

# **NFPE**

REPORT



Phase - **2**

April 1996-May 1999



# **NFPE**

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## REPORT



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**M**aterials and curriculum development, staff training, teaching quality and management effectiveness were all improved significantly during this period. Grades IV and V were introduced to the BRAC NFPE model, and several innovative programmes were developed and improved.

**T**he introduction of Grades IV and V to the NFPE school cycle has been a major step in Phase II. This move was prompted by the numbers of BRAC graduates wishing to continue their studies, but finding difficulty enrolling in, or adapting to, the formal sector. The NFPE school cycle has now been extended to four years, and encompasses Grades I to V. Materials are being developed to support this expansion, and intensive staff training is being conducted which is then effectively disseminated to the field through Quality Managers, Master Trainers and Resource Teachers.

**I**n October 1996 the Chandina Learning Improvement Project (CLIP) was initiated to promote BRAC's NFPE students and teachers as independent life-long learners and to promote thinking, life skills and creative learning.

**B**RAC believes that strengthening its own capacity is also crucial to bringing about qualitative changes to the programme. From past experience BRAC has learnt that continuing education is very important to sustain the newly found literacy skills of all learners, both for children and adults. In Phase II BRAC was operating

6151 School Libraries, and 400 Union Libraries. Thus the NFPE Programme was able to expand its system of continuing education for adolescents and adults in order to create a "learning society" across Bangladesh.

**I**n order to form more concrete links between the formal and non-formal sectors, BRAC has used its fourteen years of experience and expertise to set up a number of primary schools. Thus the teaching styles and methods used in its NFPE schools can be tested and utilised in a more formal environment.

**I**n addition, BRAC felt that more co-ordinated and collective effort of all providers of both formal and non-formal education was critical to bring about substantive changes and improvement in the area of basic education. During Phase II BRAC made it a priority to forge effective alliances with the government and other NGOs to share the lessons learned for an improved level of understanding and co-operation.

**T**hrough its Education Support Programme, BRAC has been able to share its extensive experience of non-formal primary education with other NGOs, and provide support, training and advice. Additionally, a number of programmes have been set up in collaboration with the government, such as Community Schools, schools for Hard to Reach urban children and ex-garment workers and adult education centres.

# Introduction - Primary Education in Bangladesh

**B**angladesh ranks 115th among 131 countries in the literacy league table. Poverty is the major contributing factor, many parents require their children contribute to the household earnings, or to help out with work at home. In many rural areas and city slums, there is insufficient government primary education provision. Where formal schooling is available it can be prohibitively expensive for poorer families. If families can afford some education it was traditionally sons who were given the opportunities, whilst daughters remained at home, often to marry early.

In 1999 the Education Watch nation-wide survey found that only 58% of children aged 11-12 years were able to read or write. Studies have shown that 23% of children between 6 and 10 years of age are not enrolled in school at all.

In Bangladesh the relationship between education, development and poverty reduction has been studied in depth.

*"The role of education in reducing absolute poverty is decisive. Many research studies... [have] concluded that rising levels of education in a society were often accompanied by a sharp decline in absolute poverty. When poverty levels were correlated with such variables as mean years of schooling, adult literacy and gross enrollment rates, it was clearly established that absolute poverty declines as education increases."* 1998 South Asian Human Development Report

## The Impact of Gender

Although literacy and education is equally impor-

tant for both boys and girls, the education of girls has special benefits. Studies have shown that women in Bangladesh play a central role in the management of households, and have the potential to bring maximum change, in the family in particular, and the community in general. The figures are compelling: each year of a mother's education reduces childhood mortality by 8%



## Formal Primary Education

Almost a decade ago, the Government set out to address the country-wide need for education, and begun a series of actions which it hoped with bring education to the entire population by the end of the millennium. In 1990 the Government passed compulsory primary education legislation across the country. The Government's strategy

was to increase enrollment of six-year-old children in Grade I and to ensure higher level of retention rates for these children up to Grade V

Other Government initiatives included a National Committee on Basic Education for All, a social mobilisation programme, a five-year General

Education Project and a government-run programme on integrated non-formal education. A Food for Education programme was started in poorer areas to motivate children to complete their primary education cycle. An evaluation of this programme indicated that enrollment had increased while the dropout rate had decreased.

This commitment to nationwide primary education was further strengthened with Bangladesh's participation in the World Conference on Education For All in Thailand in 1990, and the World Summit on Children held in New York in the same year. In 1993 Bangladesh also committed to implementing the summit declaration on *Education for All of Nine High Population Developing Countries* held in Delhi.

In addition, the Convention on the Rights of the Child states that all children have the basic right to education and that states ratifying this convention must take a number of actions to realise this right:

- ▶ making primary education compulsory and free for all children;
- ▶ encouraging regular attendance in schools and reducing drop-out rates;
- ▶ developing different forms of secondary education (general and vocational) and making them available and accessible to children;
- ▶ making higher education accessible to all on the basis of capacity.

The Government set up a Task Force on primary and Mass Education, to assess the situation and advise on positive action. The Report from this Task Force and a National Plan of Action outlined the policy perspectives and programme initiatives for the government. The two major components were, firstly, primary education for 6- to 10-year-olds, encompassing both Formal Primary Education and Non-formal Primary Education (NFPE), and secondly, Mass Education for All.

### **Issues in the Formal System**

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The primary school system in Bangladesh is free and predominantly government-run. It works on a five-year cycle for the 6 to 10 age group. As of January 1995 there were approximately 56,000 schools in operation, catering for 17.5 million children. On average there is one teacher for every 73 students (Source: Education Watch Report 1999)

The dropout rate in formal primary schools is high, about 32%. Many of the dropouts occur within the first year, with no more than 68% of students passing the primary stage. Of this, a little over a third of the children achieve basic learning competencies - the situation for female students is even worse.

In Bangladesh, efforts have been made to increase primary school enrollment and have had remarkable success from 60% enrollment in 1990 to 79% in 1996. But this is still a long way from the Education For All goal of 80% by the year 2000. However, the figures, when broken

down further, show that urban enrollment is higher - 85% and in rural areas it is 78%. However the most striking difference is between enrollment in slum areas at 56% and non-slum regions at 87%. (Source: Education Watch Report 1999)

Literacy rate of the population aged 15 years and above from 35% in 1991, to 58% in 1999 (the World Summit goal is 62% literacy by 2000). During this time female literacy has risen from 26 to 35 % (Source MICS 1996-97, BBS and UNICEF and the Population Census 1991 and Sample Vital Registration System, BBS (1996 figures provisional).

Government's own 1996 Primary Education Development Programme Appraisal Document acknowledged that although enrollment had improved particularly for girls, the problem of providing quality primary education remained. It stated that the management structure could not provide sufficient school supervision, teachers were often poorly prepared, there were not enough

learning materials for students or teachers; facilities were inadequate for the numbers of students; and that the teacher-student contact time was insufficient.

It concluded that the Government was unable to deliver primary education to all school age children. And even where schooling was available, many students dropped out due to the pressures of widespread poverty. Therefore the Government of Bangladesh came to recognise the importance of Non-formal Primary education, and in the Fourth Five Year Plan (1990-95) it calls for a multi-frontal attack on illiteracy by **"expanding non-formal primary education, strength-**

**ening the government mass literacy centres and mobilising NGOs"** It also states that **"It is vital to ensure the non-served and drop outs from the formal primary schools do not wait till they become illiterate adults before they can be inducted into a literacy programme."**

NGOs aim to fill the gaps and complement Government efforts towards Education for All. The thousands of out-of-school children left totally un-served by the formal system need to be reached through non-formal education programmes. BRAC set up its NFPE programme to address these needs.

# BRAC's NFPE Programme

**I**n 1985 BRAC began its Non-Formal Primary Education Programme for children of landless families with no access to, or who had dropped out of, the formal system. The NFPE programme forms one of BRAC's major social development interventions and is unique in that it works directly towards the empowerment of children (especially girls) from the poorest families.

BRAC's NFPE programme started with 22 experimental schools. Since 1995, there have been 34,000 schools in operation in which 1.1 children are enrolled. In BRAC's continuing education programme, 6151 Reading Centres and 400 Union Libraries had been established by the end of May 1999.

BRAC's low-cost NFPE school model was designed and refined to make schooling suitable and appealing to the children themselves, their families and the communities in which they live. The schools have flexible hours, are close to the students' homes, have a relevant curriculum which will not only provide them with basic education but also basic life skills. The teachers are predominantly female and come from the same village as the children. The community is involved with the school from its opening to the end of its cycle. In this way BRAC has produced

a model that is successful - the drop out rates are low and graduation rate is high - replicable, and has a focus on quality.

BRAC began by opening schools in areas where its Rural Development Programme (RDP) was already functioning. Thus the NFPE Programme was seen as part of an integrated approach to development, complementing the other programmes, including Health and Population Division (HPD) and RDP. BRAC schools aimed to reduce illiteracy among the adults of tomorrow and perhaps cater to future beneficiaries of RDP schemes.

At the current time, 1,532,978 students have passed through the BRAC NFPE system. BRAC's NFPE Programme is operating in 368 thanas and 61 districts. In BRAC schools 70% of students are girls, and 97% of the teachers are women.

## Overall Aims of NFPE programme

- ▶ reduce mass illiteracy and contribute to the basic education of a significant proportion of the country's children, especially those from the poorest families
- ▶ ensure enhanced participation of women in education
- ▶ involve communities in organising education for their children in BRAC schools
- ▶ contribute towards a strengthening of the Government's Universal Primary Education Programme - Education For All - by the year 2000
- ▶ develop para-professional, quality teachers
- ▶ build a strong foundation of ethical values
- ▶ enhance the potential of education in other areas such as population planning, public hygiene and health



## NFPE Timeline

|             |  |
|-------------|--|
| <b>1999</b> | <b>BRAC opens Primary Schools</b>  |
| <b>1998</b> | <b>Master Trainers and Batch Trainers work to improve subject teaching</b> |
|             | <b>Community Schools in operation</b>                                      |
| <b>1997</b> | <b>Hard to Reach programme set up</b>                                      |
|             | <b>English/Maths training for Grades IV and V</b>                          |
|             | <b>NFPE four-year cycle for Classes I to V piloted</b>                     |
|             | <b>Baby Class introduced (Pre-primary)</b>                                 |
| <b>1996</b> | <b>Ex-garment Workers' Schools set up</b>                                  |
| <b>1995</b> | <b>Union Libraries opened under CEP</b>                                    |
|             | <b>Resource Teachers introduced</b>  |
| <b>1995</b> | <b>Adult Literacy Centres created</b>                                      |
| <b>1994</b> | <b>First BRAC students become SSC graduates</b>                            |
| <b>1993</b> | <b>Reading Centres opened for Adolescents</b>                              |
| <b>1992</b> | <b>Education Support Programme established</b>                             |
|             | <b>First BRAC graduate becomes a BRAC teacher</b>                          |
| <b>1991</b> | <b>Urban schools opened</b>  |
| <b>1990</b> | <b>BEOC extended to a three-year cycle</b>                                 |
| <b>1987</b> | <b>BEOC schools opened for 11-14 year olds for a two-year cycle</b>        |
| <b>1985</b> | <b>BRAC NFPE schools opened for Classes I to III</b>                       |

## BRAC Schools

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**T**here are two primary school models in the BRAC programme. The first, started in 1985, was a three-year programme for children aged 8 to 10 who have never enrolled in any school, or who have dropped out during Class I. This is the Non-Formal Primary Education (NFPE) school model which originally set out to cover a curriculum equivalent to Classes I through III in the formal schools. This has now been expanded to a four-year programme which covers the curriculum for Classes I to V. The second model, Basic Education for Older Children (BEOC), initiated in 1987, is for children aged 11-14, who have dropped out or never attended school. The BEOC schools cover the condensed curriculum from Classes I through V within a three-year cycle. Both the NFPE and the BEOC students are provided with books and other materials free of charge. The BEOC students pay no tuition fees, a small fee was introduced for NFPE students in Phase II.

### NFPE Schools

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#### ► Opening a New School

Villages where schools are to be located, are selected in response to parent demand, availability of teachers and students, and proximity to a cluster of villages. A survey is conducted in order to gather this information, whilst at the same time, the community is made aware of the NFPE programme. If there is sufficient demand for a school, student and teacher selection is undertaken. The student lists are cross-checked with government primary schools to ensure that it consists only of dropouts or those not enrolled. In this way, BRAC schools complement the government programme rather than compete with it. The schools are opened with the help of the village community. Since restricted mobility is a major problem for girls, the school is established near their homes.

#### ► Classrooms

Most BRAC schools are bamboo or mud-walled, one-room village structures with a thatch or tin roof, and a minimum floor space of 360 square feet. BRAC's NFPE schools have a small class size of 30-33 students to one teacher. The students sit on mats in a U-shape, which helps to create an informal, interactive, participatory atmosphere, conducive to the involvement of all students, and the exclusion of none. This

arrangement also enables the teacher to move freely around the classroom and organise group activities.

#### ► The Students

The students of BRAC schools are the children of the poor and landless. They have been denied education because of gender and poverty. Prior to BRAC's intervention in education, extensive research was carried out regarding the major

*BRAC students live only a short distance from school: this encourages parents to educate their daughters as well as their sons, and helps to keep attendance high.*



reasons behind parents' reluctance to send their daughters to school. The distance to schools and the involvement of male teachers were identified as major factors. This assisted BRAC in designing a school model that would encourage parents to educate their daughters. At the same time however, the organisation considered it necessary to have a specific target for enrolling girls, as opposed to leaving that option to parents who might continue to favour boys. As a result of the programme's special emphasis on the enrollment of girls, about 70% of BRAC students are female.

#### ► The Teacher

- more than 90% of BRAC teachers are women
- must be married and live within the local community.
- must have received a minimum of nine years' education
- receives 15 days training at the outset
- has refreshers training every month
- see through a full cycle of four years in NFPE schools

The relationship between teacher and student is perhaps the most important consideration in the success of the programme, and in BRAC schools the teacher-student relationship tends to be very close. Being near to the homes of the children and the teachers, the school allows teachers to devote much attention to their students, and it means that students can go to their teachers even after hours. It is therefore important for the teacher to be a member of the community so that s/he is accessible and acceptable to parents and pupils alike.

It was found that with respect to this close student-teacher relationship, parents and their daughters are more comfortable with women teachers. In addition, experience indicates that women teachers tend to be more sensitive to the needs of children. Therefore, as a matter of policy over 90% of the teachers now recruited are female.

Although there are NGOs that recruit teachers with a Secondary School Certificate (SSC), BRAC had to relax this condition as women with such a qualification were hard to find. BRAC therefore took up the challenge of training women teachers who had studied at least up to Grade IX, but who had no prior teaching experience. It was found that the quality of teaching could be substantially increased through intensive training at regular intervals rather than providing a lengthy training course at the beginning of the teacher's career. Hence BRAC's NFPE teacher training is composed of many training sessions throughout the teaching cycle.

#### ► The Community

Community involvement is an important feature of the programme. Education without parental support is very difficult. Children need to feel acceptance from their parents about their schooling. When possible the parents and community members need to be involved in the school, so that they have a sense of ownership and participation. In this way the parents and community can play a critical part in the programme design.

To ensure this co-operation is maintained, each school has a five-member management committee made up of three parents, community leaders and the teacher. This committee helps maintain and protect the school, sets schools times and vacations, and ensures the regular attendance of students.

In addition, the programme also encourages women to attend the monthly parents' meetings to discuss their child's performance. To date these meetings show a very high (more than 80%) attendance of mothers.

#### ► Flexibility

Emphasis is given on the practicality of coming to school. Parents will let their children go to schools when class hours are short and flexible. Classes are held for three to four hours each day, six days a week, 270 days a year. Class hours are agreed between teachers and parents, making allowances for seasonal work and other family needs. Even with shorter class time, the contact

time between teacher and student is around 2800 hours a cycle in BEOC schools and 3700 in NFPE schools.



*Teachers are trained in 'child-centred' education. This approach encourages children to work together in groups, and utilises activities and problem solving as part of the learning process.*

#### ► Curriculum and Teaching Methods

The NFPE curriculum has been tailored to rural life and is suited to the needs of rural children. (It has been further adjusted for urban regions to cater for the needs of BRAC's city slum students). Since many of the BRAC graduates continue education in the government primary schools, the curriculum incorporates objectives set out in formal schools and covers the essential features of the formal primary education curriculum.

Currently the NFPE curriculum consists of lessons in Bangla, Maths and Social Studies. English is taught from Class II, and Religious Education is taught in Class III. In addition, the BEOC model also includes health education and science during the fourth and fifth phases of the school.

The design of the programme encourages a learner-centred, participatory approach. The teacher training encourages group learning and

participation. The schools maintain an environment in which learning is fun, this promotes an active learning environment which makes the lessons interesting and helps the students gain a greater understanding of their subjects. Teaching methods encourage child-to-child activities, and concepts are learned through activities which are designed to promote independent thinking and problem solving. Everyday some time is spent on creative activities such as games, singing, dancing, story telling and role playing in order to promote and stimulate the creative thinking process.



Finally, effort was made to design the curriculum in a manner that would not portray men and women in stereotypical roles, and one that would be particularly sensitive towards girls. For example, in social studies, issues such as equal share of food are discussed and exercises which enable students to comprehend the workload of women and to value their work. The writers have now decided to include life stories of successful Bangladeshi women so that children can learn from the struggle of women with achievements in such a restricted society. The health primer for adolescents discusses issues such as, what to do about harassment in a culture like Bangladesh, the physical changes girls go through during adolescence, how social taboos regarding menstruation affects their diet, how women can be involved in major decisions in the family, what facilities and services are available for them in the village.

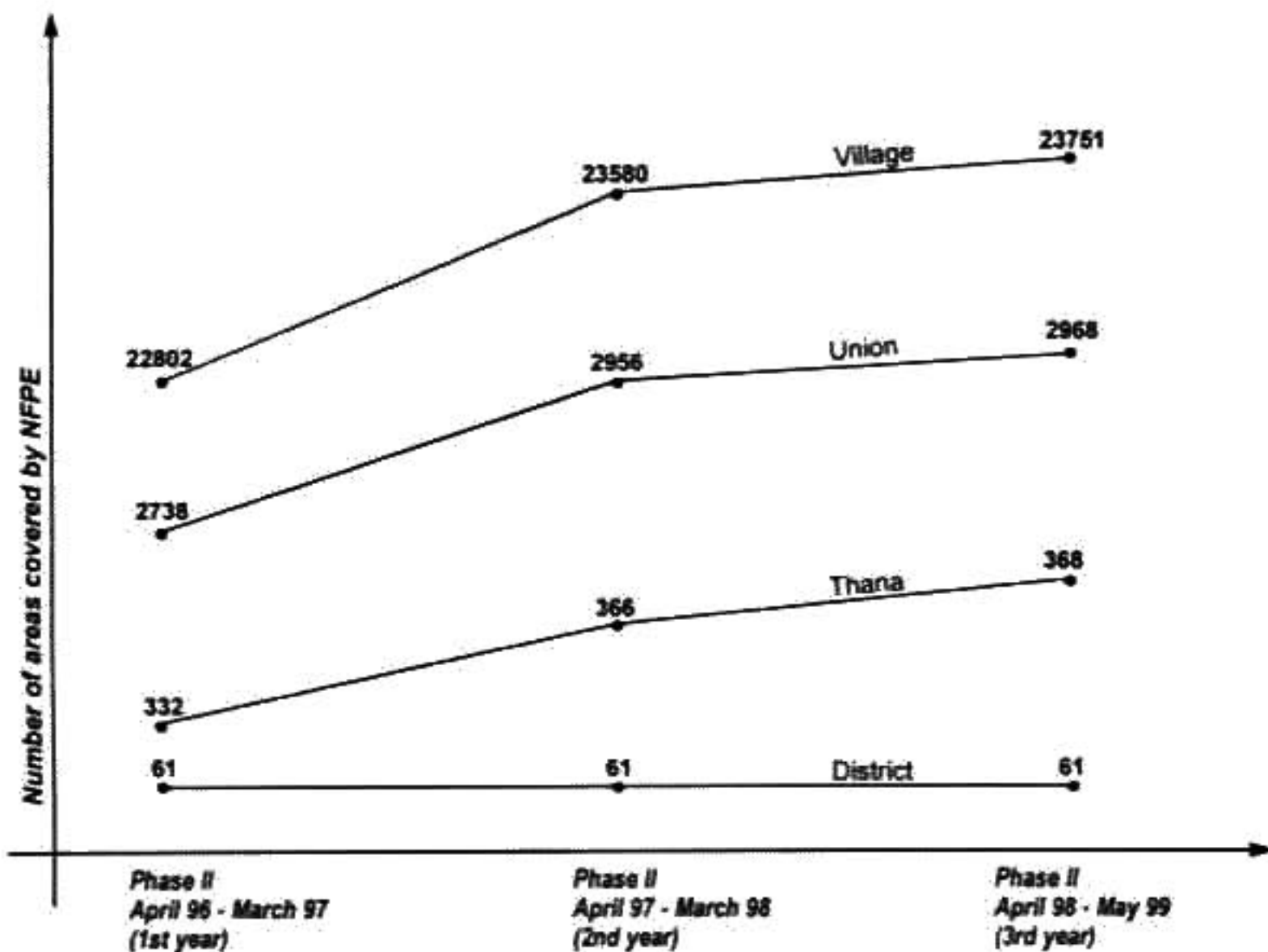
#### ► Homework

Very little homework is assigned to the students, and any homework that is assigned is of a level that can be done by the students themselves without parental assistance.

### BRAC Schools: A Summary of Features

- low cost primary education
- focus on enrollment of girls
- female teachers
- small class size
- community involvement
- flexible school hours
- accessibility
- life-related curriculum
- child-centred teaching methods
- learning through co-curricula activities
- little or no homework

### NFPE's coverage of Districts, Thanas, Unions and Villages



## BEOC Schools

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**B**RAC's BEOC (Basic Education for Older Children) schools, also known as Kishor-Kishori Schools (*Kishor* meaning young boys, *Kishori* meaning young girls) were first opened in 1987. The model was set up for children aged 11-14, who have dropped out of, or never attended school.

BEOC schools follow a three-year cycle, covering five phases - this time-frame is possible because the students are older and more able to grasp basic concepts. The students are provided with books and other materials free of charge and pay no tuition fees. The school model was set up to ensure that this slightly older group of students, still young but uneducated, did not miss out on the chance of a basic education. As the *National Plan of Action* document points out:



*BEOC schools are open to older children who dropped out of, or who never attended, formal schools. The curriculum is tailored to suite the needs of these adolescents so that it covers a number of health and family issues.*

***"Adolescents... who have missed the opportunity of primary education ... will not only be deprived of their right to education, in light of the constitutional provisions and the Child Rights Commission goals, but without education they will only grow into illiterate and unproductive adults"***

The school focus on the special needs of adolescent girls - particularly health issues. Health textbooks have been introduced from Class II and health related activities are performed by the students in and outside the schoolroom.

Apart from the opportunity BEOC graduates have to go on to further education, the programme is particularly significant in that it provides the basic education needed to take advantage of a range of other opportunities. In many respects the BEOC programme is a pivotal activity within BRAC's overall development portfolio. This in turn facilitates the integration of NFPE and RDP initiatives that relate to health and employment. BEOC graduates are literate which means that they are easier to reach even after they have completed school.

## Management Approach

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**A** national education system comprising 34,000 schools needs to have an efficient and dynamic management structure, that is disseminated and field-based. In order to manage such a large operation, BRAC has implemented a supervisory and training structure that creates career opportunities for staff, and enables the NFPE Programme to utilise its skilled teachers and trainers to their maximum potential by allowing them to pass their skills and ideas onto fellow teachers in the area.

# **Phase I : January 1993 - March 1996**

**I**n response to the primary education gap in Bangladesh and the low levels of enrollment and completion, BRAC's policy in Phase I was that of scaling up its activities to provide greater access to poor children, and thereby complementing the Government system.

The NFPE programme achieved its targets for Phase I in January to March 1996 with a total of almost 35,000 schools including 19,000 schools operated from the NFPE expansion (Phase 1) fund, 15,000 schools operated from RDP funds and 900 schools in the GEP (General Education Project) funded by the Government of Bangladesh plus 100 schools funded by Oxfam UK.

Successful features of BRAC's NFPE model included high attendance, low dropout, positive gender ratio and low teacher-student ratio. Close supervision and regular monitoring were strictly adhered to, but other aspects of quality relating to the curriculum and training were not completed by the end of the Phase. These qualitative aspects were introduced in Phase I and continued in Phase II.

In order to achieve greater access to primary education across the country, BRAC also set up its Education Support Programme (ESP) to coordinate and support other NGOs also providing a non-formal system of schooling. By the end of Phase I, BRAC was providing support for 272 NGOs through the ESP initiative - resulting in the successful operation of 2037 schools.

## **News Initiatives in Phase I**

### **► Urban Schools**

The need to open schools in urban areas became evident in 1991 when a door-to-door survey revealed that many of the children in slum areas lacked any access to education.

In 1992 ten urban schools were opened on a pilot basis. The Urban Schools follow NFPE curricula but certain modifications have been made to adapt the programme to an urban environment. Several topics are to be added to the entire social studies curriculum to bring about awareness among working children in the slums. These topics deal with health hazards, social values and problems particularly related to city life, such as road traffic, electricity and kidnapping.

Financial constraints, domestic chores, employment commitments and lack of motivation affect the attendance of slum children, and although the drop-out rates in urban area remains higher than for rural regions, many of these children have seen their way through Class III. In addi-

tion, many slum communities have become involved in school activities.

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

The Interactive Radio Programme, IRI, for teaching English is an adapted South African programme. It was designed and tested 1993, primarily into ten urban schools and then an additional 20 schools (10 urban / 10 rural). The aim of IRI is to increase skills related to pronunciation, comprehension, listening, reading and speaking English.

### **► Continuing Education**

A 1995 survey carried out by Mitra and Associates showed that only 7.3% of rural and 29% of urban people read newspapers in a week. Access to radio and TV was also severely limited - 66% of rural people have no access to radio while the corresponding number for television is 76%. Library facilities are almost non-existent at the village, union and thana levels. Most rural secondary schools either are not

equipped with a library, or have very poor facilities. In most cases students are not eligible to borrow books from school libraries. It was clear to BRAC that some provision was needed to ensure that the idea of a "culture of learning" was established, and the continuing education intervention with Union Libraries was introduced on a pilot level in 1995.

▶ **Kishori Pathagar - Adolescent Libraries**

The idea of adolescent libraries was formed to ensure that young graduates of the NFPE or

BEOC system did not lose their literacy skills through lack of use. As studies had found that few rural communities have access to printed material, it was decided to set up libraries to promote the reading habit. The pilot test indicated that contrary to other places in the village, the library was a place where girls could go and socialise. They could sing and play games such as chess and ludo. They could read books and journals. Since other adolescent girls (who were not from BRAC schools) had nowhere to go, this library was also open to them.

## **Phase I : Lessons Learnt**

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**D**uring Phase I BRAC achieved its targets in terms of new schools, recruitment of teachers and field staff, training and in producing materials. Recruitment strategies ensured that 70% of the learners were girls and 97% of the teachers were women. However, there were several issues to be addressed.

- ▶ During 1994 it became clear that most parents regarded the as essential inclusion of religious education (RE) in schools. NFPE schools therefore added religious education in the third year of some selected schools. From 1995, all children received a textbook on religious education corresponding to the student's respective religious faith.
- ▶ It was becoming increasingly difficult for the programme to adhere to strict girls to boys ratio of 70:30 in areas where it was operating for a second or third cycle.
- ▶ As a result of the fundamentalist problem in 1993, BRAC learnt the importance of involving the entire community in programme activities, to increase mutual understanding and develop better co-operation.
- ▶ Selecting school sites in slum areas was adjusted after it was found that school-rooms in central slum areas were found to be being used for gambling and drinking, and in some cases regularly vandalised. It is now practice to find a premises on the slum fringes so that the schools can operate undisturbed.
- ▶ Activities related to research and evaluation, and audio visual material development were below expectation. This was due to a shortage of in-house experts in these specialised areas.
- ▶ There were concerns about reviewing the teacher monitoring procedures so that these would place greater emphasis on pedagogical issues, in addition to student attendance and teaching schedules.
- ▶ Finally it was felt that more meetings with the local government office at field level would help to create better mutual understanding and generate a sense of co-operation.



## Towards Phase II

*In order to strengthen the effectiveness of primary education, improvements were planned in Phase II involving:*

**Curriculum changes** - should be considered that facilitate more active learning and more relevant examples;

**Teaching methods** - should be reviewed with the aim of enhancing active learning, and placing greater reliance on group work;

**Teacher training** - should be reviewed with the aim of increasing the emphasis on method and providing more practical experience.

## Grades IV and V

As a response to the pressure of parental demand, BRAC decided to develop a new non-formal model that would offer a complete primary education within the non-formal framework in Phase II.



## NFPE Phase II : April 1996 to May 1999

**A**fter the rapid growth of the programme during Phase I, Phase II represented a stage of stabilisation and consolidation, with an emphasis on qualitative improvements across all areas of operation. Materials and curriculum development, staff training, teaching quality and management effectiveness were all improved significantly. Grades IV and V were introduced to the BRAC NFPE model, and several innovative programmes were developed and improved. With the programme now operating a steady 34,000 schools in both rural and urban settings, BRAC has been able to provide quality primary education to 1.1 millions children across the country.

| Number of schools and Students : April 1996 - May 1999 |                            |            |          |           |
|--|----------------------------|------------|----------|-----------|
| Year   | New                        |            | On-going |           |
|  | Schools opened / re-opened | Enrollment | Schools  | Students  |
| April 1996 - March 1997                                | 11,937                     | 385,428    | 34,000   | 1,096,263 |
| April 1997 - March 1998                                | 11,139                     | 354,699    | 34,000   | 1,090,468 |
| April 1998 - May 1999                                  | 10,839                     | 345,891    | 34,000   | 1,089,327 |

Note: For more details please see Table 1 in Annexure.

**In addition, the NFPE Programme is developing and expanding its system of continuing education for adolescents and adults which it hopes will promote a "learning society" across Bangladesh.**

Many of the issues raised in Phase I were addressed in the second phase. The programme maintained its emphasis on child-centred learning, and focused efforts on the need for greater teacher training and more appropriate materials. The programme introduced active learning materials related to Mathematics, and social studies; concentrated language schemes were piloted for Bangla, and innovative techniques related to Interactive Radio Instruction were piloted for teaching English on a wider scale.

In October 1996 the Chandina Learning

Improvement Project (CLIP) was started in order to experiment with an idea that the learning achievements of students can be attained faster and at a higher level in all grades.

The introduction of Grades IV and V to the NFPE school cycle was a major step in Phase II. This move was prompted by the numbers of BRAC graduates wishing to continue their studies, but finding difficulty adapting to, or enrolling in the formal sector. The NFPE school cycle has now been extended to four years, and encompasses Grades I to V.

BRAC believes that strengthening its own capacity is also crucial to bringing about qualitative changes to the programme. From past experience BRAC has learnt that continuing education is very important to sustain the newly found literacy skills of all learners, both for children and adults. In Phase II BRAC was operating 6151 School Libraries, and 400 Union Libraries.

In addition BRAC felt that more co-ordinated and collective effort of all providers of both formal and non-formal education was critical to bring about substantive changes and improvement in the area of basic education. During Phase II BRAC made it a priority to forge effective alliances with the government and other NGOs to share the lessons learned for an improved level of understanding and co-operation.

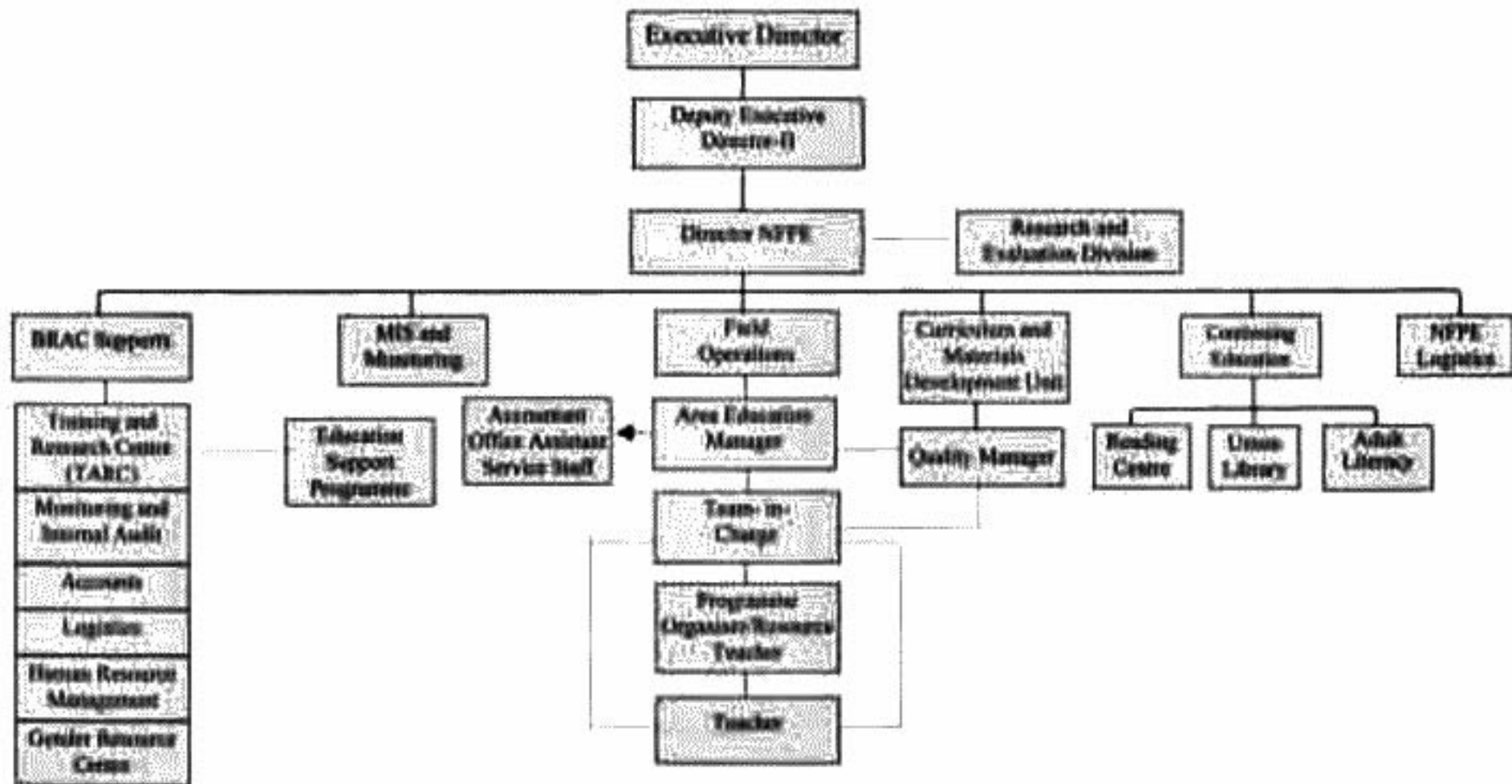


## **NFPE Management Structure**

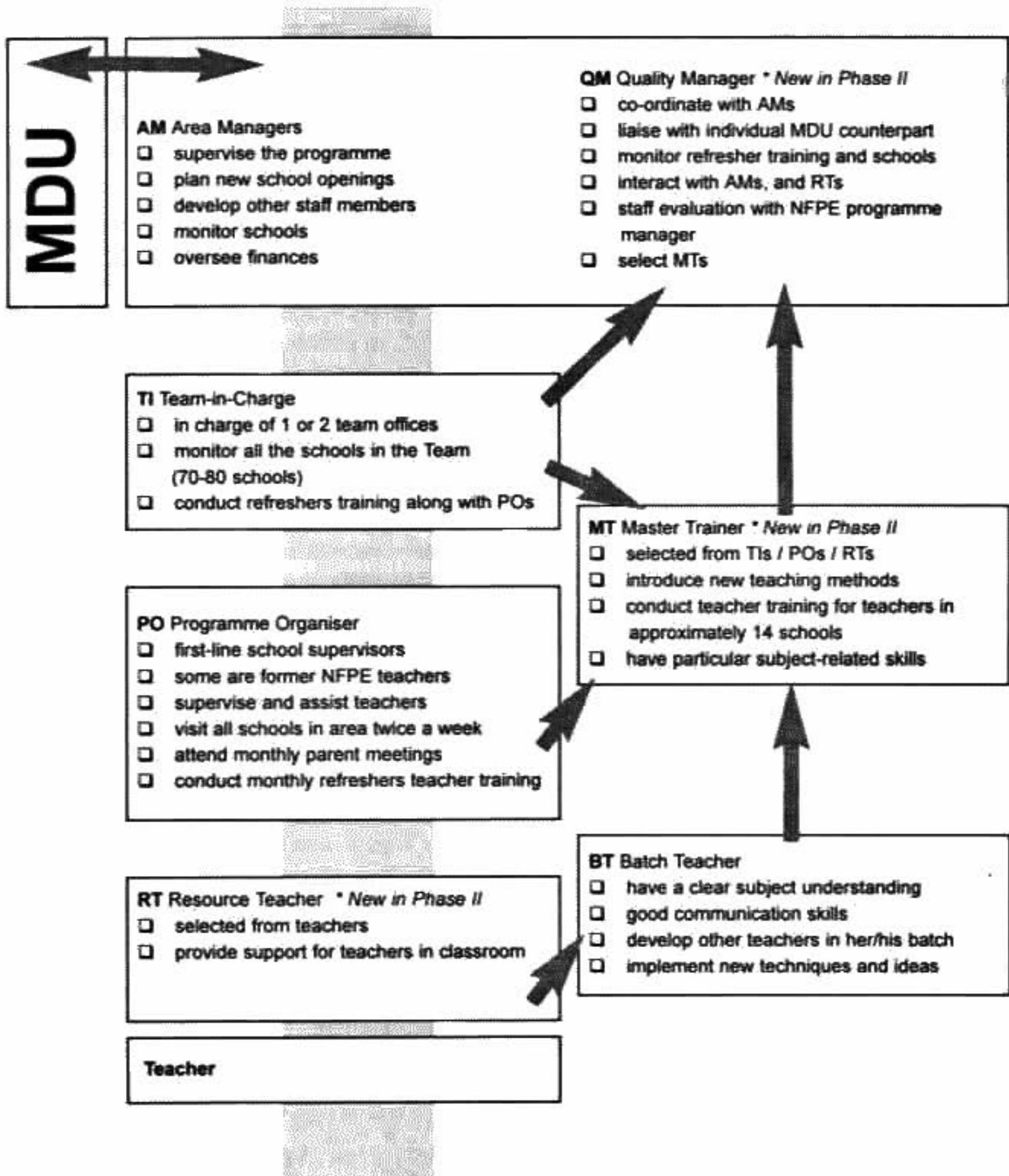
**N**FPE is an intensely managed programme. At Head Office the Materials Development Unit designs the curriculum, produces materials, carries out teacher and staff training, and researches and develops innovative teaching and learning techniques. This Unit is supported by logistics and monitoring, training and research departments. However, there are 34,000 schools scattered all over the country, it is only possible to supervise and monitor activities because there is an effective, decentralised management system

operating at field level through a number of Areas and Teams. A new level of management - known as Quality Managers - ensure that MDU staff and field level staff maintain strong links and work successfully together. Regular reports and structured information are organised by the MIS team. The activities of continuing education are designed by a team located in the Head Office and implemented and monitored by field level staff. The BRAC NFPE organogram is given on the following page.

## BRAC's Education Programme (NFPE Phase-II) Organogram



**Field Operations**



### **Women Staff**

All BRAC's 34,000 schools are managed by first-line supervisors in the villages. Although there are many managers who are men, women are particularly encouraged to apply. This is true for all of BRAC's programmes. As a policy, the organisation has decided to recruit more women as first-line supervisors until the ratio between men and women becomes 50:50 (for details please see Table 2 in the Annexure).

### **Logistics Unit**

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

### **Monitoring Unit**

As a programme expands, continual assessment and monitoring of quality is necessary. This is especially true in an education programme where curriculum changes are continually being introduced and where innovative ideas are being tested. NFPE's internal Monitoring Unit insures that the effects of changes can be analysed and evaluated, so that the results can be incorporated into the department's longterm planning.

The NFPE Monitoring Unit consists of 15 members selected from the field offices. They carry out random inspections to look into student/teacher attendance, school infrastructure, classroom discipline, academic achievement of learners, students' participation and teacher evaluation. The Director, Area Managers and the individual field officers involved are informed of the findings, so that adjustments to the programme can be made.

Each monitor is able to observe up to 60 schools every month. They are guided by specific objectives set for them in advance by the Director in consultation with the Education Specialist and the monitors themselves. Data are collected by field monitors who are usually former NFPE programme staff and know the programme in depth. NFPE Monitoring Unit surveys the following in BRAC schools:

- parents' meetings
- newly built BRAC schools
- new school structure
- materials supply
- graduate students
- knowledge retention of students
- homework
- background of urban school students

Policies and decisions are strongly influenced by reports and feedback from the monitors. To maintain neutrality and objectivity of monitors, all NFPE monitors report directly to the Programme Director.

### **Other Support Services**

Equally important in the management of BRAC has been the activities of the Personnel Office - to recruit and maintain records of all BRAC employees, the Accounting Department to handle the payroll and field expenses, account for donor money and help with budgets; Audit - BRAC's internal auditing team, report directly to the Executive Director, a logistics unit to handle materials' distribution, transportation, and purchasing, training centres with expert trainers to provide facilities for teacher and field staff training, BRAC's own printing company to facilitate the printing of school materials; and the Research and Evaluation Division to conduct studies and provide feedback.

## Changes in Phase II

### Staff Training and Development

**The quality of the teaching in BRAC schools is rooted in the teacher training expertise, in addition to curriculum and materials development. BRAC's philosophy has been to provide the best possible training to all levels of the management structure to ensure the highest quality teaching.**

At field level training is given high priority. Teachers are given an initial training to introduce them to the BRAC philosophy of equality and quality. They also receive regular refresher training, and have the opportunity to develop their careers through the BRAC system to become BTs, RTs and MTs. (For details see Table 3 in the Annexure.) In this way BRAC is able to keep valuable trained staff and is able to offer them a rewarding career within the organisation. In NFPE, staff are sent regularly for training - both

short courses and Masters level instruction. Exposure of BRAC staff to new ideas is promoted via training at home and abroad and through exposure to working with consultants, (for details please see Table 4 in the Annexure). This aids individual staff development and it helps to develop different areas of the NFPE programme, such as the production of training materials, relevant learning skills and teaching methodologies. NFPE staff are then able to adapt these new techniques to the needs of the local environment.

**During Phase II new strategies were adopted in order to maximise the potential of field staff, and to recognise and harness the ability of the best teachers and trainers.**

***Four new concepts for ensuring quality in schools:***

#### **▶ Resource Teacher (RT)**

Teachers who had taught at least two cycles in BRAC schools and who showed the necessary qualities were selected as Teacher Supervisors. Resource Teachers were made responsible for ensuring the quality of the refresher courses held at the local offices. They were also asked to work closely with weaker teachers

other staff at the local level. Staff and RTs, irrespective of the supervisory level, who were natural communicators, articulate and well accepted by teachers, were selected as MTs.

#### **▶ Batch Trainer (BT)**

Batch Trainers are created from teachers who demonstrate a clear understanding of a subject, can identify the strengths and weaknesses of pupils and are good communicators. These individuals are made responsible for developing average teachers through refresher training. Batch Trainers are responsible for working with about 15-20 teachers in their own area and implementing new techniques and ideas in their own school.

#### **▶ Quality Manager (QM)**

Finally, the need to co-ordinate the functions of RTs and MTs in developing expertise at the local level led to creating the position of Quality Managers. Quality Managers were responsible for interacting with MDU staff, and for disseminating expertise through MTs and RTs. Most of their activities, therefore, concentrated on decentralising a quality controlled system throughout the operational level.

#### **▶ Master Trainer (MT)**

Master Trainers were made responsible for providing assistance related to subject teaching in Math, English and Social Studies to teachers and

Through these changes BRAC has achieved a sustainable system of delivery and supervision for education that works on a large scale and that incorporates depth and quality in its educational materials and training. This quality improvement and expertise can now be effectively decentralised to the field.

## Improved Quality

The Materials Development Unit and the newly appointed Quality Managers at central and regional level are the means through which this improved quality in pedagogy will be managed. The screening of teachers and staff can identify suitable people to become Master Trainers who will ensure that quality improvements are delivered to the teacher through good training. This will result in:

- an increase of educational expertise in curriculum, materials and training
- the decentralisation of expertise to the field
- the development of educational research to support innovation
- the development of process evaluation
- quality improvement in training materials and processes
- quality improvement in classroom materials and processes
- community development

## The Master Trainer (MT)

To date the Master Trainers that have been selected are TIs and POs. The next few sessions will include RTs. A major function of the MT is to provide support to the teacher. Therefore, the MT has to have a clear idea of the classroom situation. Moreover, the MTs are also responsible for encouraging flexibility in terms of teaching techniques and for testing out new ideas themselves. They need a clear understanding of which techniques work best in the classroom.

The indicators for selecting MTs are related to subject content, skills related to communication, class control, decision making ability, creativity and so on. The criteria have been identified because the Master Trainer is not merely a trainer but s/he has a support function that is part of the decentralising strategy. The MT has to assist teachers and other staff in order to improve the quality of those selected subjects in schools. The MT has to encourage flexibility and therefore has to be adaptable to the needs of teachers.

### *The process of selection*

Names of participants are provided by QMs, AMs, and by other MTs, and by MDU staff from their field observations. Each participant initially has around five days' training with MDU. A second training session concentrates on the skills that are expected from the MTs such as communication skills, presentation skills, temperament, common sense and subject knowledge. The MTs

are graded at both stages. The grades are discussed with QMs as well as issues related to acceptance, and the quality of schools that the individual supervises. MTs are selected jointly by MDU and QMs.

### *Responsibilities of MTs*

The MTs are responsible for conducting teacher training in their teams. They are responsible for upgrading the skills of non-MTs in neighbouring team offices. For this reason every four or five months they meet with staff who are responsible for training in English and Maths in other teams under the administration of one AM. If necessary the MT will observe the refresher course of staff from another team office and assist in training. In addition MTs are responsible for disseminating information related to the proposed pedagogical and curriculum changes, and for indicating the new style of training related to Maths and English in all workshops organised by QMs. MTs will be responsible for developing MTs from teachers so that all teams will have MTs by the end of the next Phase.

### *Evaluation of MTs*

In addition to the regular monitoring of schools all monitors were given a task of observing teacher training sessions of individuals being trained by MDU and MTs in particular. The initial training sessions of a sample of MTs have been observed by MDU staff. Monitors have been provided with new indicators based on the training.



RED, BRAC's Research and Evaluation Department, has been asked to evaluate the effectiveness of teacher training, in order to determine whether MTs have been effective in

disseminating the contents related to the training to teachers. The study will examine the effectiveness of this dissemination on teachers of Grades IV and V.

### **The Quality Manager (QM)**

At present there are 38 Quality Managers. Each is responsible for an average of four NFPE areas (between 10 and 15 teams depending upon the size of the area). The role of the Quality Manager (QM) emerged as the need for establishing links between MDU and staff directly engaged in school operations became apparent. Staff have been selected who have valuable experience in the field and have received training in pedagogy.

#### ***Functions***

One of the most important functions of the QM is to coordinate the work of RTs and MTs. This means that they have to identify individuals who are capable of becoming RTs and /or MTs, and they have to co-ordinate the work of existing RTs and MTs with their respective AMs. They are also involved in the process of staff appraisal. QMs meet with individual TIs and discuss staff performance and expertise. The QM is responsible for ensuring that skills of RTs and MTs are shared with other staff. Therefore, once MTs are developed, QMs have to organise workshops for other staff in their area in order to pass on new methods of teaching.

QMs are responsible for identifying and analysing the standard of TIs (which play an

important role in the functioning of a cluster of schools - 70 on average). To achieve this, QMs monitor TIs and assess effective communication, ability to share her/his skills with other staff, understanding of the curriculum, and management issues such as motivation, delegation and behavioural issues.

#### ***Interacting with Material Developers***

All MDU staff have been paired with QMs.

#### ***Monitoring of School and Follow-up***

Another major function of the QM is to monitor the performance of schools. This is necessary to: understand whether training and/or workshops are being effective; identify and analyse the strengths of the teacher and therefore, recommend who can be an RT; and identify trends related to subjects and organise more training if necessary. After visiting schools the QMs meet with the staff responsible for that school and provide feedback. This feedback and recommendations are also reported to the AM.

#### ***The Management of Development and Expansion***

The QMs themselves need exposure to primary pedagogy and on-going opportunities for training and research activities. This then creates a decentralised team of experts capable of responding to and initiating pedagogical activities.

## Curriculum Revisions and Materials Development

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**I**n Phase II, the MDU expanded and became twice its previous size. The focus was on providing improved materials and refining the curriculum to suit the needs of the students.

### Maths

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Monitoring reports suggested that students found many sections in the Math primers difficult. It was therefore decided that Math books should be more activity based. Moreover children needed a separate workbook to practice new concepts. A teacher's guide was also developed to provide teachers with more ideas about teaching each chapter. Pair work, group work, games and pictures have helped in making the books more child friendly and the subject more enjoyable.

MDU is receiving assistance from a consultant to develop the Maths curriculum for Grades I

through V. The new curriculum covers the competencies outlined by the NCTB. However, one basic rule that is being followed in designing the new Math books is that the primers gradually build from simple to more complex problems. Math activities outlined in the workbooks attempt to exploit existing resources as imaginatively as possible. Math primers and teacher support-materials for Grades II and III have been developed in Phase II. Preliminary pilot tests have been conducted on materials for Grades IV and V, and a final draft of the workbook for Grade IV, plus the teacher's guide has been completed.

### Social Studies

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BRAC had emphasised on the need for a social studies curriculum from very early on. The reason is simple, a child coming from a poor family, deprived of basic necessities will benefit if s/he has knowledge of primary health care, hygiene care, food and nutrition and so on. However, a survey of the former texts indicated that because there was no workbook, social studies primers were being used more as language text. It was then decided that social studies will be activity based and participatory in approach and would focus on developing the life skills of rural children.

Although many of the topics and concepts of social studies related to Grades I, II and III were identified in Phase I the primers were all published in Phase II. The topics have been designed keeping in mind the rural context. In the revised editions therefore each single activity would require thinking and analysing and finally transferring information (child to child / child to home / neighbourhood / community etc.) The

basic focus of this subject is to provide basic life skills. Although difficult, effort has been made to design an entirely child-friendly curriculum. New topics such as natural environment, gender, population and geographical makeup of our country were introduced in the new books. The skills associated with the activities are mainly interpreting, linking, cause and effect, categorising, communicating and critical and analytical thinking. Another important aspect of the revised edition is the focus on gender. All stories and illustrations represent girls/women in positive roles and as equals with boys/men.

The first set of books of the revised version were published in 1996. This included a textbook plus teacher's guide for the teacher, a four-colour workbook for the students and eight attractive storybooks for shared reading. The materials for Grade II were printed in 1997 and the primer, teacher's guide for Grade III were provided in December 1998.

## **ACRONYMS AND ABBREVIATIONS**

|        |   |
|--------|---|
| ABC    | Assessment of Basic Competencies            |
| AM     | Area Manager                                |
| AO     | Area Office                                 |
| BEOC   | Basic Education for Older Children          |
| BIDS   | Bangladesh Institute of Development Studies |
| CEP    | Continuing Education Programme              |
| CLE    | Concentrated Language Encounter             |
| CLIP   | Chandina Learning Improvement Project       |
| CRC    | Child Rights Commission                     |
| DNFE   | Directorate of Non Formal Education         |
| DPE    | Departments of Primary Education            |
| EFA    | Education for All                           |
| ESP    | Education Support Programme                 |
| EDU    | Education Development Unit                  |
| FO     | Field Officer                               |
| FFYP   | Fifth Five Year Plan                        |
| GOB    | Government of Bangladesh                    |
| IRI    | Interactive Radio Instruction               |
| ILO    | International Labour Organisation           |
| MDU    | Materials Development Unit                  |
| MOE    | Ministry of Education                       |
| NCTB   | National Curriculum Textbook Board          |
| NFPE   | Non Formal Primary Education                |
| NPA    | National Plan of Action                     |
| PA     | Programme Assistant                         |
| PO     | Programme Organiser                         |
| RDP    | Rural Development Programme                 |
| RT     | Resource Teacher                            |
| SSC    | Secondary School Certificate                |
| TARC   | Training and Resource Centre                |
| UNICEF | United Nations Children's Fund              |
| VO     | Village Organisation                        |

## Urban Social Studies

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Effort was made during Phases I and II to develop a different approach to urban social studies, one that would be relevant for the children of slums. After the activity based, child friendly materials in social studies were published it was evident once again that the materials were not suitable for our urban children who lived in a totally different social environment. A set of teaching materials which includes an activity book for the students and an information-based

storybook for the teacher for Grade II was published in 1997. Materials for Grades I and III were published in January 1999. Topics related to road safety, accidents, first aid, water and sanitation and contagious diseases have been included in Grade II. Effort is being made to include topics relevant for working children in Grade III. Therefore issues such as dangers related to particular kinds of work and safety measures, will be included in this primer.

## English

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A teacher's guide was introduced for Grades III and IV based on the NCTB curriculum. This was developed after six months of extensive training. Much of the teacher's guide is based on practising concepts with the children. A children's workbook is being developed to complement the

Grade IV government text, and this includes handwriting practice and translation exercises (from English to Bangla and Bangla to English). In addition, an English introduction book for Grade II which was developed and trialled by CLIP was mainstreamed into NFPE schools.

## Supplementary Materials

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### Story Books

NFPE and BRAC's Publications Department produce a number of story books. Teachers are encouraged to use these for large and small group reading and discussion. The importance of reading together with children has been studied, and staff are being trained in "animated reading" skills, in order to enliven reading activities, and encourage students to enjoy stories.

*Please see the full list of Textbooks, Teachers Guides and Supplementary materials used in BRAC Schools written by the MDU Staff on page 57 in the Annexure.*

### Alo Magazine / GonoKendra

The Publications Department produces a magazine for children which aims to supplement, complement and reinforce the information students receive in school, and provide entertainment and stimulating activities, puzzles and stories that enhance the literacy habit and make reading part of everyday life. A consultant has been involved in developing this publication in order to ensure that the magazine realises its full potential. English, maths, science and geography form regular features, as well as puzzle, jokes, poems, stories and crafts.

## New Initiatives

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### Grades IV and V

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**W**hen the NFPE programme started in 1985, it was thought that students would not study beyond Grade III. It was a pleasant surprise to learn that many of the BRAC graduates were gaining admission into Grades IV and V of government schools. Over the years the figures have been very encouraging. From April 1996 to May 1999, 92.8% of BRAC graduates have enrolled in formal schools; and 84.7% of the adolescent BEOC graduates gained admission into formal schools (for details please see Table 5 in the Annexure).

The timing of BRAC's expansion into Grades IV and V is also related to a government initiative FSSS - Female Secondary School Stipend. As of June 1999, the Government is providing a scholarship to girls attending secondary school outside municipal areas. Schools also receive a small contribution for every girl enrolled. This payment represents a significant incentive for parents to allow their daughters to continue in education.

The trend indicates that a majority of BRAC students want to complete their full primary education, but there are a number of problems encountered when they transfer to the formal system. One of the major problems is related to limited space in the classroom. Due to small classroom size and a shortage of benches for the students, teachers are very reluctant to enroll more students. This becomes a particular problem when there are two or three BRAC schools in an area, causing a large influx of students into Grade IV classes. The government schools rarely have the capacity to create a second class for this level due to lack of space in the school building and a lack of qualified teachers.

Another problem encountered by BRAC students enrolling in Class IV is that they suddenly enter a very large classroom (up to 73 students) after the small class size of the BRAC system (maximum 33 students). The teachers are unable to give each child adequate help and attention in these huge classes. The result of this is that many pupils in the formal sector find it necessary to seek additional help from a tutor, the

cost of which is beyond the capacity of the poor families from which BRAC students come. Therefore, the BRAC students fall behind in their studies and are more liable to drop-out.

In addition to student demand, parental demand was high, not least because Grades IV and V are already a feature of the BEOC schools. In response to these problems and demands BRAC decided to pilot a scheme with 1000 NFPE schools that cover Grades IV and V.

#### *Issues Related to Grades IV and V*

Introducing Grades IV and V gives rise to concern over the capacity of teachers, training and curriculum. BRAC already has six years of experience of providing Grades IV and V to adolescents in BEOC schools. We know that teachers have faced difficulty in two areas - Math and English. The strategy, therefore, has been to involve the regular stock of teachers but to concentrate on upgrading their Math and English skills by introducing subject-based training. However, if there are cases where teachers cannot teach these two subjects in spite of training then strategies will be made to seek the assistance of a substitute teacher in these subject areas from a nearby school.

A new set of primers and teacher support materials is being developed for Mathematics for Grades IV and V. Efforts are being made to develop the Grade IV/V primers in a manner that children are comfortable with, and which cover all the competencies and content of the national curriculum. For Bangla, social studies and sci-

ence, however, BRAC has decided to use NCTB texts considering that all students should have the opportunity to appear for the scholarship examination at the end of Grade V. NCTB textbooks were chosen to teach Grades IV and V to

facilitate an easier transition into the formal sector at secondary level. However, teacher support materials and supplementary books have been developed to ensure better classroom teaching.

### **Pilot Schools : Grades IV-V**

1000 NFPE schools opened in 1995 to pilot the the Grade IV and V programme. In 1999 the schools completed the entire cycle, with 29,936 graduates (91.5% of students). Out of these graduates, 24,388 (81.5%) were admitted into formal schools.

The pilot school-cycle ran for 48 months. In Grades IV and V the classes met for 4 hours per day. As a result the contact hours went up to 3700.

The experiences show that of those who entered into the formal system after completing Grade III in NFPE schools one third do not complete a full primary education cycle. The performance of the pilot schools suggests a major improvement in the overall rate of primary school completion (92%) for NFPE graduates.

**Three main materials and curriculum development programmes, CLIP, IRI and CLE were developed under Phase II. With these programme BRAC aims to increase the effectiveness of teaching and learning across the NFPE programme. Audio-visual materials were also further developed to aid staff and teacher training, so that changes in pedagogy and curriculum can be successfully passed on to the classroom. But perhaps one of the most significant changes in Phase II was the inclusion of Grades IV and V in the NFPE school cycle.**

### **Chandina Learning Improvement Project (CLIP)**

In Phase II the main aim was to improve the quality of teaching and the curriculum, which is why there was the inclusion of a new and innovative programme, the "Chandina Learning Improvement Project" (CLIP). The aim of this project was to improve both student and teacher learning, and teaching quality. In its first pilot project the programme was incorporated into three team offices in Comilla.

#### **Objectives:**

1. **Long-term** To promote BRAC's NFPE students and teachers as practitioners and independent life-long learners.
2. **Short-term** To promote thinking, life skills and creative learning, and to accelerate and widen the area of learning.

#### **The CLIP Approach**

The approach of CLIP is to develop teachers as facilitators rather than instructors. The training sessions are concentrated on small group activity and practical demonstration, blending theory and practice. Some of the methods used in CLIP:

- effective use of peer learning

through small groups and independent learning/assignment;

- child-to-child interaction through child centred activity;
- the development of a teacher support system through teacher training, and administrative support through

supervisors and support materials;

- staff to regularly attend basic training and refreshers, maintaining close interaction with the Core Group (head office team), attending workshops on pedagogy.

### **Operation**

CLIP's first pilot programme commenced in 1997 with 100 first-year and 62 second-year schools. These schools are located within three Team areas in the Comilla region. Curriculum and pedagogy for the schools were prepared prior to the programme's introduction into first-year schools

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

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IRI was introduced initially in Phase I to increase skills in listening, understanding and reading English. To date there have been three pilot programmes (the third pilot programme is currently operational). After results obtained from the first pilot programmes were incorporated into a revised programme, IRI was again piloted in 1996 in over 1000 rural and urban schools. These schools completed the programme in April 1998, and based on results from monitoring carried out in late 1997, it has been decided that the current programme must be further revised. The revision work was started in May 1998, which included the rewriting of scripts and the development of supplementary material. The results

## **CLE (Concentrated Language Encounter)**

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The CLE is a Thai adaptation of an Australian language scheme. During 1994/95, a team from MDU working with a consultant from New Zealand introduced the method. In NFPE, as well as in the government primary schools, this language scheme has been adapted for teaching Bengali.

This method of teaching uses story books instead of regular primers. Children learn to identify the alphabet, and to identify and construct

in early 1997. In 1999 the CLIP programme is being mainstreamed into 1538 NFPE schools.

### **The CLIP Curriculum**

The CLIP curriculum involves BRAC textbooks, government books (NCTB) and supplementary materials for Bengali, English, Mathematics, Social Studies, Science and Religion. The Social Studies package consists of the textbook, a new area called Nana Katha Nana Kaj - based on general knowledge including practical skill-based work) and field trips. In order to develop language skills along with reading, special emphasis has been given to creative writing.

obtained from the 1997 monitoring (carried out internally) show that the current programme is too urbanised and not totally appropriate for the rural environment. In addition it was found that the programme would have to complement the government primers so that it enhances the learner's ability to compete in the formal system. It should focus especially on enhancing the writing, reading and pronunciation skills of the learner. Another major area for IRI is teacher and staff training. Members of the MDU team will develop a training module which will enable the teacher and staff to understand and conduct the lessons accurately.

words and sentences from given stories or rhymes.

Ten schools were initially identified in December 1995 for the CLE pilot. In 1998 the CLE programme finalised a teacher's manual and developed games, two process books and four information books. Currently the programme has been discontinued, but there are plans to resume it in the future.

## Audio Visual Materials

In accordance with NFPE's aim to improve the quality of teaching throughout BRAC schools, several areas of training are being addressed in order to disseminate changes more effectively. The use of videos in training has been one initiative. The Audio Visual unit has assisted NFPE in

developing training videos to contribute to effective teacher training. The videos help to demonstrate good teaching practices and class facilitation. Videos have been produced which are used in training for animated reading and creative writing.

## Pre-primary Education - Baby Class / Sishu Class

Baby class is one of the most interesting innovations of the programme in Phase II. It was piloted in 1997 in 40 schools, and continued in 1998 with 50 schools. By 1999 there were 1434 pre-primary schools in operation. The impact on education for young children has been widely studied - and children are found to learn very effectively at this age.

The pre-primary schools use adolescent girls (graduates of BRAC BEOC schools) as teachers. Parents pay Tk. 10 per month as school fees to bear the cost of the teacher, and a Tk 40 lump sum for materials. The pilot indicated that parents were willing to pay the teacher's salary. More importantly, the adolescent girls remembered how they were taught and were as intimate and



*Classes are informal, fun and participatory. Teachers, once BRAC students themselves, pass on the child-centred, sensitive approach they remember from their own schooling.*

sensitive to the needs of their five-year-olds charges as their own teachers had been with them. BRAC is now considering the possibility of opening more sishu classes in the coming years.

The course and programme was set up by NFPE staff. The team prepared a 3-day training module for field staff who conduct the basic training and one-day monthly refreshers training for the baby class teacher. A teacher's guide book, a work book and other school materials for the learner have been developed.



### **The main features of the baby schools**

- class duration 9 months
- learners are 5-6 years old
- each class has 25 learners
- classes are run for 2 hours, 6 days a week
- each school has two teachers, both BRAC graduates
- all the teachers are female
- the schools are supervised by a 5-member committee of mothers from the community
- once a month the school is monitored by BRAC field staff
- after completion of the course, all learners will be admitted into Class I of Formal Primary School



## BRAC Primary Schools

Fourteen years of experience and expertise - gained through the NFPE programme - has prepared BRAC to begin a formal primary school programme

**The main objectives of the programme are to:**

1. assist the government to provide compulsory primary education;
2. improve the quality of primary education through innovative teaching methodologies;
3. motivate others to adopt or learn from BRAC's formal primary education experience;
4. improve the quality of teacher training and education;
5. provide a supplementary education programme to that which is provided by the government.

Implementation of the BRAC formal primary school programme has begun with the establishment of 10 schools across the country. The children enrolled will be at least 6 years old. The course duration is 5 years and in addition to this 5 year curriculum, a pre-primary year has been included in the programme which will be for children aged 5 years and above.

The textbooks used for the first 3 years of the formal programme will be the same as those used for the non-formal programme. Government textbooks will be used as supplementary materials.



BRAC primary school classrooms are organised in the same way as in non-formal schools - with children forming a semicircle. Singing, dancing and other co-curricular activities are encouraged in both systems.



The formal primary school consists of a concrete building housing a number of classrooms. Class sizes are limited to 40 students.

Government textbooks will be used as the main teaching materials in Classes IV and V with the non-formal education books used to supplement these.

To ensure the quality of the education provided through this programme each class will contain a maximum of 40 students.

To encourage the involvement of women in education, preference has been given to female teachers. As a result 100% of the teachers in BRAC primary schools are female.

### ▶ **Garments Child Labour School (GCL)**

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In 1996, BRAC became involved in a project for educating under-aged child laborers in the garment industry. The main aim was to provide under-aged garment workers with education until they reached the age of 14. It was agreed that

these students would receive a stipend of Tk 300 per month as compensation for loss of earnings. *(For more details see page 44, in the BRAC's Links with the Government section.)*

### ▶ **Hard to Reach Urban Children**

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In 1997, in co-operation with UNICEF and the DNFE (Government Directorate of Non-Formal Education) BRAC began to set up schools for children defined as "hard to reach" - particularly those involved in hazardous occupations and

aged between 8 and 14. BRAC currently runs 225 such schools in Dhaka, Chittagong, Rajshahi and Khulna. *(For more details see page 45, in the BRAC's Links with the Government section.)*

### ▶ **Community Schools**

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In 1998 the Government handed over a number of "non-functioning" Community Schools to NGOs. By May 1999 BRAC - with help from the local community - was able to reopen 33 of these schools.

New staff have been trained, 61 teachers are employed and 1,997 students are in attendance. *(For more details see page 45, in BRAC's Links with the Government section.)*

# The Urban Programme

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**A**lthough the general admission ratios in primary schools in urban areas are greater than in rural areas, admission remains very low for poor children from urban areas. With the combined effort of the Government and NGOs the admission ratio of children in primary education has climbed to 90% nationally, in contrast the enrollment rates of boys and girls in slum areas are respectively 49% and 43% (Source: UNICEF and Bangladesh Statistical Bureau, 1998). The number of government primary schools in urban areas is not sufficient to meet the demand.

## NFPE-BEOC Schools

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Taking this situation into account, BRAC started its urban education programme in 1992 to provide education for uprooted slum children who were neglected by the formal sector.

BRAC's NFPE programme in urban slum areas hopes to provide a basic education that:

- is appropriate and relevant for the students
- can help to create an environment suitable for urban development
- can provide opportunities for the urban poor.

To date, 1182 schools have been opened in the Dhaka urban area. Meanwhile, 382 schools have completed their courses. Currently 800 NFPE and BEOC schools are in operation under 9 team offices in Dhaka. These schools are catering for 26,100 students of which 9,530 are boys and 16,570 are girls.

***BRAC schools in urban areas operate under slightly different circumstances than those operating in rural settings:***

### Teacher

Even though it is easier to find teachers in urban areas than in rural regions, the rate of teachers leaving their jobs is higher due to wider job opportunities; the education of their own children; or because they move away from the area. Apart from teaching in schools, our urban teach-

ers are also involved in work like sewing, tuition, teaching their own children and household chores.

### Students

The students of slums in urban areas are directly connected with various income generating activities. They also move home frequently - for example, they might go to their village homes during the harvest season or during festivals, and many of them either return late or not at all. Therefore the rate of replacement of students in slums is higher than in rural areas. In addition, these students have different needs to their rural counterparts. They originally come from across rural Bangladesh, and suddenly find themselves living in the city slums facing a new and challenging urban culture. Therefore, the teaching approach must be developed accordingly.

### School house

Providing a school house in urban areas is expensive, as rents are high, but there are also other problems. Individuals who provide school houses on a rental basis are mostly slum dwellers, which usually means they do not own that land on which the school house is built. Either the land is owned by the Government or by other Government agencies or private agents. Therefore, the permanency of these school houses cannot be guaranteed.

## Domestic Child Labour School

A UNICEF survey carried out at the end of 1998 found that there is one domestic child labourer for each 5.5-person family in Dhaka and Chittagong. Of these, 97% in Dhaka and 96% in Chittagong work as whole-day domestic servants. Their average age is 12-and-a-half, 78% of them are girls and 22% of them are boys. Of the employers, 46% do not even think of providing education

for their domestic child labourers; the other 54% would like to, but cannot.

So at the beginning of 1999 BRAC began to bring these domestic helps under its NFPE programme. Six schools were started as a pilot project catering for 180 boys and girls, and are currently operating their two-year cycle.



# Continuing Education

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**T**he Continuing Education Programme (CEP) was introduced in 1995 in order to mainstream the post-literacy activities of NFPE by promoting the reading habit of rural citizens through an organised infrastructure. The programme aims to stimulate interest in acquiring information and encountering new ideas in order to create an environment that is conducive to a "learning society". In this way literacy is not an end in itself but rather a means to an end.

## Reading Centres

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This local level library is started with the BRAC school as the centre. A Reading Centre is set up two months before a BEOC school completes its cycle. Although the centre is primarily set up to develop the reading habit among adolescent girls and women, it also provides training to develop entrepreneurial skills. The centre highlighted the fact that women also need a place to socialise. These centres encourage indoor games and cultural activities for women. These centres are firmly located within NFPE, but have strong links with both the RDP and the HPD programmes.

### *Operation*

A Reading Centre is formed with the graduates of a BEOC school. Because the library starts operation prior to the closing of the actual school, the nearest BRAC schoolhouse is used for library purposes during this time. Each library initially has 20 to 30 members. The library is open once a week, mostly in the afternoon for two to three hours and is provided with 120 books, three to four magazines and some indoor games. Apart from drama, fiction and novels the books cover a wide range of areas such as food and nutrition, environment, common diseases, child care, hygiene, first aid, reproductive health, family planning and legal rights. Games such as carom board, Ludo, Bagaduli (a kind of pinball game) and chess are encouraged.

Members are eligible to borrow one book at a time for seven days. A simple register is used to record all transactions. In order to develop the savings habit among the members, they are encouraged to save Tk 2 per month on a volun-

tary basis. The money is refundable. The librarian is a BRAC schoolteacher who works part time and receives a nominal amount (Tk 20 per library day) for his/her services. Library members are provided with training in areas such as poultry, book binding, vegetable cultivation, nursery and sewing. A local committee comprising the respective teacher, two BEOC school graduates and two parents (who are also members of RDP group) facilitate operation of the library.

### *Improvements During Phase II*

During Phase II there was a substantial increase in input provided to these centres and the number of books and magazines was doubled, (BRAC's own material in addition to a large number of story books purchased from other NGOs) and training was introduced to develop young entrepreneurs.

### *The Gender Dimension*

Initially the centre was merely a venue for reading and borrowing books. The users were limited to BRAC graduates. This local library has emerged now as a women's club where women come to learn and to socialise. In a culture where socialising for women is restricted, the centre provides an environment that is intellectually stimulating and secure. The centre is now also opened to other neo-literate girls and housewives of the community. Experiences suggest that while there is a definite demand among women for printed materials, there exists an equally strong demand for a place to socialise, exchange information and give mutual support - very much part of the empowerment process.

| Reading Centres in Phase II                          |                            |                            |                          |
|--|----------------------------|----------------------------|--------------------------|
| Item   | April 1996 -<br>March 1997 | April 1997 -<br>March 1998 | April 1998 -<br>May 1999 |
| Number of on-going centres                           | 3414*                      | 5676                       | 6151                     |
| Members  | 117,669                    | 185,355                    | 196,669                  |
| Savings (Taka)                                       | 3,188,844                  | 6,219,164                  | 8,532,871                |
| Average number of books provided to each library     | 70                         | 126                        | 134                      |
| Number of centres having completed a three-year term | --                         | --                         | 750                      |

\* In addition to this there were 1925 Reading Circles, each with an average of 5-6 members which were integrated into the school-based Reading Centres during April 1997 to December 1997.

## Life Skills Training

So far 53,523 members have received training in different life skills. Almost 50% of the members received training during Phase II. The training was organised through a joint RDP/NFPE effort. This venture allows the RDP to directly target the youth sector. In a country where 9.3% of the population (9.5 million) is between the ages of 15 and 19 years, this is a most important target group. The nature of this joint effort was as follows: first, trainees were selected by RDP and NFPE. Second, training was conducted by specialised RDP staff. Third, RDP staff organised the supply of materials (seed, birds) to trainees. Finally, technical assistance and follow-up was carried out jointly by RDP and NFPE. This proved to be extremely useful and it is expected that 80% of the training will be given by RDP in Phase III.

Programmes such as the Life Skills Training can have a number of learning outcomes. The practical knowledge gained is one. Other outcomes are less tangible and may even be unplanned or unexpected - participants on courses seem to be benefiting psychologically as well as intellectually from the experience.

| Training              | Numbers receiving training (cumulative) |
|-----------------------|---|
| tailoring             | 19,892                                  |
| poultry               | 22,318                                  |
| vegetable cultivation | 6402                                    |
| nursery               | 2535                                    |
| other                 | 2376                                    |
| <b>TOTAL</b>          | <b>53,523</b>                           |

For more details, please see Table 6 in the Annexure.

## Union Libraries or GonoKendra Pathagar

The Union Library started in 1995, with the objective of creating access to reading materials in the community. The more ambitious challenge, however, was to develop the library into a sustainable centre where stimulating events such as discussions and debates take place, with cultural activities and courses based on the needs of the community.

The libraries are essentially operating as Community Centres providing focal points within communities - places where people can come to read, borrow books, become involved in socio-cultural activities, or take advantage of the text-book-lending scheme for high-school students from poor households.

### Strategies for Sustainability

The Union Library or Gonokendro (GK) is usually set-up at the union level, the lowest unit of the local government structure. The following procedure is followed:

□ the community provides at least one room (400-500 square feet) free of cost and/or reconstructs the room if necessary at their own cost,

□ the community forms a local committee to organise library activities (e.g. reconstruction of library room, mobilising subscribers, etc);

□ 200-300 subscribers are mobilised with a minimum subscription of Tk 30,000 (US\$700) before the library is opened. The number of subscribers is increased to 500-600 with a subscription of Tk 50,000 within a period of two to three years. (This condition can be relaxed in case of "small" libraries, and libraries for women only. These libraries can be opened with 150-200 subscribers and with a minimum subscription of Tk 15,000. Small libraries are usually set up in economically backward areas);

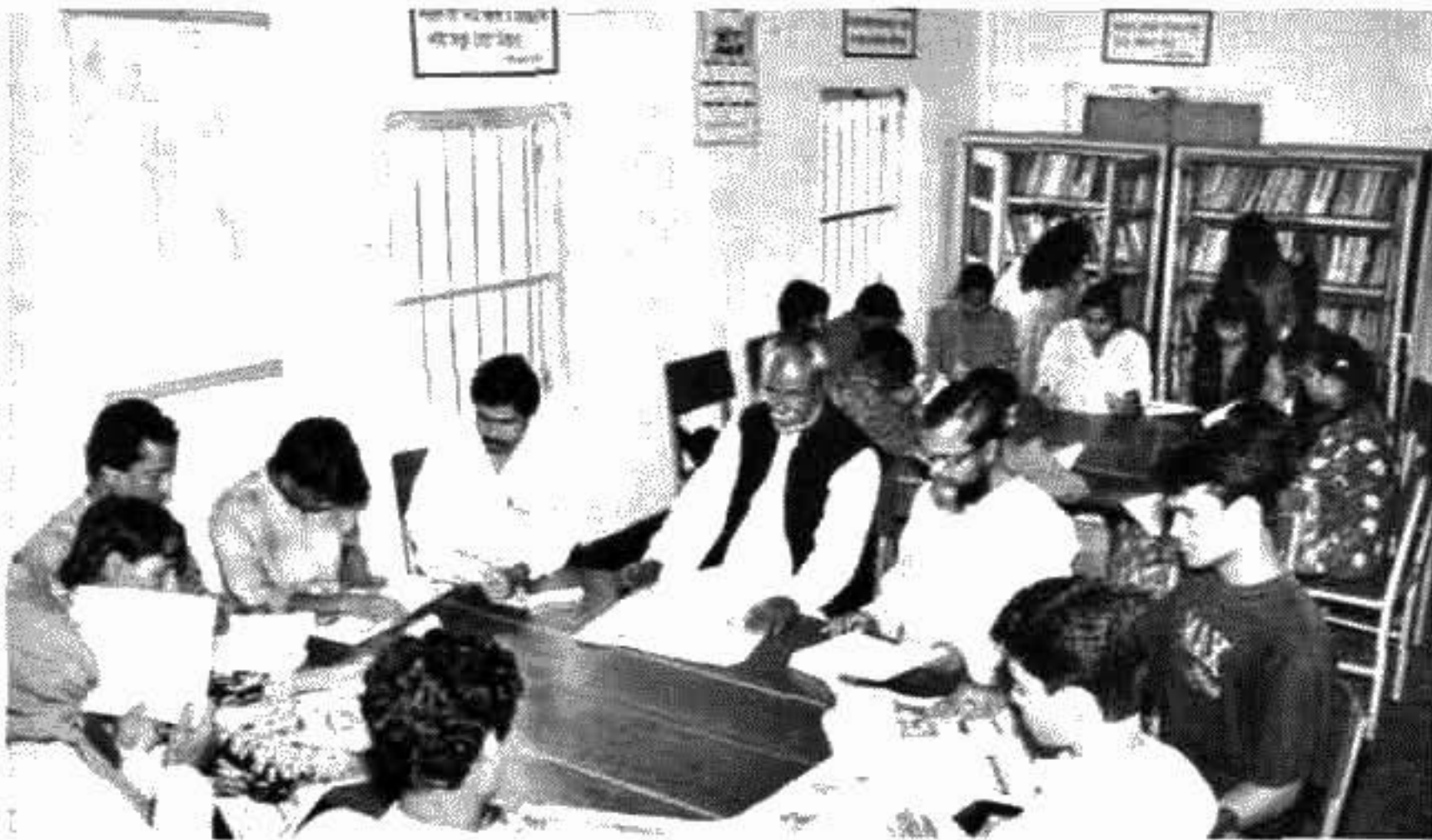
□ the community agrees to transform the library into a self-managed autonomous Trust and get registered with the relevant government department within the stipulated period (usually two to three years), and develop an "endowment fund" through community contributions to sustain the library financially.

BRAC provides 1000 books and the necessary furniture for the library once these conditions are met. In addition, BRAC donates an amount (equal to the funds mobilised by the local com-

Union Libraries in Phase II

| Item                                       | April 1996 -<br>March 1997 | April 1997 -<br>March 1998 | April 1998 -<br>May 1999 |
|--|----------------------------|----------------------------|--------------------------|
| Number of libraries                        | 100                        | 200                        | 400                      |
| Members                                    | 51,609                     | 101,288                    | 182,381                  |
| Average member per library                 | 516                        | 506                        | 456*                     |
| Books provided to each library             | 1000                       | 1000                       | 1000                     |
| Number of libraries transformed into Trust | 5                          | 22                         | 243                      |

\* Lower average is due to 200 new libraries which started with a lower membership number (300-400) but will reach the planned level (500) within one year of operation.



*Union Libraries provide the community with a place to read, hold debates and they form a focus for cultural activities.*

munity) to the match library's existing fund, following its registration as a Trust. The objective of the matching fund is to make the library self-financing in terms of its recurring expenses. The fund is kept in a bank account and recurring expenses are financed from the interest earned.

#### **Operation**

A part-time librarian (locally recruited), preferably a woman, is responsible for the library's operation. This person receives a short training on operational aspects of the library. The library is kept opened four to six hours a day, six days a week depending on the fund position. The library committee decides on the library hours and the weekly holiday. Members of the library and students are eligible to borrow one book at a time for a week without any deposit (however, if any member loses/damages the book, he/she has to pay for the book at market price). The librarian seeks assistance from the committee when books are overdue. A committee generally comprises of 9 members: 8 local and one BRAC staff (the respective Team In-Charge of NFPE). The committee meets once a month.

#### **Improvements During Phase II**

Started in late 1995 (end of Phase I) on an experimental basis with 30 libraries, this initiative has undergone important changes in Phase II. As of May 1999 there are 400 libraries with a total of 182,381 members - on average 456 members per library. Nearly 41% of the members are female and 60% are students. A total of 243 libraries have been transformed into Trusts. Experience indicates that the location of the library is critical, so most are situated in the premises of secondary schools or in the centre of the Union close to other important rural institutions (e.g. market, Union Council, bank, post office). In addition to books for adults, most libraries have a children's corner for the children of primary schools. The purpose of the corner is to encourage the use of reading books, and more important, to encourage the habit of library use among children. Each corner is equipped with about 100 storybooks, a blackboard to promote art and drawing, and some indoor games.



### **Textbook Lending Programme**

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While organising Union Libraries, BRAC recognised that students in secondary schools - particularly girls coming from poor households - faced *difficulty in obtaining textbooks*. BRAC, therefore, introduced a textbook lending programme in 1996. The library charges an annual fee of Tk 50-70 for the books. This is approximately one-third

of the total cost of the books. It is estimated that a set can be used for three academic years. Therefore the total cost will be recovered in that *period*. Users will return the set at the end of an academic year and will receive another set for the next grade. Each library issues around 15-20 sets of textbooks for students of adjacent schools.

### **Library Development**

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The training division of BRAC has been asked to conduct sessions with committee members on mechanisms for developing the library as a vibrant centre. Experiences suggest that communities are usually responsive to innovative ideas. Community participation, which was initially limited to *providing a library room free of cost*, has undergone important changes. Local people now play an active role in organising the library at the initial stage by mobilising subscribers and raising funds and by organising different types of socio-cultural and sports activities. Celebrating impor-

tant national days, organising cultural activities, sports competitions, debates and discussions are increasingly becoming a common phenomenon in most libraries. In some libraries the community has adopted a number of interesting ideas for raising funds - *organising medical camps, publishing calendars and crop collection for example*. Some libraries also took initiatives to organise skills-based training (such as fishery and poultry-duckery) through networking with the existing government facilities at the local level - for example the Department of Youth.

# NGO/NGO Co-operation

**T**hrough its Education Support Programme (ESP), BRAC has been able work with other NGOs involved in education. The programme was set up so that the knowledge, information, resources and expertise built up by BRAC over the years can be accessed by partner organisations in order to provide more, quality, low-cost basic education across the country.

## Education Support Programme (ESP)

As many small NGOs began developing non-formal primary education programmes to meet local needs, it became apparent that efforts to develop and implement these programmes were being duplicated across the country. BRAC has already spent many years developing its NFPE model, and has valuable expertise regarding staff training, school organisation, classroom management and instruction, community involvement, teaching methods, materials and curriculum development, progress monitoring and school supervision. As a result of this, in 1991, BRAC decided to share this experience with other organisations and began

what is known as the Educational Support Programme (ESP). The purpose of the project is to form partnerships for non-formal primary education with other organisations in order to develop their technical, conceptual and human skills in successfully replicating BRAC's NFPE model.

As of April 1999, ESP had extended support to 381 NGOs for 8113 NFPE schools. In addition to technical support, BRAC also provides financial support to around 300 NGOs operating 4850 schools out of which 2300 have completed their course, leaving 2550 on-going schools.

### ***The key objectives of ESP***

- form partnerships for non-formal primary education
- develop partner NGO's skills to replicate BRAC's NFPE model
- ensure women's participation in the implementation and management of these programmes
- promote girls' education
- support national efforts towards basic education for all.

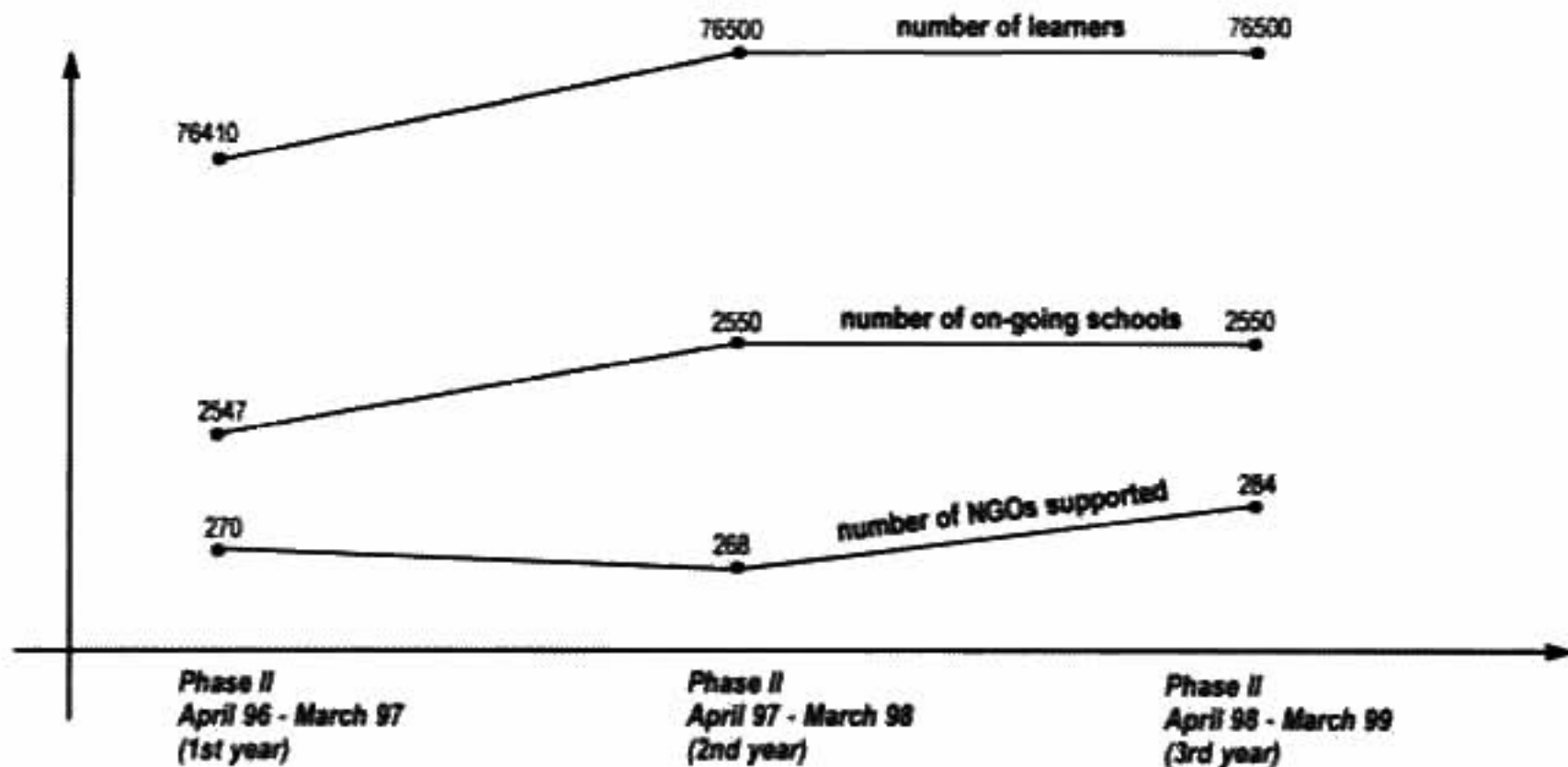
ESP NFPE schools target children aged between 8 and 10 years, who have never been enrolled in school before, or who have dropped out. The average attendance in these schools is 95% and is a result of a positive learning environment, co-curricular activities and child-centred teaching methods. More than 99% of the teachers are female.

### ***Criteria for Selection ESP partners The NGO must:***

- be registered;
- be small and local - working in a union, thana or district;
- have little or no access to donor funds;
- be motivated to accept the whole NFPE model;
- follow a secular approach to development;
- have some experience in development activities;
- be outside of Dhaka city.

(In addition to these criteria, NGOs headed by women are given preference.)

## Education Support Programme



Before starting operations at field level, a two-day orientation programme on NFPE and ESP is organised for the partner NGO. Its aim is to ensure that the participants understand the NFPE programme design and share similar goals and beliefs in education, gender equity and empowerment of the poor.

The project budget and the process and pattern of ESP support provision are discussed in detail. If an agreement is reached between BRAC and the partner NGO a contract is signed. Each year a one-day discussion and feedback meeting is held with the partner NGOs. The Programme Manager of ESP is entrusted with the responsibilities of the projects within the management structure of BRAC. Twenty-nine experienced Programme

Organiser-Technical Support Specialists (PO-TSSs) assist the Programme Manager.

For the implementations and management of the ESP schools each partner organisation has its own Programme Organiser who is responsible for all field level activities. The main duties of these POs includes selecting the NFPE village, arranging school accommodation, organising parents, liaising with the local community, organising and facilitating the training of staff through the BRAC Training and Resource Centres (TARCs), school supervision and the handling of budgets and weekly plans. These activities are carried out by the PO of the partner organisation in consultation with the PO-TSS of ESP and their respective supervisors in the own organisations.

### **ESP provides training to partner POs including**

- school organisation (4 days):
- NFPE teacher training (12 days)
- classroom management and instructional strategies (6 days)
- training of trainers (10 days)
- accounts and reports training (in-service) the training of teachers follows the NFPE training schedule.

Monitoring is carried out by partner organisation POs and by ESP PO-TSSs and feedback is passed back to BRAC and to the partner organisation.

Through ESP BRAC and its partner organisations are able to provide more low cost primary education across the country.

***BRAC's co-operation with larger NGOs***

There are now many NGOs involved in primary education, one mechanism for co-ordination has been the Campaign for Education (CAMPE). CAMPE was established in 1990 by a number of individuals and organisations committed to improving basic education in Bangladesh. It is a coalition of over 400 NGOs. This co-operation

has been inspired in part by the need, and by the models developed by BRAC, GSS and others. Where the larger NGOs are concerned, it would be fair to say that co-ordination has generally been something of an *ad hoc* arrangement, in part because their approaches differ. That said, the major NGOs do keep track of each other's work and innovations, and there is considerable sharing of experience, techniques and materials.

BRAC has purchased magazine and storybooks produced by GSS, FIVDB, CAMPE and the Ahsania Mission for its continuing education programme, and many NGOs have bought BRAC storybooks, magazines and textbooks for their schools.

# BRAC's Links with the Government

**T**he NFPE programme, like other NGO primary education programmes, is intended to supplement and complement the work of Government. It is not a parallel educational system; rather it aims to assist children that have fallen by the educational wayside. As a quality-driven programme, it also seeks to build and share knowledge of new and more cost-effective ways of delivering primary education across the country.

The Government of Bangladesh recognised in the National Plan of Action for Children (1997-2002) that Primary Education For All can be achieved *"only through effective implementation of [its own efforts] and NGO programmes. Therefore the government and the NGOs have the responsibility to ... have close co-ordination of their programmes and activities to achieve the set goals."* This National Plan was important for another reason. It recognised not only the quantitative contribution of NGOs like BRAC, but it also made specific and frequent reference to the Government's improved appreciation of the work of NGOs. It acknowledged that the Integrated Non-Formal Education Programme (INFEP), started in 1992 and transformed into the Directorate of Non Formal Education (DNFE) in 1995, had come about entirely as a result of work carried out by NGOs such as BRAC. In recent years, BRAC has begun to work more closely with Government.

*Examples of joint programming include the following:*

## ▶ Adult Education

An adult education programme, operated in collaboration with the DNFE, began in 1997. Adult Education Centres are set up with the aim of raising awareness, and developing literacy and numeracy within poor rural communities. The centres are set up in a similar way to the NFPE schools in the sense that teachers are recruited locally and classes are held in rented premises. The centres offer a twelve-month course, followed by a three-month post-literacy effort. Classes are held 6 days a week, 2 hours each day. The DNFE prescribed textbooks are supplemented with BRAC materials and experience.

Under the GO-NGO cooperation, BRAC has so far established 6720 centres, catering for 201,600 learners between the ages of 15 and 30 years. Of the learners, 75% are female. The number of on-going centres now stands at 660, each with 30 learners. The remaining centres have completed their course (for more details, please see Table 7 in the Annexure).

Initial monitoring indicates that curriculum changes are needed. In particular, the main primer developed by the DNFE needs to be redesigned and simplified. BRAC is complementing these primers with its own material.

## ▶ Garments Child Labour School (GCL)

In response to an international focus on child labour issues in the garments industry, BRAC started this programme in 1996 with the co-operation of BGMEA (Bangladesh Garments Manufacturing and Exporting Association), UNICEF and ILO in order to provide child labourers with a basic education. The Memorandum Of

Understanding drawn up by these organisations defined any worker below the age of 14 as under aged. One of the basic policies outlined in the MOU was that under-aged garment workers would receive education until the age of 14. The number of students in these schools can vary, but is usually about 20 to 25. It was found that

student drop-out rates in these schools tended to be high, but this was somewhat counteracted by the provision of financial support, in the form of a Tk 300 monthly stipend to compensate for loss of earnings. In addition to basic education, UCEP and Shurobhi provide skill improvement training. Already 390 students have received different

types of technical training particularly focussing on tailoring, knitting, stitching and carpentry. So far 256 schools have opened in the Dhaka, Narayanganj, Chittagong and Gazipur and a total of 4726 children have been enrolled. Currently there are 100 schools in operation, the rest having completed their courses successfully.

### ► **Hard to Reach Urban Working Children**

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This programme was initiated by UNICEF and the DNFE (Government Directorate of Non-Formal Education) to set up schools for children defined as "hard to reach" - particularly those involved in hazardous occupations and aged between 8 and 14. In 1997 BRAC became involved and opened 225 schools in Dhaka, Chittagong, Rajshahi and Khulna. The schools open for a two-year cycle, and provide basic education for children who work as paper and waste pickers, water bearers at market places, weight bearers and shoe shin-

ers. BRAC found that the DNFE curriculum did not address the issues particularly relevant to urban working children, so substituted some of its own materials. In addition, BRAC found it helpful to conduct meetings with employers to motivate them to send their workers to school. However, BRAC recognises that the need to provide education for this sector is very great and has made a proposal to the Government to open an additional 350 centres in Dhaka and Chittagong.

### ► **Community Schools**

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In order to ensure the participation of the community in implementing UPE (Universal Primary Education) the Government, under its General Education Project, established low-cost "community primary schools". 3259 Community Schools were set up across the country in areas where the literacy rate was low, the density of population was high and where many children (particularly girls) were unable to attend other schools.

After a few years it became apparent that it was becoming impossible for the government to run some of these schools successfully. To identify the inactive / non-functional schools a country-wide survey was conducted. It was found that 194 schools were not functioning.

The Government appealed to the NGO sector for help to run these non-functional community schools, initially without government finance. It was agreed that if the NGOs were able to run these schools successfully, then teachers' salaries would be provided by the Government after two years.

The Government officially handed over 67 "non-functional" community schools to BRAC at the end of 1998. BRAC immediately conducted a survey of these schools. Seven were no longer found to be existing - the school houses had been washed away by rivers. The remaining 60 schools faced many problems.

BRAC repaired playgrounds, approach roads, floors, toilets, tube-wells, doors and windows. None of the 60 schools had the required five classrooms of a normal primary school. Therefore it was not possible to run the five classes usually offered at one time without extensions being constructed. Efforts have been made by BRAC to encourage the Government and community to help with building work.

The Government and the community offered their co-operation and, as a result, in May 1999 33 schools began to operate. Teachers were selected by BRAC and received teachers' basic training of 15 days at BRAC training and resource centres. In addition, all the staff engaged in the project received orientation and training.

Of the 33 schools opened by BRAC, 28 hold Classes I and II and 5 schools hold Class I. Under this project 61 teachers are working (of whom 97% are female) and 1997 students are in attendance.

BRAC has supplied books and other necessary educational materials to the students free of charge and provided the teachers' salaries. Parents have also extended their financial assis-

tance to ensure all educational materials are available. The government has supplied free textbooks to some schools.

Community members feel enthusiastic about BRAC's teaching methodologies, co-curricular activities and the friendly relationship between teachers and students. BRAC is committed to enhance the quality of education in these schools.

### **► GOB / NGO Collaboration: In conclusion**

It is fair to say that the relationship between BRAC (and other NGOs involved in primary education) and the Government of Bangladesh has undergone a fundamental and qualitative change in the past five years. From one of mutual exclusivity, the relationship has developed gradually into a productive working partnership, and it can be expected to improve into the next phase of NFPE's development.

# Executive Summary

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**B**angladesh is committed to providing Education for All - with a specific target of ensuring that 80% of primary-school aged children are receiving education by the year 2000. Although many advances have been made in recent years with regard to enrollment - particularly of girls - there is still a great deal of work to be done. The main problem facing the country is to ensure there is a sufficient number of low-cost schools to cater for the country's large, and mostly rural population. BRAC is working alongside the government and other non-government organisations to help meet this need, and ensure that schools are appealing to the students, parents and community, that they are affordable, cover an appropriate curriculum and maintain effective, high quality education standards.

**B**RAC's NFPE schools were set in 1985 up to provide basic education for 8- to 10-year-olds who were not able to attend, or had dropped-out of the formal system. The BEOC (Basic Education for Older Children) schools were first opened in 1987. The model was set up for girls aged 11-14, who have dropped out of, or never attended school. The schools focus on the special needs of adolescent girls - particularly health issues.

**W**hen the BRAC school models were designed, an emphasis was placed on ensuring high attendance levels and a low drop-out rates. A long distance between school and home was found to reduce parents' willingness to send their daughters, and a male-dominated classroom, with a male teacher was also an inhibiting factor. Therefore BRAC designed their schools to be near to the pupils' homes, very low cost, with a female teacher and an intake which is over 50% girls. The community is involved through the school's cycle, and the teacher herself is from the local area.

**A**t the start of Phase I, in January 1993, there was still a significant number of children unable to attend a formal school and those who did enroll often failed to complete even a basic education. So BRAC's policy in Phase I was to scale up its activities to provide a greater number of schools across the country. During this period 34,000 were operational, catering for a total of 1.1 million on-going learners.

**B**RAC's NFPE model has been very successful in terms of high attendance, low dropout, positive gender ratio and low teacher-student ratio. Close supervision and regular monitoring ensured high standards were maintained across the programme. Aspects relating to the quality of the curriculum and training were introduced in Phase I and continued in Phase II.

**I**n order to achieve greater access to primary education across the country, BRAC also set up the Education Support Programme (ESP) to co-ordinate and support other NGOs also providing a non-formal system of schooling. By the end of Phase II, BRAC was providing support for 284 NGOs through the ESP initiative - resulting in the successful operation of 2550 schools. The total number of students graduating from NFPE, BEOC and ESP schools in Phase II was 1,532,978.

**A**fter the rapid growth of the programme during Phase I, Phase II was a stage of stabilisation and consolidation, with an emphasis on qualitative improvements across all areas of operation. The Phase II programme was operating a steady number of 34,000 schools in both rural and urban settings, and this enabled BRAC to concentrate on bringing in new measures to ensure that the 1.1 millions children across Bangladesh in BRAC schools received high quality, child-centred education from well-trained and enthusiastic teachers.



# Education Research

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**B**RAC's Research and Evaluation Division (RED) has the responsibility for the dissemination and analysis of knowledge for the entire organisation. In 1991 it set up a specialised unit for Educational Research to evaluate the progress of the NFPE Department, and to study the effectiveness of the BRAC school systems.

The group has developed expertise in the assessment of educational attainment, observation of children's progress in school and evaluation of various aspects of education associated with the NFPE programme. The group always keeps in close contact with the programme and keeps track of the progress of children in the field.

RED has carried out studies to look at the effect of schooling on the pupils themselves, their parents, the community and the teachers. The results from these studies provide the NFPE department with the basis for its planning and development.

## Testing

BRAC's education research team has developed two testing tools to evaluate the performance of BRAC pupils. Firstly the Assessment of Basic Competencies (ABC) to study the four basic criteria (reading, writing, numeracy and life skills) of a learner. Students satisfying all four criteria were considered to have the minimum level of basic competency. The ABC has created wide interest among SAARC countries and with the Bangladesh Government.

The second test to be developed was the SAT (Standardised Achievement Test) or NFPE Achievement Test (NAT) which was developed to study the level of learners who graduate from BRAC schools. These tests were developed on the basis of NFPE curricula and teaching materi-

*Studies provide an insight in order to:*

- assess BRAC schools and ensure they provide a positive impact on rural development;
- assess the strengths and weaknesses of the programme;
- produce guidelines for future strategy;
- help shape the programme.

In 1998 education research focused primarily on issues relevant to non-formal primary education in BRAC. The quality of education, competencies of BRAC NFPE graduates, and the problems of opening new schools were studied.

als and are used to assess Bangla, Social Studies, Maths and English.

Tests held between 1995 and 1997 showed that the level of basic competencies was increasing. The achievement in maths was lower among girls than boys in BRAC schools. The gender variation was found in both NFPE and BEOC school although graduates of BEOC did better than those of NFPE schools. BRAC graduates has a better level of basic education, health knowledge and writing skills compared to their peers in formal schools. It was found that proper training of teachers, regular parents teacher meetings and intensive supervision and monitoring of teaching learning activities improved the overall effectiveness of education.

### **RED's Phase II Education Studies : Summary**

- ▶ Feasibility of reusing textbooks in BRAC NFPE schools
- ▶ Exploring the status of BRAC's Union Libraries
- ▶ Gender Equality in Education: What BRAC students think
- ▶ Knowledge and practice of NFPE adolescent girl graduates regarding menstruation
- ▶ Participatory Development and BRAC
- ▶ Uniform in BRAC schools : Why?
- ▶ Performance of former garment child workers enrolled in BRAC schools
- ▶ Baseline survey on CLIP
- ▶ A survey on English ability of government primary school children prior to Introduction of the IRI programme.
- ▶ The status of Adult Literacy Centres (an explorative study)
- ▶ Exploring reasons for NFPE Teachers' Dropout
- ▶ Mainstreaming of NFPE graduates (joint study in collaboration with the University of Manchester)
- ▶ An achievement test of CLIP and non-CLIP learners
- ▶ An in-depth study of the classroom culture of NFPE schools.

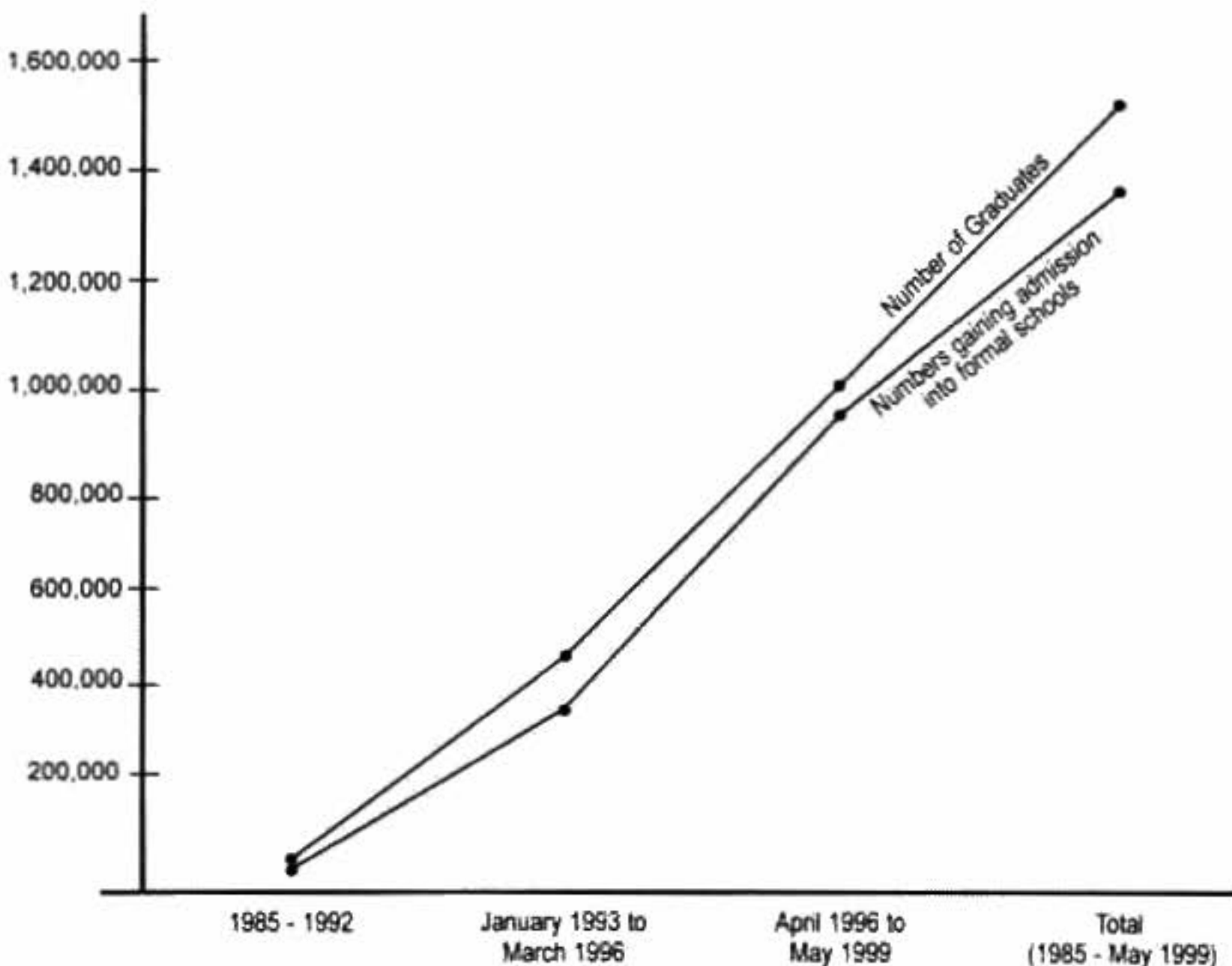
## Phase II : Impact & Lessons Learnt

**T**hroughout Phase II, BRAC's focus has been on providing quality primary education to poor children, especially girls, across the country. In addition to this, there have been great efforts to ensure that once literacy and numeracy skills have been learnt, that education and development does not come to a halt, but continues into adolescence and adulthood through the activities of Reading Centres and Union Libraries, which provide reading material and an arena for social interaction. The effects of these activities are numerous, but are deeply significant in the development of the country resulting in: a greater number of children receiving education; improved understanding of health issues within the community; adolescents receiving training in life skills; delayed marriage; higher status and greater opportunities for women and girls; and a greater participation on the part of the community in the education process.

### Impact

#### ► BRAC Graduates

The greatest impact of BRAC's activities has been the sheer number of students passing through the BRAC school system and receiving a quality, primary education. Of those graduating, 90.1% (1,381,155) have gained admission into formal schools to continue their studies.



## ► Towards Gender Balance

***"There are four kinds of gender transformations going on through BRAC schools. Changes in the students that are either explicitly sought as part of a gender sensitive curriculum or through equally sensitive co-curricular activities, those changes taking place in women staff as a result of values within the BRAC organisation, those which are taking place among teachers by virtue of their new social roles, and those happening among mothers who come to parents' meetings."*** Boeren et al, 1995

Institutions such as BRAC provide opportunities for girls, hoping that in the years ahead there will be educated women in every village. It also addresses the complex issue of accepting women as educated members of society. The organisation has developed strategies for individual communities so that they are constantly faced with challenges that to some extent threaten dominant ideologies and conservative value systems related to gender bias. Working at all levels for gender equity through education is what makes BRAC's education model unique.

In the field, staff members known as Programme Organisers have to supervise schools on bicycles or motorcycles. Experience indicates that it is difficult for women staff to ride motor cycles in villages where BRAC is operating for the first time. However, in areas where BRAC is relatively well known, the task for women staff is much easier. Although Bangladeshi villages are still conservative and insensitive towards women,

one interesting feature is that the dominant ideology persisting in individual communities is constantly challenged through such strategies.

*Many of the women staff at BRAC field centres ride motorcycles when visiting schools in their area.*



***"The women staff are defying norms regarding women's seclusion and women's limited physical space. The young women on bicycles (the PAs) and on motorcycles (the POs and Team in Charge) going through the small city streets and through the narrow banks cutting the fields and the country side are a powerful message of new roles for women....The Goetz and Gupta study (1995) offers a quote that captures women's resistance: "I use the motorcycle. People make bad comments. They say that our country will be spoiled by women... But on the motorbike, I cannot hear the comments because of the speed, the sound, the helmet."*** (Boeren et al, 1995)

## ► Influence on Parents and Community

Parents of NFPE students are influenced by their children and are able to learn from them. It is often the case that a BRAC student is introducing printed matter into their family homes for the

first time. Parents are also given practical information at parents' meetings, encouraged to share ideas, and participate in the education of their children and the running of the schools.

### ► Adolescents

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BEOC schools and Reading Centres provide adolescents with a primary education and a training in life skills which can help them to become income generating members of the community, thereby gaining confidence and empowerment. They also provide girls with an opportunity for

social interaction, and allow younger girls to mix with older, well educated girls so that they are given an incentive to continue their studies. Health and reproduction education is provided and this has an impact on the health of the local community and on population control.

### ► Delayed Marriage

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Surveys have shown that girls receiving primary education tend to marry later. This is due in part to the fact that whilst attending school they are not available for marriage, but is also due to the girls themselves learning to negotiate with their parents, and realising that they have a voice within the family as a result of having developed a degree of empowerment.

*"I want to stand on my feet and marry later. Proposals come, but I have rejected them. My sister married early, and now she is not too well. If we don't have education, then we have to face difficulties. If we are educated, then, even if we are married, we can make certain decisions."* Shethi Akhtar, class 11

## Lessons Learnt

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**B**rac, throughout its existence, has adopted an approach whereby programme activities are continually tested, reviewed and updated, so that new opportunities are recognised and areas of weakness are addressed. The lessons learnt from Phase II will be fed into the programme during Phase III, so that new initiatives can be generated and continued quality improvements can be achieved.

### ► Grades IV and V

BRAC's experience of introducing Grades IV and V to their NFPE programme has shown that the success of primary education outside of the formal system is possible and effective, and can be extended to these grades within a four-year cycle. Even with the extreme difficulties caused by the 1998 flood, where many schools were shut for up to two months, the performance of the pilot schools for Grades IV and V were remarkably good.

By the end of Phase II 1000 NFPE schools had completed teaching the new cycle of Grades I to V and the monitoring system and feedback from teachers and trainers produces some subjective data relating to teachers' feelings and experiences, as well as quantitative data about achievement, to be fed back to the supervision and training staff. The Maths Training is well organised and includes an end of training test to screen out teachers who have difficulty understanding the Maths content. Even with extended hours and a 20-month period for teaching Grades IV and V, covering the curriculum successfully will be a challenging task. However, with the commitment of trainers and supervisors, and with materials expanded from existing BEOC materials along with specialist training from MTs, the programme stands a good chance of success.

## ► Teachers

Part-time paraprofessionals can make good teachers so long as they are provided with sufficient training, supplied with a very structured curriculum, and that they are adequately supervised. BRAC's model incorporates continuous training and intensive supervision which enables teachers to gain confidence and acquire increasingly well-tuned communication and child-centred skills. RED research indicates that to retain teachers within the BRAC system it is vital that they receive effective training, supervision and support so that their skills are improved and so their motivation is enhanced (for details of teacher recruitment and drop-out see Table 8 in the Annexure).

One of the key aspect in the programme's success is the close relationship that develops between the student and the teacher.

### *Women teachers*

The idea of ensuring that 90% of teachers are women has been a revolution in Bangladeshi communities; firstly because it has done away with the stereotypical role of the male teacher or "master". Secondly because housewives-turned-teachers now have status in society, which they did not in the past. And thirdly these women now have some financial independence due to their new income. These teachers have also been role models to thousands of students. Interestingly, 400 teachers were recently elected as community representatives in local union-level elections.

## ► Training and Supervision

### *(i) Teacher Training:*

- Training must be participatory
- New teacher will find it helpful to observe some school before their basic training
- Continuous refresher training for teachers and regular school inspections are key factors for the success of the schools
- Refresher training is a suitable area for improving the skills of teachers and helping them to acquire additional skills which they themselves can generate via discussion and learning from each other.
- Trainers need to spend some time in the classroom as well. Though most of the trainers have some field experience, contact with the schools is still important in order to keep in touch with the realities of the classroom.
- Supervision requires some teaching experience, and understanding towards the classroom situation. Hence teachers who have finished a cycle are now eligible to become Resource Teachers, and thus supervise a cluster of schools near their homes. This provides both a career development opportunity for the teachers and a new perspective in the supervisory system within the programme.

### *(ii) Staff Development*

- It was found that to ensure that staff development is a continual and ongoing process it was necessary to review job descriptions and personnel performance on a regular basis. This now takes place at least once a year. This process enables NFPE to assess departmental and individual "training gaps" that can then be incorporated into training plans.
- The creation of MTs (Master Trainers), BTs (Batch Trainers) and RTs (Resource Teachers) has created a sense of recognition of the importance of the contribution that individuals can make in the organisation, irrespective of their designated rank.

□ The designation of Quality Managers has established the importance placed by MDU of ensuring there are direct links between and direct accountability of Head Office staff to the field-based practitioners.

### ▶ Attendance & Enrollment

- High attendance of children can be maintained if children are kept interested in the learning that takes place inside the classroom.
- Parents are willing to send their children, especially girls to school and they are willing to get involved in school affairs. 80% of the parents regularly attend parent-teacher meetings.
- BRAC has found that primary school enrollment is strongly affected by cost and safety, continuing attendance is influenced by school quality and parental as well as teacher follow-up, and timely completion is influenced by continuous assessment and follow-up.
- Small schools with small catchment areas, and women paraprofessional teachers from those catchment areas, are also attractive to girls and to their parents and ensures their regular attendance.

### ▶ Testing

Some level of testing is necessary in the system to allow for comparisons with students in the formal system, and to assess the basic competencies of the BRAC learners. ABC and NAT have been developed and this testing has been introduced in urban schools.

### ▶ Gender

It has been found that given a gender-neutral curriculum, girls have gained a new perspective on their position in society. In addition, boys in the class learn to respect and treat girls as equals. Therefore NFPE materials continue to show women and girls in positive roles.

### ▶ BEOC Schools

Research findings show that most of BRAC's adolescent graduates, who are far beyond primary school age, are unable to continue in secondary school in the government system. Findings also highlight that BEOC drop-out is higher than the NFPE rate which is a realistic and predictable picture. Therefore, BRAC aims to reduce it by ensuring that the curriculum is even more relevant for adolescent girls, both from rural and urban areas, who are unlikely to continue their education yet who will need to make important decisions about marriage, motherhood and employment.

### ▶ NFPE / RDP fit

NFPE opened in non-BRAC areas (i.e. those not already having an RDP programme) in Phase I, but in Phase II returned to BRAC areas so that improved continuing education and income generating opportunities are present for new graduates.

### ▶ School Buildings

Phase II has shown that NFPE schools are not hampered by lack of permanent school buildings. Rented rooms provide enough space, at minimal cost, for the small group format and basic instruction that BRAC schools provide. Renting school rooms on a part-time basis enables BRAC schools to start up quickly. When one school cycle is finished, the second cycle can either be held in the same location or moved to one closer to the new students. Rental costs are lower than government investments in permanent school buildings and maintenance costs.

### ► CLIP - Positive Outcomes

CLIP provides an on-going opportunity for the entire programme to benefit from the innovative practices being developed and tested within this project. Through CLIP pilots NFPE can determine which practices can be successfully and cost-effectively mainstreamed into BRAC's schools. The programme has raised awareness of a range of techniques that can be explored to promote learning. It has provided a format in which to experiment without jeopardising good practice across the programme. Staff involved in the CLIP project has acquired valuable and transferable skills in the design and development of curriculum and instructional production.

### ► Interactive Radio Instruction (IRI)

Research showed that the standard of IRI is a little too high and "urban" for BRAC's target children who are mostly from rural areas. BRAC's development of IRI will take into account the need for more appropriate contexts and content for rural learners. Expertise from consultants will be sought to enable the materials to be more effective and to ensure that the developmental structure is correct.

### ► Continuing Education

The work done by BRAC in collaboration with the community has successfully improved the facilities which allow for literacy skills to be maintained and developed, and enabled the community to enjoy a venue and structure for social activities. This has a broad impact: illiterate communities have a greater involvement in politics, and therefore their own future; there is a positive impact on health and vaccination control; and skills training combined with numeracy has allowed individuals to take advantage of micro finance opportunities.

### ► Government / NGO Collaboration

The increased level of co-operation between BRAC and other NGOs and the government during Phase II has provided even greater opportunities for BRAC's NFPE to disseminate the expertise it has gained in the area of primary and continuing education and for BRAC to play an even more proactive role in the provision of efficient, high quality and affordable basic education in Bangladesh.

### ► Management / Logistical Implications

Managerial expertise is more important than technical expertise in ensuring the rapid expansion of a basic education programme with adequate quality. A key element of managerial expertise is the ability to recognise the type of service necessary to support a particular programme and to plan and budget for those services. BRAC's experience in setting up field offices, ensuring delivery of materials to remote sites to meet school sessions, developing staff training materials and organising training sessions, and providing other support services played a critical role in developing and expanding the NFPE programme.

In addition to a pool of experienced, well-trained support service managers and senior executives, the start-up of a new project has benefited enormously from the availability of experienced, well-trained mid-level managers who can be seconded from other successful projects to work at the field level. BRAC staffed its NFPE programme with experienced field managers from its other rural development and credit programmes. In addition, BRAC has routinely allocated significant resources for in-country management training and for overseas training for its managers.



## ► The Situation in Bangladesh

- ❑ The provision of basic education across the country is still heavily dependent on foreign money. BRAC cannot run its NFPE programme without donor aid.
- ❑ The political stability of the country remains an important factor in the effective provision of education.
- ❑ The position of NGOs within Bangladesh, and the system in which they are allowed to operate are factors which can effect the activities of the programme.

### ► Replication of the NFPE model overseas

BRAC's NFPE model has been successfully replicated and modified within Bangladesh and around the world including India, Pakistan and some African countries. In Zambia, 43 primary schools designed after the BRAC concept have been set up under the Zambian Open Community Schools programme. Another 50 schools were opened in 1996. Save the Children, USA has used the BRAC approach for a new concept schools in Mali called "The Village School".

BRAC has been involved in helping regions in Eastern and Southern Africa to improve children's access (particularly girls) to primary education. Activities have been carried out in collaboration with UNICEF, the Ministry of Education and NGOs working in the area. Programmes in Sierra Leon, Pakistan and Egypt have been started using an adapted BRAC model. China has used the BRAC model to help them to develop a model suitable for the country's own needs. Most recently the Government of Ethiopia took an interest in the BRAC model for primary education in one of its regions, and BRAC is supportive to it.

# Annexure

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## List of Textbook, Teachers Guide and Supplementary materials used in BRAC Schools written by the MDU Staff

### Bangla

- ▶ Preparatory Phase Book, (Bangla) 1984
- ▶ Esho Pari-Shishu Path (Bangla), 1984; Revised: 1993
- ▶ Esho Pari (Bangla) Part I, 1984; Revised 1992
- ▶ Esho Pari (Bangla) Part II, 1985; Revised 1991
- ▶ Esho Pari (Bangla) Part III, 1985; Revised 1992
- ▶ Esho Pari (Bangla) Part IV (BEOC only), 1994
- ▶ Esho Pari (Bangla) Part V (BEOC only), 1994
- ▶ 15 story books (Bangla) for Classes I-III
- ▶ Shahoj Path (Bangla) Part I
- ▶ Bangla Teacher's Guide Part II, 1999
- ▶ Bangla Teacher's Guide Part III, 1998
- ▶ Bangla Teacher's Guide Part IV, 1998

### Social Studies (Paribesh Parichiti)

- ▶ Paribesh Parichiti (Social Studies) Part I, 1984; revised 1992. Teacher's guide, Workbook & 8 Story Books rewritten & published Oct, 1996
- ▶ Paribesh Parichiti (Social Studies) Part II, 1985, revised 1991. Teacher's guide & Student's copy rewritten & published Dec. 1997
- ▶ Paribesh Parichiti (Social Studies) Part III, 1985, revised 1991. Teacher's guide & Student's copy rewritten & published Dec. 1998
- ▶ Paribesh Parichiti (Social Studies) Part III, 1985; revised 1992
- ▶ Paribesh Parichiti (Social Studies) Part IV (BEOC only), 1994
- ▶ Paribesh Parichiti (Social Studies) Part V (BEOC only), 1994
- ▶ Paribesh Parichiti (Social Studies) Hand Out for urban schools, 1995, revised Paribesh Parichiti 1996
- ▶ Social Study, Workbook & Teachers Guide for urban schools Part I, 1999
- ▶ Social Study, Workbook & Teachers Guide for urban schools Part II, 1999

### Mathematics

- ▶ Esho Gonith Shikhi (Maths) Book I, 1985; revised 1991; new Gonith Shikhi & Teacher's Manual for Book I, 1994
- ▶ Esho Gonith Shikhi (Maths) Book II, 1985; revised 1991; new Gonith Shikhi & Teacher's Manual for Book II, 1995
- ▶ Esho Gonith Shikhi (Maths) Book III, 1985; revised 1992
- ▶ Gonith Book (Maths) IV (BEOC only), 1994. Teacher's Manual for Book IV, 1995
- ▶ New Ganith Shikhi (Maths) & Teacher's Manual for Book III, 1998
- ▶ New Ganith Shikhi (Maths) & Teacher's Manual for Book IV, 1999
- ▶ Maths Refreshers (Maths) Guide for Book I to IV, 1998

### Others for BEOC Only

- ▶ Amader Shastha (Health), 1992; Revised 1995
- ▶ Amader Bigyan (Science) Part IV, 1993
- ▶ Amader Bigyan (Science) Part V, 1993

### **English**

- ▶ English for Today (Government Textbook) : Teacher's Guide for Grade III, 1997; revised 1998
- ▶ English for Today (Government Textbook) : Teacher's Guide for Grade IV, 1999
- ▶ Work Book for English for Today for Grade IV, 1999
- ▶ Primary English Practice Book & Teachers's Guide for Grade II

### **CLIP**

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### **Bangla**

- ▶ Amar Bhasha (Bangla) with Teacher's Guide part I, 1998

### **Mathematics**

- ▶ Srijoni Gonith (Maths) Book II, 1999
- ▶ Teacher's Guide on Math Book III, 1998

### **Science**

- ▶ Poribesh Porichiti (Science) Teacher's guide for Book III, 1998
- ▶ Poribesh Porichiti (Science) Teacher's guide for Book IV, 1999
- ▶ Poribesh Porichiti (Science) Shomaj Teacher's guide for Book III, 1998
- ▶ Poribesh Porichiti (Science) Shomaj Teacher's guide for Book IV, 1999
- ▶ Paribesh Kotha O Kaaj (Science) for Book II, 1999
- ▶ Paribesh Kotha O Kaaj (Science) Work Book for Book II, 1999

### **English**

- ▶ English Practice Book for Grade III, 1999
- ▶ English Practice Book for Grade IV, 1999

**Several Story Books and Posters are also written and designed by the MDU.**

TABLE 1

## Schools in operation

| Year                            | Types of school | On-going schools |        | Learners in on-going schools |                         |
|---------------------------------|-----------------|------------------|--------|------------------------------|-------------------------|
|                                 |                 | Planned          | Actual | Planned                      | Actual<br>(% of female) |
| Phase I<br>As of<br>March '96   | NFPE            | 12200            | 12200  | 399237                       | 400940<br>(68.0%)       |
|                                 | BEOC            | 4763             | 4763   | 147653                       | 150127<br>(76.3%)       |
|                                 | ESP (NFPE)      | 2037             | 2037   | 61110                        | 61110<br>(70.0%)        |
|                                 | Total           | 19000            | 19000  | 608000                       | 612177<br>(70.2%)       |
| Phase-II<br>April '96-March '97 | NFPE            | 24799            | 24799  | 805316                       | 816457<br>(66.2%)       |
|                                 | BEOC            | 6654             | 6654   | 206274                       | 203396<br>(73.4%)       |
|                                 | ESP (NFPE)      | 2547             | 2547   | 76410                        | 76410<br>(74.3%)        |
|                                 | Total           | 34000            | *34000 | 1088000                      | 1096263<br>(68.1%)      |
| Phase II<br>April '97-March '98 | NFPE            | 22906            | 22906  | 746636                       | 754210<br>(64.9%)       |
|                                 | BEOC            | 8544             | 8544   | 264864                       | 259758<br>(67.9%)       |
|                                 | ESP (NFPE)      | 2550             | 2550   | 76500                        | 76500<br>(74.1%)        |
|                                 | Total           | 34000            | 34000  | 1088000                      | 1090468<br>(66.3%)      |
| Phase II<br>April '98-May '99   | NFPE            | 22322            | 22322  | 728532                       | 735604<br>(64.1%)       |
|                                 | BEOC            | 9128             | 9128   | 282968                       | 277223<br>(68.0%)       |
|                                 | ESP (NFPE)      | 2550             | 2550   | 76500                        | 76500<br>(74.0%)        |
|                                 | Total           | 34000            | 34000  | 1088000                      | 1089327<br>(65.8%)      |

\* 15,000 schools so far funded by the Rural Development Programme (RDP) has been transferred to NFPE in April, '96.

TABLE 2

Staff strength of NFPE: April 1996--May 1999

| Type of staff | April '96--March '97 |      |       | April '97--March '98 |      |       | April '98--May '99 |      |       |
|---------------|----------------------|------|-------|----------------------|------|-------|--------------------|------|-------|
|               | Female               | Male | Total | Female               | Male | Total | Female             | Male | Total |
| Regular       | 429                  | 891  | 1320  | 475                  | 1014 | 1489  | 786                | 2442 | 3228  |
| Project       | 253                  | 1621 | 1874  | 440                  | 1439 | *1879 | 172                | 20   | **192 |
| Total         | 682                  | 2512 | 3194  | 915                  | 2553 | 3368  | 958                | 2462 | 3420  |

\* PA, RT

\*\* RT

TABLE 3

Number of teachers attending training and refresher courses : April 1996–May 1999

| Type of training/ refreshers  | April '96 to March '97 | April '97 to March '98 | April '98 to May '99 | Total (April '96–May '99) |
|---|------------------------|------------------------|----------------------|---------------------------|
| 15 days teachers basic training   | 9,824                  | 5,708                  | 8,160                | 23,692                    |
| 3 days orientation (Before schools open)  | 12,689                 | 8,602                  | 14,453               | <b>35,744</b>             |
| 2 days refreshers after preparatory phase   | 5,202                  | 11,884                 | 21,158               | 38,244                    |
| 2 days refreshers for introducing social studies and environmental science (Book-1) | 6,530                  | 11,972                 | 15,649               | 34,151                    |
| 6 days refreshers at the beginning of class II                                      | 15,091                 | 14,301                 | 11,139               | 40,531                    |
| 6 days refreshers at the beginning of class III                                     | 13,488                 | 10,725                 | 13,054               | 37,267                    |
| 15 days maths development training  | 22                     | 4,067                  | 5,816                | 9,905                     |
| 6 days refreshers 4th phase BEOC teachers   | 1,495                  | 2,026                  | 2,669                | 6,190                     |
| 6 days refreshers 5th phase BEOC teachers   | 3,889                  | 1,298                  | 2,193                | 7,380                     |
| 6 days refreshers 5th phase NFPE teachers   | –                      | –                      | 1,000                | 1,000                     |
| 1 day monthly refreshers  | 302,983                | 307,686                | 374,602              | 98,5271                   |

TABLE 4

Number of NFPE staff attending training : April 1996 – May 1999

| Type of staff training                | Participant       | Duration ( days) | No. of staff           |                        |                      |                      |
|---------------------------------------|-------------------|------------------|------------------------|------------------------|----------------------|----------------------|
|                                       |                   |                  | April '96 to March '97 | April '97 to March '98 | April '98 to May '99 | April '96 to May '99 |
| Pre-service orientation               | PO/PA             | 3                | 26                     | 383                    | 260                  | 669                  |
| Basic training                        | PO/PA             | 15               | 312                    | 575                    | 257                  | 1,144                |
| In service training                   | PO/PA             | 12               | 383                    | 345                    | --                   | 728                  |
| Operational management course (OMC-1) | PO/PA             | 14               | 398                    | 669                    | 415                  | 1,482                |
| Training of trainers (TOT)            | PO/PA             | 12               | 255                    | 661                    | --                   | 916                  |
| Operational management course (OMC-2) | TIC               | 14               | --                     | 166                    | 42                   | 208                  |
| Development management course DMC     | Manager           | 12               | 100                    | --                     | --                   | 100                  |
| Development training                  | Resource Teachers | 15               | --                     | 50                     | --                   | 50                   |
| Maths and English coaching            | RM, AEM, TIC      | 6                | --                     | 1271                   | --                   | 1,271                |
| GQAL                                  | All staff         | 1                | 6                      | 2,458                  | 3,680                | 6,144                |
| Staff special training                | TIC/PO/P<br>A/RT  | 6                | --                     | --                     | 6,055                | 6,055                |
| Team building                         | TIC/PO/P<br>A/RT  | 4                | --                     | --                     | 266                  | 266                  |
| BRAC culture & values                 | All staff         | 3                | --                     | --                     | 269                  | 269                  |
| Gender and sustainable development    | Higher Management | 4                | --                     | --                     | 8                    | 8                    |



**TABLE 5**  
**Course completing schools, graduates & admission into formal schools**

| Year                                   | Types of School | Course Completing schools |        | Graduates |                    |                      | Admission into formal schools |                    |
|--|-----------------|---------------------------|--------|-----------|--------------------|----------------------|-------------------------------|--------------------|
|  |                 | Planned                   | Actual | Planned   | Actual             |                      | Female                        | Total              |
|  |                 |                           |        |           | Female             | Total                |                               |                    |
| Phase II<br>April '96-March '97        | NFPE            | 9,390                     | 9,390  | 272,674   | 195,225<br>(92.2%) | 288,448<br>(93.2%)   | 182,102<br>(93.3%)            | 268,496<br>(93.1%) |
|  | BEOC            | 2,462                     | 2,462  | 68,689    | 50,131<br>(86.9%)  | 70,569<br>(87.4%)    | 40,642<br>(81.1%)             | 57,512<br>(81.5%)  |
|  | ESP (NFPE)      | 85                        | 85     | 2,423     | 1,785<br>(99.9%)   | 2,543<br>(99.7%)     | 1,731<br>(97.0%)              | 2,456<br>(96.6%)   |
|  | Total           | 11,937                    | 11,937 | 343,786   | 247,141<br>(91.1%) | 361,560<br>(92.1%)   | 224,475<br>(90.8%)            | 328,464<br>(90.8%) |
| Phase II<br>April '97-March '98        | NFPE            | 8,325                     | 8,325  | 241,679   | 164,488<br>(92.3%) | 256,137<br>(93.4%)   | 156,810<br>(95.3%)            | 244,124<br>(95.3%) |
|  | BEOC            | 1,792                     | 1,792  | 49,997    | 39,022<br>(84.3%)  | 47,410<br>(85.5%)    | 34,300<br>(87.9%)             | 41,685<br>(87.9%)  |
|  | ESP (NFPE)      | 1,022                     | 1,022  | 29,127    | 22,223<br>(99.9%)  | 30,616<br>(99.9%)    | 21,199<br>(95.4%)             | 30,078<br>(98.2%)  |
|  | Total           | 11,139                    | 11,139 | 320,803   | 225,733<br>(91.5%) | 334,163<br>(92.7%)   | 212,309<br>(94.1%)            | 315,887<br>(94.5%) |
| Phase II<br>April '98-May '99          | NFPE            | *7,814                    | 7,729  | 224,836   | 150,684<br>(92.1%) | 237,533<br>(93.6%)   | 142,302<br>(94.4%)            | 223,810<br>(94.2%) |
|  | BEOC            | 2,180                     | 2,180  | 60,822    | 40,256<br>(87.8%)  | 58,880<br>(90.0%)    | 34,419<br>(85.5%)             | 50,684<br>(86.1%)  |
|  | ESP (NFPE)      | 930                       | 930    | 26,505    | 20,342<br>(99.9%)  | 27,879<br>(99.9%)    | 20,045<br>(98.5%)             | 27,458<br>(98.5%)  |
|  | Total           | 10,924                    | 10,839 | 312,163   | 211,282<br>(91.9%) | 324,292<br>(93.4%)   | 196,766<br>(93.1%)            | 301,952<br>(93.1%) |
| Total<br>Phase II<br>April '96-May '99 | NFPE            | *25,529                   | 25,444 | 739,189   | 510,397<br>(92.2%) | 782,118<br>(93.4%)   | 481,214<br>(94.3%)            | 736,430<br>(94.2%) |
|  | BEOC            | 6,434                     | 6,434  | 179,508   | 129,409<br>(86.4%) | 176,859<br>(87.7%)   | 109,361<br>(84.5%)            | 149,881<br>(84.7%) |
|  | ESP (NFPE)      | 2,037                     | 2,037  | 58,055    | 44,350<br>(99.9%)  | 61,038<br>(99.9%)    | 42,975<br>(96.9%)             | 59,992<br>(98.3%)  |
|  | Total           | 34,000                    | 33,915 | 976,752   | 684,156<br>(91.5%) | 1,020,015<br>(92.7%) | 633,550<br>(92.6%)            | 946,303<br>(92.8%) |

\* The 85 schools have continued completing the full primary cycle in urban and CLIP areas.

**TABLE 6****Training provided to school-library members : April 1996-May 1999**

| Training            | Phase-1         | Phase-II            |                     |                   |                         | Grand total upto May '99 |
|---------------------|-----------------|---------------------|---------------------|-------------------|-------------------------|--------------------------|
|                     | Upto March 1996 | April '96-March '97 | April '97-March '98 | April '98-May '99 | Total April '96-May '99 |                          |
| 1. Vegetable        | 2018            |                     | 2160                | 2224              | 4384                    | 6402                     |
| 2. Nursery          |                 |                     | 1412                | 1123              | 2535                    | 2535                     |
| 3. Poultry          | 12494           |                     | 3846                | 5978              | 9824                    | 22318                    |
| 4. Book binding     | 332             | 350                 | 230                 | 179               | 759                     | 1091                     |
| 5. Fruit Processing |                 |                     | 400                 |                   | 400                     | 400                      |
| 6. Embroidery       |                 |                     | 731                 | 154               | 885                     | 885                      |
| 7. Tailoring        | 11821           | 912                 | 540                 | 6619              | 8071                    | 19892                    |
| <b>Total</b>        | <b>26665</b>    | <b>1262</b>         | <b>9319</b>         | <b>16277</b>      | <b>26858</b>            | <b>53523</b>             |

TABLE 7

## Adult literacy centre : April 1996 – May 1999

| Year                | Carried forward |          |      | Opened        |          |        | Course completed |          |       | On going      |          |        |       |       |      |       |
|---------------------|-----------------|----------|------|---------------|----------|--------|------------------|----------|-------|---------------|----------|--------|-------|-------|------|-------|
|                     | No. of centre   | Learners |      | No. of centre | Learners |        | No. of centre    | Learners |       | No. of centre | Learners |        |       |       |      |       |
|                     |                 | Female   | Male |               | Total    | Female |                  | Male     | Total |               | Female   | Male   | Total |       |      |       |
| April '96-March '97 | -               | -        | -    | -             | 1455     | 34860  | 8790             | 43650    | -     | -             | -        | -      | 1455  | 34860 | 8790 | 43650 |
| April '97-March '98 | 1455            | 34860    | 8790 | 43650         | 1170     | 27750  | 7350             | 35100    | 1455  | 34860         | 8790     | 43650  | 1170  | 27750 | 7350 | 35100 |
| April '98-May '99   | 1170            | 27750    | 7350 | 35100         | 4095     | 95610  | 27240            | 122850   | 4605  | 108210        | 29940    | 138150 | 660   | 15150 | 4650 | 19800 |
| Total               | -               | -        | -    | -             | 6720     | 158220 | 43380            | 201600   | 6060  | 143070        | 38730    | 181800 | -     | -     | -    | -     |

During phase II

Adult literacy centres opened = 6,720 and course completed centres = 6,060

As of May 1999 on going adult literacy centres = 660 and learners in on going centres = 19,800

TABLE 8

Teachers recruited and dropped out : April 1996–May 1999

| year                    | Recruited |      |       | Dropout       |               |               | Existing Teachers * |      |          |
|-------------------------|-----------|------|-------|---------------|---------------|---------------|---------------------|------|----------|
|                         | Female    | Male | Total | Female (%)    | Male (%)      | Total (%)     | Female              | Male | Total    |
| April '96–<br>March '97 | 7144      | 640  | 7784  | 2212<br>(6.5) | 226<br>(16.0) | 2438<br>(6.9) | 31624               | 1184 | **32808  |
| April '97–<br>March '98 | 3360      | 299  | 3659  | 1275<br>(3.9) | 156<br>(11.1) | 1431<br>(4.2) | 31753               | 1254 | ** 33007 |
| April '98–<br>May '99   | 10393     | 313  | 10706 | 1577<br>(4.7) | 165<br>(13.3) | 1742<br>(5.0) | 32156               | 1077 | ** 33233 |

\* December position

\*\* Some experienced teachers were/are operating two schools.

**BRAC**  
**Financial Report**  
**Non Formal Primary Education Program Phase II**  
**April 1996 to May 1999**

|   | Taka                 |
|---|----------------------|
| <b>Receipts :</b>                               |                      |
| Opening Balance 01-04-96                        | 1,895,289            |
| Fund Received :                                 |                      |
| AKF/CIDA  | 107,242,160          |
| DFID  | 560,012,873          |
| DGIS  | 548,081,928          |
| E C   | 906,946,131          |
| KFW   | 566,337,641          |
| NOVIB   | 21,171,765           |
| UNICEF  | 61,220,326           |
| Others (Local donors )                          | 26,970               |
| Bank interest income                            | 900,085              |
| <b>Total Received</b>                           | <b>2,773,835,168</b> |
| <b>Fund Receivable from UNICEF</b>              | <b>41,803,392</b>    |
| <b>Total</b>                                    | <b>2,815,638,560</b> |
| <b>Payments:</b>                                |                      |
| 1. School Cost                                  |                      |
| A. Teachers Cost                                | 1,103,111,464        |
| B. Student Books and Supplies                   | 882,715,286          |
| C. Field Operations                             | 422,373,035          |
| D. Research and Evaluation                      | 16,848,130           |
| E. H.O Logistics and Management Support         | 233,906,091          |
| II. Library Program                             | 128,201,344          |
| III. Innovative Program & Materials Development | 28,483,210           |
| <b>Total</b>                                    | <b>2,815,638,560</b> |