

**NON-FORMAL PRIMARY EDUCATION PROGRAMME**

**PROPOSAL**

**PHASE II**

*Draft 08 June 1995*

## Chapter 1

### The Educational Context in Which BRAC Operates

#### 1.1 The Bangladesh Background

Bangladesh covers an area of 1,47,570 square Kilometer. Most recent government population figures (1995) show that about 120 million people live within this area. Of the vast population, only 33.8% are literate above the age of 15. Overall literacy rate is less than 25% (source: Bangladesh Population Census 1991). 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. Of rural women, 85 per cent are illiterate, and among the poorest one third, illiteracy is probably universal.

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 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.

#### 1.2 Primary Education in Bangladesh

##### Primary Education : A Constitutional Right

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.

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.

### 1.3 Primary Education : Background

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. However, 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 these limitations.

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.

### 1.4 The Formal Primary School System

The primary school system in Bangladesh is free and is predominantly government run. Primary education consists of a five year cycle for the 6-10 years age group. The average school size is 260 students. On an average, there is one teacher for fifty six students, and one supervisor for twenty teachers. Normally primary schools operate in two shifts : one shift for Grades I and II for 2 hours, and a second shift for Grades III to V for 3 1/2 hours.

The primary school system in Bangladesh ( January 1995) is made up of approximately 56,165 schools with 2,38,768 teachers. Primary school teachers are generally graduates of a two year post-secondary teacher training programme.

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 which is quite low compared to 750 hours in Sri Lanka and Philippines; 1,100 hours in Indonesia and 1,235 hours in China. ( Source:



UNICEF, 1993).

### 1.5 Enrolment

Most educational statistics must be regarded with care. Historically, data gathering and reporting have varied greatly in quality, and definitions from one reporting period to another are not always consistent. It would be useful to keep this in mind when looking at national enrollment, retention and drop out figures.

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 million school age children were enrolled). It shows the proportion of boys:girls enrolment in primary school at 55:45 in 1992 rising to 53:47 by 1995.

According to UNICEF however, in 1993, there were 16.7 million 6-10 year-old children in 1992. 6.9 million were not enrolled in primary schools, while 5.9 million were enrolled but dropped out. Hence, of the 16.7 million only 3.9 million children actually completed primary schooling.

The gender and rural-urban divide must not be ignored. UNICEF statistics for 1992 shows that only a little more than one-third of children completing primary education have achieved basic competencies (reading, writing, numeracy and functional skills). The achievement of rural children is much lower than that of urban children. The proportion of boys and girls enrolment in primary school is 55 to 45. (Source : Primary Education in Bangladesh-Selected Facts, Goals and Strategies. UNICEF, 1993).

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.

### 1.6 Dropouts

Not more than 35% of all school children pass the primary stage. The situation of successful female completion of primary school is even lower. Of this, a little over a third of the children achieve basic learning competencies (reading, writing, numeracy and functional skills). (Source: UNICEF 1993). 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. Moreover, 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).

Primary and Mass Education Division reported in 1995 that 60% of the initially enrolled children completed the five year primary education cycle in 1994.

UNICEF showed that out of 16.7 million 6-10 year old children, 13 million children were either not enrolled or dropped out, and needed to be provided with complementary non-formal education programmes.

## 1.7 Government Plans and Programmes

### 1.7.1 Changes at the Government Level

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 it 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 aim to 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.

#### **1.7.2 Constraints to Increasing Enrolment 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.

Therefore, it is necessary to provide exercise books and pencils to the students free of cost. 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.

### 1.7.3 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.

### 1.9 A Solution: Non Formal Primary Education

Given the present situation of the national primary educational system, the Government of Bangladesh and donors have recognized and the importance of Non Formal Primary Education (NFPE). In fact the Fourth Five Year Plan (1990-95) call 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 to 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.

BRAC and other non-governmental organizations 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.

Nearly 1 million children who have received basic education through BRAC schools, in the past ten years comprise nearly 8% of the 13 million out of school children brought within the folds of education. Such non-formal schools run by NGOs are helping to provide basic and primary education to many unserved children mostly in villages. By giving a second chance to drop outs and a first chance to non-starter, non-formal education helps to bridge many of these children to cross over to formal schools if they so desire

## 1.10 BRAC's NFPE Programme

### 1.10.1 Background

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 powerless people to expand their political and economic involvement in society. The organization started with rural development activities and has diversified in the last decade to include major efforts in the provision of credit for employment generation, health and education. A Non Formal Primary Education Programme was started in 1985.

### 1.10.2 The NFPE Programme

The main goal of the NFPE programme has been to reach the children of the poorest families with a basic, relevant education. The programme has succeeded in:

- developing innovative 3-year curricula for children of 8-10 year age group and for the 11-14 age group;
- designing need-based teaching materials;
- successfully promoting the education of girls;
- developing modalities for community participation;
- developing a para-professional cadre of teachers.



BRAC teachers are chosen from among the most educated in a village. Preference is given to women, who at present make up more than 80% of the teachers. The children come from the poorest landless families. As of November, 1994, approximately 75% of the BRAC enrollment was girls. By December, 1994, 900,000 children were enrolled in 28,274 schools.

The initial programmes have been very successful. All the schools have maintained high attendance rates, 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.

## CHAPTER 2.

### PROGRAMME DESCRIPTION: PROCESS AND OUTPUT

#### 2. BRAC's Development Strategy: The RDP-NFPE Fit

BRAC's development work is guided 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) Human Rights & Legal Education (HRLE)
  - c) Essential Health Care
  - d) Environment Programme
  - e) Gender Programme
- 4) Special programmes that include
  - a) Vulnerable Group Development
  - b) and assistance to smaller NGOs
- 5) Support services:
  - a) Research
  - b) Training
  - c) Evaluation
  - d) Monitoring
  - e) Marketing

The NFPE programme is one of BRAC's major social development interventions and is unique in that it directly works to empower children 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.

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 RDPs major programme components. The importance of universalization of basic primary education cannot be overlooked hence the NFPE programme is also implemented outside of RDP.

BRAC sees its education intervention as a programme, perfectly integrated, closely linked 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 process. 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.

Because of NFPE's integration within other BRAC programmes, specially RDP, NFPE may appear to be administratively and programmatically fragmented (i.e NFPE under RDP, NFPE freestanding, NFPE within the Health programme etc). In fact there exists no such fragmentation. The "illusion" of fragments may be created because of the separate proposals and funding arrangements for each programme with donors. 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.

With regard to the physical location of the project, because RDP has a relatively wide geographical coverage, most NFPE programmes automatically reside within the RDP command areas unless it is specially decided to implement NFPE out side the RDP command areas. By December 1994 nearly 86% of all NFPE schools were physically located within RDP areas. This does not necessarily mean that all of these schools were funded through the RDP.

In broad terms, it can be said that the Non formal primary education programme is funded by two category of donors:

- a) Those who fund RDP as a whole including NFPE.
- b) Those who fund only NFPE regardless of whether it is



within an RDP area or outside of it.

NFPE also receives special funding from other category of donors who have special interests e.g. health. The tables below show the number of NFPE schools running within the RDP programme at the end of 1994 and schools scheduled to be opened during 1996 and 2000.

Table 1

December 1994 : NFPE Schools Operating under RDP by region and type of school.

Region	NFPE	BEOC	BEOC (girls only)	Total
Chittagong	847	102	0	949
Dhaka	4044	263	0	4307
Rajshahi	3534	534	20	4088
Khulna	1859	225	10	2094
Barisal	191	54	0	245
Total	10475	1178	30	11683

Table 2

NFPE School Schedule Under RDP : Year 1996 - 2000

School Year	1996	1997	1998	1999	2000
First	2996	6068	3034	0	0
Second	4545	2996	3034	3034	0
Third	6459	4936	3134	3034	3034
Total Year End	14000	14000	9202	6068	0

## 2.1 The BRAC School

Two types of schools

- \* *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 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.

Students receive books and learning materials free of charge and pay no tuition fee.

## 2.2 The Class

The programme emphasizes the enrollment of girls. The target to enroll 70% girls will be maintained, however, in special cases where this criteria cannot be fulfilled e.g. a village where NFPE has run more than 2 cycle of schools, the criteria may be relaxed. (PMED recently reported that the girl:boy ratio has increased nation wide from 45:55 to 47:53).

The schools have a reasonable class size of 33 students to one teacher, so the teacher-student relationship 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. Social visits to the teacher's house by the pupils and vice versa is not uncommon. The relationships forged in the class room spills beyond its walls in the form of social interactions which bring children and adults closer together.

## 2.3 The Teacher

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 women.

#### 2.4 The Curriculum

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 I through V.

The schools follow a simple curriculum designed to help rural children achieve basic literacy, numeracy and social awareness. The curriculum encompasses Bangla, Math, Social Studies, English and Religious Education (RE). RE was introduced in 1994 and existing government text books are 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. English is introduced in the second year of school. "Gono Kendro" a children's magazine, published by BRAC, is distributed to all schools.

Since a majority of the BRAC school graduates continue education in the government schools, the curriculum is designed to cover the essential contents of formal primary education. The entire school curriculum has been developed by the programme except English which still uses formal primary school material.

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 has been designed for two and a half hours for the first year and three hours in the second and third 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 hour in formal primary schools in Bangladesh is only 444 per year or 1332 hours in three years).

Teachers and field staff play an important role in revisions made in the curriculum. 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 in student performance. Frequent discussions and contributions from the ground level helps to make new materials



more "need-specific" 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.

## 2.5 Measurement of Learning Progress

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 question 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 on a one-to-one basis either by providing additional guidance to the child or pairing the child with a peer as children often learn more easily from each other.

The teacher checks 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.

Measurement of learner's achievement in schools has been a great concern to educators. 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 trial of end-of-the-year assessment in Urban schools has shown that they give quite clear indications of how much the children have been able to learn in terms of literacy and numeracy skills.

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 last 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 subgroups 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 undertaken in 1994-95 by IER on BRAC's request, is to develop a summative examination to study NFPE learner's achievement at the end of grade III. The test will develop a standardized achievement test on the basis of NFPE primers as well as other materials used in non-formal schools. After the completion of the project, a standardized test battery consisting of four sub tests and a manual will be 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 undertaking its assessment tools every year to continually feed back on progress made in quality.

## 2.6 Management Structure

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 five support units: Training, Monitoring, Field Operations, Material Development and Logistics.

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 500-700 schools i.e. 5/7 team offices under his/her jurisdiction, and



reports to the RM.

The Teams in Charge come from the ranks of BRAC field workers, with at least two years of experience in the school 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 2/3 Programme Organizers (PO) and 3/4 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 report to their respective Team in Charge. They are local recruits with a maximum of 12 years of formal education. Some are also former NFPE teachers.

## 2.7 Management Information System

NFPE is strengthening its MIS in order to cope with rapid expansion and increased data in the future. A team of three staff is working on this, under the supervision of the Education Specialist. The MIS unit has developed 32 types of 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.

## 2.8 Teacher and Staff Training

Teacher Training: After selection, teachers undergo 12 days of practical training on student centered learning at the 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 to prepare 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.

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 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.

**Staff Training:** 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 TARC.

## 2.9 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, 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 Khilgaon slums of Dhaka city. In 1994 other urban centers of Chittagong, Khulna and Rajshahi were also included running 349 urban schools by December 1994, with 198 in Dhaka city alone. Over the course of the next few years BRAC's urban school programme will be further expanded but will be slightly removed from the design of the rural programme.

Although the urban programme uses the same NFE model as used in the rural areas, by simply being physically located in the city (Dhaka) , a few adjustments have had to be made in the delivery of the programme. Teacher salary and school room rental are slightly higher compared to that in the rural areas. Supervision and monitoring must also be done more intensively here since there appears to be a higher risk of student and teacher drop out.

## 2.10 Programme Output

The tables below shows the exponential growth of NFPE over the past

30 years.

Table 3.

Programme Output : 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 4.

Completing schools and total graduates by year.

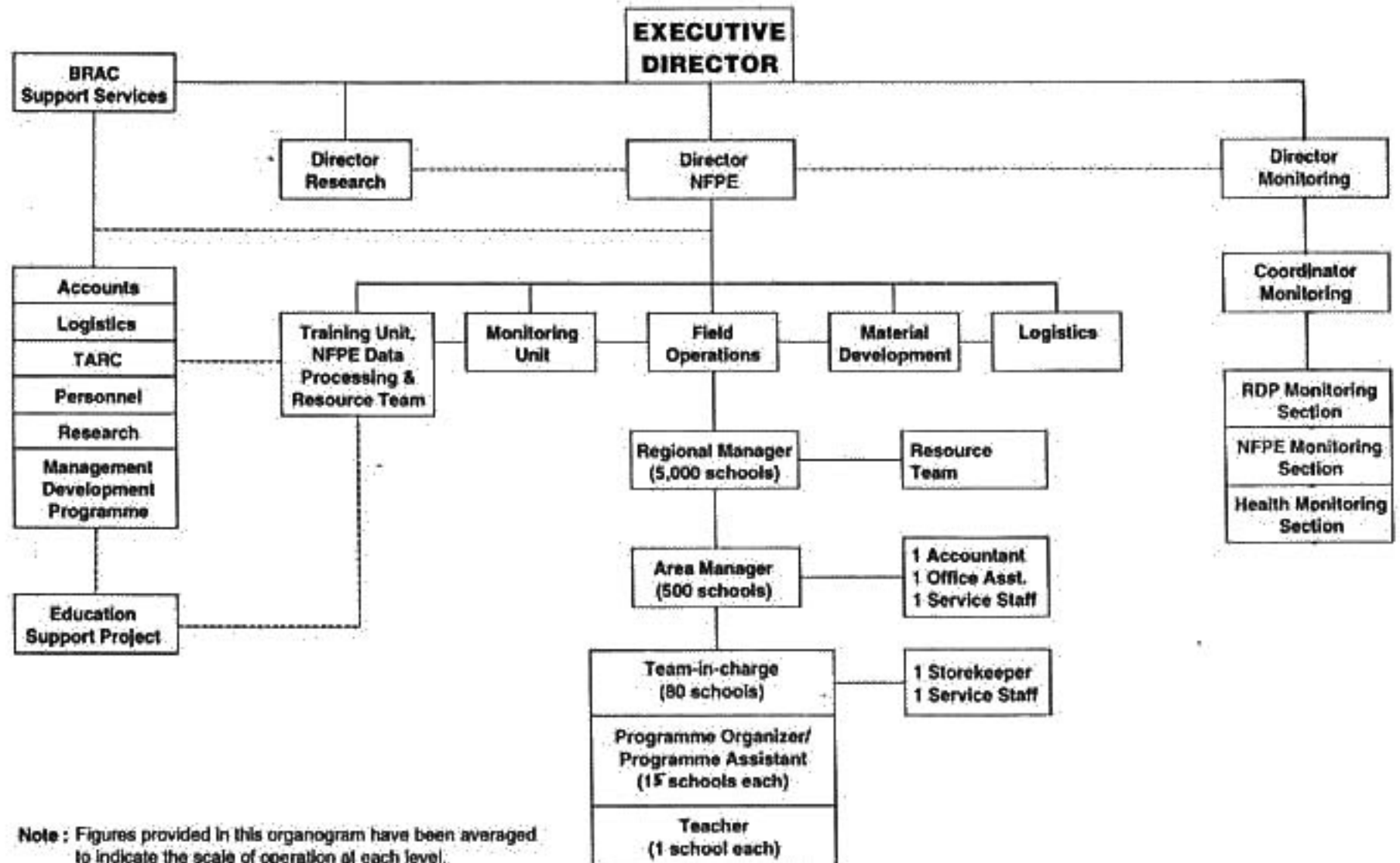
Year	Schools Completed	Graduates
1988	20	574
1989	154	4457
1990	625	18445
1991	697	20827
1992	570	16750
1993	3515	100210
1994	1725	48814

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

## 2.11 NFPE Organogram



# NFPE MANAGEMENT STRUCTURE



Note : Figures provided in this organogram have been averaged to indicate the scale of operation at each level.

## CHAPTER 3

### NPPE EXPANSION PHASE I - 1992-1995

#### 3.1 NPPE EXPANSION PHASE I: Achievements and Changes

By December 1994 the NPPE programme as a whole was working in 303 thanas in 55 districts, operating from 374 team offices. Through its spacial coverage a total of 28,274 schools were in operation and the total number of students in school was 896,385.

#### 3.2 Revision of Target in Phase I : Rationale.

During Phase I, the target of operating 50,000 schools by 1995 has been revised. The revised target is to operate 34,300 schools. by the end of 1995. This shift has been brought about largely due to financial shortfall, which made scaling down the most practical option and BRAC's decision to concentrate on enhancing quality and on the horizontal consolidation of the programme.

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 and

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 (generally 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.

Table 5 : PHASE I - School and Student Scenario

Year	New Schools opened		Schools Operating at Year end		Enrolment
1992	NPPE	439	NPPE	439	43,431
	KK	628	KK	628	
	ESP	274	ESP	274	
	<b>TOTAL</b>	<b>1,341</b>	<b>TOTAL</b>	<b>1,341</b>	
1993	NPPE	6303	NPPE	6742	2,88,090
	KK	2427	KK	3055	
	ESP	0	ESP	274	
	<b>TOTAL</b>	<b>8,730</b>	<b>TOTAL</b>	<b>10,071</b>	
1994	NPPE	2912	NPPE	9554	1,49,901
	KK	925	KK	3980	
	ESP	776	ESP	1050	
	<b>TOTAL</b>	<b>4,613</b>	<b>TOTAL</b>	<b>14,684</b>	
1995 Project -ion	NPPE	2293	NPPE	11947	1,23,078
	KK	573	KK	4553	
	ESP	950	ESP	2000	
	<b>TOTAL</b>	<b>3,816</b>	<b>TOTAL</b>	<b>18,500</b>	

### 3.3 Concerns During Phase I

3.3.1 An appraisal of NPPE conducted by W. K. Summings et al in 1993 remarked that "with BRAC expansion, are there going to be more frequent incidents where BRAC 'steals' students from formal schools,..." In fact this question does not arise because:

a) As can be seen from the statistics, the need and demand for education is so great that such a competition is unnecessary. In fact there exists in Bangladesh a case of 'limitless demand', and BRAC is only trying to complement the government's effort in fighting the high levels of illiteracy among children.

b) BRAC conducts a feasibility study before opening a school in an area, which looks into the existence of government and other NGO schools in that area. New schools are opened on the basis of this.

3.3.2. The appraisal report claims that the Proposal focused primarily on programme inputs while nothing was said about programme quality through expansion. It may be noted here in retrospect, that in fact since 1992, some major changes were made to make the curriculum and the materials produced for BRAC school more student centered, encouraging various analytical and practical skills in an attempt to address the various difficulties children



face in the class room. Curriculum changes are still continuing in all the subjects, and field testing of the new materials is in progress. 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.

### 3.5 Operational Changes

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.

### 3.6 Changes in 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 non-bookish families.

It may be further noted here that in formulating the new curriculum the children, teachers, programme organisers, 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.

A number of activities have been incorporated to improve the reading and writing skills of learners. *My favorite word*, a spelling exercise, has been recently introduced to make children learn their spelling more effectively. *Journal writing* has also been introduced from grade I to enhance the creative writing skills of the students. *Paired reading* has been initiated to increase the reading abilities of children.

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 Organisers 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.

### 3.7 Changes in Programme Design

Aiming to reduce Programme costs without affecting quality, Programme Assistants were recruited to supervise 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 the end of 1994 for the whole of NPPE was nearly 1300.

### 3.8 Expansion of 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 6

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.

### 3.9 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 will be included in the second testing phase, which will commence from April and May 1995. 20 schools will be included in the test. Depending on the feedback from this phase, this medium of instruction will be used more widely.

### 3.10 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. 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 10 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.

### 3.11 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 Organisers. 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 137 NGOs to operate 1150 schools.

### 3.12 NFPE in Africa

Bangladesh is not alone in its battle against illiteracy. Non-formal primary education is seen as a good opportunity to provide basic education to those who are most at risk to slip through the illiteracy crack. The BRAC school model has provided unserved children access to schooling and has proven to be relatively easy to replicate.

In October 1994, UNICEF under its Eastern and Southern Africa Regional Office (ESARO) in Nairobi invited BRAC to facilitate the education of children especially girls in east and southern Africa. The process involves networking with UNICEF, Ministries of Education and non-government organizations working prominently in the field and facilitating a strategy for planning and implementing non-formal basic education in the region. A senior BRAC staff has been stationed in Nairobi for this purpose.

### 3.13 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" back grounds 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 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.

### 3.14 Lessons Learned

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

- \* Continuous refresher training to teachers and regular inspection of schools 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 in fact learn 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, BRAC's decision is to extend 50% of all NFPE schools opened from 1994 to four years only in new schools and to prepare parents for a four year school term right at the beginning of school.
- \* 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. In 1995, all children will receive 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 slum fringes is necessary so that the school can be operated undisturbed by such interferences.

The Material Development Unit has spent the past 3 years in improving the materials and methods. Now a stage has come where the need is to observe the use and effectiveness of these materials closely at the field level, to carefully note the feed back and to assist in the proper use of the material provided.

## Chapter 4.

<b>PROPOSAL</b> <b>Non-formal Primary Education Programme (NFPE)</b> <b>PHASE II: 1996 -1998</b>
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### 4.1 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 \$20 per child per year, NFPE's 28,200 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 in 1996 through to 1998, 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 1996-98 which is;

" To increase access of poor children especially girls, to quality basic education supported by a learning environment, made effective through collaboration amongst government, other NGOs and BRAC".

The statement of purpose 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.

#### 4.2 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 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 experiment with 728 NFPE schools opened in 1994 and 672 NFPE schools opened in 1995 (25% of all openings in each year) 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.

- \* 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.

#### 4.3. Outputs and Processes in NFPE II

NFPE, during its second expansion phase will have four specific outputs.

OUTPUT 1. Effectively operate non formal primary schools between 1996 to 1998 and successfully graduate 94% of students.

#### SCHOOLS

Table 7

School Operating Schedule : Year 1996 - 1998

Year	First	Second	Third	Fourth	Total
<b>1996</b>					
NFPE	6303	2689	2912	0	11904
BEOC	2427	1244	925	0	4596
ESP	0	1224	776	0	2000
<b>Total</b>	<b>8730</b>	<b>5157</b>	<b>4613</b>	<b>0</b>	<b>18500</b>
<b>1997</b>					
NFPE	2184	6303	2689	728	11904
BEOC	925	2427	1244	0	4596
ESP	776	0	1224	0	2000
<b>Total</b>	<b>3885</b>	<b>8730</b>	<b>5157</b>	<b>728</b>	<b>18500</b>
<b>1998</b>					
NFPE	6585	2184	6303	672	15744
BEOC	2204	925	2427	0	5556
ESP	1224	776	0	0	2000
<b>Total</b>	<b>10013</b>	<b>3885</b>	<b>8730</b>	<b>672</b>	<b>23300</b>

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.

This proposal seeks to "open", "reopen" and operate "ongoing" (schools carried forward from the previous year), schools during 1996, 1997 and 1998.

During NFPE II, a total of 18,500 schools will be operating at the end of 1996 of which 8730 schools will be graduating and as many schools will reopen. The new openings will include 1000 new ESP schools.

At the end of 1997 the number of schools would be held at 18,500 but during this year 3885 schools would be graduating and as many schools would be reopened. No new schools would be opened this year.

At the end of 1998, a total of 23,300 schools would be operating. In this year 5,213 schools funded by NFPE II would be graduating and would be reopened. In addition 4800 schools graduating under RDP IV would also be reopened during this year as there would be no further reopenings under RDP IV from 1998 onwards.

With the intervention through NFPE II, the total number of schools operated by BRAC will be held at 34,300 of which this proposal would fund nearly 68% at the end of 1998.

#### 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. 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 may be flexed to accommodate more boys.

Table 8

Graduating Schools by Year

School Type	1996	1997	1998
NFPE	6303	2184	2745
BEOC (KK)	2427	925	1244
RSP	0	776	1224
Total	8730	3885	5213

Table 9

Student Scenario during 1996-1998

Year	In Take	Graduate *	Child School Year
1996	288,090	270,805	604,500
1997	128,205	118,325	604,500
1998	330,4209**	158,256	762,900
Total	3,720,504	547,387	1,971,900

\* Graduates have been calculated at 94% of the initial intake.

\*\* 4800 schools operating under RDP will be graduating in 1998 and reopening under this project the same year.

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 enrollment. (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: 5 Regional Managers; 47 Area Managers; 292 Team-in-Charge; 517 Programme Organisers; 1036 Programme Assistants; 52 Accountants; 52 Office Assistants and 344 service staff would be required to operate schools under NFPE II. ( This has been calculated on the basis of 1998 school figures).

\* 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.

\* Meeting with community members: 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.

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.

\* Organize and 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.

\* Organize office as per requirement: 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.

\* Select students: 33 children from the poorest families in the village would be enrolled in each school with 60% girls.

\* Send teachers for training: New teachers are sent for 12 days training at TARCs followed by a 3 day orientation at the field office regardless of the calendar year of the school.

\* Procurement of school supplies would be done by the central

office as well as the Regional Managers' office. These offices would follow BRAC's standard procurement procedures.

\* Provide refresher training to teachers: New as well as experienced teachers will receive the required number of refresher training courses at the field office.

In schools completing three academic terms of 12 months each (i.e. in 3 calendar years) all teachers will receive 17 days of refresher training in their First year of school; 14 days of training in their Second year of school; 11 days of training in their Third year.

In 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 17 days of refresher training during class I; 11 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 15 day special training on Math and English for class IV and V.

\* School supervisors will maintain personal contact 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. Considerable amount of time would be spent in establishing rapport with families and local residents in the area.

\* School supervisors will supervise each school at least twice weekly according to his/her plan of action prepared in advance.

## **OUTPUT 2. Enhancing quality of basic education through improved innovative material.**

Vertical expansion of NFPE 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 under taken 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.



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 10 Curricular Modifications

Subject	Previously existing Curriculum	Curriculum modification
Math	<ul style="list-style-type: none"> <li>* Few opportunities for practice by students.</li> <li>* More teacher centered.</li> <li>* Less scope for analytical thinking.</li> <li>* Uninspiring textbook lay-out.</li> <li>* Little teacher support built into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* Workbook created to increase activity &amp; practice through distributed learning.</li> <li>* User friendly teacher's guide reducing teacher's workload.</li> <li>* More scope for analytical thinking.</li> <li>* First ever refresher training module making them more participatory.</li> <li>* Friendly lay out of Work book.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>* Content loaded</li> <li>* Presentation of the material did not encourage pupil input.</li> <li>* Very few activities.</li> <li>* Was not designed for urban lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>* More child centred</li> <li>* More scope for student to develop analytical skills.</li> <li>* More life experience activities.</li> <li>* Specially created lessons for urban elite children</li> </ul>
a) Bangla	<ul style="list-style-type: none"> <li>* Did not encourage creative exercises.</li> <li>* Teacher dependant.</li> <li>* Tendency to learn by rote.</li> <li>* Few support material to reinforce language skills.</li> </ul>	<ul style="list-style-type: none"> <li>* Language games introduced</li> <li>* Scope to share personal experiences through language learning exercises.</li> <li>* More story books and story telling.</li> <li>* Introduction of creative writing.</li> </ul>
b) English	<ul style="list-style-type: none"> <li>* Use of government text book.</li> <li>* No scope to experience the language.</li> <li>* Mechanical teaching resulting in rote learning.</li> <li>* No systematic guidance to teacher on second language teaching.</li> </ul>	<ul style="list-style-type: none"> <li>* Introducing interactive radio lessons.</li> <li>* Language games making learning a second language more effective.</li> <li>* More opportunity to hear, use and experience the language.</li> <li>* Special guide for the teacher.</li> <li>* Incorporates techniques for second language teaching.</li> <li>* Includes in built mechanism for teacher development.</li> </ul>

An important indicator to measure quality of basic education would be the application of the ABC testing tool to measure basic competency levels of BRAC graduates. It is expected that basic competency levels of children of BRAC schools by the end of this project will increase from 56% to 70%.

#### Activities for Output 2

- \* Develop experimental interactive radio instructional material to teach English to BRAC students. 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. 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. Based on the results of the second experiment, the programme will be piloted in a bigger sample of second year NFPE and BEOC schools in 1996-1997.

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.

- \* Develop new social studies curriculum for use in BRAC urban slum schools. 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.
- \* Develop audio/ video material to support teacher and staff training. 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 TARCs and team offices for use during training.

- \* Create a curriculum library for use by material developers. 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.

**OUTPUT 3: Create a "learning environment" by establishing union based libraries for the general public and village based school libraries and reading groups for BRAC graduates.**

A 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 non-bookish 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.

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.
- 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.
- 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.

Table 11

Library Schedule

Library Type	1996 Carry Fwd	New	1997 Carry Fwd	New	1998 Carry Fwd	New
Union Library (Gono Kendro)	100		100		100	
					(Ttl=300)	
BRAC School	2000	800	2800	800	3600	400
					(Ttl=4000)	
Paat Kendro (Reading Circle)	600		600	700	1300	700
					(Ttl=2000)	

Activities for OUTPUT 3

\* Assess demand for libraries at village and Union levels. The staff engaged in this programme will assess demand for libraries among general people and BRAC graduates. This work will begin at least 2 month before a library is set up.

\* Identify space for the Libraries. 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.

\* Provide the staff required. 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.

\* Prepare work schedule for each level of staff. A daily,



weekly and monthly schedule will be prepared for the staff.

\* Procure books and supplies. Books will be collected/purchased for the libraries centrally. Each Union based library will start with 1000 title, the BRAC school libraries will receive 50 titles each and the Paat Kendro, 30. At least 200 books will be published by BRAC for the libraries during the period.

#### OUTPUT 4 Establishing a Centre for Educational Development and Partnership (CEDAP).

The past four years have seen an on rush of fragmented activities in primary and basic education, both in formal as well as in non-formal sectors. These initiatives have largely been inspired by a global support to Education for All as well as by the national thrust towards Universal and Compulsory Primary Education in Bangladesh in the early years of the nineties. BRAC's expanded role in non-formal primary education has been one that may have grown the fastest vertically, but is by no means the only effort that has taken off so sharply.

Government support to NFE programmes run by NGOs has been demonstrated through the multi-million dollar General Education Project in 1992-93 and more recently through its Integrated non-formal education Programme (INFEP). Prominent non-government actors like the GSS, Proshikha, UCEP, the Ahsania Mission and RDRS have also increased the scale of their activities.

All these initiatives have generated a need - that there must be more coordination, cooperation, sharing and dialoging amongst these different implementing agencies; to learn and to avoid unnecessary experimentation. Coordinating bodies like CAMPE and ADAB have been working to bridge policy and information gaps between the major actors in primary education. Their role has also been that of enhancing greater cooperation between partners.

Despite these attempts, there is a clear lack of professional cadre of planners and managers in education with the expertise to advise and advocate about major educational issues. There is also a dearth of research and technical support for training and quality improvement, analysis and discussion of policies and for open public dialogue of educational priorities, options and needs.

BRAC recognizes the importance and the need for these tools to push education a bit further in the ranks of national priorities. Under NFPE II, BRAC proposes to establish a Centre for Educational Development and Partnership. The major task of this Center would be developing its own knowledge, expertise

and resource base through interaction and experience sharing with other partners in primary and basic education, information gathering, promotion and dissemination of innovative ideas, policy analysis, public advocacy and awareness raising to achieve universal basic and primary education.

In order to achieve these objectives the Center will undertake a series of activities:

#### Activities for OUTPUT 4

- \* Deploy staff: 1 Director, 1 Programme Coordinator and 25 material developers and trainers will staff the CEDAP and will be stationed at the head office.
- \* Define Terms of Reference : Over the course of the next few years, the primary motivation for CEDAP will be to:
  - a) undertake studies to assess institutional needs of the government and NGOs to improve quality and effectiveness of education provided.
  - b) form specialist teams to focus on developing new curriculum for the 6-10 age group.
  - c) develop improved methods and revisions in existing teacher education for primary school level teachers.
  - d) reassess school supervision and management mechanisms and introduce ways to positively reinforce existing mechanisms in educational delivery by both NGO and GO.
  - e) produce innovative and relevant post literacy materials for the 11 to 14 age group.
  - f) establish and implement 2 experimental primary schools in rural and urban contexts to get first hand knowledge about the workings of formal primary schools and to be able to better understand and affect positive changes in the existing formal school system.
  - g) bring out an quarterly educational journal in english for educators in Bangladesh with information on new innovative ideas on teaching and learning.
  - h) bring out an exclusive Teacher's Gazette in bangla for teachers of Primary schools. Contributions and articles would be invited from primary school teachers from all over Bangladesh.
  - i) redefine role of the broadcast media to initiate public

debates on important educational issues and disseminate its findings.

- 1) and to forge alliances with local NGOs and government agencies for better and more frequent dialogue on educational issues, bottle-necks and solutions.

CEDAP will induct high level professional expertise who would be able to undertake top quality policy and education effectiveness studies and articulate recommendations to key national level policy makers.

#### 4.4 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.

#### 4.5 Budget

The total budget of NFPE II is Tk. 1,942,871,000 ( US\$ 48,572,000) including inflation adjustment. See table 12 below for a summary of the budget.



Table 12

## Budget Summary (000)

Item	1996	1997	1998	Total	%
1. School					
1.1 Teacher	182651	186322	253059	622033	32
1.2 Student Supplies	233125	265700	281621	780448	40
1.3 Field Op.tions	54046	55095	70983	180125	9
1.4 Research & Eval	4698	5072	6057	15827	1
1.5 HO M.ment	46982	50713	60566	158261	8
Subtotal	521503	562902	672287	1756695	90
2. New Inn. Methods	14095	15214	18170	47478	2
3. Library Program	28945	39698	49097	117741	6
4. CEDP	10118	5288	5552	20957	1
Ttl TK.	574661	623102	745105	1942871	100
Ttl. US\$	14367	15578	18628	48572	

BRAC

NF34000R  
31-May-95

## NONFORMAL PRIMARY EDUCATION PROGRAM PHASE II

## SUMMARY BUDGET

(IN THOUSAND)

	1996	1997	1998	Total	%
1 School Cost					
1.1 Teachers Cost	182,651	186,322	253,059	622,033	32%
1.2. Students Books and Supplies	233,125	265,700	281,621	780,448	40%
1.3. Field Operations	54,046	55,095	70,983	180,125	9%
1.4. Research and Evaluation	4,698	5,072	6,057	15,827	1%
1.5. HO Management and Support Services	46,982	50,713	60,566	158,261	8%
Sub total	521,503	562,902	672,287	1,756,695	90%
2. New Inovative Methodology	14,095	15,214	18,170	47,478	2%
3. Library programme	28,945	30,698	49,097	117,741	6%
4. Center for Educational Development and -Partnerships	10,118	5,288	5,552	20,957	1%
<b>Total</b>	<b>574,661</b>	<b>623,102</b>	<b>745,105</b>	<b>1,942,871</b>	<b>100%</b>
<b>Total</b>	<b>US \$</b>	<b>14,367</b>	<b>15,578</b>	<b>18,628</b>	<b>48,572</b>

Exchange Rate US \$ 1 = Taka 40







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	13th Qtr cost	14th Qtr cost	15th Qtr cost	16th Qtr cost	17th Qtr cost	18th Qtr cost	19th Qtr cost	20th Qtr cost	Total
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**II. STUDENT BOOKS AND SUPPLIES**

**II.1 Book Part-I (once in a cycle)**

- a. Shiksha path Tk. 1.00
- b. Bangla part-I Tk. 15.00
- c. Math. Part-I Tk. 16.00

-----  
32.00

+10% Handling & transportation 4.00

-----  
41.00 Tk

=1351.00

1351	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,351
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**II.2 Book part-II (once in a cycle)**

- a. Bangla part-II 11.00
- b. Math part-II 20.00
- c. Social Studies II 19.00
- d. English I 10.00

-----  
60.00

+10% Handling & transportation 5.00

-----  
65.00 Tk

=1947.00

0	0	0	0	1947	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,947
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**II.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

-----  
54.00

+10% Handling & transportation 5.00

-----  
59.00 Tk

=1947.00

0	0	0	0	0	0	0	0	1,947	0	0	0	0	0	0	0	0	0	0	0	1,947
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**II.4 Book part-IV & V (once in a cycle)**

- Books 10 Nos 150.00
- +10% handling & transportation 15.00

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165.00 Tk

=5445.00

0	0	0	0	0	0	0	0	0	0	0	0	0	5,445	0	0	0	0	0	0	5,445
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	1st yr cost	2nd yr cost	3rd yr cost	4th yr cost	5th yr cost	6th yr cost	7th yr cost	8th yr cost	9th yr cost	10th yr cost	11th yr cost	12th yr cost	13th yr cost	14th yr cost	15th yr cost	16th yr cost
C.21 Service Staff(80 office) Tk. 1200 per office for 500 school	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
C.22 Motorcycle for 70 Tk. 30000 per cycle for 70 School	2,100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.23 Motorcycle for 80 Tk. 75000 per cycle for 500 School	600	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.24 Motorcycle for 80 Tk. 75000 per cycle for 5000 School	600	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.25 80 office furniture Tk. 30000 per office for 5000 School	2400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.26 Vehicles For Program Manager Tk. 150000 Per Vehicle for 10000 School	150	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.27 Vehicles Operating cost Tk. 8000 per vehicle per month	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Total cost of field operations	3144	678	678	678	678	678	678	678	678	678	678	678	678	678	678	678
D.1 B.O management and support services (10% of above expenses)	314	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8	67.8
E.1 Research and Evaluation (1% of above expenses)	31.4	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78	6.78
<b>TOTAL BUDGET</b> <b>TOTAL</b>	<b>14,906</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>	<b>4,948</b>
Cost per children per year in Total	856															
Cost per children per year in RD \$	21.36															
Teacher cost/total cost in %	16.65															
Student books & Supp./Total cost in %	41.47															
Field operation /total cost in %	12.36															
BO management/total cost in %	9.81															
Parent Contribution																
Financial: Floor mat cost					250				250							
School room rental (National)	1,000				2,000				2,000							
Non-financial time cost	1,000				1,000				1,000							

	1996				1997				1998			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>Max Open MPE</b>	0	0	0	0								
EK	0	0	0	0								
ESP	0	0	0	0								
<b>Total Open</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Closed MPE</b>	-721	-1326	-1697	-2559	-179.25	-474.5	-612.75	-1198.5	-527.25	-118.5	-434.25	-1521.25
EK	0	-852	-815	-1160	-301	-174	-60	-487	-216	-211	-170	-697
ESP	0	0	0	0	0	-200	-151	-225	-310	-250	-150	-571
<b>Total Closed</b>	-721	-1326	-1697	-2559	-479.25	-818.5	-913.75	-1831.5	-1193.7	-673.7	-834.25	-2512.25
<b>Reopen MPE</b>	721	1326	1697	2559	179.25	474.5	612.75	1198.5	527.25	118.5	434.25	1521.25
EK	0	852	815	1160	301	174	60	487	216	211	170	697
ESP	0	0	0	0	0	200	151	225	310	250	150	571
<b>Total Reopen</b>	721	1326	1697	2559	479.25	818.5	913.75	1831.5	1193.75	673.75	834.25	2512.25
<b>Opening School</b>	18500	18500	18500	18500	18500	18500	18500	18500	20000	21000	21000	21000
<b>MPE</b>												
1st Year	2750	4026	5373	6907	5710.25	8938.75	11444.5	21940	21023.5	4870.5	6162	6984.75
2nd Year	3480	2797	2658	7649	2710	6876	5373	6707	5710.25	8978.75	11444.5	21940
3rd Year	1753	5013	7873	7983	3807	2745	2658	2497	2750	4076	5373	6907
4th Year					62.75	174.25	328.5	725	850.25	118.75	664.5	672.25
<b>Total MPE</b>	11984	11704	11984	11984	11984	11984	11984	11984	13024	15744	15744	15744
<b>EK</b>												
1st Year	1022	1649	1964	2827	2778	2892	1627	925	1320	1819	1481	2504
2nd Year	840	515	915	1364	1028	1645	1964	2427	2778	2892	1627	915
3rd Year	1728	2872	1677	527	848	915	955	1244	1828	1649	1464	2427
4th Year	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total EK</b>	4596	4596	4596	4194	4596	4596	4596	4596	5076	5516	5156	5516
<b>ESP</b>												
1st Year	874	124	274	0	0	300	551	276	1126	1176	1827	1224
2nd Year	1126	1716	1176	1224	874	624	274	0	0	300	551	276
3rd Year	0	200	551	276	1126	1176	1224	874	624	274	0	0
4th Year	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total ESP</b>	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000
<b>Total in Operation</b>	18500	18500	18500	18500	18500	18500	18500	18500	20000	21000	21000	21000

**WORLDWIDE PRIMARY EDUCATION PROGRAM**  
**BUDGET**  
 (Detailed Budget of cost)  
 1996-1998  
 (in thousands)

	1996				1997				1998				Total (in 000)
	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>A. TEACHERS COST</b>													
A.1. Teachers Training (Basic Training) TMC based Tk. 2000 per teacher per course (70% of proposed school + Replacement of Dropout)	604	1,313	1,304	1,329	919	846	884	1,728	1,321	1,144	1,219	4,118	21,491
A.1.1. Orientation course ( 3 days ) Tk. 30 per person x 3 days	65	156	156	155	42	80	101	190	192	116	115	154	1,211
A.1.2. Teachers Training (11 days training on Math and Eng. (4th phase) for 80 Tk. 3000 per teacher per course	112	120	116	112	143	200	1,354	0	1,304	830	1,121	102	5,171
A.1.3. Refresher course Field based(4 days after 1 year) Tk. 100 per person per course	196	77	136	116	115	148	118	111	65	138	136	121	2,431
A.1.4. Refresher course Field based(30 days per course) Tk. 30 per person per day	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	21,495
A.1.5. Salary of 70 x 70 Tk. 4000 per month (1/3 time spent for training and refresher)cost for 80 School	4,937	4,937	4,937	4,937	4,937	4,937	4,937	4,937	4,937	4,937	4,937	4,937	61,489
A.1.7. Travelling & transportation 21% of A.1.	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	13,419
A.1.8. Area Team office rent Tk. 1500 per month (1/3 spent for training and refresher)cost for 80 School	528	528	528	528	528	528	528	528	528	528	528	528	2,448
A.1.9. Area Team office Utilities Tk. 800 per month (1/3 spent for training and refresher)cost for 80 School	185	185	185	185	185	185	185	185	185	185	185	185	2,799
A.1.10. Area Team office Stationeries Tk. 300 per month (1/3 spent for training and refresher)cost for 80 School	69	69	69	69	69	69	69	69	69	69	69	69	396



	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	(in 000)
A.11. Area Team office General expenses and Maintenance Tk. 800 per month (1/3 spent for training and refresher) cost for 30 School	185	185	185	185	185	185	185	185	204	211	218	225	232	239	2,149
A.12. Area Team office Service staff Tk. 1500 per month (1/3 spent for training and refresher) cost for 30 School	347	347	347	347	347	347	347	347	352	357	362	367	372	377	4,018
A.13. Area Team office Furniture Tk. 45000 per Area Team (1/3 spent for training and refresher) cost for 30 School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A.14. Teachers salary Tk. 550 per month per school	30,525	30,525	30,525	30,525	30,525	30,575	30,525	30,525	30,493	30,443	30,443	30,443	30,443	30,443	994,029
A.15. Teachers aids and Supplies															
A.15.1 Teaching Aid (once in a cycle)															
a. Teachers guid 25.00 (prints) (10 parts)															
b. Social Studies part-I 25.00															
c. Bangla part-I 15.00															
d. Shiksh 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															
															480.00
10% Staffing & transportation															46.00
															506.00
	365	1,102	1,069	1,082	217	410	412	927	1,727	1,750	407	1,312	17,459		
Total cost of Teacher	41,045	42,932	43,319	44,418	44,276	46,079	46,638	44,404	51,412	53,274	55,049	56,191	56,159		







	1996				1997				1998				Total [in 000]	
	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>8.8. Class room supplies</b> [Interactive Radio Programme] [Once in a cycle for 2nd year school]														
1. Battery - 4 Nos @ Rs 75.00 =														
2. Tap recorder 1 No @ 2,000 =														
3. Cassette 40 Nos @ Rs. 40 =														
4. Material Cost:														
4.1 Books Rs. 20 x 27 =														
4.2 Char/Vapad =														
	4,900	6,000	1,574	1,170	16,814	4,575	15,920	14,570	15,460	1,960	1,310	1,570	17,895	100,817
<b>8.9. Class room supplies(per year)</b>														
a. Poster (1.00x2) =														
b. Wall (1.00x11) =														
c. Attendance Register =														
d. Broad exercise book (3.00x6) =														
e. Ball pen (2.00x12) =														
f. Visit register =														
g. Evaluation register =														
	106.00													
10% Staffing & transportation =	10.00	900	900	900	900	900	900	900	900	1,070	1,100	1,100	1,100	12,700
	205.00													
<b>8.10. School room renovation and maintenance</b> Rs.200 per month	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	12,500	13,000	13,500	13,500	141,200
<b>8.11. Salary of P.T</b> Rs.4000 per month (1/3 time spent for training and refresher)cost for 19 School	4,930	4,930	4,930	4,930	4,930	4,930	4,930	4,930	4,930	5,570	6,210	6,210	6,210	64,600
<b>8.12. Travelling &amp; transportation</b> 20% of 8.11	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,170	1,305	1,305	1,305	14,370
<b>8.13. Area Team office rent</b> Rs. 2500 per month (1/3 spent for student books & supplies)cost for 19 School	578	578	578	578	578	578	578	578	578	639	700	700	700	7,240
<b>8.14. Area Team office Utilities</b> Rs. 800 per month (1/3 spent for student books & supplies)cost for 19 School	185	185	185	185	185	185	185	185	185	209	230	230	230	2,380
<b>8.15. Area Team office Stationeries</b> Rs. 800 per month (1/3 spent for student books & supplies)cost for 19 School	69	69	69	69	69	69	69	69	69	78	87	87	87	906

	1994			1995			1996			Total (in '000)		
	1st Qtr 1995	2nd Qtr 1995	3rd Qtr 1995	4th Qtr 1995	1st Qtr 1996	2nd Qtr 1996	3rd Qtr 1996	4th Qtr 1996	Total 1996			
B.16 Area Team office General expenses and Maintenance Tk. 900 per month (1/3 spent for student books & supplies)cost for 30 School	185	185	185	185	185	185	185	185	750	285	2,250	
B.17 Area Team office Service staff Tk. 500 per month (1/3 spent for student books & supplies)cost for 30 School	507	507	507	507	507	507	507	507	2,028	813	6,474	
B.18 Area Team office Furniture Tk. 4500 Per Area Team (1/3 spent for student books & supplies)cost for 30 School	0	0	0	0	0	0	0	0	0	0	0	
<b>Total cost of Student Books &amp; Supplies</b>	<b>48,110</b>	<b>47,643</b>	<b>47,283</b>	<b>47,540</b>	<b>47,512</b>	<b>46,515</b>	<b>47,255</b>	<b>48,125</b>	<b>46,217</b>	<b>47,236</b>	<b>47,275</b>	<b>794,271</b>
<b>C. OTHER OPERATING</b>												
C.1 Salary of PE & PA Tk. 4,000 per month (1/3 time spent for management & supervision)cost for 15 School	4,935	4,935	4,935	4,935	4,935	4,935	4,935	4,935	5,575	6,215	6,215	59,487
C.2 Salary of Area Manager Tk. 2500 per month for 300 Schools	833	833	833	833	833	833	833	833	3,040	3,041	3,041	17,766
C.3 Salary of Accounts assistant/store keeper Tk. 900 per month for 150 Schools	866	866	866	866	866	866	866	866	3,52	3,5	3,5	3,537
C.4 Salary of BN Tk. 12000 per month for 3000 Schools	135	135	135	135	135	135	135	135	140	140	140	1,705
C.5 Salary of Monitor Tk. 500 per month for 1500 Schools	122	122	122	122	122	122	122	122	130	134	134	1,735
C.6 Salary of Accountant (1 No) Tk. 500 per month for 3000 Schools	67	67	67	67	67	67	67	67	69	71	71	799
C.7 Travelling & Transportation 2% of C.1 and 30% of C.2 to C.6	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,308	1,385	1,391	1,391	16,451
C.8 Staff training & Development 1% of total salary	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,661	1,877	1,913	1,913	21,817
C.9 Area Team office rent Tk. 3000 per month (1/3 spent for management & supervision)cost for 30 School	874	874	874	874	874	874	874	874	974	974	974	9,555





		1996				1997				1998				Total (in 000)
		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	
C.23 Motorcycle for AM Tk.75000 per cycle for 500 School		0	0	0	0	0	0	0	0	0	0	0	0	0
C.24 Motorcycle for BM Tk.75000 per cycle for 5000 School		0	0	0	0	0	0	0	0	0	0	0	0	0
C.25 BM office furniture Tk.50000 per Office for 5000 School		0	0	0	0	0	0	0	0	0	0	0	0	0
C.26 Vehicles for Program Manager Tk.1500000 Per Vehicle for 10000 School		0	0	1,500	0	0	0	0	0	0	0	0	0	1,500
Total cost of Field operations:		12,493	12,493	15,193	12,493	12,493	12,493	12,493	12,493	14,114	15,715	15,715	15,715	142,763
D.1 R.O.management and support services [10% of above expenses]		9,763	9,763	11,080	14,087	9,683	11,007	11,245	14,062	12,176	12,023	12,188	14,012	143,062
E.1 Research and Evaluation [5% of above expenses]		672	681	1,109	1,409	668	1,101	1,124	1,406	1,210	1,202	1,229	1,493	14,105
Total cost	In Taka	108,436	108,879	122,985	156,367	107,436	122,173	124,818	156,091	135,156	143,479	136,401	145,216	1,307,987
TOTAL BUDGET (Including [inflation Adjusted Cost 5%])	IN TAKA	115,857	114,322	129,191	164,185	119,593	134,695	137,612	171,090	156,460	146,049	157,501	191,876	1,716,690
TOTAL BUDGET	IN US \$	2,846	2,858	3,225	4,105	2,963	3,367	3,440	4,301	3,912	4,151	3,948	4,737	43,912





1.1.3 Furniture and Fixtures Tk. 50000 per library	0	2,500	0	2,500	0	2,500	0	2,500	0	2,500	0	2,500	15,000
1.1.4 Books (1000 books @ 20.00 per books) Tk. 20000 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. 300 per month	0	300	300	300	300	300	300	300	300	300	300	300	3,600
1.2.2 Utilities and maintenance Tk. 500 per month	0	150	150	150	150	150	150	150	150	150	150	150	1,800
1.2.3 Stationeries and Supplies Tk. 100 per month	0	75	75	75	75	75	75	75	75	75	75	75	900
1.2.4 Salaries and benefits Tk. 5000 per month @ 1 library	0	26	26	27	27	27	27	27	27	27	27	27	324
1.2.5 Traveling and transportation (10% of 1.2.4)	0	3	3	3	3	3	3	3	3	3	3	3	36
1.2.5 BD logistics and management expenses (10% of above)	0	31	31	32	32	33	33	33	33	33	33	33	396
Total	0	530	530	539	539	543	543	546	546	549	549	549	6,584
Total cost	0	5,930	590	6,199	619	6,345	6,345	6,391	6,391	6,445	6,445	6,445	40,584

4.2 School base Library													
No of School base Library Opened	200	200	200	200	200	200	200	200	200	200	200	200	200
No of School base Library in Operation (2000 Carry Forward from 1995)	2,000	2,400	2,400	2,400	2,500	2,500	2,500	2,600	2,600	2,600	2,600	2,600	2,500

2.1 Cost per centre (Start up cost)	
2.1.1 Truck	300
2.1.4 Books (60 books @ 20.00 per books)	1,200
2.1.5 Training (20 month Tk 75)	1,500
Total	3,000

2.2 Operating Expenses (Per centre Per Quarter)	
2.2.1 Salary of Teachers (Part time) Tk. 80 per month	240

X



2.2.2 Magazine Tk. 15 per month	45
2.2.3 Salaries and benefits Tk. 5000 per month @ library	150
2.2.4 Travelling and transportation [10% of 2.2.3]	15
2.2.5 All logistics and management expenses 10% of above	15
<b>Total</b>	<b>1,851</b>

**1. School New Library(Detailed budget)**

	1996				1997				1998				Total
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
2.1 Start up Cost													
2.1.1 Truck	40	30	40	40	40	40	40	40	40	40	40	40	400
2.1.2 Books (40 books @ Tk. 25 per books)	100	100	100	100	100	100	100	100	100	100	100	100	1,400
2.1.3 Training	100	100	100	100	100	100	100	100	100	100	100	100	1,400
<b>Total</b>	<b>240</b>	<b>230</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>2,800</b>

**2.2 Operating Expenses**

2.2.1 Salary of Teachers(Part time) Tk. 80 per month	120	120	120	120	120	120	120	120	120	120	120	120	1,440
2.2.2 Magazine Tk. 15 per month	45	44	44	45	45	44	44	45	45	44	44	45	540
2.2.3 Salaries and benefits Tk. 5000 per month @ library	1,134	1,230	1,341	1,440	1,547	1,650	1,755	1,854	1,955	2,063	2,163	2,263	21,101
2.2.4 Travelling and transportation [10% of 2.2.3]	90	93	93	93	93	93	93	93	93	93	93	93	1,113
2.2.5 All logistics and management expenses 10% of above	108	109	108	108	108	108	108	108	108	108	108	108	1,320
<b>Total</b>	<b>2,397</b>	<b>2,522</b>	<b>2,672</b>	<b>2,842</b>	<b>2,973</b>	<b>3,143</b>	<b>3,271</b>	<b>3,397</b>	<b>3,595</b>	<b>3,803</b>	<b>3,973</b>	<b>4,203</b>	<b>40,974</b>
<b>Total cost of School Library</b>	<b>3,072</b>	<b>3,242</b>	<b>3,412</b>	<b>3,642</b>	<b>3,813</b>	<b>4,083</b>	<b>4,291</b>	<b>4,557</b>	<b>4,713</b>	<b>4,973</b>	<b>5,213</b>	<b>5,403</b>	<b>52,174</b>

**0.7.Patrols**

No of Patrollers Started	150	150	150	150	150	150	150	150	150	150	150	150	
No of Patrollers in Operation	150	300	450	600	750	900	1,050	1,200	1,350	1,500	1,650	1,800	

3.1 Cost per Panchakra (Start up cost)

3.1.1 Book (30 books x 30.00 per books)	900
3.1.2 Bag	40
Total	940

3.2 Operating Expenses (Per Panchakra 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 3.2.2)	155
3.2.4 NO logistics and management expenses 10% of above	52
Total	768

3. Panchakra (Details budget)

3.1 Start up Cost														
3.1.1 Books (30 books x 30.00 per books)	135	135	135	135	132	138	138	138	138	138	138	138	138	1,800
3.1.2 Bag	6	12	18	24	31	38	45	52	59	66	73	80	88	504
Total	141	147	153	159	169	176	183	190	197	204	211	218	224	2,304
3.2 Operating Expenses (Per Panchakra Per Quarter)														
3.2.1 Magazine Tk.15 per month	7	14	20	27	35	42	51	59	66	74	82	90	99	567
3.2.2 Salaries and benefits Tk.5500 per month 32 library	77	155	233	309	400	490	580	670	761	851	941	1,031	1,121	6,497
3.2.3 Travelling and transportation (30% of 3.2.2)	23	46	70	93	120	147	174	201	228	255	282	309	336	1,949
3.2.4 NO logistics and management expenses 10% of above	11	21	32	43	55	68	80	93	106	119	131	143	155	901
Total	118	236	354	472	610	748	885	1,023	1,161	1,299	1,436	1,574	1,714	9,914
Total Cost	259	383	507	631	790	943	1,088	1,232	1,377	1,522	1,666	1,811	1,954	12,218
Total cost of Library Programme in Taka	1,291	4,475	4,309	10,293	5,370	11,374	6,429	12,634	3,409	15,055	7,618	15,612	105,985	
Total cost of Library Programme in Taka (including inflation adjusted cost)	3,455	4,948	4,524	11,017	5,920	12,761	7,088	13,929	8,669	15,852	8,819	15,759	117,743	
Total cost of Library Programme in US \$	86	249	113	275	148	319	177	348	217	396	220	394	2,408	