	19	19	225
A.13. Teachers salary Tk.550 per month per school	1650	1650	1650	1650	1650	1650	1650	1650	1650	1650	1650	1650	19,800
A.14. Teachers aids and Supplies (once in a cycle) (30% of Reopened school + 10% Replacement)													
a. Teachers guid (prostuti parba)	25.00												
b. Social Studies part-I	25.00												
c. Bangla part-I	15.00												
d. Shisu part -I	4.00												
e. Math part -I	18.00												
f. Bangla part -II	11.00												
g. Social studies partII	13.00												
h. Math part -II	20.00												
i. English	10.00												
j. Bangla part III	12.00												
k. Social studies partIII	14.00												
l. Math part -III	16.00												
m. English part-II	12.00												
n. English part-III	25.00												
o. Bangla chart	30.00												
p. Math chart	30.00												
q. Social studies chart	25.00												
r. Teachers bag	80.00												
s. Year calander	75.00												
	<u>460.00</u>												
(30% of Reopened school + 10% Replacement)	184	0	0	0	0	0	0	0	0	0	0	0	184
Total cost of Teacher	3154	2130	2130	2630	2130	2130	2256	2130	2130	2130	2130	2130	27,212

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
B. STUDENT BOOKS AND SUPPLIES													
B.1 Book Part-I (once in a cycle)													
a. Shiksha path Tk.	4.00												
b. Bangla part-1 Tk.	15.00												
c. Math. Part-1 Tk.	18.00												
	<u>37.00</u>												
	37.00x33												
	<u>-1221.00</u>	1221	0	0	0	0	0	0	0	0	0	0	1,221
B.2 Book part-II (once in a cycle)													
a. Bangla part-II	11.00												
b. Math part-II	20.00												
c. Social Studies II	13.00												
d. English I	10.00												
	<u>54.00</u>												
	54.00x33												
	<u>-1782.00</u>	0	0	0	0	1782	0	0	0	0	0	0	1,782
B.3 Book part-III (once in a cycle)													
a. Bangla part-III	12.00												
b. Math part-III	16.00												
c. Social Studies III	14.00												
d. English II	12.00												
e. Books IV & V (XX)	25.00												
	<u>79.00</u>												
	79.00x33												
	<u>-2607.00</u>	0	0	0	0	0	0	0	2,607	0	0	0	2,607
B.4 Book part-IV & V (once in a cycle)													
Books 10 Nos.	100.00												
	<u>100.00x33</u>												
	<u>-3300.00</u>	0	0	0	0	0	0	0	0	99	0	0	99
(For 1000 NFPE School)													
B.5. Learners Supplies													
(Once in a cycle)													
a. Slate	12.50												
b. Hard Board	7.50												
c. Ruler	2.00												

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
d. Line drawing sheet 2.00													
24.00													
24.00x33 =792.00	792	0	0	0	0	0	0	0	0	0	0	0	792
B.6. Learners Supplies (6 months)													
a. Slate pencil =0.10x6=0.60													
b. Wood pencil = 1.25x6=7.50													
c. Exercise book =2.45x8=19.60													
27.70													
27.70x33 = 914.00	457	457	457	457	457	457	457	457	457	457	457	457	5,484
B.7. Reading materials													
a. Journal 3.00 each 12 per centre=3.00x12 Tk.36.00 for one month	0	0	0	0	0	0	108	108	108	108	108	108	648
b. Story Books (once in a cycle) 30 booksx20.00=600 (20% Replacement)	0	0	0	0	0	0	120	0	0	0	0	0	120
B.8. Class room supplies (once in a cycle)													
a. Sign board 125.00													
b. Black board 150.00													
c. Wooden stool 120.00													
d. Trunk 220.00													
e. Clip file 20.00													
f. Folding file 20.00													
g. Floor Mat 250.00													
905.00													
905.00	905	0	0	0	0	0	0	0	0	0	0	0	905
B.9. class room supplies (Interactive Radio Programme) (Once in a cycle for 20% 2nd year school)													
1. Battery 4 Nos x 20 x Tk.12 = 960													
2. Tap recorder 1 No x 2,000 = 2,000													
3. Cassetts 40 Nos x Tk.30 = 1,200													
4,160													
(20% of 2nd year and above school)	0	0	0	0	832	0	0	0	0	0	0	0	832

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	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
B.10 Class room supplies(Per year)													
a.Duster (3.00x2)													
b.Chalk (3.00x12)													
c.Attendance Register													
d.Round exercise book (9.00x6)													
e.Ball pen (2.50x12)													
f.Visit register													
g.Evaluation register													
	186.00	47	47	47	47	47	47	47	47	47	47	47	558
B.11 School room renovation and maintenance													
Tk.200 per month (952)	570	570	570	570	570	570	570	570	570	570	570	570	6,840
B.12 Salary of P.O	267	267	267	267	267	267	267	267	267	267	267	267	3,200
Tk.4000 per month (1/3 time spent for training and refresher)cost for 15 School													
B.13.Travelling & transportation	56	56	56	56	56	56	56	56	56	56	56	56	672
21% of B.11													
B.14. Area Team office rent	25	25	25	25	25	25	25	25	25	25	25	25	300
Tk. 2000 per month (1/3 spent for student books & supplies)cost for 80 School													
B.15. Area Team office Utilities	10	10	10	10	10	10	10	10	10	10	10	10	120
Tk. 800 per month (1/3 spent for student books & supplies)cost for 80 School													
B.16. Area Team office Stationeries	4	4	4	4	4	4	4	4	4	4	4	4	45
Tk. 300 per month (1/3 spent for student books & supplies)cost for 80 School													
B.17. Area Team office General expense and Maintenance	10	10	10	10	10	10	10	10	10	10	10	10	120
Tk. 800 per month (1/3 spent for student books & supplies)cost for 80 School													
B.18. Area Team office Service staff	19	19	19	19	19	19	19	19	19	19	19	19	225
Tk. 1500 per month (1/3 spent for student books & supplies)cost for 80 School													
Total cost of Student Books & Supplies	4,382	1,464	1,464	1,464	4,078	1,464	1,692	1,572	4,278	1,572	1,572	1,572	26,570

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
C. FIELD OPERATIONS													
C.1 Salary of PD & PA Tk.4,000 per month (1/3 time spent for management & supervision)cost for 15 School	267	267	267	267	267	267	267	267	267	267	267	267	3,200
C.2 Salary of Team Incharge Tk.5500 per month for 160 Schools	103	103	103	103	103	103	103	103	103	103	103	103	1,238
C.3 Salary of Area Manager Tk.7500 per month for 600 Schools	38	38	38	38	38	38	38	38	38	38	38	38	450
C.4 Salary of Acc. asstt/store keeper Tk.3000 per month for 300 Schools	30	30	30	30	30	30	30	30	30	30	30	30	360
C.5 Salary of RM Tk.12000 per month for 9000 Schools	4	4	4	4	4	4	4	4	4	4	4	4	48
C.6 Salary of Monitor Tk.5500 per month for 3000 Schools	6	6	6	6	6	6	6	6	6	6	6	6	66
G.P. C.7 Salary of Accountant (1 Nos) Tk.5500 per month for 9000 Schools	2	2	2	2	2	2	2	2	2	2	2	2	22
C.8 Travelling & transportation 21% of C.1 and 30% of A.2 to C.6	80	80	80	80	80	80	80	80	80	80	80	80	956
C.9 Staff training & Development 10% of total Salary	88	88	88	88	88	88	88	88	88	88	88	88	1,055
C.10 Area Team office rent Tk. 2000 per month (1/3 spent for management & & supervision)cost for 80 School	25	25	25	25	25	25	25	25	25	25	25	25	300
C.11 Area Team office Utilities Tk. 800 per month (1/3 spent for management & & supervision)cost for 80 School	10	10	10	10	10	10	10	10	10	10	10	10	120
C.12 Area Team office Stationeries Tk. 300 per month (1/3 spent for management & & supervision)cost for 80 School	4	4	4	4	4	4	4	4	4	4	4	4	45

	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	5th Qtr cost	6th Qtr cost	7th Qtr cost	8th Qtr cost	9th Qtr cost	10th Qtr cost	11th Qtr cost	12th Qtr cost	Total cost
C.13 Area team office General expenses and maintenance Tk. 800 per month (1/3 spent for management & supervision) cost for 80 School	10	10	10	10	10	10	10	10	10	10	10	10	120
C.14 Area team office Service Staff Tk. 1500 per month (1/3 spent for management & supervision) cost for 80 School	19	19	19	19	19	19	19	19	19	19	19	19	225
C.15 RM office rent and Utilities Tk.4000 per office for 600 school	30	30	30	30	30	30	30	30	30	30	30	30	360
C.16 RM Office rent Tk.6000 per office for 9000 school	2	2	2	2	2	2	2	2	2	2	2	2	24
C.17 RM Office utilities Tk.1000 per office for 9000 school	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	4
C.18 RM Office stationeries & general expenses Tk.1000 per office for 9000 school	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	4
C.19 RM Office maintenance Tk.1000 per office for 9000 school	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	4
C.20 Service Staff(RM office) Tk.1500 per office for 9000 school	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	6
C.21 Vehicles for Program Manager Tk.1500000 Per Vehicle for 15000 School	50	0	0	0	0	0	0	0	0	0	0	0	50
Total cost of Field operations	767	717	717	717	717	717	717	717	717	717	717	717	8,656
D.1 H.O. management and support services (10% of above expenses)	830	431	431	481	692	431	466	442	712	442	442	442	6,244
E.1 Research and Evaluation (1% of total expenses)	83	43	43	48	69	43	47	44	71	44	44	44	628
F.1 Inovative program and materials -development (2% of total expenses)	166	86	86	96	138	86	93	88	142	88	88	88	1,249
TOTAL BUDGET	9,382	4,871	4,871	5,436	7,825	4,871	5,271	4,993	8,051	4,993	4,993	4,993	70,555
TAKA	713												
Cost per Children per year in Taka	17.82												
Cost per Children per year in US \$													

BRAC
NONFORMAL PRIMARY EDUCATION PROGRAM PHASE II
SUMMARY BUDGET
(BY YEAR)
(IN THOUSAND)

	APRIL 1996	APRIL 1997	APRIL 1998	Total	%	
	MARCH 1997	MARCH 1998	MARCH 1999			
I School Cost						
I.1 Teachers Cost	332,698	349,956	368,568	1,051,222	37%	
I.2. Students Books and Supplies	315,995	341,767	337,387	995,149	35%	
I.3. Field Operations	105,560	107,531	112,907	325,999	12%	
I.4. Research and Evaluation	7,543	7,993	8,189	23,724	1%	
I.5. HO Management and Support Services	75,425	79,925	81,886	237,237	8%	
Sub total	837,222	887,172	908,938	2,633,331	94%	
II. Library programme	28,946	39,698	49,097	117,741	4%	
III. Inovative Program and materials Dev	17,323	18,537	19,161	55,021	2%	
Total						
	Taka	883,490	945,408	977,195	2,806,093	100%
Total	US \$	22,087	23,635	24,430	70,152	

Exchange Rate US \$ 1 = Taka 40

BRAC
MONITORIAL PRIMARY EDUCATION PROGRAM PHASE II
SUMMARY BUDGET
(BY QUARTER)
(IN THOUSAND)

	1st Qtr cost	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total
		2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost		
I. School Cost														
I.1 Teachers Cost	83,052	79,798	79,137	90,732	87,807	82,752	83,524	95,892	96,436	88,163	88,183	95,788	1,051,222	
I.2 Students Books and Supplies	85,655	65,871	56,986	107,463	98,474	63,188	61,821	118,285	93,664	61,873	64,159	117,891	995,150	
I.3 Field Operations	27,178	27,178	25,603	25,603	26,883	26,883	26,883	26,883	28,227	28,227	28,227	28,227	325,998	
I.4 Research and Evaluation	1,959	1,729	1,617	2,238	2,132	1,728	1,722	2,411	2,181	1,783	1,806	2,419	23,724	
I.5 IM Management and Support Services	19,586	17,287	16,172	22,380	21,316	17,280	17,225	24,106	21,813	17,826	18,057	24,191	237,237	
Sub total	217,410	191,882	179,515	248,415	236,612	191,811	191,175	267,576	242,120	197,871	200,431	268,516	2,633,333	
II. Library programme	3,455	9,948	4,524	11,017	5,920	12,761	7,088	13,929	8,669	15,852	8,819	15,758	117,741	
III. Inovative Program and materials Dev	4,417	4,037	3,681	5,189	4,851	4,091	3,965	5,630	5,016	4,274	4,185	5,685	55,021	
Total	225,283	205,867	187,720	264,621	247,383	208,663	202,226	287,135	255,805	217,997	213,434	289,959	2,806,095	
Total	US \$	5,632	5,167	4,693	6,616	6,185	5,217	5,056	7,178	6,395	5,450	5,356	7,249	70,152

(Exchange Rate US \$ 1 = Taka 40)

BRAC
MONITORIAL PRIMARY EDUCATION PROGRAM PHASE II
NUMBER OF SCHOOL

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Rev Open NFPE	0	0	0	0	0	0	0	0	0	0	0	0
KK	0	0	0	0	0	0	0	0	0	0	0	0
ESP	0	0	0	0	0	0	0	0	0	0	0	0
Total Open	0	0	0	0	0	0	0	0	0	0	0	0
Closed NFPE	0	0	0	-6443	-2609	0	0	-3924	-5908	0	0	-3192
KK	0	0	0	-1542	-861	0	0	-1443	-424	0	0	-932
ESP	0	0	0	-215	0	0	-701	-191	0	0	-700	-620
Total Closed	0	0	0	-8200	-3470	0	-701	-5558	-6332	0	-700	-4744
Reopen NFPE	0	0	0	6443	2609	0	0	3924	5908	0	0	3192
KK	0	0	0	1542	861	0	0	1443	424	0	0	932
ESP	0	0	0	215	0	0	701	191	0	0	700	620
Total Reopen	0	0	0	8200	3470	0	701	5558	6332	0	700	4744
Ongoing School	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000
5 NFPE												
1st Year	5081	3631	3631	6443	8802	8802	8802	5783	9081	9081	9081	8849
2nd Year	11369	12819	12819	12526	5081	3631	3631	6443	8802	8802	8802	5783
3rd Year	9052	9052	9052	6533	11369	12819	12819	12526	6869	6619	6619	9870
4th Year					250	250	250	750	750	1000	1000	1000
Total NFPE	25502	25502	25502	25502	25502	25502	25502	25502	25502	25502	25502	25502
KK												
1st Year	1977	1467	1467	1542	2403	2403	2403	2304	2118	2118	2118	1607
2nd Year	2118	2628	2628	2652	1977	1467	1467	1542	2403	2403	2403	2304
3rd Year	2403	2403	2403	2304	2118	2628	2628	2652	1977	1977	1977	2587
4th Year	0	0	0	0	0	0	0	0	0	0	0	0
Total KK	6498	6498	6498	6498	6498	6498	6498	6498	6498	6498	6498	6498
ESP												
1st Year	1594	1594	894	215	215	215	215	191	191	191	891	1320
2nd Year	191	191	891	1594	1594	1594	894	215	215	215	215	191
3rd Year	215	215	215	191	191	191	891	1594	1594	1594	894	489
4th Year	0	0	0	0	0	0	0	0	0	0	0	0
Total ESP	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000
Total in Operation	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000	34000

NON-FORMAL PRIMARY EDUCATION PROGRAM
BUDGET
(Detailed budgeted cost)
APRIL 1996 - MARCH 1998
(in thousand)

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
I. SCHOOL COST													
A. TEACHERS COST													
A.1 Teachers Training (15 days Basic Training) TARC based Tk. 2500 per teacher per course (30% of Reopened school + Replacement of Dropout)	2,125	2,125	2,125	8,725	4,728	2,125	2,651	6,294	6,874	2,125	2,650	5,683	47,779
A.2. Orientation course (5 days) Tk. 30 per person x 3 days	77	77	77	815	411	99	162	644	714	167	230	593	4,064
A.3. Teachers training (28 days trainin Math and Eng. (4th phase) for KK Tk. 4200 per teacher per course	0	0	0	0	1,050	0	0	2,100	0	1,050	0	0	4,200
A.4. Refreshers course TARC based(12 days after 1 year) Tk. 500 per person per course	4,060	980	350	2,996	0	0	0	4,100	1,735	0	351	2,779	17,351
A.5. Refreshers course field based(35 Days per course) Tk. 30 per person per day	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	36,720
A.6. Salary of PO & PA Tk. 4000 per month (1/3 time spent for training and refresher)cost for 15 School	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	108,800
A.7. Travelling & transportation 21% of A.6.	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	22,848
A.8. Area Team office rent Tk. 2000 per month (1/3 spent for training and refresher)cost for 80 School	850	850	850	850	850	850	850	850	850	850	850	850	10,200
A.9. Area Team office Utilities Tk. 800 per month (1/3 spent for training and refresher)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	4,080

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
A.10. Area Team office Stationeries Tk. 300 per month (1/3 spent for training and refresher)cost for 80 School	128	128	128	128	128	128	128	128	128	128	128	128	1,536
A.11. Area Team office General expenses and Maintenance Tk. 800 per month (1/3 spent for training and refresher)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	4,080
A.12. Area Team office Service staff Tk. 1500 per month (1/3 spent for training and refresher)cost for 80 School	638	638	638	638	638	638	638	638	638	638	638	638	7,656
A.13. Teachers salary Tk 550 per month per school	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	56,100	673,200
A.14. Teachers aids and Supplies (once in a cycle) (30% of Reopened school + 10% Replacement)													(thousand)
a. Teachers guid	25.00												
(prostuti parba)													
b. Social Studies part-I	25.00												
c. Bangla part-I	15.00												
d. Shisu part -I	4.00												
e. Math part -I	18.00												
f. Bangla part -II	11.00												
g. Social studies partII	13.00												
h. Math part -II	20.00												
i. English	10.00												
j. Bangla part III	12.00												
k. Social studies partIII	14.00												
l. Math part -III	16.00												
m. English part-II	12.00												
n. English part-III	25.00												
o. Bangla chart	30.00												
p. Math chart	30.00												
q. Social studies chart	25.00												
r. Teachers bag	80.00												
s. Year calendar	75.00												
	460.00												
	391	391	391	1,900	1,029	391	520	1,414	1,556	391	520	1,264	10,158
Total cost of teacher	79,078	75,998	75,368	86,411	79,644	75,041	75,758	86,977	83,305	76,158	76,175	82,745	952,659
Total cost of Teacher (Including Inflation Adjusted cost 5%)	83,032	79,798	79,137	90,732	87,807	82,732	83,524	95,892	96,436	88,163	88,183	95,788	1,051,222

(AT)

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)	
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost		
B. STUDENT BOOKS AND SUPPLIES														
B.1 Book Part-I (once in a cycle)														
a. Shishu path Tk. 4.00														
b. Bangla part-I Tk. 15.00														
c. Math. Part-I Tk. 18.00														
	37.00													
	37.00x33													
	=1221.00	0	0	0	10,012	4,257	0	856	6,786	7,731	0	855	5,792	36,270
B.2 Book part-II (once in a cycle)														
a. Bangla part-II 11.00														
b. Math part-II 20.00														
c. Social Studies II 13.00														
d. English I 10.00														
	54.00													
	54.00x33													
	=1782.00	14,470	3,493	1,247	10,678	0	0	0	14,612	6,184	0	1,249	9,904	61,857
B.3 Book part-III (once in a cycle)														
a. Bangla part-III 12.00														
b. Math part-III 16.00														
c. Social Studies III 14.00														
d. English II 12.00														
e. Books IV & V (KC) 25.00														
	79.00													
	79.00x33													
	=2607.00	9,046	0	0	14,490	21,169	3,110	1,825	15,621	0	0	0	21,377	88,638
B.4 Book part-IV & V (once in a cycle)														
Books 10 Nos 100.00														
	100.00x33													
	=3300.00	0	0	0	0	825	0	0	1,650	0	825	0	0	3,300
(For 1000 NFPE School)														
B.5. Learners Supplies (Once in a cycle)														
a. Slate 12.50														
b. Hard Board 7.50														
c. Ruler 2.00														

cm

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousands)	
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost		
B.10 Class room supplies(per year)														
a.Duster (3.00x2)														
b.Chalk (3.00x12)														
c.Attendance Register														
d.Bound exercise book (9.00x6)														
e.Ball pen (2.50x12)														
f.Visit register														
g.Evaluation register														
	186.00													18,922
B.11 School room renovation and main Tk.200 per month(95%)	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	19,380	232,560
B.12 Salary of P.O Tk.4000 per month (1/3 time spent for training and refresher)cost for 15 School	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	108,800
B.13 Travelling & transportation 21% of B.11	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	1,904	22,858
B.14 Area Team office rent Tk. 2000 per month (1/3 spent for student books & supplies)cost for 80 School	850	850	850	850	850	850	850	850	850	850	850	850	850	10,200
B.15 Area Team office Utilities Tk. 800 per month (1/3 spent for student books & supplies)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	340	4,080
B.16 Area Team office Stationeries Tk. 300 per month (1/3 spent for student books & supplies)cost for 80 School	128	128	128	128	128	128	128	128	128	128	128	128	128	1,530
B.17 Area Team office General expense and Maintenance Tk. 800 per month (1/3 spent for student books & supplies)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	340	4,080

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
B.18. Area Team office Service staff Tk. 1500 per month (1/3 spent for student books & supplies)cost for 80 School	638	638	638	638	638	638	638	638	638	638	638	638	7,650
Total cost of Student Books & Supplies	81,576	62,753	54,272	102,346	89,318	57,313	56,074	107,288	80,738	53,448	55,423	101,839	902,389
Total cost of Student Books & Supplies (Including Inflation Adjusted Cost 5%)	85,655	65,891	56,986	107,463	98,474	63,188	61,821	118,285	93,464	61,875	64,159	117,891	995,150
C. FIELD OPERATIONS													
C.1 Salary of PO & PA Tk.4,000 per month (1/3 time spent for management & supervision)cost for 15 School	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067	108,800
C.2 Salary of Team Incharge Tk.5500 per month for 160 Schools	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	3,506	42,075
C.3 Salary of Area Manager Tk.7500 per month for 600 Schools	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	15,300
C.4 Salary of Accounts asst/store keep Tk.3000 per month for 300 Schools	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	12,240
C.5 Salary of BH Tk.12000 per month for 9000 Schools	136	136	136	136	136	136	136	136	136	136	136	136	1,632
C.6 Salary of Monitor Tk.5500 per month for 3000 Schools	187	187	187	187	187	187	187	187	187	187	187	187	2,244
C.7 Salary of Accountant (1 Nos) Tk.5500 per month for 9000 Schools	62	62	62	62	62	62	62	62	62	62	62	62	748
C.8 Travelling & transportation 21% of C.1 and 30% of A.2 to C.6	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	2,708	32,497
C.9 Staff training & Development 10% of total Salary	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	2,988	35,856
C.10 Area Team office rent Tk. 2000 per month (1/3 spent for management & & supervision)cost for 80 School	850	850	850	850	850	850	850	850	850	850	850	850	10,200

	1st Qtr cost	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)
		2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost		
C.11 Area Team office Utilities Tk. 800 per month (1/3 spent for management & & supervision)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	340	4,080
C.12 Area Team office Stationeries Tk. 300 per month (1/3 spent for management & & supervision)cost for 80 School	128	128	128	128	128	128	128	128	128	128	128	128	128	1,530
C.13 Area Team office General expenses and maintenance Tk. 1000 per month (1/3 spent for management & & supervision)cost for 80 School	340	340	340	340	340	340	340	340	340	340	340	340	340	4,080
C.14 Area Team office Service staff Tk. 1500 per month (1/3 spent for management & & supervision)cost for 80 School	638	638	638	638	638	638	638	638	638	638	638	638	638	7,650
C.15 AM office rent and Utilities Tk.4000 per office for 600 school	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	12,240
85 C.16 RM Office rent Tk.10000 per office for 9000 school	68	68	68	68	68	68	68	68	68	68	68	68	68	816
C.17 RM Office utilities Tk.1000 per office for 9000 school	11	11	11	11	11	11	11	11	11	11	11	11	11	136
C.18 RM Office stationeries & general expenses Tk.1000 per office for 9000 school	11	11	11	11	11	11	11	11	11	11	11	11	11	136
C.19 RM Office maintenance Tk.1000 per office for 9000 school	11	11	11	11	11	11	11	11	11	11	11	11	11	136
C.20 Service Staff(RM office) Tk.1500 per office for 9000 school	17	17	17	17	17	17	17	17	17	17	17	17	17	204
C.21 Vehicles for Program Manager Tk.1500000 Per Vehicle for 10000 School	1,500	1,500	0	0	0	0	0	0	0	0	0	0	0	3,000
Total cost of Field operations	25,883	25,883	24,383	24,383	24,383	24,383	24,383	24,383	24,383	24,383	24,383	24,383	24,383	295,601
Total cost of Field operations (including Inflation Adjusted Cost 5%)	27,178	27,178	25,603	25,603	26,883	26,883	26,883	26,883	26,883	28,227	28,227	28,227	28,227	325,998

		APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total (in thousand)
		1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
D.1	H.O. management and support services (10% of above expenses)	19,586	17,287	16,172 ^a	22,580	21,316	17,280	17,223	24,106	21,813	17,826	18,057	24,191	237,237
E.1	Research and Evaluation (1% of expenses)	1,959	1,729	1,617	2,238	2,132	1,728	1,722	2,411	2,181	1,783	1,806	2,419	23,724
TOTAL SCHOOL COST (1)		217,410	191,882	179,515	248,415	236,612	191,811	191,173	267,576	242,120	197,871	200,431	268,516	2,633,331

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11. LIBRARY PROGRAMME

1. Union base Library(Gonokendra)

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999			
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost
No of Union base Library Opened	0	50	0	50	0	50	0	50	0	50	0	50
No of Union base Library(Gonokendra) in operation	0	50	50	100	100	150	150	200	200	250	250	300
1.1 Cost per centre(Start up Cost)												
1.1.1 Furniture and Fixture	50,000											
1.1.2 Books 1000 books X 60.00 per book	60,000											
Total	110,000											
1.2 Operating Expenses (Per centre Per Quarter)												
1.2.1 Salary of Librarian(part time) Tk. 800 per month	2,400											
1.2.2 Rent and Utilities Tk. 3000 per month	3,000											
1.2.3 Maintenance Tk. 100 per month	300											
1.2.4 Salaries and benefits Tk. 5500 per month for 32 Library	516											
1.2.5 Travelling and transportation (50% of 1.2.4)	155											
1.2.6 NO logistics and management expens	622											
Total	6,992											

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
1. Union base Library (detail budget)													
1.1. Start up Cost													
1.1.1 Furniture and Fixture Tk. 50000 per Library	0	2,500	0	2,500	0	2,500	0	2,500	0	2,500	0	2,500	15,000
1.1.2 Books (1000 books X 60.00 per book Tk. 60000 per Library	0	3,000	0	3,000	0	3,000	0	3,000	0	3,000	0	3,000	18,000
Total	0	5,500	0	5,500	0	5,500	0	5,500	0	5,500	0	5,500	33,000
1.2. Operating Expenses													
1.2.1 Librarian Tk. 800 per month	0	120	120	240	240	360	360	480	480	600	600	720	4,320
1.2.2 Rent and Utilities Tk. 1000 per month	0	150	150	300	300	450	450	600	600	750	750	900	5,400
1.2.3 Maintenance Tk. 100 per month	0	15	15	30	30	45	45	60	60	75	75	90	540
1.2.4 Salaries and benefits Tk. 5500 per month 32 library	0	26	26	52	52	77	77	103	103	129	129	155	928
1.2.5 Travelling and transportation (30% of 1.2.4)	0	8	8	15	15	23	23	31	31	39	39	46	278
1.2.5 NO logistic and management expens 10% of above	0	31	31	62	62	93	93	124	124	155	155	186	1,119
Total	0	350	350	699	699	1,049	1,049	1,398	1,398	1,748	1,748	2,098	12,585
Total cost	0	5,850	350	6,199	699	6,549	1,049	6,898	1,398	7,248	1,748	7,598	45,585

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999			
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost
2.2 School Base Library												
No of school base Library Opened	200	200	200	200	200	200	200	200	200	200	0	0
No of School base Library in Operation (2000 Carry forward from 1995)	2,200	2,400	2,600	2,800	3,000	3,200	3,400	3,600	3,800	4,000	4,000	4,000
2.1 Cost per centre(Start up Cost)												
2.1.1 Truck	300											
2.1.4 Books (60 books X 30.00 per books)	1,800											
2.1.3 Training(20 nosX tk 75)	1,500											
Total	3,600											
2.2.Operating Expenses (Per centre Per Quarter)												
2.2.1 Salary of Teachers(Part time) tk.80 per month	240											
2.2.2 Magazine tk.15 per month	65											
2.2.3 Salaries and benefits tk.5500 per month 32 library	516											
2.2.4 Travelling and transportation (30% of 2.2.3)	155											
2.2.5 NO logistics and management expens 10% of above	96											
Total	1,051											

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	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
2.School base Library(Detail budget)													
2.1 Start up Cost													
2.1.1 Trunk	60	60	60	60	60	60	60	60	60	60	0	0	600
2.1.4 Books (60 books X 30.00 per books)	360	360	360	360	360	360	360	360	360	360	0	0	3,600
2.1.3 Training	300	300	300	300	300	300	300	300	300	300	0	0	3,000
Total	720	720	720	720	720	720	720	720	720	720	0	0	7,200
2.2.Operating Expenses													
2.2.1 Salary of Teachers(Part time) Tk.80 per month	528	576	624	672	720	768	816	864	912	960	960	960	9,360
2.2.2 Magazine Tk.15 per month	99	108	117	126	135	144	153	162	171	180	180	180	1,755
2.2.3 Salaries and benefits Tk.5500 per month 32 library	1,134	1,238	1,341	1,444	1,547	1,650	1,753	1,856	1,959	2,063	2,063	2,063	20,109
2.2.4 Travelling and transportation (30% of 2.2.3)	340	371	402	433	464	495	526	557	588	619	619	619	6,033
2.2.5 No logistics and management expens 10% of above	210	229	248	267	287	306	325	344	363	382	382	382	3,726
Total	2,312	2,522	2,732	2,942	3,153	3,363	3,573	3,783	3,993	4,203	4,203	4,203	40,983
Total cost of School Library	3,032	3,242	3,452	3,662	3,873	4,083	4,293	4,503	4,713	4,923	4,203	4,203	48,183

	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total
	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	
2.3. Pathchakra													
No of Pathchakra Started	150	150	150	150	175	175	175	175	175	175	175	175	
No of Pathchakra in Operation	150	300	450	600	775	950	1,125	1,300	1,475	1,650	1,825	2,000	
3.1 cost per Pathchakra(Start up Cost)													
3.1.1 Books (30 books X 30.00 per books)	900												
3.1.2 Bag	40												
Total	940												
3.2 Operating Expenses (Per Pathchakra Per Quarter)													
3.2.1 Magazine Tk.15 per month	45												
3.2.2 Salaries and benefits Tk.5500 per month 32 Library	516												
3.2.3 travelling and transportation (30% of 2.2.3)	155												
3.2.4 NO logistics and mimgement expens 10% of above	72												
Total	787												
3. Pathchakra(details budget)													
3.1 Start up Cost													
3.1.1 Books (30 books X 30.00 per books)	135	135	135	135	158	158	158	158	158	158	158	158	1,800
3.1.2 Bag	6	12	18	24	31	38	45	52	59	66	73	80	504
Total	141	147	153	159	189	196	203	210	217	224	231	238	2,304
3.2 Operating Expenses (Per Pathchakra Per Quarter)													
3.2.1 Magazine Tk.15 per month	7	14	20	27	35	43	51	59	66	74	82	90	567
3.2.2 Salaries and benefits Tk.5500 per month 32 Library	77	155	232	309	400	490	580	670	761	851	941	1,031	6,497
3.2.3 travelling and transportation (30% of 2.2.3)	23	46	70	93	120	147	174	201	228	255	282	309	1,949
3.2.4 NO logistics and mimgement expens 10% of above	11	21	32	43	55	68	80	93	106	118	131	143	903
Total	118	236	354	472	610	748	885	1,025	1,161	1,298	1,436	1,574	9,914
Total Cost	259	383	507	631	798	943	1,088	1,232	1,377	1,522	1,666	1,811	12,218
Total cost of Library Prog. In Taka	3,291	9,475	4,309	10,493	5,370	11,574	6,429	12,634	7,489	13,693	7,618	13,612	105,987
Total cost of Library Prog.(II) In Taka (Including Inflation adjusted Cost)	3,455	9,948	4,524	11,017	5,920	12,761	7,088	13,929	8,669	15,852	8,819	15,758	117,741

	1st Qtr cost	APRIL 1996-MARCH 1997				APRIL 1997-MARCH 1998				APRIL 1998-MARCH 1999				Total
		2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost	1st Qtr cost	2nd Qtr cost	3rd Qtr cost	4th Qtr cost		
III INNOVATIVE PROGRAMS AND MATERIALS -DEVELOPMENT (2% of expenses)	4,497	4,037	3,681	5,189	4,851	4,091	3,965	5,630	5,016	4,274	4,185	5,685	55,071	
TOTAL BUDGET IN YAKA	225,283	205,867	187,720	264,621	247,383	208,663	202,226	287,135	255,805	217,997	213,434	289,959	2,806,093	
TOTAL BUDGET IN US \$	5,632	5,147	4,693	6,616	6,185	5,217	5,056	7,178	6,395	5,450	5,336	7,249	70,152	

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SUBJECT SOCIAL STUDIES

Basic Competency	Classwise Attainable Competency		Added Competency in BRAC, NFEI
	Class 3	BRAC class 3	
<p>1. To observe different objects & incidents of the environment.</p> <p>- To ask proper questions to gain more knowledge.</p> <p>- To be able to classify different objects, living beings & incidents by using scientific skills based on the gathered information. Will also be able to draw conclusion.</p>	<p>1.1 Will observe at least 4 examples given below: - practices, incidents, objects, animals & human beings. Will know more about those by questioning & classifying.</p> <p>1.2 Will know the food habits of human beings and other animals- what they eat? How they eat? When they eat? Will be able to classify, compare & draw conclusions.</p> <p>1.3 Will be able to classify different uniforms worn by people of different occupations.</p> <p>1.4 Will be able to classify houses, according to materials & duration. Will be able to find information about the sources of raw materials used in houses by questioning.</p> <p>1.5 Will be able to classify, compare & gather information on the characteristics of living and non- living objects. Then draw conclusions about them.</p> <p>1.6 Will be able to realize the needs of animals and birds (food, shelter & treatment of their diseases). Also will try to meet these needs.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1. Will be able to identify the three types of foods.</p> <p>1.1 Will know about balanced food.</p> <p>2. Will know what contagious diseases are and will be able to say names of contagious diseases.</p> <p>2.1 Will know about non-contagious diseases.</p> <p>2.2 Will know the symptoms, treatment, and prevention of diarrhoea through practical demonstration.</p> <p>2.3 Will know the cause, symptoms, and treatment of Anaemia.</p> <p>2.4 Will know the cause, symptoms, and prevention of Night Blindness.</p> <p>2.5 Will know the symptoms and treatment of Jaundice.</p> <p>2.6 Will know the cause, treatment and prevention of Scabies.</p>

Basic Competency	Classwise Attainable Competency		Added Competency in BRAC NPPE
	Class 3	BRAC class 3	
2. will be able to identify the relationship between cause & effect and to attain the ability to conduct simple experiments regarding simple problems of daily life	2.1 Will identify relation between cause & effect such as a) Plants need air, heat, light and water to live. b) Condition of water after absorbing and releasing heat.	✓	2.7 Will know the treatment of Chicken Pox, eye infection
3. Will be able to Present & document results of research.	3.1 Will give oral description of classifications, observation and experiments done in competency no. 1 & 2. Will also write descriptions for documentation. Will draw or make model of the observed materials	✓	2.8 Will know the cause, systems, and treatment of worms. 2.9 Will know the names of different types of shots and the age of taking them
4. To observe, identify and realize how science and technology contributes to our daily lives	4.1 Will identify tools that make people's work easy. Such as, knife, scissor, hammer, axe, tubewell etc.	✓	3. Will know different ways of income generation, such as handicraft, poultry, home gardening etc 3.1 Will know about different types of vegetables grown in different types of soil. Their time of plantation and care.
5. To be aware of duties & responsibilities as a member of the family and participate in family affairs.	5.1 Will come to know of one's duties & responsibilities as a family member (help mother, father, brothers & sisters with their work)	✓	3.2 Will know where to set up a hatchery and what else is needed for it
6. To be aware of duties and rights as a member of the society and participate in social activities.	6.1 Participate in different social activities and festivals.	✓	3.3 Will know how one can earn money from domestic animals & birds and by making small things at home.

Basic Competency	Classwise Attainable Competency		Added Competency in ERAC NFFE
	Class J	BRAC class J	
<p>8. Maintain health regulations & hygiene.</p> <p>9. To give importance to opinions of others regarding different activities of the schools.</p>	<p>8.1 Will use a particular place to throw waste objects.</p> <p>8.2 Will know proper use of latrine.</p> <p>8.3 Will know the danger of eating contaminated food & water.</p> <p>9.1 Will respect teacher & other classmates' opinion inside & outside the school.</p> <p>9.2 Teacher will fix a system and maintain it so that all the students of the class get the chance to be the class monitor.</p> <p>9.3 Will take part as a member in group activities of school (such as cleaning school & classroom).</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>7. Will be aware of the problems of a large family and the advantages of a small family.</p> <p>7.1 Will be aware of the difference between a large and a small family's expenditure through mathematical problem solving.</p> <p>7.2 Will know the population of Bangladesh.</p> <p>7.3 Will be aware of the problems our country will face due to rapid population growth.</p> <p>8. Will know why do we need sun.</p>

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Basic Competency	Classwise Attainable Competency		Added Competency in ERAC NFFE
	Class 3	ERAC class 3	
<p>10. Will be able to read and draw map.</p> <p>11. Will know the geographical, historical and cultural characteristics and feel proud of national culture & heritage (national flag, national anthem, language, literature, industry and famous personalities)</p>	<p>10.1 Will know & be able to identify the directions of a map. Will also be able to point out the capital and main city.</p> <p>10.2 Will be able to draw the school in free hand & point out the class & play ground.</p> <p>11.1 Will tell meaning of national flag & map.</p> <p>11.2 Will be able to tell the first 4 lines of the national anthem and the name of its writer & composer.</p> <p>11.3 Will know the use of national flag in different programmes.</p> <p>11.4 Will take part in national programmes.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>8.1 Will know about the layers of soil.</p> <p>8.2 Will know why is it important to plough soil.</p> <p>8.3 Will know about the types of soil, their fertility and the types of crops they grow.</p> <p>8.3 Will know how the roots of plants grab the soil, by doing a scientific experiment.</p> <p>9. Will know the sources of water.</p> <p>9.1 Will know about water cycle.</p> <p>9.2 Will know how water helps grow plants, through scientific experiments.</p> <p>10. Will know the importance of plants & how it contributes to our lives.</p>

Basic Competency	Classwise Attainable Competency		Attainable Competency in BRAC NFFE
	Class 3	BRAC class 3	
13. To point out the superstitions that prevail in our culture and to help get rid of those.	<p>11.5 Will see local fairs, exhibitions, and traditional cultural materials (potal para, fans, dolls etc). If possible teachers will display some collected materials.</p> <p>11.6 Will know about main geographical conditions, rivers, flat lands, mountains and forest areas. 11.7 Will observe and find out the actual reason of the following superstitions and misconceptions. -if you eat bearn or bananas you will fail in the examination. -a tree will not grow fruit due to evil eye. - a tree will stop growing due to evil eye.</p>	<p>✓</p> <p>✓</p>	<p>10. Will know the names of the main rivers of Bangladesh.</p> <p>11. Will know the agricultural resources of Bangladesh.</p> <p>12. Will know about our forest resources.</p> <p>13. Will know our mine resources.</p> <p>14. Will know about jute industry, textile, sugar industry of Bangladesh.</p> <p>15. Will know about planets, the sun and the shape of the world.</p>

SUBJECT MATHEMATICS

Basic Competency	Classwise Attainable Competency		Added Competency in BRAC NYPE
	Class 3	BRAC class 3	
1. Will be able to count up to 1000.	1.1 Be able to count real life objects of hundreds from 100 to 1000 with the help of hundreds of bundles of tens & hundreds.	✓	3. Be able to count, read & write upto 1,00,000.
2. Will be able to identify symbols of the number 0 - 9.			2. Problem Solving
3. Will be able to count any number up to crore.	3.1 Will be able to read the numbers from 101 to 10,000.	✓	
4. Will be able to write any number upto crore.	4.1 Will be able to write any number between 101 to 10,000.		
	4.2 Will be able to write in words any number between 101 to 10,000.	✓	
5. Will be able to read and recognize the symbol of roman number upto 12.			
6. Find out the place value of the numbers upto crore.	6.1 To find out the place value of different numbers up to 10,000	✓	
7. Will be able to compare & sequence according to numerical value up to 10,000	7.1 Will be able to compare any of two numbers from 101 to 10,000		
	7.2 Will be able to recognize the numbers between odd & even from 101 to 10,000	✓	
	7.3 Will be able to sequence numbers 101 to 10,000 in both the ways: from small to large as well as large to small.	✓	

Basic Competency	Classwide Attainable Competency		Added Competency in BRAC TYPE
	Class 3	BRAC class 3	
<p>8. Will be able to recognize, count, read & write and sequence the numbers up to ten.</p> <p>9. Will be able to add two or more six digit numbers (without carrying).</p> <p>10. Will be able to subtract whole numbers from another which are less than six digits.</p> <p>11. Will be able to solve problems relating addition and subtraction. (multiplier will be a number with not more than 4 digits and the factor/multiplier wont be more than a 3 digit number.)</p> <p>12. Will be able to multiply one number with another.</p> <p>13. Will be able to divide one number by another number.</p>	<p>10.1 Will be able to subtract a maximum 4 digit number from another 4 digit number (without carrying).</p> <p>11.1 Will be able to solve problems relating addition & subtraction of two steps. (with numbers of not more than 4 digits)</p> <p>12.1 Will be able to write & learn the multiplication table of 11 to 20.</p> <p>12.2 Will be able to multiply less than 3 digit numbers with two digit numbers without and with carrying.</p> <p>12.3 Will be able to multiply less than three digit numbers with 10 or 100.</p> <p>12.4 Will be able to tell multiplication.</p> <p>13.1 Will be able to divide a 3 digit number (without carrying and with carrying)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Basic Competency	Classroom Attainable Competency		Added Competency in BRAC NFFE
	Class 3	BRAC class 3	
14. Will be able to solve the simple problems having 3 steps which requires at the most 3 methods from addition, subtraction, multiplication and division (in any steps of the problem the number that are used will not be above 4 digit.	Will be able to tell the divisible, the divisor, the quotient of the remainder	✓	
	14.1 Will be able to solve problems relating multiplication and division (will not be able to use more than 2 digit numbers)	✓	
	14.2 Will be able to solve simple problems having 3 steps which require at the most two methods from addition, subtraction, multiplication and division (The numbers used in all the steps of the problem will not be above 2 digit numbers)	✓	
15. Will be able to recognize Bangladeshi currency (coins & notes) and be able to use these in day to day life.	15.1 Will be able to recognize Bangladeshi coins and notes and be able to know the method of writing the money.	✓	
	15.2 Will be able to use notes and exchange money in day to day dealings.	✓	
16. Get an idea about the unitary of method and will be able to solve problems of daily life by using this method.			

Basic Competency	Classwide Attainable Competency		Added Competency in BRAC WFPE
	Class 1	BRAC class 1	
17. Will be able to			
18. Will be able to solve simple problems relating average			
19. Giving an idea about L.C.M and G.D.F. and solving related problems.			
20. Mathematical symbols and their use	20.1 Will be able to recognize & use mathematical symbols, e.g. $>$, $<$ and \times .	✓	
21. Getting the idea of simple fraction and being able to identify and use it. (denominator will not be more than a two digit number)	21.1 Will get an idea of the types of fraction such as- $(1/2)$, $3/4$, $1/4$, $2/3$ and will be able to use these in daily life. 21.2 Will be able to compare fractions with simple and equal denominators & differentiate small from large ones. Will also be able to show "larger than" and "smaller than".	✓ X	
22. To be able to add, subtract, multiply and divide (where the denominator won't be above a two number).			
23. To be able to solve real life problems which require addition, subtraction, multiplication and divisional problems of fraction. (The denominators of the fraction won't be above 1 digit number).			

Basic Competency	Classwise Attainable Competency		Added Competency in BRAC NYPE
	Class 3	BRAC class 3	
<p>24. Get an idea of decimal fractions according to numerical sequence & be able to use them.</p> <p>25. Be able to do addition, subtraction, multiplication and division using decimal fraction and solving problems using at the most 3 types of methods.</p> <p>26. Getting the idea of percentage and be able to use it to solve simple problems.</p> <p>27. Be able to learn the units of length, weight, area of land and use them.</p>	<p>27.1 Will be able to measure lengths of various objects in metre and centimetre.</p> <p>27.2 Will be able to measure the length of any given straight line or picture.</p> <p>27.3 Will be introduced to the relationship between kilometre, metre and centimetre and will be able to transfer kilometre into metre and metre into centimetre.</p> <p>27.4 Will be introduced to the metric units of weight and will also be able to measure the weights of various things in gram and kilogram.</p> <p>27.5 Will be able to transfer kilogram into gram.</p> <p>27.6 Will be introduced to the measuring unit "liter" for liquids and will practically use it.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

Basic Competency	Classwide Attainable Competency		Added Competency in BRAC KPFE
	Class 3	BRAC class 3	
28. Get an idea of time and be able to understand & use calendars	28.1 Will be able to read time and use it in daily life. 28.2 Be able to solve easy problems relating addition and subtraction by using the units of time.	✓ ✓	
29. Will have an idea about savings & expenditure and apply them to their own lives			
30. Will be able to draw bar graph and have an idea about graph			
31. To learn and recognize the basic geometric shapes. To classify easily available cubic objects			
32. To be able to classify and name flat geometric shapes (triangle, quadruple and circle)	32.1 Will be able to recognize triangles. 32.2 Will be able to name and draw different types of triangles depending on their arms/sides. 32.3 Will be able to identify square and rectangle. 32.4 Will be able to identify a circle.	✓ ✓ ✓ ✓	
33. Will have an idea about dot, line & surface.			

SUBJECT : BANGLA LANGUAGE

Basic Competency	Classwise Attainable Competency		Added Competency in ERAC NPTZ
	Class 3	ERAC class 3	
<p>Listening:</p> <p>1. Be able to understand the subject matter and substance after listening to a conversation, story, simple discussion and speech on simple topic.</p> <p>2. Will derive enjoyment and appreciate conversation, stories, rhymes, poems, discussions and speeches. And also will understand the speaker's feelings from these.</p> <p>Speaking:</p> <p>1. Will be able to speak clearly in proper Bengali.</p> <p>2. Will be able to tell stories and simple dialogues.</p> <p>3. Will be able to describe incidents and personal experiences.</p> <p>4. Will be able to recite poems in rhymes with light body movement.</p>	<p>-</p> <p>1.2 Will listen attentively and patiently.</p> <p>1.3 Will understand the substance of stories, poems, conversation.</p> <p>2.1 Will find pleasure from listening stories, rhymes, poems, conversations and discussions.</p> <p>1.1 Will speak properly in correct, contemporary Bengali.</p> <p>2. Will be able to tell simple stories.</p> <p>3.1 Will be able to describe incidents witnessed personally.</p> <p>4.1 Will recite rhymes and poems rhythmically.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1. Will be able to read story books.</p> <p>2. Will be able to speak in front of an audience.</p> <p>3. Will be able to write words outside the text.</p>

Basic Competency	Classwide Attainable Competency		Added Competency in BRAC NYFE
	Class 3	BRAC class 3	
<p>5. Will participate actively in social gatherings as well as daily encounters.</p> <p>6. Will express personal views and feelings in different places.</p> <p>Reading:</p> <p>1. To be able to read the voice which can be heard and pronounce it clearly.</p> <p>2. To be able to read in a normal pace.</p> <p>3. To be able to recite in a normal pace with clear pronunciation.</p> <p>4. To be able to read and understand printed books, papers and picture exercises.</p> <p>5. To be able to read and understand simple advertisement, different types of simple signs or directions.</p> <p>6. To be able to read and understand in normal speed silently.</p>	<p>5.1 Will politely address people and ask permission from them at school, at home and elsewhere.</p> <p>5.2 Will participate in discussions and conversations of daily life with teachers.</p> <p>1.1 To be able to read the voice which can be heard with clear pronunciation and recognize different consonants.</p> <p>2.1 To be able to read in a normal pace as far as possible.</p> <p>3.1 To be able to recite poems and rhymes by maintaining rhythm.</p> <p>4.1 To be able to read text book, books of same standard and picture.</p> <p>5.1 To be able to read different types of simple signs or directions.</p> <p>6.1 To be able to read silently.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

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Basic Competency	Classwide Attainable Competency		Added Competency in BRAC NYPE
	Class 3	BRAC class 3	
7. To be able to understand reading materials	7.1 To be able to read stories, poems and rhymes of the text book.	✓	
8. To be able to read the name of the poet and writer.			
9. To be able to read hand written letters, applications and documents	9.1 Will be able to read the hand writing written by them and their classmates	✓	
10. To be able to develop the habit of reading for knowledge and enjoyment.			
Writing :			
1. To be able to write clearly and neatly	1.1 Will be able to write clearly and neatly.	✓	
2. To be able to write correctly.	2.1 Will be able to write the "phonograms" properly.	✓	
	2.2 Will be able to write the words of the text clearly with correct spellings	✓	
	2.3 Will be able to write sentences clearly and properly	✓	
3. To be able to write by using punctuation properly	3.1 Will be able to use commas.	✓	
4. To be able to write dictation by using punctuation and and correct spellings	4.1 Will be able to write easy dictation.	✓	

Terminal Competency	Classwise Attainable Competency		Added Competency in BRAC UFFE
	Class 3	BRAC class 3	
B3 to ask and answer questions in English	B3.1 to ask simple WH and yes/no questions and answer them.	✓	B3.1 to answer questions during story time 4.1 to sing songs.
B4 to recite rhymes and poems.	B4.1 to recite rhymes and poems	✓	B4.1 use of courtesies
B5 to say what someone is doing.	B5.1 to say what the speaker is doing and what somebody else is doing.	✓	
B6 to give instructions / commands and to make requests	B6.1 to give simple instructions/ and to make requests.	✓	
B7 to take part in conversations.	B7.1 to take part in simple conversation on simple topic	✓	
B8 to describe what he/she sees in his/ her environment.	B8.1 to describe a person /an object.	✓	
Reading C1. to read about printed materials with correct pronunciation and understanding.	C1.1 to recognise and read words and phrases. C1.2 to recognise and read short sentences C1.3 to recognise and read greetings, questions and answer.		C2.1 to identify and recognise numbers upto 50.
C2. to recognise and produce both cardinal and ordinal numbers.	C2.1 to identify and recognise numbers upto 10 (ten)		
C3. to name the months, days of the week and to tell time.	C3.1 to recognise and identify the days of the week.		
C4. to read aloud rhymes, short poems with proper stress, rhyme and intonation.	C4.1 to read aloud with correct stress rhymes from the text book or chosen by the teacher from other sources.		
C5. to read silently with understanding short stories, text book materials etc.			

ENGLISH LEARNING CONTINUA
SUBJECT ENGLISH

Terminal Competency	Classwide Attainable Competency		Added Competency in ERAC, HPE
	Class 2	ERAC class 3	
A. LISTENING			
A.1. To recognise sound differences, stress & intonation.	A1.1 To recognise precise sound differences in the context of words & phrases.	✓	A1.1 to recognise the phonetic sounds of alphabets and words.
A.2. to understand commands/ instructions, given in simple and clear English carry them out.	A2.1 to carry out simple questions asked by the teacher about the student himself.	✓	
A.3. to understand simple questions and statements.	A3.1 to understand simple questions asked by the teacher about the student himself. A3.2 to understand questions about his friends and relatives. A3.3 to understand questions about objects around him. A3.4 to understand statement spoken by teacher.	✓ ✓ ✓ ✓	A3.2 to be able to identify family members.
A.4. to understand simple rhymes, poems, stories read out to them.	A4.1 to show interest in simple rhymes. A4.2 to show interest in simple poems.	✓ ✓	A4.1 to understand songs related to the objectives.
B. Speaking			
B.1. to repeat with correct stress and intonation what the teacher says.	B1.1 to repeat after the teacher phrases, words, sounds and sentences.	✓	B1.1 to repeat phrases, words, sounds and sentences.
B.2. to exchange greetings and farewells and to make introductions.	B2.1 to exchange greetings and farewell.	✓	

BRAC PROCUREMENT PROCEDURE

1. Programme Materials/Office Supplies:

The bulk of the programme materials and office supplies are procured centrally by the Logistics Department on the basis of approved requisitions from the concerned consuming/user departments/programmes. Financial limits of the authorities competent to raise and approve requisitions as laid down in the personnel procedure are as follows :

(a) Requisition for supplies/materials within budget

<u>Value</u>	<u>Originator</u> (Employee level)	<u>Approval of</u> <u>requisitions</u>
Upto Tk.5,000	Level-VII and above	Incharge/Departmental/ location head of level- VIII and above
Upto Tk.10,000	Level-VIII and above	Incharge/Departmental/ location head of level-XI and above
Upto Tk.50,000	Level-IX and above	Incharge/Departmental/ location head of level- XII and above
Upto Tk.100,000	Level-X and above	Programme/Project/ Supervisor of level XVI and above Departmental head
Above Tk.100,000	Heads of Programs/	Executive Director

(b) Requisition for supplies/materials not allocated in budget

Upto Tk.5,000	Level-IX and above	Incharge/Departmental/ location Head of level- XII and above
Upto Tk.10,000	Level-X and above	Incharge/Departmental/ location head of level- XIV and above
Upto Tk.20,000	Level-X and above	Incharge/Departmental/ location head of level- XVI and above.
Above Tk.20,000	Level-XI and above	Executive Director

Procurement Procedure

Programme materials/office supplies can only be purchased on the basis of approved requisitions. No purchase can be made without verification of the cost of the requisitioned items from at least 3 bonafide suppliers. Too much emphasis need not be placed on obtaining written quotations from suppliers since such a process gives rise to a tendency on the part of suppliers to quote higher prices. A better and effective approach would be to carry out on the spot survey of the commodities and prices.

If price of the materials/supplies exceed Tk.10,000, a statement incorporating particulars such as the name and address of suppliers, price quoted and other relevant matters must be submitted by the buyers for the approval of Manager Logistics. Other procedures shall be as follows:

Amount/value involved	Buyers (Officials)	Bills approval
Unit cost upto Tk. 2,000 and total cost upto Tk. 30,000	1 official from Logistics Department and 1 official either from accounts or Audit Department	Procurement Manager
Unit cost above Tk. 2,000 and total cost over Tk.30,000	-do-	Director Programs

For the following categories of materials spot verification is not required:

- Where the item is purchased from the manufacturer or sole agent.
- There is only one manufacturer or supplier of the item.

2. Construction Materials:

Construction materials against approved constructions are purchased by the Construction Department as per guidelines laid down in the personnel procedure which is,

Table of authority

a) Capital expenditure within budget

<u>Amount/Value involved</u>	<u>Originator (Employee Level)</u>	<u>Approval</u>
Upto Tk. 10,000	Level IX or above	Incharge/Supervisor of Level XII and above
Upto Tk. 15,000	-do-	Incharge/Supervisor of Level XIV and above
Upto Tk. 25,000	-do-	Incharge/Supervisor of Level XVI and above
Above Tk.25,000	-do-	Executive Director

(b) Capital expenditure outside budget

Capital expenditure not allocated in the budget must be approved by the Executive Director. Once approval of the Executive Director is obtained it is deemed part of the budgeted expenditure.

Procurement Procedure

Construction materials against constructions allocated in the budgets can be procured after obtaining quotations from a minimum of 3 (three) suppliers/manufacturers. There is no need to place too much emphasis on written quotations since such as process sometimes encourages suppliers to inflate prices of items quoted. A better approach is to undertake spot verification of prices of the items. If the unit price of the item(s) to be procured is above Tk. 2,000 or total value of items exceed Tk. 10,000 the buyers shall prepare a statement showing particulars such as the name and address of the suppliers, price, etc. and shall obtain approval from the Manager Construction. If the value of the items exceed Tk. 50,000 prior approval of the Manager Construction has to be jointly obtained with that of the Chief Accountant or with either the Deputy Chief Accountant or the Chief Auditor.

Field Level Procurement

<u>Value</u>	<u>Buying of items</u>	<u>Approval of bills</u>
Unit price upto Tk. 2,000 and total value upto Tk. 10,000	Site Engineers and PO (Accounts) or PO	Incharge/Head of in level IX and above
Unit price above Tk. 2,000 and total value above Tk. 10,000	Site Engineer/ PO (Accounts) or PO	Incharge/Head in level XI and above

Head Office level procurement

Unit price upto Tk. 2,000 and total value upto Tk. 50,000	1 (one) from Const- ruction Department + 1 (one) from either Accounts Department or Audit Department	Program Head, Construction
Unit price above Tk. 2,000 and total value above Tk.50,000	-Do-	Director Administration

Spot verification of the items, prices etc. is not necessary in the following cases:

- where the procurement is made directly from the manufacturer or the sole agent (approval of brand to be procured must be given by the Manager Construction)
- where the item is dealt with by only one supplier.