

# **BRAC Education Programme**

## **Proposal for Additional Funding for Primary and Post-Primary Basic Education For Indigenous Children in Bangladesh**

**December 2002**

**(NFPE Phase III, June 1999-May 2004)**

**BRAC EDUCATION PROGRAMME  
PROPOSAL FOR ADDITIONAL FUNDING  
PRIMARY AND POST-PRIMARY BASIC EDUCATION FOR INDIGENOUS CHILDREN IN BANGLADESH  
DECEMBER 2002**

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## **1. BACKGROUND**

This proposal is being submitted by BRAC to the Canadian International Development Agency (CIDA) for additional funding for the BRAC Non-Formal Primary Education Project Phase III. The additional CAD 4 million that CIDA proposes to give to NFPE III would be channeled towards the existing "New Initiatives" under the current NFPE III LFA-based budget. Specifically, the additional funds would be used for expanding the NFPE's current experimental program for educating indigenous children (EIC) in primary as well as post-primary basic education, as outlined below. Of the CAD 4 million in additional funding, the expanded EIC program would utilize CAD 500,000 by March 31, 2003, and CAD 3.5 million between April 1, 2003 and March 31, 2004.

## **2. CONTEXT**

### **Information on the Indigenous Population of Bangladesh**

Bangladesh is a country where, in some areas, different ethnic groups co-exist with the mainstream Bengali population. There are approximately 45 different indigenous groups living in the country. The major groups include: Shantal, Monipuri, Khasia, Hajong, Urao, Bagani (tea garden people), Munda, Paharia, Pahan, Garo, Dhalo, Koch, Kuki, Chakma, Marma and Tripura. According to the latest population census (1991), the total number of indigenous people in Bangladesh is 1.2 million. This number constitutes approximately 1.13% of the total population of the country.

After the World Conference on Education for All (Jomtien) in 1990, Bangladesh started working to reduce the gender gap in its primary education sector. By 2002, the country had managed to reduce the gender gap in the area of primary school enrollment with the ratio of boys to girls being 51.1:48.9. In addition to this, a proposal was made to improve the enrollment ratio of indigenous groups in the primary system. Unfortunately, no national, government-led targets have yet been set to reduce the indigenous student gap. The only emphasis has been on reducing the gender gap. In addition, research in the area of education for indigenous peoples is very limited; no national statistics providing educational data on indigenous groups in Bangladesh currently exist. However, it was found that the children of ethnic minorities were less likely to enroll in schools than those of majority Bengalis.<sup>1</sup> Similarly, children of indigenous communities also face numerous difficulties in post-primary education. Lack of an indigenous child-friendly environment coupled with untrained teachers, insufficient and inappropriate materials, and poor management systems result in the children of these communities dropping out prior to completing Grade X.

### **Government of Bangladesh (GoB) and NGO Efforts for Indigenous Education**

In the National Plan of Action (2002-2015), Section 3.2.8, the Government of Bangladesh (GoB) states that it will address the educational needs of disabled, socially disadvantaged and indigenous children. However, at present, programs run by government agencies are very limited in scope. Unfortunately, there are no statistics on how many indigenous children are enrolled in the GoB system. Recently conducted formal interviews with high-level GoB officials

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<sup>1</sup> Education Watch Report 2001

indicate that the GoB is not acknowledging the needs of indigenous people.<sup>2</sup> There are also several Bangladeshi NGOs currently working for the development of indigenous people. Their areas of work include micro-credit, handicrafts and other income generating activities, and education. These activities are useful but inadequate for the total development of this disadvantaged group of Bangladesh.

In post-primary, most of the institutions are private but receiving assistance such as teacher subvention from the GoB. As with most non-government secondary schools in other parts of the country, the GoB has abdicated its responsibility towards post-primary education to communities. In fact, non-government secondary schools represent 97.5% of all secondary schools in Bangladesh; provide education to 96% of the country's secondary school students; and absorb 96% of the teachers. Unfortunately, many of the non-government secondary schools in indigenous areas are worse off than schools in other parts of the country, simply because the communities are even less equipped than most to manage and run the schools, and because of their geographical remoteness. Apart from a few private initiatives, little effort has been made by the GoB to increase indigenous student access and retention at the post-primary level.

### **BRAC's Efforts for Indigenous Education**

In an effort to better the prevailing situation and to strengthen the GoB's objective to achieve its EFA goals by 2015, BRAC began its interest in indigenous education in 1999. Since this time, BRAC has enrolled indigenous students in its NFPE schools in 14 different regions of the country, as well as made a concentrated effort to cater to the specific needs of these children by developing special materials, raising awareness of the issues both internally and externally, hiring a complement of teachers and support staff of indigenous backgrounds, undertaking research studies on the suitability of its interventions, and making linkages with other NGOs working with indigenous populations. In order to step up the pace of results, the number of indigenous schools, students and teachers has been increased in recent months.

BRAC has been working in non-formal primary education for the past seventeen years, and in the area of indigenous education for over three years. In this time, it has accumulated knowledge and expertise in the area of indigenous education that will help it to successfully carry out the planned expansion of the current initiative.

In addition, BRAC has been working on a Post-Primary Basic Education (PBE) (grades 6 to 10 in Bangladesh) pilot program since 2000. The focus of the PBE program has been to enhance the capacity of teachers of rural non-government secondary schools in mathematics, English, science subjects, and school management through in-service training and workshops. Over the period of a year, BRAC carried out need assessment exercises, consulted relevant institutions (e.g., Institute of Education Research, teachers of training colleges), functionaries of DSHE, and experts on different subjects in addressing the prevailing problems in secondary schools, and worked to develop appropriate training packages and materials for the professional development of teachers in order to enable them to teach better in the classroom, leading to better learning in the schools. To date, BRAC has carried out intensive training for teachers in mathematics and English, and is planning on mainstreaming its PBE program in the next Phase of BEP.

Lastly, BRAC possesses a well-developed national infrastructure, support system and management system, all of which will be applied to intensifying its EIC program.

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<sup>2</sup> Between September and November 2002, one of the Head Office Ethnic Minority group members of BRAC met with both ex-GoB Directorate of Primary Education staff member and a current high-level staff member in the Planning Division to talk about the issue.

### 3. BRAC's CURRENT EIC PROGRAM

At present, BRAC's Education Program (BEP) runs 34,000 non-formal primary schools. There are approximately 7,592 indigenous students studying in 628 of these schools, where either 100% of the students are of indigenous background, or where there is a mix of indigenous and mainstream Bengali children. Of the 40 regions covered by BEP, 16 include schools with indigenous children.

BEP's current experimental EIC initiative consists of the following activities:

- **Materials Development:** Children from indigenous backgrounds were invited to two creative writing workshops. Stories written by these students were collected in order to understand the ideas, feelings, interests, cultures and lives of children from indigenous origin and to increase their self-esteem. These stories will be published and shared in all BRAC schools.
- **Training/Workshops:** The primary objectives of training were to improve the quality of teaching-learning methods and to familiarize and sensitize the mainstream teachers to the cultures and traditions of indigenous students. BRAC has already conducted 4 workshops with Teams-in-Charge, Program Organizers, and trainers at Sreemongol and Savar training centers to create awareness of indigenous issues.
- **Advocacy/Linkage Building:** Early on, BRAC organized an ideas-sharing workshop with NGO leaders from indigenous backgrounds. This information has been circulated and added to. Sharing ideas on the common misconceptions that prevail in mainstream Bengali society about indigenous people is crucial. Designing future advocacy strategies is an ongoing process. In addition, BRAC has already networked with the following NGOs currently working with indigenous groups across the country: CARITAS, Kolnonia (a project of the national Christian Fellowship of Bangladesh), Proshika, and Oxfam. BRAC staff has also interacted with NGOs such as Greenhill, CARE and the Integrated Development Foundation in the remote area of Rangamati.
- **Monitoring, Research and Evaluation:** Continuous development and evaluation of the monitoring system for indigenous schools is necessary. BRAC is promoting comparative studies on the quality of indigenous schools and mainstream schools with a particular focus on language and cultural issues. A recent BRAC Research and Evaluation Division intern research paper on ethnic minorities and education in Bangladesh provides preliminary documentation that the need for further research and education for this group of people is much needed and will be essential in formulating effective policies.<sup>3</sup> In addition, a current BRAC BEP intern/independent researcher is carrying out a doctoral level study on teacher training which will incorporate BRAC's work-to-date on developing an indigenous teacher training model<sup>4</sup>.

BEP's interventions in Post-Primary Basic education consist of the following activities:

- **Government Approval:** In late 2001, BRAC approached the Ministry of Education for approval to work in the post-primary education sector and to develop different interventions through a pilot project. Approval was granted by the GoB.
- **Teacher Education and Development:** After the necessary preparatory work, BRAC launched a training program in May 2002 to enhance the capacity of teachers engaged in

<sup>3</sup> Rowshan Hannan, *BRAC's Ethnic Minority Schools: A Study of Perceptions and Classroom Behaviour*, May 2002.

<sup>4</sup> Brenda Haipik's research is currently being funded by AKFC/CIDA through the Canadian Component of the CIDA/AKFC funding to BRAC's NFPE III Project.

teaching mathematics and English at the post-primary level. So far, 60 teachers have received training and another 50 teachers will be attending the course in December 2002 - January 2003. The three-week residential training program is intensive in nature and covers key areas in mathematics and English.

- **Material Development:** After a thorough needs assessment, BRAC entered into the material development phase by engaging a mixed group of people, including BRAC staff with relatively good knowledge of the relevant subjects, practicing teachers, and experts on the subjects (mathematics and English).
- **Cooperation with Other Projects/Providers:** In order to supplement its knowledge base, to reach a larger number of schools, to increase the impact of its intervention and to avoid overlapping of effort, BRAC has been in regular contact with other major projects/interventions in the area of post-primary education. At this moment, there are two major government projects within the domain of secondary education. These are PROMOTE (Program for Motivation, Training and Employment of Female Teachers) and SESIP (Secondary Education Sector Improvement Project).

#### 4. EXPANSION OF BRAC'S EIC INITIATIVE WITH ADDITIONAL FUNDING

Basic education is a human right for all children in Bangladesh. By expanding its current EIC program, BRAC hopes to provide equal opportunities for education to the children of ethnic minority populations in Bangladesh. Through interventions related to consciousness-raising, designing appropriate policies, recruiting and developing resource personnel, developing special curriculum materials, making linkages with other NGOs working in the sector, and promoting advocacy activities, as well as by opening additional NFPE schools targeted to children of indigenous backgrounds, BRAC will directly fill a vital and urgent need within the current primary education sector. In addition to running and supporting the operation of schools for indigenous children, BRAC also hopes through this initiative to begin developing a model for non-formal primary ethnic minority schools that can be refined in the next phase of NFPE, and eventually be taken up and adapted by both the GoB and other NGOs. Moreover, BRAC will also expand its post-primary basic education model to encompass areas with largely indigenous populations, specifically by developing the capacities of teachers in post-primary and by developing materials geared especially for older indigenous children. Perhaps most vital is the fact that efforts in post-primary will ensure an effective transition for indigenous children after their primary schooling and will assist them to continue their education from Grades VI to X.

The proposed expansion of the EIC initiative will contribute to NFPE III's existing overall goal ("To strengthen the national system") and purpose ("The provision of an improved, full-range primary curriculum that will allow learners to retain and use the literacy, numeracy and life skills learned" and "NFPE/BEOC graduates are contributing economically to their families").

In addition, for the purposes of monitoring and evaluating the results of the initiative, BRAC proposes the three following Outputs<sup>5</sup>:

- Increased access to cost-effective, quality primary education for indigenous children;
- Progress towards the development of a model for primary education for indigenous children; and
- Increased access to and retention of indigenous children in quality post-primary basic education.

<sup>5</sup> Please note that these are "Outputs" as defined by the current NFPE III LFA, not as defined by CIDA. In CIDA terms, these would probably be more appropriately termed "Outcomes".

These Outputs are described in detail below. In addition, a budget is included at the end of this proposal.

**Output 1: Increased access to cost-effective, quality primary education for indigenous children.**

**Table 1: Characteristics of Schools for Indigenous Children**

# of schools to be opened	700
# of children to be enrolled	19,600 total (700 x 28)
Age of children	8-14 years old
Type of schools	NFPE and BEOC/KK
Girl:boy ratio	50:50
# of students per class	28
# of teachers to be recruited	700 teachers + 700 assistant teachers
Length of cycle	4 years
Cost per learner per year	US \$39 <sup>6</sup> (approximately)

**Number of Schools and Children:** A total of 700 schools will be opened over a 13-month time period under this initiative, with a total enrollment of 19,600 learners. These schools will be in addition to the 34,000 ongoing schools under the current NFPE Phase III. Children aged 8-14 years will be selected for enrollment in two categories of schools, NFPE and BEOC, both of which will provide the full primary cycle over 4 years. The target ratio of boys to girls will be 50:50, because the number of indigenous girl children is insufficient to form 65% of each class. Moreover, currently the un-enrolled ratio of indigenous boys to girls is equal. Flexibility in enrollment criteria and school opening criteria is crucial at this early stage of program design, and needs-based management is necessary. If there are some indigenous children living in an area who qualify for school admission but there is an insufficient number of students to open a 100% indigenous school, these students will be enrolled into an existing NFPE or KK school in the area with other learners from Bengali background. Conversely, if there are some Bengali children who qualify for school admission living in an area where an indigenous school is being opened, they will be enrolled in the indigenous school.

**Location of Schools:** Geographically, the indigenous groups in Bangladesh can be divided into 4 major clusters, three of which will be targeted through this initiative: *(Please see the attached map.)*

- The Sylhet-Sreemongal belt includes the Khasia, Monipuri, Hajong, Shantal groups and a large group of people from various indigenous groups known collectively as Bagani (tea garden workers).
- The Mymensingh belt includes the Garo, Rajbonshi, Hajong, Dhala and Koch groups.
- The Rajshahi, Rangpur and Dinajpur belt include the Shantal, Pahan, Urao, Mahato, Paharia, Munda and a few other groups.

No activities in the Chittagong Hill Tracts (CHTs) will be funded through this EIC initiative; however, BEP will continue to fund activities in the CHTs through its main NFPE III program.

<sup>6</sup> The per child per year cost is higher than in NFPE/KK schools because the initial start-up costs (e.g., initial teacher training, school furniture, etc.) for schools are normally spread out over a 4-year time span; however, because these schools are only being funded for one-year, these costs cannot be spread out.

**Fee Policy:** BRAC has decided to provide free access to quality primary education for indigenous children, who often come from the poorest families. Consequently a 100% fee exemption has been made for them.

**Flexible Class Size:** In a regular NFPE classroom, a teacher is responsible for a cohort of 30 to 33 students. Due to the scattered, remote locations of indigenous communities, the number of students in a BRAC NFPE/KK school catering to indigenous students will be approximately 28. BRAC's immediate goal is to increase the number of schools in indigenous settlements throughout the country.

**Active Community Participation:** As it does with all of its education programs, BRAC is working closely with community leaders in indigenous areas to share ideas and dispel common misconceptions about indigenous people. Ongoing needs assessment of communities must be community-led and community-developed.

**Parent Participation:** In normal BRAC schools, parents are made aware of issues relating to their children's education and health. To facilitate this, parents (especially mothers) attend monthly meetings where subjects beyond schooling, including health and hygiene, are discussed. This would be replicated with the parents of indigenous children and, hopefully, will have a positive impact on the areas of education, health and hygiene for indigenous communities.

**Management Information Systems (MIS):** BRAC's MIS unit will work to provide quantitative data for monitoring and evaluation of the expanded EIC initiative. The monitoring group is responsible for collecting both quantitative and qualitative information and analyzing it. All recommendations from monitors are shared and disseminated to different levels within BEP. The MIS unit's work closely supervises data collection on school operations, teachers and staff training sessions, as well as staffing and logistics. At present, an updated school monitoring form is being drafted for use in indigenous and mixed BRAC schools. This form will help to monitor the EIC program, as well as aid in planning further programs.

**Student Evaluation:** All of BEP's existing evaluation tools will be used for indigenous student evaluation (including SAT tests). In addition to this, comparisons will be made between the progress of indigenous and Bengali students in order to evaluate the effectiveness of this initiative.

**Advocacy and Research:** BRAC Local Representatives are currently being used as advocates within BRAC to promote BEP's EIC initiative. BRAC also provides financial and technical support to organizations working with ethnic minorities through ESP. Future plans include developing further implementation strategies and developing effective methods of information dissemination to target NGO/GoB officials, ethnic people at the grass root level, community leaders as well as BRAC staff. To decrease negative perceptions among indigenous people and for the promotion of indigenous awareness, a network will be built up through the Advocacy Unit within BRAC.

Staff members are currently being used as researchers and surveyors to gather information. Initial household surveys are being carried out to identify children aged 8-14 and geographical locations where new BRAC schools in indigenous areas can be opened. Both BEP and RED researchers will be involved in assessing the changes in popular attitudes towards indigenous people. In addition, researchers will assess the impact of training and workshops related to this new initiative.

**Management:** Under this new initiative management of the schools will be integrated within the BEP's existing management structure. In addition, some new indigenous staff will be recruited to manage this initiative. An ethnic minority core group is already in place at Head

Office to manage and guide this initiative. This core group will be expanded to include staff currently involved in field operations, teacher and supervisor training, developing materials, and monitoring and evaluation.

**Output 2: Progress towards the development of a model for primary education for indigenous children<sup>7</sup>.**

The development of a model of primary education for indigenous children will necessitate making changes to the current NFPE model, as well as innovating new elements. At the same time, in an effort to integrate indigenous culture within mainstream Bengali schools, some of these innovations will be adapted back into the NFPE program. One of the objectives of BEP during this experimental stage is to test out new adaptations and methodologies, and eventually to document the successes and challenges of the new model. Innovative elements of the new model can be categorized under three major headings:

**Field Operations**

Close Supervision: Due to the scattered nature and remoteness of the areas where these schools will be located, it will be very difficult for supervisors to manage and supervise more than 8 schools each (compared to 14 schools each for normal NFPE schools). Transportation facilities such as motorcycles or a monetary allowance and local accommodation for field staff will be needed to allow this close and necessary supervision to take place.

Regional Sector Specialists (RSS): These cultural experts will play a very important role in ensuring the success of this initiative. RSSs will increase the participation of indigenous people and communication within the community. RSS personnel will help to preserve the cultures and identities of indigenous groups and to build strong networks among indigenous communities, BRAC field staff and BRAC Head Office staff. It is imperative that indigenous community participants feel comfortable working with BRAC in order for progress to be made. BRAC has already begun recruiting RSSs from indigenous backgrounds.

Encouraging Minority Staff Recruitment: To promote better relationships and awareness building among the teachers and staff BRAC has already begun recruiting a complement of field staff from indigenous communities.

Flexible Policies for Teacher Recruitment: BRAC has strongly encouraged teachers from indigenous backgrounds to join BEP as this will help develop the self-esteem and confidence of indigenous learners and provide positive role models in indigenous communities. Exercising flexibility in BRAC's teacher recruitment policy for indigenous teachers will be key. Although a minimum formal educational qualification of grade 9 is the normal requirement for BRAC teachers, indigenous teachers with less than this level of education are encouraged to apply and will have chances for future educational development. In the case of indigenous teachers, the personality and competency levels of potential teachers can be lower than the normal requirement because of non-availability of teachers from this background. In one class there could potentially be two teachers who both speak at least one of the minority languages spoken by students in the class. The second teacher, acting as an assistant teacher, could be an adolescent from the community. This strategy will not only help student learning in the classroom, but will also help the adolescent to get professional experience and perhaps become a BRAC teacher at some point in the future.

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<sup>7</sup> It should be noted that the output deliberately uses the phrase 'progress towards' since, realistically, a model cannot be developed and tested within 13 months; it would take at least one full cycle of graduates, if not more, before success can be adequately gauged.



## **Curriculum and Materials Development**

**Indigenous Materials Development:** BEP staff, along with indigenous teachers and all community members (parents, students, etc.) will work together to develop supplementary curriculum resources for different subject areas (Bangla, mathematics, social studies and English). Current subject texts will also be revised to include indigenous material (i.e., pictures of indigenous children, ways of life, etc.). BRAC will also continue to liaise with local NGOs who have experience working with and developing curriculum materials for indigenous learners.

**Language Development:** BRAC has learned through experience that indigenous children face difficulties in Bangla in the initial years of schooling. Bangla is not the mother tongue of these students. BRAC encourages teachers and students to use the local dialect whenever necessary in order for learners to understand the concepts taught and for meaningful learning to occur. This is a first 'survival' step to promote participation, confidence and self-esteem building in indigenous learners. Ultimately, BRAC hopes to incorporate bilingual and bicultural education into this developing indigenous NFPE model.

**Teachers' Guides:** BRAC will develop teachers' guides that will incorporate different techniques on how to integrate information about the lifestyles and cultures of indigenous peoples while also providing ideas about how to teach indigenous pupils to increase their confidence and self-esteem. Increasing indigenous content across the curriculum (in math, Bangla, social studies and English) is one of the primary goals of curriculum development within this initiative, as is the promotion of life skills content particular to the remote geographical areas where indigenous students live.

**Emphasis on Self-Esteem:** Teachers and students will be encouraged to participate in songs and dances from their own cultures. This contributes to making children culturally sensitive and increasingly self-confident at an early age and to changing the perception of mainstream learners towards indigenous learners.

**Video Creation:** Videos about the ethnic minorities of Bangladesh showing BEP interventions in education, geographical locations, cultures and languages are being planned. These products could be used within BRAC during training sessions, during parents meetings and for advocacy and workshop purposes, as well as internationally to increase awareness of indigenous issues.

## **Capacity Development For Primary**

**Orientations for Bengali Staff:** These orientations will encourage interaction and socialization of current Bengali staff with indigenous staff, teachers and students.

**Orientations for Teachers:** These orientations will encourage teachers to increase interaction among children from indigenous origins with their Bengali counterparts, to share ideas and collaborate with indigenous colleagues, and to change their preconceptions and misconceptions about indigenous people.

**RSS Development:** These staff members must be very effective communicators and 'cultural border crossers' to promote better communication amongst all stakeholders. Therefore, they will also need training.

**Batch Trainer Development:** Batch Trainers (BTs) are experienced teachers who are responsible for helping program organizers to train teachers during monthly refresher courses. These expert teachers are playing, and will continue to play, a key role in indigenous teacher development. At present, they help to familiarize and sensitize mainstream Bengali and

indigenous teachers about the cultures and traditions of their indigenous pupils as well as to understand how to integrate indigenous students into mainstream classrooms. BTs will also be used as curriculum developers for this new initiative. Thus, it is important that these staff members receive appropriate continuous training.

**Other Staff Development:** Staff development through university programs and short courses on bilingual education, diversity in education and multicultural education will be encouraged, as will the participation of BRAC Head Office and field staff at international conferences to both promote BRAC's NFPE EIC model and to learn about what other organizations/individuals are doing internationally in the field of indigenous education.

**Technical Support:** BRAC will be actively seeking experienced consultant(s) who can help with language development needs, strengthening the capacity of staff and teachers and any other areas of concern where expertise is needed.

**Output 3:** Increased access to and retention of indigenous children in quality post-primary basic education.

**Table 2: Characteristics of Schools for PBE**

# of schools to be benefited	125
# of subject teachers to receive subject-based training	1,350
# of Head and Assistant Head teachers to receive school management training	500
# of workshops with wider community and relevant GoB officers	119

**Selection of Teachers & Schools:** For school selection, priority will be given to those areas in the greater districts of Mymensingh, Sylhet, Rangpur and Dinajpur, where different ethnic groups co-exist with the mainstream Bengali population. A total of 125 rural non-government secondary schools will be the recipients of BRAC support. The criteria for school selection include:

- schools where students of indigenous communities are enrolled;
- valid legal status of the school (i.e., affiliated with the government, receiving teacher subvention, and Female Secondary Stipend Program);
- has a management committee constituted as per the government rules; age of the school (in existence at least for 10 years);
- has a Head Teacher (i.e., the position is not vacant); and
- willing to cooperate with BRAC in the pre- and post-training period for situation assessment, follow-up and monitoring.

**Library Facilities:** Most students who come from non-literate environments have little understanding about the use of libraries. The experiences of BRAC's continuing education, particularly the Gonokendro/union libraries, suggest that secondary school students can derive significant benefit if a functional library is available in the school.

Taking these positive experiences into consideration, BRAC plans to establish a library in the project schools. Each library will be equipped with computers and CDs on different subjects (e.g., English, mathematics, science), which will allow students and teachers to increase their knowledge in different subject areas as well as to become computer literate. The librarian will be trained to operate the computer.

Creating an Enabling Environment: Non-government secondary schools theoretically represent an ideal model of public-private partnership. The community takes initiative in establishing the schools and manages the schools through a committee (school management committee or SMC) with support from the government. BRAC experiences suggest that the broader community and professional groups can play a more pro-active role in addressing some of the problems of the secondary schools if they are duly prepared and mobilized.

In order to promote and sustain a better learning enabling environment within the schools, a series of workshops and dialogue sessions will be organized with different groups of people including representatives of local bodies, local-level government officers and other leaders and members of the community.

Monitoring and Research: Monitoring, MIS (management information system) and research activities will represent important aspects of the PBE initiative. The objective of the MIS would be to facilitate informed decision-making. Following-up key activities (e.g., trainings and workshops) and generating new information through research studies on key areas will be another facet of PBE.

### **Capacity Development for Post-Primary**

Teacher Education and Professional Development (TEPD): BRAC's intervention in the area of teacher education and development is meant to bring about a qualitative improvement in teachers' capacities so that they can effectively facilitate classroom teaching in major subject areas such as English, mathematics, science and co- and extra-curricular activities. In-service training will be imparted through modular courses with retraining and systematic post-training follow-up, monitoring and action research.

Management Training: Head Teachers and Assistant Head Teachers of the project schools and the members of the SMCs will be trained on different aspects of school management. BRAC plans to introduce a short duration (5 to 7-day) course and intensive management training during the project period.

Trainer Development: During the project period, BRAC will develop an appropriate number of trainers in the above-mentioned areas. One of the significant components of PBE will be trainer development for the key subjects including mathematics, English, and science subjects; these trainers will eventually be engaged in the training of teachers. This would allow BRAC to minimize its dependence on external trainers.

Stipend for Indigenous Populations: BRAC will, through a stipend system, support continuing education for both BRAC students and teachers of indigenous backgrounds. These stipends will consist of:

- Teacher stipends to support the continuation of education for indigenous teachers to complete the secondary school certificate course. A stipend of Tk. 1,500 per teacher has been budgeted for 1,400 teachers (700 teachers and 700 assistant teachers per year).
- Post-Primary student stipends to support free post-primary education for indigenous students. A stipend of Tk. 25 per month per student for 7,000 students has been budgeted for the period of 13 months
- Higher secondary/tertiary student stipends to provide financial support for indigenous learners interested in pursuing higher education up to the college or

university level. A stipend of Tk. 3,000 (including tuition fees and book purchase) for 500 students has been allocated.

### **Curriculum and Material Development**

Material Development for Post-Primary: Materials development will be another important activity of the pilot project. Since English, mathematics and science have been identified as the hardest subjects at the secondary level, BRAC will develop appropriate materials for training of teachers on the relevant subjects.

To encourage the co-and extra-curricular activities in the secondary schools, materials will be developed for training of teachers in their area. Necessary materials will also be developed for the training of the Head teachers and SMCs.

All the materials will be field tested and revised before being used in the training sessions.

Due to limited human resources in the area of materials development, particularly in mathematics, English and science subjects, BRAC for the time being will hire external resource persons/material developers as short-term consultants from the country's existing human resources to develop necessary materials.

### **Field Operations**

Management of the PBE: The PBE is a relatively new intervention. It is therefore very important that all the activities at all levels are duly designed, planned, implemented and monitored to achieve planned results. BRAC's initial experiences in PBE and other programs (e.g., NFPE, continuing education) suggest that strong social contact/mobilization works are required to create ownership and engage the school teachers, SMC members, and community members in organizing and implementing different activities. Taking these factors into consideration, BRAC will assign one Program Organizer (PO) for 3 schools each, for organizing local level activities including rapport building, social mobilization and follow up of activities in different areas. The POs will be duly prepared through initial and in-service training to carry out the assignment effectively.

The POs will be guided and supported by an Area Manager. An Area Manager (AM) will be a person with adequate experience in education and social mobilization work (at least 3 to 4 years) and proper training. An AM will facilitate the activities of 15 to 20 schools depending on geographical proximity. The AM will meet the POs regularly (at least once a month) to discuss progress, lessons and problems of different activities/issues, and to identify potential actions. All field level activities will be coordinated by a Regional Manager (RM), who will undertake field visits to meet a cross-section of staff, school teachers, and local people to have first-hand information and meet the POs and AMs regularly to discuss progress and problems of different activities under PBE. The RM will be reportable to the Program Coordinator, who will coordinate the all activities of PBE. The PC will guide the work of all the units of PBE including material development, teacher trainer development, advocacy, and field-level operations, as well as liaise with other departments both within and outside BRAC. The PC will be accountable for his/her works to the Deputy Executive Director (DED) of BRAC, who is responsible for program design, policy planning, general guidance, and overall implementation of the BRAC Education Programme (BEP). It is worth noting that both the PBE and Primary level interventions activities will be organized in the same locations and from the same field offices.

## **5. SUSTAINABILITY AFTER 2004**

The duration of this initiative is 13 months. After March 31, 2004, when CIDA funding comes to an end, the 700 NFPE/KK primary schools will be supported by BRAC NFPE III funds until BEP Phase IV begins in June 2004. In Phase IV, these schools will be integrated into the larger BEP non-formal primary school operation. Interventions in post-primary through this EIC initiative will provide information and strategic direction for mainstreaming the post-primary program in the next Phase.

#### **6. REPORTING ON THE EXPANDED EIC INITIATIVE**

BRAC will, as per CIDA's request, report on the three outputs above as part of its current reporting to the Donor Consortium for NFPE III, through its semi-annual Progress Reports. Requests for funds will continue to be channeled through Aga Khan Foundation Canada.

**BRAC**  
**Summary Budget for Post Primary Basic Education and**  
**Ethnic Minority School**  
**March 2003 to March 2004**

SL No	Activity/ Item	Amount in Taka		
		March 2003	April 2003 to March 2003	Total Cost
<b>A.</b>	<b>Ethnic Minority School (Output 1 &amp; 2)</b>			
A.1	Teachers Cost	2,036,200	13,123,200	15,159,400
A.2	Student Books and supplies	772,120	4,801,000	5,573,120
A.3	School rent and Class room Supplies	374,400	3,212,200	3,586,600
A.4	Materials Development	9,310,000	12,699,216	22,009,216
A.5	Operational Expenses	955,500	17,541,000	18,496,500
A.6	Consultant and Technical assistance	-	2,500,000	2,500,000
A.7	Research and Monitoring	268,964	1,027,532	1,296,497
A.8	HO Management and Logistics Expenses	941,375	3,596,363	4,537,739
	<b>Total of A</b>	<b>14,658,560</b>	<b>58,500,511</b>	<b>73,159,071</b>
<b>B</b>	<b>Post Primary Basic Education (Output 3)</b>			
B.1	Material Development	937,500	7,650,000	8,587,500
B.2	Teacher Trainer	429,000	5,148,000	5,577,000
B.3	Training & Workshop	-	36,523,000	36,523,000
B.4	Programme Implementation and Management	1,218,000	2,016,000	3,234,000
B.5	Facilitation, Supervision and Monitoring	637,700	7,652,400	8,290,100
B.6	Research	31,200	360,000	391,200
B.7	Institutional linkage with other professional organizat	500,000	1,500,000	2,000,000
B.8	Stipend for Student & Teachers	175,000	5,700,000	5,875,000
B.9	H.O Logistics and Management Cost	272,804	4,633,258	4,906,062
	<b>Total of B</b>	<b>4,201,204</b>	<b>71,182,658</b>	<b>75,383,862</b>
	<b>Total Budget (A+B) in Taka</b>	<b>18,859,764</b>	<b>129,683,169</b>	<b>148,542,933</b>
	<b>Total Budget (A+B) in CAD S</b>	<b>509,723</b>	<b>3,504,951</b>	<b>4,014,674</b>

Item/Activity	Unit Cost Taka	Number/Quantity		Cost in Taka		
		March 2003	April 2003 March 20	March 2003	April 2003 to March 2004	Total Cost
<b>A. Ethnic Minority School</b>						
<b>1. Teachers Cost</b>						
1.1 Teachers Training (Basic Training) 24 days Tk.4000 per teacher per course (700 Teacher + 700 Assistant Teacher)	4,000	400	1,000	1,600,000	4,000,000	5,600,000
1.2 3 day orientation course (before opening school) Tk.40 per person per day (700 Teacher + 700 Assistant Teacher)	120	400	1,000	48,000	120,000	168,000
1.3 Refreshers course 1 day per month Field based Tk.40 per person per month (700 Teacher + 700 Assistant Teacher)	40	400	1,400	32,000	192,000	224,000
1.4 Teacher Salary Tk.700 per month	700	200	700	140,000	5,880,000	6,020,000
1.5 Assistant Teacher Salary Tk.300 per month	300	200	700	60,000	2,520,000	2,580,000
1.6 Teaching aids and manual	600	200	500	120,000	300,000	420,000
<b>1.7 Teachers Supplies</b>						
1.7.1 Teacher Bag	80	400	1,000	32,000	80,000	112,000
1.7.2 Bound Exercise Book Per School per year 8 Nos	0	400	7,000	0	0	0
1.7.3 Ball pen Per School per year 12 Nos	3	600	8,400	1,800	25,200	27,000
1.7.4 Clip File Per School per Cycle 1 No	6	200	500	1,200	3,000	4,200
1.7.5 Folding File Per School per Cycle 1 No	6	200	500	1,200	3,000	4,200
<b>Total of Teacher Cost (1)</b>				<b>2,036,200</b>	<b>13,123,200</b>	<b>15,159,400</b>
<b>2. Student Books and supplies</b>						
<b>2. 1. Student Books (Grade-I)</b>						
2. 1.1 Bangla Text book(Part I)	8	5,600	14,000	44,800	112,000	156,800
2. 1.2 Bangla Text book(Part II)	10	5,600	14,000	56,000	140,000	196,000
2. 1.3 Math's Text book	8	5,600	14,000	44,800	112,000	156,800

Item/Activity	Unit Cost Taka	Number/Quantity		Cost in Taka		
		March 2003	April 2003 March 20	March 2003	April 2003 to March 2004	Total Cost
2. 1.4 Math Workbook	14	5,600	14,000	78,400	196,000	274,400
2. 1.5 Shahaj Path	5	5,600	14,000	28,000	70,000	98,000
2. 1.6 Paribash Parichiti Workbook	14	5,600	14,000	78,400	196,000	274,400
2. 1.7 Story Books (Per school)	600	200	500	120,000	300,000	420,000
2. 2 Student Books (Grade-II)						
2. 2.1 Bangla Text book	8	0	19,600	0	156,800	156,800
2. 2.2 Bangla Workbook	14	0	19,600	0	274,400	274,400
2. 2.3 Math's Text book	8	0	19,600	0	156,800	156,800
2. 2.4 Math's Workbook	14	0	19,600	0	274,400	274,400
2. 2.5 Maths Teachers Guide	20	0	19,600	0	392,000	392,000
2. 2.6 Social studies Text book	10	0	19,600	0	196,000	196,000
2. 2.7 Social studies Workbook	14	0	19,600	0	274,400	274,400
2. 2.8 Social studies Teachers Guide	20	0	19,600	0	392,000	392,000
2. 2.9 English Workbook	14	0	19,600	0	274,400	274,400
2. 2.10 Story Books (4 copies per School)	10	0	2,800	0	28,000	28,000
2.3. Student Supplies						
2. 3.1 Slate	15	5,600	14,000	84,000	210,000	294,000
2.3.2 Scale	3	5,600	14,000	14,000	35,000	49,000
2.3.3 Hard board	8	5,600	14,000	44,800	112,000	156,800
2.3.4 Line drawing sheet	2	5,600	14,000	12,320	30,800	43,120
2.3.5 Slate pencil Per year per Student 12 Nos	0.25	16,800	168,000	4,200	42,000	46,200
2.3.6 Wood pencil Per year per Student 6 Nos	1.50	5,600	84,000	8,400	126,000	134,400
2.3.7 Exercise book Per year per Student 12 Nos	2.50	16,800	168,000	42,000	420,000	462,000
2.3.8 Pencil sharpner Per year per school 4 dozen	20.00	5,600	14,000	112,000	280,000	392,000
<b>Total of Student Books and supplies (2)</b>				<b>772,120</b>	<b>4,801,000</b>	<b>5,573,120</b>
<b>3. School rent and Class room Supplies</b>						
3.1 Supplementary Reading Materials						



Item/Activity	Unit Cost Taka	Number/Quantity		Cost in Taka		
		March 2003	April 2003 March 20	March 2003	April 2003 to March 2004	Total Cost
3.1.1 Gonokendra (Journal) Per year per school 48 copies	3.00	0	33,600	0	100,800	100,800
3.1.2 Story Book (Grade-II) Per school 30 copies per Cycle	20.00	0	21,000	0	420,000	420,000
3.2. Classroom Supplies						
3.2.1 Signboard	150	200	500	30,000	75,000	105,000
3.2.2 Blackboard	150	200	500	30,000	75,000	105,000
3.2.3 Painting of Black boards Per year	10	200	500	2,000	5,000	7,000
3.2.4 Trunk	220	200	500	44,000	110,000	154,000
3.2.5 Floor Mat	250	200	500	50,000	125,000	175,000
3.2.6 Duster (2 nos Per Year)	6	200	1,400	1,200	8,400	9,600
3.2.7 Chalk	36	200	500	7,200	18,000	25,200
3.2.8 Classroom supplies	850	200	700	170,000	595,000	765,000
3.3. School rent	200	200	700	40,000	1,680,000	1,720,000
<b>Total of School rent and Class room Supplies (3)</b>				<b>374,400</b>	<b>3,212,200</b>	<b>3,586,600</b>
<b>4. Materials Development</b>						
4.1. Supplementary materials						
4.1.1 Ethnic School (per School)	2,000	0	700	0	1,400,000	1,400,000
4.1.2 Mainstream (per school)	896	10,000	10,546	8,960,000	9,449,216	18,409,216
4.2. Workshop	15,000	10	70	150,000	1,050,000	1,200,000
4.3. Advocacy				200,000	800,000	1,000,000
<b>Total of Materials Development and Stipend (4)</b>				<b>9,310,000</b>	<b>12,699,216</b>	<b>22,009,216</b>
<b>5. Operational Expenses</b>						
5.1. Salary and Benefits						
5.1.1 Salary of PO Tk.6000 per month	6,000	25	88	150,000	6,300,000	6,450,000
5.1.2 Salary of Team Incharge Tk.7000 per month	7,000	30	30	210,000	2,520,000	2,730,000
5.1.3 Salary of Regional Manager Tk.12,000 per month (50%)	6,000	5	5	30,000	360,000	390,000
5.1.4. Salary of Regional Sector Specialist Tk.8,000 per month	8,000	5	5	40,000	480,000	520,000
5.1.5 Salary of Quality Manager Tk.8,000 per month (50%)	4,000	5	5	20,000	240,000	260,000
5.1.6 Salary of Team Office Accountant	1,500	30	30	45,000	540,000	585,000

Item/Activity	Unit Cost Taka	Number/Quantity		Cost in Taka		
		March 2003	April 2003 March 20	March 2003	April 2003 to March 2004	Total Cost
Tk.6,000 per month (25%)						
5.1.7 Salary of Service Staff Tk.3000 per month	3,000	30	30	90,000	1,080,000	1,170,000
5.2. Travelling & transportation	1,500	70	133	105,000	2,385,000	2,490,000
5.3. Staff training & Development 10% of salary	10%	-	-	49,500	1,044,000	1,093,500
5.4. Office Rent and Utilities Tk.5,000 per month	5,000	30	30	150,000	1,800,000	1,950,000
5.5. Office stationeries and supplies Tk.1000 per month	1,000	30	30	30,000	360,000	390,000
5.6. General Expenses and Maintenance Tk.1200 per month	1,200	30	30	36,000	432,000	468,000
<b>Total Operational expenses (5)</b>				<b>955,500</b>	<b>17,541,000</b>	<b>18,496,500</b>
6. Consultant and Technical assistance				0	2,500,000	2,500,000
7. Research and Monitoring	2%			268,964	1,027,532	1,296,497
8 HO Management and Logistics Expenses 7% of above expenses	7%			941,375	3,596,363	4,537,739
<b>Total of A</b>				<b>14,658,560</b>	<b>58,500,511</b>	<b>73,159,071</b>

SL No	Activity/Item	Unit Cost (Taka)	Quantity/Nos		Amount in Taka		
			March 2003	April - March 2003-04	March 2003	April 2003 to March 2004	Total Cost
<b>B.</b>	<b>Budget for Post Primary Basic Education Activities for 125 existing non-government rural schools</b>						
<b>B.1</b>	<b>Material Development</b>						
1.1	Salaries and benefits of material developer (Eng.-5, Math-5, Science-5, Management-2, Co/extra curricular Activities-1=18 persons)	15,000	18	18	270,000	3,240,000	3,510,000
1.2	Traveling and transportation (15% of 1.1)	2,250	18	18	40,500	486,000	526,500
1.3	Capacity development (10% of 1.1)	1,500	18	18	27,000	324,000	351,000
1.4	Local Consultant (Eng-2, Math-2, Management-1, Science-1= 6 persons)	50,000	6	6	300,000	3,600,000	3,900,000
1.5	Computer with UPS and stabilizer (5.nos)	60,000	5	-	300,000	-	300,000
	<b>Total of B.1</b>				<b>937,500</b>	<b>7,650,000</b>	<b>8,587,500</b>
<b>B.2</b>	<b>Teacher Trainer</b>						
2.1	Salaries and benefits of the teachers trainer (Eng.-10, Math- 10, Science -5, Management-2, Co/extra curricular trainer-2 = 29 persons)	15,000	22	22	330,000	3,960,000	4,290,000
2.2	Traveling and transportation (20% of 2.1)	3,000	22	22	66,000	792,000	858,000
2.3	Capacity development of teacher trainer (10% of 2.1)	1,500	22	22	33,000	396,000	429,000
	<b>Total of B.2</b>				<b>429,000</b>	<b>5,148,000</b>	<b>5,577,000</b>
<b>B.3</b>	<b>Training and Workshop</b>						
<b>3.0</b>	<b>Math Training</b>						
3.0.1	Teacher basic training (45 days)	22,145	-	600	-	13,287,000	13,287,000
3.0.2	Teacher refreshers training (10 days)	5,120	-	600	-	3,072,000	3,072,000
<b>3.1</b>	<b>English Training</b>						
3.1.1	Teacher basic training (45 days)	22,145	-	500	-	11,072,500	11,072,500
3.1.2	Teacher refreshers training (10 days)	5,120	-	500	-	2,560,000	2,560,000
<b>3.2</b>	<b>Science Training</b>						
3.2.1	Teacher basic training 30 days	14,920	-	125	-	1,865,000	1,865,000
3.2.2	Teacher refreshers training (10 days)	5,120	-	125	-	640,000	640,000
<b>3.3</b>	<b>Training on Co/extra curricular activities</b>						
3.3.1	Co-extra curricular activities training for physical teachers (10 days)	5,120	-	125	-	640,000	640,000
3.3.2	Refresher training for the physical teachers on co/extra curricular activities (6 days)	3,260	-	125	-	407,500	407,500
<b>3.4</b>	<b>Management Development Training</b>						
3.4.1	Management development training for the headmaster and asst. headmaster (6 days)	3,396	-	250	-	849,000	849,000
3.4.2	Refresher training on management development for the headmasters and asst. headmasters (3days)	2,180	-	250	-	545,000	545,000
<b>3.5</b>	<b>Management Development Training</b>						
3.5.1	Management development training for the Chairman/Vice Chairman of the School Management Committee and one other members (3days)	2,180	-	250	-	545,000	545,000
<b>3.6</b>	<b>Workshop</b>						
3.6.1	Workshop with SMC one time in the (period School based, DEO/Upzila level FSSAP staff will be invited)	5,000	-	50	-	250,000	250,000
<b>3.7</b>	<b>Advocacy and sharing of experiences</b>						
	With Union/Upazila/District and central level peoples (educationist, local govt. representative, govt officers, civil society etc.)						
3.7.1	Union level (100 union 1 times)	5,000	-	50	-	250,000	250,000
3.7.2	Upazila level (25 upazila 1 times)	10,000	-	30	-	300,000	300,000
3.7.3	District level (15 district 1 times)	20,000	-	8	-	160,000	160,000
3.7.4	Central level (1 times)	80,000	-	1	-	80,000	80,000
	<b>Total of B.3</b>				-	<b>36,523,000</b>	<b>36,523,000</b>

SL No	Activity/Item	Unit Cost (Taka)	Quantity/Nos		Amount in Taka		
			March 2003	April - March 2003-04	March 2003	April 2003 to March 2004	Total Cost
<b>B.4</b>	<b>Programme Implementation and Management</b>						
4.1	Salaries and benefits of Regional Manager (PBN)	15,000	1	1	15,000	180,000	195,000
4.2	Traveling and transportation (20% of 4.1)	3,000	1	1	3,000	36,000	39,000
4.3	Co-extra curricular activity support per school Tk.10,000 for 12 months	10,000	40	60	400,000	600,000	1,000,000
4.4	Laboratory and teaching learning materials support Tk. 20,000 per school for 12 months	20,000	40	60	800,000	1,200,000	2,000,000
	<b>Total of B.4</b>				<b>1,218,000</b>	<b>2,016,000</b>	<b>3,234,000</b>
<b>B.5</b>	<b>Facilitation, Supervision and Monitoring</b>						
5.1	Salaries and benefits of the field staff	8,000	42	42	336,000	4,032,000	4,368,000
5.1.1	Traveling and transportation (20% of 5.1)	1,600	42	42	67,200	806,400	873,600
5.1.2	Capacity development (10% of 5.1)	800	42	42	33,600	403,200	436,800
5.3	Salaries and benefits of Area facilitator	14,000	6	6	84,000	1,008,000	1,092,000
5.3.1	Traveling and transportation (20% of 5.3)	2,800	6	6	16,800	201,600	218,400
5.3.2	Capacity development (10% of 5.3)	1,400	6	6	8,400	100,800	109,200
5.4	Salaries and benefits of monitor	10,000	3	3	30,000	360,000	390,000
5.4.1	Traveling and transportation (25% of 5.4)	2,500	3	3	7,500	90,000	97,500
5.4.2	Capacity development (10% of 5.4)	1,000	3	3	3,000	36,000	39,000
5.7	<b>Staff for Programme support</b>						
5.7.1	Staff for MIS	10,000	2	2	20,000	240,000	260,000
5.7.2	Traveling and transportation (20% of 5.5.1)	2,000	2	2	4,000	48,000	52,000
5.7.3	General support (staff)	8,000	2	2	16,000	192,000	208,000
5.7.4	Traveling and transportation (20% of 5.5.3)	1,600	2	2	3,200	38,400	41,600
5.7.5	Computer operator	8,000	1	1	8,000	96,000	104,000
	<b>Total of B.5</b>				<b>637,700</b>	<b>7,652,400</b>	<b>8,290,100</b>
<b>B.6</b>	<b>Research</b>						
6.5.1	Salaries and benefits of researcher	12,000	2	2	24,000	288,000	312,000
6.5.2	Traveling and transportation (20% of 6.5.1)	2,400	2	2	4,800	57,600	62,400
6.5.3	Capacity development (10% of 6.5.1)	1,200	2	2	2,400	14,400	16,800
	<b>Total of B.6</b>				<b>31,200</b>	<b>360,000</b>	<b>391,200</b>
7.8	Institutional linkage with other professional organization				500,000	1,500,000	2,000,000
	<b>Total of B.7</b>				<b>500,000</b>	<b>1,500,000</b>	<b>2,000,000</b>
<b>B.8</b>	<b>Stipend for Student and Teachers</b>						
1.0	Stipend for Student (only a title)						
1.1	Secondary (monthly)	25	7,000	7,000	175,000	2,100,000	2,275,000
1.2	Higher Secondary /Tertiary (yearly)	3,000	-	500	-	1,500,000	1,500,000
2.0	Stipend for Teacher(yearly)	1,500	-	1,400	-	2,100,000	2,100,000
	<b>Total of B.8</b>				<b>175,000</b>	<b>5,700,000</b>	<b>5,875,000</b>
B.9	H.O Logistics and management (7% of the cost)				272,804	4,633,258	4,906,062
	<b>Total of B</b>				<b>4,201,204</b>	<b>71,182,658</b>	<b>75,383,862</b>